## Program Schedule

### Thursday, 8:00 am

### Division Sessions

1. **1.010. Divisions A and L: David L. Clark National Graduate Student Research Seminar (Day 1 of 2 - Breakout Group 1).** Division A - Administration
   - Organization & Leadership; Graduate Student Seminar
   - Hyatt Regency, Third Level, Agate C
   - 8:00 am to 5:00 pm

2. **1.011. Divisions A and L: David L. Clark National Graduate Student Research Seminar (Day 1 of 2 - Breakout Group 2).** Division A - Administration
   - Organization & Leadership; Graduate Student Seminar
   - Hyatt Regency, Third Level, Granite A
   - 8:00 am to 5:00 pm

3. **1.012. Divisions A and L: David L. Clark National Graduate Student Research Seminar (Day 1 of 2 - Breakout Group 3).** Division A - Administration
   - Organization & Leadership; Graduate Student Seminar
   - Hyatt Regency, Third Level, Granite B
   - 8:00 am to 5:00 pm

### Thursday, 9:00 am

### Professional Development Courses

1. **2.010. A Gentle Introduction to Statistical Analysis and Research With R.** Professional Development and Training Committee; Professional Development Course
   - Hyatt Regency, Fourth Level, Capitol Ballroom 1
   - 9:00 am to 5:00 pm
   - **Director:**
     Terrell Lamont Strayhorn, The University of Tennessee
   - **Instructor:**
     Phyllis L. Jacobson, California Commission on Teacher Credentialing
     Amy H. Rathbun, American Institutes for Research/Education Statistics Services Institute
     Jill T. Walston, American Institutes for Research

2. **2.011. Accessing and Analyzing National Databases to Understand Complex Ecologies in Secondary and Higher Education.** Professional Development Course
   - Hyatt Regency, Fourth Level, Capitol Ballroom 1
   - 9:00 am to 5:00 pm
   - **Director:**
     Jerry L. Deluca, ETS
     Katherine Basset, ETS

2. **2.015. Beyond Deficit Paradigms in Researching Diverse Communities and Schools: An Interdisciplinary Workshop.** Division G - Social Context of Education; Mentoring Session
   - Colorado Convention Center, Lower Level, Korbel Ballroom 2 C
   - 8:00 am to 4:00 pm

2. **2.016. Beyond Deficit Paradigms in Researching Diverse Communities and Schools: An Interdisciplinary Workshop (Breakout Room 1).** Division G - Social Context of Education; Mentoring Session
   - Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
   - 8:00 am to 4:00 pm

2. **2.017. Beyond Deficit Paradigms in Researching Diverse Communities and Schools: An Interdisciplinary Workshop (Breakout Room 2).** Division G - Social Context of Education; Mentoring Session
   - Colorado Convention Center, Lower Level, Korbel Ballroom 1 E
   - 8:00 am to 4:00 pm

2. **2.018. Beyond Deficit Paradigms in Researching Diverse Communities and Schools: An Interdisciplinary Workshop (Breakout Room 3).** Division G - Social Context of Education; Mentoring Session
   - Colorado Convention Center, Lower Level, Korbel Ballroom 1 F
   - 8:00 am to 4:00 pm
2.017. Learning Mathematics for Teaching: Instrument Dissemination Workshop, Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Third Level, Centennial Ballroom G
9:00 am to 5:00 pm
Director:
Geoffrey C. Phelps, Harvard University
Instructor:
Heather C. Hill, Harvard University

2.018. Mixed Data Analysis Techniques: A Comprehensive, Step-by-Step Approach, Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Third Level, Centennial Ballroom D
9:00 am to 5:00 pm
Directors:
Anthony J. Onwuegbuzie, Sam Houston State University
Kathleen M. Collins, University of Arkansas
Nancy L. Leech, University of Colorado - Denver
John R. Slate, Sam Houston State University
Instructor:
Normand Peladeau, Provalis Research

2.019. Secondary Analysis of the Educational Longitudinal Study of 2002 (ELS:2002), Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 4
9:00 am to 5:00 pm
Director:
Emmanuel Sikali, U.S. Department of Education
Instructors:
John G. Wit, NCES
Mike Planty, National Center for Education Statistics
David C. Miller, American Institutes for Research

2.020. Thinking Like a Qualitative Researcher: A Course for New and Prospective Qualitative Researchers (Day 1 of 2), Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Third Level, Centennial Ballroom B
9:00 am to 5:00 pm
Director:
Nadine E. Dolby, Purdue University

2.021. Using Qualitative Software to Understand and Analyze Complex Ecologies in Educational Research and Evaluation, Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 3
9:00 am to 5:00 pm
Directors:
Debra C. Burkey Piecka, Center for Educational Technologies, NASA-Sponsored Classroom of the Future
Rodney K. Hopson, Duquesne University

2.022. Writing an Application for an IES Grant: A Workshop, Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 2
9:00 am to 5:00 pm
Directors:
Allen Ruby, Institute of Education Sciences
Jonathan Levy, National Center for Education Research, Institute of Education Sciences

AERA Sessions

2.023. The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education, AERA Sessions; Invited Session
Sheraton, Tower Mezzanine Level, Tower Court A
9:00 am to 6:00 pm
Directors:
Jerlando F. L. Jackson, University of Wisconsin - Madison
Lamont A. Flowers, Clemson University

2.024. Division A: Administration, Organization, and Leadership: Early Career Faculty Mentoring Seminar (Room 1), Division A - Administration Organization & Leadership; Mentoring Session
Hyatt Regency, Third Level, Quartz
9:00 am to 4:00 pm
Chair:
Linda C. Tillman, University of North Carolina - Chapel Hill
Participants:
Kent E. Seidel, University of Denver
Andrea Evans, Northern Illinois University
Richard R. Halverson, University of Wisconsin
Anjale DeIon Weldon, University of Texas - Austin
Danielle C. Hayes, University of Texas - Austin
Kristin S. Huggins, Texas A&M University - College Station
Gregory Anderson, University of Denver

2.025. Division A: Administration, Organization, and Leadership: Early Career Faculty Mentoring Seminar (Room 2), Division A - Administration Organization & Leadership; Mentoring Session
Hyatt Regency, Third Level, Granite C
9:00 am to 4:00 pm
Participant:
Linda C. Tillman, University of North Carolina - Chapel Hill

Thursday, 10:00 am

Division Sessions

3.010. Division C Graduate Student Seminar (Day 1 of 2, Invitation Only), Division C - Learning and Instruction; Graduate Student Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 3 C
10:00 am to 6:00 pm
Chairs:
Akane Zusho, Fordham University
Jennifer G. Cromley, Temple University

Thursday, 12:00 pm

Division Sessions

4.010. Division J Emerging Scholars Workshop (Day 1, Group 1), Division J - Postsecondary Education; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 A
12:00 pm to 7:00 pm
Chair:
Amy E. Wells-Dolan, The University of Mississippi

4.011. Division J Emerging Scholars Workshop (Day 1, Group 2), Division J - Postsecondary Education; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 B
12:00 pm to 7:00 pm

4.012. Division J Emerging Scholars Workshop (Day 1, Group 3), Division J - Postsecondary Education; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 C
12:00 pm to 7:00 pm

Thursday, 1:00 pm

Division Sessions

5.010. Division B Graduate Student Alumni Seminar (Day 1 of 2), Division B - Curriculum Studies; Graduate Student Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 4 A
1:00 pm to 5:00 pm

5.011. Division B Graduate Student Seminar (Day 1 of 2), Division B - Curriculum Studies; Graduate Student Seminar
5.012. Division B New Faculty Seminar (Day 1 of 2). Division B - Curriculum Studies; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 4 C
1:00 pm to 5:00 pm

5.013. Eco-Justice and Environmental Educators in Conversation: Exploring Intersections and Tensions (Day 1 of 2). Division B - Curriculum Studies; Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 4 E
1:00 pm to 5:00 pm

5.014. Educational Research and Activism for Social Justice (Day 1 of 2).
Division B - Curriculum Studies; Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 4 F
1:00 pm to 5:00 pm

5.015. International Curriculum Research Graduate Student Seminar (Day 1 of 2). Division B - Curriculum Studies; Graduate Student Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 4 D
1:00 pm to 5:00 pm

Thursday, 4:00 pm

6.010. Division C New Faculty Mentoring Program (Day 1 of 2). Division C - Learning and Instruction; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3 B
4:00 pm to 6:30 pm

6.011. Division K New Faculty Pre-Conference Seminar (Day 1). Division K - Teaching and Teacher Education; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3 A
4:00 pm to 9:00 pm

Chair:
Cynthia B. Dillard, The Ohio State University

Thursday, 5:00 pm

7.010. Division K Graduate Student Preconference Seminar (Day 1 of 2).
Division K - Teaching and Teacher Education; Graduate Student Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 2 A
5:00 pm to 9:00 pm

Chair:
Susan E. Noffke, University of Illinois - Urbana-Champaign

Thursday, 5:45 pm

8.010. Education Access and Success in the 21st Century: Building Partnerships to Engage all Learners, Presidential Session; Off-Site Visit
Denver Art Museum, Hamilton Building Entrance, at 13th Avenue between Broadway and Bannock Streets
5:45 pm to 9:00 pm

Visit Leader:
Kent E. Seidel, University of Denver

Participants:
Carol D. Lee, Northwestern University
Sonia Nieto, University of Massachusetts - Amherst
Gregory Anderson, University of Denver

Friday, 7:00 am

10.010. Division J Emerging Scholars Workshop (Day 2, Group 1). Division J - Postsecondary Education; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 A
7:00 am to 11:30 am

10.011. Division J Emerging Scholars Workshop (Day 2, Group 2).
Division J - Postsecondary Education; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 B
7:00 am to 11:30 am

10.012. Division J Emerging Scholars Workshop (Day 2, Group 3).
Division J - Postsecondary Education; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 C
7:00 am to 11:30 am

Friday, 8:00 am

11.010. An Introduction to GIS for Educational Researchers (Day 2 of 2).
Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Third Level, Centennial Ballroom F
8:00 am to 4:00 pm

Directors:
Mark Hogrebe, Washington University in St. Louis
Douglas E. Geverdt, U.S. Census Bureau

Instructor:
Joseph Kerski, ESRI

Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Third Level, Centennial Ballroom A
8:00 am to 12:00 pm

Director:
Adrienne D. Dixson, The Ohio State University

Instructors:
Bryan McKinley Jones Brayboy, Arizona State University
David Gillborn, Institute of Education - London
Tyrone C. Howard, University of California - Los Angeles
Marvin Lynn, University of Illinois - Chicago
David O. Stovall, University of Illinois - Chicago
Jannel K. Donnor, California State University - Fullerton
Dolores Delgado Bernal, University of Utah
Enrique Aleman, University of Utah
Laurence J. Parker, University of Illinois - Urbana-Champaign
Rich Milner, Vanderbilt University
Jessica T. Decuir-Gunby, North Carolina State University
Friday Morning, April 30, 2010

11.012. Educator Performance Assessment: A Practical Workshop (Day 2 of 2). Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Third Level, Centennial Ballroom C
8:00 am to 12:00 pm
Director:
Phyllis L. Jacobson, California Commission on Teacher Credentialing
Instructors:
Jerry L. Deluca, ETS
Katherine Baestet, ETS

11.013. Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach (Day 2 of 2). Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Third Level, Centennial Ballroom D
8:00 am to 4:00 pm
Directors:
Anthony J. Onwuegbuzie, Sam Houston State University
Kathleen M. Collins, University of Arkansas
Nancy L. Leech, University of Colorado - Denver
John R. Slate, Sam Houston State University
Instructor:
Normand Peladeau, Provalis Research

11.014. Thinking Like a Qualitative Researcher: A Course for New and Prospective Qualitative Researchers (Day 2 of 2). Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Third Level, Centennial Ballroom B
8:00 am to 12:00 pm
Director:
Nadine E. Dolby, Purdue University

Governance Meetings and Events

11.001. AERA Joint Committee on Annual Meeting Policies and Procedures and Research Advisory - Closed Meeting. AERA Governance;
Governance Session
Hyatt Regency, Fourth Level, Capitol Ballroom 2
8:00 am to 12:00 pm
Chairs:
Mitchell J. Nathan, University of Wisconsin - Madison
Deborah L. Vandell, University of California - Irvine

11.002. AERA Social Justice Action Committee - Closed Meeting 1. AERA Governance;
Governance Session
Hyatt Regency, Fourth Level, Limestone
8:00 am to 12:00 pm
Chair:
William H. Watkins, University of Illinois - Chicago

Division Sessions

11.003. Divisions A and L: David L. Clark National Graduate Student Research Seminar (Day 2 of 2 - Breakout Group 1). Division A - Administration
Organization & Leadership; Graduate Student Seminar
Hyatt Regency, Third Level, Agate C
8:00 am to 12:00 pm

11.004. Divisions A and L: David L. Clark National Graduate Student Research Seminar (Day 2 of 2 - Breakout Group 2). Division A - Administration
Organization & Leadership; Graduate Student Seminar
Hyatt Regency, Third Level, Granite A
8:00 am to 12:00 pm

11.005. Divisions A and L: David L. Clark National Graduate Student Research Seminar (Day 2 of 2 - Breakout Group 3). Division A - Administration
Organization & Leadership; Graduate Student Seminar
Hyatt Regency, Third Level, Granite B
8:00 am to 12:00 pm

11.006. Divisions A and L: David L. Clark National Graduate Student Research Seminar (Day 2 of 2, General Session). Division A - Administration
Organization & Leadership; Graduate Student Seminar

Hyatt Regency, Third Level, Mineral Hall ABC
8:00 am to 12:00 pm

11.007. Division C New Faculty Mentoring Program (Day 2 of 2). Division C - Learning and Instruction; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3 B
8:00 am to 12:00 pm

11.008. What They’re Looking for in Hiring New Graduates: Transitioning From Graduate Student to Professional. Division D - Measurement and Research Methodology; Graduate Student Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 2 C
8:00 am to 11:00 am
Chair:
H. Gary Cook, University of Wisconsin
Participants:
Arturo Olivarez, University of Texas - El Paso
James C. Kaufman, California State University - San Bernardino
Akihito Kamata, University of Oregon

11.009. Division E Graduate Student Preconference Seminar: Division E - Counseling and Human Development; Graduate Student Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 1 E
8:00 am to 11:50 am

11.010. Division E New Faculty Preconference Workshop. Division E - Counseling and Human Development; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 F
8:00 am to 11:50 am
Chairs:
Teresa A. Fisher, Northern Illinois University
Denice Ward Hood, University of Illinois

11.011. Division K Graduate Student Preconference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 2 A
8:00 am to 11:45 am
Chair:
Susan E. Noffke, University of Illinois - Urbana-Champaign

11.012. Division K New Faculty Preconference Seminar (Day 2). Division K - Teaching and Teacher Education; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3 A
8:00 am to 12:00 pm

Friday, 8:30 am

Division Sessions

12.010. Division F Mentoring Seminar - Breaking Grounds, Crossing Borders: History and Education at the Cutting Edge (Day 2 of 2). Division F - History and Historiography; Mentoring Session
Colorado Convention Center, Lower Level, Korbel Ballroom 2 B
8:30 am to 11:30 am

Friday, 9:00 am

Division Sessions

13.010. Division B Graduate Student Alumni Seminar (Day 2 of 2). Division B - Curriculum Studies; Graduate Student Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 4 A
9:00 am to 12:00 pm

13.011. Division B Graduate Student Seminar (Day 2 of 2). Division B - Curriculum Studies; Graduate Student Seminar
Colorado Convention Center, Lower Level, Korbel Ballroom 4 B
9:00 am to 12:00 pm

13.012. Division B New Faculty Seminar (Day 2 of 2). Division B - Curriculum Studies; Mentoring Session
### Friday, 10:00 am

#### Division Sessions

**14.010. Division H Graduate Student Seminar**. Division H - Research, Evaluation and Assessment in Schools; Graduate Student Seminar  
Hyatt Regency, Fourth Level, Capitol Ballroom 5  
10:00 am to 11:00 am

**14.011. Environmental Justice (EJ) Tour of Denver Metro Area Sponsored by Division K (Group 1)**. Division K - Teaching and Teacher Education; Off-Site Visit  
Cross Community Coalition Center in Globeville  
10:00 am to 1:00 pm  
Visit Leader:  
Barbara J. Dray, University of Colorado - Denver

### Friday, 11:00 am

#### Division Sessions

**15.010. Division H Graduate Students/Early Career Mentoring Program**. Division H - Research, Evaluation and Assessment in Schools; Mentoring Session  
Hyatt Regency, Fourth Level, Capitol Ballroom 5  
11:00 am to 12:00 pm

**15.011. Division I Graduate Student and Junior Faculty Pre-Meeting Orientation**. Division I - Education in the Professions; Graduate Student Seminar  
Hyatt Regency, Third Level, Quartz  
11:00 am to 12:30 pm

### Friday, 12:00 pm

#### Governance Meetings and Events

**16.001. AERA 2009-2010 Council Meeting**. AERA Governance; Governance Session  
Hyatt Regency, Fourth Level, Capitol Ballroom 3  
12:00 pm to 3:45 pm  
Chair:  
Carol D. Lee, Northwestern University

**16.002. AERA Council of Editors - Closed Business Meeting**. AERA Governance; Governance Session  
Hyatt Regency, Fourth Level, Capitol Ballroom 1  
12:00 pm to 2:00 pm
Central Office, Chris A. Condon, Learning Point Associates
Growing School Leaders: Examining the Assessment, Professional Development, and Support Nexus. Estelle Kamber, Long Island University; Arnold Edward Dodge, Long Island University - C.W. Post Campus; Joan M.T. Walker, Pace University
Identity Changes in an Innovative Educational Doctorate Program. David W. Moore, Arizona State University; Ray B. Buss, Arizona State University West; Teresa S. Fongler, Arizona State University; Kate Olson, Arizona State University; Suzanne R. Painter, Arizona State University West; Debby M. Zambo, Arizona State University
Is There a “Doctor” in the House? A Comparison of the Ed.D. and the Ph.D. April L. Peters, University of Georgia; Sheneka M. Williams, University of Georgia; Eric A. Houck, University of Georgia
Leadership Development in the ELCJHL Schools: Addressing the Challenges of the Complex Ecologies for Palestinian Educators. Nadyne Guzman, University of Colorado - Colorado Springs; Rod Schofield, Effectiveness Associates

16.014. Critical Pedagogies of Consumption, Division B - Curriculum Studies; Symposium Colorado Convention Center, Street Level, Room 110 12:00 pm to 2:00 pm Chairs: Peter L. McLaren, University of California - Los Angeles; Jennifer April Sandlin, Arizona State University
Participants: Consumption, Education, and Learning: Exploring Consumption’s Pedagogy. Jennifer April Sandlin, Arizona State University; Peter L. McLaren, University of California - Los Angeles; Schools Imbued in a Marketing-Saturated World. Alex J. Molnar, Arizona State University; Faith Boninger, Arizona State University; Teaching Consumerism in Public Schools. Joel H. Spring, Queens College - CUNY
Nostalgia, Entrepreneurs, and Consumers: Prototypes About Higher Education in Influential Media. Gustavo E. Fischman, Arizona State University; Eric M. Haas, University of Connecticut
From Generating Xpectations to Extreme Buzz: Marketing at the Interstices of Youth Culture. Michael Hoechsmann, McGill University
Global Capitalism and Strategic Visual Pedagogy. David Darts, New York University; Kevin M. Tavin, School of the Art Institute of Chicago
Discussant: Shirley R. Steinberg, McGill University

16.015. Nostalgia and Knowledge Creation: Mourning, Play, and Reenchantment, Division B - Curriculum Studies; Symposium Colorado Convention Center, Street Level, Room 108 12:00 pm to 1:30 pm Chair: Susan Talburt, Georgia State University

16.016. Current Perspectives From Three National R&D Centers Focused on Game-Based Learning: Issues in Learning, Instruction, Assessment, and Game Design, Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 607 12:00 pm to 2:00 pm Chair: Jonathan Levy, National Center for Education Research, Institute of Education Sciences
Participants:
2. Possible Worlds Game Development: Designing Developmentally Appropriate Educational Games. Katherine E. Culp, Education Development Center/Center for Children and Technology

3. Possible Worlds Game Development: Negotiating Scientific Accuracy, Instructional Design, and Game Play. John Parvis, Education Development Center, Inc.; Cornelia Bruner, Education Development Center/Center for Children and Technology; Marian Pasquale, Education Development Center, Inc.; Tobi Saulnier, 1st Playable Productions

4. Design Patterns for Effective Educational Games. Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Catherine E. Milne, New York University; Jonathan Frye, New York University; Tsu-Ting Huang, New York University; Zhen Zeng, New York University

5. Defining and Measuring Engagement in Educational Games. Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Catherine E. Milne, New York University; Jonathan Frye, New York University; Tsu-Ting Huang, New York University; Zhen Zeng, New York University

6. Evidence of Students’ and Teachers’ Game Preferences, and Game Effectiveness. Noelle Griffin, University of California - Los Angeles; Perry P. Vendlinski, University of California - Los Angeles; Rebecca E. Buschang, University of California - Los Angeles; Girle C. Delacruz, University of California - Los Angeles; Gregory K. W. K. Chung, University of California - Los Angeles

7. Ontology-Based Design of Gamelets: Initial Work on Pre-Algebra. Gregory K. W. K. Chung, University of California - Los Angeles; Markhas Iseli, University of California - Los Angeles; Eva L. Baker, University of California - Los Angeles; Rebecca E. Buschang, University of California - Los Angeles; Girle C. Delacruz, University of California - Los Angeles

8. Aligning Game Mechanics and Learning Goals. Tracy Fullerton, University of Southern California; Sean Platt, University of Southern California; Daniel Ponce, University of Southern California


Discussant: Robert K. Atkinson, Arizona State University

16.017. Peer Collaboration and Helping in Virtual Worlds: Complexities of Context in Quest Atlantis, Second Life, and World of Warcraft, Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 102 12:00 pm to 1:30 pm Chair: Donald W. Brenme, Whittier College
Large-Scale Communities: Affordances for Knowledge Construction and Sharing in World of Warcraft. Linda G. Polin, Pepperdine University; Culture That Makes Knowledge: Investigating Micro-Processes Within a Chinese Online Community Focusing on Technological Production. Yong Ming Kow, University of California - Irvine

Discussant: Bonnie Nardi, University of California - Irvine

16.018. Practical Implications of Meta-Analyses for Language and Literacy Development, Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 104 12:00 pm to 1:30 pm Chair: David K. Dickinson, Vanderbilt University
Participants: Language and Literacy Effects of Curriculum Interventions for Preschools Serving Economically Disadvantaged Children. Catherine Darrow, Vanderbilt University; The Effectiveness of Language and Literacy Coaching for Early-Childhood Teachers in Improving Instructional Practice and Classroom Quality. Jill Brooke Freiberg, Vanderbilt University; A Critical Synthesis and Meta-Analysis of Comprehension Strategies Instruction for Middle School Students. Dennis S. Davis, Vanderbilt University

Discussant: Catherine Snow, Harvard University
16.019. Strategy Instruction Solutions to Improve Literacy Skills. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 205
12:00 pm to 2:00 pm
Chair:
Danielle McNamara, The University of Memphis
Participants:
A Meta-Analysis of the Effects of Writing on Reading. Steve Graham, Vanderbilt University
Integrating Reading and Writing Strategies: Results of the Writing-Intensive Reading Comprehension Study. James L. Collins, University at Buffalo - SUNY; Jaekyung Lee, University at Buffalo - SUNY
A Cognitive Strategies Approach to Reading and Writing Instruction for Mainstreamed Secondary School ELLs. Carol B. Olson, University of California - Irvine
Intelligent Tutoring Systems to Improve Reading and Writing. Danielle McNamara, The University of Memphis
Discussant:
Karen R. Harris, Vanderbilt University

Sheraton, Plaza Concourse Level, Governor’s Square 17
12:00 pm to 1:30 pm
Chair:
Tiffany Ann Whittaker, University of Texas - Austin
Participants:
A Comparison of Multiple-Membership and Cross-Classified Random Effects Models. Susan Natasha Beretvas, University of Texas - Austin; Walter L. Leite, University of Florida
Analyzing Cross-Classified Data Structures Without a Cross-Classified Random Effects Model: An Evaluation of Design-Based Methods. Walter L. Leite, University of Florida; Laura M. Stapleton, University of Maryland - Baltimore County; Susan Natasha Beretvas, University of Texas - Austin; James Algina, University of Florida
An Evaluation of the Performance of Information Criteria for Correct Cross-Classified Random-Effects Model Selection. Daniel L. Murphy, Pearson; Susan Natasha Beretvas, University of Texas - Austin
Estimating Time-Varying Treatment Effects in Observational Studies: An Evaluation of the Performance of Cross-Classified Growth Curve Models With Inverse Probability-of-Treatment Weights. Walter L. Leite, University of Florida; Jann W. Maeddes, University of Florida; Bong Jin, University of Florida; Robert Sandbach, University of Florida; Byung Shi, University of Florida
Discussant:
Yeow Meng Thum, Northwest Evaluation Association

16.021. ICT-Based Assessment of 21st-Century Skills. Division D - Measurement and Research Methodology; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 16
12:00 pm to 1:30 pm
Chair:
Patrick Griffin, University of Melbourne
Participants:
Operational Definitions of 21st-Century Skills. Senta J. Raizen, WestEd
21st-Century Measurement for 21st-Century Skills. Mark R. Wilson, University of California - Berkeley
Technological Promises and Challenges of Computer-Based Assessment of Complex Skills. Beno Csapo, University of Szeged
Assessment Through Collaborative Knowledge Production and Effective Action and Reflection. John D. Bransford, University of Washington; Marlene Scardamalia, OISE/University of Toronto
National Policies to Advance Assessment Reform. Linda Darling-Hammond, Stanford University
Discussants:
John Tanner, Council of Chief State School Officers
Andreas Schleicher, Organisation for Economic Co-operation and Development

Colorado Convention Center, Street Level, Room 709
12:00 pm to 2:00 pm
Chair:
Heriberto Godina, University of Texas - El Paso
Participants:
Identity, Positioning, and Self-Regulation: New Immigrant Children in English-Only Contexts. Eun-Young Jang, Vanderbilt University; Ana Christina DaSilva C. Idings, The University of Arizona
Improvising English Learners’ Instruction: Positioning Spanish Teachers as ESOL Teachers in New Latino Communities. Soria Elizabeth Colomer, University of Georgia
Storytelling in Mexican Homes: Connections Between Oral and Literacy Practices. Leslie J. Reese, California State University - Long Beach
Understanding Figured Worlds and Positional Identities Revealed in Korean Mothers’ Narratives on Children’s Biliteracy Practices. Kwangok Song, University of Texas - Austin
Reciprocity in Conducting Research Within Indigenous Communities: Reflections of a Non-Native Researcher. Amy J. Fann, University of North Texas

Discussant:
Bryan McKinley Jones Brayboy, Arizona State University

16.026. A Multidisciplinary Exploration of Signature Pedagogies and the Promotion of Accomplished Teaching. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 702
12:00 pm to 1:30 pm
Chair:
David J. Clarke, University of Melbourne
Participants:
Characterizing Secondary School Teacher Imperatives as Subject Pedagogies: A Pedagogy of Support in Mathematics and a Pedagogy of Engagement in Science. Linda Maree Darby, Royal Melbourne Institute of Technology University, Australia
What Counts as Accomplishment in Geography Teaching? Professional Standards, Pedagogic Practices, and Performativity. Dianne Mulcahy, University of Melbourne; Jeanne Kriewaldt, University of Melbourne
Promoting Accomplished Science Teaching Through Pedagogical Research. Russell W. Tyler, Deakin University; Peter Hubber, Deakin University
Accomplished Mathematics Teaching Reflected as Characteristics of a Signature Pedagogy. Bettina Roesken, University of Duisburg-Essen; Guenter Toerner, University of Duisburg-Essen
Discussant:
Roger Saljo, Goteborg University, Sweden

16.027. Hope and Healing in Urban Education. Division K - Teaching and Teacher Education; Invited Session
Colorado Convention Center, Street Level, Room 712
12:00 pm to 1:30 pm
Chairs:
Michelle Fine, The Graduate Center - CUNY
Patrick Camangian, University of San Francisco
K. Wayne Yang, University of California - San Diego
Participants:
Youth Rising: Activism, Hope, and Healing in Urban Education. Shawn A. Gimwright, San Francisco State University
Damage, Desire, Repatriation, Hope. Eve Tuck, SUNY - College at New Paltz
Note to Educators: Hope Required When Growing Roses in Concrete. Jeff M. R. Duncan-Andrade, San Francisco State University
Discussant:
Gloria J. Ladson-Billings, University of Wisconsin - Madison

16.028. Making It Their Own: Preservice Teachers’ Beliefs, Strategies, and Thoughts of Mathematic Instruction. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 704
12:00 pm to 1:30 pm
Chair:
Fiona Catherine Chambers, University College Cork
Participants:
Comparative Longitudinal Effects of Changes in an Elementary Education Program on Mathematics Beliefs and Knowledge for Teaching. Marvin E. Smith, Kennesaw State University; Stephanie Z. Smith, Georgia State University; Susan L. Swars, Georgia State University; Lynn C. Hart, Georgia State University; Regina Haarderger, Georgia State University
Examining the Relationship Between a Preservice Elementary Teacher’s Beliefs About Mathematics and Her Teaching Practices. Joan Guzarati, Teachers College, Columbia University
Preservice Mathematics Teachers’ Self-Regulated Learning Strategies for the Teaching of Mathematics in Practice Schools. Gomal Kurt, Middle East Technical University; Erdal Calioglu, Middle East Technical University
Preservice Teachers’ Perspectives on and Preparation for Teaching Mathematics Equitably. Michael Dornoo, The Ohio State University; Lynda R. West, University of Nevada - Reno
Who Has the Power? Preservice Teachers’ Responses to Children’s Mathematical Thinking. Tonia Jo Land, Iowa State University
Discussant:
Derek L. Anderson, Northern Michigan University

16.029. Mathematical Problem Solving: Preservice Teachers’ Knowledge, Learning, and Instruction. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 706
12:00 pm to 1:30 pm
Chair:
Cheng-Yao Lin, Southern Illinois University - Carbondale
Participants:
A Self-Study Approach to Prospective Secondary Mathematics Teachers’ Development of Problem-Solving Knowledge for Teaching. Olive Chapman, University of Calgary
Effect of a Web-Based Instruction on Preservice Teachers’ Knowledge of Fraction Operations. Cheng-Yao Lin, Southern Illinois University - Carbondale
Preservice Teachers’ Knowledge of Algebraic Thinking and the Characteristics of the Questions Posed for Students. Leigh A. Van Den Kieboom, Marquette University; Marta T. Magiera, Marquette University; John Moyer, Marquette University
Discussant:
Robert E. Floden, Michigan State University

16.030. Teaching Pedagogy and the Experiences of Children of Color. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 603
12:00 pm to 1:30 pm
Chair:
Azure Dee Smiley, University of Indianapolis
Participants:
Hip-Hop “Hypocrisy”: New Teacher Perceptions of Critical Pedagogy and Student Experiences in “Critical” Classrooms. Rema Ella Reynolds, University of California - Riverside; Antero Garcia; Maribel Santiago, University of California - Los Angeles
Identification With Academics: The Early-School Experiences of Six African American Boys. Vicki A. Vescio, University of Florida
The Power of Language and Teaching on Early-Childhood Racial Identity in U.S. Schools. Mary E. Earick, Plymouth State University
Two Sides to the Story: Somali Bantu Refugees’ Experiences in Learning How to “Do School.” Laura A. Roy, The Pennsylvania State University; Kevin C. Roux, University of Wyoming
Discussant:
Honorine D. Nocon, University of Colorado - Denver

16.031. Courts and Equal Educational Opportunities. Division L - Educational Policy and Politics; Paper Session
Sheraton, Plaza Concouse Level, Governor’s Square 10
12:00 pm to 1:30 pm
Chair:
Julie F. Mead, University of Wisconsin - Madison
Participants:
Affirmative Action and the Politics of Fear: Content Analysis of News Coverage of Court Cases. Karen L. Miksch, University of Minnesota; Mark H. Pedelty, University of Minnesota
Assessing Multietnic Segregation: Measurement and Interpretation. Ross E. Mitchell, University of Redlands; Douglas E. Mitchell, University of California - Riverside
Conceptions of Equal Educational Opportunity for Students With Disabilities. Regina R. Umpstead, Central Michigan University
How Did Parents Involved in Community Schools Matter? Developing a Typology of Response. Elizabeth H. Debray-Pelot, University of Georgia; Erica Frankenberger, University of California - Los Angeles; Kathryn A. McDermott, University of Massachusetts - Amherst
The Supreme Court and the End of Court-Ordered School Desegregation. Elena Grewal, Stanford University; Sean F. Reardon, Stanford University

16.032. Policy Making and Implementation From a Global Perspective. Division L - Educational Policy and Politics; Paper Session
Sheraton, Plaza Concouse Level, Governor’s Square 15
12:00 pm to 1:30 pm
Chair:
Gabriella C. Gonzalez, RAND Corporation
16.033. Effective Classroom Practices for English-Language Teaching: Bilingual Education Revisited. SIG-Bilingual Education Research; Paper Session Colorado Convention Center, Street Level, Room 210 12:00 pm to 1:30 pm Chair: Urruela Casonova, Arizona State University Participants: Hispanic English-Learners’ Self-Esteem in Language Competency: The Influence of Intervention, Language of Instruction, and Gender. Fuhai Tong, Texas A&M University; College Station; Beverly J. Irby, Sam Houston State University; Rafael Lara-Alecio, Texas A&M University; Mary Nicipants, Sam Houston State University; Florencio Hassey, Sam Houston State University Learning Science and English Using Native-Language Aids. Stephanie A. Teachman, Arizona State University; Douglas B. Clark, Vanderbilt University; Madhnin Menekse, Arizona State University; Tina M. Sheryping, Arizona State University Nurturing the Ecology of a Bilingual Classroom Through the Use of Latino/a Students’ Family Cuentos, Dichos, and Consejos. Lisa Santillan, University of Texas - San Antonio Strategies, Approaches to Learning, and Language Proficiency as Predictors of EFL Reading Comprehension. Miao Li, Queen’s University; Hui Zhang, Winnipeg School Division; John R. Kirby, Queen’s University The Nature of Activities Makes a Difference: A Comparative Study Between an English-Immersion Class and a Non-English-Immersion Class in Mainland China. Xiaohua Liang, University of Hong Kong Discussant: Maria R. Coady, University of Florida

16.034. Teaching Critical Race Theory in a “Postracial Era”: Challenges and Best Practices. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Workshop Colorado Convention Center, Street Level, Room 602 12:00 pm to 1:30 pm Chair: Franklin A. Tuit, University of Denver Participants: Franklin A. Tuit, University of Denver Dorinda Joy Carter Andrews, Michigan State University Rachel Griffin, University of Denver Michelle Jay, University of South Carolina Jeffrey F. Milem, President, Association for the Study of Higher Education; The University of Arizona Discussants: Marvin Lynn, University of Illinois - Chicago Michael E. Jennings, University of Texas - San Antonio


16.037. Researching Virtual Learning Environments. SIG-Instructional Technology; Paper Session Sheraton, Plaza Concource Level, Governor’s Square 9 12:00 pm to 1:30 pm Chair: Ugur Kale, West Virginia University Participants: An Investigation of Subject-Area Differences in K-12 Virtual Schooling. Kevin M. Oliver, North Carolina State University; Ruchi Patel, North Carolina State University; Tricia Townsend, North Carolina State University An Evaluation of 73 Publicly Funded K-12 Virtual Programs in the U.S. Ting Yuan, Teachers College, Columbia University; Stephen A. Asunka, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Ching-Fu Tan, Teachers College, Columbia University Fostering Learning Ecologies in e-Learning Environments: Virtual Impersonation. Marshall G. Jones, Wittenberg University; Stephen W. Harmon, Georgia State University Effects of an Emotion Control Treatment on Academic Emotions, Motivation, and Achievement in an Online Mathematics Course. Chawnm Kim, University of Georgia; Charles Brent Hodges, Georgia Southern University Toward Individualized Online Learning: The Design and Development of an Adaptive Web-Based Learning Environment. Fethi A. Inan, Texas Tech University; Raymond Flores, Texas Tech University; Fatih Ari, Texas Tech University; Isfahan Arslan-Ari, Texas Tech University Discussant: Craig A. Cunningham, National-Louis University

16.038. International Studies on Student Behavioral Problems and At-Risk Student Populations. SIG-International Studies; Paper Session Colorado Convention Center, Street Level, Room 710 12:00 pm to 1:30 pm Chair: Mary E. Brenner, University of California - Santa Barbara Participants: Finding and Reading Road Signs in Ethnographic Research: Studying the Unwelcomed Stranger. Steven Locke, University of Wyoming; Carlos J.
Sheraton, Plaza Concourse Level, Plaza Ballroom D
12:00 pm to 1:30 pm
Chair: Lynda Stone, University of North Carolina - Chapel Hill
Participants:
No Easy Answers to Real Problems: Educational Questions Facing European Muslim Women and Girls in the Age of Cosmopolitanism. Sharaz Todd, Stockholm University
The Human Abode in Intergenerational Justice. Huey-Li Li, The University of Akron
Privatization and Capitalization: On the Hatred of Public Education. Jan Masschelein
Crisis and Urgency: Teaching and Learning in Heightened Security. Cris Mayo, University of Illinois - Urbana-Champaign
Crisis, Judgment, and the Experience of Democracy: A View From Education. Gerrit J. J. Biesla, University of Stirling

Colorado Convention Center, Street Level, Room 204
12:00 pm to 2:00 pm
Chair: Richard D. Osguthorpe, Boise State University
Participants:
An Ecology of Care: Interdependent Moral Education and a Pedagogical Practice Called Rocks in a Basket. Colette Rabin, San Jose State University
Change in Moral Judgment of Preservice Teachers in a Full-Year Internship. Sharon Nodie Oja, University of New Hampshire; Suzanne E. Graham, University of New Hampshire; Michael D. Andrews, University of New Hampshire
Moral Development in Teaching Psychology and Cultural Diversity. Matthew R. Lee, James Madison University; Kristin Davidoff, James Madison University
The Impact of Philosophy, Theology, and Service Upon the Belief in a Just World of Pre-Business College Students. Scott Clifford Seider, Boston University
The Relation of Multicultural Experiences to Moral Judgment and Open-Mindedness. Darvia F. Narvaez, University of Notre Dame; Patrick L. Hill, University of Notre Dame

16.041. The Role of the Teacher in Creating a Motivational Classroom Context. SIG-Motivation in Education; Paper Session
Colorado Convention Center, Street Level, Room 601
12:00 pm to 2:00 pm
Chair: Robert M. Nelson, University of Central Oklahoma
Participants:
Academic Goal Structures, Social Relationship Structure, and Students’ Motivation for Pro-Environment Behavior. Liat Allbauer, Ben Gurion University of the Negev; Avi Kaplan, Temple University; Mirit Sinai, Ben Gurion University; Idit Katz; Ben-Gurion University of the Negev; Hadar Peri, HaKfar HaYarkon Youth Village
Persuasive Characteristics of Teachers Impact Learning Outcomes Across Health Classrooms. DeLeon Laron Gray, The Ohio State University - Columbus; Eric M. Anderman, The Ohio State University
Students’ Educational Benefits From Teacher-Provided Autonomy Support: A Meta-Analysis. Yi-Lan Su, University of Iowa; Johnmarshall Reeve, University of Wisconsin - Milwaukee; Joyce L. Moore, University of Iowa
Teacher Communication and the Impact on Student Motivation. Ashley Dianne Marietta-Brown, The Ohio State University
Teacher Self-Disclosure and Student Motivation: An Important Link Revealed. Paige Shalter Bruening, Capital University; Ashley Dianne Marietta-Brown, The Ohio State University; Carey E. Andrzejewski, Auburn University; Lynley H. Anderman, The Ohio State University

16.042. Understanding Online Presence. SIG-Online Teaching and Learning; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 11
12:00 pm to 1:30 pm
Chair: Joan L. Whipp, Marquette University
Participants:
A Study of the Predictive Relationship Between Online Social Presence and Web 2.0 Interaction. Cheryng-Jyh Yen, Old Dominion University; Chih-Hsiung Tu, Northern Arizona University; J. Michael Blocher, Northern Arizona University
Wiring Students for a Diverse World: Studying the Use of Electronic Discourse to Develop Cultural Competency in College Freshmen. Donna Alley Phillips, Covenant College; Margaret D. Roblyer, The University of Tennessee - Chattanooga
Identity and Learning Online: Exploring Online Education in the Age of Facebook, MySpace, and Twitter. Julia Kathryn Daine, University of Oklahoma
Investigating Twitter’s Ability to Enhance Social Presence. Patrick R. Lowenthal, University of Colorado - Denver; Joanna C. Dunlap, University of Colorado - Denver
The Realization of Beliefs and Values in Teaching Online. Kathryn Hershey Dirkin, Central Michigan University; Punya Mishra, Michigan State University; Ralph T. Patnam, Knowles Science Teaching Foundation

16.043. Religion, Higher Education, and Adult Learning. SIG-Religion and Education; Paper Session
Colorado Convention Center, Street Level, Room 708
12:00 pm to 2:00 pm
Chair: Anthony J. Dosen, DePauw University
Participants:
Assessing the Impact of Campus Spiritual Climate on Student Sense of Belonging. Tiffany A. Riggers, University of California - Los Angeles
The Impact of Religion on Preservice Teacher Learning. Kimberly R. White, Carroll University
The Role of Faith in the Success of Diverse STEM Students. Larry D. Burton, Andrews University
“Heroic Qualities and Magical Gifts”: Authority, Formation, and the Inconvenient Imaginations of a Wildly Diverse Group of Adult Theology Students. Peter William Shaffer, University at Buffalo - SUNY

16.044. Attending to Issues of Equity in District Designs for Improving Middle School Mathematics Instruction. SIG-Research in Mathematics Education; Symposium
Colorado Convention Center, Street Level, Room 605
12:00 pm to 1:30 pm
Chair: Kara J. Jackson, Vanderbilt University
Participants:
Two Views of Culture and Their Implications for Mathematics Teaching and Learning. Lynn L. Hodges, The University of Tennessee; Paul A. Cobb, Vanderbilt University
Expanding a Vision of High-Quality Mathematics Instruction to Account for Issues of Access and Equity. Kara J. Jackson, Vanderbilt University; Paul A. Cobb, Vanderbilt University
How Districts Can Support Low-Performing Students’ Access to High-Quality Mathematics Instruction. Glenn Colby, Vanderbilt University
Understanding the Instructional Consequences of Teachers’ Categorizations of Students and Their Visions of Mathematics. Lynsey K. Gibbons, Vanderbilt University; Kara J. Jackson, Vanderbilt University
Division and SIG Roundtables

16.048. Roundtable Session 1: Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
12:00 pm to 1:30 pm

16.048-1. Accountability in Social Studies. SIG-Research in Social Studies Education; Roundtable Session
Chair:

16.045. Self-Study in Student Teacher Supervision. SIG-Self-Study of Teacher Education Practices; Symposium
Colorado Convention Center, Street Level, Room 711
12:00 pm to 1:30 pm
Chair:
Mistilina D. Sato, University of Minnesota
Participants:
Preparing University Student Teacher Supervisors With an Inquiry Stance. Mistilina D. Sato, University of Minnesota
Becoming a Teacher Educator: An Ill-Defined Journey. Daniel Hoyt, University of Minnesota
When Teacher Development Purposes Collide in Teacher Preparation. Mafett Gesell Trout, University of Minnesota
Exploring the Ethos of Becoming a Teacher Educator. Kathryn Ellerhoff Engebretson, University of Minnesota
How the Discipline Shapes Supervision Practice. Jason Martel, University of Minnesota
Discussant: Todd Dinkelman, University of Georgia

16.046. Teachers’ Technology Use: Beliefs, Practices, and Expertise. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 1
12:00 pm to 1:30 pm
Chair:
Peter H. Adamy, University of Rhode Island
Participants:
Understanding Teacher Technology Use and Professional Development Needs by Generation, Knowledge, and Career Cycle. Susan E. Crichton, University of Calgary; Karen Pegler, Calgary Board of Education; Curtis Sater; Calgary Board of Education
Techno-Reform: The Intersection of Teacher Practice and Technology-Enhanced Curriculum Delivery and Assessment. Jana Z. Snow, University of California - Berkeley
Exploratory Study of Teachers’ Decisions to Utilize, Underutilize, or Ignore Educational Technologies. Mauro J. Pereira, Indiana University
Digi-Teachers: Technology and Practice. Andrew C. Goodwyn, University of Reading; Carol L. Fuller; University of Reading; Aristidis Protopsaltis, University of Reading
Discussant: Natalie B. Milman, The George Washington University

Colorado Convention Center, Street Level, Room 403
12:00 pm to 1:30 pm
Chair:
Michael Brouwer; New York University
Participants:
Conceptualizations of Research on Workplace Learning: A U.S. Perspective. Bridget N. O’Connor; New York University
Workplace Learning, Insights, and Challenges: A German Perspective. Christian Harteis, Regensburg University
New Directions in Work, Place, and Learning: An Australian Perspective. Leonard George Cairns, Monash University; Margaret E. Malloch, Victoria University - Australia
Discussant: Lorna W. Unwin, Institute of Education - London

16.048. Self-Study in Student Teacher Supervision. SIG-Self-Study of Teacher Education Practices; Symposium
Colorado Convention Center, Street Level, Room 711
12:00 pm to 1:30 pm
Chair:
Mistilina D. Sato, University of Minnesota
Participants:
Preparing University Student Teacher Supervisors With an Inquiry Stance. Mistilina D. Sato, University of Minnesota
Becoming a Teacher Educator: An Ill-Defined Journey. Daniel Hoyt, University of Minnesota
When Teacher Development Purposes Collide in Teacher Preparation. Mafett Gesell Trout, University of Minnesota
Exploring the Ethos of Becoming a Teacher Educator. Kathryn Ellerhoff Engebretson, University of Minnesota
How the Discipline Shapes Supervision Practice. Jason Martel, University of Minnesota
Discussant: Todd Dinkelman, University of Georgia

Chair:
Rachel K. Endo, College of Saint Mary
Participants:
Cultural Theories in Critical Education. Seehwa Cho, University of St. Thomas
Critical Pedagogy Inside the Lines. Hunter Morgan Chadwick, Georgia Southern University / Savannah Christian Preparatory School
Student Emotional Response to Critical Higher Education Course Content. Rebecca M. Ossorio, University at Albany - SUNY
Reflections of Identity: By Racial Justice. Vonzell Agosto, University of South Florida

16.048-3. DSE Roundtable 2: The Influence of DSE in Postsecondary Contexts. SIG-Disability Studies in Education; Roundtable Session
Chair:
Christine Elaine Ashby, Syracuse University
Participants:
Integrating Disability Studies Within the Rehabilitation Studies Curriculum. Michael T. Hartley, East Carolina University
What Kind of Difference Does Disability Make? The Changing Policy Ecology of Postsecondary Education. Susan L. Gabel, National-Louis University; Maja Miskovic, National-Louis University
“I Had a Small IEP”: How College Students With Disabilities Negotiate Their High School Experiences. Karen Diane Grella, Syracuse University
Beyond Accessibility: Toward a Broader View of Disability in Internet Standards. Alan R. Foley, Syracuse University; Andrew Bennett, Syracuse University
De(Re)Constructing the Individual Education Plan: An Evaluation of the Present Level of Performance of Special Education. Jessica K. Bacon, Syracuse University; Danielle M. Cowley, Syracuse University

16.048-4. New Developments in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice; Roundtable Session
Chair:
Laurie Stevahn, Seattle University
Participants:
Design Principles to Stimulate Collaborative Learning in Communities of Teachers in School-Institute Partnerships. Ione Vandyck, Vrije University - Amsterdam, Netherlands; Rick de Graaff; Albert Pilot, Utrecht University; Jos J. Beishuizen, Vrije Universiteit - Amsterdam, Netherlands
Implementation Process in Peer Tutoring of Mathematics. Keith J. Topping, University of Dundee; David Miller, University of Dundee; Pauline Murray, Angus Council; Nora Conlin, Fife Council
Moral Development in College Students Through Constructive Controversy. Michelle L. Tichy, Saint Norbert College
Process and Outcome in a Large-Scale Study of Reading Tutoring. Keith J. Topping, University of Dundee; Allen Thurston, University of York; Karen McGivock, Dundee College; Nora Conlin, Fife Council
Strategic Talk in High-Performing and Low-Performing Collaborative Small Groups. Priya K. Nihalani, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin; Michael Scott Sweet, University of Texas - Austin

16.048-5. Poetic Trajectories in Research. SIG-Arts-Based Educational Research; Roundtable Session
Chair:
Jane M. Pirro, Ashland University
Participants:
Arts Integration: A Cut-Up Literature Review. Monica M. Prendergast, Lesley University; Kerrie Bellisario, Lesley University; Lisa M. Donovan, Lesley University
Research, Poetry, and Video on Race in Education. Mary Stone Hanley, George
Mason University; Jenice Leilani View, George Mason University
Using Multivoiced Poetry for Analysis and Expression of Literary Transaction. Diana Jean Durbin, Winthrop University

16.048-6. Reflection and Identity in Portfolio Assessment. SIG-Portfolios and Reflection in Teaching and Teacher Education; Roundtable Session
Chair: Mary E. Zamon, George Mason University
Participants:
An Ecological View of Portfolio Assessment for Preparing Middle School Teachers in and for a Changing World. Glenda C. Moss, Pacific University
Rethinking Electronic Portfolio Use to Promote Long-Term Sustainability. Stan Skrabut, University of Wyoming; Craig Erschel Shepherd, University of Wyoming
Investigating Cognitive Load and Student Support in an Online Electronic Portfolio Implementation. Craig Erschel Shepherd, University of Wyoming; Doris U. Bolliger, University of Wyoming
Electronic Portfolios: Balancing Learning and Assessment. Gail L. Ring, Clemson University

16.048-7. Research on Indigenous Well-Being and Development, Session 1. SIG-Indigenous Peoples of the Pacific; Roundtable Session
Chair: Michelle E. Pidgeon, Simon Fraser University
Participants:
‘O ke Kumu, ‘O ka Māna, Ho‘opuka ‘ia: The Student Becomes the Teacher. Enoaikani Bettencourt, University of Hawaii - Manoa; Mischa KauaAmheia Lencharako, University of Hawaii; Brandy Pamehaha Henderson-De Ramos, University of Hawaii - Manoa; Kamuela Kimokeo, University of Hawaii - Manoa
Ancestral Knowledge: Place Names and the Hawaiian Language. Katrina Kapuamaoala-Kakesa Oliveira, University of Hawaii
Spirit Song. Sandra Styers, York University; Lyn Trudée, Brock University; Jennifer Brunt, Brock University
Storytelling in and Around the Academy. Kimo Alexander Cashman, University of Hawaii - Manoa; Gary S. Krug, University of Hawaii - Manoa; Pohai L. Kukea-Shultz, University of Hawaii; Christopher Baba Yim, University of Hawaii - Manoa

16.048-8. Research on Indigenous Well-Being and Development, Session 5. SIG-Indigenous Peoples of the Pacific; Roundtable Session
Chair: Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi
Participants:
Kanohi-ki-te-Kanohi: The Engagement Process in a New Zealand Centre of Research Excellence. Simon Peter Rangiwahia, University of Auckland
Nga Pae o te Maramatanga. Donna Ngaroona Gardiner, National Institute of Research Excellence for Māori Development and Advancement
Critical Pedagogy: A Whare Wananga Response. Graham H. Smith, Te Whare Wananga o Awanuiarangi; Cheryl E. Stephens, Te Whare Wananga o Awanuiarangi; Rosina Maria Taniwha, Te Whare Wananga o Awanuiarangi; Hua Tomlins Johnke, Massey University
Advancing Sustainable Development: The Impact of Educational Policy on Aboriginal Communities in Northern Ontario, Canada, John H. Hodgson, Brock University; Lorenzo Cherubini, Brock University

16.048-9. Rethinking Play Inside and Outside the Early Childhood Classroom. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Chair: Janette Habashi, University of Oklahoma
Participants:
Child-Directed Play Across Cultures: Designing Multicultural Play Environments in Early Childhood. John T. Ng Aiske, Arizona State University; Lacey Elizabeth Peters, Arizona State University
The Spirituality of Play. Patrick J. Lewis, Regina University
Play Behaviors Before and After a Natural Playground Installation in an Early-Childhood Setting. Lisa P. Kuh, Tufts University; Iris Chin Ponte, Tufts University; Clement Chau, Tufts University

16.048-10. Taking Seriously the Voices and Perspectives of Young Children. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Chair: J. Amos Hatch, The University of Tennessee
Participants:
Exploring Children’s Communication and Socialization Skills. Joohi Lee, University of Texas - Arlington; Jill Fox, University of Texas - Arlington
Primary School Children’s Views of Their Preschool Experience. Johanna Einarsdottir, University of Iceland
What About When the Bad Guys Look Good? Chiara D. Bacigalupa, Sonoma State University

Friday, 1:00 pm

Division Sessions

17.010. Environmental Justice (EJ) Tour of Denver Metro Area Sponsored by Division K (Group 2). Division K - Teaching and Teacher Education; Off-Site Visit
Visit Leader: Barbara J. Dray, University of Colorado - Denver

Friday, 2:00 pm

AERA Sessions

18.010. Undergraduate Student Education Research Training Workshop - Closed Session. AERA Sessions; Invited Session
Chair: Linda L. Cook, ETS

Friday, 2:15 pm

Presidential Sessions

19.010. Complex Ecologies of Public Policy and the Profession of Teaching, Presidential Session; Invited Session
Chair: David C. Berliner, Arizona State University
Participant:
Linda Darling-Hammond, Stanford University

Chair: Thandeka K. Chapman, University of Wisconsin - Milwaukee
Participants:
Rudolph Gonzales, Director of Servicios de la Raza of Denver
Shari Wilkins, Parents and Friends of Lesbians and Gays
John Arigoni, Boys and Girls Club of Metro Denver
Sonia Nieto, University of Massachusetts - Amherst

Committee Sessions

Chair: Stefan Thomas Hopmann, University of Vienna
Participants:
Rethinking the Content and Organization of School Knowledge: From Knowledge and Subject Matter to Knowledge Formation and Subject-
Specific Ways of Knowing. Ingrid Carlgren, University of Stockholm
Curriculum Studies and the Self-Immolation of Curriculum Theory. F. Michael
Connelly, OISE/University of Toronto
University
Teaching as a Curriculum Process. Walter Doyle, The University of Arizona
Discussant:
Ian D. Westbury, University of Illinois

Action Committee; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC
2:15 pm to 3:45 pm
Chair:
Karen L. Montman, DePaul University
Participants:
Understanding the Gendered Aspects of Poverty and Poverty Eradication
Interventions in Southern African Rural Contexts. Relebohile Moletsane,
Human Sciences Research Council
Combating Poverty and Social Exclusion: Children’s Rights in Europe. Valerie
Polakow, Eastern Michigan University
Education as a Cause and Consequence of Economic Well-being: Perspectives
from South Asia. Amita Chudgal, Michigan State University
Poverty, Women, and Children in the US: Framing Activist Research. Leslie
Rebecca Bloom, Roosevelt University
Discussant:
Karen L. Montman, DePaul University

19.016. Leadership for the 21st Century and Its Impact on Student
Achievement. Division A - Administration Organization & Leadership; Paper
Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
2:15 pm to 3:45 pm
Chair:
Launcelot I. Brown, Duquesne University
Participants:
Student Achievement of Fifth-Grade Students Based on School Level and School
Type. Amy Elizabeth Freigebru, TUI University; Heeja Kim, TUI University
The Role of Neighborhood and School Contexts on Seasonal Inequalities in
Student Academic Achievement. Marc L. Stein, Johns Hopkins University
The Seductive Dance: Teacher Leaders, Principals, and Superintendents’
Perceptions of Collective Learning From Success. Chen Schechter, Bar-Ilan
University
The Teacher-Leader’s Dilemma: Authority and Knowledge Building in
Collaborative Practice. David H. Eddy Spicer, University of Bath

19.017. Contemporary Approaches to Curriculum Theorizing. Division B -
Curriculum Studies; Paper Session
Colorado Convention Center, Street Level, Room 110
2:15 pm to 3:45 pm
Chair:
Donald Blumenfeld-Jones, Arizona State University
Participants:
Living the Path of Resistance: Critique of Heteronormativity Through Clothing.
Anna V. Wilson, Chapman University
On Mindfulness of Mortality in Education. Jackie Seidel, University of Calgary
On the Difficulties of Research in Sex Education: Toward a Methodology
of Affect. Karyn E. Sandlos, Chicago School of the Art Institute; Brian
Casemore, The George Washington University
Dissecting Tradition, Illustrating Reality: Incorporating Post-Structuralism Into
Textual Representations in Qualitative Research. Marcia Pech, Georgia
College & State University
Globalization, Curriculum Studies, and the Reorganization of Subjectivity and
Belonging. Bernadette M. Baker, University of Turku
Discussant:
Donna A. Bredart, Georgia State University

19.018. Playing Epistemic Games: Investigating Creative Work With
Knowledge in Science and Math Classrooms. Division C - Learning and
Instruction; Symposium
Colorado Convention Center, Street Level, Room 102
2:15 pm to 3:45 pm
Chair:
Katherine Bielaczyc, National Institute of Education, Singapore
Participants:
Idea First: Playing Epistemic Games in Primary School Science. Katherine
Bielaczyc, National Institute of Education, Singapore; John Ow, National
Institute of Education, Singapore
“Game Changers”: The Role of Epistemic Reflexivity in the Work of Epistemic
Gaming, Seven J. Zuid, National Institute of Education, Singapore
Epistemic Games in Productive Failure. Mamu Kapur, National Institute of
Education, Singapore
Discussant:
Allan M. Collins, Northwestern University

19.019. Promoting Reasoning: A Microgenetic Study of Middle School Students
Learning Through Model-Based Inquiry. Division C - Learning and
Instruction; Symposium
Colorado Convention Center, Street Level, Room 203
2:15 pm to 3:45 pm
Chair:
Clark A. Chinn, Rutgers University
Participants:
Teacher Practices That Support and Impede Growth in Reasoning. Clark A.
Chinn, Rutgers University
Expert and Novice Reasoning About Epidemiological Scientific Evidence. James
Difranco, Rutgers University
Activity Structures That Make Student Reasoning Visible. William J. Pluta, Rutgers University
Scaffolding Effective Model-Based Reasoning. Luke Andrew Backlund, Rutgers University
Teacher Practices That Encourage Motivation and Cognitive Engagement for Modeling Tasks. Toni Kempler Rogat, Rutgers University; Shelly A. Wither, High Tech High School
Discussant: Mark A. Windschitl, University of Washington

19.020. Reading Comprehension and Strategy Instruction: New and Critical Directions in Theory and Practice. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 104 2:15 pm to 3:45 pm
Chair: Lara J. Handsfield, Illinois State University
Participants:
From Internalization to Participation: Strategic Reading Development in Theory and Practice. Dennis S. Davis, Vanderbilt University
Perspectives on Literacy, Education, and Capital From Immigrant Youth. Lisa Patel Stevens, Boston College
Transformative Reading Comprehension. Arlette I. Willis, University of Illinois - Urbana-Champaign
Comprehension Strategy Instruction for Multimodal Texts in Science. Donna E. Alvermann, University of Georgia; Amy Alexandra Wilson, University of Georgia
Discussants:
Robert T. Jimenez, Vanderbilt University
Lara J. Handsfield, Illinois State University

19.021. Tapping the Democratic Potential of Digital Media: The Role of Digital Media Literacy Education. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 205 2:15 pm to 3:45 pm
Chair: John S. Rogers, University of California - Los Angeles
Participants:
From Good Play to Good Citizenship. Howard E. Gardner, Harvard University
Preparing Youth for Democratic Engagement With Digital Media: The Role of Social Learning Networks. Nichole D. Pinkard, DePaul University
Promoting Technological Pathways to Democratic Citizenship: A Longitudinal Study of Media Literacy Education. Joseph E. Kahne, Mitty College
Discussants:
John S. Rogers, University of California - Los Angeles

19.022. The Ecology of the Design Studio Learning Environment: Identity, Participation, and Professional Practice. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 106 2:15 pm to 3:45 pm
Chair: Mitzi Vernon, Virginia Polytechnic Institute and State University
Participants:
A Theoretical Overview of the Studio as a Learning Environment. Katherine S. Cennamo, Virginia Polytechnic Institute and State University; Sarah Douglas, University of Oregon; Carol B. Brandt, Virginia Polytechnic Institute and State University
Surface Features of the Studio Learning Environment. Mitzi Vernon, Virginia Polytechnic Institute and State University; Margaretta McGrath, Virginia Polytechnic Institute and State University
Habits of the Studio: Identity as Part of Studio Norms and Practices. Mitzi Vernon, Virginia Polytechnic Institute and State University; Sarah Douglas, University of Oregon; Margaretta McGrath, Virginia Polytechnic Institute and State University; Katherine S. Cennamo, Virginia Polytechnic Institute and State University
Patterns of Interaction in the Studio Environment: Discursive Production of Identity and Professional Practice. Carol B. Brandt, Virginia Polytechnic Institute and State University; Yolanda Reimer, University of Montana; Brigitte C. Scott, Virginia Polytechnic Institute and State University
Discussants:
David W. Shaffer, University of Wisconsin

19.023. Diagnostic Measurement in Education: Theory, Methods, and Applications. Division D - Measurement and Research Methodology; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 17 2:15 pm to 3:45 pm
Chair: Jeffrey R. Harvill, University of Maryland
Participants:
Providing Diagnostic Feedback Using Modified Rule-Space and Scale Anchoring for the PSAT/NMSQT and SAT. Kristen L. Huf, The College Board
Providing Diagnostic Feedback Using Bayesian Networks in the CISCO Networking Academy. Roy Levy, Arizona State University
Providing Diagnostic Feedback Using Epistemic Network Analysis and Dynamic Network Graphs in Epistemic Games. Andre A. Rupp, University of Maryland
Providing Diagnostic Feedback Using Modern Clustering Methods in the Assistment Project. Rebecca Nagent, Carnegie Mellon University

19.024. Practical Issues in Observed and IRT Equating. Division D - Measurement and Research Methodology; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 16 2:15 pm to 3:45 pm
Chair: Anton Bequin, Cito
Participants:
The Effect of Content Representativeness of Anchor Items on Linking Forms Not Parallel in Content With NEXAT Design. Peng Lin, ETS; Neil J. Dorans, ETS
IRT True-Score Equating for Tests Having “Testlets” in the Non-Equivalent Group Internal Anchor Design. Insu Paek, ETS; Jiyun Zu, University of Notre Dame
Comparison of Kernel Equating and IRT Equating Methods Using Real Test Data. Min Huang, University of Missouri - Columbia; Hyeonjo J Oh, ETS; Insu Paek, ETS
A Study of Frequency Estimation Equipercentile Equating When There Are Large Ability Differences. Hongyen Gao, ETS; Hyeonjo J Oh, ETS
Frequency Estimation Equipercentile Equating Based on True Anchor Scores and Its Relation to Levine Observed Score Equating. Haiwen Henry Chen, ETS
Discussant: Gerald J. Melican, The College Board

19.025. Cultivating Tolerance: Developing Moral Sensitivities, Competences, and Attitudes for a Democratic Society. Division E - Counseling and Human Development; Symposium Colorado Convention Center, Street Level, Room 708 2:15 pm to 3:45 pm
Chair: Wiel M. Veugelers, University of Amsterdam
Participants:
Developing Instruments to Measure Moral Sensitivities Related to Tolerance. Kirsi A. Tirri, University of Helsinki
Active Tolerance and the Concept of Ethnocentrism. Horst Biedermann, University of Fribourg; Shylle Steinmann, University of Fribourg; Fritz Oser, University of Fribourg
Tolerance, Morality, Civic Character, and Discernment. Marvin W. Berkowitz, University of Missouri - St. Louis; Wolfgang Althof, University of Missouri - St. Louis
Cultivating Tolerance in Dutch Education. Wiel M. Veugelers, University of Amsterdam
Discussants:
Robert L. Selman, Harvard University
Joel Westheimer, University of Ottawa

19.026. Theory and Methodology in History: Fact or Fiction? Division F - History and Historiography cosponsored with Division D - Measurement and Research Methodology; Paper Session Colorado Convention Center, Street Level, Room 108 2:15 pm to 3:45 pm
Chair: Roland Sintos Coloma, OISE/University of Toronto
Participants:
Amory Blaine as “Binge Drinker”? Considering Fiction in a History of College Student Drinking. Michael S. Hevel, University of Iowa
Educational History, Policy Research, and Ethnohistory. Barry M. Franklin,
Friday Afternoon, April 30, 2010

19.027. Being Muslim: Education and Identities in Late-Modern Multicultural Societies. Division G - Social Context of Education; Symposium
Colorado Convention Center, Street Level, Room 709
2:15 pm to 3:45 pm

Chair: Kathleen D. Hall, University of Pennsylvania

Participants:
- Discussors in Islamic Educational Theory in the Light of Texts and Contexts: Fella Lahmar, University of Nottingham; Kaye Frances Haw, University of Nottingham
- Pedagogic Discourses and Imagined Communities: Shiraz Thobani, Institute of Ismaili Studies London
- Conceptualizing Transnational Literacies Among Iraqi Youth in the U.S.: Loukia K. Sarrouh, University of Nebraska - Lincoln
- Being, Belonging, Becoming: From Hijab to Jillab: Kaye Frances Haw, University of Nottingham

Discussant: Kathleen D. Hall, University of Pennsylvania

Colorado Convention Center, Street Level, Room 711
2:15 pm to 3:45 pm

Chair: Michael Bowman, University of Washington

Participants:
- Conceptual Framework for a Teacher Education Program Innovation: Michael Bowman, University of Washington
- Community Teachers and Contextualized Knowledge as the Basis for Addressing Educational Inequities: A SPED Perspective: John Delport, University of Washington
- Contextualized Knowledge of Communities Meets Subject-Area Knowledge: Horizontal and Vertical Expertise in Literacy Instruction: Kate Gence Brayko, University of Washington
- Expansive Learning and a New Territory of Teacher Education: Becoming a Teacher of Community Teachers: Kersti Tyson, University of Washington

Discussant: Peter C. Murrell, Loyola College

Colorado Convention Center, Street Level, Room 212
2:15 pm to 3:45 pm

Chair: David A. Greenwood, Washington State University

Participants:
- Identity, Culture, and Environment in an Experiential Community Curriculum: Sue Waite, University of Plymouth
- Outdoor Learning in Scandinavia With a Focus on Denmark: A Comparative Perspective: Peter Bentzen, University of Copenhagen, Denmark
- Understanding Place Through Natural-Cultural Ecologies: An Australian Perspective on Outdoor Learning: Alistair Stewart, La Trobe University
- Reflective Learning as Cultural Practices: A Comprehensive Review of the Literature on “Reflection”: Jayson Seaman, University of New Hampshire; Alison Rheingold, University of New Hampshire; Anthony Berkers
- Outdoor Learning: Authenticity or Performativity: Barbara Humberstone, Buckingham New University; Ina Stan, Buckingham New University

Colorado Convention Center, Street Level, Room 707
2:15 pm to 3:45 pm

Chair: Amy Louise Dexter Roberts, Roosevelt University

Participants:
- Wither the “Good Citizen”? Urban Youth and the Challenge of Community Activism: Brenda M. Trofimenko, University of Illinois - Urbana-Champaign
- Locating the Spirit of Democracy: Lessons From South Africa: Donyell Lukishka Roseboro, University of North Carolina - Wilmington; Denise M. Oasley-Exum, University of North Carolina - Wilmington; Emily Christine Black, University of North Carolina - Wilmington; Christopher Robert Blake, University of North Carolina - Wilmington
- Politicalizing the Curriculum: Immigrant and Youth Rights Through Student Involvement Days: Gerald K. Wood, Northern Arizona University
- Social Justice Outreach Program in the Los Angeles Community: Student Participants as Agents of Change: Mei Malone, University of California - Los Angeles; Jori Tuastall, University of California - Los Angeles; Terry Kyle Flennaugh, University of California - Los Angeles; Neshamah Keetin, University of California - Los Angeles

Discussant: Jennifer L. O Donoghue, Instituto Tecnologico Autonomo de Mexico

19.031. Identity Construction in Learning and Teaching Science in-In School and Out-of-School K-12 Contexts: Multiple Perspectives. Division G - Social Context of Education; Structured Poster Session
Colorado Convention Center, Street Level, Room 607
2:15 pm to 3:45 pm

Chair: Maria Varelas, University of Illinois - Chicago

Participants:
1. Becoming an Expert: Transgressing Boundaries for Identities in Science: Angela Calabrese Barton, Michigan State University; Edna Tan, Michigan State University; Shari Rose, Michigan State University
2. Building Bridges Toward Cognition: Cultural Continuity and the Language-Identity Dilemma: Bryan A. Brown, Stanford University; Bryan Henderson, Stanford University; Salina Gray, Stanford University
3. Multicultural Feminism, Intersectionality, and the Science Identities of Women Scientists of Color: Angela Johnson, Saint Mary’s College of Maryland
4. Young African American Children Constructing Identities in an Urban, Integrated Science-Literacy Classroom: Justine M. Kane, University of Illinois - Chicago
5. Exploring Linkages Between Identity and Emotions in Science Teacher Education: Maria Selenia Rivera Maluulci, Barnard College
8. Producing and Creating Science-Related Identities in Diverse Urban Settings: Kenneth G. Tobin, The Graduate Center - CUNY; Reynaldo Lapaces Llena, The Graduate Center - CUNY; Yew-Jin Lee, National Institute of Education, Singapore; Devin Sepulveda, The Graduate Center - CUNY; Selena Abad, The Graduate Center - CUNY
9. “Scientists Read Stories So They Can Learn”: Young Children’s Multidimensional Identity Stories About Being Scientists: Eli Tucker-Raymond, TERC; Maria Varelas, University of Illinois - Chicago; Christine C. Pappas, University of Illinois - Chicago; Keith W. Thiede, University of Illinois - Chicago
10. The Engineering of an Identity From Darlene’s Point of View: Christopher George Wright, Tufts University

Discussants:
Nancy W. Brickhouse, University of Delaware
Gregory J. Kelly, The Pennsylvania State University

19.032. Using a Systems Approach to Evaluate an Ecologically Complex and Dynamic Reform Context. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom D
2:15 pm to 3:45 pm

Chair: Ralph E. Reynolds, University of Nevada - Las Vegas

Participants:
- A Systems Approach Used to Study an Educational Reform Initiative: Gwen C. Marchand, University of Nevada - Las Vegas; Nancy Jo Hamilton, University of Nevada - Las Vegas; Leslie Hughes, University of Nevada - Las Vegas; Kristen A. Bjork, University of Nevada - Las Vegas
- Some Issues in Evaluating an Ecologically Dynamic Reform Context: LeAnn
19.033. Perspectives on Practical Reasoning and Faculty Formation: Bridging the Liberal Arts and Sciences With the Professions. Division I - Education in the professions; Symposium Colorado Convention Center, Street Level, Room 710 2:15 pm to 3:45 pm Chair: Anna E. Richert, Mills College Participants: Practical Reasoning: Forming a Life of the Mind for Practice. William M. Sullivan, The Carnegie Foundation for the Advancement of Teaching Reflections on Faculty Formation and Practical Reasoning. Gail M. Jensen, Creighton University; Amy Haddad, Creighton University; Kathryn N. Huggett, Creighton University; Mary Ann Danielson, Creighton University; Linda Gabriel, Creighton University Aristotle Breaks a Leg: Shared Reflections of Two Faculty. Kirk Peck, Creighton University; Amy Hendling, Creighton University Discussant: Patricia S. O’Sullivan, University of California - San Francisco

19.034. College Faculty Identities and Labor Markets. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 105 2:15 pm to 3:45 pm Chair: Angela M. Jaime, University of Wyoming Participants: Faculty Identities, Academic Communities, and Knowledge Terrains in Teacher Education. Jean M.F. Murray, University of East London; Patti Barber, Institute of Education - London; Gerry Czerniawski, University of East London Historical Labor Market Influences: Elite Ph.D.s in the Humanities at Comprehensive Universities (1972-1982). Leah Wilkinson, University of Arkansas at Little Rock; Jim Vander Patten, University of Arkansas - Little Rock Latent Scholarly Identities of College and University Faculty Members. Toby Park, Vanderbilt University; John M. Braxton, Vanderbilt University Penetrating the Bastion of Socioeconomic Class in the Professorate: Working-Class Repertoires Fortified From Popular Culture. Robin Redmond Wright, University of Texas - San Antonio Discussant: Claire Howell Major, The University of Alabama


19.036. College Student Learning, Motivation, and Resilience. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 107 2:15 pm to 3:45 pm Chair: Angela M. Locks, California State University - Long Beach Participants: Ethnic Differences in the Impact of Quality of Effort on Community College Students’ Growth and Development. Louis Roccieti, The University of Memphis; Corinna A. Ethington, The University of Memphis Using Research on Resilience as an Approach to College Learning and Development. Michael T. Hartley; East Carolina University Incentives, Motivation, and Performance on a Low-Stakes Test of College Learning. Jeffrey Thomas Steedle, Council for Aid to Education Using the Learning and Study Strategies Inventory to Predict First-Year College Achievement: Is a Gender-Specific Approach Necessary? David S. Bender, The Pennsylvania State University; Joanna Garner, The Pennsylvania State University - Berks Academic Dishonesty of Undergraduates: Methods of Cheating. Michelle Winterspoon, Keiser University; Nancy Maldonado, Kaplan Virtual Education; Candace H. Lacey, Nova Southeastern University; Steve Dikos Thompson, University of Miami

19.037. Keeping Underrepresented Scientists in the STEM Pipeline: Interdisciplinary Perspectives on the Pathways of Minorities and Women Into Postsecondary Science Careers. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 712 2:15 pm to 3:45 pm Chair: Janice H. Earle, Education and Human Resources, National Science Foundation Participants: On-Track for STEM Careers: Access to Rigorous and Relevant STEM Coursework in Florida’s High Schools. Kathryn M. Borman, University of South Florida; Regiona! S. Lee, University of South Florida; Ashley Spalding, University of South Florida; Becky A. Smerdon, Academy for Educational Development; Will Thomas Tyson, University of South Florida Cultivating College Dreams: Institutional Culture and Social Pathways to Educational Attainment. Lara Cristina Perez-Fellkner, University of Chicago Understanding Academic Performance in Organic Chemistry: An Investigation Examining Underrepresented Groups. Kiruthiga Nandagopal, Stanford University; Richard J. Shavelson, Stanford University; Evan Sea, Stanford University; Enrique Lopez Integrated Education and Science Outcomes. Roslyn Arlin Mickelson, University of North Carolina Discussant: Roosevelt Johnson, National Science Foundation

19.038. Division K: Professional Development: Balance and Politics in an Academic Life. Division K - Teaching and Teacher Education; Invited Session Hyatt Regency; Third Level, Centennial Ballroom C 2:15 pm to 3:45 pm Chair: Jeremy N. Price, Montclair State University

19.040. Perceptions and Practices of Technology in Teacher Education. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 602 2:15 pm to 3:45 pm Chair: Janet S. Gaffney, University of Illinois - Urbana-Champaign Participants: A Holistic View of Teachers’ Risk Perceptions in the Context of Technology Integration and Educational Change. Sarah Katherine Howard, University of Sydney Exploring the Effectiveness of Online, Asynchronous Discussion for Teaching Multicultural Literature Instruction. Amanda Haertling Thein, University of Pittsburgh Preparing Elementary Preservice Teachers from a Nontraditional Student Population to Teach With Technology. Heejung An, William Paterson University; Hilary Wilder; William Paterson University “More Than Teaching Skills”: Design Scenario-Based Online Community to Support Student-Teacher Internships. Xiaoning Bao Teachers’ Epistemological Beliefs, Teaching Philosophy, and Technology Integration. Chummin Kim, University of Georgia; Min Kyu Kim, University of Georgia; J. Michael Spector, University of Georgia; Karen DeMeester; Florida State University; Jonathan McKeown, Florida State University; Janet Capps, Florida State University; Brenda C. Lichfield, University of South Alabama; Sarah Katherine Howard, University of Sydney Discussant: Paul F. Conway, National University of Ireland, Cork

19.041. Preparing Preservice Teachers for Diversity and Social Justice. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 601 2:15 pm to 3:45 pm Chair: Rebecca K. Shankland, Appalachian State University Participants: An Analysis of the Explicit Curricula of Courses Designed to Teach Teacher Candidates About Diversity. Crystal Gail Lunsford, Michigan State University Constructions of the “Child”: The Case of Multicultural Education Textbooks. Sarah Anne Eckert, The Pennsylvania State University Reflective Journeys Toward Culturally Relevant Pedagogy. Tonia Renee Darden, University of Nebraska - Lincoln; Diane M. Truscott, Georgia State University “I Feel Your Pain”: Reflections for Teacher Educators on Misguided Views of Diversity by Preservice Teachers. Mary D. Burbank, University of Utah; Laurie A. Ramirez, Appalachian State University; Matt J. Hollibush, Mount Saint Mary’s College; Alisa J. Bates, Willamette University Discussant: Omunotu N. Ukpokodu, University of Missouri - Kansas City

19.042. Preservice Teacher Education: The Value of Collaboration and Cooperation. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 603 2:15 pm to 3:45 pm Chair: Margaret J. Ford, Duquesne University Participants: As Far As I Know: Assessment of Student Teachers’ Knowledge About Collaborative Learning. Ise Reays, Gwent University, Belgium; Hilde Van Keer; Gwent University, Belgium; Antonia Aelterman, Gwent University, Belgium Coplanning Meetings: Important Sites for Shaping Teacher Practice and Development. Beth A. Wassell, Rowan University; Jennifer Gallo-Fox, Loyola University Maryland; Kathryn Scantlebury, University of Delaware University-Based Collaborative Preservice-Mentor Teacher Teams: A Model for Classroom-Based Inquiry. Ronald Beebe, University of Houston - Downtown; Diane Gayda Corrigan, Cleveland State University Valuing the Disturbances of Learning to Teach Science: How Coteaching Helps. Catherine E. Milne, New York University; Kathryn Scantlebury, University of Delaware; Jason Bonstein, New York University; Susan Gleason, University of Delaware Working Together: Making Meaning of a Collaborative Experience. Patricia M. Mchatton, University of South Florida; Audra Parker; University of South Florida; Leila Rosa Dias, University of South Florida; Diedre Allen, University of South Florida Discussant: Victoria Vazquez-Webbert, Gwinnett County Public Schools


19.044. Teaching in an Urban Context: Thoughts, Reflections, and Challenges. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 605 2:15 pm to 3:45 pm Chair: Jennifer L. Snow, Boise State University Participants: Becoming Urban Teachers: Lived Experiences, Multilayered Identities, and Pedagogical Contexts. Michelle Bauml, University of Texas - Austin; Sherry L. Field, University of Texas - Austin Developing Dispositions to Teach for Social Justice Before, During, and After an Urban Teacher Preparation Program. Joan L. Whipp, Marquette University Understanding Challenges Faced by Beginning Urban Teachers: Case Studies. Li-Ching Hung, The Overseas Chinese University; Cary Stacy Smith, Mississippi State University Constructing Identity Across Contexts: Student and Teacher. Tabitha Dell’Angelo, The College of New Jersey; Gregory Seaton Discussant: Barbara L. Seidl, The Ohio State University

19.045. Challenges of Taking Instructional Reform to Scale: Final Results From a 3-Year Randomized Trial in Elementary Science. Division L - Educational Policy and Politics; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 10 2:15 pm to 3:45 pm Chair: Jonathan A. Supovitz, University of Pennsylvania Participants: The Final Outcomes of a School-Randomized Trial on the Effects of Professional Development on Student Achievement in Elementary Science. Geoffrey D. Borman, University of Wisconsin - Madison; Adam Gamoran, University of Wisconsin - Madison; Jill Bowdon, University of Wisconsin - Madison Teaching Perspectives on the Effects of Organizational Resources on Classroom Implementation of Inquiry Science Curricular Reforms. Eric J. Osthoff, Wisconsin Center for Education Research; Vuana Shewakramani, University of Wisconsin - Madison; Kimberly A. Kelly, University of Wisconsin - Madison Is School Capacity the Key to Successful Scale-Up? Sarah Bruch, University of Wisconsin - Madison; Jeffrey A. Grigg, University of Wisconsin - Madison; Paul Hanselman, University of Wisconsin - Madison Classroom Perspectives: Observations of Fourth-Grade Implementation of Science Inquiry. Irene U. Osioma, California State University - Dominguez Hills; Shirley R. Lal, California State University - Dominguez Hills
19.046. Segregation and School Choice. Division L - Educational Policy and Politics, Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 15
2:15 pm to 3:45 pm Chair: Sean Patrick Corcoran, New York University Participants: Can NCLB Choice Work? Modeling the Effects of Interdistrict Choice on Student Access to Higher-Performing Schools. Meredith Paige Richards, University of Texas - Austin; Kori James Strough, University of Texas - Austin Competitive Effects of a School Choice Program on Public School Students’ Test Scores. David Figlio, University of Florida; Cassandra Hart, Northwestern University Resegregation in an Urban District After Ten Years of Race-Blind Student Placement. Stephen J. Schellenberg, Saint Paul Public Schools; Cindy Porter, St. Paul Public Schools School Choice in Massachusetts: Predicting When High School Students First Exercise Their Interdistrict School Choice. Joshua Michael Beauregard, Harvard University Discussant: Sean Patrick Corcoran, New York University

SIG Sessions

19.047. Critical Bilingual Perspectives on Preparing Effective Teachers for English-Language Learners. SIG-Bilingual Education Research; Paper Session Colorado Convention Center, Street Level, Room 204 2:15 pm to 3:45 pm Chair: Liliana Minaya-Rowe, Johns Hopkins University Participants: Exploring Questions of Social Justice in Bilingual/Bicultural Teacher Education. Sharan H. Fritz, Appalachian State University; Evelyn Weisman, California State University - Fullerton Examining Language Policy and Language-in-Education Along the Texas-Mexico Border: A Self-Inquiry Study With Preservice Bilingual Candidates. Irma N. Guadarrama, University of Texas - Pan American Improving Bilingual Teacher Preparation Through Curriculum Modification. Pete Farraggia, University of Texas - Pan American The Role of Cross-Cultural Field Experiences in the Preparation of Teachers ofELLs. Brad L. Teague, Vanderbilt University Are California Teachers Qualified to Teach English Learners? A Cross-Case Analysis of Four Teacher Education Programs and Their Graduates. Sharon H. Ulanoff, California State University - Los Angeles; Lillian Vega Castaneda, California State University - Channel Islands; Theresa Montano, California State University - Northridge; Alice M. Quirocho, California State University - San Marcos; Mario Castaneda, California State University - Los Angeles Placing Language, Culture, and Mathematics at the Center: A Study of Bilingual Elementary Teachers’ Growth. Sylvia Celedon-Pattichis, University of New Mexico; Sandra I. Musanti, University of New Mexico; Mary Elisabeth Marshall, University of New Mexico Discussant: Mary Carol Combs, The University of Arizona

19.048. Grappling With the Shifting Ecologies of Doctoral Education: Purposes, Pedagogies, and Practices in Supervision. SIG-Doctoral Education across the Disciplines; Workshop Colorado Convention Center, Street Level, Room 201 2:15 pm to 3:45 pm Chair: Pat Lorna Thomson, University of Nottingham Participants: The Nature of Knowledge and Investigation. Erica Lenore McWilliam, National Institute of Education; Noel Gough, La Trobe University; Jennifer Pei-Ling Tan, ARC Centre of Excellence for Creative Industries and Innovation, Queensland University of Technology Working With Theories and Locating Conceptual Threads. Feng Su, Liverpool Hope University; Kalervo N. Gulson, University of British Columbia; Robert J. Parkes, University of Newcastle Managing the Emotions and Time/Space in Doctoral Research. Chaya Herman, University of Pretoria, South Africa; Sue C. Middleton, University of Waikato Writing Research and Working With Literatures. Kerryn Dixon, University of the Witwatersrand; Hilary Janks, University of the Witwatersrand; Noreen B. Garman, University of Pittsburgh What Counts as Evidence. Stephen A. Gorard, The University of Birmingham; Gary L. Anderson, New York University; Kathryn G. Herr, Montclair State University Quality and Purposes in Doctoral Research. Lyn Yates, University of Melbourne; Melanie Walker, University of Nottingham Career “Effects” and/or the Supervision of Doctoral Researchers in Education. Terry Evans, Deakin University; Miriam E. David, Institute of Education - London Discussant: Melanie Walker, University of Nottingham
Two-Level Models. Bethany A. Bell, University of South Carolina; Jason Schoeneberger, Charlotte-Mecklenburg Schools - North Carolina; Grant B. Morgan, University of South Carolina; John M. Ferron, University of South Florida; Jeffrey D. Kromrey, University of South Florida; Brandon Loudermilk, University of South Carolina

Testing the Effectiveness of Various Commonly Used Fit Indexes for Detecting Misspecification in Multilevel Models With Dichotomous Latent Variable Indicators: A Monte Carlo Study. Hsien-Yuan Hsu, Texas A&M University - College Station; Oimna Kwok, Texas A&M University - College Station; Juan-Yu Wu, Texas A&M University - College Station

Discussant:
James B. Schreiber, Duquesne University

19.052. Immigration, Migration, and Language Policies: Issues in the Education of Latino Students. SIG-Hispanic Research Issues; Paper Session Colorado Convention Center, Street Level, Room 704

2:15 pm to 3:45 pm

Chair:
Ursula Casanova, Arizona State University

Participants:

19.053. Applied Issues in College Testing, SIG-Measurement Services cosponsored with Division D - Measurement and Research Methodology; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 1

2:15 pm to 3:45 pm

Chair:
James A. Wollack, University of Wisconsin - Madison

Participants:
The Effect of Test-Taking Strategies on Computer Adaptive Test Scores. Jennifer L. Ivey, California State University - Fresno; Brandon Simons, California State University - Fresno Is It Really Mathematics Anxiety? Classification of College Student Perceptions. Elizabeth Ann Keiffer, University of Arkansas; Ronna L. Turner, University of Arkansas; Melissa Kristin Carter, University of Arkansas; Wallace D. Gitchel, University of Arkansas The Extra Examination Time Granting Policy: A Reconceptualization. Sorel Cahan, Hebrew University of Jerusalem; Moty Alkoby, Hebrew University of Jerusalem; Ronit Nirel, Hebrew University - Jerusalem Predicting Online Course Performance Using Type of Discussion Board Postings and Online Course Hits. Rachel Sutcliffe, University of Arkansas; Ronna L. Turner, University of Arkansas; Karve E. Dunn, University of Arkansas On a Comprehensive Model for Constructed-Response and Multiple-Choice Items in Large-Scale Credit and Placement Exams. Lawrence T. DeCarlo, Teachers College, Columbia University; YoungKoung Rachel Kim, The College Board

Discussant:
Randall D. Penfield, University of Miami

19.054. Reciprocity and Collaboration in Qualitative Research. SIG-Qualitative Research cosponsored with Division D - Measurement and Research Methodology; Paper Session Colorado Convention Center, Street Level, Room 401

2:15 pm to 3:45 pm

Chair:
Lucy E. Bailey, Oklahoma State University

Participants:

In Pursuit of Reciprocity: Researchers, Teachers, and School Reformers Engaged in Collaborative Analysis of Video Records. Marnie Curry, University of California - Berkeley

Reflective Processes in Qualitative Data Analysis. Luigina Mortari, University of Verona; Chiara Sita, University of Verona

Discussant:
Hillevi Lenz Taguchi, Stockholm University

19.055. Examining Learning and Literacies With New Media. SIG-Technology as an Agent of Change in Teaching and Learning: Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 9

2:15 pm to 3:45 pm

Chair:
Mark Warchauer, University of California - Irvine

Participants:


Discussant:
James Paul Gee, Arizona State University

Division and SIG Roundtables

19.056. Roundtable Session 2; Roundtable Session Colorado Convention Center, Lower Level, Korbel Ballroom 2

2:15 pm to 3:45 pm

19.056-1. Approaches and Practices Aimed at Enhancing the Academic Potential of Nondominant Students. Division K - Teaching and Teacher Education; Roundtable Session

Chair:
Michelle Nicole Pompeo, University of Western Ontario

Participants:
Differentiating Literacy and Content Instruction for Diverse Learners in a Rural Midwestern School District. Lori A. Helm, University of Minnesota; Kara Coffman, University of Minnesota International Views of Inclusive Education: A Comparative Study of Early Childhood Educators’ Perceptions in Jordan, United Arab Emirates, and the U.S. Dalia A. Hamaidi, University of Jordan; Moayyad Homidi, Ministry of Education; Candace Kaye, New Mexico State University; James F. O’Donnell, New Mexico State University - Las Cruces Stories From Successful Elementary Schools Serving Economically Distressed Communities and Implications for Teacher Preparation. Susan Benney, The University of Tennessee, Sherry Mee Bell, The University of Tennessee, Anne McGill-Franzen, The University of Tennessee, Randy Smith, The University of Tennessee Students’ Views on What Identifies Teachers as Effective. Teresa M. Sosa, Loyola University Chicago Using Prior Educational Experience of Mexican Immigrants in Arizona Classrooms. Toni Grieco-Jones, The University of Arizona

19.056-2. Building Practice: Professional Development and Teacher Knowledge in Mathematics and Science. Division K - Teaching and Teacher Education; Roundtable Session

Chair:
Kenneth James Fasching-Barnes, Edgewood College

Participants:
A Collective Ecology of Elementary Science Teachers Meets the Challenge of Using the Inquiry Method and Achieving High Test Scores. Wallace Dominy, Rice University; Andrew J. Kapral, Rice University; Judy A. Radigan, University of Houston On the Role and Impact of Teacher Inquiry: Examining How the Complexities of
Chemistry Classrooms Impact Teacher Knowledge and Learning. Youngjin Song, University of Northern Colorado; J. Steve Oliver, University of Georgia

Teachers Learning From Professional Development in Elementary Science: Reciprocal Relationships Between Formative Assessment and Pedagogical Content Knowledge. Andrew H. Falk, University of California - Berkeley

The Complexity of Understanding Pedagogical Content Knowledge (PCK): A Theoretical Model to Depict a Comprehensive Picture of Science Teachers’ PCK. Saipa Azam, University of Calgary; Hiseng Chi von Bergmann, University of Calgary

Using Discourse and Social Network Analyses to Study High School Science Teachers’ Roles in Science Education Design-Based Work Circles. Megan Garvin, University of Maryland - College Park

19.056-3. Coaching, Community, and Collaboration as Professional Development for Literacy and Reading Instruction. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Edwin Mayorga, The Graduate Center - CUNY

Participants:
Creating a Collaborative Community to Develop Conceptual Understandings of Academic Writing and Academic Writing Pedagogy. Juliet Michelsen Wahlleibner, University of California - Davis

Implementing Content Area Literacy in the Middle School: Investigating the Impact of a Year-Long Professional Development. Jennifer J. Wimmer, University of Nevada - Las Vegas; Thomas W. Bean, University of Nevada

Reading First Reading Coaches’ Interpretations and Enactments of Their Role as Reading Coach. Charlotte Anne Mundy, The University of Alabama; Dorene D. Ross, University of Florida; Zhihui Fang, University of Florida; Melinda Leho, University of Wisconsin - Madison

Literacy Coaching Practices and Impacts in a Study of Professional Development in Early Reading Instruction. Marian Eaton, American Institutes for Research; Michael S. Garet, American Institutes for Research; Anjka Kurki, American Institutes for Research; Stephanie M. Cronen, American Institutes for Research; Marsha Silverberg, Institute of Education Sciences

Professional Learning Communities: A “Think Tank” for Negotiating Critical Literacy Practices. Marisa Bier, University of Washington

19.056-4. Complex Dispositions: Preservice Teachers on Teaching, Curriculum, and Diversity. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Cheryl E. Matias-Padua, University of California - Los Angeles

Participants:
Using Constructive-Developmental Theory in Understanding Teacher Candidate Dispositions Toward Diversity. Muriel K. Rand, New Jersey City University; Jody L. Eberly, The College of New Jersey; Matthew John Caulfield, New Jersey City University

Curricular Modules to Develop Dispositions in Preservice Teachers. Brian R. Lawler, California State University - San Marcos; Anne Rene Elshee, California State University - San Marcos; Patricia H. Stall, California State University - San Marcos

Developing Dispositions: A Cross-Sectional Analysis of Teacher Candidates’ Intellectual, Cultural, and Moral Domains of Teaching. Lynne A. Bocca, California State University - Chico; Deborah L. Schussler Villanueva University; Lisa M. Stooksberry, National Board for Professional Teaching Standards

19.056-5. Complex Ecologies: Examinations of Classroom Practice in Mathematics and Science. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Tara O’Neill, University of Hawaii - Manoa

Participants:
Exploring the Concept of Teacher Linguistic Pedagogy in Mathematics. Alison Bailey, University of California - Los Angeles; Margaret Heritage, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles; Huang Yiching, University of California - Los Angeles

Mathematics Teacher Knowledge and “Listening” in English, French, and German Classrooms. Birgit Pepin, Hogskolen i Sor-Trondelag

Transferring Research-Based, Reform-Based Practices Into Classroom Teaching. Kimberly A. Hughes, The Ohio State University; Monica J. Kowalski, The Ohio State University; Lynley H. Anderman, The Ohio State University

“Walking the Talk”?: Exploring High School Science Teachers’ Beliefs and Practices Regarding Gender and Science. Lee Shumow, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University; Anne Darfler, Northern Illinois University

19.056-6. Ground-Level Professional Learning. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Theodore Chao, University of Texas

Participants:
The Prospects of Lesson Study: The Role of a Continuous Improvement Mindset. Greg Gero, Claremont Graduate University

Teacher Induction: Findings and Implications of a 5-Year Study of New Teachers. Clive M. Beek, OISE/University of Toronto; Clare Kosnik, University of Toronto; Judy Cafefield, OISE/University of Toronto; Julian D. Kitchen, Brock University; Shelley Murphy, OISE/University of Toronto; Kirsten Tenebaum, OISE/University of Toronto

The Webs We Weave and Leave: Teacher Mobility, Attrition, and Advice-Seeking Networks. Kaleen Healey, Northwestern University

The Effects of an Evidence-Based Instructional-Improvement Program on Teachers’ Collective Efficacy Beliefs. Sola Takahashi, Harvard University

19.056-7. In the Trenches: Teacher Learning, Resilience and Reflection in Classrooms. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Rebecca K. Fox, George Mason University

Participants:
Exploration of the Relations Between Teacher Resilience and Teacher Reflection in Inner-City Schools. Mylene Leroux, University of Montreal; Manon Theoret, University of Montreal; Roseline Giraron, University of Montreal

Navigating the Complexities of Classroom Teaching: How Beginning Teachers and Mentor Teachers Differ. Maureen Killeney, University College Dublin; Anne Moloney, University College Dublin; Marie Clarke, School of Education and Life Long Learning

Korean Beginning Teachers’ Learning Experiences in Post-Lesson Discussion Groups as a Form of Teachers’ Learning Community. Sangeun Lee, Seoul National University; Kyanghee So, Seoul National University

“Will I See You in September?”: Exploring the Phenomenon of Leaving Teaching Early. Aubrey Janice Scheepen, Boston College

“More Than Showing Up”: An Analysis of the Dimensions of Participation in a Teacher Work Circle. Ben Shapiro, University of Pittsburgh; Louis M. Gomez, University of Pittsburgh

19.056-8. Investigating Cultural Competence and Relevance in Teaching and Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Darlene Russell, William Paterson University

Participants:
Becoming Culturally Relevant Teachers: Providing Opportunities for Reflection. Ana Laura Rodriguez-Garcia, University of Texas - Brownsville; Hillary N. Braud, Louisiana State University - Baton Rouge

Evaluation Study of C.A.R.E., the National Education Association’s Culture, Abilities, Resilience, and Effort Professional Development Training. Noni Mendez-Reis, San Jose State University; Denise A. Alston, National Education Association; Linda Bacon, National Education Association; Brooke Whiting, National Education Association; Sheila B. Simmons, National Education Association

Veteran and Novice Teachers Committed to Social Justice: What Can We Learn From Their Evolving Conceptualizations and Dispositions of Culturally Responsive Teaching? Sherry Taylor, University of Colorado; Donna Sobel, University of Colorado - Denver

What Impact Do Culturally Competent Teachers Have on the Social Inclusiveness of Their Students? Jackie Thompson, Davis School District; Deborah A. Byrnes, Utah State University


Chair: Sherry W. Powers, Western Kentucky University

Participants:
A New Silenced Dialogue: Speaking Through Silence in Discussions of Multicultural Literature. Maria Baldissarre Hopkins, Nazareth College of Rochester
Beyond Literary Elements: Critically Examining Underlying Ideologies in Multicultural Literature. Bogum Yoon, Texas Woman's University; Anne Marie Simpson, Texas Woman's University; Claudia Haag, Texas Woman's University

Challenging Preservice Teacher Assumptions About Students: Potential for Empathetic Response Using Culturally Diverse Literature. Mary Elizabeth Lee-Nichols, University of Minnesota; Peggy R. Delapp, University of Minnesota

19.056-10. Language, Literacy, and Arts in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Nancy P. Gallavan, University of Central Arkansas

Participants:
Rethinking Content— and Context—in Beginning English Teachers’ Developing Pedagogical Content Knowledge. Susan L. Greenke, The University of Tennessee - Knoxville; Jill Henderson, The University of Tennessee

Standing in the Shoes of English Learners: Preservice Interns Learn to Teach by Taking on Their Students’ Perspectives. James F. Nagle, Saint Michael’s College

Student Teachers’ Embodied Reflections in the Context of Theater Games and Image Theater. Foram Bhukhanwala, Arcadia University; Martha A. Allesseh-Studer, University of Georgia

The Development of Preservice Teachers’ Capacity to Interpret Literacy Teaching and Learning Cases. John F. O’Flahavan, University of Maryland; Melissa Landa, University of Maryland

Deeply Considering Language in Practice: Examining Preservice Bilingual Teachers’ Developing Conceptions. Sara Ann Rutherford Quach, Stanford University; Laura Alvarez, Stanford University; Alicia Grunov, Stanford University

19.056-11. Linking Teacher Education to Teacher and Student Performance: Research on National Policies and Assessments Instruments. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Amy Suzanne Johnson, University of South Carolina

Participants:
Arts Integration in the Era of No Child Left Behind: A Case Study of Two Urban Elementary Schools. Liane R. Brouillette, University of California - Irvine; Meryl Zwanger, University of California - Irvine

Assessment of Unit Operations for NCATE Accreditation. Jianjun Wang, California State University - Bakersfield; Curtis L. Guaglianone, California State University - Bakersfield; Craig Kelsey, California State University - Bakersfield

Perception as a Powerful Assessment Instrument. Shu Jen Chen, Touro College

Supporting Children’s NAEP Achievement: Primary Teachers’ Genre Conceptions. Nicole Michelle Martin, Michigan State University

19.056-12. Linking Teacher Identity and Experience With Teaching Practice. Division K - Teaching and Teacher Education; Roundtable Session

Participants:
Exploring Teacher Selves in the Classroom: How Teacher Identity Impacts Curriculum. Stéfi Bouletier, Chapman University

Initial Motivation for Becoming a Teacher: Comparison Between U.S. and Chinese Teacher Candidates. Emily Lin, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Liu Hui, Guangzhou University, China

Preservice Teachers’ Report of Childhood Bullying and Prosocial Behaviors in Relation to Current Attitudes Toward Bullying and Preferred Instructional Strategies. Randall Edwards, University of Toledo; Revathy Kumar, University of Toledo

The Secret Literary Lives of Teachers. Malayna Bernstein, West Virginia University

“It’s Just Too Hard to Stay”: A Teacher’s Experiences of Moving Away and Moving Up. Ninette Santoro, Charles Sturt University


Chair: Thomas C. Wilson, Chapman University

Participants:
Fragments of Memory: Paulo Freire. Peter Park, Independent Scholar

Three Distinct Memories of Paulo. Terri Egan, Pepperdine University

Memories of Paulo: Cambridge, Irvine, and New Orleans. Robert W. Howard, University of Washington - Tacoma

Unforgettable Encounters. Anaída Colon-Muniz, Chapman University

Memories of Paulo: A Pletora of Encounters. Thomas C. Wilson, Chapman University


Chair: Francesco G. Pignataro, New York University

Participants:
The Possibilities of Partnership: The University, Its Graduates, and Teacher Induction. Kin K. Ruel, University of Texas - Arlington; Holly Hungerford-Kresser, University of Texas - Arlington

Collaboration Among Teachers and Speech-Language Pathologists: Considering the Complex and Changing Ecology. Kathryn Roden, University of Oklahoma; University of Central Oklahoma; Kathy J. Wheat, University of Oklahoma

International Study Tours, Affective Learning, and the Professional Development of Teachers. Raymond Young, University of Massachusetts; Sara Lewis-Bernstein Young, University of Massachusetts

Supporting Alternatively Prepared Special Educators Through a Community of Practice. Gina M. Warren, Arizona State University; Ray R. Buss, Arizona State University - West

19.056-15. Professional Learning and Professional Growth in Multiple Contexts. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Carol R. Rodgers, University at Albany - SUNY

Participants:
Making Connections Among Student Learning, Content, and Teaching: Teacher Talk Paths in Elementary Lesson Study. Aki Muruta, Stanford University; Laura Befferding, Stanford University; Sunita Pothen, Stanford University

Assessment of Learning Through Lesson Study and Its Impact on Lesson Planning: Exploring Lesson Study Experiences with History/Social Sciences Teachers. Mimi H. Lee, Iowa State University; Mimi Coughlin, California State University - Sacramento

When Leaders Teach: The Emergence of the Hybrid Teacher-Leader Amid Complex Professional Development Ecologies. Jason M. Margolis, Washington State University

19.056-16. Promoting Educational Equity for Underrepresented Females. SIG-Research on Women and Education; Roundtable Session

Chair: Tondra L. Loder-Jackson, The University of Alabama - Birmingham

Participants:
Canaries in the Mine: Poverty, College Access, and Women Positioned on the Precipice of Economic Instability and Social Isolation. Venice Thandi Sule, University of Michigan

Storytelling, Reading, and Resistance: Black Mothers’ Feminist Pedagogy of Racial and Gender Literacy and Socialization. Amina Humphrey, University of California - Los Angeles

Structuring the Academy for Support of African American Women in the Professorate. Lisa D. Hobson, Prairie View A&M University; Lisa K. Thompson, Prairie View A&M University

19.056-17. Roundtable 1: Successful Educational Transitions Around Issues of Race, Ethnicity, Class, and Gender. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Chair: Timothy K. Eatman, Syracuse University

Participants:
At the Top of Their Lungs: How Black Males Making the Ninth-Grade Transition Exercise Their Voice. Anthony Douglass Bridgeman, Hofstra University; Monica Byrne-Jimenez, Hofstra University

Cultivating Semillas: Preparing Chicano/a Students to Transfer From Community Colleges to Universities. Tatu J. Yosso, University of California - Santa Barbara; Amber Michelle Gonzalez, University of California - Santa Barbara

From Girls to Women: The Education and Empowerment of African American and Latina Girls. Horace R. Hall, DePaul University

19.056-18. Teacher Education and Diversity: Conceptual Considerations. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Jane Bolgatz, Fordham University

Participants:
- A Contribution to the Theory of Culturally Relevant Teaching. Terrie Epstein, Hunter College - CUNY; Conra Gist, The Graduate Center - CUNY
- Gender and Ethnicity Differences in Secondary School Students’ Epistemological Beliefs. Zhongtang Ren, Old Dominion University
- Impressions, Connections, and Questions: Dominican Children Respond to Texts. Margaret Johnson, Texas Tech University; Kathryn Button, Texas Tech University
- Taiwanese Teachers’ Professional Identities and Beliefs in a Chinese-Heritage Language School in the U.S. Hsu-Pai Wu, University of Texas - Austin
- Teaching African American Students Written Academic English Through Writing: Three Students, a Researcher, and Teachers. Jane Bean-Folkes, Teachers College, Columbia University

19.057-19. Teacher Education in Community Contexts. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Ariana Manguel Figueroa, University of California - Berkeley

Participants:
- Job-Embedded Graduate Education for Teachers: Working Intensively in High-Needs Schools. Sylvia Boynton, University of Florida; Magdalena Castaneda, University of Florida; Raquel Diaz, University of Florida; Matthew Ohlson, University of Florida; Philip Emery Poekert, University of Florida
- Customized On-Site Master’s Degree Programs Foster Professional Growth at Public Schools on American Indian Reservations. Rebecca Williams, Minnesota State University - Moorhead; Boyd Lee Bradbury, Minnesota State University - Moorhead
- Teacher Education in Community-Based Organizations: Analysis of Language Use in Informal Educational Contexts. Jennifer McCormick, California State University - Los Angeles; Aaron Sonnenschein, California State University - Los Angeles
- Institutional Obstacles to the Creation of an On-Site Education Master’s Program: Multiple Data-Source Perspective. Boyd Lee Bradbury, Minnesota State University - Moorhead; Charles L. Howell, Northern Illinois University

19.057. Roundtable Session 3; Roundtable Session

Colorado Convention Center, Street Level, Room 109, 111, 113

2:15 pm to 3:45 pm

19.057-1. Challenging Experiences of Female Administrators and Students. SIG-Research on Women and Education; Roundtable Session

Chair: Dianne Reed, Sam Houston State University

Participants:
- An Examination of the Experiences of Beginning Female Principals With Male Mentors. Susan G. Getts, West Plains R-7 Schools; Barbara Nell Martin, University of Central Missouri; Linda M. Bigby, University of Central Missouri
- Superintendent Succession in Sustaining Organizational Change: One Woman After Another. Chuey Abrego, University of Texas - Brownsville; Anita M. Paskale, University of Texas - Pan American
- The Environment Is Still Hostile: Female Students’ Perceptions of Sexual Harassment in Schools. Regina E. Rahimi, Armstrong Atlantic State University; Delores D. Liston, Georgia Southern University
- Using Title IX to Protect Students From Harassment: New Developments in Case Law. Jennifer L. Martin, Oakland University

19.057-2. Communities of Self-Study Learners Developing as Catalysts for Change. SIG-Self-Study of Teacher Education Practices; Roundtable Session

Chair: Donna Allender, Mt. Airy Counseling Center

Participants:
- Developing as Teacher Educator Researchers: A Self-Study of Faculty Learning Communities. Ellen Ballock, Towson University; Kami M. Patrizio, Towson University; Scott McNary, Towson University
- Developing Our Learning Community in a Faculty of Education Through Collaborative Self-Study. Mary Lynn Tessaro, Nipissing University; Arlene Grierson, Nipissing University; Maria Cantalini-Williams, Nipissing University; Christina Grant, Nipissing University; Rick Denton, Nipissing University; Jeff Bumstead, Nipissing University; Keith Quigg, Nipissing University
- Evolving Pedagogical Beliefs of a Teacher Educator: Catalyst for Change for an “Accidental Tourist”. Eleanor V. Wilson, University of Virginia

19.057-3. Education Finance and Economic Competitiveness in a Global Context. SIG-International Studies; Roundtable Session

Chair: Stephen P. Heyman, Vanderbilt University

Participants:
- Cross-National Studies on Financial Disparities in Basic Education. Yi Zhang, Teachers College, Columbia University; Suguru Mizanoya, Teachers College, Columbia University; Mun Bang, Teachers College, Columbia University
- Responses to Conditions of Decline: The Case of Kenya’s Public Universities. Gerald Wangenge Ouma, University of Western Cape, South Africa; Fredrick Muriu Nafukho, Texas A&M University
- International Achievement Test and Economic Competitiveness. Seoung Joan Won, University of Missouri; Mark W. Ehler, University of Missouri; Seunghee Han, University of Missouri

19.057-4. Expanding the Boundaries of Relevance in Higher Education. SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session

Chair: Elaine L. Laflamme, McGill University

Participants:
- Addressing High-Stakes Faculty Evaluations: Developing Valid and Reliable Teaching Evaluation Instruments. Lisa W. Harris, Winthrop University; Carolyn C. Shields, Winthrop University; Rebecca Barr Evers, Winthrop University
- Persistence in Online Courses: Classroom Community and Student Engagement. Suzanne Young, University of Wyoming; Maryalice Bruce, University of Wyoming; Christine Boggs, University of Wyoming
- Using Text-Based Methods of Inquiry in Course-Based Projects in the Scholarship of Teaching and Learning. John C. Habel, Western Carolina University; Cynthia S. Deale, East Carolina University
- Professional Development to Support the Transition to Online Teaching. Brian Horvitz, Western Michigan University; Andrea L. Beach, Western Michigan University

19.057-5. Global Perspectives on Teacher Training and Leadership Development. SIG-International Studies; Roundtable Session

Chairs:
- Tak C. Chan, Kennesaw State University
- Binbin Jiang, Kennesaw State University

Participants:
- Supporting Novice Teachers in Egypt: The Development and Evaluation of an Induction/Mentoring Program. Yasser Youssif Hashem, American Institutes for Research; Jack Levy, University of Massachusetts - Boston
- Determining the Teacher Training Intervention Effect on Second Graders’ Reading Achievement in Coastal Kenya: First Steps in Mixed-Methods Study. Maryfaith Mount-Cors, University of North Carolina - Chapel Hill
- A Study of an International Literacy Initiative in Guatemala. Miriam Pepper-Sanello, Adelphi University; Adrienne Andi Sosin, Education & Labor Collaborative
- Factors Impacting the Motivation of German and U.S. Teachers to Become School Leaders. Dawson R. Hancock, University of North Carolina - Charlotte; Ulrich Müller, University of Education of Ludwigburg


Chair: Matthew R. Lee, James Madison University

Participants:
- Challenges for School Counselors in Regard to Counseling Asian Americans. Yih-Jiun Shen, University of Texas - Pan American
- Effects of Parental Involvement on East and Southeast Asian American Student Achievement. Julie Thay Nguyen, University of California - Santa Barbara; Sukkyung You, University of California - Santa Barbara; Hsiu-Zu Ho, University of California
- Living Up to Being Model Minorities: Korean Middle-Class Parents’ Ethnic Networking in an Elementary School. Minjung Lim, Bloomsburg University; Sanello, Adelphi University
- “Accidental Tourist”. Eileen V. Wilson, University of Virginia
19.057-7. Results of Large-Scale Assessments of Mathematical Learning and Course Taking, SIG-Research in Mathematics Education; Roundtable Session
Chair: Alicia Ayodele, University of Minnesota
Participants:
An Examination of the EasyCBM Benchmark Tests and the Oregon Statewide Tests in Grades 6-8 Mathematics. Daniel John Anderson, University of Oregon; Binara J. Park, University of Oregon; Gerald A. Tindal, University of Oregon
Predicting Mathematics Achievement: Results From a Large-Scale Longitudinal Study. Terezinha Nunes, University of Oxford; Peter Bryant, University of Oxford; Rossana Barros Baerdt, University of Oxford; Kathy Sylva, University of Oxford
The Predictive Validity of Several Indicators of High School Mathematics Course Taking. Alicia Ayodele, University of Minnesota; Ernest C. Davenport, Jr., University of Minnesota

19.057-8. Studies of Discourse and Student Learning in Mathematics, SIG-Research in Mathematics Education; Roundtable Session
Chair: Patrick Wachira, Cleveland State University
Participants:
Developing Geometric Discourses Using Dynamic Geometry Software in K-3. Nathalie Sinclair, Simon Fraser University; Joan Moss, University of Toronto
Kinematics: Exploring Kinesthetically Induced Mathematical Learning. Dor Abrahamson, University of California - Berkeley; Mark Howison, University of California - Berkeley
Overcoming Challenges in Mathematical Problem Solving in Student-Pair Work Settings: Cases From Singapore. Luis Tirtasanjaya Lioe, National Institute of Education, Singapore; Yaping Fang, National Institute of Education, Nanyang Technological University, Singapore
Students’ Quality of Mathematical Discussion and Their Self-Determination in Mathematics. Karl Wesley Kosko, Virginia Polytechnic Institute and State University; Jesse L. M. Wilkins, Virginia Polytechnic Institute and State University
Sustaining Secondary Mathematics Students’ Dispositions Through Classroom Discourse and Communication. Patrick Wachira, Cleveland State University; Roland G. Pourdavoud, Cleveland State University; Raymond Skitzi, Shaker Heights High School - OH; Joanne E. Goodell, Cleveland State University

19.057-9. Studies of Equity in Mathematics Curriculum and Teaching, SIG-Research in Mathematics Education; Roundtable Session
Chair: Karen A. Koellner, University of Colorado - Denver
Participants:
Please Don’t Do “Connect the Dots”: Mathematics Lessons With Social Issues. Laura Jacobson Spielman, Radford University; Jean M. Mistele, Radford University
Teachers Using Mathematical Representations as Access Tools for ELLs in Professional Development and Their Classrooms. Sarah Ann Roberts, University of Colorado - Denver; Karen A. Koellner, University of Colorado - Denver
The Moderating Effect of School SES on the Mediating Role of Self-Efficacy: Gender and Achievement. Laura M. O’Dwyer, Boston College; Maureen Kavanaugh, Boston College
What Creates an Achievement Gap in Geometry Literacy—Curriculum Standards, Textbooks, and Items? Kyung Mi Choi, University of Iowa; Hye Jin Park, University of Hawaii

19.058. Roundtable Session 4; Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2
2:15 pm to 3:45 pm

19.058-1. Applications of Rasch Modeling for Student Learning, SIG-Rasch Measurement; Roundtable Session
Chair: Kelly D. Bradley, University of Kentucky
Participants:
A Cross-Cultural Rasch Analysis of the Multidimensional Construct of Teachers’ Feedback Practice. Eunlim Chi, Kyung Hee University; Korea; Jennifer Ann Quynn, University of Washington; Shin-Ping Tsai, University of Washington
Historical View of the Influences of Measurement and Writing Theories on the Practice of Writing Assessment. Nadia Behzadeh, Emory University; George Engelhard, Emory University
Rasch Analysis for School Engagement Survey. Pei-Hua Chen, University of Denver; Kathy E. Green, University of Denver

Chair: Amy L. Cole, McGill University
Participants:
Building Leadership for Learning Teams in the Urban High School: Leveraging the Department Chair as Instructional Leader. Carolyn Kelley, University of Wisconsin; Paul V. Bredeson, University of Wisconsin - Madison; Hans W. Klar, University of Wisconsin - Madison
Changing Leadership: Teachers Lead the Way for Schools That Learn. Emily J. Klein, Montclair State University; Jennifer Goede, Montclair State University; Monica Taylor, Montclair State University; Cynthia S. Onore, Montclair State University
How Teachers From Different School Levels View the Teacher Leadership Role: Findings From SASS 2003-2004. Donghui Xie, The School District of Palm Beach County; Jianping Shen, Western Michigan University; Xuejin Lu, Children’s Services Council of Palm Beach County
Improving Teachers’ Organizational Commitment Through Distributed Leadership: A Qualitative Study. Hester Hulpia, Universiteit Gent; Geert Devos, Ghent University, Belgium

19.058-3. How Superintendents Lead and Learn, SIG-Research on the Superintendency; Roundtable Session
Chair: Bernard Oliver, University of Florida
Participants:
Decision-Making Qualitaries That Superintendents Face in Their Work in Small School Districts Building Democratic Communities. Debra J. Touchton, Stetson University; Michele Acker-Hoevev; Washington State University

19.058-4. International and ESL Perspectives on Literacy, SIG-Research in Reading and Literacy; Roundtable Session
Chair: Chin Ee Loh, University at Albany - SUNY
Participants:
Predictors of Kindergarten and First Grade Language and Literacy Skills for English Language Learners. Unnuhan Yesil-Dagli, East Carolina University
Theory-Based Model of L2 Reading Comprehension: Paths of Interaction Among L1 Reading Competence, L2 Proficiency, and L2 Reading Comprehension. Eunjou Oh, University of Maryland - College Park
Making Sense of Performance on Nonsense Word Fluency: Word Reading Strategies Utilized by English Learners. Deni L. Basaraba, University of Oregon
What Young Pupils Read Outside of School: A Cross-Cultural Study. Jiamei Lu, Shanghai Normal University; Shu-Ling Lai, Ling Tung University; Ram Green, Texas Tech University; Chin-Mei Lin, Ling Tung University; Carla Stevens, Houston Independent School District - Texas

19.058-5. Issues in the Use of Research, SIG-Research Use; Roundtable Session
Chair: Todd Michael Twyman, Western Oregon University
Participants:
Racial and Ethnic Categorization in Large-Scale Secondary Data Analysis: How Decisions Can Affect Research Conclusions. Wei-Bing Chen, University of Virginia; David Grissmer, University of Virginia; Anne Gregory, University of Virginia
Understanding the Complexities of Disseminating Research on Social Psychological Approaches to Improve the Educational Experiences of Minority Students. Wendy H. McCollkey, University of North Carolina -
Greenhoe, Joy A. Mordica, University of North Carolina - Greensboro; Karla Lewis, University of North Carolina - Greensboro
Using Research and Evaluation to Better Understand the Effectiveness of Education Partnerships Within a Changing Community. Mehmet Dali Ozturk, Arizona State University; Kerry Lawton, Arizona State University

19.058-6. Middle-Grades Teacher Development and Qualifications. SIG-Middle-Level Education Research; Roundtable Session
Chair: Mark D. Vagle, University of Georgia
Participants: In the Middle: Elementary Education Majors’ Experience in Middle-Level Education and Associated Field Experience. Nicole C. Miller, Mississippi State University; Nicole L. Thompson, Mississippi State University; Jianzhong Xu, Mississippi State University
Teacher and School Effects on Student Achievement: An HLM Study on Middle School Science. Yun Mo, Virginia Polytechnic Institute and State University; Kaum Singh, Virginia Polytechnic Institute and State University; Mido Chang, Virginia Polytechnic Institute and State University
“As If They Were Real People”: Partnering With Students in Middle Grades Professional Development. John M. Downes, The University of Vermont
Coconstructing Student-Informed Pedagogy in the Middle Years. Emily Jane Nelson, University of Waikato

19.058-7. Using Assessment Results in the Classroom. SIG-Classroom Assessment; Roundtable Session
Chair: Kent Brayton Cox, California State University - Fullerton
Participants: Distractor Rationale Taxonomy: Diagnostic Assessment of Reading With Ordered Multiple-Choice Items. Jie Lin, Pearson; Kwang-Lee Chu, Pearson; Ying Meng, Pearson
Teachers’ Formative Use of Benchmark Testing Data. Lisa M. Abrams, Virginia Commonwealth University; James H. McMillan, Virginia Commonwealth University
Problem Solving in Action: Using Authentic Assessment in Elementary Math Classes. Molly Marie Jameson, Youngstown State University; Rebecca L. Pierce, Ball State University; Cheryll M. Adams, Ball State University; Geni Cowan, California State University - Sacramento; Virginia M. Gonzalez, University of Cincinnati
LeAnn G. Putney, University of Nevada - Las Vegas
Phoebe H. Stevenson, American Educational Research Association

Friday, 4:05 pm

Governance Meetings and Events

20.001. AERA Committee on Scholars of Color in Education - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Sandstone
4:05 pm to 6:05 pm
Chair: Tabbye Maria Chavous, University of Michigan

20.002. AERA Ethics Committee - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Limestone
4:05 pm to 6:05 pm
Chair: Carolyn D. Herrington, Florida State University

20.003. AERA Publications Committee and Journal Editors - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Capitol Ballroom 6 & 7
4:05 pm to 5:35 pm
Chair: Russell W. Rumberger, University of California - Santa Barbara

20.004. SIG Leadership Orientation - Session 1. AERA Governance; Governance Session
Colorado Convention Center, Street Level, Room 401
4:05 pm to 5:35 pm
Chairs: Lynne Schrum, George Mason University; Geni Cowan, California State University - Sacramento; Virginia M. Gonzalez, University of Cincinnati

20.010. The Wallace Foundation Distinguished Lecture: Margaret Beale Spencer. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC
4:05 pm to 5:35 pm
Chair: Kris D. Gutierrez, University of Colorado - Boulder
Speaker: 21st-Century Strategies for Youth Resiliency: Unacknowledged Challenges and Opportunities for Research, Training, and Practice. Margaret Beale Spencer, University of Chicago

Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
4:05 pm to 5:35 pm
Chair: Alfredo J. Artiles, Arizona State University
Participant: The Impact of International Migration on the Educational Trajectories of the Youth in Sending Communities: Paradoxes and Contradictions. Silvia E. Giorguli Saucedo, El Colegio de Mexico
Participants: Glynda A. Hull, New York University; Joseph J. Tobin, Arizona State University; Angela E. Arzuabia, Arizona State University
Discussant: Patricia C. Gandara, University of California - Los Angeles

Division Sessions

Colorado Convention Center, Street Level, Room 712
4:05 pm to 5:35 pm
Chairs: Samatha Wahome, The Ohio State University; Cecilia Henriquez, University of California - Los Angeles
Participants: H. Sany Alim, University of California - Los Angeles; Barbara Rogoff, University of California - Santa Cruz; Wayne Yang, University of California - Berkeley; Bryan McKinley Jones Brayboy, Arizona State University; Megan Bang, TERC

Sheraton, Plaza Concourse Level, Governor’s Square 14
4:05 pm to 5:35 pm
Chair: Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania
Participants: The Development of the VAL-ED and Field Trial Design. Joseph F. Murphy, Vanderbilt University; The Reliability and Construct Validity of the VAL-ED. Morgan S. Polikoff, University of Pennsylvania; Henry May, University of Pennsylvania
Standard Setting for the VAL-ED: Educators’ Perspectives on the Deliberative Process. Xia Cravens, Vanderbilt University; Ellen B. Goldring, Vanderbilt University
Friday Afternoon, April 30, 2010

Agreement Among Respondent Groups and the Role of Behavioral Evidence in Assessing Principal Leadership. Stephen N. Elliott, Vanderbilt University

The Distribution of Principal Performance. Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania

20.014. Leadership and Student Achievement: Investigating Multiple Links.
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
4:05 pm to 5:35 pm
Chair: Mark A. Gooden, University of Texas - Austin
Participants:
A Case Study of School Reform Factors Contributing to Student Achievement: Perceptions and Results. Tumi Kopischke Smith, Goucher College; Elizabeth M. Morgan, Washington County Public Schools
Educational Leadership, Teacher Research, and Professional Development in Schools. Jeroen G.M. Imants, Radboud University; Nijmegen
Examining Multilevel Relationships Concerning Teacher Effectiveness, Student Composition, and Student Achievement. Stacey Michele Takanishi, University of Hawaii - Manoa
The Impact of Selected Noncognitive Skills on Academic Achievement and Job Success. Lulu DiGuillo, University of California - Santa Barbara; John T. Yan, University of California - Santa Barbara; Karen L. Nylund-Gibson, University of California - Santa Barbara

Discussant: Heinrich A. Mintrop, University of California - Berkeley

Division B - Curriculum Studies; Paper Session
Colorado Convention Center, Street Level, Room 110
4:05 pm to 6:05 pm
Chair: Kip Austin Hinton, University of California - Los Angeles
Participants:
Battling the State in Order to Save the Lives of Our Children. Augustine Francis Romero, Tucson Unified School District
Agents of Change: The Need for Social Justice-Oriented Curricularists to Effect Policy Reform. DeeAnn Grove, University of Iowa; Kathryn Michele Kauper, University of Iowa
Paradoxes of Pursuing American Dreams in Neoliberal America: Synchronized Desires of Immigrant Girls, Parents, and Teachers. Kaeoru Miyazawa, Teachers College, Columbia University
The Governmentality of Secondary Education: Competing Influences in Three Schools During the 2008 Presidential Election. Wayne Journell, University of North Carolina - Greensboro

Discussant: Kate McCoy, SUNY - College at New Paltz

Division C - Learning and Instruction; Invited Session
Colorado Convention Center, Street Level, Room 205
4:05 pm to 5:35 pm
Chair: Dionne Indera Cross, Indiana University
Participants:
Ethical Issues for Intervention Research With Ethnic-Minority Populations. Cynthia Hudley, University of California - Santa Barbara
Critical Literacy and Acts of Place-Making in Urban Communities. Valerie F. Kindoch, The Ohio State University
Adult Guidance for College: Rethinking Educational Practice to Foster Socially Just College Success for All. Maricela Oliva, University of Texas - San Antonio
Epistemological Racism: Another Lens for Exploring Ethnography as Methodology. Janice B. Fournillier, Georgia State University

Discussant: Sonja L. Lanehart, University of Texas - San Antonio

20.017. Expanded Applications of Item Response Theory. Division D - Measurement and Research Methodology; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 17
4:05 pm to 5:35 pm
Chair: Lisa A. Keller, University of Massachusetts - Amherst
Participants:
Practical Consequences of Model Misfit in Assessing Academic Growth. Yue Zhao, ETS; Ronald K. Hambleton, University of Massachusetts
Application of Latent Class Analysis to Profile Students for Remediation. Christy Kim Boscardin, University of California - San Francisco
Mixing Item Response Theory With Cognitive Diagnosis: A Synthesized Approach for Real Data Analysis. Chun Wang, University of Illinois - Urbana-Champaign; Alan Huebner, ACT, Inc.; Xiaogang Wang, ACT, Inc.; Hua-Hua Chang, University of Illinois - Urbana-Champaign; Sung-Hyuck Lee, ACT, Inc.
A Multivariate, Multilevel Rasch Model for Measuring Teachers’ Observed Instructional Practices Across Lessons and Time. Benjamin Kelcey, Wayne State University; Joanne F. Carlisle, University of Michigan; Geoffrey C. Phelps, University of Michigan; Daniel Berebitsky, University of Michigan; David J. Johnson, University of Michigan

Discussant: Robert L. Smith, ETS

20.018. Recentering Women in Educational Histories. Division F - History and Historiography cosponsored with SIG-Research on Women and Education; Paper Session
Colorado Convention Center, Street Level, Room 201
4:05 pm to 5:35 pm
Chair: Laura Munoz, Texas A&M University - Corpus Christi
Participants:
Using Oral Histories to Explore Mexican American Education in the Midwest, 1920 to 1960. Caran A. Crawford, University of Iowa
The Maud Lindsay Free Kindergarten of Florence, Alabama. Melissa B. French, Boston University
Transforming Respectability: Race Uplift and the Higher Education of Black Women at Fisk University, 1924-1967. Perzavia T. Prylow, University of Illinois - Urbana-Champaign

Discussant: Kathleen A. Weiler, Tufts University

Colorado Convention Center, Street Level, Room 703
4:05 pm to 6:05 pm
Chair: Michelle Fine, The Graduate Center - CUNY
Participants:
Circuits and Consequences of Dispossession: The Racialized Realignment of the Public Sphere for U.S. Youth. Michelle Fine, The Graduate Center - CUNY; Jessica Ruglis, Johns Hopkins University
Embodiment and Weathering a (Mis)Education: Schooling as a Social Determinant of Health. Jessica Ruglis, Johns Hopkins University; ProjectDISH Youth Researchers, ProjectDISH (Disparities in Schooling and Health)
The 1968 Baltimore Riots Studied Through a Charter School Lens. Alan G. Green, University of Southern California; Eric P. Rice, Johns Hopkins University
Currents of Criminalization: Police Harassment of Youth and the Adults Who Watch. Maddy Fox, The Graduate Center - CUNY; Brett Stoudt, City University of New York; Maria Elena Torre, City University of New York; Una Osato, Polling for Justice; Polling for Justice Youth Researchers, Polling for Justice
Dreaming of and Struggling for Education: The Aspirations, Rights, and Everyday Exclusions of Undocumented Students. Caitlin Cahill, University of Utah; David A. Quijada, University of Utah; Matthew Bradley, University of Utah; Mestizo Arts & Activism Youth Research Team, Mestizo Arts & Activism Youth Research Team

Discussant: Seema Shah, International Baccaulareate

20.020. ELL Adolescence Literacy. Division G - Social Context of Education; Paper Session
Colorado Convention Center, Street Level, Room 709
4:05 pm to 5:35 pm
Chair: Joseph E. Alutto, California State University - San Marcos
Participants:
ELL Adolescence Literacy. Joseph E. Alutto, California State University - San Marcos
Critical Literacy and Acts of Place-Making in Urban Communities. Valerie F. Kindoch, The Ohio State University
Adult Guidance for College: Rethinking Educational Practice to Foster Socially Just College Success for All. Maricela Oliva, University of Texas - San Antonio
Epistemological Racism: Another Lens for Exploring Ethnography as Methodology. Janice B. Fournillier, Georgia State University

Discussant: Sonja L. Lanehart, University of Texas - San Antonio

20.021. How does Research on Learning and Development Inform Teacher Education? Division G - Social Context of Education; Paper Session
Colorado Convention Center, Street Level, Room 705
4:05 pm to 5:35 pm
Chair: Michelle Fine, The Graduate Center - CUNY
Participants:
How does Research on Learning and Development Inform Teacher Education? Michelle Fine, The Graduate Center - CUNY; Jessica Ruglis, Johns Hopkins University
Embodiment and Weathering a (Mis)Education: Schooling as a Social Determinant of Health. Jessica Ruglis, Johns Hopkins University; ProjectDISH Youth Researchers, ProjectDISH (Disparities in Schooling and Health)
The 1968 Baltimore Riots Studied Through a Charter School Lens. Alan G. Green, University of Southern California; Eric P. Rice, Johns Hopkins University
Currents of Criminalization: Police Harassment of Youth and the Adults Who Watch. Maddy Fox, The Graduate Center - CUNY; Brett Stoudt, City University of New York; Maria Elena Torre, City University of New York; Una Osato, Polling for Justice; Polling for Justice Youth Researchers, Polling for Justice
Dreaming of and Struggling for Education: The Aspirations, Rights, and Everyday Exclusions of Undocumented Students. Caitlin Cahill, University of Utah; David A. Quijada, University of Utah; Matthew Bradley, University of Utah; Mestizo Arts & Activism Youth Research Team, Mestizo Arts & Activism Youth Research Team

Discussant: Seema Shah, International Baccaulareate
20.021. Gender, Literacy, Language, and Identities. Division G - Social Context of Education; Paper Session Colorado Convention Center, Street Level, Room 707 4:05 pm to 5:35 pm

Chair: Beth Morton Christian, Tennessee State University

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

20.022. Examining the Prospects for Performance Assessment. Division H - Research, Evaluation, and Assessment in Schools; Symposium Sheraton, Plaza Concourse Level, Plaza Ballroom D 4:05 pm to 6:05 pm

Chair: Richard J. Shavelson, Stanford University

Participants:
Performance Assessment: The State of the Art. Suzanne Lane, University of Pittsburgh
A New Conceptual Framework for Analyzing the Costs of Performance Assessment. Lawrence O. Picus, University of Southern California
Major Policy Considerations in Launching New Forms of Assessment. Stuart R. Kahle, Measured Progress; Raymond Lee Pecheon, Stanford University
Performance Assessments for English-Language Learners and Students With Disabilities. Jamal Abadi, University of California - Davis

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

20.023. Theories Informing Instruction and Curriculum Reform. Division I - Education in the Professions; Paper Session Colorado Convention Center, Street Level, Room 710 4:05 pm to 5:35 pm

Chair: Bridget Colleen Ohren, University of California - San Francisco

Participants:
Crossing Interprofessional Education Boundaries: An IPE Delivery Model for the Health Sciences and Beyond. Shana Michele Shaw, University of Texas - Austin; Christina M. Cestone, University of Texas - Austin; Marilla D. Swanick, University of Texas - Austin; Stephen Marc Walls, University of Texas
Curriculum Revisions and USMLE Step 1 Scores: What Does It Take to Make a Difference? Steven A. Lieberman, University of Texas - Medical Branch at Galveston; Ann W. Frye, University of Texas - Medical Branch at Galveston
Defining in Situ, Multidisciplinary, and Interdisciplinary Work in Engineering Education. Betty Palmer, Montana State University; Barbara Komlos, Montana State University; Carolyn Plumb, Montana State University; Sarah Codd, Montana State University; Katie L. Piacentini, University of Missouri - Columbia; Rose M. Marra, University of Missouri
How Theories Function in Practice and Praxis. Betty F. Martens, University of Oklahoma

Discussant: Summers G. Kalishman, University of New Mexico

20.024. College Faculty Work in Science, Technology, Engineering, and Math. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 105 4:05 pm to 6:05 pm

Chair: Robert Kevin Toutkoushian, University of Georgia

Participants:
A Steady State? Faculty Perceptions of Academic Science and Self-Directed Research. Thomas E. Pernazza, University of Michigan
Developing Methods to Study College Science Service Courses and Cultural Scientific Literacy. HsingChi von Bergmann, University of Calgary; Leslie Reid, University of Calgary
Improving Undergraduate Science Instruction: Results of Multidisciplinary Synthesis of the Literature. Andrea L. Beach, Western Michigan University; Charles R. Henderson, Western Michigan University; Noah Finkelstein, University of Colorado - Boulder; Yuhfen Lin, Western Michigan University
Practice Knowledge Versus Literature-Based Knowledge of STEM Education Change Agents: Results of a National Delphi Process. Andrea L. Beach, Western Michigan University; Charles R. Henderson, Western Michigan University
Understanding NSF Grantees’ Engagement in STEM Educational Outreach. Ning Rui, Research for Better Schools; Deborah Pomero, Arcadia University

Discussant: Robert Kevin Toutkoushian, University of Georgia

20.025. Community Colleges: Leadership and Governance. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 103 4:05 pm to 6:00 pm

Chair: Syraj Syed, University of Florida

Participants:
English-Major Community College Presidents: A Narrative Inquiry. Tammy Frankland, Casper College
Leaders as Lynchpins for Framing Meaning. Pamela L. Eddy, College of William and Mary
Policy, Perception, and Practice: Connecting Community College Leaders’ Perceptions of Policy to Practice. Cathleen Ann Hebert-Swartz; University of the Pacific; Delores E. McNair, University of the Pacific
Workplace Incivility and Conflict Management Styles of Community College Leaders. Michelle Elizabeth Bartlett, Clennon University; Frankie K. Williams, Mississippi State University

Discussant: David E. Hardy, The University of Alabama

20.026. Higher-Education Retention. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 102 4:05 pm to 6:05 pm

Chair: Pedro Villareal III, The George Washington University

Participants:
Examining Economic Returns to Education of College Swirlers and Stop-Outs: A Longitudinal Multilevel Analysis. Meechaw Orsavan, Central Michigan University
Key Indicators for College Success: Predicting Enrollment, Persistence, and Graduation. Kelly E. Godfrey, The College Board; Halifa B. Matoe-Elefante, The College Board
First-Year Student Adjustment, Success, and Retention: Structural Models of Student Persistence Using Electronic Portfolios. Martin E. Sandler, Seton Hall University
Peer Mentors as Savvy Consumers of Education: Accounts of Active Engagement Leading to Enhanced Retention. Judy Marquez Kiym, University of Rochester; Sandra G. Luca, University of Southern California; Melissa Rauci, University of Rochester; Shunna J. Crump-Owens, University at Buffalo - SUNY
Discussant:
Terrell Lamont Strayhorn, The University of Tennessee

20.027. Improving Alignment Between Postsecondary and Secondary Education: The Texas College and Career Readiness Initiative Studies.
Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 107
4:05 pm to 6:05 pm
Chair:
David T. Conley, Educational Policy Improvement Center
Participants:
Development of the Texas College and Career Readiness Standards. David T. Conley, Educational Policy Improvement Center; Marilyn Cochran-Smith, Boston College; Terrell Lamont Strayhorn, The University of Tennessee; Evelyn Hiatt, Texas Higher Education Coordinating Board
Validation of the Texas College and Career Readiness Standards Against Current Practice in Entry-Level College Courses. David T. Conley, Educational Policy Improvement Center; Charis L. McGaughy, University of Oregon; Evelyn Hiatt, Texas Higher Education Coordinating Board
Creation of Reference Courses in Each of 20 Entry-Level College-Course Subject Areas. David T. Conley, Educational Policy Improvement Center; Charis L. McGaughy, University of Oregon; Evelyn Hiatt, Texas Higher Education Coordinating Board
Alignment Between the TCCRS and Expectations in Entry-Level Courses in Texas. David T. Conley, Educational Policy Improvement Center; Charis L. McGaughy, University of Oregon; Evelyn Hiatt, Texas Higher Education Coordinating Board
Alignment Between the TCCRS and Placement Tests Commonly Used in Texas Postsecondary Institutions. David T. Conley, Educational Policy Improvement Center; Mary Seburn, American Institutes for Research; Evelyn Hiatt, Texas Higher Education Coordinating Board
Discussant:
Andrea Venezia, WestEd

20.028. Teacher Development and Retention.
Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 601
4:05 pm to 5:35 pm
Chair:
Marilyn Cochran-Smith, Boston College
Participants:
Teacher Development and Career Paths: Unraveling Complex Issues. Marilyn Cochran-Smith, Boston College; Kirstin Pesola McEachern, Boston College; Kara Mitchell, Boston College; Peter Piazza, Boston College; Christine Power, Boston College; Amy Ryan, Boston College
Methodological Challenges in Conducting Longitudinal Multi-Cohort. Larry H. Ludlow, Boston College; Joseph J. Pedulla, Boston College; Matthew Alan Cannady, Boston College; Emilie N. Mitescu, Boston College; Stephanie Chappel, Boston College; Sarah Enterline, Boston College; Frances A. Loftus, Boston College; Deborah Cantor, Boston College; Tracy McMahon, Boston College
Learning to Teach as Cultural Navigation: A Longitudinal, Cross-Case Study of Teacher Learning and Career Paths. Patrick J. McQuillan, Boston College; Joan Barnatt, Elton University; Lisa D’Souza, Assumption College; Cindy Jong, Virginia Commonwealth University; Karen W. Lam, Boston College; Karen L. Shukman, Boston College; Dianna L. Gahlsdorf Terver, Boston College
Discussants:
Betty Achinstein, University of California - Santa Cruz
Richard Ingersoll, University of Pennsylvania

20.029. The Mathematics and Science Milieu: Preservice Teachers’ Understanding of Their Subject Specialty.
Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 603
4:05 pm to 5:35 pm
Chair:
Regina E. Rahimi, Armstrong Atlantic State University
Participants:
Preservice Teachers’ Content and Pedagogical Content Knowledge Structures About Multiplication Algorithm and Area-Perimeter Relations: What Is the Role of Teaching Methods Courses? Yisaaf Koc, Indiana University - Northwest; Mine Isiksal, Middle East Technical University; Serife Sevis, Middle East Technical University; Sedanur Cadmak, Middle East Technical University; Safiure Bulut, Middle East Technical University
Student Teachers’ General and Content-Specific Pedagogical Development Within a Mathematics Milieu. Dania L. Piccolo, Missouri State University; Robert M. Capraro, Texas A&M University; Mary Margaret Capraro, Texas A&M University
Discussant:
Angela Marie Hodge, North Dakota State University

Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 702
4:05 pm to 5:35 pm
Chair:
Karen Cadiero-Kaplan, San Diego State University
Participants:
Naming the Unnamed in Teacher Education: Preparing Teachers to Teach Linguistically Diverse Students. Elsa M. Billings, San Diego State University; Cristina Alfaro, San Diego State University
Achieving the Gold Standard of Excellence Through School-Wide Efficacy in Los Angeles’ Lowest-Performing Schools. Angela Bass, Partnership for Los Angeles Schools
A Conscious Agenda for Cultivating Future Teachers’ Equity and Social Justice Paradigms. Margarita L. Berta-Avila, California State University - Sacramento; Lisa Yvette William-White, California State University - Sacramento
Diversity and the Educational Pipeline: What Students of Color Wished Their Teachers Knew. Anita C. Hernandez, California State Polytechnic University; Jose A. Montelongo, California State Polytechnic University - San Luis Oeste
Crossing the Tracks: Facilitating Critical Dialogue With Undergraduate Teacher Candidates From Historically and Continually Segregated Suburban Schools. Christina Chavez, California State Polytechnic University - Pomona
Discussant:
Guadalupe Valdes, Stanford University

Division L - Educational Policy and Politics; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 15
4:05 pm to 5:35 pm
Chair:
Milbrey W. McLaughlin, Stanford University
Participants:
The Policy Environment for Creating a Statewide System of Support. Laura A. Wagner, California Department of Education; Nancy Brownell, California County Superintendents Educational Services Association
The District Assistance and Intervention Team (DAIT) Provider Perspective Toward Building District Capacity. Juli Quinn, Los Angeles County Office of Education
District Readiness and Capacity Building. Christine L. Padilla, SRI International
Discussant:
Margaret E. Goertz, University of Pennsylvania

20.032. What It Takes to Become a School Leader: Examining the Dynamics of the Principal Pipeline.
Division L - Educational Policy and Politics; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 10
4:05 pm to 5:35 pm
Chair:
Susanna Loeh, Stanford University
Participants:
Principal Preferences and the Uneven Distribution of Principals Across Schools. Eileen Lai Horng, Stanford University
The Influence of School Administrators on Teacher Retention Decisions. Marsha M. Ing, University of California - Riverside
Helping Teachers Improve Instruction: Coach Characteristics and Effects on
Students. Demetra Kalogrides, Stanford University
Discussants:
Michelle Reininger, Northwestern University
Jason A. Grissom, University of Missouri

SIG Sessions

20.033. Critical Thinking Through Arts-Based Educational Research. SIG-Arts-Based Educational Research; Paper Session
Colorado Convention Center, Street Level, Room 106
4:05 pm to 5:35 pm
Chair: Barbara A. Bickel, Southern Illinois University - Carbondale
Participants:
How Do Arts-Based Researchers Address the Problem of Interpretation in Arts-Based Research? Donal O Donoghue, University of British Columbia
Drama-Based Instruction and Educational Research: A Critical Pedagogical Approach to an Interdisciplinary Partnership. Stephanie W. Cawthon, University of Texas - Austin; Kathryn Dawson, University of Texas - Austin
Discussant: James H. Sanders, The Ohio State University

20.034. Issues in Classroom Observation Research. SIG-Classroom Observation; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 16
4:05 pm to 5:35 pm
Chair: Sharolyn D. Pollard-Durodola, Texas A&M University
Participants:
The Development and Use of Systematic Observation Instruments to Evaluate Schools Implementing the International Baccalaureate Program. Hersh C. Waxon, Texas A&M University; Beverly Lynn Afford, Texas A&M University - College Station; Kayla Braeliz Rollins, Texas A&M University; Rhonda Goodey, Texas A&M University; Jacqueline Stillisano Stillisano, Texas A&M University - College Station; Brooke E. Kandel-Cisco, Butler University
Instructional Time Allocations in the Post-NCLB Classroom. Judith C. Stall, Temple University; Susan Ann Jansen Varnum, Temple University; Joseph P Da Cetta, Temple University; John Schiller, Temple University
Patterns of Instructional and Representational Scaffolding in Two Reform-Based Models of Science Learning. Cheryl Ann Peterson, Texas A&M University - College Station; Laura E. Ruebush, Texas A&M University - College Station; Carol L. Shuesy, Texas A&M University
Do We Know an Effective Teacher When We See One? Designing a Measure of Teacher Effectiveness That Predicts Student Outcomes. Michael Strong, University of California - Santa Cruz
Discussant: Stephanie L. Knight, The Pennsylvania State University

20.035. Advances in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice; Paper Session
Colorado Convention Center, Street Level, Room 204
4:05 pm to 5:35 pm
Chair: Cary J. Roseth, Michigan State University
Participants:
A Case Study of the Structure of a Community of Practice: An Investigation Through the Lens of Social Interdependence. Tameka Sharona Clarke Douglas, Purdue University; Ruth A. Streveler, Purdue University; Karl A. Smith, University of Minnesota; Laura Sanders, Valparaiso University
Deciphering Participation: Statistical Discourse Analysis of Young Children’s Peer Tutoring at Computers. X. Christine Wang, University at Buffalo - SUNY; Ming M. Chu, University at Buffalo - SUNY; Cynthia Carter Ching, University of California - Davis
Effective Group Working in Classrooms: Teacher Ownership and Children’s Communication Within a Relational Development Program. Peter Jay Kaminick, Kings College, London
Outcomes in a Randomized Controlled Trial of Mathematics Tutoring. Keith J. Topping, University of Dundee; David Miller, University of Dundee; Pauline Murray, Angus Council; Sheila Henderson, University of Dundee; Colette Fortuna, University of Dundee; Nora Conlin, Fife Council
Promoting Problem Solving and Reasoning Among Students in Cooperating Groups During Inquiry-Based Science. Robyn Margaret Gillies, The University of Queensland; Kim Nichols, The University of Queensland; Gilbert Burgh, The University of Queensland
The Effect of Small Group Discussion and Explaining on Subsequent Learning: An Experimental Approach. Floris Matthias van Blankenstein, Maastricht University; Diana Dolmans, Maastricht University; Cees van der Vleuten, Maastricht University; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands
Discussant: Roger T. Johnson, University of Minnesota

20.036. Alternative Pedagogies and Learning Theories on the Road to Equitable Teaching. SIG-Critical Educators for Social Justice; Paper Session
Colorado Convention Center, Street Level, Room 706
4:05 pm to 6:05 pm
Chair: Brian R. Lawler, California State University - San Marcos
Participants:
A Quest for Equalizing Educational Opportunities: Envisioning Meaningful Learning Across Time, Space, and Modalities. Limor Pinkas-Hartiroit, Lehman College - CUNY; Elite Ben-Yosef, Adelphi University
Conceputalizing Teacher Education in South Africa: Democracy, Knowledge, and Social Justice. Berte Van Wyk, Stellenbosch University, South Africa
Acts of School Resistance by Members of Slovak Romani Communities and Their Allies. Julia M. White, University of Rochester
Exploring Critical Literacy in a High School Classroom Through Ethnodrama. Sarah Reed Hobson, University of Pennsylvania
Promoting an Anti-Oppressive Global Consciousness Through International Travel Experiences. Brian Johnstone, University of California - Los Angeles
The Voice of Grace. Cynthia (Cindy) Anne Fisher, University of Missouri - Kansas City

20.037. Critical Race Theory: Examining the Complexities of Family History, Community, and Generational Differences. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Colorado Convention Center, Street Level, Room 602
4:05 pm to 5:35 pm
Chair: Michele D. Smith, Alliant International University
Participants:
Critical Family History and Historical Memory. Christine E. Sleeper, California State University - Monterey Bay
Examining Generational Differences Among Diverse Families Regarding Parental School Involvement. Gustava Cooper-Baker; George Washington Carver School; Barbara Nell Martin, University of Central Missouri; Linda M. Bigby, University of Central Missouri; Doug D. Thomas, University of Central Missouri
From the “Experts”: The Gendered, Racialized and Critical Voices of Youth Workers of Color in Community-Based Organizations. Bianca Jontae Baldwin, Teachers College, Columbia University; Ramata T. Bangura, Teachers College
Tipping Point Revisited: Consequences of a Historical Legacy of Evacuation and Abandonment. Mary Ann Wallace, New Mexico State University

20.038. Education and Student Development in Cities. SIG-Education and Student Development in Cities; Structured Poster Session
Colorado Convention Center, Street Level, Room 607
4:05 pm to 5:35 pm
Chair: Xiang Wang, Purdue University
Participants:
1. Supporting Academic Development Among Dropouts. Joyce Fleck Long, University of Notre Dame; Kelly Lembenger, University of Notre Dame; Megan Marsh, University of Notre Dame; Anne Witt, University of Notre Dame; John C. Ritzler, South Bend Community School Corporation
2. Study Abroad in Teacher Education: Learning Across Social and Cultural Ecologies. Johnn J. Philpion, Purdue University; Erik L. Malewski, Purdue University; Xiang Wang, Purdue University; Suniti Sharma, University of Texas - Brownsville; Genevieve Ngozi Aglazor; Purdue University
3. Community and School Partnerships That Promote Academic Success for Dine’ Youth by Dine’ Youth. Hollie Kulago, Purdue University
4. Deconstructing the Child’s Perspective: Schooling and Homelessness. Tracy
20.039. Providing Health and Human Services in Schools. SIG-Education, Health, and Human Services Linkages; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 1
4:05 pm to 6:05 pm
Chair:
Laura T. Sanchez Fowler, Texas State University - San Marcos
Participants:
Keep Me Healthy, Help Me Learn: A Review of Recent Research on American School-Based Health Centers. Manuello Deguzman Bug, University of California - Davis
The Full-Purpose Partnership: A Model to Integrate Mental Health and Schools. Allison Ann Howland, Indiana University; Jeffrey A. Anderson, Indiana University

The Relationship Between Nutrition, Family Risk, and Children’s Academic Achievement Growth. Jian Li, The Ohio State University; Ann A. O’Connell, The Ohio State University

A Multidisciplinary Day Treatment Program for Adolescents With Eating Disorders: A Classroom in a Hospital Setting. Katherine Marian Thompson, OISE/University of Toronto; Adele LaFrance, Southlake Regional Health Centre; Ahmed Bouachie, Southlake Regional Health Centre

Lit: A Game Intervention for Nicotine Smokers. Jessica Mezei, Teachers College, Columbia University; Nisha Alex, Teachers College, Columbia University; Jessica Mezei, Teachers College, Columbia University; Pazit Levitan, Teachers College, Columbia University; Jessica Hammer, Teachers College, Columbia University; Charles K. Kinzer, Teachers College, Columbia University; Rosanna Lopez, Teachers College, Columbia University

Discussant:
Hanne B. Mawhinney, University of Maryland - College Park

20.040. Supporting and Educating Parents. SIG-Family, School, Community Partnerships; Paper Session
Colorado Convention Center, Street Level, Room 708
4:05 pm to 5:35 pm
Chair:
Amy Hilgendorf, University of Wisconsin - Madison
Participants:
“I Had to Learn Their Words”: Moving Toward Culturally Responsive Family Engagement. Azee Dee Smiley, University of Indianapolis

Latina Mothers’ Views of Parent-to-Parent Support and the Special Education System. Tracy Gershwin Mueller, University of Northern Colorado; Madeline Milian, University of Northern Colorado

Teacher Home/School Visits to Latino Families of Entering Kindergarten Students. Yolanda Aguerrebere, Pepperdine University; Diana B. Hiatt-Michael, Pepperdine University

Bringing High Stakes to Immigrant Parent Education: Lessons From a Targeted Family Literacy Program. Susan Awerbuch, California State University - Northridge; Shariya Collier, California State University - Northridge; Jesús A. Vaca, California State University - Northridge

Parents’ and Teachers’ Social Representations of Cross-Curricular Competencies. Rollande Deslandes, University du Québec at Trois-Rivières; France Joyal, Université du Québec - Trois-Rivières; Marie-Claude Rivard, Université du Québec à Trois-Rivières

Discussant:
Reyna G. Garcia-Ramos, Pepperdine University

20.041. In This Life: Reimagining Indigenous Leadership. SIG-Indigenous Peoples of the Pacific; Paper Session
Colorado Convention Center, Street Level, Room 704
4:05 pm to 6:05 pm
Chair:
Annemarie Gillies, Massey University

Participants:
E Nai Wale no Oaku: Indigenous Leadership and the Issue of Succession. Kerry Laiana Wong, University of Hawaii - Manoa; Margaret J. Maaka, University of Hawaii; Ron Solis, University of Hawaii - Manoa

Graduating Maori Ph.D.: Some Firsts, Some Lessons, Some Mistakes. Patricia Marangi Gina Johnston, Te Whare Whananga o Awauiarangi

Nga Pae o te Maramatanga: From International Writing Retreat to International Whananga. Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga

The Maori Boarding Schools and Maori Leadership: An Educational Tradition Viewed Through the Stories of Te Aute College. James Graham, Massey University

Discussants:
Graham H. Smith, Te Whare Whananga o Awauiarangi
Raviri Stephen Tinirau, Massey University

20.042. Using Technology to Support Teaching and Learning. SIG/Instructional Technology; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 9
4:05 pm to 5:35 pm
Chair:
Krista D. Glazewski, New Mexico State University
Participants:
A National Study of Comparing How Teacher Education Programs Prepare Teachers to Use Technology and How Teachers Use Technology. Annie Todd Ottenbreit-Leftwich, Indiana University; Thomas Brush, Indiana University; Jonathan A. Plucker, Indiana University; Sendar Alaci, Indiana University - Bloomington; Yi Feng, Indiana University; Susie Gromesh, Indiana University - Bloomington; Kurt B. Richter, Indiana University; Tiffany Anne Roman, Indiana University - Bloomington; Jesse Strycker, Indiana University - Bloomington; Peter van Leusen, Indiana University - Bloomington

Large-Scale Evaluation of ICT-Related Teacher Professional Development Programs. Charalampos Vrasidas, CARDET - University of Nicosia; Costandinos Costandnou, University of Cyprus; Theano Terasimou, CARDET - Indiana University; Christiana Aravi, CARDET; Maria Antoniok, CARDET; Anastasia Economou, Pedagogical Institute of Cyprus

A Feasibility Study of Physical Activity Data Technologies as Investigative Tools for High School Students. Victor R. Lee, Utah State University

Evaluating an Asynchronous Video Discussion Tool: Results From a Pilot Study of “Critter.” Miji Arianna Choi, Teachers College, Columbia University; Faisal Anwar, Teachers College, Columbia University; Zhou Zhou, Teachers College, Columbia University; Frederik Pferdt, University of Paderborn; Calin-Ev Kesch, Teachers College, Columbia University; Rebekah Judson, Swarthmore College; Hui Soo Chae, Teachers College, Columbia University

Discussant:
Theresa A. Cullen, University of Oklahoma

Sheraton, Plaza Concourse Level, Plaza Ballroom E
4:05 pm to 8:15 pm
Chair:
Lynda Stone, University of North Carolina - Chapel Hill
Participants:
John Dewey Meets Woody Allen, or Would the Real John Dewey Please Step Forward? Denis C. Phillips, Stanford University

20.044. Research Into Online Student Characteristics. SIG-Online Teaching and Learning; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 11
4:05 pm to 5:35 pm
Chair:
Karen P. Swan, University of Illinois - Springfield
Participants:
The Mediating Role of Self-Efficacy in the Effect of Achievement Goals on Persistence and Satisfaction in Online Learning Contexts. Youngju Joo, Ewha Womans University; Jeongmin Lee, Ewha Womans University; Su Mi Kim, Ewha Womans University; Hyeri Choi, Ewha Womans University

Online or Face-to-Face Learning? Exploring the Personal Factors That Predict Students’ Choice of Instructional Format. Anthony R. Artino, Uniformed Services University of the Health Sciences

Learners’ Enactment Experiences of Functionally Specific Roles in Online Discussions. Alyssa F. Wise, Simon Fraser University; Poorumna Padmanabhan, Simon Fraser University; Marzieh Sajjadi, Simon Fraser University
Karee E. Daun, University of Arkansas; Glenda C. Rakes, The University of Tennessee - Martin

Teacher-Student Interaction in a State-Led Virtual High School. Abigail Hawkins, Brigham Young University; Michael Krystopher Barbour; Wayne State University; Charles R. Graham, Brigham Young University

Discussant: Beverly McCauley Klecker, Morehead State University

20.045. Chicana/o Critical Race Counterstories in Film, News, Journalism, and Theater. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium Colorado Convention Center, Street Level, Room 210 4:05 pm to 5:35 pm

Chair: Tara J. Yosso, University of California - Santa Barbara

Participants: 
A Critical Race Analysis of the Banking Method and the Problem-Posing Methodology on Film. Tara J. Yosso, University of California - Santa Barbara
Reimagining Journalism Education Through a Pedagogy of Counter-News-Story. Sonya Ahern, University of Utah
Counter-Storytelling Through Teatro: Culture Clash in a Chicana/o History Classroom. David G. Garcia, University of California - Santa Barbara

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

20.046. The Politics of Tenure and Promotion at Historically Black Colleges and Universities. SIG-Research Focus on Black Education; Symposium Colorado Convention Center, Street Level, Room 203 4:05 pm to 5:35 pm

Chair: Lisa K. Thompson, Prairie View A&M University

Participants: 
Mentoring Experiences of Black Women Professors. Lisa K. Thompson, Prairie View A&M University
An Ethnographic Study of an African American Woman at a Historically Black University. Nicole M. Stephens, The Ohio State University

Discussant: Brenda A. Martin, University of Arkansas - Pine Bluff

20.047. Documenting and Measuring Opportunities to Learn Mathematics. SIG-Research in Mathematics Education; Symposium Colorado Convention Center, Street Level, Room 108 4:05 pm to 5:35 pm

Chair: Sharon L. Senk, Michigan State University

Participants: 
Documenting and Measuring Opportunities to Learn in the Intended Curriculum of Mathematics Teacher Education. Maria Teresa Tatom, Michigan State University, Keil Bankov, University of Sofia, Bulgaria
Documenting and Measuring Opportunities to Learn in the Potentially Implemented Curriculum of High School Mathematics Textbooks. Sharon L. Senk, Michigan State University; Denise R. Thompson, University of South Florida; Gwenllyon Joy Johnson, University of South Florida
Documenting and Measuring Opportunity to Learn the Implemented Curriculum in Secondary Mathematics Classrooms. Denise R. Thompson, University of South Florida; Sharon L. Senk, Michigan State University

Discussants: Robert E. Floden, Michigan State University
James E. Tarr, University of Missouri - Columbia

20.048. International Perspectives on Teacher and Student Stress and Coping. SIG-Stress and Coping in Education; Symposium Colorado Convention Center, Street Level, Room 402 4:05 pm to 5:35 pm

Chair: Julie P. Combs, Sam Houston State University

Participants: 
Elementary Hispanic Students’ Coping Style of Self-Efficacy in Reaction to the Stress of Bullying. Rebecca A. Robles-Pina, Sam Houston State University
Coping Skills Can Reduce Cyber-Stress in School Settings. Erica Frydenberg, University of Melbourne
Comparing Burnout, Job Involvement, and Coping Strategies Across Primary and Secondary Public School Teachers. Russell L. Carson, Louisiana State University; Larissa K. Barber, Saint Louis University; Matthew J. Grawitch, Saint Louis University; Costas N. Tsouloupas, Louisiana State University
Comparing German and U.S. Elementary Teachers’ Experience, Stress, and Coping to Burnout Symptoms. Annette Ullrich, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte; Christopher J. McCabry, University of Texas - Austin
Student Teachers’ Perceived Stress About Practicum: Dispositional Anxiety, Gender, and Academic Achievement. Constantinos M. Kokkinos, Democritus University of Thrace; George Stavropoulos, Democritus University of Thrace; Aggeliki Davazoglou, Democritus University of Thrace

Discussant: Anthony J. Onwuegbuzie, Sam Houston State University

20.049. A National Study of Writing Across the Curriculum in Middle and High Schools. SIG-Writing and Literacies; Symposium Colorado Convention Center, Street Level, Room 104 4:05 pm to 5:35 pm

Chair: Arthur Applebee, University at Albany - SUNY

Participants: 
Background to the Study. Arthur Applebee, University at Albany - SUNY
A Case Study of the Influence of Kentucky State Testing on Student Writing. Linda L. Baker, University at Albany - SUNY
English-Language Learners and Writing Across the Disciplines. Kristen C. Wilcox, University at Albany - SUNY
Science and Mathematics Writing. Marc Nachowitz, University at Albany - SUNY
The Teaching of Writing Today. Judith A. Lauger, University at Albany - SUNY

Discussant: Steve Graham, Vanderbilt University

Division and SIG Roundtables

20.050. Roundtable Session 5: Roundtable Session Colorado Convention Center, Lower Level, Korbel Ballroom 2 4:05 pm to 5:35 pm

20.050-1. Conceptualizing the Role of Motivation in the Learning Context. Division C - Learning and Instruction; Roundtable Session Chair: Heather A. Davis, North Carolina State University

Participants: 
Game Play: Rethinking How We Look at Learner Engagement. David Sharek, North Carolina State University; Eric N. Wiebe, North Carolina State University
Student Choice, Student Voice, and Relevance: The Importance of Their Inclusion in Curriculum Design. Rachel Sophia Phillips, University of Washington; Kari Shutt, University of Washington; Katie Van Horne, University of Washington; Nancy J. Iye, University of Washington; John D. Bransford, University of Washington
Theoretical Frameworks for Research on Motivation and Cooperative Learning. Sarah E. Peterson, Duquesne University

20.050-2. DSE Roundtable 3: Construction of (In)Competence. SIG-Disability Studies in Education; Roundtable Session Chair: Kathryn S. Young, University of Aberdeen

The Rationale and Reality of Self-Contained Special Education. Julie N. Causton-Theoharis, Syracuse University; George Theoharis, Syracuse University; Meghan Cosier, Syracuse University; Fernanda Orsati, Syracuse University
The Silent Spaces of Segregation: Applications of Spatial Theory and Proxemics in Educational Research. Matthew Wappett, University of Idaho
An Apprenticeship in Literacy: A Disability Studies in Education Approach. Erin McCloskey, Vassar College
SIG-Moral Development and Education; Roundtable Session
Chair: Rita Nawrocki-Chabin, Alverno College
Participants:
- How Student Teachers Perceive Caring Pedagogical Practice: The (Un)Broken Circle of Ethics, Morale, and Politics. Jukka Husu, University of Turku; Auli Toom, University of Helsinki
- Teacher Candidate Beliefs Regarding the Moral Work of Teaching. Richard D. Ongathorpe, Boise State University; Matthew N. Sanger, Idaho State University
- Teacher Candidates' Perceptions of Ethical Standards. Natalie A. Tran, California State University - Bakersfield
- The Ethical Dimensions of the Virtual World: Teacher Beliefs on Issues Relating to the Use of Information and Communication Technologies. Sharon Lemie, OISE/University of Toronto

20.050-4. Examining the Relationships, Roles, and Personal Interactions of Children and Adults in Early Childhood Settings. SIG-Early Education and Child Development; Roundtable Session
Chair: Krystyna Teresa Nowak-Fabrykowski, Central Michigan University
Participants:
- Establishing Reciprocal Relationships With Culturally and Linguistically Diverse Families. Hyunju Lee, University of Texas - Austin
- Investigating Heterogeneity in Student-Teacher Relationships and Its Relations to Preliteracy Development. Mi-Young Lee Webb, Georgia State University; Paula J. Schwanenflugel, University of Georgia; Stacey M. Neuhaarth-Pritchett, University of Georgia
- Preschoolers’ Experiences With Teachers: The Role of Children’s Gender and Emotions. Sherri Gosney, Arizona State University; Laura D. Hanish, Arizona State University; Richard A. Fabel, Arizona State University; Carol Lynn Martin, Arizona State University

20.050-5. Families and Youth: The Well-Being of Adolescents and Youth. SIG-Adolescence and Youth Development; Roundtable Session
Chair: Bernard Oliver, University of Florida
Participants:
- Exploring Resilience Students in a Multicultural Society: The Malaysian Experience. Shuenn Mi-Yous, Eastern Illinois University
- Family Structure and Drug Use of American Adolescents. Hyejuck Kwon, The Ohio State University; Anthony Vander Horst, The Ohio State University; Weijia Ren, The Ohio State University; Richard G. Lomax, The Ohio State University
- Finding Youth Purpose Through Multiple Domains of Community Engagement. Carolyn Elizabeth Barber, University of Missouri - Kansas City; Sachiko Ogata, University of Missouri - Kansas City; Conrad Mueller, University of Missouri - Kansas City

20.050-6. Friendship, Critical Consciousness, and Play: Across Doctoral Students, Researchers, and Adolescents. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Chair: Kris Sloan, St. Edward's University
Participants:
- Friendship as a Form of Education: The Case of Two Teacher Friends. Debbie J. Sonu, Hunter College - CUNY
- The Three Little Doctoral Students: The Journey of Building a Foundation of Critical Consciousness. Lisa Harrison, University of Georgia; Sarah Bridges-Rhoads, University of Georgia; Diana Jean Darbin, Winthrop University
- “Play’s the Thing”: An Investigation Into the Viability, Practicality, and Research of Adolescent Play Theory. Ian Edward Scheu, Virginia Commonwealth University
- What Art Compels: Students’ Artistic Experiences in an Alternative School. Keith Higa, Oklahoma State University; Lucy E. Bailey, Oklahoma State University

20.050-7. From Early Literacy to Beginning Reading in Early Childhood Settings. SIG-Early Education and Child Development; Roundtable Session
Chair: Yang Cathy Luo, OISE/University of Toronto
Participants:
- The Relative Effects of Preschool Decoding Skills and Vocabulary on Children’s Later Reading Achievement. Kathy Sylva, University of Oxford; Lydia Chan, University of Oxford; Helena Jelicic, Institute of Education - London; Edward Melhuish, University of London - Birkbeck; Pam M. Sammons, University of Nottingham; Irain Siraj-Blatchford, Institute of Education - London; Brenda Lorraine Taggart, Institute of Education - London
- Young Children’s Sense of Voice: Opening Spaces Through Picture-Book Literature. Janet Piletz, University of British Columbia
- Young Children’s Definitions of Reading: The Influence of Home and School Discourse. Rachael Anne Levy, University of Sheffield

20.050-8. Gender Impact on Schooling: International and Nontraditional Female Students. SIG-Research on Women and Education; Roundtable Session
Chair: Candace A. Strawn, George Mason University
Participants:
- No Formal Education Process to Empowerment of a Women Coastal Group: Work on Environmental Improvement Within a Coastal Community in Yukatan, Mexico. Edith J. Cisneros-Coheran; Autonomous University - Yucatan; Karla Egle Atoche Rodriguez, Deakin University - Geelong; Victoria, Australia; Maria Teresa Castillo.Burguez, Centro de Investigación y el Desarrollo Avanzadas del Instituto Politecnicos Nacional, Unidad Mirada
- Emerging Leaders, Transforming Paradigms: Understanding Culture and Gender Differences for Asian/Pacific Islander American College Women. Belinda Jung-Lee Huang, University of Maryland - College Park
- Understanding the Interaction of Family/School Ecologies: A Visual Ethnography of Nontraditional Undergraduate Women. Lyndsay J. Agans, University of Denver; Ruth L. Hickerson, University of Denver

20.050-9. Identity, Narrative, and Place in Environmental Education. SIG-Ecological and Environmental Education; Roundtable Session
Chair: J. William Hug, California University of Pennsylvania
Participants:
- “Garden as Poem”: Ecocitizenship in an Urban School. Veronica Gaylie, University of British Columbia - Okanagan
- Using Mobile Games to Develop Identity and Connection to Community and Place. John Martin, University of Wisconsin - Madison
- Reading Environmental Messages as Text in Learning Settings. Bonnie Lee Shapiro, University of Calgary

20.050-10. Impact of Arts Integration on Content-Area Learning. SIG-Arts and Learning; Roundtable Session
Chair: Jacob Mishook, Brown University
Participants:
- Tapping Into Multiple Intelligences: An Analysis of Students’ Understanding of Differentiation Through Aesthetic Representations. Courtney Lambert Crim, University of Texas - San Antonio; Jennifer Thornton, University of Texas - San Antonio; Kimberly K. Cuerzo, University of Texas - San Antonio
- Arts Integration to Enhance Outcomes Related to Student Learning. Dawson R. Hancock, University of North Carolina - Charlotte; Jennifer Richardson McGee, University of North Carolina - Charlotte
- Complex Uses of Color in Language Arts Classrooms. Alisha White, Georgia State University; Michelle Zoss, Georgia State University
- Music as a Language of Expression for Mathematical Understanding. Peter J. Gouzouasis, University of British Columbia
- The Space of Teacher Uncertainty in Arts Integration. Lisa Lajevic, The College of New Jersey

20.050-11. Learning From Texts: Paper Discussion. Division C - Learning and Instruction; Roundtable Session
Chair: William A. Kealy, University of North Carolina - Greensboro
Participants:
- Verbal Ability and the Processing of Scientific Text With Seductive Detail Sentences. Matthew T. McCruden, Victoria University of Wellington; Alice J. Corkill, University of Nevada - Las Vegas
- Weaker Readers as Experts: Preferential Instruction and the Fluency Improvement of Lower-Performing Student Tutors. Peter Christopher Olson, California State University - Los Angeles
20.050-12. Learning Progressions in Science: Theoretical, Curricular, Assessment, and Psychometric Considerations. Division C - Learning and Instruction; Roundtable Session

Chair: Suzanna Jane Loper, University of California - Berkeley

Participants:
- Cui Bono?: How Learning Progressions Can Benefit Both Curriculum Developers and Education Researchers. Seth Michael Corrigan, LHS/University of California - Berkeley; Suzanna Jane Loper, University of California - Berkeley; Jacqueline Barber, University of California - Berkeley
- Participatory Assessment: Fostering Individual Understanding in Learning Progressions by Sequestering It. Daniel T. Hickey, Indiana University; Michael Fisheker, Indiana University
- Where Do We Go From Here? Modeling and Measuring Learning Progressions. Nathaniel J. S. Brown, Indiana University - Bloomington; Jonna M. Kulikowich, The Pennsylvania State University; Mark R. Wilson, University of California - Berkeley

20.050-13. Revealing Parents’ Perspectives in Early Childhood Education. SIG-Early Education and Child Development; Roundtable Session

Chair: Kathryn R. Brunscomb, University of Oklahoma

Participants:
- Explanation in Mother-Child Discourse Across Contexts: Shared Book Reading, Cowatching of Educational Television, Collaborative Block Play, and Mealtime. Susan Dougherty, Rutgers University
- Perspectives From Parents: How Efficacy Interacts With Advocacy While Supporting Children With Special Needs. Ronni Jeanne Obraski, Arizona State University; Lacey Elizabeth Peters, Arizona State University
- Preparing Children for School: Mothers’ Thoughts on Academic Socialization and Preschool Reliance. Kyle Elizabeth Miller, University of Wisconsin - Madison; Janeen Dilworth-Bart, University of Wisconsin - Madison; Christine Meng, University of Wisconsin - Madison; Ashley Robinson, University of Wisconsin - Madison
- Icelandic Parents’ Views on Early Childhood Education. Johanna Einarsdottir, University of Iceland
- Reexamining Family Involvement From the Family Perspective. Angela Clifford, University of Illinois - Chicago; Artin Goncu, University of Illinois

20.050-14. Safe Schools and Communities Roundtable 2. SIG-Safe Schools and Communities; Roundtable Session

Chair: Roxana Marachi, San Jose State University

Participants:
- Teachers’ Perceptions of Safety, Work Conditions, and Student Achievement. Sunghhee Han, University of Missouri; Seoung Joung Won, University of Missouri
- Safety With Dignity: Alternatives to the Over-Policing of Schools. Christina Mokhtar, Brown University; Tara Bald, Amherst Institute for School Reform; Udi Ofer, New York City Civil Liberties Union; Angela Jones, New York Civil Liberties Union; Johanna Miller, New York Civil Liberties Union; Denny M. Phenix, Brown University; Chase Madar, Make the Road New York
- Unspoken Voices, Violence, and the Media. Dyan Whitlow Underhill, University of Denver
- The Early Impact of Bill 212: Changes to Ontario’s Safe Schools Act. Sue Winton, University at Buffalo - SUNY

20.050-15. Situating Schools in the Lives of Youth. SIG-Sociology of Education; Roundtable Session

Chair: Maia B. Cucchiara, Temple University

Participants:
- Complex Ecologies in Educational Transitions: Factors Influencing the Educational Attitudes of Vocational Students in Transit. Louise Effers, University of Amsterdam
- Living Doubled-Up: The Influence of Unstable Living Environments on Educational Participation. Ronald Edward Hallett, University of the Pacific
- “Moving On”: School Characteristics and Residential Mobility. Elliot B. Weininger, College at Brockport - SUNY
- The Educational Experiences of African American Homeless Youth: A Sociological Perspective. Jarrett Gatson, University of Minnesota

20.050-16. Social Interactions to Support Learning and Problem Solving in Young Learners. Division C - Learning and Instruction; Roundtable Session

Chair: Florian C. Feucht, University of Toledo

Participants:
- Cluster Grouping as Experienced by a Teacher-Student Pair: Social, Affective, and Motivational Outcomes. Amanda O. Lutz, Ball State University; Angela Esnette Miller, Indiana University; Center for Postsecondary Research; Sarah Catherine Jenkins, Ball State University; Cheryll M. Adams, Ball State University
- Fathers and Children Positionings During Shared Problem Solving. Sinem Sivahlan, Indiana University
- Joint Attention Learning and School Readiness in Preschool Children. Lisa H. Sullivan, University of California - Davis; Peter Mundy, University of California - Davis; Ann M. Mastergeorge, University of California - Davis; Mary V. Gwaltney, University of California - Davis

20.050-17. Strategies to Support Student Problem Solving and Performance. Division C - Learning and Instruction; Roundtable Session

Chair: Christina Louise Adams, U.S. Air Force Academy

Participants:
- Effects of Self-Explanation Strategies on Learning Troubleshooting. Kyungbin Kwon, University of Missouri; Christiana Kumulaari, University of Missouri; Jane L. Howland, University of Missouri
- Strategy Training That Facilitates Undergraduate Students in Representing and Solving Ill-Structured Problems. Yu-Hui Ching, The Pennsylvania State University; Yu-Chang Hsu, The Pennsylvania State University
- “Stop and Think”: Refining a Simple Metacognitive Intervention. Sarah Rebecca Daniel, University of Texas - Austin; Soumik Lee, University of Texas - Austin; Joshua D. Walker, University of Texas - Austin; Hyunjin Jinny Kim, University of Texas - Austin
- The Incoherence of Contemporary Pedagogical Reform: Metacognition Through Cross-Disciplinary Lenses. David Kirshner, Louisiana State University

20.050-18. Teachers and Students. Division C - Learning and Instruction; Roundtable Session

Chair: Alicia C. Alonzo, Michigan State University

Participants:
- A Multilevel Differential Item Functioning Analysis of Eighth Graders’ Science Achievement: Gender Gap From a Cognitive, Social, and Educational Perspective. Xiaoyu Qian
- Measuring Middle School Students’ Knowledge Integration in Science Through Generation Versus Selection Explanation Item Formats. Theo-Sun Lee, Tufts University; Ou Lydia Liu, ETS; Marcia Linn, University of California - Berkeley
- The Effects of an Explicit Representational Focus on Student Summative Assessment in Science. Bruce G. Waldrip, Monash University; Vaughan Prain, Latrobe University

20.050-19. When Writing Begins: Facilitating the Composition Process With Adolescents and Young Adults. SIG-Writing and Literacies; Roundtable Session

Chair: Naomi Hupert, Education Development Center Inc.

Participants:
- Writing as Discovery: Students’ Metacognitive Reflections on Their Composing Processes. Debra Ann Myhill, University of Exeter; Susan Mary Jones, University of Exeter
- “My Audience as All Readers, Ages 19-90”: Named Audiences and Writing Quality in First-Year Composition. Michelle Elizabeth Needy, University of Texas - Austin
- An Examination of At-Risk College Freshmen’s Expository Literacy Skills Using Interactive Online Writing Activities. Geraldine Mangloa, William Paterson University; Hilary Wilder, William Paterson University
- “Now I See All These Metaphors”: Why Creative Writing Matters. Ailecia Marie Magnifico, University of Wisconsin - Madison; Erica Rosenfeld Halverson, University of Wisconsin - Madison

20.050-20. Writing Community and Connection: Using Poetry, Journalism, and Blogging to Facilitate Student Learning. SIG-Writing and Literacies; Roundtable Session
20.051. Roundtable Session 6; Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
4:05 pm to 5:35 pm

20.051-1. Chicago’s Community Schools Initiative: Initial Evaluation Findings. SIG-Out-of-School Time; Roundtable Session
Chair: Adeline Ray, Chicago Public Schools
Participants:
Chicago’s Model of Community Schooling. Adeline Ray, Chicago Public Schools
Supporting the Vision of Community Schools in Chicago. Marycruz Diaz, WestEd; Rebecca Diaz, WestEd
Examining Student Outcomes From Chicago’s Community Schools Initiative. Joseph McCrary, WestEd; Amanda Veronica Hoffman, WestEd
Moving the Vision of Community Schools Ahead. Jerome A. Hipps, WestEd

20.051-2. Global Studies on National Ideology, Cultural Identity, and Citizenship Education. SIG-International Studies; Roundtable Session
Chair: Ming-Tak Hue, The Hong Kong Institute of Education
Participants:
Korean K-12 Students in the U.S.: Crafting an Identity Between Different Environments. Youngwoo Park, Florida State University
“Teaching New Patriots”: Russian Teachers on Patriotism and Patriotic Education. Anatoli Rapoport, Purdue University
Understanding National Ideologies, Power, and History Textbooks: A Case Study of a North Korean History Textbook. Yoonjiang Choi, Teachers College, Columbia University

20.051-3. International Perspectives on Access to and the Use of Information Technology for Communication and Learning. SIG-International Studies; Roundtable Session
Chair: Jennifer Deboer, Vanderbilt University
Sharon Anne O’Connor-Petruso, Brooklyn College - CUNY
Participants:
A Mediation Analysis of International Students’ Patterns of Computer-Mediated Communication. Flavio J. Hodis, Victoria University Wellington; Georgeta Mioara Hodis, Massey University Wellington
Exploring the Notion of “Technology as a Public Good”: An Analysis of the South Korean Government’s Approach and Policies on Digital Divide. Sunny Lee Watson, Ball State University
Producing “Modern” Citizens Through Technology-Based Education in Pakistan: Educational Reforms to “Save” the Child in the Context of Conflict. Michael K. Thomas, University of Wisconsin - Madison; Ayesha Khurshid, University of Wisconsin - Madison

Chair: Deoksoon Kim, University of South Florida
Participants:
The Assimilated and/or Different Americans: The Representations of Asian Americans in “Diversity” Education Textbooks. Rachel K. Endo, College of Saint Mary
What Accounts for Satisfaction of Asian Faculty? An HLM Analysis of “NSOPF: 04”. Wenfan Yan, University of Massachusetts - Boston
Whose History? The Controversy of 2003 Shanghai History Textbooks. Min Yu, University of Wisconsin - Madison

20.051-5. Revisioning Globalization, Decolonization, and Liberation. Division B - Curriculum Studies cosponsored with SIG-Critical Issues in Curriculum and Cultural Studies, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education and SIG-Critical Educators for Social Justice, SIG-Postcolonial Studies and Education; Roundtable Session
Chair: Negmeldin Omer Alsheikh, United Arab Emirates University
Participants:
Colonizing Curriculum: How the Thinking Function Learns to Dominate the Psyche. Isabel Nunez, Concordia University - Chicago
Shaping Public Discourse About Technology: Technological Colonization, Manifest Destiny, and the Frontier Myth in Facebook’s Public Pedagogy. Richard Freihstat, Widener University; Jennifer April Sandlin, Arizona State University
Rethinking Culturally Responsive Pedagogy: Challenging the Notions of Identities for New (Im)Possibilities. Seungho Moon, Teachers College, Columbia University
Agamben’s Theory of Biopower and the Abject Figure of the Immigrant/Refugee/Asylum Seeker: The Intersection of Fearism and Liberal/Humanitarian Discourses of Citizenship and the Implications for Curriculum Theorizing. Michalinos Zembylas, Open University - Cyprus
Instructional Materials, Equity, and Science Achievement. Susan M. Kowalski, Biological Sciences Curriculum Study; Pamela Van Scooter, Biological Sciences Curriculum Study; Molly A.M. Stahlsatz, Biological Sciences Curriculum Study; Joseph Taylor, Biological Sciences Curriculum Study

Chair: Stefnee E. Pinnegar, Brigham Young University
Participants:
Development of ESL Pedagogical Content Knowledge: An Inquiry Into a Teacher Educator’s Teaching and Experience. Siping Liu, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas
Secondary Content-Area Teachers’ Perceptions of Mainstreaming of English Language Learners, Resources, and Policies. Seonhee Cho, Virginia Commonwealth University
Teaching English at Summer Camp in Switzerland: Teachers’ Perspectives. Jordana F. Garbati, The University of Western Ontario

20.051-7. Studies of Mathematics Teacher Knowledge in Pre- and In-Service Contexts. SIG-Research in Mathematics Education; Roundtable Session
Chair: Michael T. Battista, The Ohio State University
Participants:
An Extensive Analysis of Preservice Middle School Teachers’ Knowledge of Algebraic Thinking. Maria T Magiera, Marquette University; Leigh A. Van Den Kieboom, Marquette University; John Moyer, Marquette University
Challenging Preservice Teachers About Mathematics Learning and Teaching by Doing Mathematics. Jaime Park, University of California - Los Angeles
Content Needs of Beginning Secondary Mathematics Teachers. Samuel J. Otten, Michigan State University; Ralph T. Putnam, Knowles Science Teaching Foundation; Edward D. Britton, National Center for Improving Science Education - WestEd
Prospective Teacher’s Knowledge Development in Fraction Division for Teaching. Xi Chen, Texas A&M University - College Station; Yeping Li, Texas A&M University; Gerald Kelm, Texas A&M University
Teachers’ Conceptualizations of Students’ Mathematical Thinking and Their Consequent Design of Instruction: A Cognitive Perspective. Michael T. Battista, The Ohio State University

20.051-8. Studies of Student Learning in Mathematics. SIG-Research in Mathematics Education; Roundtable Session
Chair: James A. Middleton, Arizona State University
Participants:
Addressing Mathematical Misconceptions: Is Probability the Independent Variable? Christopher R. Rakes, University of Louisville
Extension From Whole Numbers to Fractions. Juergen Park, Michigan State University; Beste Gucler, Michigan State University; Raven S. McCrory, Michigan State University
The Development of Four Fifth-Grade Students’ Understanding and Skill Representing Fractions as Quotients. Ahyoung Kim, Arizona State University; James A. Middleton, Arizona State University
The Landscape of Learning: Documenting 2 Years of Children’s Invented Addition and Subtraction Methods in Primary School. Alex C. Lawson, Lakehead University
20.051-9. The Purpose/s of Social Studies in a Global Society, SIG-Research in Social Studies Education; Roundtable Session
Chair: Andrea S. Libresco, Hofstra University
Participants:
An Investigation of Higher-Order Thinking Skills in Smaller Learning Community Social Studies Classrooms. Christopher M. Fischer, Old Dominion University; Linda Bol, Old Dominion University; Shanna L. Pribesh, Old Dominion University; John A. Niemeyer, Old Dominion University
Synthesizing Multicultural, Global, and Civic Education in Childhood School Curricula: Exemplary Social Studies Teachers. Steven Paul Camcica, Utah State University

20.051-10. Women in Leadership Roles, SIG-Research on Women and Education; Roundtable Session
Chair: Susan J. Katz, Roosevelt University
Participants:
Adjusting the Kaleidoscope: Gender and Higher Education Leadership. Bernita L. Krumm, Oklahoma State University; Adrienne E. Hyle, University of Texas - Arlington
Differences in Leadership Behaviors Among Female and Male University Leaders. Lingling Yang, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Beverly J. Iry, Sam Houston State University

20.052. Roundtable Session 7; Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2
4:05 pm to 5:35 pm

20.052-1. Classroom Management 1, SIG-Classroom Management; Roundtable Session
Chair: Nancy K. Martin, University of Texas - San Antonio
Participants:
Classroom Management as One Important Parameter on Motivational Development From Elementary to Secondary School. Katharina Fricke, University of Duisburg-Essen; Elke Samplenhoff, University of Duisburg-Essen; Hans E. Fischer, University of Duisburg-Essen; Alexander Kauertz, University of Education Weingarten
Impacts of Years of Teaching Experience on Teachers’ Attitudes and Beliefs Toward Classroom Management Style. Ziya Unal, University of South Florida; St. Petersburg; Aslihan Unal
Perceptions of Chinese Guest Teachers’ Classroom Expectations of U.S. Students’ Behavior. Wenyig Zhou, Michigan State University; Yong Zhao, Michigan State University
Teacher Nonverbal Behavior and Student Perceptions of Teacher Interpersonal Styles. Jan Van Tartwijk, Leiden University; Theo Widdels, Utrecht University; Tim Mainhard, Utrecht University; Mieke Brekelmans, Utrecht University
Using Factor Analysis to Establish Construct Validity of the Behavior and Instructional Management Scale. Nancy K. Martin, University of Texas - San Antonio; Dan Saxe, University of Texas - San Antonio

Chair: Kristina Astrid Hosbol, Illinois State University
Participants:
A Leadership for Learning School District-University Partnership Model for School Improvement. Portia Downing, Northern Illinois University; David A. Walker, Northern Illinois University; Sharon E. Smalldino, Northern Illinois University
Creating Teacher Leaders via a University and School District Collaboration. Marilyn Goodwin, Texas State University; Nathan Bond, Texas State University; Emily Summers, Texas State University
Understanding Complex Ecologies and Knowledge Management in School Transformation: A Principal for Today’s World. Beth Brigante Higbee, San Bernardino County Superintendent of Schools; Susan R. Warren, Azusa Pacific University; Deidra Price, San Bernardino County Superintendent of Schools Office

20.052-3. Developing Effective Mentoring Practices Across Schools and Universities, SIG-Mentorship and Mentoring Practices; Roundtable Session
Chair: Sue M. Gordon, Fielding Graduate University
Participants:
Learning to Mentor: An Analysis of Shared Mentoring Practices. Laura Bower, Southern Connecticut State University; Carl L. Kleck, University of Nevada - Las Vegas
The Use of Program Assessment Data to Examine Aspects of Mentoring in a Special Education Intern Credential Program. Carrie A. Blackaller, California State University - Dominguez Hills; Shirley R. Lal, California State University - Dominguez Hills
Value-Added Mentor Training: A Two-Tiered Team Approach. Barbara Meyers, Georgia State University; Nancy Jo Schafer, Georgia State University
Preservice Teacher Development and e-Mentoring: A New Look at Impact and Usefulness From the Inside out. Mona M. Bryant-Shanklin, Norfolk State University

20.052-4. Issues of Rasch Sampling and Test Equating, SIG-Rasch Measurement; Roundtable Session
Chair: Shungwon Ro, Prometric
Participants:
A Practical Comparison of Test-Equating Methodologies to Measure College Readiness From 6th Through 12th Grade. Diana Bernbaun Wilmot, University of California - Berkeley
Comparing Routing Methods in the Multistage Test Based on the Partial Credit Model. Jiseon Kim, University of Texas - Austin; Hyewon Chang, John Jay College of Criminal Justice - CUNY; Barbara G. Dodl, University of Texas - Austin
Lessons From Evaluation and Equating Attempts With Self-Report Forms. Peter D. MacMillan, University of Northern British Columbia; Lois Lockhead, University of Northern British Columbia

20.052-5. Literacy in the Middle Grades, SIG-Middle-Level Education Research; Roundtable Session
Chair: Pamela S. Angelle, The University of Tennessee
Participants:
Reading Attitudes of Middle School Students (RAMSS): An Initial Validation Study. Jenna Jeanne Bachinski, University of Connecticut
Does Spelling Matter? Examining the Relationship Between Adolescents’ Orthographic Knowledge and Overall Reading Ability. Danielle Y. Dennis, University of South Florida; Diane C. Kroeger, University of South Florida
What Do Urban Middle School Girls Read and Why Do They Read That? A Pilot Study. Ambika Gopalakrishnan, California State University - Los Angeles; Sharon H. Ulanoff, California State University - Los Angeles

Chair: Jodie A. Galony, University of California - Davis
Participants:
Examining Effectiveness of the Head Start Bureau Mentor-Coach Model on Children’s Literacy Learning Outcomes. Grace Onchuwari, University of North Dakota
Induction Support: Assisting Beginning Teachers Through Classroom Observation and Informal Feedback. Barbara H. Davis, Texas State University - San Marcos; Sheryl L. McGlamery, University of Nebraska - Omaha; Carol J. Gilles, University of Missouri
Innovation in Beginning-Teacher Support: Leadership to Increase Teacher Retention and Impact Student Learning. Janice Holt, Western Carolina University; Kathleen Topolka Jordiessen, Western Carolina University
Keeping a Journal in the First Year of Teaching and Teacher Growth and Development: Reflections from Experienced Teachers. Colleen M. Conway, University of Michigan; Stephanie Perry, University of Michigan; Mandi Garlock, LaCrosse, Wisconsin; Erin Hansen, University of Michigan; Jill Reese, Temple University; Tavia Zerman, Grand Lead, MI Schools
The Principal’s Influence on Novice Teachers’ Induction as Reported in Stories. Steven T. Bickmore, Louisiana State University; Dana L. Bickmore, Jordan School District
20.052-7. School Effectiveness and School Improvement: Leadership and Change for School Improvement. SIG-School Effectiveness and School Improvement; Roundtable Session

Chair: John R. Slate, Sam Houston State University

Participants:
Exploring the Journey of School Improvement: Classifying and Analyzing Patterns of Change in School Improvement Processes and Learning Outcomes. Philip Hallinger; The Hong Kong Institute of Education; Ronald H. Heck; University of Hawaii - Manoa

Leadership Practices in Successful Schools in Disadvantaged Areas of Canada. Yamine Bouchamama, Laval University; Lyse Langlois, Laval University; Claire Isabelle, University of Ottawa; Claire Marie Lapointe, Laval University

Identifying and Learning From High-Performing, High-Needs Schools in California. Mette Huberman, American Institutes for Research; Tom B. Parrish, American Institutes for Research

20.052-8. Understanding the Literacy Development of Young Children. SIG-Research in Reading and Literacy; Roundtable Session

Chair: Theodore B. Kesler, Queens College - CUNY

Participants:
“Nest” Matters: Multilevel Factor Analysis to Better Understand Kindergarten Reading and Language Arts Instruction. Stacey L. Farber, Cincinnati Children’s Hospital Medical Center; Sandra K. Cimbricz, Webster Central School District

Literacy Instruction in Kindergarten and First Grade and Its Relationship With Third-Grade Reading Achievement. Jill Brooke Freiberg, Vanderbilt University

Using Struggling Readers’ Interests for Instructional Strategies and Trade-Book Selection. Jenny Tutem, Hunter College - CUNY; Deborah Jensen, Hunter College - CUNY

Literacy Practices of a Disciplinary Learning Community. Kim Skinner, Texas A&M University - Corpus Christi; Nancy J. Nelson, University of North Texas

Friday, 5:30 pm

Division Sessions

21.010. A Night at the Museum Sponsored by Division E. Division E - Counseling and Human Development; Off-Site Visit Denver Art Museum, Palettes Restaurant
5:30 pm to 10:00 pm
Visit Leader:
Cynthia Hudley, University of California - Santa Barbara

Friday, 6:15 pm

Governance Meetings and Events

22.001. AERA Publications Committee Reception - Invitation Only. AERA Governance; Reception
Hyatt Regency, Third Level, Centennial Ballroom G
6:15 pm to 7:45 pm
Chair: Russel W. Rumberger, University of California - Santa Barbara

AERA Sessions

22.010. AERA International Reception and Cultural Program - Invitation Only. AERA Sessions; Reception
Hyatt Regency, Third Level, Centennial Ballroom E
6:15 pm to 7:45 pm
Chair: Beverly Lindsay, The Pennsylvania State University

Committee Sessions

22.011. GSC Orientation. Graduate Student Council; Graduate Student Resource Center After Hours Event
Colorado Convention Center, Street Level, Room 207
6:15 pm to 7:45 pm

SIG Sessions

22.012. Arts-Based Educational Research SIG Business Meeting: Mentoring Arts-Based Educational Research in the Academy Today. SIG-Arts-Based Educational Research; Business Meeting
Colorado Convention Center, Street Level, Room 105
6:15 pm to 8:15 pm

Chair: Anniina Suominen Guyas, Florida State University

Participants:
Donal O Donoghue, University of British Columbia
Elliot W. Eisner, Stanford University
Rita L. Irvin, University of British Columbia
Carl Leggo, University of British Columbia
Patrick Slattery, Texas A&M University
Graeme L. Sullivan, Teachers College, Columbia University
Celeste N. Snowber, Simon Fraser University

22.013. Bilingual Education Research SIG Business Meeting. SIG-Bilingual Education Research; Business Meeting
Colorado Convention Center, Street Level, Room 401
6:15 pm to 7:45 pm

22.014. Brain, Neurosciences, and Education SIG Business Meeting. SIG-Brain, Neurosciences, and Education; Business Meeting
Colorado Convention Center, Street Level, Room 106
6:15 pm to 7:45 pm

Participant: Jeffrey W. Gilger, Purdue University

22.015. Career Development SIG Business Meeting: Conducting Longitudinal Research. SIG-Career Development; Business Meeting
Colorado Convention Center, Street Level, Room 702
6:15 pm to 7:45 pm

Chair: V. Scott Solberg, University of Wisconsin - Madison

Participant:
Conducting Longitudinal Research in Career Development: Introduction to the 35-Year LSAY Study. Jon D. Miller, Michigan State University

22.016. Classroom Management SIG Business Meeting. SIG-Classroom Management; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 12
6:15 pm to 7:45 pm

22.017. Classroom Observation SIG Business Meeting. SIG-Classroom Observation; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 16
6:15 pm to 7:45 pm

22.018. Confucianism, Taoism, and Education SIG Business Meeting. SIG-Confucianism, Taoism, and Education; Business Meeting
Colorado Convention Center, Street Level, Room 110
6:15 pm to 7:45 pm

22.019. Cooperative Learning: Theory, Research and Practice SIG and Conflict Resolution and Violence Prevention SIG Business Meeting. SIG-Cooperative Learning: Theory, Research and Practice; Business Meeting
Colorado Convention Center, Street Level, Room 204
6:15 pm to 7:45 pm

Colorado Convention Center, Street Level, Room 103
6:15 pm to 8:15 pm
Colorado Convention Center, Street Level, Room 108
6:15 pm to 8:15 pm
Participant:
Caroline R. Pryor, Southern Illinois University - Edwardsville

22.022. Design and Technology SIG Business Meeting. SIG-Design and Technology; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 9
6:15 pm to 8:15 pm
Participant:
Business Meeting and Panel: Design Thinking for Collaborative Inquiry, Teaching, and Research. Maureen Carroll, Stanford University
Participant:
Elizabeth Boling, Indiana University

22.023. Districts in Research and Reform SIG Business Meeting, Implications of Federal (Race to the Top/13) Funding for School Districts: Conversations with Key Leaders and Funders. SIG-Districts in Research and Reform; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 1
6:15 pm to 7:45 pm
Chairs:
David A. Gamson, The Pennsylvania State University
Kara S. Finnigan, University of Rochester
Participants:
Carl A. Cohn, Claremont Graduate University
Jennifer A. O’Day, American Institutes for Research
Tom Boasberg, Denver Public Schools
John Deasy, Gates Foundation

22.024. Education, Health, and Human Services Linkages SIG Business Meeting. SIG-Education, Health, and Human Services Linkages; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 14
6:15 pm to 8:15 pm
Participant:
Policy Amnesia in Developing Responses to Every Child Matters in England. Robert Ian Hulme, University of Chester
Participant:
Richard Volpe, University of Toronto

22.025. Family, School, Community Partnerships SIG Business Meeting. SIG-Family, School, Community Partnerships; Business Meeting
Colorado Convention Center, Street Level, Room 107
6:15 pm to 7:45 pm

22.026. Hispanic Research Issues SIG Business Meeting. SIG-Hispanic Research Issues; Business Meeting
Colorado Convention Center, Street Level, Room 602
6:15 pm to 7:45 pm

22.027. International Studies SIG Informational and Business Meeting. SIG-International Studies; Business Meeting
Colorado Convention Center, Street Level, Room 707
6:15 pm to 8:15 pm
Participant:
Judith V. Torney-Purta, University of Maryland - College Park

22.028. Invitational Learning SIG Business Meeting, Inviting Conflict: An Integrated Perspective. SIG-Invitational Learning; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 17
6:15 pm to 7:45 pm
Participant:
Inviting Conflict: An Integrated Perspective. John M. Novak, Brock University

22.029. Learning Environments SIG Business Meeting. SIG-Learning Environments; Business Meeting
Colorado Convention Center, Street Level, Room 210
6:15 pm to 8:15 pm
Chair:
Celia E. Johnson, Bradley University

22.030. Marxian Analysis of Society, Schools, and Education SIG Business Meeting, Women, Capitalism, and Empire. SIG-Marxian Analysis of Society, Schools and Education; Business Meeting
Colorado Convention Center, Street Level, Room 205
6:15 pm to 8:15 pm
Participants:
Antonia Duder, University of Illinois
Dennis L. Carlson, Miami University
Lois Weiner, New Jersey City University
Jennifer Cotter, William Jewell College
Jill Andrea Pinkney Pastrova, University of Wisconsin
Peter L. McLaren, University of California - Los Angeles

22.031. Middle-Level Education Research SIG Business Meeting. SIG-Middle-Level Education Research; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Ballroom D
6:15 pm to 7:45 pm
Chair:
Micki M. Caskey, Portland State University

22.032. Research Focus on Education and Sport SIG Business Meeting. SIG-Research Focus on Education and Sport; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 15
6:15 pm to 7:45 pm

22.033. Research on Giftedness and Talent SIG Business Meeting, Invited Speaker, Lynn Okagaki. SIG-Research on Giftedness and Talent; Business Meeting
Colorado Convention Center, Street Level, Room 102
6:15 pm to 7:45 pm
Chair:
Karen Beckstead Rogers, University of St. Thomas

22.034. Research on Learning and Instruction in Physical Education SIG Business Meeting. SIG-Research on Learning and Instruction in Physical Education; Business Meeting
Colorado Convention Center, Street Level, Room 104
6:15 pm to 8:15 pm
Participant:
Bonnie Tjersdboma Blankenship, Purdue University

22.035. Stress and Coping in Education SIG Business Meeting. SIG-Stress and Coping in Education; Business Meeting
Colorado Convention Center, Street Level, Room 402
6:15 pm to 8:15 pm
Participant:
Using Emotional Literacy to Develop Essential Skills for Coping With Stress and Other Emotions in the Classroom. Susan E. Rivers, Yale University
Participant:
Rebecca A. Robles-Pina, Sam Houston State University

22.036. Technology as an Agent of Change in Teaching and Learning SIG Business Meeting. SIG-Technology as an Agent of Change in Teaching and Learning; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 11
6:15 pm to 7:45 pm

22.037. Workplace Learning SIG Business Meeting. SIG-Workplace Learning; Business Meeting
Colorado Convention Center, Street Level, Room 403
6:15 pm to 7:45 pm
Chair:
John M. Dirks, Michigan State University

---

Friday, 7:00 pm

AERA Sessions

Hyatt Regency, Fourth Level, Capitol Ballroom 4
7:00 pm to 8:00 pm
Welcome:
William H. Watkins, University of Illinois - Chicago

Introduction of Awardee:
Tabbye Maria Chavous, University of Michigan

Award Recipient and Speaker:
Cultivating Flourishing Lives: A Robust Vision of Social Justice Education. Carl A. Grant, University of Wisconsin - Madison

Friday, 8:00 pm

AERA Sessions

24.010. Joint Social Justice Combined Reception. AERA Sessions cosponsored with Social Justice Action Committee, Affirmative Action Council and Committee on Scholars of Color in Education, Committee on Scholars and Advocates for Gender Equity in Education; Reception Hyatt Regency, Fourth Level, Capitol Ballroom 4 8:00 pm to 9:00 pm
Chairs:
William H. Watkins, University of Illinois - Chicago
James Earl Davis, Temple University
Tabbye Maria Chavous, University of Michigan
Kathleen A. Weiler, Tufts University

Division Sessions

24.011. Community Event and After-Hours Reception Sponsored by Division K. Division K - Teaching and Teacher Education; Off-Site Visit Museo de las Americas 8:00 pm to 11:00 pm
Visit Leader:
Barbara J. Dray, University of Colorado - Denver

Saturday, 7:00 am

AERA Sessions

25.010. AERA Welcoming Orientation for New Members and First Time Attendees. AERA Sessions; Invited Session Colorado Convention Center, Street Level, Room 109, 111, 113 7:00 am to 8:00 am
Chairs:
Felice J. Levine, American Educational Research Association
Carol D. Lee, Northwestern University
Kris D. Gutierrez, University of Colorado - Boulder

25.011. Undergraduate Student Education Research Training Workshop Early Bird Breakfast — Invitation Only (Day 1 of 2). AERA Sessions; Invited Session Hyatt Regency, Third Level, Granite A 7:00 am to 8:00 am
Participant:
George L Wimberly, American Educational Research Association

Saturday, 8:00 am

Professional Development Courses

26.010. Diverse Pedagogical Practices and Conceptual Considerations for Developing and Teaching Qualitative Research Methods Courses. Professional Development and Training Committee; Professional Development Course Hyatt Regency, Fourth Level, Capitol Ballroom 4 8:00 am to 12:00 pm
Directors:
Mira K. Koro-Ljungberg, University of Florida
Ronald Chenail, Nova Southeastern University
Jan K. Nespor, The Ohio State University
Juhha Suoranta, University of Tampere
Lene Tanggaard Pedersen, Aalborg University, Denmark

26.011. Entering, Navigating, and Succeeding in the Professoriate. Professional Development and Training Committee; Professional Development Course Hyatt Regency, Fourth Level, Capitol Ballroom 2 8:00 am to 12:00 pm
Directors:
Darrell Cleveland, Richard Stockton College
Lisa D. Holton, Prairie View A&M University
Instructor:
Sherick A. Hughes, University of Maryland

26.012. Preservice Teacher Action Research. Professional Development and Training Committee; Professional Development Course Hyatt Regency, Fourth Level, Capitol Ballroom 3 8:00 am to 12:00 pm
Director:
Kevin Carr, Pacific University
Instructor:
Donna K. Phillips, Pacific University

26.013. Using NAEP Data on the Web for Educational Policy Research. Professional Development and Training Committee; Professional Development Course Hyatt Regency, Fourth Level, Capitol Ballroom 1 8:00 am to 12:00 pm
Directors:
Catherine S. Trapani, ETS & Fordham University
Debra Kline, ETS
Emmanuel Shali, U.S. Department of Education

Saturday, 8:15 am

Governance Meetings and Events

27.001. AERA Committee on Scholars of Color in Education Awards Presentation and Business Meeting - Open Meeting. AERA Governance; Governance Session Hyatt Regency, Third Level, Quartz 8:15 am to 9:45 am
Chair:
Tabbye Maria Chavous, University of Michigan

27.002. AERA Fellows Breakfast - Invitation Only. AERA Governance; Governance Session Hyatt Regency, Third Level, Centennial Ballroom E 8:15 am to 10:15 am
Chair:
Margaret Beale Spencer, University of Chicago

Presidential Sessions

27.010. Complex Ecologies and Epidemiology: Research on Educational and Developmental Disparities. Presidential Session; Invited Session Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF 8:15 am to 9:45 am
Chair:
William F. Tate, Washington University in St. Louis
Participants:
Deborah L. Vandell, University of California - Irvine
Walter R. Allen, University of California - Los Angeles
Chandra Muller, University of Texas - Austin
David C. Berliner, Arizona State University
Carolyn DiGuiseppi, University of Colorado - Denver

27.011. Teaching and the Impact of Nonstate Actors: Examining Our Working Futures. Presidential Session; Invited Session Colorado Convention Center, Lower Level, Korbel Ballroom 1 D 8:15 am to 9:45 am
Chair:
Janelle T. Scott, University of California - Berkeley
Participants:
E. Wayne Ross, University of British Columbia
Jackie M. Blount, The Ohio State University
Pauline Lipman, University of Illinois - Chicago
James Thindwa, American Federation of Teachers
Janelle T. Scott, University of California - Berkeley

AERA Sessions

27.012. AERA Web Content Management System Training for Division and SIG Web Managers - Session I. 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

27.013. Educational Policy Cultures: International Differences and Their Effects. International Relations Committee; Symposium Colorado Convention Center, Street Level, Room 403
8:15 am to 9:45 am
Chair: Benjamin Levin, OISE/University of Toronto
Participants:
Policy Cultures in European Systems: Converging or Diverging? Karen R. Seashore, University of Minnesota; Michael Schratz, Leopold Franzens University; Boudelevijn van Velzen, APS International; Mats Ekholm, University of Karlstad; Lejf Moos, Aarhus University; Klaus Kasper Kofod, Danish University of Education Busting the Myth of Nordic Uniformity: The Production of Educational Policy in Denmark and Sweden. Lejf Moos, Aarhus University; Mats Ekholm, University of Karlstad The Netherlands and England: Similar Discourse, Different Results. Boudelevijn van Velzen, APS International; Karen R. Seashore, University of Minnesota Available Levers for Change: The Danish Case. Klaus Kasper Kofod, Danish University of Education
Discussant: Benjamin Levin, OISE/University of Toronto

27.014. GSC Division L Fireside Chat: Critical Conversations: Exploring the Influx of Market-Based Reform Efforts Within State and Federal Educational Policies. Graduate Student Council cosponsored with Division L - Educational Policy and Politics; Fireside Chat Sheraton, Plaza Concours Level, Plaza Ballroom E
8:15 am to 9:45 am
Chairs: Bradley W. Carpenter, University of Texas - Austin  Heather E. Price, University of Notre Dame
Participants: Michael W. Apple, University of Wisconsin Frederick M. Hess, American Enterprise Institute Dominic J. Brewer, University of Southern California

27.015. Graduate Student Networking Opportunity With Special Interest Groups (SIGs). Graduate Student Council; Graduate Student Resource Center After Hours Event Colorado Convention Center, Street Level, Room 207
8:15 am to 9:45 am
Chair: Andrea L. Tyler, Miami University of Ohio
Participants:
Lynee Schrum, George Mason University Vincent A. Anfara, The University of Tennessee Virginia M. Gonzalez, University of Cincinnati Sharon H. Ulamoff, California State University - Los Angeles Geni Cowan, California State University - Sacramento LeAnn G. Patey, University of Nevada - Las Vegas

Division Sessions

27.016. A Moral Calling: Mentoring and Educational Leadership. Division A - Administration Organization & Leadership, Paper Session Sheraton, Plaza Concours Level, Governor’s Square 12
8:15 am to 9:45 am
Chair: Latish Cherie Reed, University of Wisconsin - Milwaukee
Participants:
Mentoring Instructional Coaches: Who Mentors the Mentors? Mark Julius Stock, University of Wyoming; Heather E. Duncan, University of Wyoming Moral Courage and the Role of the School Leader. Cees A. Klaassen, Radboud University, Nijmegen Principal Mentorship: What Exists and What Principals Want. Heath E. Duncan, University of Wyoming; Mark Julius Stock, University of Wyoming Principals’ Perceptions of the Influence of Professional Development on Their Instructional Leadership. Pat A. Schroeder, Texas A&M University; Jean Madsen, Texas A&M University; Roger D. Goddard, Education Leadership Research Center; Yvonne L. Goddard, Texas A&M University; Ross Allen Andrew Larsen, Texas A&M University; Robert James Miller, Texas A&M University Rethinking Professionalism for Educational Leaders in Light of Ethics. Lyse Langlois, Laval University; Claire Marie Lapointe, Laval University

27.017. Central Office Leadership for Learning as Learning: The Case of District Central Office Transformation. Division A - Administration Organization & Leadership; Symposium Sheraton, Plaza Concours Level, Governor’s Square 14
8:15 am to 10:15 am
Chair: Meredith I. Honig, University of Washington
Participants:
Discussants: Cynthia E. Coburn, University of California - Berkeley James P. Spillane, Northwestern University

27.018. A Creative Justice Approach to Learning With Youth Activists, Organic Intellectuals, and Community Organizers. Division B - Curriculum Studies cosponsored with SIG-Grassroots Community & Youth Organizing for Education Reform; Invited Session Colorado Convention Center, Street Level, Room 110
8:15 am to 10:15 am
Chair: Pedro Pedraza, Hunter College - CUNY
Participants:
Discussant: Sonia Nieto, University of Massachusetts - Amherst

27.019. Curriculum as a Sexuality Text: Youth Culture, Popular Culture, and the Hidden Sexuality Curriculum. Division B - Curriculum Studies cosponsored with SIG-Queer Studies; Symposium Colorado Convention Center, Street Level, Room 112
8:15 am to 10:15 am
Chair: Cris Mayo, University of Illinois - Urbana-Champaign
Participants:
Colorado Convention Center, Lower Level, Korbel Ballroom 4 AB
8:15 am to 10:15 am

Chairs:
Jillian Carter Ford, Emory University
Marcia McKenzie, University of Saskatchewan
Eve Tuck, SUNY - College at New Paltz

Participants:
Angasapooq O. Kawagley, The University of Alaska - Fairbanks
David A. Greenwood, Washington State University
Madhuri Surprakash, The Pennsylvania State University
Marty Oancea, University of Colorado - Denver
Greg Cronin, University of Colorado - Denver
Laurel Dodds, University of Colorado - Denver
Lesley Lionel Leonard Le Grange, Stellenbosch University
Leesa K. Fawcett, York University

Discussant:
Elizabeth Jackson Meyer, Concordia University

27.021. Extending Our Understanding of Reading Literacy: Studies on New Aspects of Text Comprehension. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 102
8:15 am to 9:45 am

Chair:
Petra Stauft, Free University - Berlin

Participants:
Comprehension in “New” and Traditional Forms of Reading: A Comparative Analysis. Peter P. Afferbach, University of Maryland; Byeong-Young Cho, University of Maryland; Jong-Yan Kim, University of Maryland
Predicting Comprehension of Electronic Reading Tasks: The Impact of Computer Skills and Reading Literacy. Johannes Naumann, German Institute for International Educational Research; Germany
Beyond Functional Aspects of Reading Comprehension: Structure and Validity of Literary Reading Competence. Thoersten Roetzel, Free University - Berlin; Petra Stauft, Free University - Berlin; Volker Frederking, Friedrich Alexander Universität Erlangen-Nürnberg
Determining Cognitive and Linguistic Demands of Reading Test Items in English as a Foreign Language. Jana Höhler, German Institute for International Educational Research; Johannes Hartig, German Institute for International Educational Research, Germany

Discussant:
Scott G. Paris, National Institute of Education, Singapore

27.022. Facilitating Science Learning With Technology. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 205
8:15 am to 9:45 am

Chair:
Margaret Josephine Cox, Kings College, London

Participants:
An Efficacy Study on the Integration of Optimized Simulations Into the High School Chemistry Curriculum. Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Catherine E. Milne, New York University; Trace Jordan, New York University; Florrie Ng, New York University; Ruth N. Schwartz, New York University; Elizabeth Hayward, New York University; Yao Wang, American Institutes for Research; Juan M. Barrientos, New York University; Yoo Kyung Chang, New York University
Experiencing and Managing Uncertainty in Collaborative Robotic Design Projects. Michelle Jordan, University of Texas - Austin; Reuben R. McDaniel, University of Texas - Austin
Exploring the Possibilities for Narrative in the Use of Multimedia Simulations for the Teaching and Learning of Chemistry. Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Yan Wang, American Institutes for Research; Trace Jordan, New York University; Ruth N. Schwartz, New York University; Elizabeth Hayward, New York University; Yoo Kyung Chang, New York University; Florrie Ng, New York University; Elizabeth Hayward, New York University

Discussant:
Michael J. Jacobson, University of Sydney

27.023. Studying Motivation and Learning Online: Prospects and Challenge. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 104
8:15 am to 9:45 am

Chair:
Andrea A. diSessa, University of California - Berkeley

Participants:
Initial Orientations, Interest, and Online Learning: What Students Do Is as Important as Why. Carol Sansone, University of Utah; Joseph L. Zachary, University of Utah; Tamara B. Fraughton, University of Utah; Cecily Heiner, University of Utah; Jonathan Butner, University of Utah
Motivation and Learning in an Online, Unmoderated Mathematics Workshop. J. Ann Renninger, Swarthmore College; Ming Cai, Swarthmore College; Mark Lewis, Swarthmore College
Toward the Study of Intra-Individual Differences in Goal Setting and Motivation Regulation. Alison F. Hadwin, University of Victoria; Elizabeth Ann Webster, University of Victoria; Stephanie Helm, University of Victoria; Amy Gendron, University of Victoria
Participatory Examination of Incentives and Competition on Engagement and Learning in Educational Video Games. Daniel T. Hickey, Indiana University; Michael Fileseker, Indiana University; Eun Ju Kwon, Indiana University - Bloomington

Discussant:
Andrea A. diSessa, University of California - Berkeley

27.024. Teaching History for the Common Good: A Common Lens on Learning? Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 203
8:15 am to 9:45 am

Chair:
Elise Fillpot, University of Iowa

Participants:
Teaching History for the Common Good: A Common Lens on Learning? Elise Fillpot, University of Iowa; Keith C. Barton, Indiana University; Linda S. Levstik, University of Kentucky; Kelly A. Woestman, Pittsburg (KS) State University; Jack Zevin, Queens College - CUNY

Discussant:
David M. Gervin, Queens College - CUNY

27.025. Trends in Productivity, Representation, and Collaboration in the Field of Educational Psychology. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 106
8:15 am to 9:45 am

Chair:
Daniel H. Robinson, University of Texas

Participants:
Individual and Institutional Productivity in Educational Psychology Journals From 2003 to 2008. Sara Jolly, University of Texas; Mark Lowry Decker, University of Texas - Austin
The Trend of Author Collaboration in Educational Psychology. Julia Hyunjeong Yoo, University of Texas - Austin
Female Involvement in Educational Psychology Journals From 2003 to 2008. Carlton Jeng Fong, University of Texas - Austin
International Involvement in Educational Psychology Journals From 2003 to 2008. Laura G. Torres, University of Texas - Austin

Discussants:
Gregory Schraw, University of Nevada - Las Vegas; Roxana Moreno, University of New Mexico

Sheraton, Plaza Concourse Level, Governor’s Square 16
8:15 am to 9:45 am
27.027. Current Issues and Innovations in Qualitative Inquiry. Division D - Measurement and Research Methodology cosponsored with SIG-Qualitative Research; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 17 8:15 am to 10:15 am Chair: Kaelyn Lad, Saint Mary’s College of California
Discussant: Alecia Youngblood Jackson, Appalachian State University


27.029. Developing Together: The Role of Social Relationships in Schools. Division E - Counseling and Human Development; Paper Session Colorado Convention Center, Street Level, Room 708 8:15 am to 10:15 am Chair: David J. Atencio, University of New Mexico Participants: Peer Group Relationships and Teacher Support: Contexts for Development in Early Elementary Classrooms. Abigail Susanah Hoffmman, University of North Carolina - Chapel Hill; Kimberly A. Madisman, Center for Developmental Science School Climate, Risky Behavior, and Self-Concept During the Transition to Middle School. Kate Niehaus, University of Louisville; Kathleen Moritz Rudasill, University of Louisville Teacher-Child Relationship Quality and Children’s School Outcomes: Exploring the Roles of Teacher and Child Gender. Allison Ewing, The University of Arizona; Angela R. Taylor, The University of Arizona Seeing Eye to Eye: Predicting Teacher-Student Agreement on Classroom Social Networks. Jennifer Watling Neal, Michigan State University; Elise Cappella, New York University; Caroline Wagner, New York University; Marc Atkins, University of Illinois - Chicago Discussant: Cynthia Hudley, University of California - Santa Barbara

27.030. National and International Agendas in the Cold War. Division F - History and Historiography; Paper Session Colorado Convention Center, Street Level, Room 108 8:15 am to 9:45 am Chair: Marc A. Van Overbeke, Northern Illinois University Participants: “Wake Up or You Won’t Live!”: Educator Discourse on Conservation and Civics Education in the Science Classroom, 1929-1959. Christopher Andrew Brkich, University of Florida Importing Prestige: A History of Foreign Students at Stanford, 1948-1968. Ethan Hutt, Stanford University The Cold War, the National Education Association, and the World Confederation of Organizations of the Teaching Profession. Harry Smaller, York University, Canada

27.031. Cultural Resources and Strategies of Immigrant and Minority Students. Division G - Social Context of Education; Paper Session Colorado Convention Center, Street Level, Room 703 8:15 am to 10:15 am Chair: Theresa Y. Austin, University of Massachusetts - Amherst Participants: Making Connections: Discourse and Identity in a Letter-Writing Program Between Immigrant Latino/a Middle School Students and First-Generation Latino/a College Students. Michelle Honeyford, Indiana University Challenging Racist Nativist Framing: Acknowledging the Community Cultural Wealth of Undocumented Chicana College Students to Reframe the Immigration Debate. Lindsay Perez Huber, University of California - Los Angeles “That’s How We Roll”: Coping Strategies of a Recently Arrived Refugee Student in an Urban High School. Kevin C. Rosas, University of Wyoming Funds of Knowledge Relative to Young Children’s Literacy Learning in New Immigrant Families in Taiwan. Ching-Ting Hsin, University of Wisconsin - Madison Languages Minor Than “the Minority Language”: Studies on Language Developments of Children From Families of the Immigrant Spouses in Taiwan. Sa-Hui Fan, National Taichung University; Hao-Pai Ni, National Taiwan University Hospital Tunlin Branch A Figured World of Korean Immigrant Mothers’ Home-School Relationship. Hoonwook Chang, University of Wisconsin - Madison; Hyunjin Kim, Oklahoma State University

27.032. Division G Invited Vice Presidential Session: Research on the Social Context of Underserved Students and Their Communities - Interdisciplinary Critiques. Division G - Social Context of Education; Invited Session Colorado Convention Center, Street Level, Room 603 8:15 am to 10:15 am Chair: Alfredo J. Artiles, Arizona State University Participants: Eric Breido, University of Virginia Teresa L. McCarty, Arizona State University George Lipitz, University of California - Santa Barbara Bryan A. Brown, Stanford University Mario Luis Small, University of Chicago Discussants: Judith L. Green, University of California - Santa Barbara Bryan McKinley Jones Brayboy, Arizona State University

27.034. Teachers as Change Agents. Division G - Social Context of Education; Paper Session
Colorado Convention Center, Street Level, Room 705
8:15 am to 10:15 am
Chair: Patricia C. Paugh, University of Massachusetts - Boston
Participants:
Border Crossing in the Classroom: Caring, Content, and Teacher Practices as Catalysts for Immigrant Student Achievement. Robin Fleming, Seattle Public Schools
Lessons Learned From Inner-City Classrooms: Narratives of Committed White Male Teachers. James C. Jupp, Arkansas State University
Self-Fulfilling Prophecy: How Teachers’ Attributions, Expectations, and Stereotypes Influence the Learning Opportunities Afforded Aboriginal Students. Tascha Anastacia Riley, University of British Columbia
“Performing Youth Voice”: The Promise and Dilemmas of Spoken Word Poetry in High School. Annie Allen, University of Rochester; Jonathan Burke Scarnabrough, University of Rochester
“Sociable Language”: Improvisation and African American English in an Urban, 10th-Grade Language Arts Classroom. Michael Bruce Sherry, Michigan State University

27.035. College Choice and Readiness. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 105
8:15 am to 10:15 am
Chair: Judy Marquez Kiyama, University of Rochester
Participants:
College Readiness Practices at 38 High Schools and the Development of the College-Ready School Diagnostic Tool. David T. Conely, Educational Policy Improvement Center; Charis L. McLaughly, University of Oregon; Jody Kirtner; Educational Policy Improvement Center; Adrienne C. van der Valk, Educational Policy Improvement; Mary Theresa Martinez-Wenzl, University of California - Los Angeles
High School Dual-Enrollment Programs: Are We Fast-Tracking Students Too Fast? Cecilia Spenoni, Teachers College, Columbia University
Nurturing Community, Creating Hope: How Out-of-School Youth Experience a “College Connection” Program. Jason L. Taylor, University of Illinois - Urbana-Champaign; Debra D. Bragg, University of Illinois - Urbana-Champaign
Transmitting the Right Signals: The Continued Significance of Promoting College Entry to Urban Youth. Franklin A. Tuit, University of Denver; Brandi Nicole Van Horn, University of Denver; Janell Lindsey, University of Denver; Michelle Rankine, University of Denver
Traversing Literal and Figurative Borders in South Texas: Mexican American Students and College Choice. Melissa Ann Martinez, University of Texas - Austin
Discussant: Mark E. Engberg, Loyola University Chicago

27.036. College Student Development: Moral, Epistemological, Cognitive, and Civic. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 701
8:15 am to 10:15 am
Chair: Nicholas A. Bowman, University of Notre Dame
Participants:
Engaged Scholarship: Undergraduate Participant Experiences in an International, Community-Based Research Setting. Loren Gayle Intoluhbe-Chin, University of Virginia; Carol Anne Marie Spreen, University of Virginia; Joseph Francis, University of Venda; Robert J. Swap, University of Virginia; Mary Nguyen, University of Virginia
Fraternity and Sorority Members’ Personal and Social Responsibility. Cassie Barnhardt, University of Michigan; Eric L. De; University of Michigan
(Diverse) Experiences in Asian American Students’ Self-Authorship Development. Nam Kien Ung, California State University - Northridge; Jane Elizabeth Pizzolato, University of California - Los Angeles; Tu-Lien Kim Nguyen, University of California - Los Angeles; Joe Ann Nguyen, University of California - Los Angeles
Curriculum Design, Students’ Nationality, and Its Effects on Adaptation to University: What Makes the Difference? Alexandra Corina Niculescu, Maastricht University; Jan Nijhuis, Maastricht University; Win H. Gijseleiaers, Maastricht University
Millennial College Students and Moral Judgment: An Analysis of Generational Shifts in Moral Development Indexes. Heather Mechsler, The University of Alabama; Brian Bourke, Louisiana State University

27.037. Graduate Student Learning and Development. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 107
8:15 am to 10:15 am
Chair: Michelle E. Pidgeon, Simon Fraser University
Participants:
International Student and Faculty Perspectives on the Challenges in Graduate School. Xinquan Zhao, University of Michigan; Heather M. Giordano, The Ohio State University
The (Mis)Perceptions of Graduate Student Research Skills. Melissa D. Hurst, University of South Carolina; David F. Feldon, University of Virginia
“I Think I Can, I Think I Can”: Fostering Inquiry and Understanding in Graduate Education. Sean Robinson, Argosy University; Julie K. Horton, Argosy University
The Tie That Binds and Loose Ends: A Social Network Analysis of Doctoral Committee Structure. Kathryn J. Shirley, University of Kentucky; Kelly D. Bradley; University of Kentucky
African American Career Paths to Becoming the Senior Student Affairs Officer. J. Patrick Biddix, Valdosta State University

27.038. Teacher Resistance and Consciousness as Professional Development. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 602
8:15 am to 9:45 am
Chair: Patrick Camangian, University of San Francisco
Participants:
“I Can’t Believe That Guy Doesn’t Get in Trouble”: Pedagogy of Refusal, Rejection, and Resistance. Mary Ann Wallace, New Mexico State University
A Continuum of Critical Consciousness: Complexities of a Professional Book Club With Teacher Educators. Lori C. Assaf, Texas State University - San Marcos; Kathryn S. Lee, Texas State University - San Marcos; Tim Kinard, Texas State University - San Marcos; Jesse Straus Gainer, Texas State University - San Marcos; Jennifer Lynn Jacobs, Texas State University - San Marcos
The Beautiful Struggle: Teacher Activism as Professional Development. Keith C. Catone, Harvard University; Ariana Manguel Figueroa, University of California - Berkeley; Bree Picow, New York University
Discussant: David O. Stovall, University of Illinois - Chicago

27.039. Teachers of Color: New Edges in Teacher Learning. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 702
8:15 am to 9:45 am
Chair: Adrienne D. Dixon, The Ohio State University
Participants:
Reframing Teacher Learning as a Socio-Culture Situative Activity: American Indian Teachers Teaching Science. Megan Bang, TERC
Professional Socialization of Teachers of Color in Urban Schools and Race.
27.040. Teachers’ Mathematical Knowledge for Teaching, Curriculum Use, and Quality of Instruction: Unpacking a Complex Relationship. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 601
8:15 am to 10:15 am

Chair: Heather C. Hill, Harvard University

Participants:
- Teaching (Un)Connected Mathematics: Three Teachers’ Enactment of the Pizza Problem. Charalambous Y. Charalambous, Harvard University; Heather C. Hill, Harvard University
- Mathematical Knowledge for Teaching and Curriculum Materials: Two Teachers’ Implementation of a Linear Algebra Lesson. Merrie L. Blunk, University of Michigan; Jennifer M. Levis, University of Michigan

Discussant: Janine Remillard, University of Pennsylvania

Can MKT Alone Determine Teachers’ Use of Curriculum Materials and Quality of Instruction? Laurie Sleep, University of Michigan; Sam Eskelson, University of Pittsburgh

SIG Sessions

27.044. See You in the Future: The California Healthy Kids Survey and the Strength of Relationships. SIG-Adolescence and Youth Development; Workshop
Colorado Convention Center, Street Level, Room 709
8:15 am to 10:15 am

Chair: Sean Slade, WestEd

Participants:
- Laura L. Truebridge, Mills College
- Sean Slade, WestEd

27.045. Moving Forward by Looking Back: Lessons Learned About the Design of Immersive Virtual Worlds. SIG-Application Research in Virtual Environments for Learning; Symposium
Sheraton, Plaza Concours Level, Plaza Ballroom D
8:15 am to 10:15 am

Chair: Jody E. Clarke-Midura, Harvard University

Participants:
- Designing Immersive Virtual Environments for Assessing Inquiry. Jody E. Clarke-Midura, Harvard University; Chris J. Dede, Harvard University; Michael Charles Mayrath, Harvard University
- Past/Present: Successful New Design Approaches for Game-Based Social-History Education at the Middle School Level. Bert Snow, Muzzy Lane
- EcoMUVE: Design of Virtual Environments to Address Science Learning Goals. Shari Metcalf, Harvard University; Jody E. Clarke-Midura, Harvard University; Chris J. Dede, Harvard University; Tina A. Grozier, Harvard University; Amy Kamarainen, Harvard University

Discussant: Greg Jones, University of North Texas

27.046. Arts and Inquiry in Education. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Paper Session
Colorado Convention Center, Street Level, Room 206
8:15 am to 9:45 am

Chair: James H. Sanders, The Ohio State University

Participants:
- Artfully Schooling School Subjects: Examining Dance Outreach Programs and the Historical Formation of School Subjects. Alison Elizabeth Leonard, University of Wisconsin - Madison
- The Emerging Moral Imagination Revealed Through the Intrapersonal Intelligence of At-Risk Urban Students. Barbara Ann Clark, Central Connecticut State University

Discussant: Monica M. Prendergast, Lesley University

SIG-Adolescence and Youth Development; Symposium
Colorado Convention Center, Street Level, Room 709
8:15 am to 10:15 am

Chair: Sean Slade, WestEd

Participants:
- Laura L. Truebridge, Mills College
- Sean Slade, WestEd

SIG-Application Research in Virtual Environments for Learning; Symposium
Sheraton, Plaza Concours Level, Plaza Ballroom D
8:15 am to 10:15 am

Chair: Jody E. Clarke-Midura, Harvard University

Participants:
- Designing Immersive Virtual Environments for Assessing Inquiry. Jody E. Clarke-Midura, Harvard University; Chris J. Dede, Harvard University; Michael Charles Mayrath, Harvard University
- Past/Present: Successful New Design Approaches for Game-Based Social-History Education at the Middle School Level. Bert Snow, Muzzy Lane
- EcoMUVE: Design of Virtual Environments to Address Science Learning Goals. Shari Metcalf, Harvard University; Jody E. Clarke-Midura, Harvard University; Chris J. Dede, Harvard University; Tina A. Grozier, Harvard University; Amy Kamarainen, Harvard University

Discussant: Greg Jones, University of North Texas

SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Paper Session
Colorado Convention Center, Street Level, Room 206
8:15 am to 9:45 am

Chair: James H. Sanders, The Ohio State University

Participants:
- Artfully Schooling School Subjects: Examining Dance Outreach Programs and the Historical Formation of School Subjects. Alison Elizabeth Leonard, University of Wisconsin - Madison
- The Emerging Moral Imagination Revealed Through the Intrapersonal Intelligence of At-Risk Urban Students. Barbara Ann Clark, Central Connecticut State University

Discussant: Monica M. Prendergast, Lesley University
27.047. Doing Biographical Research. SIG-Biographical and Documentary Research; Paper Session  
Colorado Convention Center, Street Level, Room 208  
8:15 am to 10:15 am  
Chair:  
Djanna A. Hill, William Paterson University  
Participants:  
One Woman’s Bold Script to a Union Soldier: A Portrait of a Life Through Letters. Lucy E. Bailey, Oklahoma State University  
Elizabeth Evans: A Teacher’s Life. Anita Sinner, University of Lethbridge  
Rediscovering a Biographical Subject: Moving From the Public to the Private Sphere. Linda C. Morice, Southern Illinois University - Edwardsville  
Traversing Experiential Learning and Reflective Pedagogical Practice. Erika L. Buhring, Concordia University - Chicago  
“Revelle”-ing in History: A Family of Teachers. Edward Adam Janak, University of Wyoming  
Defining One’s Own Culture: Preservice Teachers and Autoethnography. Mark L. Seaman, Stephen F. Austin State University  
Discussant:  
Cheryl T. Desmond, Millersville University

Sheraton, Plaza Concourse Level, Plaza Court 7  
8:15 am to 9:45 am  
Chair:  
Ken E. Martin, University of Cincinnati  
Participants:  
International Project-Based Consulting Partnership: An Approach to the Preparation of Graduate Business Students. Toni Ungaretti, Johns Hopkins University; Sebastian Schlömer, University of Augsburg  
Developing and Systematically Evaluating a Game Development Course With Cooperative and Competitive Elements. Albert Dieter Ritzhaupt, University of North Carolina - Wilmington  
Examining Relationships Between Workplace Incivility and Selected Demographics: Improving Performance of Community College Leaders. James E. Bartlett, North Carolina State University; Michelle Elizabeth Bartlett, Clemson University  
Discussant:  
Shree Durga, University of Wisconsin - Madison

27.049. Formative Assessment: What Are Teachers and Students Thinking?  
SIG-Classroom Assessment; Paper Session  
Sheraton, Plaza Concourse Level, Plaza Court 3  
8:15 am to 9:45 am  
Chair:  
Mahnaz Moallem, University of North Carolina - Wilmington  
Participants:  
Teachers and Researchers: Codeveloping Classroom Assessments for Eighth-Grade Physical Science. Eric Berson, University of California - Berkeley; Shih-Ying Yau; Linda Morell, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley  
Evaluating Concept Maps as a Formal Formative Assessment Tool. María Araceli Ruiz-Primo, University of Colorado - Denver; Heidi Iverson, University of Colorado; Yue Yin, University of Illinois - Chicago; Maxie A. Gluckman, University of California - Los Angeles  
Assessing Higher-Order Thinking: What Teachers Think and Do. Beverly Ann Fitzpatrick, Memorial University - Newfoundland; Henry W. Schulz, Memorial University - Newfoundland  
Meta-Content Informal Formative Assessment and Its Influence on Middle School Students’ Developing Science Knowledge. Joseph Brobst, University of Delaware; Eric M. Eslinger, University of Delaware  
Discussant:  
Judith A. Burny-Stock, The University of Alabama

27.050. Potholes and Possibilities: Pre-K-12 Technology Integration and Internet Use. SIG-Computer and Internet Applications in Education; Paper Session  
Sheraton, Plaza Concourse Level, Governor’s Square 9  
8:15 am to 9:45 am  
Chair:  
Cassandra Scharber, University of Minnesota  
Participants:  
Students, Teachers, and School Leaders: A Nested, Ecological Case Study of Technology Integration. Gloria González Dohlakia, University of Texas - Austin; Joan E. Hughes, University of Texas - Austin; Laine Santana, University of Texas - Austin  
What Makes Technology “Risky”? An Exploration of Teachers’ Perceived Risk in the Context of Technology Integration. Sarah Katherine Howard, University of Sydney  
An Ecological Techno-Microsystem Explanation of Internet Use and Child Development. Genevieve Marie Johnson, Grant MacEwan College, Canada; George H. Buck, University of Alberta  
Gender Similarities and Differences in Computer Use in Web 2.0 Trends. Keol Lim, Korea University; Ellen B. Meier, Teachers College, Columbia University

Colorado Convention Center, Street Level, Room 707  
8:15 am to 9:45 am  
Chair:  
Veronica Gayle, University of British Columbia - Okanagan  
Participants:  
Bridging the Racial-Sexual Orientation-Religious-Generational Divide: A Dialogue for Those Committed to Ensuring Progressive Organizational Futures. Christine Clark, University of Nevada - Las Vegas; Mark Brinhall, University of Maryland - College Park; Denise Ajeto, University of Seattle  
Deaf, Not Silent: Deaf Culture and Culturally Relevant Teaching. Kate Johnson, Michigan State University  
Beyond the School Walls: Perils and Promise of Critical Teacher Engagement. Cristina Alfaro, San Diego State University; Oscar Jimenez-Castellanos, Arizona State University; Elsa M. Billings, San Diego State University  
Models for Activism: Critical Educators at Work in Chicago. Susan J. Katz, Roosevelt University; Diana F. Ryan, Saint Xavier University  
New, Equity-Oriented Teacher Narratives: Muting the Discourse of Inexperience. Deborah A. Bieter, University of Delaware

27.052. Embodying Deleuze in Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Symposium  
Colorado Convention Center, Street Level, Room 610, 612  
8:15 am to 9:45 am  
Chair:  
Nicola J. Yelland, The Hong Kong Institute of Education  
Participants:  
The Body of the Child. Anna Catherine Hickey-Moody, Monash University  
Becoming Horse: Spirituality in the Dream Spaces of Early Childhood Education. Jane Elizabeth Bone, Monash University  
Working Like a Dog: Derailing Humanism. Mindy Blaise, Monash University; Affrica Taylor, University of Canberra  
Bad Affect, Bodily In/Capacity, and Stolen Becomings? Mapping Gendered Re- and De-Territorializations in the Nursery. Emma Renold, Cardiff University; David Mellor, University of Wales - Institute of Cardiff; Chantelle Haughton, University of Wales  
Knowing Bodies, Bodies Blocking Knowing, and Questions About the Focus on the Body in New Progressive Pedagogies. Cleti Cervoni, Salem State College; Gabrielle Fonson, Cardinal University  
Feeling Politics: Affectivities and the Possibilities for Political Pedagogies. Deborah C. Youdell, Institute of Education - London

27.053. Teaching Young Children of Immigrants: Pushing the Agenda in Early Childhood Education and the Area of Immigration and Education. SIG-Critical Perspectives on Early Childhood Education; Symposium  
Colorado Convention Center, Street Level, Room 103  
8:15 am to 9:45 am  
Chair:  
Jennifer Keys Adair, University of Texas - Austin  
Participants:  
Misgivings and Misfits: Epistemological Considerations of Research on Children in Immigrant Families’ Education. Angela E. Arzuagiza, Arizona State University  
Toward Pedagogical Third Spaces: Negotiating Linguistic Borders With Children. Mariana Souto-Manning, Teachers College, Columbia University  
Knives, Academics, and Early Childhood: Conflicts Between Cultural Responsiveness and Best Practices When Teaching Children of Immigrants in Early Childhood Settings in the U.S. Jennifer Keys Adair, University of Texas - Austin
Successes and Failures in Approaches to Promoting Symmetrical Dialogue Between Teachers and Parents in Preschool Programs Serving Children of Recent Immigrants in Five Countries. Joseph J. Tobin, Arizona State University

Discussant:
Eugene E. Garcia, Arizona State University

27.054. Internal and External Influences on Doctoral Student Experiences. SIG-Doctoral Education across the Disciplines; Paper Session
Colorado Convention Center, Street Level, Room 204
8:15 am to 9:45 am

Chair:
Chris M. Golde, Stanford University
Participants:
Making Sense of Relationships in Doctoral Experience. Nick Hopwood, University of Technology - Sydney

Master’s Thesis Supervision: Perceptions of Feedback and the Supervisor-Student Relationship. Renske de Kleijn, IVLOS Institute of Education; Tim Mainhard, Utrecht University; Paulien C. Meijer, Utrecht University; Mieke Brekelmans, Utrecht University; Albert Pilot, Utrecht University

The Making of Scholars: Advisors’ Contributions at Different Stages of the Doctoral Degree Process. Benita J. Barnes, University of Massachusetts - Amherst; Elizabeth A. Williams, University of Massachusetts - Amherst; Shadi Arieh Archer, University of Massachusetts - Amherst

Challenging the Taken-for-Granted: How Research Might Inform Doctoral Education Policy. Lynn McAlpine, McGill University; Cheryl L. Amundsen, Simon Fraser University

27.055. Parental Involvement Across Development. SIG-Family, School, Community Partnerships; Paper Session
Colorado Convention Center, Street Level, Room 712
8:15 am to 9:45 am

Chair:
Brent A. McBride, University of Illinois - Urbana-Champaign
Participants:
Children’s Early Child Care and Mothers’ Later Involvement With Schools. Robert L. Croonoo, University of Texas - Austin; Jennifer March Augustine, University of Texas - Austin; Aletha Huston, University of Texas - Austin

Are Students From Privileged Families Better in School Because Their Parents Help Them With Homework? Hanna Dumont, University of Tuebingen; Ulrich Trautwein, University of Tuebingen; Oliver Luchette, University of Tuebingen; Marko Neumann, Max Planck Institute for Human Development; Alois Niggli, Pädagogische Hochschule; Inge Schnyder, University of Fribourg

Family Supports as Protective Factors for Academic Achievement. Allison Ann Howland, Indiana University; Jeffrey A. Anderson, Indiana University

Predictors and Outcomes of Parental Involvement With Students in High School Science Classes. Lee Shumow; Northern Illinois University; Elena Lyutykh, Northern Illinois University

The Effects of Home Environment, Activities, and Parental Cognitive Stimulation on the Social Skills of Children From Different Language Groups. Heejung Kim, University of Virginia; Sanha Kim, Virginia Polytechnic Institute and State University; Mido Chang, Virginia Polytechnic Institute and State University

Discussant:
Catherine Hands, Independent Researcher

27.056. A Multipronged Approach to Chicana/o, Latina/o College Completion. SIG-Hispanic Research Issues; Working Group Roundtable
Colorado Convention Center, Street Level, Room 212
8:15 am to 9:45 am

Chair:
Fernando Valle, Texas Tech University
Participants:
School-to-Prison Pipeline: An Analysis of K-12 Discipline Policies. Brenda Valles, University of Utah
Chicana/Latino Students and Pre-College Programs. Trina Valdes, University of Utah
Graduate Programming at Hispanic-Serving Institutions in Texas. Emily Calderon Galeano, University of Texas - Pan American

27.057. Holistic Education From Teacher to Student. SIG-Holistic Education; Paper Session
Colorado Convention Center, Street Level, Room 406
8:15 am to 10:15 am

Chair:
Maya Levamon, National-Louis University
Participants:
Holistic and Transformative Experiences in Teacher Education: Toward a More Inclusive Society. Michael Skivington, University of Wisconsin - Oshkosh; Michelle L. Tichy, Saint Norbert College

Nurturing the Inner Self of Inner-City Public School Educators: A Qualitative Study. Lucila Telles Rudge, The Ohio State University

The Beliefs and Practices of “Turnaround” Teachers. Theresa Bryant Martin, Ware County Schools; Dan W. Rea, Georgia Southern University

Enhancing Positive Student Self-Concept and Holistic Development Through Creative and Caring Visual-Arts Learning Environments. Juli B. Kramer, University of Denver

Discussant:
Sharon G. Solloway, Bloomsburg University of Pennsylvania

27.058. Learning to Observe Scientifically in Everyday, Informal, and Formal Learning Environments. SIG-Formal Learning Environments Workshop Research; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 8
8:15 am to 9:45 am

Chair:
Catherine Eberbach, Rutgers University
Participants:
Touch Tanks as Settings for Families to Engage in Scientific Observation. Shawn M. Rowe, Oregon State University; James F. Kisiel, California State University - Long Beach

Observational Processes and Disciplinary Talk in a Botanical Garden. Catherine Eberbach, Rutgers University


Learning to Observe Everyday Elementary School Grounds as Places to Practice Geological Observation. John Y. Back, Center for Advancement of Informal Science Education; Erin E. Peters, George Mason University

Discussant:
Rogers P. Hall, Vanderbilt University

27.059. Succeeding in Instructional Technology Academia: From Job Searching to Post-Tenure Success. SIG-Instructional Technology; Invited Session
Sheraton, Plaza Concourse Level, Director’s Row I
8:15 am to 9:45 am

Chair:
Thomas Brush, Indiana University
Participants:
Organizing and Conducting a Job Search in Instructional Technology. Jesse Strycker, Indiana University - Bloomington; Ian A. Lubin, Georgia Southern University

Being Successful With an Academic Job Search in Instructional Technology. Brian R. Belland, Utah State University; Channin Kim, University of Georgia

Comparing Academic Expectations at Research and Teaching Institutions. William R. Watson, Purdue University; Sunnie Lee Watson, Ball State University

Expectations of Junior Faculty and Preparing for a Third-Year Review. Theresa A. Cullen, University of Oklahoma; Anne Todd Ottenbreit-Lefebv, Indiana University

Succeeding With Tenure and Promotion. Krista D. Glueckovski, New Mexico State University; Jennifer C. Richardson, Purdue University

Beyond Tenure: Succeeding With Promotion to Full Professor. Thomas Brush, Indiana University; James D. Klein, Arizona State University

Discussant:
Thomas Brush, Indiana University

27.060. International Studies on Academic Achievement Using Hierarchical Linear Modeling. SIG-International Studies cosponsored with SIG-Hierarchical Linear Modeling; Paper Session
Colorado Convention Center, Street Level, Room 710
8:15 am to 9:45 am

Chair:
David C. Miller, American Institutes for Research
Participants:
The Relationships Between Achievement and Self-Concept, Enjoyment, and Interest: A Cross-National Investigation Using the Programme for International Student Assessment. Eva Van de geur, Australian Council for Educational Research; Eveline Gebhardt, Australian Council for Educational...
27.061. Uncovering Teachers’ Voices Through Ethnographic Research. SIG-Lives of Teachers; Paper Session
Colorado Convention Center, Street Level, Room 604
8:15 am to 9:45 am
Chair: Jessica Nina Lester, The University of Tennessee
Participants:
Exploring Teachers’ Sense-Making About Race. Amanda J. Taylor, Harvard University
From Laura Ingalls to Wing Biddlebaum: The Lives of Teachers in Works of Literature. James A. Muchmore, Western Michigan University
Talking Back to Scripted Curricula: A Critical Performance Ethnography With Teachers’ Collective Narratives. Katherine Rene Evans, The University of Tennessee; Jessica Nina Lester, The University of Tennessee; Amy D. Broemmel, The University of Tennessee
Discussant: Catherine H. Greenberg, The University of Tennessee

27.062. Middle-Grades Student Achievement, Engagement, and Experience. SIG-Middle-Level Education Research; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 6
8:15 am to 10:15 am
Chair: Frances R. Spielhagen, Mount Saint Mary’s College
Participants:
Do Think-Aloud Protocols Lead to Higher Levels of Student Engagement, Metacognition, and Narrative Writing Achievement During Game-Based Learning? Hiller A. Spies, North Carolina State University; Lisa G. Hervey, North Carolina State University; James Lester, North Carolina State University
Longitudinal Impact of an Eighth-Grade Inquiry Curriculum on Students’ Beliefs and Achievement in Science. Jacqueline J. Madhok, University of California - Berkeley; James D. Slotta, University of Toronto; Marcia Linn, University of California - Berkeley
Measuring Engagement Structures in Middle-Grades Urban Mathematics Classrooms. Roberta Y. Schorr, Rutgers University; Yakov M. Epstein, Rutgers University; Lisa B. Warner, Rutgers University; Robert M. Capraro, Texas A&M University; Mary Margaret Capraro, Texas A&M University; Gerald A. Golden, Rutgers University; Robin K. Henson, University of North Texas
What is the Relationship Between Student Engagement and Performance on an NCLB Accountability Test? Anthony C. Frontier, Cardinal Stritch University
Preliminary Results From the Thinking With Data Project: A Cross-Curricular Approach to Data Literacy Education. Mark A. van ’t Hooff, Kent State University; Annette Kratcoski, Research Center for Educational Technology; Karen P. Swan, University of Illinois - Springfield; Philip J. Huey, SRI International; Dale Cook, Kent State University; Ken Rafaun, SRI International; Louise G. Yarnall, SRI International
Discussant: Mary F. Roe, Washington State University

27.063. From “Mixed Methods” to Transdisciplinary Research: Navigating Boundaries to Increase Equity in STEM Fields for Students of Color. SIG-Mixed Methods Research; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 2
8:15 am to 10:15 am
Chair: Alicia C. Dowd, University of Southern California
Participants:
Mixed-Methods Research as “Border Crossings.” Alicia C. Dowd, University of Southern California
Building on Case Study and Statistical Results for Action Inquiry. Estela M. Bensimon, University of Southern California; Lindsey Malcom, University of California - Riverside
Working Toward Excellence in STEM Disciplines. Frances K. Stage, New York University; Steven M. Hubbard, New York University
Understanding the Contours of Students Decisions and the Effects of Programmatic Interventions. William T. Trent, University of Illinois - Urbana-Champaign
Discussant: Fae Korsmo, National Science Foundation

27.068. Qualitative Research With Vulnerable Populations. SIG-Qualitative Research; Paper Session Colorado Convention Center, Street Level, Room 201 8:15 am to 9:45 am Chair: M. Francyne Huckaby, Texas Christian University Participants: Entering the Children’s Worlds: Relationships With the Participants as an Adult Researcher in an Ethnographic Study. Jinhue Kim, Duquesne University Photo-Elicitation Interviews and Individuals With Disabilities. Cynthia (Cindy) Anne Fisher, University of Missouri - Kansas City Toward Humanizing Research Across Difference: Lessons From Studies of Multiethnic Schools and Youth Communities. Django Paris, Arizona State University Using Mobile-Phone Diaries to Explore Children’s Everyday Lives. Lydia Plassman, University of Stirling Discussant: Kate McCoy, SUNY - College at New Paltz


27.070. Ending the Dual System: The Impact of Closing Public Historically Black Colleges and Universities on African American Student Access and Outcomes. SIG-Research Focus on Black Education; Symposium Colorado Convention Center, Street Level, Room 407 8:15 am to 10:15 am Chair: John Michael Lee Jr., The College Board Participants: Clifton F. Conrad, University of Wisconsin - Madison James T. Minor, Michigan State University Discussant: Marybeth Gasman, University of Pennsylvania

27.071. Emerging Diversities in the Physical Education Conversation and the Role of Teacher Development Facilitators. SIG-Research on Learning and Instruction in Physical Education; Paper Session Colorado Convention Center, Street Level, Room 405 8:15 am to 10:15 am Chair: Don Belcher, Middle Tennessee State University Participants: “Because I Am Muslim, I Cannot Wear a Swimsuit”: Muslim Girls Negotiate Veiled-Off Physical Activities. Manal Hamzeh, New Mexico State University; Kimberly L. Oliver, New Mexico State University Improving Muslim Girls’ Participation in Physical Education and School Sports: Reporting From the BASS Project. Symeon Dagkas, University of Birmingham, United Kingdom; Tasrin Benn, University of Birmingham, United Kingdom Reclaiming Diversity for Effective Teacher Education in Physical Education: Through a Critical Lens. Sangmin Kim, University of Maryland Physical Education Teacher Development: The Role of the Facilitator. Kevin Patton, California State University - Chico; Melissa Parker, University of Northern Colorado; Misti Neutzling, University of Northern Colorado Discussant: Doune Macdonald, University of Queensland

27.072. Superintendents: Organizational and Personal Productivity. SIG-Research on the Superintendency; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 5 8:15 am to 9:45 am Chair: Robert A. Maranto, University of Arkansas Participants: A Meta-Interpretation of the Qualitative Literature Related to Women and the Superintendency. Virginia Roach, The George Washington University; Linda K. Lemasters, The George Washington University Conventional and Embedded Superintendent Internships: Interim Report on Results of a Multidistrict Partnership. Jon G. Crawford, Northern Illinois University; Teresa Akinbi Wasonga, Northern Illinois University; Charles L. Howell, Northern Illinois University How Does the Superintendent Create Conditions That Cultivate the Development of Professional Learning Communities? James Horton, Excelsior Springs 40 School Districts; Barbara Nell Martin, University of Central Missouri Managing Yourself and Others for Personal and Organizational Satisfaction and Productivity: Personal Needs Research Synthesis. Lidier S. Polka, Niagara University; Peter R. Litchka, Loyola University Maryland Discussant: Robert A. Maranto, University of Arkansas

27.073. Exploring School Turnaround: Defining the Concept, Examining the Research, and Achieving Success. SIG-School Turnaround and Reform; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 11 8:15 am to 10:15 am Chair: Martin Orland, WestEd Participants: Identifying Turnaround Schools. Joseph McCrary, WestEd; Martin Orland, WestEd; Beatrice F. Birman, American Institutes for Research; Daniel K. Aladjem, American Institutes for Research Studying Turnaround Schools. Beatrice F. Birman, American Institutes for Research; Daniel K. Aladjem, American Institutes for Research; Martin Orland, WestEd Reviewing the Evidence on Turnaround Schools. Rebecca Herman, American Institutes for Research
Looking Back at Turning Around, Fred Tempes, WestEd

Discussants:
David Goodwin, U.S. Department of Education
Robert Stein, Manual High School, Denver Public Schools

27.074. Assessment in Social Emotional Learning: Lessons Learned From Policy, Practice, and Research. SIG-Social and Emotional Learning; Symposium Colorado Convention Center, Street Level, Room 210 8:15 am to 9:45 am
Chair: Roger P. Weissberg, University of Illinois - Chicago
Participants:
Strengthening and Assessing Core Student Social and Emotional Competencies: A Feasible, Actionable, Conceptual Framework. Mary Ume O’Brien, University of Illinois - Chicago; John W. Payton, University of Illinois - Chicago; Peter Ji, University of Illinois - Chicago; Roger P. Weissberg, University of Illinois - Chicago
From Prediction to Reality: The Relationship Between Social-Emotional Learning Competencies and Standardized Test Scores. Valerie Shapiro, University of Washington; Paul LeBuffe, Center for Resilient Children; Amanda Ball, Center for Resilient Children

27.075. School Inclusion and Exclusion in Early and Primary Education. SIG-Sociology of Education; Paper Session Colorado Convention Center, Street Level, Room 606 8:15 am to 9:45 am
Chair: Sarah Orink, University of California - Davis
Participants:
The Emergence of the Black-White Noncognitive Skills Gap. Elizabeth A. Covay, University of Notre Dame
A Multilevel Analysis of Accuracy and Bias in Teacher Perceptions of Young Children’s Cognitive Abilities. Douglas Ready, Teachers College, Columbia University; David Lee Wright, Teachers College, Columbia University
Moving Up: Within-Grade Mobility in Reading Group Placement and Achievement Growth in the Early Grades. Anthony Buttaro, The Graduate Center - CUNY; Sophia Catsambis, Queens College - CUNY; Gregory M. Eirich, Columbia University; Queens College - CUNY
Pushing Parents Away: The Role of District Bureaucracy in Limiting Economic Integration. Erin McNamara Horvat, Temple University; Maia B. Cucchiara, Temple University

Discussant: Adam Gamoran, University of Wisconsin - Madison

27.076. State and Regional Educational Research Associations Distinguished Papers Session 1. SIG-State and Regional Educational Research Associations; Invited Session Sheraton, Plaza Concourse Level, Plaza Court 4 8:15 am to 10:15 am
Chair: Keith M. Kershner, Research for Better Schools
Participants:
Northern Rocky Mountain Educational Research Association: “Believing You’re Correct Versus Knowing You’re Correct”—A Significant Difference? Randy Isaacson, Indiana University - South Bend; Christopher A. Was, Kent State University
Rocky Mountain Educational Research Association: Narrowing the Gap Between a Vision of Reform and Teaching Practice: Middle-Level Teachers’ Reflections. Donna H. Foss, University of Central Arkansas
Georgia Educational Research Association - Power and Perspective: The Discourse of PDS Literature. Rick A. Breadt, Kennesaw State University

Discussants: Joan K. Smith, University of Oklahoma
Douglas J. Simpson, Texas Tech University

27.077. Applications of Self-Regulatory Factors in Classroom Settings. SIG-Studying and Self-Regulated Learning; Paper Session Colorado Convention Center, Street Level, Room 608 8:15 am to 10:15 am
Chair: Deborah L. Butler, University of British Columbia
Participants:
Predicting College Students Use of Motivational Regulation Strategies. Christopher A. Wolters, University of Houston; Maria B. Benson, University of Houston
Relationship Between Approaches to Learning and Academic Achievement: Examining the Mediating Role of Achievement-Related Classroom Behaviors. Jeannette Lyn Fang Choy, Republic Polytechnic; Jerome Ingmar Ingvarsson, Republic Polytechnic
Teachers’ Promotion of Self-Regulated Learning in Classrooms and Its Effects on Student Performance. Saska Kistner, Goethe University - Frankfurt, Germany; Katrin Rakocy, German Institute for International Educational Research (DIPF), Frankfurt, Charlotte Christine Dignath, University of Groningen; Barbara Otto, University of Frankfurt; Gerhard Buettner, University of Frankfurt; Eckhard J. Klime, Deutsches Institut fuer Internationale Pädagogische Forschung
The Effect of Individual or Group Guidelines on the Calibration Accuracy of High School Biology Students. Camilla Crockett Wake, Princess Anne High School; Linda Bol, Old Dominion University; Jane Hager, Old Dominion University; Sueanne Elizabeth McKieen; Old Dominion University
Skills for Tomorrow’s Challenges: Learning Strategies and Their Effects on Mathematics Achievement Among Immigrant Students. Lingling Ma, Northwest Evaluation Association; Xin Ma, University of Kentucky

27.078. Learning in Out of School Contexts: Opportunities for Research and Practice. SIG-Technology as an Agent of Change in Teaching and Learning; Invited Session Sheraton, Plaza Concourse Level, Plaza Court 1 8:15 am to 9:45 am
Chair: Cynthia Carter Ching, University of California - Davis
Participants:
Brigid J.S. Barron, Stanford University
Elisabeth R. Hayes, Arizona State University
Kylie A. Peppler, Indiana University - Bloomington
Constance A. Steinkeather, University of Wisconsin - Madison
Discussants:
Christine M. Greenhow, University of Minnesota
Leslie Goodyear, National Science Foundation

27.079. Agency and Structure in Workplace Learning: Competing or Related Influences on Learning. SIG-Workplace Learning; Paper Session Colorado Convention Center, Street Level, Room 402 8:15 am to 9:45 am
Chair: David John Guile, Institute of Education - London
Participants:
Relations Between Lifelong Learning and Work in the Microelectronic Era: Benchmark Studies. David W. Livingstone, OISE/University of Toronto
Field-Specific Workplace Learning in Vocational Education and Training. Anne Virtanen, University of Jyväskylä / Finnish Institute for Educational Research; Päivi Tiinijärvi, Finnish Institute for Educational Research, University of Jyväskylä; Marja-Leena Stenström, University of Jyväskylä
What Happens in On-the-Job Training (OJT)? Building Trades Apprenticeships as Communities of Practice. Helena Harlow Worthen, University of Illinois; Mark Berchman, IBEW 134 Joint Training Apprenticeship Program
Putting Youth to Work in Alberta: An Evaluation of Student Learning in Summer Health-Care Internships. Alison Taylor, University of Alberta; Laura Autumn Sverge, University of Alberta
Boundaries Crossing Between Vocational Education and Science Laboratories: How Well Are Students Prepared? Arthur Bakker, Utrecht University; Sanne Akkerman, Utrecht University; Monika Wijers, Utrecht University; Koeno Gravemeijer, Eindhoven School of Education

Division and SIG Roundtables

27.080. Roundtable Session 8: Roundtable Session Colorado Convention Center, Lower Level, Korbel Ballroom 2 8:15 am to 9:45 am
27.080-1. Addressing Disparities in Practice Through Education. Division I - Education in the Professions; Roundtable Session
Chair: Bryan Joseph Cook, American Council on Education
Participants: Considering Access Disparities: The National Dental Pipeline Program and Students’ Cultural Sensitivity, Social Consciousness, and Underserved Population Orientation. Brie Frances Oksouj, American Dental Education Association; Eugene L. Anderson, American Dental Education Association
Factors Related to Minority Graduate Enrollment in STEM Fields: An Institutional-Level Analysis. Amanda Ostreko, The University of Kansas
Eliminating Health-Care Disparities: The Role of Nurse Educators. Kenya Beard, Adelphi College School of Nursing; Richard Joseph Walter, Dowling College

27.080-2. Creative Self-Study Research in a Changing World. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Chair: Jason K. Ritter, Duquesne University
Participants: Shifting Epistemologies: Changing Research Roles in an Alternative Educational Context. Angela E. Arndt, University of Cincinnati; Catherine V. Maltbie, University of Cincinnati; Karen C. Davis, University of Cincinnati
Using the Theater of the Oppressed for Self-Reflection in Science Methods Classes: Lessons Learned. Hedy Moscovi, California State University - Dominguez Hills
Elbow to Elbow: Co-Teaching in a Singular World. Jenny C. Wilson; Jackie Ferguson, Texas A&M University
Learning From Self-Study: Teacher Research in Early Childhood Education in South Korea. Minu Kim, San Francisco State University

27.080-3. Current Issues in Cooperative Learning. SIG- Cooperative Learning: Theory, Research and Practice; Roundtable Session
Chair: Laurie Stevahn, Seattle University
Participants: Revolution and Digital Rites of Passage: Identity Construction, Engagement, Positive Interdependence, and Video Games. Brock R. Dubbels, University of Minnesota
Undergraduate Hispanic Student Response to Cooperative Learning. Bobbette M. Morgan, University of Texas - Brownsville; Graciela P. Rosenberg, University of Texas - Brownsville; Ruth A. Keitz, University of Texas - Brownsville
Using CLAD in the Law Classroom: Comparing Cooperative Learning and Traditional Methods of Instruction. Frank Fetch, University of Cincinnati

27.080-4. Digital Identities. Division G - Social Context of Education; Roundtable Session
Chair: Pilar Lacsas, University of Alcalá
Theoretical Moves Pointing to Learning as Mediated by Nodal Ecologies: Findings From a Game-Design Study. Robert J. Torres, New York University
“Your Profile Is 35% Complete”: Identity and Learning in a Socially Networked World. Julia Davies, The University of Sheffield; Guy Merchant, Sheffield Hallam University

27.080-5. Discourse, Social Practice, and Digital Technologies. Division G - Social Context of Education; Roundtable Session
Chair: Jayne C. Lammers, Arizona State University
Participants: The Home as a Technological Learning Environment: Children’s Early Encounters With Digital Technologies. Joanna McPike, University of Strathclyde
The Language of Access on College and University Web Sites. Kem Saichae, University of Iowa
Identities Under Construction: Adolescents’ Negotiation of Web-Based Literacies as Social Practice. Donna E. Alvermann, University of Georgia; James Marshall, University of Georgia; Andrew P. Huddleston, University of Georgia; Jairus R. Joaquín, University of Georgia

27.080-6. Examining Teacher Actions and Influence. Division G - Social Context of Education; Roundtable Session
Chair: Amanda Howerton-Fox, Teachers College, Columbia University
Participants: Equity-Minded Educators (Net)Working for Change: Teachers’ Social Networks and the (Re)Capitalization of School-Community Relations. Lauren M. Anderson, Northwestern University
Interrogating the Faculty-College Relationship: The Work of Community College Teachers as Reflection of Institutional Mission. Syraj Syed, University of Florida
Investigating Teacher-Level and Student-Level Factors and NAEP Mathematics Test Performance by Indigenous Students. Chuan-Wei (Kevin) Huang, WestEd; Elise Trumbull; Zanette Johnson, Stanford University; Ursula M. Sexton, WestEd

27.080-7. Gender and Ethnicity in Education. Division G - Social Context of Education; Roundtable Session
Chair: Tracey Nicole Salak, Baylor University
“Multiple Identities, Multiple Voices”: Deconstructing Race, Class, and Gender in Book Clubs With Inner-City Adolescent Females of Color. Jody Nicole Polleck, Hunter College - CUNY
Teacher-Student Interactions in a Private School. Doris Kathy Melkonian, University of California - Los Angeles; Arda J. Melkonian, University of California - Los Angeles

27.080-8. Gendered Contexts of Educational Practice. Division G - Social Context of Education; Roundtable Session
Chair: Christopher Stapel, University of Kentucky
Participants: Attributional Gender Bias: How Teachers Explain Girls’ Versus Boys’ Math Performance. Penelope E. Espinoza, University of Texas - El Paso; Ana Areas Da Luz Fontes, University of Texas - El Paso; Clarissa J. Arms-Chavez, University of Texas - El Paso
Critical Collaborative Inquiries Into Heterosexism. Sara Lewis-Bernstein Young, University of Massachusetts
The “Glocal” Context of Educational Gender Equity Policies: A Cross-National Analysis. Seung-Hwan Ham, Michigan State University; Yun-Kyung Cha, Hanyang University, Seoul; Lynn W. Paine, Michigan State University

27.080-9. Interactions as Contexts for Communicative, Affective, and Academic Work: Classrooms and Schooling Spaces. Division G - Social Context of Education; Roundtable Session
Chair: Andre C. Richardson, Henderson State University
Participants: Examining Verbal Classroom Interactions Within Connected Mathematics Classrooms. Stephen J. Pape, University of Florida; Clare Valerie Bell, University of Missouri - Kansas City; Sharlyn K. Owens, Wikles Community College; Jonathan David Bostic, University of Florida; Karen E. Irving, The Ohio State University; Douglas Owens, The Ohio State University; Louis Abrahamson, Better Education Foundation; David Silver, University of California - Los Angeles
Language Learning at Recess: An Investigation of the Communicative Strategies of Elementary School Children Playing Four-Square. Stacy A. Marple, University of California - Berkeley
Theory and Methodology in the Study of Situated Emotions in the Classroom. Mabel Encinas Sanchez, Institute of Education - London

27.080-10. Learning and Professional Development in Multiple Contexts. Division G - Social Context of Education; Roundtable Session
Chair: Tirza Wilton White, Emory University
Participants: Continuing Professional Development in the Borderlands: More Than a Work-in-Progress. Randi S. Berlinger
27.080-11. Media-Mediated Opportunities. Division G - Social Context of Education; Roundtable Session
Chair: Vikki L. Montero, Sonoma State University
Participants: Identity Crisis: Merit Pay in the Public Eye. Peter Piazza, Boston College
Mothers’ Views of Resources That Foster Growth for Children With ASD. Laura Dreach Zenan, Southern Illinois University; Judy Ellen Doktor, Purdue University Calumet; Aynne Swanke, Southern Illinois University
Teacher Dissent Against Educational Policy in Virtual Spaces. Sarah M. Sitzlein, University of New Hampshire; Sarah Quinn, Noble High School

27.080-12. Opportunities of Learning for Adolescents and Adults: Person-Institutional Challenges. Division G - Social Context of Education; Roundtable Session
Chair: Jennifer Job, University of North Carolina - Chapel Hill
Participants: A Feminist Approach to Understanding ESL Identity Development: A Case Study of Korean Women in U.S. Universities. Soonsook Park, University of New Mexico
Exploring the Intersection of Motivation, Literacy, and Identity at an Urban Public Secondary School. Chantal Francois, Harvard University
The Web and the Spider: Reengaging Young Men of Color. Joni Marie Schwartz, Rutgers University; New York City College of Technology

27.080-13. Philosophical Issues in Education: How Far Have We Come in Our Thinking? Division G - Social Context of Education; Roundtable Session
Chair: Erin Atwood, University of Texas - Austin
Participants: Cosmopolitan Education and Ethical Progress: A Means to a Never-Ending End. Matthew J. Hayden, Teachers College, Columbia University
Has the Educational Field Transformed? A Content Analysis of Articles Published From 1975 to 2004. Crystal Gail Lunsford, Michigan State University; Dori Pymonen, Michigan State University
Lessons From the “Green Brief”: A Critical Race Historiography of Diversity and Affirmative Action From the U.S. Military. Maria C. Ledesma, University of California - Berkeley

27.080-14. Place, Space, and Network. Division G - Social Context of Education; Roundtable Session
Chair: Maria-Antonieta Avila, University of Texas - Austin
Participants: Transforming Identities, Communities, and Spaces: “What Could Have Been But Wasn’t”. Sara Jane Staley, University of Colorado - Boulder
An Examination of How Place Moderates the Relations Between School Factors and Postsecondary Education Attendance. Kristen K. Williams, Plymouth State University; Sharon E. Paulson, Ball State University
The Use of Social Network Statistics in Understanding Educational Outcomes. Benjamin W. Domingue, University of Colorado - Boulder; Jason Boardman, University of Colorado - Boulder
Exploring Children’s Perceptions of Physical Activity Patterns in Schools and Local Communities. Bryan Shao-Chang Wee, University of Colorado - Denver; Peter Anthamatten, University of Colorado - Denver

Chair: Douglas Stewart Edwards, University of Houston
Participants: Investigating Educational Policy Through Ethnography. Mary Antony Bair, Grand Valley State University; David E. Bair, Grand Valley State University
What if Principals Were Elected by Teachers, Students, and Community Members? Participatory Democracy and School Elections in Brazil. Louise B. Jennings, Colorado State University; Gylton Brandao Da Matta, University of South Carolina

27.080-16. Race and Identity. Division G - Social Context of Education; Roundtable Session
Chair: Rita Catherine Tracy, University of Colorado - Boulder
Participants: Emotions and the Complex Interplay Between Race and Ethnicity: Learnings From a Case Study at a Multicultural School in a Conflict-Ridden Society. Michalinos Zembylas, Open University, Cyprus
Racial Grammar: English Teachers’ Racial Literacy Knowledge and Practice. Allison Skerrett, University of Texas - Austin
The Racial Identity Development of Transracial and Transnational Adoptees. Sabine Anya Anumma, University of Colorado - Boulder
They Know My Struggle: Racialization and the Ethnic Dynamics of the School: An Exploration of Teenagers’ Social Networks and Attitudes. Maria Papapolydorou, Institute of Education - London

27.080-17. Reforms, Work, and Community. Division G - Social Context of Education; Roundtable Session
Chair: Nuno Arajo, University of Coimbra
Participants: To School or to Work? The Policy on Street Children and Its Impact on Working Schoolchildren in Indonesia. Sophie Dewanyan, University of Illinois - Urbana-Champaign
What Matters Around Here: When State Reform Encounters a Remote Community. Angela Marie Kirby, Spring Arbor University; Philip A. Cusick, Michigan State University
Young People’s Management of the Transition From Education to Employment in the Knowledge-Based Sector in Shanghai. Qi Wang, Shanghai Jiao Tong University; John Anthony Lowe, University of Bath

27.080-18. Rethinking Identity: Situated Perspectives. Division G - Social Context of Education; Roundtable Session
Chair: Ana Gil-Garcia, Northeastern Illinois University
Participants: Children’s Views of Child Involvement in Family Household Work in Two Communities Near Guadalajara, Mexico. Andrew Dee Coppens, University of California - Santa Cruz; Lucia Alcala, University of California - Santa Cruz; Rebeca Mejia Arauz, IESO University, Guadalajara; Barbara Rogoff, University of California - Santa Cruz
It’s in the Meaning: Refining the Concept of Academic Identity. Sarah Wischnia, Stanford University; Nalath Saad Nazir, University of California - Berkeley; Bronwen Clare Lamay, Stanford University; Kathleen Oconnor, Stanford University; Shayna Sullivan, Stanford University
Strategic Identities: University Students Learning In Local Contexts. Aimee Cheree Mapes, Duke University

27.080-19. School Outreach. Division G - Social Context of Education; Roundtable Session
Chair: Andrea L. Tyler, Miami University of Ohio
Participants: Misconceptions and Differing Expectations: Evaluating the Effectiveness of Parent-Teacher Conferences With Immigrant Parents. Jason Wendell Arduer, University of Iowa; Elizabeth Willmore, University of Iowa; Carolyn A. Colvin, University of Iowa
“Practicum Learning Beyond the Comfort Zone”: Undergraduate Home Visits. Virginia L. Gordon, University of California - San Diego; Deborah Downing Wilson, University of California - San Diego; Eduardo Santana, University of California - San Diego
University and High School Partnership in the Los Angeles Community. Terry Kyle Flenneagh, University of California - Los Angeles; Neshemah Keetin, University of California - Los Angeles; Cynthia Pineda Scott, University of California - Los Angeles; Jodi Tanstall, University of California - Los Angeles; Mei Malone, University of California - Los Angeles

27.080-20. Teachers and Teaching: Making Tough Decisions About Media Use. SIG-Media, Culture, and Curriculum; Roundtable Session
Chair: Laura B. Turchi, Arizona State University
Participants: Friend or Foe: Facebook and Student Teachers. Cathy C. Leogrande, Le Moyne College; Cynthia Choi, Le Moyne College
Dialogism and Becoming an Urban Teacher in HBO’s “The Wire.” Amelia M. Kraehe, University of Texas - Austin

A Study of In-Service Teacher Participation in Online Methods Courses With Different Mentoring Experiences. Barbara R. Signer, Saint John’s University; Margot Ely, New York University; Amanda Carrie McCluskey Prieto, City University New York

27.081. Roundtable Session 9; Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2
8:15 am to 9:45 am

27.081-1. Addressing the Micropolitical Imperative in Leadership Preparation: Context and Strategies. SIG-Learning and Teaching in Educational Leadership; Roundtable Session
Chair: Autumn K. Tooms, Kent State University
Participants:
The Neo-Bureaucratic Engineer and the Micropolitics of Effective School Leadership. Eugene T.W. Sanders, Cleveland Metropolitan School District; Judy-Jackson May, Bowling Green State University
Engaging Education Leadership Students in Micropolitical Simulations of School and Community Dynamics. Kathleen S. Brown, University of Missouri - St. Louis
And the Band Played on ... Almost. Ann M. Allen, The Ohio State University
Developing Micropolitical Competencies Through Issue Memos. Kathleen Topolka Jorissen, Western Carolina University

27.081-2. Application of Experimental and Quasi-Experimental Designs in Evaluations: Lessons Learned. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Judith A. Monsaas, University System of Georgia
Participants:
Comparison of Intent to Treat and the Treated Methodological Analyses and Outcomes Based on Two Years of a Randomized Control Study of Adolescent Reading of Inaccurate Youth. Racial Moore, The Ohio State University; Jing Zhu, The Ohio State University - Columbus; William Lowman, The Ohio State University; Wejija Ren, The Ohio State University; Joy Edington, The Ohio State University; Anthony Vander Horst, The Ohio State University
Do Supplemental Educational Services Raise Student Achievement? Educational Outcomes in a Large Urban District. Steven M. Ross, Johns Hopkins University; Marco A. Munoz, Jefferson County Public Schools - Kentucky; Lepira Neergaard, The University of Memphis
Identification of Comparison Schools: A Search for Equivalence. Rita O’Sullivan, University of North Carolina - Chapel Hill
Initial Results of the Iowa Project Lead the Way Evaluation. Tom Schenk, Iowa Department of Education; Frankie Santos Lauman, Iowa State University; David Rethwisch, University of Iowa; Soko S. Starobin, Iowa State University; Melissa J. Chapman, University of Iowa; Yi Zhang, Iowa State University

27.081-3. Evaluation Studies in Education: Methods Used and Challenges Encountered. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Shahpar Modarresi, Montgomery County Public Schools, Maryland
Participants:
Contexts and Institutionalization of Collaborative Data Use: Developing Evaluation Capacity in a TQE University-School Network. Edward McLain, The University of Alaska - Anchorage; Susan A. Tucker, E and D Associates; Patricia R. Chestro, The University of Alaska - Anchorage; Nancy J. Boxler, The University of Alaska
Disciplines Divided: Bridging the Gap Between Evaluation Practice and Measurement Principles. Jade A. Caines, University of California - Los Angeles; Larry D. Thomas II, University of California - Los Angeles; Cheri L. Hodson, University of California - Los Angeles; Denise Huang, University of California - Los Angeles; David Silver, University of California - Los Angeles
Evaluating Capacity Building in Education. Andrea D. Beesley, Mid-continent Research for Education and Learning; Susan Sheppy, Mid-continent Research for Education and Learning
Instructional and Program Effectiveness: From Data to Action. Nathan Balassabramanian, Centennial BOCES; Rodney Math, University of Colorado - Denver
An Experimental Design to Examine Achievement From Supplemental Educational Services: Findings and Implications. S. Marshall Perry, Dowling College

27.081-4. Evaluations of Professional Development Programs. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Eric Barel, Partners in School Innovation
Participants:
Evaluating the Effects of Faculty Study Groups on Collaboration and School Connectedness. Jill Hendrickson Lohmeier University of Massachusetts - Lowell
Identifying Critical Features and Impacts of a Laboratory Approach to Professional Development for Secondary Teachers. Carolyn A. Haug, University of Colorado - Denver; Deanna J. Sands, University of Colorado - Denver; Elliott Asp, Cherry Creek School District - CO
Understanding the Complexity of Collaboration: Evaluation of a University-District Partnership Teacher Education Program. Eliza J. Spang, WestEd; Melissa S. Kagle, WestEd
The Impact of an NSF Teacher Professional Development Program on Teacher Content Knowledge, Comfort Level Teaching, and Pedagogical Content Knowledge in Earth System Science. Sue Elizabeth Henderson, WestEd; Karen J. Graham, University of New Hampshire; Tanya Furman, The Pennsylvania State University; Dan Mello, WestEd; Candice Bocala, WestEd; Claire Morgan, WestEd

27.081-5. Findings From Mixed-Methods Evaluations. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Stephan (Steve) A. Henry, REASolutions
Participants:
Results From an Evaluation of the New Learning Ecology: 1:1 Learning Environments in Schools. Jennifer Corn, North Carolina State University; Elizabeth Halstead, North Carolina State University; Kevin M. Oliver, North Carolina State University; Jennifer Tingen, North Carolina State University; Ruchi Patel, North Carolina State University; Jessica D. Huff, North Carolina State University; Daniel Stanhope, North Carolina State University
The Impact of the Kalamazoo Promise on Teachers’ Expectations for Students. Jeffrey N. Jones, Western Michigan University; Gary J. Miron, Western Michigan University; Allison J. Kelaeher Young, Western Michigan University
Long-Term Impact of Reading First on Literacy Skills in Grades 3 and 4. A Longitudinal Analysis. Stephen Brand, University of Rhode Island; Anne Seitsinger, University of Rhode Island; Susan Trobst Brand; Amy L. Burns, University of Rhode Island

27.081-6. Hierarchical Linear Modeling Analysis of Student Growth Data and School Effects. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: James J. Dugan, Colorado State University
Participants:
Estimating School Effects on Student Growth Using a Multivariate, Multilevel Model. Min Sun, Michigan State University
Modeling a Multilevel Predictive Relationship of Educational Aspiration for High School Students. Ying Hong Jiang, Azusa Pacific University; Carol A. Lundberg, Azusa Pacific University; Jia Wang, University of California - Los Angeles; Jenny Yao, Azusa Pacific University
Evaluating the Effect of the LANGUAGE! Program on the Reading Achievement of Struggling Adolescent Readers. Courtney C. Zmach, American Institutes for Research; Marjorie Chinen, American Institutes for Research

27.081-7. Impact of Culture and Cultural Shifts on Learning Processes in Schools. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Thel Kocher
Participants:
Cultural Shifts and Schools. Boyd Lee Bradbury, Minnesota State University - Moorhead
Graduation Coaching: Why It’s Working in High-Need, Urban High Schools. Nancy VanKannel-Ray, MERC GEAR UP Learning Centers; Pamela J. Zeller, Western Michigan University; Warren E. Lucefield, Western Michigan University

Saturday Morning, May 1, 2010
Motivation, Cultural Values, Learning Processes, and Learning in Chinese Students. Li Ouyang, University of Missouri - Columbia; David A. Bergin, University of Missouri; Xinting Zhao, University of Missouri - Columbia

27.081-8. Innovative Use of ID in Technology-Based Environments. SIG-Design and Technology; Roundtable Session
Chair: Angela M. Gibson, American Public University
Participants:
Creativity in Videogame Programming as a Pedagogy. Ronah S. Harris, Teachers College; Eric Carson, Teachers College, Columbia University
Customization as a Way of Learner Control for Engagement: A Survey Study With World of Warcraft and City of Heroes/Villains Players. Selen Turkyay, Teachers College; Sonam Adnoff, Teachers College
Mobile Creativity: How Low-Income Youth Use Mobile Technology for Digital Content Creation. Ronah S. Harris, Teachers College

27.081-9. Learning From Youth Education Organizing. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
Chair: Mark R. Warren, Harvard University
Participants:
Deepening Our Understanding of Empowerment for Urban Youth of Color. Roseanne Macias, University of California - Santa Barbara
Practicing Praxis: Examining the “Pedagogy” and Student Outcomes of Youth Community-Based Activism. Jesse Moya, University of California - Los Angeles
Youth Reframing Education Reform in Chicago. Cristen Jenkins, University of Illinois - Chicago

27.081-10. Learning, Teaching and Schooling from Deweyan Perspectives. SIG-John Dewey Society; Roundtable Session
Chair: Craig A. Cunningham, National-Louis University
Participants:
Miseducative Experiences and the Nature of Learning to Teach: Revisiting Dewey’s Experience and Education. Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University
Preparing to Teach: An Ever-Present Process. Margaret A. Macintyre Latta, University of Nebraska - Lincoln
John Dewey’s Educational Philosophy on the Barnes Foundation’s Art Educational Experience Before Changing Locations. Carolyn Logue Berenato, Saint Joseph’s University

27.081-11. Measures of Student School Engagement. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Winona M. Burt, University of Houston - Clear Lake
Participants:
Measuring Student Engagement in Middle and High Schools. Bianca Elizabeth Montrose, SERVE Center; Wendy H. McColskey, University of North Carolina - Greensboro; Jane E. Melli
School Engagement and Classroom Goal Structure: A Four Year Longitudinal Study. Wei Wu, The University of Kansas
Using Structural Equation Modeling to Understand Student School Engagement. Emma Vazirabadi, University of Denver; Cynthia E. Hazel, University of Denver; Jennifer M. Albames, University of Denver

27.081-12. Scaling Up Mathematics Achievement Interventions. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Denise Chapman, University of Houston - Clear Lake
Participants:
Algebra I Performance in Year-Long Versus Semester-Long Courses. Bradley J. McMillen, Wake County Public Schools, NC
An Analysis of the Effectiveness of a Mathematics Remediation Program for a High-Stakes Graduation Assessment. Deanne Maree Galdston, University of Massachusetts - Lowell; Mark J. Fenster, Western Kentucky University
Reaching Proficiency: Reading and Mathematics Interventions for Students With Learning Disabilities and Mild Mental Disabilities. Michael Abell, University of Louisville; Eunjoo Jung, Syracuse University; Amy Lingo, University of Louisville

Chair: Samuel C. Stringfield, University of Louisville
Participants:
Educational Expansions: An Examination of Grades 3-8 Achievement Using a 4-Year Longitudinal Design. Mary E. Yakinowski, University of Connecticut; Scott W. Breen, University of Connecticut; Wei Xia, University of Connecticut; Rohini Sen, University of Connecticut; Marijke Keirhan, University of Connecticut
Pupil Learning Growth Study. Gang Lee, University of Texas - El Paso; Amanda Degraff, University of Texas - El Paso, Harmon M. Hosch, University of Texas - El Paso; Teresa Cortez, University of Texas - El Paso; David Ponevac, University of Texas - El Paso
Evaluating the Impact of Scottish Teachers on the Development of Effective Teacher Qualities. Edward M. Sosa, University of Aberdeen, United Kingdom; Peter Mika, University of Aberdeen, United Kingdom

27.081-14. Use of IRT to Investigate Test Design, Mixed Formats, Common Item Characteristics, Linking Procedures and Item Location. Division D - Measurement and Research Methodology; Roundtable Session
Chair: R. J. De Ayala, University of Nebraska
Participants:
A Random-Effect Rasch Model and a Random-Effect Response Time Model for Detecting Item Location Effect. Feiming Li, NBOME; Linjun Shen, National Board of Osteopathic Medical Examiners; Allan S. Cohen, University of Georgia
Item Response Theory Linking Procedures for Tests With Multiple-Choice and Constructed-Response Items. Seok-Ho Kim, University of Georgia; Sukwoon Kim, Pusan National University
Item-Weighted Likelihood Method for Ability Estimation in Tests Composed of Both Dichotomous and Polytomous Items. Jinn Tao, Northeast Normal University; Nong-Zhong Shi, Northeast Normal University; Hua-Hua Chang, University of Illinois - Urbana-Champaign
Modeling Local Item Dependence in Science Assessments. Shudong Wang, Northwest Evaluation Association; Hong Jiao, University of Maryland

Division and SIG Posters

27.082. Poster Session 1; Poster Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3
8:15 am to 9:45 am

27.082-1. Brain, Neurosciences, and Education SIG Poster Session. SIG-Brain, Neurosciences, and Education; Poster Session
Poster:
1. How the Brain Performs Mental Calculations. Enrique Ortiz, University of Central Florida

Posters:
2. Clear Guiding Norms, Unclear Guidelines for Practice: Approaches to Postsecondary Advising in a “College for All” Era. Katherine Ranney, Northwestern University; Jennifer Lisa Stephan, Northwestern University; James E. Rosenbaum, Northwestern University
3. Factorial Invariance Across International Students of an Emotional Intelligence Scale. Chuang Wang, University of North Carolina - Charlotte; Do-Hong Kim, University of North Carolina - Charlotte; Kook-Man Ng, University of North Carolina - Charlotte
4. Grade Retention and Its Effects on Academic and Nonacademic Outcomes. Andrew J. Martin, University of Sydney
5. Improving Student Engagement Through Career-Relevant Instruction in the Core Curriculum. Dennis Ortner, University of North Carolina - Chapel Hill; Hinckley Jones-Sanpei, University of North Carolina - Chapel Hill;
27.082-5. Poster Session: Motivation and Cognitive Processes Related to Reasoning, Comprehension, and Conceptual Change. Division C - Learning and Instruction; Poster Session

Posters:

27. Argumentation, Critical Questions, and Integrative Strategies: Enhancing Young Adolescents’ Reasoning About Current Events. E. Michael Nussbaum, University of Nevada - Las Vegas; Ordene Edwards, University of Nevada - Las Vegas

28. Bayesian Approaches to Informal Argument: A Preliminary Analysis. E. Michael Nussbaum, University of Nevada - Las Vegas

29. Does Book Reading Matter and for Whom? Leisure Reading Habits and Reading Performance for Male and Female Undergraduates. Emily W. Fox, University of Maryland

30. Effects of Intrinsic and Extrinsic Motivators on Reading Retention in Montessori and Traditional Students. Amanda M. Mason, Illinois State University; Corinne L. Zimmerman, Illinois State University; Nicole L. Gilson, Illinois State University

31. Knowing and Caring: Situational Engagement Through Elaborative Processing to Promote Reading Comprehension. Rayne A. Sperling, The Pennsylvania State University; Crystal M. Ramsay, The Pennsylvania State University; Michele M. Dornisch, Long Island University

32. Narrative Comprehension in Preschool Television Programming: Is Interactivity Making a Difference? Kristin H. Javorsky, University of Nebraska - Lincoln

33. Self-Efficacy, Confidence in Prior Knowledge, and Conceptual Change. Jacqueline Rue Cordova, University of Nevada - Las Vegas; Gale M. Sinatra, University of Nevada - Las Vegas; Suzanne H. Broughton, University of Nevada - Las Vegas; Gita Taasoobshirazi, University of Nevada

34. Testing the Dissatisfaction Hypothesis During an Internet Search Task About HPV. Jonathan C. Hilpert, Indiana University/Purdue University at Fort Wayne; Sarah K. Brem, Arizona State University; Benjamin Eric Erlandson, Arizona State University

35. Using Parallel Reasoning to Enhance the Plausibility of a Causal Explanation That Challenges Sacred Beliefs. Brent Igo, Clemson University

36. SKLIP Development: An Investigation of Knowledge-Linking Perceptions of Late-Elementary Students. Yi-Lung Kuo, University of Iowa; Kathy L. Schuh, University of Iowa; Tanunya K. Knapp, University of Iowa

27.082-4. Investigating Instructional Methods. SIG-Special Education Research; Poster Session

Posters:

15. A Teacher-Articulated Accommodations Model. David Scanlon, Boston College


17. Assessing the Predictive Validity of Basic Early Literacy Skills on Literacy, Language, and Vocabulary Measures in Early Elementary School for English-Language Learners. Brenda D. Alvarez, University of California - Riverside; Luan Tran, University of California - Riverside; H. Lee Swanson, University of California - Riverside

18. From Goats to Gardens: Preparing Students With Developmental Disabilities in Rural Tanzania. Angela Stone-Macdonald, Indiana University; Gretchen D. Butera, Indiana University

19. How Can Special and General Education Teachers Collaborate to Effectively Teach Mathematics. Hae-Jin Lee, The Ohio State University - Lima; Leah Hernandez-Patnode, The Ohio State University - Lima

20. Impact of Text-to-Speech Software on Access to Print: A Longitudinal Study. Joan Hodapp, Area Education Agency 267; Cindy L. Ruchow, Area Education Agency 13; Soonhwa Seok, The University of Kansas


22. Student Teachers’ Beliefs and Attitudes Towards Inclusive Education and Practice. Nigel Beacham, University of Aberdeen; Martyn Rouse, University of Aberdeen; Lani Florian, University of Aberdeen

23. The Belief Systems and Instructional Practices of Special Education Teachers During Reading Instruction. Linda S. Hensel, Concordia University - Wisconsin

24. The Intended, Implemented, and Learned Curriculum in Inclusive Third Grade Mathematics Classrooms. Asha K. Jitendra, University of Minnesota; Cynthia C. Griffin, University of Florida; Yan Ping Xin, Purdue University

25. Transitioning From High School to College: An Early-College Experience for Students With Cognitive and Emotional Disabilities. Melissa J. Marks, University of Pittsburgh - Greensburg; Christine Fiorina, Westmoreland Intermediate Unit

26. Understanding How Students of Diverse Abilities Use Diagrams to Solve Mathematics Problems. Delinda Van Garderen, University of Missouri; Christa Jackson, University of Missouri; Amy Scheuermann, Minnesota State University - Mankato
Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
10:35 am to 12:05 pm
Chair:
Dor Abrahamson, University of California - Berkeley
Participants:
Ursula F. Wilensky, Northwestern University
Brent Davis, University of British Columbia
Discussant:
M. Jayne Fleener, Louisiana State University

28.012. From Katrina to Haiti: Educational Research and Short- and Long-Term Response to Disaster.
Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 4 AB
10:35 am to 12:05 pm
Chair:
Joyce E. King, Georgia State University
Participants:
Kristen L. Buras, Emory University
Annette M. Henry, University of Washington
Henry Levin, Teachers College, Columbia University
Pierre Joanis, Executive Director of Project Teach/Konbit Pwof, St. John’s Ravenscourt School

Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF
10:35 am to 12:05 pm
Chair:
Shirley Heath, Stanford University
Participants:
Shirley Malcom, American Association for the Advancement of Science
Patricia Kuhl, University of Washington
Andrew Meltzoff, University of Washington
Discussant:
Shirley Heath, Stanford University

AERA Sessions
28.014. Journal Talks - Session 1. AERA Sessions; Invited Roundtable
Colorado Convention Center, Lower Level, Four Seasons Ballroom 4
10:35 am to 12:05 pm
Participants:
1. Asia-Pacific Journal of Teacher Education, Jo-Anne Reid, Charles Sturt University; Kathryn Bown, Charles Sturt University
2. International Journal of Educational Development, Qing Gu, University of Nottingham; Ann Corney, University of Nottingham
3. Journal of Early Childhood Literacy, Dominic J. Brewer, University of Southern California
4. Educational Evaluation and Policy Analysis (EEPA), Guy Merchant, Sheffield Hallam University
5. American Educational Research Journal - Social and Institutional Analysis, Lois Weis, University at Buffalo - SUNY; Jaeyung Lee, University at Buffalo - SUNY; Heather Jenkins, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY
6. Review of Educational Research, Gaea Leinhardt, University of Pittsburgh
7. Current Issues in Education, Sarah K. Brem, Arizona State University; Jeffrey Ivan Johnson, Arizona State University; Katy Elizabeth Hirsich, Arizona State University; Yun Teng, Arizona State University
8. Middle Grades Research Journal, Vicki L. Schmitt, The University of Alabama; David L. Hough, Missouri State University
9. Journal of Educational and Behavioral Statistics, Matthew Johnson, Teachers College, Columbia University; Sandip Sinharay, ETS
10. Equity and Excellence in Education, Muriel H. Adams, University of Massachusetts - Amherst
11. School Leadership and Management, Christopher James Chapman, University of Manchester
13. Review of Research in Education, Kathryn M. Borman, University of South Florida; Arnold B. Danzig, Arizona State University; David R. Garcia, Arizona State University
15. Journal of Transformative Education, John M. Dirks, Michigan State University
16. Educational and Psychological Measurement, Xiaoyi Fan, University of Virginia; Robin K. Henson, University of North Texas
17. Taboo: The Journal of Culture and Education, Shirley R. Steinberg, McGill University; Andrew Churchill, McGill University; Giuliana Cucinelli, McGill University
18. International Journal of Lifelong Education, John Holford, University of Nottingham
19. Gender and Education, Debbie Epstein, Cardiff University; Emma Renold, Cardiff University

International Organization Sessions
28.015. Open Forum: Challenges and Opportunities for IES Reauthorization - Cosponsored with the AERA Task Force on IES Reauthorization. AERA Sessions; Invited Session
Colorado Convention Center, Street Level, Room 203
10:35 am to 12:05 pm
Chair:
Kenji Hakuta, Stanford University
Participant:
Gerald Sroufe, American Educational Research Association

Division Sessions
Sheraton, Plaza Concourse Level, Governor’s Squares 12
10:35 am to 12:05 pm
Chair:
RoSusan D. Bartee, The University of Mississippi
Participants:
Richard C. Hunter, University of Illinois
Reginald L. Green, The University of Memphis
Arlene C. Ackerman, The School District of Philadelphia
Mary Chesley, Cherry Creek School District - CO
Discussant:
Ana Tilton, Denver Public Schools

Sheraton, Plaza Concourse Level, Governor’s Squares 11
10:35 am to 12:05 pm
Chair:
Elizabeth T. Murakami-Ramalho, University of Texas - San Antonio
Participants:
Carlos Raphael McCray, Georgia State University
Alex J. Bowers, University of Texas - San Antonio
Rosemary Papa, Northern Arizona University
Mariela Aime Rodriguez, University of Texas - San Antonio
Encarnacion Garza, University of Texas - San Antonio
Division B - Curriculum Studies cosponsored with SIG-Critical Issues in Curriculum and Cultural Studies and SIG-Ecological and Environmental Education, SIG-Postcolonial Studies and Education; Symposium Colorado Convention Center, Street Level, Room 112
10:35 am to 12:05 pm
Chair: Jose R. Rosario, Indiana University - Indianapolis
Discussant: Jose R. Rosario, Indiana University - Indianapolis

28.020. Exploring the Interrelationships of Knowledge Change: Testing the Cognitive Reconstruction of Knowledge Model. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 108
10:35 am to 12:05 pm
Chair: Suzanne H. Broughton, University of Nevada - Las Vegas
Participants: Learner and Text Factors During Reading: Evidence From Eye Movements. Panayioti Kendeou, Neopolius University Pafos; Sandra Fulton Behrens, McGill University From Covert Processes to Overt Outcomes of Conceptual Change: Eye Movements Can Reveal the Link. Lucia Mason, University of Padua, Italy; Nicola Ariasi, University of Padova Charting the Course of Conceptual Change and Its Influence on Self-Efficacy. Meghan Margaret Parkinson, University of Maryland, Heather Rogers Haverback, Towson University; Daniel Dinsmore, University of Maryland Applying the Cognitive Reconstruction of Knowledge Model to Promote Conceptual Change of Preservice Teachers’ Misconceptions of Probabilistic Reasoning. Louis S. Nadelson, Boise State University The Role of Problem-Based Learning in Fostering High Engagement in the Conceptual Change Process. Sofie Loyens, Erasmus University Rotterdam, Netherlands; Nathalie Bogaarts, Erasmus University Rotterdam - Hogeschool Rotterdam; Lydia Schaap, Erasmus University Rotterdam, Netherlands
Discussant: Gale M. Sinatra, University of Nevada - Las Vegas

28.021. Thinking and Doing Approach for Language Development: Teaching ELD Through Science. Division C - Learning and Instruction; Demonstration/Performance Colorado Convention Center, Street Level, Room 201
10:35 am to 12:05 pm
Chair: Eugenia Ruiz Mora-Flores, University of Southern California
Participant: Thinking and Doing Approach for Language Development: Teaching ELD Through Science. Dolores Beltran, California State University - Los Angeles; Lilia E. Sarmiento, University of Southern California; Eugenia Ruiz Mora-Flores, University of Southern California; Leena S. Furtado, California State University - Dominguez Hills

10:35 am to 12:05 pm
Chair: Patrick Mjl Onghena, Catholic University of Leuven
Participants:
1. A Methodological Review of Single-Case Meta-Analyses. Jennie L. Farmer; University of South Florida; Corina Marie Owens, University of South Florida; John M. Ferron, University of South Florida; David Allsopp, University of South Florida
2. The Correspondence Among Alternative Approaches to Summarizing Effects in Single-Case Studies. Corina Marie Owens, University of South Florida; Jennie L. Farmer; University of South Florida; John M. Ferron, University of South Florida; David Allsopp, University of South Florida
5. Modeling Within-Study Dependence in Multiple-Baseline Designs Meta-Analysis. Susan Natasha Beretas, University of Texas - Austin; Hyewon Chung, University of Texas - Austin
6. Multilevel Models for Combining Single-Case Data: A Monte Carlo Examination of Treatment Effect Estimates and Inferences. John M. Ferron, University of South Florida; Corina Marie Owens, University of South Florida; Bethany A. Bell, University of South Carolina
8. Mixed-Methods Integration of Single-Case Designs and Case-Study Research. Mieke Huyvaert, Catholic University of Leuven; Sofie Kuppens, Catholic University of Leuven; Bea Maes, Catholic University of Leuven; Patrick Mjl Onghena, Catholic University of Leuven
9. Are There Enough Pieces to Unravel the Puzzle? Methods to Determine Sufficiency in Single-Case Research Synthesis. Sofie Kuppens, Catholic University of Leuven; Patrick Mjl Onghena, Catholic University of Leuven
Discussant: David C. Howell, The University of Vermont

28.023. Teachers’ Views of Social Justice and Their Role in Promoting Student Development: Interdisciplinary Perspectives. Division E - Counseling and Human Development; Symposium Colorado Convention Center, Street Level, Room 708
10:35 am to 12:05 pm
Chair: Dwight R. Boyd, OISE/University of Toronto
Participants: Philosophical Perspectives on the Need for Particular Studies of Teachers’ Understandings of Social Justice. Dwight R. Boyd, OISE/University of Toronto Teachers’ Preconceptions of Social Justice: Findings of an Empirical Study. Mary Louise Arnold, OISE/University of Toronto; Dwight R. Boyd, OISE/University of Toronto Good Teaching and Teaching the Good: Teachers’ Conceptions of Value Change in Their Students. Fritz Oser, University of Fribourg
Discussant: Clark Power, University of Notre Dame

28.024. Developing Family-School Social Capital in Latino Communities: First-Year Results From a Mixed-Methods Study. Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 208
10:35 am to 12:05 pm
Chair: Lynn McDonald, Middlesex University
28.025. Ecologies of Inclusion Policy and Advocacy: Local and Global Perspectives. Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 707 10:35 am to 12:05 pm Chair: Beth Blue Swadener, Arizona State University Participants: Aysegul Ciyer, Arizona State University Maggie Bartlett, Arizona State University Lacey Elizabeth Peters, Arizona State University Ronni Jeanne Okraski, Arizona State University Discussant: Kagendo Matua, The University of Alabama


28.029. Youth Changing Education: Navigating the Challenges and Creating Opportunities. Division G - Social Context of Education; Invited Session Colorado Convention Center, Street Level, Room 705 10:35 am to 12:05 pm Chair: Benji Chang, University of California - Los Angeles Participant: Brian Barbaugh, Project VOYCE Discussants: Kris Gutierrez, University of California - Los Angeles Jabari Mahiri, University of California - Berkeley


28.032. What Good Are Growth Models? Recent Developments in Research and Use of Growth Model Data in School Accountability. Division H - Research, Evaluation and Assessment in Schools; Symposium Sheraton, Plaza Concourse Level, Plaza Ballroom E 10:35 am to 12:05 pm Chair: Rolf K. Blank, Council of Chief State School Officers
Participants: Overview of Growth Models Across 50 States. Lauren Stillman, Council of Chief State School Officers
Comparison of Texas Schools Meeting Status Targets With Those Meeting Growth Targets. Kimberly J. O’Malley, Pearson
Use of Growth Models for Multiple Purposes Within a State: Colorado. Alyssa Pearson, Colorado Department of Education; William Bonk, Colorado Department of Education
Use of a Growth Model at the District Level. William P. Au, Education Measurement Consulting
Innovative Uses of Growth Models. Pete G. Goldschmidt, California State University - Northridge
Discussant: Rolf K. Blank, Council of Chief State School Officers

28.033. Recent Developments in Instructional Design and Assessment in Medical Education. Division I - Education in the Professions; Symposium Colorado Convention Center, Street Level, Room 710
10:35 am to 12:05 pm
Chair: Remy M. Rikers, Erasmus University Rotterdam, Netherlands
Participants:
The Effect of Worked Examples on ECG Interpretation. Kees van den Berge, Erasmus Medical Center Rotterdam; Remy M. Rikers, Erasmus University Rotterdam, Netherlands; Silvia Mamede, Erasmus University Rotterdam; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands; Jan van Saase, Erasmus Medical Center Rotterdam
Example-Based Learning in Medical Education: Effects of Model Expertise in Relation to Student Expertise. Paul Boekhout, Open University of The Netherlands/Maastricht University; Tamara Van Gog, Erasmus University Rotterdam; Margaretha W. J. Van De Wiel, Maastricht University; Dorien Gerarde-Last, Zuyd University of Applied Sciences; Jacques Geraets, Zuyd University of Applied Sciences
“Think Before You Act!” The Deliberation Without Attention Effect in Medicine. Silvia Mamede, Erasmus University Rotterdam; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands
Assessing Medical Students’ Empathy and Attitudes Toward Patient-Centered Care With an Existing Clinical Performance Exam. Paul F. Winners, University of California - Los Angeles; Margaret Stuber, University of California - Los Angeles
Discussants: Fred Paas, Open University of the Netherlands/Erasmus University Rotterdam

28.034. Fund-Raising in a Time of Economic Downturn: Theory, Practice, and Implications. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 105
10:35 am to 12:05 pm
Chair: Marybeth Gasman, University of Pennsylvania
Participants:
School Urbanicity and Financial Generosity: Predicting the Effect of Neighborhood Context on Donative Behavior During an Economic Downturn. Michael A Gottfried, University of Pennsylvania
Corporate Giving to Education During Economic Downturns: The Nuances of Prediction. Justin W. van Fleet, University of Maryland - College Park
Fund-Raising During an Economic Downturn Within the Historically Black College and University Environment. Nelson Bowman, III, Prairie View A&M University
Discussant: Noah Daniel Drezner, University of Maryland - College Park

28.035. Is It Better to Be a Big Frog in a Small Pond? Recent Empirical Investigations of the “Mismatch Hypothesis.” Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 103
10:35 am to 12:05 pm
Chair: Sylvia Hurtado, University of California - Los Angeles
Participants:
Increasing Faculty Diversity: How Institutions Matter to the Ph.D. Aspirations of Undergraduate Students. Linda T. DeAngelo, University of California - Los Angeles
The Effect of Institutional Selectivity on Graduate-Degree Aspirations for Underrepresented Minority STEM Majors: A Propensity Score Matching Analysis. Lindsey Malcom, University of California - Riverside
Retaining First-Year Students in STEM: The Contradictory Role of Institutional Status. Mitchell J. Chang, University of California - Los Angeles
Quality Matters: Assessing the Impact of Attending More Selective Institutions on College Completion Rates for Minorities. Tatiana Melguzio, University of Southern California
Discussant: Sylvia Hurtado, University of California - Los Angeles

10:35 am to 12:05 pm
Chair: Andrew D. Gitlin, University of Georgia
Participants:
Developing a Pedagogy for Social Justice Through University Supervision. Brandon M. Butler, University of Georgia
Dialogic Supervision: A Pedagogy for Democratic Deliberation. Alexander Cuenca, University of Georgia
Becoming a University Supervisor: Reflections on the Processes of Developing Practice. Charles Eifer, University of Georgia
Becoming Assessor, Provider, and Promoter: Creating Influential University Supervisor Practice. Joseph Randolph Nichols, University of Georgia
Where’s the Equity? Maud Schmeichel, University of Georgia
Discussant: Gary Gary Knowles, OISE/University of Toronto

28.037. Co-Teaching: Negotiating the Experience From Multiple Perspectives. Division K - Teaching and Teacher Education, Symposium Colorado Convention Center, Street Level, Room 704
10:35 am to 12:05 pm
Chairs: Jenny C. Wilson Jackie Ferguson, Texas A&M University
Participants:
Marilyn Kaff, Kansas State University
Nancy L. Bucharch, St. Cloud State University
Teresa W. Heck, St. Cloud State University
Kathryn R. Dahlberg, St. Cloud State University
Laura M. Frey, Central Michigan University
Wendy L. Gardner, National-Louis University
Jenny C. Wilson Jackie Ferguson, Texas A&M University

28.038. Developing Professional Vision: Learning to Notice in Complex Classroom Settings. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 601
10:35 am to 12:05 pm
Chair: Alicia C. Alonzo, Michigan State University
Participants:
How Teachers “Notice” Teaching in Videos: An Experimental Approach to the Domain Specificity of Professional Vision. Tina Seidel, Friedrich Schiller University Jena; Geraldine Andrea Blomberg, University Jena, Germany; Kathleen Stuermer; University Jena, Germany
Using “Noticing” to Select Video Clips for Beginning-Teacher Professional Development. Alicia C. Alonzo, Michigan State University
Designing a Video-Based Course to Scaffold Preservice Mathematics Teachers’ Noticing of Teaching. Elizabeth A. Van Es, University of California - Irvine; Laurie E. Hansen, University of California - Irvine
Discussant: Hilda Borko, Stanford University
28.039. Schools and Teacher Learning in England: A State-of-the-Nation Research Study, Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 603
10:35 am to 12:05 pm
Chair: Viviane M. Robinson, University of Auckland
Participants:
- A Conceptual Model of Effective Teacher Learning. V. Darleen Opfer, University of Cambridge
- Teacher Learning Profiles of Different Types of Teachers. David G. Pedder, University of Cambridge
- Testing a Model of Effective Teacher Learning. Zsolt Laviczka, University of Cambridge
Discussant: Viviane M. Robinson, University of Auckland

28.040. Studying Classroom Practices in Mathematics and Science Classrooms. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 605
10:35 am to 12:05 pm
Chair: Corey Drake, Iowa State University
Participants:
- Bridging the Language Gap: Exploring Science Teachers’ Dual Role as Teachers of Content and English Literacy. Suzanne C. Arnold, University of Colorado - Denver
- Elementary Mathematics and Science Teachers Confronting the Challenges of Data-Based Decision Making. Kelli R. Thomas, The University of Kansas
- Power Dynamics and Questioning in Elementary Science Classrooms. Kathryn F. Cochran, University of Northern Colorado; Lori A. Reinsvold, University of Northern Colorado
- Teacher Practices That Support Student Participation in Mathematics Conversations: Influences on Student Achievement. Norren M. Webb, University of California - Los Angeles; Megan L. Franke, University of California - Los Angeles; Angela Grace Chan, University of California - Los Angeles
Discussant: Geoffrey C. Phelps, University of Michigan

28.041. Division L Vice Presidential Address - Prospects for Educational Policy and Research. Division L - Educational Policy and Politics; Invited Session Sheraton, Plaza Concourse Level, Governor’s Square 10
10:35 am to 12:05 pm
Chair: William A. Firestone, Rutgers University
Participant: Prospects for Educational Policy and Research. Mark Berends, University of Notre Dame

SIG Sessions

28.042. Building Bridges to Postsecondary Education for Low-Skill Adults: Findings From Recent Research on Promising Practices. SIG-Adult Literacy and Adult Education; Symposium Colorado Convention Center, Street Level, Room 702
10:35 am to 12:05 pm
Chair: Davis Jenkins, Teachers College, Columbia University
Participants:
- Transition to Postsecondary Education: What Do We Know About What Works? Michelle Tölbert, MRB Associates
- Difference-in-Differences Analysis of the Educational Outcomes of the Washington I-BEST Program. Davis Jenkins, Teachers College, Columbia University; Sang-Woo Cho, Community College Research Center
- Breaking Through: A Study of Pathways, High Leverage Strategies, and Student Outcomes. Elisabeth Barnett, Teachers College, Columbia University; Debra D. Bragg, University of Illinois - Urbana-Champaign
- Building Bridges, Increasing Opportunities: Initial Results of Illinois’ Shifting Gears Initiative for Low-Skill Adults. Debra D. Bragg, University of Illinois - Urbana-Champaign

28.043. Advanced Technologies for Learning and Assessment. SIG-Advanced Technologies for Learning; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 9
10:35 am to 12:05 pm
Chair: Jody S. Underwood, Pragmatic Solutions
Participants:
- Ubiquitous Data Collection in the Science Classroom and Its Application to Analysis of Student Learning. Eric M. Eslinger, University of Delaware
- Examining Interaction in 3D VLE: A Case Study of an Analytic Approach. James M. Laffey, University of Missouri; Matthew Schmidt, University of Missouri - Columbia; Holly R. Henry, University of Missouri - Columbia; Xianhui Wang, University of Missouri; Janine Stichter, University of Missouri
Discussant: Robert D. Sherwood, Indiana University

28.044. Examining K-16 Private Education. SIG-Associates for Research on Private Education; Paper Session Colorado Convention Center, Street Level, Room 403
10:35 am to 12:05 pm
Chair: Anthony J. Dosen, DePaul University
Participants:
- Music Education in Private Schools: Can We Save It? Stephen J. Denig, Niagara University; Vince Joseph Rinaldo, Niagara University; Susan See, Niagara University; Thomas J. Sheeran, Niagara University; Robert Michael Smith, Niagara University
- Growth of Private Universities in Sub-Saharan Africa. Kingsley Banya, Florida International University
- The Impact of Institutional Size on Faculty Satisfaction at Private Colleges. Gary L. Railsback, Point Loma Nazarene University; James A. Swezy, Regent University
Discussant: Ronald J. Nazi, University of Notre Dame

28.045. A Systematic Approach to Educational Neuroscience: Research Within the London-Based CEN. SIG-Brain, Neurosciences, and Education; Symposium Colorado Convention Center, Street Level, Room 102
10:35 am to 12:05 pm
Chair: Andrew Kenneth Tolmie, Institute of Education - London
Participants:
- The Neuroscience of the Callous-Unemotional Subtype of Conduct Problems: Implications for Intervention and Education. Alice Jones, University College London; Esi Viding, University College London
- Sensitive Periods in Brain Development: Implications for Educational Policy. Michael Thomas, Birkbeck College London
Discussant: Sashank Varna Varna, University of Minnesota

28.046. Choice of Service: Research-Focused Universities and Their Affiliated Charter Schools. SIG-Charter School Research and Evaluation; Symposium Sheraton, Plaza Concourse Level, Plaza Court 3
10:35 am to 12:05 pm
Chair: Eugene E. Garcia, Arizona State University
Participants:
- Engaged Scholarship: Case Study of a University Partnership With an Urban
Secondary Charter School, Frank C. Worrall, University of California - Berkeley; P. David Pearson, University of California - Berkeley; Rhona S. Weinstein, University of California - Berkeley

Creating Education Field Stations: A Remedy and a Model for Diversity and Access in Higher Education. Hugh Mehan, University of California - San Diego

Not Just Another Lab School: University-Charter School Partnerships. Eugene E. García, Arizona State University; Mehmed Dali Ozturk, Arizona State University; Debra Gomez, Arizona State University

Discussant: Priscilla Wohlstetter, University of Southern California

28.047. International Perspectives on Assessment and Assessment Research. SIG-Classroom Assessment cosponsored with Division D - Measurement and Research Methodology; Invited Session

Chair: Susan M. Brookhart, Duquesne University

Participants:
- Quality Classroom Assessment: The Important Role of Standards in Teacher Judgment Practice. Valentina Klenowski, Queensland University of Technology; Claire Wyatt-Smith, Griffith University
- Assessing Assessment: Teachers’ Self-Assessment of Personal Assessment Practice. Knut Steinar Engelsen, Stord/Haugesund University College; Kari Smith, University of Bergen
- New Zealand’s Approach to National Educational Monitoring. Jeffrey K. Smith, University of Otago, New Zealand; Lisa F. Smith, University of Otago, New Zealand
- Assessing and Reporting Against Literacy and Numeracy National Standards in New Zealand: Taking an Educationally Sound Approach. Alison Margaret Gilmore, University of Canterbury

Discussant: Nancy E. Barbour, Kent State University

28.048. Defining Classroom Management: Recurring Themes and New Conceptualizations. SIG-Classroom Management; Invited Session

Chair: Nancy K. Martin, University of Texas - San Antonio

Participants:
- Classroom Management: Affective Perspectives on Classroom Teaching. Mieke Brekelmans, Utrecht University; Tim Mainhard, Utrecht University; Theo Wubbels, Utrecht University
- Teacher Emotions and Classroom Management. Edmund T. Emmer, University of Texas - Austin
- Defining Classroom Management: More Than Just Discipline. Nancy K. Martin, University of Texas - San Antonio
- Classroom Management: Defined From a Temperament Framework. Sandee G. McCloy, New York University
- Classroom Management as Defined From a Participation-Centered Perspective. Nancy Jo Schafer, Georgia State University

Discussant: Walter Doyle, The University of Arizona


Chair: Joel H. Brown, San Diego State University

Participants:
- Counseling Services for International Students: Perceptions of Brazilian Students’ Experiences in American Universities. Marianne D’Emidio-Caston, Antioch University - Santa Barbara; Michele Zucolota, Antioch University
- Malia and Sasha Go to School: Lessons From Quaker Education. Kylea Asher, Indiana University
- Preservice Teachers’ Self-Efficacy Beliefs Revealed Through Digital Storytelling. Anita F. Zgambo, University of Georgia; Rui Hu, University of Georgia

Discussant: Geni Cowan, California State University - Sacramento

28.050. Youth and Researchers in and out of School: A Dialogue on Bridging the Gaps. SIG-Cultural Historical Research; Invited Session

Chair: Lois Holzman, East Side Institute for Group and Short Term Psychotherapy

Participants:
- Joanne C. Larson, University of Rochester
- Carolyn P. PANOSKI, Rhode Island College
- Annie Allen, University of Rochester
- Ben R. Kirdner, University of Colorado
- Judith L. Green, University of California - Santa Barbara
- Cynthia S. Onore, Montclair State University
- Bonny L. Gildin, An Starb Project
- Robert Halpern, Ericson Institute

28.051. Examining School Readiness in Early Childhood Education. SIG-Early Education and Child Development; Paper Session

Chair: Lucinda G. Heimer, Wheelock College

Participants:
- Early School Readiness and Achievement: The Role of Work-Related Skills. Karen Anthony, Vanderbilt University; Dale C. Farran, Vanderbilt University; Mark W. Lipsey, Vanderbilt University; Kerry Guess Hofer; Vanderbilt University; Carol Bilbrey, Vanderbilt University; Elizabeth A. Vorhaus, Vanderbilt University
- Constructing and Resisting the Development of a School Readiness Survey: The Power of Participatory Research. Tricia Giovaccolo Johnson, University of Wyoming; Michelle Buchanan, University of Wyoming
- Profiles of Peer Interactions and Their Relation to School Readiness in Head Start: Physical Aggression, Relational Aggression, and Prosocial Behavior. Ann-Marie Favia, American Institutes for Research; Christine R. Hughes, University of Miami; Shira Kolnik, University of Miami
- Untangling Readiness, Reform, and Risk. Christopher P. Brown, University of Texas - Austin

Discussant: Nancy E. Barbour, Kent State University


Chair: Eboni C. Howard, American Institutes for Research

Participants:

Understanding and Maintaining Quality State-Funded Preschool Programs in the Context of “Real-World” Change and Uncertainty. Eboni C. Howard, American Institutes for Research; Donna Spiker, SRI International; Christine Leow, Erikson Institute; Mario Snow, SRI International; Erika Gaylord, SRI International; Jessica Mannell, Erikson Institute


Discussants: Jana Lumley Martella, National Association of Early Childhood Specialists in State Departments of Education; Diane T. Slaughter, University of Pennsylvania

28.053. The Social Ecologies of Learning in Environmental Education. SIG-Ecological and Environmental Education; Paper Session
Colorado Convention Center, Street Level, Room 712
10:35 am to 12:05 pm

Chair: Heidi L. Ballard, University of California - Davis

Participants:
(Re)Conceptualizing Childhood Ecologies: Deconstructing the Child in Environmental Education Research. Joshua Russell, York University
Peer Interaction and Socialization: A Look at Young Children’s Relationships to Nature and Early Environmental Identity Formation. Megan Jane Salsberger, Virginia Polytechnic Institute and State University
Assembling the Bird(er): The Multiple Acts of Binding. Gavan P. L. Watson, York University

Discussant: Nicole M. Ardin, Stanford University

Colorado Convention Center, Street Level, Room 401
10:35 am to 12:05 pm

Chair: Warren Simmons, Brown University

Participants:
John Q. Easton, U.S. Department of Education
Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching

Discussant: Warren Simmons, Brown University

28.055. (Dis)Connections: What We Can Learn From Real Families in Schools. SIG-Family, School, Community Partnerships; Symposium
Colorado Convention Center, Street Level, Room 106
10:35 am to 12:05 pm

Chair: Tammy A. Turner-Vorbeck, Family Diversity Education Council

Participants:
“I Always Feel Like They Don’t Know Anything About Us”: Diverse Families Talk About Their Relations With School. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Margaret R. Hawkins, University of Wisconsin - Madison
Disarticulating Parent Involvement in Latina/o-Impacted Schools in the Midwest. Gerardo R. Lopez, Indiana University
Social Class, Culture, and “Good Parenting”: Voices of Low-SES Families. Guang Li, Michigan State University
The Interverbten Stories of Teachers, Families, and Children in Curriculum Making. D. Jean Clauthin, University of Alberta; Simmee Chung, University of Alberta

Discussant: Monica Miller Marsh, DeSales University

Colorado Convention Center, Street Level, Room 406
10:35 am to 12:05 pm

Chair: Anne McCrary Sullivan, National-Louis University

Participants:
The Surrogate, the Marionetteer, and Six Others: Dimensions of Role in Body-Centered Teaching. Sara K. Schneider, National-Louis University
Intersections of Teachers’ Life Stories: Awakening Spirit Toward Emancipatory Education. Luz Carine Bersh, National-Louis University
Multiple Ways of Knowing: Engaging the Spirit in Adult and Higher Education. Randee Lawrence, National-Louis University
Construction and Coconstruction of Knowledge in Teacher Education: Pushing Our Comfort Zones. Karen F. Tardrew, National-Louis University

Discussants: Maya Levanon, National-Louis University
Michelle L. Tichy, Saint Norbert College

28.057. Games, Simulations, and Pedagogical Agents. SIG-Instructional Technology; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 8
10:35 am to 12:05 pm

Chair: Andrew Frederick Barrett, Indiana University

Participants:
evaluation of Interactive Learning Modules to Reinforce Helping Skills in a Web-Based Interview Simulation Training Environment. Amy B. Adcock, Old Dominion University; Molly H. Doggau, Old Dominion University
Longitudinal Study on the Impact of Digital Game-Based Learning on Complex Problem-Solving Skill Acquisition: The Effect of Modeling as a Self-Regulation Scaffold. Deniz Eserlev, University of Oklahoma; Xian Ge, University of Oklahoma; Victor Law, University of Oklahoma; Bryan Yu Guo, University of Oklahoma; Dirk Jentzhaler, University of Freiburg; Raymond B. Miller, University of Oklahoma
Integrating Computational and Modeling Technology Using Squeak e-Toys and Problem-Based Learning Pedagogy to Infuse Information Technology Skills Into the Core STEM Curriculum. Mahnuee Moolam, University of North Carolina - Wilmington; Shelby Morge, University of North Carolina - Wilmington; Gene A. Tagliarini, University of North Carolina - Wilmington; Srihar Narayan, University of North Carolina - Wilmington
Voice Effects in Multimedia Learning: The Role of a Pedagogical Agent’s Appearance and Voice. Steffi Domagk, University of Erfurt; Helmut M. Niegemann, University of Erfurt

Discussant: Brian R. Belland, Utah State University

28.058. Creating Invitational Learning Environments in a Wide Variety of Diverse Contexts. SIG-Invitational Learning; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 4
10:35 am to 12:05 pm

Chair: Anna DiStefano, Fielding Graduate University

Participants:
In an Internet World: Student Self-Perceived Success and Invitational Theory. Thanh Truc Thi Nguyen, University of Hawaii - Manoa
Responsive Teaching: A Framework for Inviting Success With Students Who “Fly Below the Radar” in Middle School Classrooms. David B. Strahan, Western Carolina University; Mary Kate Snider, Western Carolina University
The Intentionality of Space and Place: Students and Teachers Building Authentic Community. Kay Fukuda, University of Hawaii - Manoa

Discussant: Jennifer L. Edwards, Fielding Graduate University

28.059. Rethinking Leadership Preparation by Leveraging Institutions and Partnerships to Scale and Build Community. SIG-Leadership; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 7
10:35 am to 12:05 pm

Chair: Mary Catherine Mattis, The Wallace Foundation

Participants:
The Discerning Customer Approach: How One District Is Reshaping Multiple Universities’ Preparation Programs. Margaret Terry Orr; Bank Street College of Education; Michelle LaPointe, REL-NEI at EDC
Starting From Scratch: Designing a District-Based Leadership Preparation Program From the Ground Up. Margaret Terry Orr; Bank Street College of Education; Jacob Easley II, Mercy College
Can One Plus One Equal One? How a University and an Urban School District Work Together to Prepare Education Leaders. Carolyn J. Riehl, Teachers College, Columbia University; Jacob Easley II, Mercy College
Extending the Path to the Principalship: One District’s Efforts to Build Leadership Capacity Through Post-Preparation Leadership Development. Margaret E. Barber, Lehigh University; Tricia Browne-Ferrigno, University of Kentucky
Successful Principal-Making Collaborations: From the Perspective of a University Partner. Tricia Browne-Ferrigno, University of Kentucky

Discussants: Mary Catherine Mattis, The Wallace Foundation
Beatriz Coja
28.060. The Transformation of Schools: Media Impact on Social Change, Teaching Practices, and Literacy. SIG-Media, Culture, and Curriculum cosponsored with Division B - Curriculum Studies; Paper Session Colorado Convention Center, Street Level, Room 107
10:35 am to 12:05 pm
Chair: Melda N. Yildiz, Lesley University
Participants: A Model for Reading in a Participatory Culture. Katie Anne Clinton, University of Southern California; Jenna McWilliams, Indiana University Juan Skipply: A Critical Detournement of a Latino Text for Children. Amy Hahn Senta, University of North Carolina - Chapel Hill Programming as Writing: Opportunities for Learning About Code and Composition. William Quinn Burke, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania
Discussant: Bradley J. Porfilio, Lewis University

28.061. When Are Games Good for Learning and Teaching? Examples and Explorations. SIG-Media, Culture, and Curriculum; Paper Session Colorado Convention Center, Street Level, Room 104
10:35 am to 12:05 pm
Chair: Sherryl B. Graves, Hunter College - CUNY
Participants: An Expanded Conception of Game Media Literacy. Elisabeth R. Hayes, Arizona State University; Idit Harel Caperton, World Wide Workshop Foundation The Gender Gap in Technology: Reexamining Gender Differences in Video Game Play. Karla Hamlen, Cleveland State University The Nirvana Effect: Tapping Rhythmic Video Games to Leverage Learning and Motivation. Kylie A. Pepples; Indiana University - Bloomington; Eric Lindsey; Indiana University; Michael Downton, Indiana University; Kenneth E. Hay, Indiana University After-School Online Program for Adolescent Boys Leveraging Online Games for Literacy. Elizabeth M. King, University of Wisconsin - Madison; Sarah N. M. Chu, University of Wisconsin - Madison; Constance A. Steinkehaeler, University of Wisconsin - Madison; David W. Simkins, University of Wisconsin - Madison; Estla Alagaz, University of Wisconsin - Madison; Yoonsin Oh, University of Wisconsin - Madison; Aysegul Bakar Corez; Bei Zhang, University of Wisconsin - Madison Learning Complexity in Site: Urban Middle Schoolers Show Understanding of Systems Thinking as a Result of Playing and Designing Games Within an Immersive Online Platform Called Gamestar Mechanic. Robert J. Torres, New York University
Discussant: Pilar Lacasa, University of Alcala

28.062. Mentoring At-Risk Secondary and College Students. SIG-Mentorship and Mentoring Practices; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 5
10:35 am to 12:05 pm
Chair: Laura T. Sanchez Fowler, Texas State University - San Marcos
Participants: Mentoring to Create a College-Going Culture for At-Risk Secondary-Level Students. Beth Bos, Texas State University; Rich Rudclife, Texas State University - San Marcos Preservice Teachers’ Connections of Pedagogical Knowledge to Mentoring At-Risk Adolescents: Lessons Learned. Rubén Garza, Texas State University - San Marcos; Martha N. Ovando, University of Texas The Informal Mentoring of Academically Underprepared Students. Alma P. Ramirez, Pepperdine University; Diana B. Hiat-Michael, Pepperdine University
Discussant: Horace R. Hall, DePaul University

28.063. Innovative Measurement of Civic, Ethical, and Historical Understanding: High School Students and Their Teachers’ Performances of Understanding. SIG-Moral Development and Education; Structured Poster Session Colorado Convention Center, Street Level, Room 607
10:35 am to 12:05 pm
Chair: Robert L. Selman, Harvard University
Participants: 1. “How Would You Explain What She Did?”: Adolescent Historical Understanding of Friendship and Betrayal During Intergroup Violence. Michelle Janette Bellino, Harvard University; Rosa Pulido, Companheiro University 2. Adolescents’ Choices and Justifications for Dealing With Social Exclusion: The Development and Application of a Coding and Scoring System. Andres Molano, Harvard University; Lauren Merkle, Harvard University 3. Assessing Antisemitism: A Coding Scheme for Analyzing Adolescents’ Self-Reported Changes in Intergroup Attitudes Within an Experimental Evaluation of the Facing History and Ourselves Program. Abbey Mann, Facing History and Ourselves; Dyanne Howard, Harvard University; Dennis Barr, Facing History and Ourselves; Seth Puckridge, Facing History and Ourselves 4. How Do Teachers Respond to Social Ostracism in the Classroom? Code Development in a Teacher Performance Measure. Ling Hsiao, Harvard University; Jenny Jacobs, Harvard University; Ethan A. Lowenstein, Eastern Michigan University; Sigrun Adalbjornardottir; University of Iceland
Discussants: Dennis Barr, Facing History and Ourselves Stephanie Margaret Jones, Harvard University Beth A. Boulay, Alt Associates Inc.

28.064. African American Males: Examining Their Experiences Throughout the Pipeline. SIG-Multicultural/Multietnic Education: Theory, Research, and Practice; Symposium Colorado Convention Center, Street Level, Room 604
10:35 am to 12:05 pm
Chair: James L. Moore, The Ohio State University
Discussant: James L. Moore, The Ohio State University

28.065. Academic Achievement and Learning for Life Due to Participation in Out-of-School Programs. SIG-Out-of-School Time; Paper Session Colorado Convention Center, Street Level, Room 101
10:35 am to 12:05 pm
Chair: Toka S. Fashola, Johns Hopkins University

28.066. Transdisciplinary Perspectives on Building Cultures of Peace. SIG-Peace Education; Symposium Colorado Convention Center, Street Level, Room 606
10:35 am to 12:05 pm
Chair: Elavie Nidura-Ouedraogo, George Mason University
Participants: Multicultural Peace Education: Empowering preschool Teachers. Edward J. Brintmeier, Colorado State University; Antonette Aragon, Colorado State University; Brian Yoder, Colorado State University Fostering Capabilities: The Practice of Peace and Social Justice in Contemporary
Art Education. Cindy Maguire, Adelphi University
Pianos for Peace: A Conversation. Pearl Hunt, University of British Columbia
“Can You Eat Peace?” Addressing Development Needs and Peace Education in Gujarat, India. Supriya Baily, George Mason University

Discussant: William M. Timpson, Colorado State University

28.067. Interest Groups in Education Policy, SIG-Politics of Education; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 2
10:35 am to 12:05 pm

Chair: Judith K. Mathers, Northwest Missouri State University
Participants:
African American Politics and Educational Policy: An Analysis of Electoral Structures, African American Representation, and Education Policy Outcomes. Bettie Ray Butler, Texas A&M University; Chance W. Lewis, Texas A&M University - College Station
Politics, Inequality, and State Priorities for Higher Education. Luciana Dar, University of California - Riverside
Surviving in Politics: Understanding Why Organizations Lobby When Victory Is Unlikely. Tamara Y. Young, North Carolina State University

Discussants: Catherine C. DiMartino, New York University
Hanne B. Mawhinney, University of Maryland - College Park

28.068. Improving Beyond Expectations: Empirical Reflections on Leadership and Change, SIG-School Effectiveness and School Improvement; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 16
10:35 am to 12:05 pm

Chair: Alma Harris, Institute of Education - London
Andrew Hargreaves, Boston College
Participants:
Leading Beyond Expectations: Objectivity or Adjectivity. Andrew Hargreaves, Boston College
Conflict, Competition, and Collaboration in Professional Learning Communities. Janet Goodall, University of Warwick; Alma Harris, Institute of Education - London
Intervention in Failing Schools. Alan Boyle, Leannta Education Associates; Michelle A. Reich, Boston College
The Ties That Bind: Sustainability Through Fellowship in Organizations. Performing Beyond Expectations. Alexander M. Gurn, Boston College; Lori Batista McEwen, Boston College; Corrie Stone-Johnson, Boston College

Discussant: Louise Stoll, Institute of Education - London

28.069. Understanding the Dynamics of the ELL Student Population and Their Academic Achievement Using NAEP Data, SIG-Second Language Research; Symposium
Colorado Convention Center, Street Level, Room 407
10:35 am to 12:05 pm

Chair: Cadelle Hemphill, American Institutes for Research
Participants:
Identifying English-Language Learners for NAEP and Large-Scale Assessments: Challenges and Considerations. Amy D. Yamashiro, American Institutes for Research; Laura Bufford, American Institutes for Research
Profiling the Dynamics and Complexity of the ELL Student Population in NAEP. Amy D. Yamashiro, American Institutes for Research; Young Yee Kim, American Institutes for Research; Sharyn Rosenburg, American Institutes for Research; Linda Hamilton, American Institutes for Research; Arnold A. Goldstein, National Center for Education Statistics
Exploring Achievement Gaps Between English-Language Learners (ELL) and Non-ELL Students in NAEP Mathematics. Young Yee Kim, American Institutes for Research; Alan Vanneman, American Institutes for Research
Looking to the Past, to Help the Future: Using Retired NAEP Variables to Improve ELL Identification. Salvador Rivas, American Institutes for Research; Molly Beth Ahrend, American Institutes for Research; Ebony L. Walton, AIR/Optimal Solutions Group; Steven Gorman, National Center for Education Statistics

Discussant: Charlene Rivera, The George Washington University

28.070. Exploring National Data Statistics, SIG-Special Education Research; Paper Session
Colorado Convention Center, Street Level, Room 206
10:35 am to 12:05 pm

Chair: David E. Thomson, Baylor University
Participants:
Math Growth Trajectories of Students With Disabilities: Disability Category, Gender, and Racial Differences From Ages 7 to 17. Xin Wei, SRI International; Jose Blackorby, SRI International; Keith Lenz, SRI International
Growth in Reading Achievement Among a National Sample of Students With Disabilities Ages 7 to 17. Xin Wei, SRI International; Jose Blackorby, SRI International; Ellen Schiller, SRI International
National Trends in Changes in Special Education Classification Among Pre-Elementary Education Children. Satomi K. Shinde, University of Wisconsin - River Falls; Yikiko Maeda, Purdue University
New Perspectives on Achievement and Inclusion: Use of Multilevel Modeling in Special Education Research. Meghan Cosier, Syracuse University

Discussant: Lucy M. Barnard-Brak, Baylor University

28.071. Addressing Reliability and Validity Matters in Survey Research, SIG-Survey Research in Education; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 14
10:35 am to 12:05 pm

Chair: Andrew A. White, National Center for Education Statistics
Participants:
Reading Self-Efficacy Survey for Incarcerated Youth: Validity Measurement Based on Rasch Modeling. Weiwa Ren, The Ohio State University; William Loudman, The Ohio State University; Rael Moore, The Ohio State University; Jerome V. D’Agostino, The Ohio State University; Joy Edington, The Ohio State University; Anthony Vander Horst, The Ohio State University
Cognitive Appraisal Interviews for Surveys Embedded in Mixed-Methods Research. Sarah Kozel Silverman, See Forever Foundation
Evaluating the Psychometric Properties of the North Carolina Student Learning Conditions Survey. Kristen Anne Corbell, North Carolina State University; Jenifer Corn, North Carolina State University; Daniel Stanhope, North Carolina State University; Tricia Townsend, North Carolina State University; Jessica D. Haff, North Carolina State University; Rudolfo Arqueta, North Carolina State University; Elizabeth Hadsetd, North Carolina State University
The Retrospective Protest: Is It a Valid Substitute for a Traditional Protest? Steven Siera, Saint Martin’s University; Maureen Siera, Saint Martin’s University

Discussant: Kathy E. Green, University of Denver

28.072. Transcending Standardization: Pre-K-12 Teachers Using Inquiry to Understand Classroom Tensions, SIG-Teacher as Researcher; Paper Session
Colorado Convention Center, Street Level, Room 402
10:35 am to 12:05 pm

Chair: Nathaniel Uriah Weber, University of Texas - Austin
Participants:
Taking a Social Constructivist Approach to Learning Disabilities. Katherine Pistone, Boston College
Differentiated Instruction: In Theory and in Practice. Shelley Grant, Bancroft Middle School
Story Dictation: Developing and Expressing Gender Identity in Early Childhood. Jeffrey M. Daitsman, McGaw YMCA Children’s Center
Between Theory and Practice: Capturing the Story of Teaching Life in One High School Literature Classroom. Sarah M. Zervin, Boulder Valley School District

Discussant: Alison Coviello, Teachers College, Columbia University

28.073. The Diverse Meanings of History: International Research on Multiple Constructions of Historical Understanding, SIG-Teaching History; Symposium
Colorado Convention Center, Street Level, Room 608
10:35 am to 12:05 pm

Chair: Chauncey B. Monte-Sano, University of Maryland
Participants:
The Construction of Holocaust Narratives by Teacher Educators. Sara A. Levy; University of Minnesota
Storying the Nation: How Students’ Ethnic Identities Influence Understandings of Historical Significance in Canadian History. Carla Peck, University of Alberta
Psychological and Historical Truths: Oral History’s Contribution to Students’ Historical Understanding in Northern Ireland. Alan McCully, University of Ulster
Drawing on History to Understand Contemporary Issues in New Zealand: Psychological and Historical Truths: Oral History’s Contribution to Students’ Storying the Nation: How Students’ Ethnic Identities Influence Understandings of
Sara A. Levy, The Construction of Holocaust Narratives by Teacher Educators.

28.074. Detracking’s Impact: A View From Research and Practice. SIG-Tracking and Detracking; Paper Session
Sheraton, Plaza Conference Level, Plaza Court 1
10:35 am to 12:05 pm
Chair: Donna Marie Harris, University of Rochester
Participants:
A Meta-Analysis of Research on the Effects of Detracking Reform (1972-2006). Ning Rui, Research for Better Schools
Achieving Equity: Student Achievement and Detracking at an Urban High School. R. Holly Tetrick, University of Colorado - Boulder
Detracking: Research and Recommendations. Kevin G. Welner, University of Colorado - Boulder; Carol A. Baus, South Side High School
Discussant: James D. Jones, Mississippi State University

28.075. Writing Ecologies: Material, Critical, Digital, Cultural, and Academic Perspectives. SIG-Writing and Literacies; Symposium
Colorado Convention Center, Street Level, Room 204
10:35 am to 12:05 pm
Chair: Cheryl A. McLean, Rutgers University
Participants:
Introduction: Writing Ecologies. Donna E. Alvermann, University of Georgia
A Reason to Write: Exploring Artificial Literacies in an Ex-Mining Community School in the United Kingdom. Kate Pahl, University of Sheffield
Rewriting the “I”: The Immigrant, Adolescent Voice and Academic Writing. Cheryl A. McLean, Rutgers University
In Character: Mediating Literary Worlds Through Facebook. Jennifer Russell, Rutgers University
Discussant: Sarah J. McCarthy, University of Illinois - Urbana-Champaign

Division and SIG Roundtables

28.076. Roundtable Session 10; Roundtable Session
Colorado Convention Center, Lower Level, Korbel Ballroom 2
10:35 am to 12:05 pm

28.076-1. A Synthesis of Theoretical and Empirical Research Into Metacognitive Monitoring: Past, Present, and Future. Division C - Learning and Instruction; Roundtable Session
Chairs:
Manu Kapur, National Institute of Education, Singapore
Krista R. Muis, McGill University
Participants:
A Comprehensive Review of 30 Years of Research Into Metacognitive Monitoring, Jill D. Salisbury-Glen ason, Auburn University
Graduate Learners Monitoring Their Task Understanding: Re-Illuminating Academic Self-Regulatory Processes. Vivek Venkatesh, Concordia University
Kamran Shai kh, Concordia University
Exploring an Ontological Model of Feedback Perceptions as a Monitoring Process. Kamran Shai kh, Concordia University; Vivek Venkatesh, Concordia University
Lea or Work Task? Applying Intra-Sample Statistical Analyses to Better Uncover Graduate Learners’ Monitoring Proficiencies. Vivek Venkatesh, Concordia University; Kamran Shai kh, Concordia University
An Experiment on Scaffolding Exploration of Science Simulations. Yan Wang, American Institutes for Research; Ruth N. Schwartz, New York University; Jan L. Plass, New York University

28.076-2. Administrators, Trustees, and Presidents: Characteristics and Experiences of Emergent Leaders in Higher Education. Division J - Postsecondary Education; Roundtable Session
Chair: Nathan Frederick Harris, University of Michigan
Participants:
Perceptions Matter: African American Administrators’ Descriptions of Experiences at Predominantly White Institutions of Higher Education. Cheresa Y. Hamilton, University of North Florida; Elinor A. Scheirer, University of North Florida
Presidential Longevity: Principles for Finishing Well and Avoiding Derailment. John R. Shoup, California Baptist University
Ready to Serve? Examining the Relationship Between Trustee Preparedness and Trustee Characteristics. Nathan Frederick Harris, University of Michigan

28.076-3. Beliefs and Motivation: Paper Discussion. Division C - Learning and Instruction; Roundtable Session
Chair: Teresa K. De Bracker, University of Oklahoma
Participants:
A Mixed-Method Study of the Effects of Motivational Orientations and Beliefs on the Use of Language Learning Strategies. Chengbin Yin, University of Maryland - College Park
Adjusting Study Time Based on Course Difficulty: The Role of Epistemological Beliefs. Marlene A. Schommer-Akins, Wichita State University; Orpha K. Duell, Wichita State University; Marilyn K. Easter, San Jose State University
Personality Epistemology, Personality Traits, the Need for Cognition, and the Need for Closure Among Adolescents. Michael P. Wein stock, Ben-Gurion University of the Negev; Tali Flas hler, Ben-Gurion University of the Negev

28.076-4. Complexities in the Teacher Education Policies Addressing Literacy and Language Development for Every Child. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Sharon H. Ulanoff, California State University - Los Angeles
Participants:
Changing Preservice Teachers’ Knowledge of Phonics Instruction: The Complexities of Implementing a Statewide Teacher-Education Policy. Devon G. Brenner, Mississippi State University; Angela Rutherford, The University of Mississippi
Longitudinal Analysis of an Early Literacy Program for Students With Severe Developmental Disabilities. Joshua N. Baker, University of North Carolina - Charlotte; Diane M. Browder, University of North Carolina - Charlotte; Lynn A. Ahlgren-Delzell, University of North Carolina - Charlotte; Claudia P. Flowers, University of North Carolina - Charlotte
Teacher ESL Endorsement Effects on English-Language Learners’ English Language Acquisition and Academic Achievement. AnnaMarie Tracy, Boone County Schools; Charles S. Hausman, Eastern Kentucky University; Kristie J. R. Phillips, Brigham Young University
Investigating the Impact of Voluntary Pre-Kindergarten on the Oral and Literacy Development of 4-Year-Old Children. Ruth Sylvester, University of South Florida Polytechnic

28.076-5. Contributors to Discussions and Collaborative Learning: Paper Discussion. Division C - Learning and Instruction; Roundtable Session
Chair: Jessica J. Summers, The University of Arizona
Participants:
Do Social Cues in Prompts Affect Peer-Led Discussions? Bosung Kim, University of Missouri - Columbia; Young Hoan Cho, University of Missouri; David H. Jonassen, University of Missouri
Children’s Behaviors and Emotions in Small-Group Argumentative Discussions: Influence of Big-Five Personality Factors. Ting Dong, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign
Measurement of Heedful Interrelating. Sarah Rebecca Daniel, University of Texas - Austin; Michelle Jordan, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin
28.076-6. Division C, Section 2: Arts Education: Tricky Business. Division C - Learning and Instruction; Roundtable Session
Chair:
Richard A. Diem, University of Texas - San Antonio
Participants:
Trick or Treat: Student Interpretations of African Trickster tales. Jeffrey M. Hawkins, Oklahoma State University; Thomas A. Lucey, Illinois State University; Mary F. Agnello, Texas Tech University
No Child Left in the Museum. Chrystal S. Johnson, Purdue University; Chris McGrew, Purdue University

28.076-7. Division C, Section 2: Economics, Government, and the State of Affairs. Division C - Learning and Instruction; Roundtable Session
Chair:
Robert Lewis Lake, Georgia Southern University
Participants:
Impact Study: High School Instruction With Problem-Based Economics. Neal D. Finkelson, WestEd; John R. Mengendohller, Buck Institute for Education; Jason Ravitz, Buck Institute for Education; Nan Maxwell, California State University - East Bay
Neoliberalism and Political Socialization: A Study of Secondary Government Courses During the 2008 Presidential Election. Wayne Journell, University of North Carolina - Greensboro

28.076-8. Division C, Section 2: Questioning Traditions: Inquiry and Engagement. Division C - Learning and Instruction; Roundtable Session
Chair:
Maureen R. Lorimer, California Lutheran University
Participants:
“What Would Kids Do For Fun?”: Learning From the Questions Students Ask About the Past. Mimi Coughlin, California State University - Sacramento; Mimi H. Lee, Iowa State University
Between Two Kinds of Social Studies Curricula: Teaching and Learning for a Test or Real Life. Shu Ching Chou, National Taiwan University of Education
From “the pledge” to Civic Engagement. Khodadad Kaviani, Central Washington University

28.076-9. Frameworks for Learning and Bodily Knowing. SIG-Chaos & Complexity Theories; Roundtable Session
Chair:
William E. Doll, Louisiana State University
Participants:
(Not Fumbling) Toward (Just) A(Nother) Complex View of Bodily Knowing. Jennifer Susan Thom, University of Victoria
The Promise of Instability: How Living Systems Learn According to Piaget, Maturana and Varela, and Bateson. Daniel Terry, Texas Christian University

Chair:
Kathleen J. Martin, California State Polytechnic University, San Luis Obispo
Participants:
Visual Images as Social Context and Knowledge: An Introduction. Kathleen J. Martin, California State Polytechnic University, San Luis Obispo
A Kanaka Maoli Approach to Indigenous Art and Art Education. Herman P'i'ke'a Clark, Massey University
Past and Present Transformation of Hawaiian Religious Participation. Carl Kalani Beyer, National University
“Dancing the Comunches”: The Santo Niño, La Virgen (of Guadalupe), and the Genizaro Indians of New Mexico. Bernardo P. Gallegos, National University

28.076-11. Infusing Philosophy Into Educational Research on Personal Epistemology and Understanding of the Nature of Science. Division C - Learning and Instruction; Roundtable Session
Chair:
P. Karen Murphy, The Pennsylvania State University
Participants:
Expanding the Dimensions of Learners’ Personal Epistemologies: Applying Philosophy to Psychology and Education. Clark A. Chinn, Rutgers University
Assessing Epistemic Cognition: Insights From the Philosophical Literature. Luke Andrew Buckland, Rutgers University
“Underdetermination” in Philosophy of Science and Science Education. Ala Samaranapogovan, Purdue University

Chair:
Marianne N. Bloch, University of Wisconsin - Madison
Participants:
Attachment and the Early Childhood Curriculum. Alejandra Cortazar, Teachers College, Columbia University; Francisca Herreros, The New School
Content Analysis of Children’s Mathematics Proficiency. Joohi Lee, University of Texas - Arlington; Jill Fox, University of Texas - Arlington; Amber L. Brown, University of Texas - Arlington
Looking at Quality in Early Childhood Education Through an Ecological Lens. Sarah Elizabeth Dennis, Erikson Institute; Erin E. O’Connor, New York University

28.076-13. Regionalism, Inequality, and Financial Aid: An International Perspective. Division J - Postsecondary Education; Roundtable Session
Chair:
Cristobal Rodriguez, New Mexico State University
Participants:
Higher-Education Regionalism: Market-Oriented Student Mobility in the NAFTA Region. Leessa Marie Weiner, University of Georgia
Inequality of Participation in Nepalese Higher Education: A Critical Conceptual Model of Educational Barriers. Betsy Palmer, Montana State University; Matthew A. Wittenstein, Claremont Graduate University
NAFTA’s Influence on U.S. Higher Education: A Case Study of Arizona State University. Sarah M. Brackman, University of Georgia

28.076-14. Roundtable 4: Complexities of School Inequalities: Examining the Realities of Policies and Practices. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Chair:
Sherry W. Powers, Western Kentucky University
Participants:
Differences in Mathematics Achievement Between Gender and Race Among Rural High School Students. Kyundra Violette Middleton, Howard University
Examining the Effect of Title I and Other Federal Programs on the English-Language Proficiency Scores of Hispanic and Non-Hispanic Students Using Hierarchical Linear Modeling. Raymond Brown, Pearson; Thanh Nguyen, Pearson; Agnes S. Stephenson, Pearson
Poverty, Gender, and Education in Brazil: An Ethnographic Case Study on the (Re)Production of Inequalities in Schools. Cleonice Poggian, University of Cambridge; Carmen Lucia Guimaraes De Mattos, Universidade do Estado do Rio de Janeiro
Understanding African American Disproportionality in School Discipline: Beyond the Simplest Dichotomy. Russell J. Skiba, Indiana University; Kimberly L. Baker, Indiana University; Robin L. Hughes, Indiana University - Indianapolis

28.076-15. Roundtable Sessions on Gifted Education Research I. SIG-Research on Giftedness and Talent; Roundtable Session
Chair:
Cheryl M. Adams, Ball State University
Participants:
The Prevalence of Twice Exceptionality: A Comparison of Expected and Actual Student Counts. Karen Beckstead Rogers, University of St. Thomas
Elementary Teachers’ Preparedness to Differentiate Math Instruction for Gifted Learners. Catherine M. Brighton, University of Virginia; Tonya R. Moon, University of Virginia; Christine Trinter, University of Virginia
A Model of Academic Self-Concept: Perceived Difficulty and Social Comparison Among Accelerated Secondary School Students. Hope Elisabeth Wilson, Stephen F. Austin State University; Del E. Siegle, University of Connecticut; D. Betsy McCoo, University of Connecticut; Catherine J. Little, University of Connecticut
Students From Low-Income Families Achieving in an Out-of-School Enrichment Program. Rachelle Miller, Purdue University; Marcia L. Gentry, Purdue University
The Landscape of Gifted and Talented Education in Britain: How Are Teachers Implementing Government Policy? Catrin Pinheiro-Torres, Brunel University; Valsa Elizabeth Koshy, Brunel University

28.076-16. Teaching, Governance, and Opportunity in American Higher Education. Division F - History and Historiography; Roundtable Session
Chair: Jackie M. Blount, The Ohio State University
Participants:
- Critically Defining University and College Professors: An Exploration of the Intellectual Discourse on College Teaching During the 1930s. Zachary James Haberler, University of California - Riverside
- From Camagüey to Versailles: The Educational Experience Through the Life of Dr. Amalia Alvarez. Desiree Danielle Zerquera, Indiana University - Bloomington
- John Ervin Kirkpatrick and the Rulers of American Colleges. Timothy Reese
- Cain, University of Illinois - Urbana-Champaign; Steven E. Giamp, University of Illinois - Urbana-Champaign

28.076-17. Undergraduate Research Roundtable. Division J - Postsecondary Education; Roundtable Session
Chair: Deborah F. Carter, University of Michigan
Participants:
- “My Name Is on a Paper and I Obviously Have a Brain”: The Role of Undergraduate Research Programs in Affecting Students’ Career and Research Self-Efficacy. Deborah F. Carter, University of Michigan; Carmen Michele McCaullum, University of Michigan; Julie Renee Posselt, University of Michigan
- Best Practices for Undergraduate Summer Science Research Programs: A Longitudinal Evaluation of a Multisite Initiative. Courtney Brown, Indiana University; Rebekah Lea Kaleda, Indiana University; Christina Russell, Indiana University
- Participation in Undergraduate Research Experiences: Satisfactions and Challenges. Melissa Dyehouse, Purdue University; Omolola Aedokan, Purdue University; Willella Burgess, Purdue University
- The Effects of Undergraduate Research Experience for STEM Majors: A Longitudinal Study. Ali Korkmaz, Indiana University - Bloomington; James S. Cole, Indiana University; Jennifer Buckley, Indiana University
- Using Mixed Methods to Understand Black Collegians' Structured Research Experiences and the Role of Complex Ecologies. Tonya N. Saddler, Marywood University; Terrell Lamont Sryashorn, The University of Tennessee

28.076-18. Who Teaches, Where Are They Hired, and What Do We Understand About What Students Are Learning? Division K - Teaching and Teacher Education; Roundtable Session
Chair: Mary A. Avakos, University of Miami
Participants:
- Accountability in Teacher Education: Ecological Analyses of VAM Effects. Robert J. Tobias, New York University; Barbara Hummel-Rossi, New York University; Jane E. Ashdown, Adelphi University; Ogjen Simic, New York University; Kimberly Wu
- Elementary Schools, New Teachers, and Minority Students: A Multyear Study. Cynthia Martinez-Garcia, Sam Houston State University; John R. Slate, Sam Houston State University
- Examining How Practicum and Student-Teaching Sites “Teach” About Race and Class. Catherine Cornbleth, University at Buffalo - SUNY

28.076-19. Whole-School SEL Implementation/Systemic Perspectives. SIG-Social and Emotional Learning; Roundtable Session
Chair: Patricia A. Jennings, The Pennsylvania State University
Participants:
- A Collaboration to Promote Social and Emotional Learning in Chicago Public Schools: Successes and Challenges. Roger P. Weissberg, University of Illinois - Chicago; Sue Laue, University of Illinois - Chicago; Cheryl Grey, Collaborative for Academic Social and Emotional Learning; Mary Ulné O’Brien, University of Illinois - Chicago; Keith Zander, University of Illinois - Chicago; Peter J., University of Illinois - Chicago
- A Rubric for Assessing the Quality of Implementation of a School’s Social and Emotional Learning Programming. Peter J., University of Illinois - Chicago
- Transforming Ecosystems From the Inside Out. Katrina Soltero, University of California - Santa Barbara

28.077. Roundtable Session 11; Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
10:35 am to 12:05 pm

28.077-1. Analyzing Service Learning and Experiential Education. SIG-Service-Learning & Experiential Education; Roundtable Session
Chair: Kathleen B. Wasserman, University of Scranton
Participants:
- Service Learning in Teacher Education: A Critical Meta-Analysis. Guili Zhuang, East Carolina University; Miguel A. Padilla, Old Dominion University; Youngkyoung Min, The Pennsylvania State University; Ran Hu, East Carolina University
- Impact of Service Learning on Social Interactions in an Inclusive High School Word-Processing Class. Euljiung Chun, Miami University; Stacy Kim Dymond, University of Illinois
- Measuring Student Learning Outcomes on Outward Bound Courses. Jeffrey Michael Foley, Colorado State University; Karen Kaminski, Colorado State University; Gene W. J. Gloeckner, Colorado State University
- “More Than Community Service”: Integrating Youth Participatory Action Research With Service Learning. Denisea Jones, Miracosta College

28.077-2. Biliteracy: Processes, Strategies, and Motivation to Read in Two Languages. SIG-Bilingual Education Research; Roundtable Session
Chair: Mileidis Gort, University of Miami
Participants:
- Cooperative Biliteracy: A Transcultural Method of Dialogic Reading. Fernando Rodriguez-Vaile, San Diego State University
- The Use of Reading Strategies by Students in Dual-Language Programs. Susana Elena Franco-Fuennmayor, Texas A&M University; Brooke E. Kandel-Cisco, Butler University; Yolanda N. Padrón, Texas A&M University
- The Hispanic Bilingual Learner’s Perspective on the Academic Readiness of a K-12 Dual-Language Education Program. Gina Lydia Garza-Reyna, University of Texas - Pan American; J. Joy Esquiero, University of Texas - Pan American; Jose Agustín Ruiz-Escalante, University of Texas - Pan American; Leo Gomez, University of Texas - Pan American

28.077-3. Critical Perspectives on Response to Literature and Literature Discussions. SIG-Literature; Roundtable Session
Chair: Jeffrey Stuart Kaplan, University of Central Florida
Participants:
- The Fate of Personal Response: Reading Critically and Reading Emotionally. William McGinley, University of Colorado - Boulder; Mark A. Lewis, University of Colorado - Boulder

Chair: Susan Jean Mayer; Brandeis University
Participants:
- Social Studies Across a Vast Nation: The Interplay of Ideas (as Ecological Elements) and Place. Catherine A. Broom, University of British Columbia - Okanagan
- The Complex Ecology of Place-Based Education: Constructing a Hawaii Literature Curriculum as a Case in Point. Helen B. Slaughter, University of Hawaii
- The Ecological Imagination: Notes on Design, Content, and Process. Eric J. Weiner; Montclair State University

28.077-5. Educator Development of SEL Competencies. SIG-Social and Emotional Learning; Roundtable Session
Chair: Susan Stillman, Northcentral University; Fielding University; Northern Arizona University
Participants:
- Testing the Efficacy and Effectiveness of a Mindfulness-Based Professional
Development Program for Teachers: A Randomized Waitlist-Control Study.
Robert William Roeser, Portland State University; Kim A. Schoner-Reichl,
University of British Columbia; Margaret Cullen, Impact Foundation;
Amishi P. Jha, University of Pennsylvania; Eva Obele, University of British
Columbia; Kimberly Thompson, University of British Columbia; Cynthia
Taylor, Portland State University; Michelle Best, Portland State University
The Social and Emotional Learning Beliefs Scale: Factor Structure and Its Correlates.
Mara A. Brackett, Yale University; Maria Regina Reyes, Yale University; Susan E.
Rivers, Yale University; Nicole A. Elbertson, Yale University
Using an Emotional Intelligence Framework to Measure Characteristics That
Predict Success in Five Leadership Practices: Modeling Leadership, Creating
a Shared Vision, Leading Change, Fostering Collaboration, and Building
Community. Janet Patti, Hunter College - CUNY

28.077-6. Equity, Ethics, and Human Dignity in the Classroom: Putting
Critical Pedagogy Into Practice. SIG-Paulo Freire, Critical Pedagogy, and
Emancipation; Roundtable Session
Chair: Valerie J. Janesick, University of South Florida
Participants:
Critical Pedagogy Toward a Sociomoral Classroom. Patricia Dean Ainsa,
University of Texas - El Paso
Conscientization/Conocimientos: Connecting Paulo Freire’s and Gloria
Anzaldúa’s Pedagogical Theories for a Just World. Elva Reza-Lopez, Boise
State University; Luis Huerta-Charles, New Mexico State University; Lou
Reyes, New Mexico State University
Modeling the Theory-to-Practice Connection Using Personal Practical
Knowledge, Reflection, and Narrative Authority. Angela Lopez Pedrana,
University of Houston - Clear Lake

28.077-7. Institutions, Employers, and Higher Education. SIG-Sociology of
Education; Roundtable Session
Chair: Eric Grodsky, University of Minnesota
Participants:
170,000 Seats: How Socioeconomic Inequality Works to Restrict Access to
Premier Colleges and Universities. Barry Finder, Wesleyan University
The Meaning of the Associate Degree Among Employers of IT Technicians.
Michelle Van Noy, Teachers College, Columbia University
Who Plans to Attend College? The Role of Institutional Support. Katie Reed,
The Pennsylvania State University; Juan Leon Jara Almonte, The Pennsylvania
State University

Roundtable Session
Chair: Dale E. Bazan, University of Nebraska - Lincoln
Participants:
Advancing the Aural Theory Skills of Low-Achieving University Students.
Karen M. Botte, University of Kentucky - Lexington
Examining the Effect of Students’ Rhythm Syllable System on the Tempo
Consistency Demonstrated During a Standardized Rhythm Performance
Task. Tara Marie Pearssal, Savannah College of Art & Design
Koji Matsunobu, University of Queensland

28.077-9. Reflective Consideration of Fundamental Questions: Moving
Forward in a Changing World. SIG-Self-Study of Teacher Education
Practices; Roundtable Session
Chair: Denise M. McDonald, University of Houston - Clear Lake
Participants:
Continuing the Conversation: Privileged Motivations for Social Justice and Anti-
Racism Education. Brandelyn L. Tosolt, Northern Kentucky University
Implementing an Integrated Curriculum: A Self-Study of Two Contexts. Deborah
L. Tidwell, University of Northern Iowa; Heidi Meyer, MFL Mar Mac School
District
“Moving Forward by Looking Within”: Preparing Teacher Educators Through
Self-Study. Tiffany Grace Harris, OISE/University of Toronto, Clare Kosnik,
University of Toronto; Monica Eileen McGlynn-Stewart, University of
Toronto
What Was I Thinking? How One Emergent Teacher Educator Became a New
Teacher Again. Douglas M. Wieczorek, Syracuse University

SIG-Professional Development School Research; Roundtable Session
Chair: James F. Nolan, The Pennsylvania State University
Cindy Gutierrez, University of Colorado - Denver
Participants:
The Journey Back: A Case Study Examining the Reenculturation of a Hybrid
Educator. Rebecca West Burns, The Pennsylvania State University
Meaning-Making During an Early Field Experience: A Literacy Education
Professional Development School Perspective. Daphne S. Schuchart,
University of Northern Iowa
Professional Development Schools and University Faculty Collaborative
Classroom-Based Teacher Research. Edward J. Weber, Cleveland
Metropolitan School District; Diane Gayda Corrigan, Cleveland State
University; Ronald Beebe, University of Houston - Downtown; James J.
Heffernan, Cleveland Metropolitan School District; Linda C. Robinson,
Cleveland Metropolitan School District; Gnabah-Mortensen M. Karen,
Cleveland Metropolitan School District
The Benefits of Looping in the Middle Grades: Action Research in the
Professional Development School. Jeanne L. Tanks, University of North
Texas; Stephanie McCleod, Denton Independent School District

28.078. Roundtable Session 12; Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Session 2
10:35 am to 12:05 pm

28.078-1. Assessment of Cognitive and Noncognitive Traits. Division D -
Measurement and Research Methodology; Roundtable Session
Chair: Sheryl S. Lazarus, University of Minnesota
Participants:
Beyond the Bubble: Disproportionate Gains at the “Proficiency” Cut Score
Across State Tests and NAEP. Andrew Dean Ho, Harvard University
The Influence of Informant-Based Measures of Social Skills on Student
Achievement: A Longitudinal Examination of Differential Effects by Sex.
Timothy R. Konold, University of Virginia; Kristen Roorbach Jamison,
University of Virginia; Tina L. Stanton-Chapman, University of Virginia
The Relative Performance of Three Oral Reading Fluency Measures at Sixth
Grade. Luke S. Duesbery, San Diego State University; Jan D. McCoy, Oregon
Department of Education; Leanne R. Ketterlin-Geller, Southern Methodist
University; Jenelle M. Braun-Monegan, Beverly Hills Unified School District;
Jacob Sale Werblow, Central Connecticut State University
Measuring High School Student-Athletes’ Perceptions of Coaching Competency:
Embracing Team as an Ecological Complexity. Nicholas D. Myers, University
of Miami; Melissa A. Chase, Miami University; Mark R. Beauchamp,
University of British Columbia; Ben Jackson, University of Western Australia
Measuring Perceptions of Intergroup Contact in Nonformal Educational Settings:
Revisiting the School Interracial Climate Scale. Jayson Seaman, University of
New Hampshire; Suzanne E. Graham, University of New Hampshire;
Matthew Gingo, University of California - Berkeley

28.078-2. Best-Chance Policies and Practices for Educational Change and
Reform. SIG-Educational Change; Roundtable Session
Chair: Brian Robert Beasbout, The University of New Orleans
Participants:
Best-Chance Policies: Developing Theory Into Effective Social and Education
Educational Reform: Coaxing Growth From the Dry Dust of Practice and Policy.
Paul Michaels; Hilary Burg, University of Denver
What Happened to the “Paradigm Shift”? Lessons From Post-Soviet Countries.
Maira Mikhailayeva, Oxford University; United Kingdom

28.078-3. Bilingual Science Education. SIG-Science Teaching and Learning;
Roundtable Session
Chair: Jodie A. Galony, University of California - Davis
Participants:
How Do English-Only and Bilingual Teachers Facilitate the Science and
Language Learning of ELL Students? Alison Bailey, University of California
- Los Angeles; Jose Felipe Martinez, University of California - Los Angeles
Promoting Science Instruction With New Teachers in Linguistically and
Culturally Diverse Classrooms. Jorge L. Solis, University of California -
Santa Cruz; Marco A. Bravo, Santa Clara University
28.078-4. CTE Classroom Trends and Issues. SIG-Career and Technical Education; Roundtable Session
Chair: Tracy J. Kitchel, University of Kentucky
Participants:
Student Perspectives of Reading and Reading Strategy Use in Career and Technical Education. Travis Park, Cornwell University; Liz van der Mande, Cornwell University; Marissa Taylor, Cornwell University; Laura Santamaria, Cornwell University; Barrett Keene, Cornwell University
Teachers’ Perceptions of Faculty Development of Vocational and Technical Educators in Nigeria. James E. Bartlett, North Carolina State University; David Adeyemi, North Carolina State University
Tracing Authentic Learning in Classroom Community. Gholem Reza Emad, University of Victoria

28.078-5. Content Validity: Alignment to Grade-Level Content Standards in Alternate Assessment Judged Against Alternate Achievement Standards. SIG-Inclusion & Accomodation in Large-Scale Assessment; Roundtable Session
Chair: Patricia JoAnn Almond, University of Oregon
Participants:
Illuminating Content and Proficiency Determination Issues Within Alternate Assessments Based Upon Alternate Academic Achievement Standards. Shawnee Wakeman, University of North Carolina - Charlotte
Fidelity With Grade-Level Content and Performance: An Examination Across 10 Alternate Assessment Alignment Studies. Patricia JoAnn Almond, University of Oregon
Principles for Aligning Alternate Assessment (AA-AAS) With Grade Level Content Standards. Sue E. Bechard, Measured Progress
The Role of Instruction in Alignment Related to Alternate Assessment Based on Alternate Achievement Standards. Charlene Turner, Wyoming Department of Education
Mathematics Domain Analysis: Prioritizing Grade-Level Academic Content for Alternate Assessments—Alternate Academic Achievement Standards. Rosemary F. Abell; Patricia JoAnn Almond, University of Oregon; Geneva D. Haertel, SRI International; Rene Cameto, SRI International

28.078-6. Curriculum, Instruction, and Outcomes. SIG-Science Teaching and Learning; Roundtable Session
Chair: Ann Haley MacKenzie, Miami University
Participants:
The Integration of Biology and Mathematics Using BioMath Modules: Longer-Term Effects on Teachers and Students. Andrea E. Weinberg, Colorado State University; Len Altbrigt, Colorado State University
Understandings of Density and Buoyancy. Daniel L. Dickerson, Old Dominion University; Suzanne Elizabeth Mckinney, Old Dominion University; Alok; Len Albright, Colorado State University; Andrea E. Weinberg, Colorado State University
Using Food as a Tool to Teach Science to Third-Grade Students in Appalachia Ohio. Melani Wilson Duffrin, East Carolina University; Christopher Duffrin, East Carolina University; Tammy Lee, East Carolina University; Jana Howland, Ohio University; Virginia Carraway-Stagg, East Carolina University; Sara McLeod, East Carolina University; Sharon Phillips, Federal Hocking School District; David Rivera, East Carolina University; Diana Saum, East Carolina University; George A. Johanson, Ohio University; Annette Graham, Ohio University; Michael Bosse, East Carolina University; Darlene Berryman, Ohio University

28.078-7. Division D. Section 2 Roundtable Session: Measurement and Research Methodology. Division D - Measurement and Research Methodology; Roundtable Session
Chair: Laura M. Stapleton, University of Maryland - Baltimore County
Participants:
Examining Profile Patterns of Scale Values Estimated From Frequency Data: The Optimal Scaling Approach. Se-Kang Kim, Fordham University
Research Tool Augmentation: Outsourcing the HSD Computing for SPSS Users. Jianjun Wang, California State University - Bakersfield
Statistical Models for Count Data in Scientometric Research. Cam-Loi Huynh, University of Manitoba; John G. Adair, University of Manitoba
The Impact of Preliminary Model Selection on Latent Growth Model Parameter Estimates. Hsin-Fei Joyce Wang, University of Maryland

28.078-8. Division D, Section 2 Roundtable Session: Research Methodology and Measurement. Division D - Measurement and Research Methodology; Roundtable Session
Chair: Haiyan Bai, University of Central Florida
Participants:
A Comparison of the Distributional Properties of Four Mean-Square Fit Indexes Utilized in Commercial Rasch Measurements Software. Mike McGill; Edward W. Wolfe, Pearson
A k-RNN Classification Rule: Comparison of a New Nonparametric Classification Rule With Traditional Methods. Brandon K. Vaughn, University of Texas - Austin
Extending Reliability Generalization to Cohen’s Kappa. Shayan San, University of Cincinnati; Wei Pan, University of Cincinnati
On the Shape of Item Factor Analysis Likelihood. Li Cai, University of California - Los Angeles
Reliability of a Product Between Categorical and Continuous Variables. Steven Andrew Calpepper, University of Colorado - Denver

Chair: Joanna Sandra Gorin, Arizona State University
Participants:
Evaluating the Invariance of Middle School CBM Measures in Mathematics for Students in Special Populations. Julie Alonso, University of Oregon; Cheng-Fei Lai, University of Oregon; Gerald A. Tindal, University of Oregon
Further Validity Evidence for the Use of a Shorter Form of the Test Anxiety Inventory. Jacob M. Marszalek, University of Missouri - Kansas City
The Impact of Rubric Changes on Item Properties and Test Reliability. Elizabeth Dianne Johnson, The College of New Jersey; Brian T. Habing, University of South Carolina; Robert L. Johnson, University of South Carolina
Comparing Standard Error Estimates for Item Maps of Polytomous Items in NAEP. Weiwei Cai, National Institute of Statistical Sciences; Xiaomin Huang, National Council on Measurement in Education; Tao Jiang, ASA

28.078-10. Gender and Science Education. SIG-Science Teaching and Learning; Roundtable Session
Chair: George Washington University
Participants:
In Their Words: The Use of a Photo-Elicitation Technique to Understand How Young Girls Acquire New Scientific Words. Cassie Fay Quigley, Indiana University; Stephanie C. Serriere, The Pennsylvania State University; Gayle A. Buck, Indiana University
STEM Careers: Perspectives on Teacher and Female Student Beliefs. Theresa A. Cullen, University of Oklahoma; H. Michael Crowson, University of Oklahoma
Model of How Cognitive Style Impacts Differentially by Gender on Achievement and Perseverance in SMET Studies. Helena Dedic, Vanier College; Steve Usher Robert Rosenfield, Vanier College; Tomas Jungert, Linkoping University

28.078-11. Online Program Development/Design. SIG-Online Teaching and Learning; Roundtable Session
Chair: Dave L. Edyburn, University of Wisconsin - Milwaukee
Participants:
Designing Effective Online Course Development Programs: Key Characteristics for Far-Reaching Impact. Emily J. Hixon, Purdue University Calumet; Janet Buckenmeyer, Purdue University Calumet; Casimir Barczyk, Purdue University
28.078-12. Rural Education SIG: Roundtable 4. SIG-Rural Education; Roundtable Session
Chair: Andrea L. Tyler, Miami University of Ohio
Participants:
- Mapping Rural Student Mobility in the Central U.S. Andrea D. Beesley, Mid-continent Research for Education and Learning; Laurie Moore, Mid-continent Research for Education and Learning; Sarah Gopalan, Mid-continent Research for Education and Learning
- Rural Education Issues: Rural Administrators Speak Out. Gerry Nierengarten, University of Minnesota - Duluth; Julia M. Williams, University of Minnesota - Duluth; Kim Riordan, University of Minnesota - Duluth
- The Challenges of Using a Network to Improve Rural Schools in Alaska. Alexandra R. Hill, The University of Alaska - Anchorage; Diane B. Hirshberg, The University of Alaska - Anchorage
- Stress and the Administrator of Rural Schools Being Rebuilt. Lee J. Lesisko, Pleasant Valley School District; Robert J. Wright, Widener University

28.078-13. Special Topics in Education Law. SIG-Law and Education; Roundtable Session
Chair: Deborah E. Stine, California State University - San Bernardino
Participants:
- Implementation of “No Child Left Behind”: Implications for Accountability. Taelee Kidd, Texas A&M University; Mario Sergio Torres, Texas A&M University; Jean Madsen, Texas A&M University
- Educator Sexual Misconduct. Colleen Fierar, Texas Tech University

28.078-14. Teachers and Students. SIG-Science Teaching and Learning; Roundtable Session
Chair: Bruce G. Waldrup, Monash University
Participants:
- Knowing Mathematical Representations: Pedagogical Principles of Cultural Development. SungWon Hwang, Nanyang Technological University, Singapore; Wolf-Michael Roth, University of Victoria; Mijung Kim, NSSE, National Institute of Education, Nanyang Technological University
- Pedagogy and Pathos: Exploring Emotional Scaffolding in Elementary Science Education. Steve J. Allop, York University
- Students’ Views of a Project-Based Elementary Science Intervention. Lucy Avraamidou, University of Nicosia; Maria Evagorou, University of Nicosia, Cyprus
- Meeting the Needs of Students With Learning Disabilities: Middle-Grades Science Teachers’ Instructional Practices. Marlene Morales, Florida State University; Sherry A. Southerland, Florida State University; Penny J. Gilmer, Florida State University

28.078-15. The Education Worker and Changes in Teaching as Work. SIG-Teacher’s Work/Teachers Unions; Roundtable Session
Chair: Angela Minnici, American Federation of Teachers
Participants:
- From General “Dogsbody” to Whole-Class Delivery: The Role of Teaching Assistants in the Education of Pupils in England. Linda Hammersley-Fletcher, Liverpool John Moores University; Michelle Lowe, Staffordshire University
- One Man’s Meat Is Another Man’s Poison? Teachers’ and Principals’ Work Lives: Reflections From a Variety of Perspectives. Christine Gardner, University of Tasmania; Marilyn Pietsch, Charles Sturt University; Bruce E. Pietsch, University of Tasmania; Australia; Jeff Garsed, Australian Education Union; John C. Williamson, University of Tasmania, Marion Myhill, University of Tasmania
- Teachers’ Working Conditions and Students’ Opportunities to Learn. Nina Bascia, University of Toronto; Cindy Rottmann, OISE/University of Toronto

28.078-16. The Efficacy of Tools for Social Networking, Tutoring, and e-Portfolios. SIG-Computer and Internet Applications in Education; Roundtable Session
Chair: Alan Amory, University of Johannesburg
Participants:
- Supporting and Enhancing Social Scholarship in the Digital Age: The Case of PocketKnowledge. Stephen A. Asunka, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University
- The Effect of Access to an Online Tutorial Service on the Achievement and Attitude of College Algebra Students. Gladis Kersaint, University of South Florida; Jeff Barber, University of South Florida; James Doghey, University of South Florida; David Kephart, University of South Florida
- A Capstone Experience for Preservice Teachers: Building an Online Portfolio With ZUNAL. Ashlan Unal, Zafer Unal, University of South Florida - St. Petersburg

Division and SIG Posters

28.079. Poster Session 2; Poster Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3
10:35 am to 12:05 pm

28.079-1. Beliefs, Perceptions, Attitudes, and Influences on Teacher Education. Division K - Teaching and Teacher Education; Poster Session
Posters:
1. Commitment to Teach in Underresourced School Districts: Prospective STEM Teachers’ Perceptions of Students and Families. Athena Ganchorre, The University of Arizona; Debra J. Tomamek, The University of Arizona
2. Cycles of Learning: Early Preservice Teacher Identification With Professionalism in Written Work. Annamary Listman Consalvo, University of Texas - Austin; Kwangok Song, University of Texas - Austin
3. Development of the Preservice Teachers Attitudes Toward Educational Research Scale. Nathan E. Gonyea, SUNY - College at Oneonta; Dawn Hamlin, SUNY - College at Oneonta; Jillian Richards, SUNY - College at Oneonta; Parnett Kara, SUNY - College at Oneonta
4. Example Structure’s Influence on Application and Transfer When Learning About Problem Solving From Classroom Cases. Sara A. Abercrombie, University of New Mexico; Carolyn J. Hushman, University of New Mexico; Roxana Moreno, University of New Mexico
5. Field-Based Elementary Teacher Preparation: Contrasting the Written and Learned Curricula. Carmen Montecinos, University of Wyoming; Maria Cristina Solis, Pontificial Catholic University of Chile; Claudio Nuñez, P Universidad Católica de Chile; Ines Contreras, Pontificia Universidad Católica de Chile; Silvia Rittershausen, Pontificia Universidad Católica de Chile; Horacio Walker, Universidad Diego Portales
6. Teacher Candidates’ Perceptions of Diversity in Urban Field Experience. Margaret J. Ford, Duquesne University; Linda Darnell Lockett, Duquesne University; Beverley C. Evans, Duquesne University
28.079-2. Discourse on African American/Black Identity, SIG-Research Focus on
Black Education; Poster Session
Poster: 
8. Discourse on African American/Black Identity: From Nigrescence Theory to a
Lived Diasporic Consciousness. Patrick S. De Walt, University of Colorado -
Boulder

28.079-3. Motivation in Education, SIG-Motivation in Education; Poster Session
Posters:
9. A Comparison of High, Average, and Low Achievers’ Motivation Across the
Transition to Middle School. Andrea Lynn Christensen, University of Notre Dame
10. Academic Cheating: A Multidimensional Point of View. Anna Eva Lenski,
University of Tuebingen; Nicole Haesemann, Max Planck Institute for Human
Development; Oliver Luethke, University of Tuebingen; Ulrich Trautwein,
University of Tuebingen
11. Attributional Retraining and Self-Esteem: “Robin Hood” Effects on
Academic Achievement. Nathan C. Hall, University of Maryland - College
Park; Lauren Elizabeth Mass, University of Michigan; Raymond P. Perry,
University of Manitoba; Ulrike Elisabeth Net, University of Konstanz; 
Thomas Goetz, University of Konstanz
12. Cognitive Validity of Measures of Teacher Support: How Do Middle School
Students Understand and Interpret Our Measures? Bridget V. Dever, Georgia
State University; Stuart A. Karabenick, University of Michigan; Elizabeth
A.M. Degroot, University of Michigan - Ann Arbor
13. Delay of Gratification, Children’s Study Time Allocation, and Proximity to
Consequential Academic Goals. Lili Zhang, Stuart A. Karabenick, University of
Michigan; Fani Lauermann, University of Michigan; Shun ‘ichi Maruno, 
Kyushu University
14. Effects of a Value Reappraisal Intervention on Students’ Motivation and
Performance. Taylor Wayne Acee, Texas State University - San Marcos; 
Claire E. Weinstein, University of Texas
15. Evaluating the Multifaceted, Hierarchical Structure of Self-Concept Using the
SDQ-II, SPPCS, and ASPI. Walter Peter Vspoel, University of Iowa; Yi He,
University of Iowa; Lisan Sun, University of Iowa
16. Gender Differences in Motivation: Seeing Students for Who They Are, Not
Just What They Are. Judy H. Tang, University of New Hampshire; Michael J.
Middleton, University of New Hampshire
17. Middle School Students’ Avoidance of Novelty in Mathematics: The
Moderating Role of Perceived Teacher Practices. Sara M. Fulmer, University of
Notre Dame
18. Optimizing Students’ Approaches to Learning: An Instructional or
Motivational Issue? Marlies Baeten, Catholic University of Leuven; Katrien
Struyven, Catholic University of Leuven; Filip J.R.C. Dochy, University of
Leuven; Eva Kyndt, Catholic University of Leuven
19. Relations Among Grade 4 Students’ Perceptions of Autonomy, Engagement in
Science, and Reading Motivation. Ana M. Taboada, George Mason
University; Michelle M. Buehl, George Mason University
20. Self-Efficacy in Academic Settings: A Review of Research From 2000 to
2009. Rob Klassen, University of Alberta; Ellen L. Usher; University of
Kentucky
Simonton Stamp, Arizona State University; Jenefer E. Husman, Arizona State
University; Jonathan C. Hilpert, Indiana University/Purdue University at Fort
Wayne
22. The Complex Influences of Motivation on Self-Regulation in Mathematics:
Evidence From a Short-Term Longitudinal Study. Jean-Louis Berger;
University of Michigan; Stuart A. Karabenick, University of Michigan
23. The Role of Motivation in Treatment of ADHD. Daniel Crowley, The
Pennsylvania State University; Kenneth E. Barron, James Madison
University; Stephen W. Evans, Ohio University
24. “Why Do You Study?” Students’ Spontaneous Responses to an Open-Ended
Question. Minhye Lee, Korea University; Kyehyoun Lee, Korea University; 
Mimi Bong, Korea University

Narratives in a Community of Practice. SIG-Narrative Research; Poster
Session
Poster:
25. Online Stories and Informal Learning: A Study of Blog-Based Narratives in
a Community of Practice. Vanessa Paz Demen, Florida State University; 
Jennifer Baucom Myers, Florida State University; Christie Suggs, Florida
State University

28.079-5. Poster Session IV. Division C - Learning and Instruction; Poster Session
Poster:
26. Data-Mining Automated Logs of Students’ Interactions With a Programming
Environment: A New Methodological Tool for the Assessment of
Constructionist Learning. Paulo Blikstein, Stanford University

28.079-6. Poster Session: Research on Written Expression. Division C - Learning
and Instruction; Poster Session
Posters:
27. Hip-Hop as a Bridge to Literacies: The Autonomous and Ideological Models
Within New Literacy Studies. Irma Rosas, University of Texas - San Antonio
28. An Empirical Test of a New Model of Self-Efficacy for Writing. Michael S.
Demsey, University of Nebraska - Lincoln; Roger H. Bruning, University of
Nebraska - Lincoln; Douglas F. Kaufmann, University of Nebraska - Lincoln
29. Argument as Text or Argument as Practice? Considering Transfer in Studies of
Teaching and Learning Argumentative Writing. George E. Newell, The
Ohio State University; David Bloom, The Ohio State University; Alan
Havela, The Ohio State University
30. Effects of Morphological Knowledge on Children’s Writing. Deborah E.
Mccutchen, University of Washington; Alexandra Vandike Lotus, University of
Washington; Sara Sull, University of Washington; Becky D. Logan, University
of Washington
31. Explaining Determinants of Confidence and Success in the Elementary
Writing Classroom. Sharon K. Zumbrunn, University of Nebraska - Lincoln;
Roger H. Bruning, University of Nebraska - Lincoln; Douglas F. Kaufmann,
University of Nebraska - Lincoln; Mary MacLean Hayes, University of
Nebraska - Lincoln
32. Prominence of Voice-Related Language Features and Writing Proficiency. Jill
Virginia Jeffery, New York University
33. Self-Regulated Strategy Instruction for Interactive Dialogue Writing Among
Students With Emotional and Behavioral Disabilities. Kelley Sarah Regan,
George Mason University; Pamela J. Martin, George Mason University
34. Strengths and Weaknesses in the Written Compositions of Adults With High-
Functioning Autism Spectrum Disorders as Influenced by Their Cognitive
Differences. Heather M. Brown, The University of Western Ontario; Perry D.
Klein, University of Western Ontario
35. “Teaching the New Writing”: Primary Students Take Their Writing Online.
Marva Jeanine Solomon, University of Texas - Austin
36. The Influence of Genre Across Movie-Making Experiences: The
Development of Discourse Within Young Authors. James R. King, University
of South Florida; Jenifer J. Schneider, University of South Florida; Deborah
Kozdras, University of South Florida; James Welsh, University of South
Florida
37. Using Collaborative Playwriting to Engage High School Students in Writing,
Drama, and Literature. John Wesley White, University of North Florida; 
Jordan Rachel McVeigh, Duval County Schools & University of North
Florida
38. What Do Students With Different Levels of Writing Ability Gain From the
Same Writing Instruction? Lori Catherine Kirkpatrick, University of Western
Ontario; Perry D. Klein, University of Western Ontario

Education. Division J - Postsecondary Education; Poster Session
Posters:
40. “Going Green”: A Comparative Case Study of How Institutions Achieved
Progressive Measures of Environmental Sustainability. Karen A. Card,
University of South Dakota; Matthew R. James, South Dakota State
University
41. Academic Department Chair Ratings and Distinctive Attributes. Russell
J. Webster, Kansas State University; Stephen L. Benton, Kansas State
University; Jan Middendorf, Kansas State University
42. Conceptualizing Quality in Higher Education: The Case of Quality
Enhancement Plans. Adam Thomas McLean Wyatt, University of Georgia; 
Christopher C. Morpheu, University of Iowa
43. Influences to Institutional Research Professional Longevity Versus Turnover.
Crisiss M. Grove, Towu University Nevada
44. Institutional Response to Ohio’s Campus Safety Initiatives: A Post-Virginia
Tech Analysis. Natalie Jackson, Owens Community College; Anne M.
Hornak, Central Michigan University; Penny Poplin Gesetti, University of
Toledo
45. Reconfigured Space: Examining Organizational Culture Through Faculty
28.079-8. Religion and Public Education. SIG-Religion and Education; Poster Session
Poster: 54. Religion and Public Education. Gordon Leslie Young, Independent Researcher


28.079-10. SIG-Multiple Intelligences: Theory and Practice Poster Session. SIG-Multiple Intelligences: Theory and Practice; Poster Session
Posters:
57. Designs for the Direct Enhancement of Intelligence. Michael E. Martinez, University of California - Irvine; Jeneen D. Graham, University of California - Irvine; Joe Klunder, University of California - Irvine

28.079-11. Student and Teacher Perceptions on Various Types of Learning Environments and Their Effect on Outcomes. SIG-Learning Environments; Poster Session
Posters:
58. A Case Study of Urban Student and Teacher Experiences Surrounding an Outdoor Environmental Science Field Trip. Peggy L. Preusch, University of Maryland
60. Evaluation of Success Lab in Terms of Learning Environment and Outcomes in High School Algebra. Kathleen L. Landon, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology
61. Learning Environment, Achievement, and Attitudes Among Students With Disabilities in Self-Contained and Inclusive Biology Classes. Lois Ezel, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology
62. Socially Situated Science for Authentic Inquiry Learning (S3AIL). Chen Kee Ng, Stanford University; Auy Wong, Stanford University; Paul Hong Suk Kim, Stanford University
63. The Impact of Teaching Approaches on Students’ Approaches to Learning in Higher Education. Vincent Donche, University of Antwerp; Sven De Maeyer; University of Antwerp; Liesje Coeroms, University of Antwerp; Peter Van Petegem, University of Antwerp - EduBROn


Poster: 80. Vocabulary/Vocabulario: The Transparency and Morphology of Spanish-English Cognates. Jose A. Montelongo, California State Polytechnic University - San Luis Obispo; Ana C. Hernandez, California State Polytechnic University
29.003. Organization of Institutional Affiliates (OIA) Executive Committee -
Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Third Level, Granite BC
12:25 pm to 1:55 pm
Chair:
Robert E. Floden, Michigan State University

Presidential Sessions

29.010. Developing Students’ Creativity: Challenges and Opportunities for Chinese and American Educators and Researchers. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 4 CDE
12:25 pm to 1:55 pm
Chairs:
Carol D. Lee, Northwestern University
Xiaodong Liu, Teachers College, Columbia University
Participants:
Qi Dong, Beijing Normal University
Yopaqun Ren, East China Normal University
Jin Huang, Ambow Education Group
Robert Siegler, Carnegie Mellon University
Michael S. McPherson, The Spencer Foundation

29.011. From ESEA to NCLB: Changing Federal Educational Imperatives and Urban Schools. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF
12:25 pm to 1:55 pm
Chair:
Sevan G. Terzian, University of Florida
Participants:
James D. Anderson, University of Illinois - Urbana-Champaign
Gloria J. Ladson-Billings, University of Wisconsin - Madison
John L. Rury, The University of Kansas
Maris A. Vinovskis, University of Michigan - Ann Arbor

AERA Sessions

29.012. Journal Talks - Session 2. AERA Sessions; Invited Roundtable
Colorado Convention Center, Lower Level, Korbel Ballroom 2
12:25 pm to 1:55 pm
Participants:
1. International Journal of Education and the Arts. Margaret A. Macintyre Latta, University of Nebraska - Lincoln; Liora Bresler, University of Illinois; Alex Rathmann, University of Massachusetts - Lowell; Jolyn M. Blank, University of South Florida
2. Issues in Teacher Education. Suzanne Soohoo, Chapman University; Joel A. Colbert, Chapman University
4. Educational Philosophy and Theory. Michael A. Peters, University of Illinois - Urbana-Champaign
6. International Journal of Qualitative Studies in Education. Jim Scheurich, Texas A&M University; Elsa Gonzalez, Texas A&M University; M. Carolyn Clark, Texas A&M University
7. Journal of Early Childhood Research. Cathy Nutbrown, University of Sheffield, United Kingdom; Wil Rushton, SAGE Publications
8. Curriculum Inquiry. Dennis Thiessen, University of Toronto; Elizabeth Campbell, OISE/University of Toronto; Ruben Gazitamulibe-Fernandez, OISE/University of Toronto
10. The Journal of Educational Research. James B. Schreiber, Duquesne University; Mary F. Heller, University of Hawaii - West Oahu; Carolyn Pearson, University of Arkansas - Little Rock
11. Journal of Mixed Methods Research. Vicki L. Plano Clark, University of Nebraska - Lincoln
12. Educational Policy. Ana M. Martinez-Aleman, Boston College; Diana Pullin, Boston College
13. The New Educator. Beverly Falk, City College of New York - CUNY; Megan Blumenreich, City College of New York - CUNY
15. International Journal of Science Education. Justin Dillon Dillon, King’s College London
16. Irish Educational Studies. Paul F. Conway, National University of Ireland, Cork

Colorado Convention Center, Street Level, Room 705
12:25 pm to 1:55 pm
Chair:
Roslyn Arlin Mickelson, University of North Carolina
Participants:
Mitchell J. Nathan, University of Wisconsin - Madison
Deborah L. Vandell, University of California - Irvine
Beverly M. Gordon, The Ohio State University
Roslyn Arlin Mickelson, University of North Carolina

Committee Sessions

29.014. Debate on the European Convergence Model in Higher Education: Cases from Spanish and Italian Universities. International Relations Committee; Invited Session
Colorado Convention Center, Street Level, Room 402
12:25 pm to 1:55 pm
Chair:
Martha A. Montero-Sieburth, University of Amsterdam
Participants:
Convergence Effects on Faculty and Students: Case Study from University La Laguna, Lidia Cabrera, University of La Laguna; Jose Tomas Bethencourt Benitez, Universidad de la Laguna - Tenerife, Canary Islands
The Effects of Convergence on the Professionalization of Faculty, Innovative Programs and Systematic Evaluation: Case Study from the University of Granada, Spain, Teresa Pozo Llorente, University of Granada; Jose Gutierrez-Perez, Granada University, Spain
Research, Training, and Quality Assessment Models in Innovation and Knowledge Transfer in Higher Education. Giuditta Alessandri, Roma TRE University; Massimiliano Fiorucci, Roma TRE University
Discusant:
Martha A. Montero-Sieburth, University of Amsterdam

29.015. GSC Division I Fireside Chat: Finding the Right Balance Between Research and Professional Practice: Opportunities to Expand Educational Research in the Professions. Graduate Student Council cosponsored with Division I - Education in the Professions; Fireside Chat Colorado Convention Center, Street Level, Room 710
12:25 pm to 1:55 pm
Chairs:
Ling Hsiao, Harvard University
Christina M. Cestone, University of Texas - Austin
Participant:
Stanley Hamstra, University of Ottawa

29.016. Knowing the Past Informs the Future: A Historical Overview of the Development of Urban Communities/Barrios and Influences on Urban Schools and Education. Committee on Scholars of Color in Education; Invited Session
Colorado Convention Center, Street Level, Room 205
12:25 pm to 1:55 pm
Chair:  
Christopher Dunbar, Michigan State University  
Participants:  
Shaping the Schooling Experiences of U.S. Native Students: Intersections Among Schools, Communities, and Government. Tiffany S. Lee, University of New Mexico  
Collective Ownership of the Educational Mission in Segregated African American Communities. Linda Mizell, University of Colorado - Boulder  
Mexico and the Development of the Public Schools in the American West, 1920-1960. Ruben Flores, The University of Kansas  
Discussant:  
Charles M. Payne, University of Chicago

### International Organization Sessions

**29.017. Large Scale Assessment and the Impact of Neville Postlethwaite?**  
International Academy of Education; Invited Session  
Colorado Convention Center, Street Level, Room 203  
12:25 pm to 1:55 pm  
Chair:  
Monique Boekaerts, Leiden University  
Participants:  
Literacy and Numeracy Assessment at the End of Primary School in Vietnam. Patrick E. Griffin, University of Melbourne  
The Construction and Application of a Test of Student Knowledge About HIV and AIDS for Use in Southern and Eastern African Primary Schools. Kenneth N. Ross, International Institute of Educational Planning

### Division Sessions

**29.018. Addressing the Achievement of Diverse Student Populations**  
Division A - Administration Organization & Leadership; Paper Session  
Sheraton, Plaza Concourse Level, Governor’s Square 12  
12:25 pm to 1:55 pm  
Chair:  
RoSue D. Barteet, The University of Mississippi  
Participants:  
A Case Study of Accountability, Fiscal Management, and Student Achievement in the East St. Louis, IL, School District. Michael Patrick O’Malley, Texas State University - San Marcos; Donyell Lakishka Roseboro, University of North Carolina - Wilmington; John W. Hunt, Southern Illinois University - Edwardsville  
An Examination of English-Language Learner Student Mobility in Arizona. Soong Bae, WestEd; Min Huang, WestEd; Tony Fong, WestEd  
Building Systems of Support for Classroom Teachers Working With English-Language Learners. Ana M. Elfers, University of Washington; Audrey Lucero, University of Washington  
Making Sense of the Complexities of Urban District Reform in a Changing World. Jean A. Patterson, Wichita State University; Heather Edwank, Wichita State University; Sheila E. Rathbun, Wichita State University; Steve Noble, Wichita State University  
Schools Effective at Addressing the Achievement Gap: Case Studies and Cross-Case Analysis of Three Schools in San Francisco. Laura P. Wentworth, Stanford University

**29.019. Examining Assistant Principals in Texas: Employment, Retention, Promotion, and Work Lives**  
Division A - Administration Organization & Leadership; Symposium  
Sheraton, Plaza Concourse Level, Governor’s Square 11  
12:25 pm to 1:55 pm  
Chairs:  
Amy Lippa, University of Texas - Austin  
Bradley W. Carpenter, University of Texas - Austin  
Participants:  
Who Becomes an Assistant Principal? Edward J. Fuller, University of Texas - Austin; Michelle D. Young, University Council for Education Administration / University of Texas; Rebecca Cohen, University of Texas - Austin  
Factors Associated With the Transition From Assistant Principal to Principal. Michelle D. Young, University Council for Education Administration / University of Texas; Edward J. Fuller, University of Texas - Austin; Bruce G. Barnett, University of Texas - San Antonio  
Assistant Principal and Principal Attrition. Edward J. Fuller, University of Texas - Austin; Michelle D. Young, University Council for Education Administration / University of Texas; Alan R. Shoho, University of Texas - San Antonio  
Changing Realities of Novice and Experienced Assistant Principals. Alan R. Shoho, University of Texas - San Antonio; Bruce G. Barnett, University of Texas - San Antonio  
Discussant:  
Leila Hazle Bussey, Southern Regional Education Board

**29.020. Honoring the Scholarship of Lenore “Len” Foster**  
Division A - Administration Organization & Leadership; Invited Session  
Sheraton, Plaza Concourse Level, Governor’s Square 14  
12:25 pm to 1:55 pm  
Chair:  
Linda C. Tillman, University of North Carolina - Chapel Hill  
Participants:  
M. Christopher Brown, Fisk University  
James Earl Davis, Temple University  
Patricia L. Marshall, North Carolina State University  
Artist Thornton, Richland Community College  
Jaclyn Goit, Washington State University

**29.021. Environmental Justice as Performatve: Youth Negotiating the Intersections of Science, Justice, and Community**  
Division B - Curriculum Studies; Symposium  
Colorado Convention Center, Street Level, Room 110  
12:25 pm to 1:55 pm  
Chair:  
Edna Tan, Michigan State University  
Participants:  
“The Coal Plant Could Give People Jobs, But at the Same Time, It Could Pollute the Air”: How Youth Reconcile Competing Discourses for Environmental Justice. Shari Rose, Michigan State University; Angela Calabrese Barton, Michigan State University  
The Role of Environmental Narratives and Social Positioning in How Place Gets Constructed for and by Youth. Carrie T. Tsou, University of Washington; Giovanna Scalone, University of Washington  
“Step in the OK Direction”: Youth Negotiating Justice as Fairness. Mark Kissling, Michigan State University  
“I’m a Make-a-Difference Expert”: How Youth Author and Leverage on Identities for Strategic Participation in a Community-Based Science Program. Angela Calabrese Barton, Michigan State University; Edna Tan, Michigan State University  
Where Is the Power in Youth Environmental Science and Action? Andrew W. Shouse, University of Washington; Philip L. Bell, University of Washington  
Discussants:  
Kevin K. Kumashiro, University of Illinois - Chicago  
Miyoun Lin, Georgia State University

Division B - Curriculum Studies; Symposium  
Colorado Convention Center, Street Level, Room 112  
12:25 pm to 1:55 pm  
Chair:  
Robert James Helfenbein, Indiana University  
Participants:  
Relocating the Forgotten Youth: Youth Care Educational Centers in Cape Town. Nur Mohammad Azem Badrooien, Stellenbosch University  
Critical Civic Spaces: Ethics, Curriculum, and Reconciliation. Robert James Helfenbein, Indiana University  
Youth Navigation of “Dys-Synchronous” School Spaces Across the Rural-Urban Divide in South Africa. Aslam Fataar, Stellenbosch University  
Sound Spaces: Curriculum, Classrooms, and Urban Students. Walter S. Gershon, Kent State University  
Modernity and Indigeneity: Defining Discourses for Two Mexican Students. Daniel Ethan Chapman, Georgia Southern University  
Performativity of Female Gender(s) in the Formation of Future Aspirations: A Case Study of Three First-Generation Immigrant Girls in New York City. Kaoru Miyazawa, Teachers College, Columbia University  
Discussant:  
Robert James Helfenbein, Indiana University
29.023. Cognitive Readiness to Adapt the Change. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 108
12:25 pm to 1:55 pm
Chair: Sigmund Tobias, University at Albany - SUNY
Participants:
Instructional Methods That Support Cognitive Readiness. Richard E. Clark, University of Southern California
Can We Prepare People for the Unexpected? Evidence from Simulation and Simulations. John D. Fletcher, Institute for Defense Analyses
Training and Measuring Cognitive Readiness in a Computer Simulation. Harold F. O’Neil, University of Southern California; Donna Ayala, University of Southern California
Discussants: Richard J. Shavelson, Stanford University Sigmund Tobias, University at Albany - SUNY

29.024. Comparing Approaches to Content Analysis in Computer-Supported Collaborative Learning Environments. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 106
12:25 pm to 1:55 pm
Chair: Bram De Wever, Ghent University, Belgium
Participants:
Content Analysis in Asynchronous Discussion Groups: Studying Role Internalization. Bram De Wever; Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium; Tammy Schellens, Ghent University, Belgium; Martin M. Valcke, Ghent University, Belgium
ASIMeC-F: A Content Analysis Scheme for Assessing the Presence of Conversational Functions in Asynchronous Discussions. Alyssa F. Wise, Simon Fraser University; Marzieh Saghafian, Simon Fraser University; Pouromina Padmahanabah, Simon Fraser University
Student Knowledge Construction in Educational Wikis: Challenges for Interaction Analysis. Swapna Kumar, University of Florida
Using Content Analysis to Study Peer Assessment in a Wiki-Based Science Curriculum. Vanessa L. Peters, OISE/University of Toronto; James D. Slotta, University of Toronto
Discussant: Jim Hewitt, OISE/University of Toronto

29.025. Constructing Learning Through Technology: Where Repetition Ends and Understanding Begins. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 102
12:25 pm to 1:55 pm
Chair: John B. Black, Teachers College, Columbia University
Participants:
Trial, Error, Media, and Learning. Antonios Saravanos, Columbia University
Interactive Manipulatives: A Pathway to Abstract Math Concepts. Seungho Paek, Teachers College, Columbia University
Creativity in Videogame Programming as a Pedagogy. Ronah S. Harris, Teachers College; Eric Carson, Teachers College, Columbia University
Discussant: Sandra Y. Okita, Teachers College, Columbia University

29.026. Division C Vice Presidential Luncheon. Division C - Learning and Instruction; Invited Session Hyatt Regency, Third Level, Quartz
12:25 pm to 1:55 pm
Chair: Richard E. Mayer, University of California - Santa Barbara

29.027. Division D Measurement and Research Methodology Luncheon and Business Meeting. The Use of Cognitive Models in Assessment. Division D - Measurement and Research Methodology; Business Meeting Hyatt Regency, Third Level, Centennial Ballroom D
12:25 pm to 1:55 pm
Chair: Linda L. Cook, ETS

29.028. Counseling Diverse Populations. Division E - Counseling and Human Development; Paper Session Colorado Convention Center, Street Level, Room 708
12:25 pm to 1:55 pm
Chair: Virginia C. Shipman, University of New Mexico
Participants:
A Bridge to Higher Education or a Dead End: The Impact of High School Counselors in Mexican-Origin English-Language Learners’ Access to College. Alexandra De Hoyos, University of Texas - Austin
Educational Barriers of Rural Youth: Individual and Contextual Differences. Matthews J. Irvin, University of North Carolina - Chapel Hill; Soo-Yong Byun, University of North Carolina; Judith L. Meece, University of North Carolina; Thomas W. Farmer, The Pennsylvania State University
Too Good to Be True: Debunking the Myth of “Model Minority”. Annie Woo, Education Northwest; Christine Lui, Asian Health and Service Center
Discussant: Steven R. Aragon, University of Illinois - Urbana-Champaign

29.029. Educating Immigrant Students in Non-Gateway Communities. Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 707
12:25 pm to 1:55 pm
Chair: Margaret R. Hawkins, University of Wisconsin - Madison
Participants:
The Impact of National Policy on School Districts’ Responses to New Immigrant Students. Stacey J. Lee, University of Wisconsin - Madison
School Districts’ Programmatic and Instructional Responses to New Immigrants. Margaret R. Hawkins, University of Wisconsin - Madison
The Educational Integration of the New Latino Diaspora. Rebecca Jane Lowenhaupt, University of Wisconsin - Madison
Discussant: Eugene E. Garcia, Arizona State University

29.030. Popular Culture and Urban Youth. Division G - Social Context of Education; Paper Session Colorado Convention Center, Street Level, Room 703
12:25 pm to 1:55 pm
Chair: Mary Stone Hanley, George Mason University
Participants:
Dancing Beyond Boundaries: An Implication of Culture-Identity Reaffirmation in Chicago’s Humboldt Park Community. Chia-Pao Hsu, Northern Illinois University
“I Remember Back in the Day”: Students Using Hip-Hop Aesthetics to Understand Urban Schooling Experiences. Enery Marc Petchauer, Lincoln University
Hip-Hop Cultural Relevancy: Examining the “Subversive” in Urban School Curricula. Katherine M. Sciurba, New York University
The Beat of Hegemony: Hip-Hop, Critical Pedagogy, and Urban Youth. Bettina L. Love, Northern Kentucky University; Jennifer R. Esposito, Georgia State University

29.031. Teaching and Learning About Scientific Discourse Through Classroom Interactions. Division G - Social Context of Education; Paper Session Colorado Convention Center, Street Level, Room 701
12:25 pm to 1:55 pm
Chair: Azure Janee Stewart, University of California - Santa Barbara
Participants:
Fostering the Discourse Norms of Scientific Argumentation Through Ongoing Classroom Interactions. Xiaowei Tang, University of Maryland - College Park; Janet E. Coffey, University of Maryland - College Park
Hands as Builders: The Construction of Complex Concepts in Face-to-Face Learning Arrangements. Stephanie Athene Scopelitis, University of Washington; Siri Mejias, University of Washington; Reed Stevens, University of Washington
29.035. The Emergence of Hispanic-Serving Institutions: Developing and Responding to a New Institutional Identity. Division J - Postsecondary Education; Symposium
Colorado Convention Center, Street Level, Room 105
12:25 pm to 1:55 pm
Chair: Erica K. Yamamura, Texas State University - San Marcos
Participants:
Exploring Pathways to Becoming a Hispanic Serving Institution. Erica K. Yamamura, Texas State University - San Marcos
What Does It Mean to Be “Hispanic-Serving”? A Structural Model Relating Institutional Identity, Practices, and Performance. Lindsey Malcom, University of California - Riverside
Hispanic-Serving Institutions: An Insider’s Perspective. Laura Jean Cortez, University of Texas
Latino/o Student Perceptions of the Campus Racial Climate at an Emerging Hispanic-Serving Institution. Marcela Cuellar, University of California - Los Angeles
Discussant: Victor Saenz, University of Texas - Austin

29.036. Transformation of the Academy: Preparing Higher Education for the New Millennium. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 107
12:25 pm to 1:55 pm
Chair: Brad Weiner, University of Minnesota
Participants:
A Study of Transformational Change at Three Schools of Nursing Implementing Health-Care Informatics. Revonda Cornell, University of South Florida; Michael R. Mills, St. Cloud State University
Interdisciplinary Strategies as Transformative Change in Higher Education. Karri A. Holley, The University of Alabama; Michael S. Harris, The University of Alabama
The Transformation of Undergraduate Education at Rutgers University: A Case Study of Institutional Change. Aubrie Swan Sein, Columbia University
Transforming an Academic College: Toward the Scholarship of Engagement and Public Good. Cheryl D. Lovell, University of Denver; Kent E. Seidel, University of Denver
Discussant: Christopher C. Morphew, University of Iowa

29.037. An Exploration of Linguistically and Culturally Complex Classrooms. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 601
12:25 pm to 1:55 pm
Chairs: Arnetha F. Ball, Stanford University
Marjorie Faustich Orellana, University of California - Los Angeles
Participants:
Spanglish Is Spoken Here: Making Sense of Spanish-English Code-Switching and Language Ideologies in a Sixth-Grade English Language Arts Classroom. Ramon Antonio Martinez, University of California - Los Angeles
Talking About Text Engaging in Critical Metalinguistic Talk. Jacqueline D’Warte, University of California - Irvine
Situated Language Discourse and Awareness of a Teenager. Clifford H. Lee, University of California - Los Angeles
Non-dominant Youth Documenting Their Own Repertoires of Linguistic Practice: Capturing and Reflecting on Youth-Created i-Movies. Marjorie Faustich Orellana, University of California - Los Angeles; Danny Cortez Martinez, University of California - Los Angeles
Discussant: H. Samy Alim, University of California - Los Angeles

29.038. Bringing the Fire: Strength of Critical Media Literacies in the Revolutionary Praxes of Asian American Urban Educators. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 706
12:25 pm to 1:55 pm
Chair: Ernest D. Morrell, University of California - Los Angeles
Participants:
"It Might Blow Up, But It Won’t Go Pop": Critically and Academically Reading the World of Pop Culture. Patrick Camangian, University of San Francisco
"Bigger Than Hip-Hop": Revolutionizing Cultural Practices Into Civic Engagement. Mark Baustista, University of California - Los Angeles


Discussant: Jeff M. R. Duncan-Andrade, San Francisco State University

29.039. Planning, Preparation, and Collaboration: Learning From an Urban Education Project. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 704
12:25 pm to 1:55 pm
Chair: Janet E. Alleman, Michigan State University
Participants:
Preparing Teachers for Urban Classrooms: Leadership in an Urban Teacher Preparation Program. Ramona S. Trevino, University of Texas - Elementary School; Melissa Chavez, University of Texas - Austin; Nancy Maniscalo, Gavalle Elementary; Valerie Galbraith, Metz Elementary
Elementary Science Education in an Urban Education Cohort. James P. Barnafeld, University of Texas - Austin; Kelly J. Mullin, University of Texas - Austin
Elementary Language Arts Education in an Urban Education Cohort. Dottie L. Hall, University of Texas - Austin; Brittney Soenen, Gavalle Elementary; Crystal Marchand, UT Elementary School
Elementary Social Studies Education in an Urban Education Cohort. Sherry L. Field, University of Texas - Austin; Michelle Bauml, University of Texas - Austin; Mary E. Ledbetter, University of Texas - Austin
Elementary Mathematics Education in an Urban Education Cohort. Taylor Martin Martin, University of Texas - Austin; Rose V. Tran, University of Texas - Austin; Stephanie Baker Peacock, University of Texas - Austin
Discussant: Deborah L. Morowski, Auburn University

Colorado Convention Center, Street Level, Room 702
12:25 pm to 1:55 pm
Chair: Jane-Jane Lo, Western Michigan University
Participants:
An Elementary Mathematics Teacher’s Use of Discourse Practices in Supporting English-Learner Students in Repair. Pat Shein, University of California - Los Angeles
A Mathematics Teacher Educator’s Use of Professional Dialogue in a Teacher Learning Group to Improve Practices. Jing Chung, National Taipei University of Education
The Use of Discourse Practice in an Enhancement Project for Low-Performing Middle School Students. Shukkwan Leung, National Sun Yat-Sen University

29.041. Teachers on Teaching English-Language Learners and English as a Second Language. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 602
12:25 pm to 1:55 pm
Chair: Cheryl E. Matias-Padua, University of California - Los Angeles
Participants:
The Politics That Lie Beneath the Surface: An Examination of Preservice Teachers’ Beliefs About Education and English Learners. Kate Olson, Arizona State University
Teacher Beliefs About Responsibility and Instructional Support for English-Language Learners in Inclusive Education. Nihat Polat, Duquesne University; Saban Cepik, Faith University
Teacher Rationales for Selection of Instructional Vocabulary: Views From Five Teachers of English-Language Learners. Sandy Chung, University of California - Los Angeles
Discussant: Elizabeth Kazleski, Arizona State University

29.042. The Variety of Programs and Pathways Leading to Teacher Preparation: Culture, Practice, and Influence. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 605
12:25 pm to 1:55 pm
Chair: Emily Lin, University of Nevada - Las Vegas
Participants:
Changing the Culture of Learning in Teacher Education: A Design Experiment. Gwynne Ellen Morrissey, University of Michigan; Jung-Hui Chien, University of Michigan; Andrew Edward Krumm, University of Michigan
Comparison of Secondary School Teacher Candidates’ Perceptions of Teacher Preparation Programs Within Ohio and Taiwan. Kevin Kuo; Su-ching Lin, National Changhua University of Education; William Loadman, The Ohio State University
Developing Undergraduates’ Preparation for Teaching and Other Education-Related Careers: Shaping Influences and Emerging Outcomes From a New Program. Jenee Myers Twitchell, University of Washington; Robin R. Lasota, University of Washington
Examining the “Stickiness” of a Teacher Certification Program Focused on Attending to Student Thinking. Jennifer Richards, University of Maryland - College Park; Daniel M. Levin, University of Maryland - College Park
Why New Teachers Do or Don’t Use Practices Emphasized in Credential Programs. Julie Gainsburg, California State University - Northridge
Discussant: Jayson W Richardson, University of North Carolina - Wilmington

29.043. Creating K-16 College Readiness and Success Policy in New York City: A K-12-Postsecondary Institutional Collaboration. Division L - Educational Policy and Politics; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 15
12:25 pm to 1:55 pm
Chair: Joanna Cannon, New York City Department of Education
Participants:
Lessons Learned From New York City’s Institutional Collaboration on Developing a Shared Research Agenda and Data Infrastructure. Jennifer Bell-Ellwanger, New York City Department of Education; David Crook, City University of New York
The Intradistrict Distribution of College Preparatory Coursework in New York City. David Crook, City University of New York; Colin Chellman, The City University of New York; Vanessa Anderson, City College of New York - CUNY
Variation in High School Contribution to Students’ College Readiness and Its Impact for School Accountability. Joanna Cannon, New York City Department of Education; Irina Paley, Teachers College, Columbia University; Tokani Arike Adeboye, Council of Chief State School Officers
Discussant: James J. Kemple, New York University

29.044. Division L Junior Faculty Mentoring Session - Advice for Successfully Navigating Early Career Stage in Education Policy. Division L - Educational Policy and Politics; Mentoring Session
Sheraton, Plaza Concourse Level, Governor’s Square 10
12:25 pm to 1:55 pm
Chair: Motoko Akiba, University of Missouri - Columbia
Participants:
William A. Firestone, Rutgers University
Gerald K. Letendre, The Pennsylvania State University
Thomas M. Smith, Vanderbilt University

29.045. International Benchmarking: Current Contributions and Future Directions for Policymakers and Researchers. Division L - Educational Policy and Politics; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 4
12:25 pm to 1:55 pm
Chair: Natalia Pane, American Institutes for Research
Participants:
Studies in International Benchmarking. Gary W. Phillips, American Institutes for Research
The World Bank’s Benchmarking Education Systems for Results: Emerging
Lessons in Building an International Benchmarking System. Robin Horn, World Bank


Discussant: Felice J. Levine, American Educational Research Association

29.046. The Global Education Leaders’ Program: A Leadership Movement for the Holistic Transformation of Education Systems. Division L - Educational Policy and Politics; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 16
12:25 pm to 1:55 pm
Chair: Benjamin Levin, OISE/University of Toronto
Participants:
Equipping Every Learner for the 21st-Century Learning Society: The Research Underpinnings of Cisco’s White Paper. Tony Mackay, Centre for Strategic Educational Thinking - Melbourne
A Transformational Global Leadership Development Design: From 2.0 to 3.0 Design Principles. David Jackson, Innovation Unit; David Albury; Innovation Unit
The Global Education Leaders’ Program: Anything but a Conventional Leadership Program. Valerie Hannon, The Innovation Unit
The Global Education Leaders’ Program: Evidence From the First Year of the Program. Al Bertani, University of Illinois - Chicago
Discussant: Meredith I. Honig, University of Washington

SIG Sessions

29.047. Improving Teacher Practice Through Action Research. SIG-Action Research; Paper Session
Colorado Convention Center, Street Level, Room 405
12:25 pm to 1:55 pm
Chair: Alan D. Amtzis, The College of New Jersey
Participants:
District-Wide Collaborative Action Research: Scaling Up Reflective Practice. Lonnie L. Rowell, University of San Diego
Inquiring Together: What Prospective Teachers and Teacher Educators Learned About Action Research/Practitioner Inquiry. Sharon B. Hayes, West Virginia University; Jason Jude Smith, West Virginia University; Reagan Curtis, West Virginia University
“It’s Not What We’re Here For”: A Teacher Self-Study of Critical Mathematics. Andrew M. Brantlinger, University of Maryland
Discussant: Jill B. Farwell, Barry University

29.048. Arts, Learning, and Community: Developing Practices and Discovering Identities. SIG-Arts and Learning; Paper Session
Colorado Convention Center, Street Level, Room 711
12:25 pm to 1:55 pm
Chair: Monica M. Prendergast, Lesley University
Participants:
Transfer of Critical Thinking: Literacy From Reading Art to Reading Text. Kelly R. Vavil, Seattle University
GIFTS: Digital Media Teaching Practices in Community-Based Art Education Sites. Kit M. Grauer, University of British Columbia; Anita Sinner, University of Lethbridge; Juan Carlos Castro, University of Illinois - Urbana-Champaign
Socialization of Emotional Expressions and Its Influence on Children’s Depiction of Negative Emotional Themes. Minam Kim, Emporia State University
“Moving Forward Into the Past?” The Role of an Austrian Art Museum in the Construction and Representation of Austrian Identity. Martina Riedler, Universität Innsbruck
Discussant: J David Betts, The University of Arizona

29.049. Advances in Conflict Resolution Research and Theory. SIG-Conflict Resolution and Violence Prevention; Paper Session
Colorado Convention Center, Street Level, Room 204
12:25 pm to 1:55 pm
Chair: David W. Johnson, University of Minnesota
Participants:
Building Peace Together: A Community-Based Approach Against Peer-to-Peer Violence. Itxaso Tallado, CRE-University of Barcelona; Oriol Rios González, Universitat Rovira i Virgili
Bullied and Nonbullied Middle Graders: Who Do They Turn To? Janice Williams Miller, Oklahoma State University; Sarah R. Wilkey, Oklahoma State University
Bullies, Not Victims?: Multiple Discriminant Analysis of Chilean Preadolescents. Verónica A. López, Pontificia Universidad Católica de Valparaíso; Pablo Cáceres, Pontificia Universidad Católica de Valparaíso
Peer Victimization in the Chilean School Context: Results From a Study With Sixth-, Seventh-, and Eighth-Grade Students. Verónica A. López, Pontificia Universidad Católica de Valparaíso
Children of War: A Positive Psychology Approach. Salman M. Elbedour, Howard University; Anthony J. Ongava, Sam Houston State University; Ziad Safadi, Howard University; Azhar Abu-Alli, Center for Multicultural Human Services; Angela Ferguson, Howard University
Reconsidering the Role of Alternative Dispute Resolution Programs in Schools: The Challenges Posed By Relational Aggression. Adeem Murphy, University of Delaware
Discussant: Laurie Stevahn, Seattle University

29.050. Community Organizing as Sites of Critical Learning and Teaching. SIG-Critical Educators for Social Justice; Symposium
Colorado Convention Center, Street Level, Room 407
12:25 pm to 1:55 pm
Chair: Soo Hong, Wellesley College
Participants:
Truth Telling: Understanding and Confronting Racism to Demand Quality Education. Mara Tiiken, Harvard University; Kenneth Russell, Harvard University
Southern Echo’s Political Education as Leadership and Personal Development. Leroy Johnson, Southern Echo
Political Education: Connecting the Personal to the Political—Young People at Padres y Jovenes Unidos. Thomas Nikandriw
Padres y Jovenes Unidos’ Political Education: Transforming My Public and Personal Life. Julita Quiñonez, Padres y Jovenes Unidos
Discussant: Shawn A. Gunwright, San Francisco State University

29.051. “Where I’m From, Without Education, You Can’t Do Nothing”: Educational Change Supporting College Access for High-Poverty/High-Minority Graduates. SIG-Educational Change; Structured Poster Session
Sheraton, Plaza Concourse Level, Plaza Ballroom F
12:25 pm to 1:55 pm
Chair: Richard J. Reddick, University of Texas - Austin
Participants:
1. “Where I’m From, Without Education, You Can’t Do Nothing”: Educational Change Supporting College Access for High-Poverty/High-Minority Graduates. Richard J. Reddick, University of Texas - Austin; Anjale DeVawn Welton, University of Texas - Austin; Danielle Juanice Alsando, University of Texas - Austin; Angala Lyn Denysyn, University of Texas - Austin; Spencer Platt, University of Texas
2. Anjale DeVawn Welton, University of Texas - Austin
3. Angala Lyn Denysyn, University of Texas - Austin
4. Danielle Juanice Alsando, University of Texas - Austin
5. Spencer Platt, University of Texas

Sheraton, Plaza Concourse Level, Plaza Court 7
12:25 pm to 1:55 pm
Chair: Catherine C. Sielke, University of Georgia
Participants:
The Cost of Race. **Ryan Yeung**, Syracuse University
School Operating Levies and Student Achievement: Evidence From a Regression Discontinuity Design. **Peter J. Wrack**, University of Minnesota

**Discussant:**
**Tammy Kolbe**, Florida State University

**29.053. La Nueva Generación de La Clase Mágica: Policy, Process, and Practice.**
**SIG-Hispanic Research Issues; Symposium**
Colorado Convention Center, Street Level, Room 104
12:25 pm to 1:55 pm

**Chair:**
**Lucila D. Ek**, University of Texas - San Antonio

**Participants:**
Design Processes in Social Action: In Search of Relevance and Optimal Possibilities. **Olga A. Vasquez**, University of California - San Diego; **Angelica Marcello**, University of California - San Diego
Additive Policy Making: Research-Based Approaches to Inform Social Change. **Angela Valenzuela**, University of Texas - Austin
Pedagogical Practice and Possibility: Establishing La Clase Mágica at a Hispanic-Serving Institution in South Texas. **Belinda Bustos Flores**, University of Texas - San Antonio; **Mari Cortez**, University of Texas - San Antonio; **Lucila D. Ek**, University of Texas - San Antonio; **Margarita Machado-Casas**, University of Texas - San Antonio; **Patricia Sanchez**, University of Texas - San Antonio
Computer-Mediated Learning and Young Latino Students’ Bilingual Development. **Carmen M. Martinez-Roldan**, University of Texas - Austin

**Discussant:**
**Kris D. Gutierrez**, University of Colorado - Boulder

**29.054. Meeting Talk and the Cultural Production of Educated Persons.**
**SIG-Language and Social Processes; Symposium**
Colorado Convention Center, Street Level, Room 210
12:25 pm to 1:55 pm

**Chair:**
**Kevin O’Connor**, University of Rochester

**Participants:**
The Social Identification of “ESL Families” in Parent-Teacher Conferences. **Kathryn M. Howard**, University of Pennsylvania; **Sarah Lipinoga**, University of Pennsylvania
Recentering Dissent: Trajectories of Resident Voice in Community Planning Meetings. **Courtney E. Haun**, University of Rochester; **Stephanie E. Webster**, University of Rochester; **Kevin O’Connor**, University of Rochester
“Raising Our Voices”: The Construction of Youth Poet Identities in Poetry Slam Team Meetings. **Annie Allen**, University of Rochester

**Discussant:**
**Karen Tracy**, University of Colorado - Boulder

**29.055. International Perspectives on Leadership for Social Justice: Learning About and From the Complexity.**
**SIG-Leadership for Social Justice; Symposium**
Colorado Convention Center, Street Level, Room 406
12:25 pm to 1:55 pm

**Chairs:**
**Carolyn M. Shields**, University of Illinois - Urbana-Champaign
**Ira E. Bogotch**, Florida Atlantic University

**Participants:**
Framing the Discussion. **Carolyn M. Shields**, University of Illinois - Urbana-Champaign
Educational Leadership as a Glocal Ecology. **Jeffrey S. Brooks**, University of Missouri; **Anthony H. Normore**, California State University - Dominguez Hills
Pedagogical Leadership as Socially Just Practice. **Helene Arlestig**, Umea University
Educational Leadership: Democratic Education and Leadership for Social Justice. **Leif Moos**, Aarhus University
Imagine the Educational Possibilities. **Ira E. Bogotch**, Florida Atlantic University

**29.056. Innovative Approaches to Studying Learning Environments.**
**SIG-Learning Environments; Paper Session**
Colorado Convention Center, Street Level, Room 606
12:25 pm to 1:55 pm

**Chair:**
**Michael J. Jacobson**, University of Sydney

**Participants:**
Students’ Interpersonal Perception of Teachers at Different Levels of Acquaintance. **Tim Mainhard**, Utrecht University; **Mieke Brekelmans**, Utrecht University; **Theo Wubbels**, Utrecht University
Teacher Activities and Cognitions in Different Teaching-Learning Environments. **Michelle Overman**, Utrecht University; **Mieke Brekelmans**, Utrecht University; **Jan D.H.M. Vermunt**, Utrecht University
Revisit to the Multidimensionality of Learning Environment: Questionnaire and Validity. **Min Kyu Kim**, University of Georgia; **So Mi Kim**, University of Georgia; **Mustafa K. Bile**, Florida State University
The Growth in Learning Patterns During Higher Education: A Longitudinal View. **Liesje Coertjens**, University of Antwerp; **Vincent Donche**, University of Antwerp; **Peter Van Petegem**, University of Antwerp - EduBROn
Understanding Relationships Between Learner-Centered Practices and Adolescent Achievement: Theory Building With Latent Profile Analysis. **Michelle Vanchu-Orosco**, University of Denver; **Barbara L. McCombs**, University of Denver; **Steven Andrew Culpepper**, University of Colorado - Denver

**Discussant:**
**Jeffery P. Dormann**, Australian Catholic University

**29.057. The National Project on Common Planning Time: Emergent Research.**
**SIG-Middle-Level Education Research; Invited Session**
Sheraton, Plaza Concours Level, Plaza Court 6
12:25 pm to 1:55 pm

**Chairs:**
**Vincent A. Anfara**, The University of Tennessee
**Micki M. Caskey**, Portland State University
**Nancy Flowers**, University of Illinois
**Steven B. Mertens**, Illinois State University

**Participant:**
The National Project on Common Planning Time: Emergent Research. **Steven B. Mertens**, Illinois State University; **Vincent A. Anfara**, The University of Tennessee; **Nancy Flowers**, University of Illinois; **Micki M. Caskey**, Portland State University

**Participants:**
**Molly M. Tovson University**
**Shawn A. Faulkner**, Northern Kentucky University
**Chris Cook**, Northern Kentucky University
**Francine C. Falk-Ross**, Pace University

**29.058. A National Assessment of the Educational Progress of American Indian and Alaska Native Students: Academic Achievement, Educational Experiences, and Methodological Challenges.**
**SIG-NAEP Studies; Symposium**
Sheraton, Plaza Concours Level, Plaza Court 2
12:25 pm to 1:55 pm

**Chair:**
**Susan C. Faircloth**, The Pennsylvania State University

**Participants:**
Findings From the 2007 and 2009 National Indian Education Study. **Taslima Rahman**
Methodological Issues in Analyzing Data From the National Indian Education Study. **Henry I. Braun**, Boston College; **Larry H. Ludlow**, Boston College; **David S. Freund**, ETS
Examining NAEP Science Assessment Items That Exhibit Differential Item Functioning Between American Indian and White/Hispanic Students: Is There a Common Denominator? **Chun-Wei (Kevin) Huang**, WestEd; **Sharon Nelson-Barber**, WestEd; **Urvida M. Sexton**, WestEd
Utilizing Data From the National Indian Education Study to Improve the Academic Achievement and Educational Experiences of Native American Students in Arizona. **Carrie L. Giovannone**, Arizona Department of Education; **Debora Norris**, Arizona Department of Education

**Discussants:**
**Bryan McKinley Jones Brayboy**, Arizona State University
**Teresa L. McCarty**, Arizona State University

**29.059. The Role of Faculty in Online Learning.**
**SIG-Online Teaching and Learning; Paper Session**
29.060. Critical Pedagogy and Islamic Practice. SIG-Philosophical Studies in Education; Paper Session 12:25 pm to 1:55 pm Colorado Convention Center, Street Level, Room 208
Chair: Tom E Culham, Simon Fraser University
Participants: Deirdre M. Kelly, University of British Columbia and Barbara J. Guzzetti, Arizona State University
Discussant: Yusef Waghid, Stellenbosch University

29.061. Ethics and Power in Qualitative Research. SIG-Qualitative Research; Paper Session 12:25 pm to 1:55 pm Colorado Convention Center, Street Level, Room 201
Chair: Roland W. Mitchell, Louisiana State University
Participants: Cleonice Poggian, University of Cambridge; Cristina Devecchi, University of Northampton
Researching Complex and Challenging Issues: An Approach Developed for a Study of the Columbine Tragedy. Carolyn L. Mears, University of Denver
Researching Up: Power and Vulnerability. M. Francyne Huchaby, Texas Christian University
Researching Underground Students: The Case of Undocumented Students. Lisa DeAnn Garcia, University of Southern California
Discussant: Alecia Youngblood Jackson, Appalachian State University

29.062. Complex Realities of Queer Kids in Schools: Identities and Activism. SIG-Queer Studies; Paper Session 12:25 pm to 1:55 pm Colorado Convention Center, Street Level, Room 403
Chair: Elizabeth Jackson Meyer, Concordia University
Participants: Disrupting the Divide: Sexuality, Student Activism, and the Limits of Tolerance. Kathleen O’Brien Elliott, University of Wisconsin - Madison
Rethinking Revolutionary Critical Pedagogy: Queer Youth of Color Creating Dialogues of Resistance through Performance. Jonathan Grady, University of California - Los Angeles; Rigoberto Marquez
Whether by Arrow or Shield: LGBT Youth Confront Schooled Homophobia. Tara Lee Saylor, University of Virginia
“It’s More Complex Than Straight and Gay?`: Bisexual Students and Multisexual/Polyamorous Families Also Go to School. Maria Pallotta-Chiarolli, Deakin University

Chair: Beth Blue Swadener, Arizona State University
Childhood Voices From Palestine. Janette Hatashi, University of Oklahoma; Samantha Driscoll, University of Oklahoma - Tulsa
Race and Nationality in Education: The Experiences of Black Refugees/Immigrants in Post-Apartheid South Africa. Bekiszwe S. Ndimande, University of Illinois - Urbana-Champaign
Identity and Refugee Youth: The Case of Iraqi Refugees in Arizona. Eman Yarrow, Arizona State University
Discussant: Doris Stanley Warnier, Arizona State University

29.064. Engagement, Norms, and Inclusion in Mathematics Classrooms. SIG-Research in Mathematics Education; Paper Session 12:25 pm to 1:55 pm Colorado Convention Center, Street Level, Room 401
Chair: Julie C. Cvikli, University of Southern Mississippi - Gulf Coast
Participants: A Dynamic Systems Approach to Complexity in Student Attitudes Toward Mathematics. Zaur Berkaliev, Illinois Institute of Technology
Working With a Partner: An Investigation of Student Engagement in a Middle School Math Classroom. Cathleen F. Rossmann, Rutgers University; Roberta Y. Schoe, Rutgers University; Lisa B. Warner, Rutgers University
No Talk-Story: Limiting the Potential to Develop Effective Sociomathematical Norms in Classrooms. Michael Gilbert, University of Hawaii; Barbara J. Gilbert, University of Hawaii
The Generative Adolescent Mathematical Learner. Brian R. Lawler, California State University - San Marcos
Students With Learning Disability in Math Are Left Behind in Multiplicative Reasoning? Number as Abstract Composite Unit Is Likely Missing... Ron Tzur, University of Colorado - Denver; Yan Ping Xin, Purdue University; Luo Si, Purdue University; Rachael Kenny, Purdue University; Adam Gaubert, Purdue University
Discussant: Philip C. Clarkson, Australian Catholic University

29.065. The Representation and Positioning of “Girls” in Global/Cosmopolitan Literacy Texts, Policy, and Practices. SIG-Research in Reading and Literacy; Symposium 12:25 pm to 1:55 pm
Chair: Helen J. Harper, University of Nevada - Las Vegas
Inter-Networking: Immigrant Girls’ Online Literacy Practices. Cheryl E. Mclean, Rutgers University
Girls’ Zines as a Global Literacy Practice. Barbara J. Gazzetti, Arizona State University
Discussant: Deirdre M. Kelly, University of British Columbia

29.066. Teaching History With Film: Powerful Cases From the Field. SIG-Research in Social Studies Education; Symposium 12:25 pm to 1:55 pm
Chair: Jennifer Pearson, Portland State University
Participants: The Impact of School Religiosity on Young Women’s Same-Sex Attraction and Well-Being in Adulthood. Lindsey Wilkinson, Portland State University; Jennifer Pearson, Wichita State University
Discussant: Mara Sapon-Shvin, Syracuse University
Colorado Convention Center, Street Level, Room 712
12:25 pm to 1:55 pm
Chair: M. Delia Neuman, Drexel University
Participants:
Fixed or Flexible? Schedule and School Library Circulation. Gail K. Dickinson, Old Dominion University, Shana L. Pribesh, Old Dominion University; Karen Gavigan, University of North Carolina - Greensboro
Secondary School Principals’ Perceptions of the Library Media Specialist’s Instructional Role. Audrey P. Church, Longwood University
Student Learning Through Inquiry: A Case Study of a High School Inquiry Project. Dianne Oberg, University of Alberta
The Complex Ecologies of Collaborative Information Problem Solving: A Comparative Study. Eric Meyers, University of British Columbia
Discussant: Carol A. Doll, Old Dominion University

29.068. Educational Practice and Rural Social Space: A Symposium. SIG-Rural Education; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 9
12:25 pm to 1:55 pm
Chair: Paul G. Theobald, Buffalo State College - SUNY
Participants:
Rural Literacies: Storying a Community. Michael J. Corbett, Acadia University; Ann Brothwell Vihert, Acadia University
Understanding Complex Ecologies in a Changing World. Jo-Anne Reid, Charles Sturt University; Bill Green, Charles Sturt University; Maxine C. Cooper, University of Ballarat
Education for Bioregional Understanding and Resilience. Leo Elshof, Acadia University
Education and Rural-Regional Sustainability. Bill Green, Charles Sturt University
Discussants: Simone White, Deakin University; David A. Greenwood, Washington State University

29.069. School Choice Effects: Research on Policies and Politics. SIG-School Choice; Paper Session
Colorado Convention Center, Street Level, Room 101
12:25 pm to 1:55 pm
Chair: Heather K. Olson Beal, Stephen F. Austin State University
Participants:
Risking Public Values: Untoward Consequences of Market-Based Reform. Catherine C. DiMartino, New York University
Externalities and School Enrollment Policy: The Political Economy of School Choice in New Zealand. Kat Sonia Thomson, Teachers College, Columbia University
The Spatio-Temporal Determinants of Charter School Site Selection. Charisse Atalagos Gudosino, University of Massachusetts - Boston
Exploring the Competitive Effects of Charter Schools. Dick M. Carpenter, University of Colorado
Discussant: Robert A. Maranto, University of Arkansas

29.070. Culturally Responsive Pedagogy in the Science Classroom. SIG-Science Teaching and Learning; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 8
12:25 pm to 1:55 pm
Chair: Christopher Burke, University of Michigan - Dearborn
Participants:
Connecting Urban Students to Science: The Importance of Infusing Students’ Community Health Concerns Into the Science Curriculum. Sheila Ivellisse Borges, Teachers College, Columbia University; Christopher Emdin, Teachers College, Columbia University
Cultural Responsive Pedagogies for Assessment for/of Learning in Primary Science Classrooms. Bronwen Cowie, University of Waikato; Kathrin Orel-Cass, University of Waikato; Ted Glynn, University of Waikato; Helena Kana, The University of Waikato
Enhancing Minority Students’ Agency for Science Learning Through Argumentation: Case for Culturally Responsive Science Instruction. Mehmet Aydeniz, The University of Tennessee; Aybuke Fahtucci, Abant Izzet Baysal University
“Pilimmaksarniq”: Working Together for the Common Good in Science Curriculum Development and Delivery in Nunavut. Robert D. Renaud, University of Manitoba; Brian Ellis Lewthwaite, University of Manitoba
Discussant: Alberto J. Rodriguez, San Diego State University

29.071. Home, School, and Socioeconomic Status: Impact on Disability. SIG-Special Education Research; Paper Session
Colorado Convention Center, Street Level, Room 206
12:25 pm to 1:55 pm
Chair: Azure Dee Smiley, University of Indianapolis
Participants:
Students With and Without Special Education Labels Participating in Systems of Care. Jeffrey A. Anderson, Indiana University; Allison Ann Howland, Indiana University
Disproportionality: The Socio-Demographic Correlates of Being Identified With a Learning Disability. Dara Renee Shifrer, University of Texas - Austin; Chandra Muller, University of Texas - Austin; Rebecca M. Callahan, University of Texas - Austin
Predictors of Variation in Early Intervention Service Delivery. Lee Ann Jung, University of Kentucky
Patterns of Reading and Math Growth Among Young Children With Disabilities. Frank F. Jenkins, Westat; Brad Keller, Westat; Elaine Carlson, Westat
Discussant: Anmariie Urso, SUNY - College at Geneseo

29.072. The Complex Ecology of Response to Intervention. SIG-Special Education Research; Structured Poster Session
Colorado Convention Center, Street Level, Room 607
12:25 pm to 1:55 pm
Chairs: Kathryn V. Drummond, American Institutes for Research; Tessie Rose, American Institutes for Research
Participants:
1. What Is Response to Intervention? Kathryn V. Drummond, American Institutes for Research; Amy Klekota, American Institutes for Research
2. Disproportionality: The Socio-Demographic Correlates of Being Identified With a Learning Disability. Dara Renee Shifrer, University of Texas - Austin; Chandra Muller, University of Texas - Austin; Rebecca M. Callahan, University of Texas - Austin
3. Predictors of Variation in Early Intervention Service Delivery. Lee Ann Jung, University of Kentucky
4. Patterns of Reading and Math Growth Among Young Children With Disabilities. Frank F. Jenkins, Westat; Brad Keller, Westat; Elaine Carlson, Westat
5. What Is Response to Intervention? Kathryn V. Drummond, American Institutes for Research; Amy Klekota, American Institutes for Research
7. Providing Effective Instructional Intervention Within a RTI Framework. Allison Gruner Gandhi, American Institutes for Research; Kathryn V. Drummond, American Institutes for Research; Amy Klekota, American Institutes for Research
9. Response to Intervention in Middle Schools: Practices and Outcomes. Sara Prevette, The University of Kansas
11. Critical Issues in State Implementation of Response to Intervention. Gary Duhon, Oklahoma State University; Tessie Rose, American Institutes for Research
29.073. Categorical Latent Variable Analysis, Mixture Modeling, and Multigroup Modeling in SEM. SIG-Structural Equation Modeling; Paper Session
Sheraton, Plaza Concourse Level, Plaza Ballroom E
12:25 pm to 1:55 pm
Chair:
Christopher R. Rakes, University of Louisville
Participants:
An Investigation of the Assumptions of the Robust Weighted Least Squares Estimator in Categorical Latent Variable Models. Deborah L. Bandelos, University of Georgia; Jonathan Templin, University of Georgia
A Comparison of Multigroup CFA and Mixture CFA With Covariates for Testing Measurement Invariance. Heather Marie Bzeichnet, ETS
The Behrens-Fisher Multivariate Problem as a Multigroup SEM Analysis. Victor L. Wilsson, Texas A&M University; Robert J. Hall, Texas A&M University
Model Selection Methods for Factor Mixture Models With Dichotomous Outcomes. Xiaodong Hou, University of Maryland; Gregory R. Hancock, University of Maryland
Using Latent Profile Models and Unstructured Growth Mixture Models to Assess the Number of Latent Classes in Growth Mixture Modeling. Min Liu, University of Maryland; Gregory R. Hancock, University of Maryland
Discussant:
Marilyn S. Thompson, Arizona State University

29.074. Measurement and Calibration of Self-Regulatory Factors. SIG-Studying from Qualitative Data to a Gender-Friendly Quantitative Instrument: The Making of a Rasch Analysis on Collapsing Categories in Item Response Scales of Survey Participants. Rose Riggs, The Calibration Accuracy of Middle School Students in Math Classes. Old Dominion University; Linda Bol, Old Dominion University; John A. Nunnery, Old Dominion University; Daniel L. Dickerson, Old Dominion University
A Structural Equation Modeling Approach to Relationships of Parenting Practices, Independent Learning, and Achievement. Pamela Ford Murphy, Virginia Polytechnic Institute and State University; Mido Chang, Virginia Polytechnic Institute and State University
A Latent Class Analysis of Teacher Candidates’ Goal Orientation, Perception of Classroom Structure, Motivation, and Self-Regulation. Hefer Bembaliut, Queens College - CUNY
Calibrating Calibration: Toward Conceptual Clarity and Agreement in Calculation. Meghan Margaret Parkinson, University of Maryland; Daniel Dinmore, University of Maryland
Discussant:
Marcel V. J. Veenman, Leiden University

Sheraton, Plaza Concourse Level, Plaza Ballroom D
12:25 pm to 1:55 pm
Chair:
Amber Michelle Gonzalez, University of California - Santa Barbara
Participants:
A Rasch Analysis on Collapsing Categories in Item Response Scales of Survey Questionnaires: Maybe It’s Not One Size Fits All. Julie Grondin, University of Quebec - Rimouski; Jean-Guy Blais, University of Montreal
From Qualitative Data to a Gender-Friendly Quantitative Instrument: The Making of the Ethical Leadership Questionnaire. Lyse Langlois, Laval University; Koffi Houen, Laval University; Claire Marie Lapointe, Laval University
Rasch Rating Scale Analysis of the Attitude Toward Research Instrument. Elena C. Papanaustiou, University of Nicaraqua; Randall E. Schumacker, The University of Alabama
Nonresponse Bias Analysis and Reduction Methods Used in Surveys of Postsecondary Students. Peter H. Siegel, RTI International
Discussant:
Richard G. Lambert, University of North Carolina - Charlotte

29.076. Developing Empowering Educational Experiences Through Teacher Research. SIG-Teacher as Researcher; Symposium
Colorado Convention Center, Street Level, Room 610, 612
12:25 pm to 1:55 pm
Chair:
Monimalika Day, George Mason University
Participants:
Empowering Teachers Through the Teacher Research Process. Stacia M. Strible, George Mason University; Elizabeth K. DeMuder, George Mason University
Empowering Fifth Graders With IEPs Through Creativity and Choice. Rebecca Massey, Prince William County Schools - VA
Empowering Fifth Graders Through Vocabulary Development. Allison Mordas, Prince William County Schools - VA
Empowering Kindergarteners Through Literacy Centers. Kelly Innocenti, Prince William County Schools - VA
Empowering Students and Their Families by Building Stronger Home-School Connections Through Family Fun Nights. Kolette De La Cruz, Fairfax County Schools - VA
Empowering Students Through Movement. Nancy Gaboury, Fairfax County School, VA

29.077. Studying Learning in the Context of Teaching: An Interactive Ethnographic Perspective as Resource. SIG-Teacher as Researcher; Symposium
Colorado Convention Center, Street Level, Room 604
12:25 pm to 1:55 pm
Chair:
Ralph Cordova, Southern Illinois University - Edwardsville
Participants:
Teacher Researcher/Researcher Teacher: Shifting Angles of Vision for Making Visible What Students Can Do. Beth V. Yeager, University of California - Santa Barbara
Learning to See Learning in a Community of Teacher-Researchers: Digital Video Technology as Mediator. Amanda Mathiesen, Adams Elementary School - St. Louis, MO; Ralph Cordova, Southern Illinois University - Edwardsville
Developing Inquiring as a Stance of Practice Within a Young Writing Project Site. Ralph Cordova, Southern Illinois University - Edwardsville; Jeffrey Hudson, Alton High School - IL

29.078. Teaching, Learning, and Assessment in Mixed-Reality Spaces. SIG-Teacher as Researcher; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 1
12:25 pm to 1:55 pm
Chair:
Leslie Santee Siskin, New York University
Participants:
Teacher Experiences on the Integration of Modern Educational Games in the Middle School Mathematics Classroom. Heidi J. Higgins, University of North Carolina - Wilmington; Albert Dieter Richaupt, University of North Carolina - Wilmington; S. Beth Allred, University of North Carolina - Wilmington
Exploring the Connection Between Student Engagement and Technology-Enhanced Assessment Practices. Norman Davis Vaughan, Mount Royal University; Jim Zimmer, Mount Royal College
Use and Measurement of Collaborative Problem-Solving Skills in Augmented Reality Games. Jennifer Brummer Elliott, University of Virginia; Matt Duneley, Radford University; Walter P. Heincke, University of Virginia
Learning in Games: Constructing, Valuing, and Transferring Disciplinary Knowledge and Skills. Aronatis Nathanial Foster, Drexel University; Punja Mishra, Michigan State University; Matthew J. Koehler, Michigan State University

Division and SIG Roundtables
29.079-1. Confucius and Moral Education. SIG-Confucianism, Taoism, and Education; Roundtable Session
Chair: Tiantong Yu, Southern Illinois University - Edwardsville
Participants: Chinese Cultural Dynamic and Childhood in China. Guoping Zhao, Oklahoma State University
Asian Values and Civics/Citizenship Education in Singapore During the 1980s. Yeow Tong Chia, CISE/University of Toronto
The Confucian World View and Educational Philosophy and Postmodernism From a Border-Crosser’s Perspective. Minhui Lu, University of Northern Colorado

29.079-2. Cultural Practices, Literacy, and Bilingualism Among Young Latinas/os and Families. SIG-Hispanic Research Issues; Roundtable Session
Chair: Alberto Lopez-Carvaquillo, Northeastern Illinois University
Participants: The Dynamic Nature of Cultural Practices in U.S. Latino/a Households. Veronica E. Valdez, University of Utah
Mexican Transnational Mothers’ Role in Children’s Bilingual Development on the U.S.-Mexico Border. Maria Teresa De La Piedra, University of Texas - El Paso; Lynda Sekerci, University of Texas - El Paso
When Previous Schooling Experience Influences Students’ Writing: Children Schooled in Mexico and the U.S. Beatriz Irene Gutierrez, University of Texas - Austin

29.079-3. Democratic Citizenship in Education Roundtable Discussion Session. SIG-Democratic Citizenship in Education; Roundtable Session
Chair: Carolyn J. White, Rutgers University
Renewing Democracy: An Exploration of Civic Networks and Urban Youth. Laura McNeal, Michigan State University
Thickening Citizenship: Democratic Inclusion of Youth Actors. Radhika Neto Rao, Independent Scholar
Youth’s Conceptions of Trust: Implications for Civic Life and Opportunities for Intervention. Katie E. Davis, Harvard University

29.079-4. Education Reform in Chile: School Improvement or Entrenching Neo-Liberal Policy? SIG-Marxian Analysis of Society, Schools and Education; Roundtable Session
Chair: Jill Andrea Pinkney Pastrana, University of Wisconsin
Participants: “The Bitter Fruit of Neoliberal Reform”: Dismantling Public Education in Chile. Jill Andrea Pinkney Pastrana, University of Wisconsin
Parent Participation in the Chilean School System: Consumers, Citizens, or Transformers? Veronica Lopez, Pontificia Universidad Católica de Valparaíso
Distributed Leadership and Constructing the Meaning of Education Reform. Luis Ahumada, Pontificia Catholic University of Valparaíso
Reshaping Teachers’ Professional Identities Through New Public Management Labor Policies. Vicente Sisto, Pontificia Universidad Católica de Valparaíso
The Entrepreneur Subject as a Policy of Subjectivization in Vocational-Technical Education in Chile. Carmen Gloria Núñez, Pontificia Universidad Católica de Valparaíso

29.079-5. International Perspectives on Global Citizenship, Social Justice, and Moral Education. SIG-International Studies; Roundtable Session
Chair: Barbara Garri, SUNY - College at Oswego
Participants: Global Literacy: Comparing China and New York City High School Students. Rong Zhang, Nanjing Normal University; Hui-Yin Hsa, New York Institute of Technology; Shiangwei Wang, New York Institute of Technology
Teaching for Social Justice in Sarajevo. Peter McDermott, Sage Colleges; Brian Kirby Lanahan, College of Charleston
Critical Analysis on Korean Moral Education Textbooks. A. Young Kim, Pusan National University; Duhyeon Kim, Pusan National University

29.079-6. Religion and Education: Home Schooling and Outcomes. SIG-Religion and Education; Roundtable Session
Chair: Melissa Beth Sherfinski, University of Wisconsin - Madison
Participants: Understanding the Christian School Movement. Hamin Baek, Michigan State University
A Meta-Analysis: The Relationship Between Religious Education Variables and Outcome Variables That Influence the School Experiences of Youth. William H. Jeynes, California State University - Long Beach
Where the Heart Is: Evangelical Christian Homeschooling Mothers’ Educational Practices. Melissa Beth Sherfinski, University of Wisconsin - Madison
A Unique Space for Adult English-Language Learners: A Case Study of Church-Based ESL Programs. Josephine G. Prado, The University of Alabama; Qihui Jiang, The University of Alabama; Liang-Yin Lin, The University of Alabama

Chair: Carol Huang, Independent Researcher
Participants: Literacy Activism and Academic Achievement of Lao American Adolescent Students. Rassamichanch Soryasak, University of California - Santa Barbara; Vichet Chhuon, University of Minnesota; Jin-Sook Lee, University of California - Santa Barbara
Schooling Experience of Asian Immigrant High School Students in the Midwest: Language, Identity, and Racialization. Hidehito Endo, Purdue University

29.079-8. Roundtable 1. SIG-Workplace Learning; Roundtable Session
Chair: Leonard George Cairns, Monash University
Using Field, Habitus, and Capital to Understand the Transition Into Graduate Work in Information Technology: Brendan’s Story. Martyn Clark, University of Leeds; Miriam Zukas, University of Leeds

29.079-9. Teacher Education and the Home-School-Community Triad. SIG-Family, School, Community Partnerships; Roundtable Session
Chair: Fabienne Doucet, New York University
Participants: Because Wisdom Can’t Be Told: Using Comparison to Support Prospective Educators’ Interpersonal Skill Development. Joan M.T. Walker, Pace University; Benjamin H. Dotger, Syracuse University; Christine Grausso, Long Island University; Nadine P. Edwards, Long Island University
Design With Intent to Make Changes: Parent Involvement, the Preservice Teacher, and the Teacher Educator. Margaret M. Ferrara, University of Nevada - Reno; Nancy Hall
Student Teaching’s Association With Preservice Teachers’ Parent Involvement Beliefs and Practices With Diverse Families. Donna Winston, Stanford University

29.079-10. Understanding the Complexities of Access and Achievement for Black Males in Education. SIG-Research Focus on Black Education; Roundtable Session
Chair: W. David Wakefield, California State University - Northridge
Analysis of Successful Black Male College Students’ Perceptions of Their Educational Environments and Educational Leaders. Kevin Anthony Dougherty; The University of Arizona; John L. Taylor; The University of Arizona
Never Quit: The Complexities Promoting Excellence at a Single-Gender School for African American Males. Marlon C. James, University of Connecticut
29.080. Roundtable Session 14: Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2
12:25 pm to 1:55 pm

29.080-1. Assessing Student Teaching, One Year Later: Updates From Two Innovative Projects. SIG-Academic Audit Research in Teacher Education; Roundtable Session
Chair:
Victoria Marquesen, Colorado State University-Pueblo
Participants:
Academic Audit Assessment: Transforming Teacher Education Using a Standards-Based Observational Instrument. Vicki L. Cohen, Fairleigh Dickinson University; Marlene Rosenbaum, Fairleigh Dickinson University; Miriam Singer, Fairleigh Dickinson University; Joan Zadrozny Shields, Saint Peter’s College, Janice E. Stewart, Caldwell College; Heather Lee Pfleger-Dunham, Centenary College; Kenneth Brino, Bloomfield College
Tracking Candidate Progress Over Time Through Measuring Student Learning. James B. Carroll, University of Portland, Jacqueline C. Wagggoner, University of Portland; Bruce N. Wetzel, University of Portland
How Do Teacher Education Programs Assess Student Teaching? Christine Carrino Gorovara, University of Delaware

29.080-2. Changing the Game: A New World of Academics and Athletics on Campus (Part I). SIG-Research Focus on Education and Sport; Roundtable Session
Chair:
Don Belcher, Middle Tennessee State University
Participants:
A Study of the Continuing Emotional Impacts of Transition From High-Visiblity Intercollegiate Sport. Kerri Kearney, Oklahoma State University; Eric Archer, Oklahoma State University; Lucy E. Bailey, Oklahoma State University
Promoting Institutional Values Through Intercollegiate Athletics. Michael Gary Godfrey, Clemson University; James W. Satterfield, Clemson University; April Flint, Clemson University; Tony Franklin, Clemson University
The Effects of Transferring on College Student Athletes. Thomas S. Paskus, National Collegiate Athletic Association; Todd A. Petr, National Collegiate Athletic Association; Tiese L. Roxbury, University of North Carolina - Greensboro; John McArule, University of Southern California

29.080-3. Early-College High Schools: Strategies for Reform and Impact. SIG-School Turnaround and Reform; Roundtable Session
Chair:
Julie A. Edmunds, SERVE
Participants:
Measuring Instruction in Early-College Schools: Looking Across Institutional Boundaries. Helen M. Duffy, American Institutes for Research
The Performance of Early-College Students in Their First Year at the University. Robert W. Smith, University of North Carolina - Wilmington; John Christopher Fischetti, University of North Carolina - Wilmington; Sally MacKain, University of North Carolina - Wilmington
Impact of the Early-College High School Model on Students’ Attitudes, Behavior, and Engagement. John T. Wills, University of North Carolina - Greensboro; Andrew Dallas, University of North Carolina - Greensboro
Early Impacts on Students’ Course-Taking and Course-Progression Patterns. Fatih Unlu, Abt Associates Inc.; Larry Bernstein, Abt Associates Inc.; Elizabeth J. Glennie, RTI International
The Reality of Learning and Teaching in an Early College High School. Kennedy Ombonga Ongaga, University of North Carolina - Wilmington; Candace Thompson, University of North Carolina - Wilmington; Mary Ombonga

29.080-4. Elementary Student Reading Achievement: Interventions Using Innovative Technology. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair:
James Carl Wohlleb, Little Rock School District - Arkansas
Participants:
Assessing Beginning Reading Skills With a Smart-Pen Technology. Scott G. Paris, National Institute of Education, Singapore; Hwel Ming Wang, Nanyang Technological University, Singapore
Factors Associated With Struggling Readers’ Achievement in a Technology-Based Astronomy Curriculum. Matthew Marino, Washington State University; Anne Catherine Black, Yale University; Michael T. Hayes, Washington State University - Pullman

29.080-5. Evaluating Policy Impacts on Student Literacy Achievement. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair:
Rick R. McCovn, Duquesne University
Participants:
Mixed-Method Analyses of Gender Differences in Literacy Achievement. Don A. Klinger, Queen’s University; Lynn Shulha, Queen’s University; Lesly A. Wadewoolley, Queen’s University
The Impact of Volunteerism: A Community Comes Together to Support Childhood Reading and Literacy. Joe D. Nichols, Indiana University/Purdue University at Fort Wayne; Jonathan C. Hilpert, Indiana University/Purdue University at Fort Wayne; Bi-Hee Kim, Indiana University/Purdue University at Fort Wayne; Get W. Nichols, Fort Wayne Community Schools; Jamie Garwood, Allen County United Way

29.080-6. Formative and Summative Classroom Assessments: Lessons Learned. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair:
Stephen J. Schellenberg, Saint Paul Public Schools
Participants:
Making Sense of Complexity: Assessing Classroom Instructional Environments Using Teacher Surveys. Jimmy Sebastian, Consortium on Chicago School Research; Elaine M. Allensworth, University of Chicago; David Stevens, University of Chicago
Using Enriched Classroom-Based Assessment Data With External Test Data to Inform Educational Decision-Making. Anna Nadirova, Alberta Education; John M. Burger, Alberta Education

29.080-7. Games and Virtual Worlds to Support Learning. SIG-Instructional Technology; Roundtable Session
Chair:
Alecia R. Jones, Old Dominion University
Participants:
How ID Models Help With Educational Game Development: An Examination of the Gentry Model in Participatory Design. Jun Fang, Purdue University; Johannes Strobach, Purdue University; William R. Watson, Purdue University
Using Game-Like Methods for Integrating Knowledge Tests in a Constructivist Learning Environment: Triggering the Trivial Pursuit Effect. Lloyd P. Rieber, University of Georgia; Greg Francom, The University of Georgia; Josh C. Squires, University of Georgia
Video Games in the K-12 Classroom: Barriers, Promise, and the Reality of Incorporating Educational Video Games in Today’s Classrooms and Curriculum. William R. Watson, Purdue University

29.080-8. Instructional Design and Technology to Support Mathematics and Science. SIG-Instructional Technology; Roundtable Session
Chair:
Robert L. Bangert-Drowns, University at Albany - SUNY
Participants:
A Conceptual Framework for Increasing Middle School Students’ Science Motivation. Brian R. Belland, Utah State University; Chamin Kim, University of Georgia; Michael J. Hannafin, University of Georgia
Enhancing College Algebra Students’ Attitudes Toward Mathematics: Designing and Testing an ARCS Intervention. Charles Brent Hodgen, Georgia Southern University; Chamin Kim, University of Georgia
Integrating Technology and Higher-Order Thinking Skills Into Instruction. Andrew B. Polly, University of North Carolina - Charlotte
The Effects of Massive Multiplayer Online Games on High School Students’ Mathematics Achievement. Dixie Swearengen, University of Oklahoma; Deniz Eseryel, University of Oklahoma

29.080-9. Methods and Design in the Learning Sciences. SIG-Learning Sciences; Roundtable Session
Chair: Daniel T. Hickey, Indiana University

Participants:


Participatory Assessment: Remediating Curriculum and Testing for the 21st Century. Daniel T. Hickey, Indiana University; Michelle Honeyford, Indiana University; Jenna McWilliams, Indiana University

Reframing and Measuring Engagement With Science and Technology. Joseph L. Polman, University of Missouri - St. Louis; Jennifer Hope, University of Missouri - St. Louis; Glenda McCarty, University of Missouri - St. Louis

Twirling Around: Educators’ Use of Twitter for Personal Professional Development. Christopher Craft, University of South Carolina - Columbia; David F. Feldon, University of Virginia

29.080-10. Scaling Up Reading Comprehension Interventions, Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Chair: Diane Hui, University of Hong Kong

Participants:

Elementary Student Reading Achievement and Online Supplemental Reading Instruction. Anne-Even Williams, The Ohio State University; Jerome V. D’Agostino, The Ohio State University

Scaling Up Tiered Reading Interventions in the Elementary Years: Schools’ Capacity to Serve Eligible Students. Caitlin Scott, Education Northwest; Jason Greenberg-Motamedi, NWREL; Bruce A. Miller, Northwest Regional Educational Laboratory

29.080-11. School Accountability: Factors Inside the Achievement Variation, Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Chair: Michael D. Beck, Beta, Inc.

Participants:

An Accountability-Driven Improvement Framework for Evaluating Elementary and Secondary Suspension and Expulsion Programs. Rosanne B. Brown, Peel District School Board; Paul Favaro, Peel District School Board and York University, Ontario


Pupil Mobility and Educational Progress at Secondary School: A National Study. Steve Strand, University of Warwick

School Suspension as a Response to Antisocial Behavior: A Hierarchical Linear Model of Analysis. Cindy Ann Smith, University of Missouri; Xianting Zhao, University of Missouri

29.080-12. Studies on Student Change and Effective Teacher Assessment Practices, Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Chair: Joseph M. O’Reilly, Mesa Public Schools

Participants:

Applying the Rasch Model to Measure Change in Student Performance Over Time. Jessica D. Cunningham, Western Carolina University; Kelly D. Bradley, University of Kentucky

Supplementing University and College End-of-the-Course Satisfaction Surveys With Student Learning Data. Shannon Edward Coutler, Dalton State College

Teachers’ Views on Conducting Formative Assessment Within Contemporary Classrooms. Louis M. Volante, Brock University; Danielle Beckett, Brock University; Joanne L. Reid, Brock University; Susan Margaret Drake, Brock University

Using Annotated Concept Map Assessments to Identify Teacher Expertise Levels on Complex Problem Solving. Jonathan McKeown, Florida State University

Development of a Training Effects Algorithm for Use Within an Agent-Based Modeling and Simulation Tool. Tristan Johnson, Florida State University; Eric Glen Skorski, Florida State University; Rinat B. Rosenberg-Kima, Florida State University; Elena Novak, Florida State University; Dee H. Andrews, Air Force Research Laboratory

The Use of Alternative Social Networking Sites in Educational Settings: A Study of the e-Learning Benefits of Ning in Education. Lori B. Holcomb, North Carolina State University; Kevin Patrick Brady, North Carolina State University

The Impact of Collaborative and Individualized Student Response System-Based Instruction on Learner Motivation, Metacognition, and Transfer. Mark Jones, Indiana State University; Pasha Antonenko, Oklahoma State University

29.080-14. Use of Growth Models and Student Achievement With High-Stakes Accountability, Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Chair: Stefan Thomas Hopmann, University of Vienna

Participants:

An Approach to Criterion-Referenced Growth Modeling: One State’s Application of Student Growth Percentiles. Anne H. Davidson, Nevada Department of Education

From Field to Table: Implementing a Growth Model Into State Accountability Plans. Jennifer Lynn Gardella, Rutgers University

Longitudinal Multilevel Growth Modeling of Academic Achievement: Modeling Complex Factors From State Accountability Measures. Stephen R. Wallace, Northern Illinois University; Harvey Smith, Northern Illinois University

School Conditional Growth Study: How to Make the “Apple to Apple” Comparison Possible? Yun Xiang, Nwetnvlk Education Association; Carl H. Hauser, Northwest Evaluation Association

29.080-15. Using Virtual Worlds and Games in K-12, SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Chair: Chris J. Dedo, Harvard University

Participants:

K-12 Teachers Encounter Digital Games: A Qualitative Investigation of Teachers’ Perceptions of Digital Games for K-12 Education. Michele D. Dickey, Miami University

Issues and Concerns of K-12 Educators on Three-Dimensional Multi-User Virtual Environments in Formal Classroom Settings. Greg Jones, University of North Texas

Player Participation in Community Management in a “Twee” Virtual World: Opportunities and Challenges for Learning. Yasmin B. Kafai, University of Pennsylvania; Kristin Anne Searle, University of Pennsylvania

Division and SIG Posters

29.081. Poster Session 3; Poster Session

Colorado Convention Center, Lower Level, Korbel Ballroom 3

12:25 pm to 1:55 pm


Posters:

1. Identifying Trends That Predict the Successful Location of Regionally Supported Work Colleges in Uganda. Lillian B. Nwijagaba, University of North Texas; Paula Irene Jaeger, University of North Texas

2. Ideas That Untrained Graduate Secondary Teachers in Trinidad Drew Upon as Beginning Teachers. Joanne De Four-Babb, University of Trinidad and Tobago

29.081-2. Creating Networks Across the Board to Enhance Educational Achievement, Division A - Administration Organization & Leadership; Paper Session

Chair: Lisa A. W. Kendall, Auburn University

Posters:

3. The Alignment of the Informal and Formal Organizational Supports for Reform: Implications for Improving Teaching in Schools. William R. Peniel, SRI International; Margaret M. Riel, Pepperdine University; Aasha Joshi, SRI International; Leslie Pearlman, Michigan State University; Chong Min Kim, Michigan State University; Kenneth A. Frank, Michigan State University
4. The High Reliability Schools Project (HRS) in Three British Local Education Authorities: 11-Year Effects. Samuel C. Stringfield, University of Louisville; David Reynolds, University of Plymouth; Eugene Carl Schaffer, University of Maryland Baltimore County

5. The Ties of Change: A Longitudinal Exploration of the Social Networks of Leaders. Alan J. Daly, University of California - San Diego; Nienke M. Moolenaar; University of Twente

6. Ties With Potential: Social Network Structure and Innovation in Dutch Schools. Nienke M. Moolenaar; University of Twente; Alan J. Daly, University of California - San Diego; Peter Sleegers, University of Twente; Sjoerd Karsten, University of Amsterdam


29.081-3. Critical Pedagogy as a Central Dimension of Classroom Research. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Poster Session

29.081-4. Culture, Identity, and the Ethics of Caring: Constructing Communities and Identities. SIG-Bilingual Education Research; Poster Session
Posters:
9. Developing a Bicultural Understanding of Self. Jackie Ferguson, Texas A&M University; Jenny C. Wilson
10. Language and Identity: A Study of Local Identity, the Classroom, and Language Among Metal-Head Latino Youth. Karla Cristina Perez, University of California - Los Angeles

29.081-5. Current Issues in Urban Learning, Teaching, and Research. SIG-Urban Learning, Teaching, and Research; Poster Session
Posters:
12. A Response to Intervention in Low-Performing Urban Schools: A Case Study. Kari Anne Tow-Calancro, University of California - Los Angeles; Diane S. Haager, California State University - Los Angeles
13. Accountability Ratings and Beginning Elementary School Teachers: A 5-Year Statewide Study. Cynthia Martinez-Garcia, Sam Houston State University; John R. Slate, Sam Houston State University
14. Invitations: A Strategy for Taking Instruction to a Higher Level of Complexity. Beth Anne Bergoff, Indiana University/Purdue University at Indianapolis; Cindy Borgmann, Indiana University; Sidney Rand, Indiana University/Purdue University at Indianapolis
15. Preserve Teachers Knowledge, Skills, and Dispositions Toward Working With Students in Diverse Settings. Leah Horner-Patnode, The Ohio State University - Lima; Young Ah Lee, The Ohio State University - Lima
16. The Development and Use of the Academic Success Classroom Learning Environment Survey. Beverly Lynn Afford, Texas A&M University - College Station; Danielle Barrington Brown, Texas A&M University; Yuan-Hsuan Lee, Texas A&M University - College Station; Jacqueline Stillisano Stillisano, Texas A&M University - College Station; Hersh C. Wanzman, Texas A&M University
18. Accessing Community-Based Urban Organizations for Teacher Preparation. Jennifer McCormick, California State University - Los Angeles; Aaron Sommenschin, California State University - Los Angeles

29.081-6. Educational Statisticians Poster Session. SIG-Educational Statisticians; Poster Session
Posters:
19. A New Approach to Merging Data: Redefining Longitudinal Data in Education. Sean W. Mulvenon, University of Arkansas; Jam Khogajest, University of Arkansas
20. Building a Statistics Course on Model-Eliciting Activities. Joan B. Garfield, University of Minnesota; Robert C. Delmas, University of Minnesota; Andrew Zieffler, University of Minnesota

29.081-7. Focus on Diverse and Innovative Projects and Methodologies in Informal Learning. SIG-Informal Learning Environments Research; Poster Session
Posters:
22. Exploring College Students’ Everyday Experiences With Science. Jacqueline Wong, University of California - Los Angeles; Melissa Sunshine Cook, University of California - Los Angeles; William A. Sandoval, University of California - Los Angeles
23. Redesigning an Out-of-School-Time STEM Program Through a Complex Systems Approach. Susan A. Yoon, University of Pennsylvania; Melissa C. Chessler, Philadelphia Zoo; Jacqueline Flicker, University of Pennsylvania; Sandra Dunham, University of Pennsylvania; Darryl Williams, University of Pennsylvania; Lei Liu, University of Pennsylvania; Jennifer ChiSezzy-Pizzo, University of Pennsylvania
24. The Draw an Engineer Assessment: Extending Its Use From a Descriptive to Analytical Tool. Tirupulavanam G. Ganesh, Arizona State University; Johnny Thieken, Arizona State University
25. Using a Novel Methodology to Study Free-Choice Family Learning Experiences at Telescope-Observing Events. Matthew C. Wenger, The University of Arizona; Kathy Carter, The University of Arizona; Christopher J. Harris, SRI International

29.081-8. Music Education SIG Poster Session. SIG-Music Education; Poster Session
Posters:
27. An Analysis by Ensemble Members of Various Guest Conductors’ Teaching Strategies: A Preliminary Study. Warren Haston, University of Hartford
29. Fostering a Relationship With Music or to Music? Selected Discourses in Music Education. Roger Mantie, Boston University
30. Identity, Gender, and Learning in Kit Drummers: A Perspective From the United Kingdom. Gareth Dylan Smith, Institute of Contemporary Music Performance
31. Impact of Cognitive Complexity on Rater Accuracy in a Music Performance Assessment. Min Zhu, University of South Carolina; Ashlee A. Lewis, University of South Carolina; Tara Marie Pearsall, Savannah College of Art & Design; Ching Ching Yap, University of South Carolina; Robert L. Johnson, University of South Carolina; Xiaofeng Zhang, University of South Carolina
32. Incorporating Popular Music in Formal Music Education. Sarah Jean Morrison, OSIE/University of Toronto
33. Intergenerational Collaborative Inquiry in a Teacher Study Group for Music Teachers. Jill Ayse Reese, Temple University
34. Perceived Articulation Uniformity Among Trumpet and Violin Performances. Shelly C. Cooper, The University of Arizona; Donald Hamann, The University of Arizona
35. Personality Self-Predictions of Preservice Music Teachers in Relation to Satisfaction and Motivation for Technology Use. Serkan Perkmen, Balkesir University, Turkey; Dale S. Niederhauser, Iowa State University

Posters:
36. The Influence of Language on Culture and Thought: A Cross-Linguistic Study of Chinese and English. Pei-Ni Lin Causaran, University of New Mexico
37. The Impact of Code Switching on Second Language Instruction and Learning: A Corpus and Experiment-Based Approach. Li-Jen Kao, Northern Illinois University; Tae-Jin Kim, Northern Illinois University
38. The Relationship Between Pronunciation Learning Strategies and Results Among Untill ESL Learners. Hui-Chao Huang, Indiana University - Bloomington
40. Examining Hispanic Middle School Students’ Perceptions of Cognitive Strategies Used When Reading in English. Brooke E. Kandel-Cisco, Butler University
41. Advanced Placement World Language Teacher Beliefs of Talented Language Learners and Differentiated Instruction. Bronwyn MacFarlane, The University of Arkansas at Little Rock
42. Growth Modeling Techniques Incorporating Latent Variable Regression and Differential Variance in Growth Parameters Across Groups. Jinok Kim, University of California - Los Angeles; Kichan Choi, University of California
Saturday Afternoon, May 1, 2010

**Professional Development Courses**

### 30.010. An Introductory Primer/Review of Multivariate Statistics I: Multivariate Significance Tests and MANOVA

**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**

**30.011. Protection of Human Subjects in Education Research**

**Professional Development and Training Committee; Professional Development Course**

- **Hyatt Regency, Fourth Level, Capitol Ballroom 2**
- **1:00 pm to 5:00 pm**

**Directors:**
- **Robert Boruch, University of Pennsylvania**
- **George W. Bohrnstedt, American Institutes for Research**

**Instructor:**
- **Walter G. Seccada, University of Miami**

**30.012. QuickStats and PowerStats: An Introduction to NCES’ New Online Data Tools**

**Professional Development and Training Committee; Professional Development Course**

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

**Director:**
- **Ted Socha, National Center for Education Statistics**

**Instructors:**
- **Matthew E. Soldner, University of Maryland**
- **Sean Anthony Simone, National Center for Education Statistics/Association for Institutional Research**

### Saturday, 2:15 pm

**Governing Meetings and Events**

**31.001. Review of Research in Education (2011) - Closed Editorial Board Meeting, AERA Governance; Governance Session**

- **Hyatt Regency, Fourth Level, Capitol Ballroom 6 & 7**
- **2:15 pm to 3:45 pm**

**31.002. Review of Research in Education (2012) - Closed Editorial Board Meeting, AERA Governance; Governance Session**

- **Hyatt Regency, Third Level, Centennial Ballroom F**
- **1:00 pm to 5:00 pm**

### Presidential Sessions


- **Presidential Session; Invited Session**
  - **Colorado Convention Center, Lower Level, Korbel Ballroom 4 CDE**
  - **2:15 pm to 3:45 pm**

**Chairs:**
- **Carol D. Lee, Northwestern University**
- **Yaowdong Liu, Teachers College, Columbia University**

**Participants:**
- **Preparing for the Future: Changes and Innovations of Basic Education in China.**
  - **Xiaoya Chen, Vice Minister, Ministry of Education, People’s Republic of China**
- **New Opportunities for Education Improvement for All in the U.S.**
  - **Marshall S. Smith, U.S. Department of Education**
  - **Eva L. Baker, University of California - Los Angeles**

---

**Posters:**

- **29.081-10. Service Learning and Experiential Education. SIG-Service-Learning & Experiential Education; Poster Session**
  - **Posters:**
    - **50. Imagining a Better World. Service Learning as a Benefit to Teacher Education. Virginia M. Jagla, National-Louis University; Todd A. Price, National-Louis University, Antonina Lukenchuk, National-Louis University**
    - **51. Is Teaching Service Learning? Karen F. Tancrez, National-Louis University**
    - **52. Transformation Through Translation. Jacob Adams, University of Utah**

- **29.081-11. Transformative Praxis: Self-Study Researchers Engaging in Complex Change. SIG-Self-Study of Teacher Education Practices; Poster Session**
  - **Posters:**
    - **53. Illuminating How Self and Others Influence Community and Learning. Jodi Meyer-Mork, Minnesota State University - Mankato**
    - **54. Not Better or Worse, Just Different: A Self-Study of Online Teaching. Derek L. Anderson, Northern Michigan University; Sandy Indieke, Northern Michigan University; N. Suzanne Standerford, Northern Michigan University**
    - **55. Practicing What We Preach?: A Self-Study of a Cross-Departmental Coteaching Experience. Diedre Allen, University of South Florida; Audra Parker, University of South Florida; Patricia M. McEachron, University of South Florida; Lela Rosa Dias, University of South Florida**
    - **56. The Demographic Imperative: Turning Deficits Into Assets. Ann K. Schulte, California State University - Chico**
    - **57. Toward an Epistemology of Understanding: Learning to Use Self-Study to Improve Teacher Practice. Jeffrey Stuart Kaplan, University of Central Florida**
    - **58. Transforming Educational Knowledge Through Making Explicit the Embodied Knowledge of Educators in Complex Ecologies and Different Cultural Contexts. Jacqueline D. Delong, Brock University - Ontario, Canada; Jack Whitehead, Niagara Teachers University; China / University of Bath**
    - **59. The Use of Self-Study to Explore One’s Life History. Daysha Michelle Magee, The College of New Jersey; Deborah L. Tidwell, University of Northern Iowa**

- **29.081-12. Writing and Literacies in and out of School. SIG-Writing and Literacies; Poster Session**
  - **Posters:**
    - **60. The Boundaries and Possibilities of “Playing” at the Newspaper: The Tools and Context for Empowerment. Makenzie Selland, University of Colorado - Boulder**
    - **61. Toward Understanding the Status of Writing Instruction in Elementary Classrooms. Kathleen Tice, University of Texas - Arlington; Sylvia Read, Utah State University**

Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
2:15 pm to 3:45 pm
Chair: Bryan McKinley Jones Brayboy, Arizona State University
Participants: Sharon Nelson-Barber, WestEd; Megan Bang, TERC; Sandy Grande, Connecticut College; Bryan McKinley Jones Brayboy, Arizona State University
Discussant: Linda T. Smith, University of Waikato

31.012. Use of Mixed Methods to Study Complex Ecological Questions of Learning and Development. Presidential Session; Invited Session

Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF
2:15 pm to 3:45 pm
Chair: Edd V. Taylor, Northwestern University
Participants: Geoffrey B. Saxe, University of California - Berkeley; Edd V. Taylor, Northwestern University; Barbara Rogoff, University of California - Santa Cruz
Discussant: Tom Weisner, University of California - Los Angeles

AERA Sessions

31.013. Online Program Management System (All Academic): Demonstration and Training for Program Chairs - Open Session 1. AERA Sessions; Workshop

Colorado Convention Center, Street Level, Room 401
2:15 pm to 3:45 pm
Chair: Rick Peacer, All Academic Inc.

Committee Sessions

31.014. AERA in the 21st Century. Social Justice Action Committee; Invited Session

Colorado Convention Center, Street Level, Room 403
2:15 pm to 3:45 pm
Chair: Pauline Lipman, University of Illinois - Chicago
Participants: Pauline Lipman, University of Illinois - Chicago; Mara Sapon-Shevin, Syracuse University; Kevin K. Kumashiro, University of Illinois - Chicago

31.015. GSC Division E Fireside Chat: The In Between: How to Use My Time Wisely. Graduate Student Council cosponsored with Division E - Counseling and Human Development; Fireside Chat

Colorado Convention Center, Street Level, Room 709
2:15 pm to 3:45 pm
Chairs: Shadi Roshandel, University of California - Santa Barbara; Susanna Capri Brooks, Mississippi State University
Participants: W. David Wakefield, California State University - Northridge; Lynley H. Anderman, The Ohio State University; Theresa A. Thorkildsen, University of Illinois - Chicago; Cynthia Hadley, University of California - Santa Barbara; Frank C. Worrell, University of California - Berkeley

31.016. GSC Fireside Chat: Grant Writing for Graduate Students. Graduate Student Council; Fireside Chat

Colorado Convention Center, Street Level, Room 207
2:15 pm to 3:45 pm
Chairs: Annis N. Brown, Michigan State University; Andrea L. Tyler, Miami University of Ohio

Participants:
Lauren S. Young, Spencer Foundation
Vivian L. Gadsden, University of Pennsylvania
Anne Rebecca Newman, Washington University

International Organization Sessions


Colorado Convention Center, Street Level, Room 404
2:15 pm to 3:45 pm
Chair: Petros A. Pashiardis, Open University, Cyprus
Participants:
The Conceptual and Contextual Interpretation and Understanding of the Notion of “Complex Demographics” in High Functioning and Dysfunctional Schools: Learnings From School Principals in South Africa. Muñia Gallie, University of Pretoria
International Collaborations in Educational Leadership: A Cross-Cultural Partnership for Scholars and Educational Leaders. Encarnacion Garza, University of Texas - San Antonio; Olof Johansson, Umea University; Betty M. Merchant, University of Texas - San Antonio; Helene Arlestig, Umea University; Monika Torussen, Umea University; Elizabeth T. Marukami-Ramadho, University of Texas - San Antonio; Rebecca Garza, University of Texas - San Antonio
The Investigation of the Relationships Between Distributed Leadership and Teacher Commitment in Cyprus Public Elementary Education. Rea Papageorgiou, Cyprus International Institute of Management; Andreas Kythreotis, Pedagogical Institute of Cyprus
Principals’ Personal Epistemology and Its Impact on Leadership Practices. Petros A. Pashiardis, Open University, Cyprus; Panayiota Kondeou, Open University of Cyprus; Stefan Brauckmann, DIPF; Athena Michaelidou, Open University of Cyprus

31.018. Information-Rich Environments: Explorations of the Use of Information in Educational Policy. Flemish Forum for Educational Research; Symposium

Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC
2:15 pm to 3:45 pm
Chair: Maarten Simons, Catholic University of Leuven
Participants:
There Is Safety in Numbers: Can Data on Consistency and Differential Effectiveness Contribute to a More Information-Rich Environment? Bieke De Fraeine, Catholic University of Leuven; Jan A. Van Damme, Catholic University of Leuven
How Do Educational Practitioners Understand the Concept of “Value Added”? Implications for Statistical Analysis and School Performance Feedback Practice. Jean Pierre H.C. Verhaeghe, Ghent University, Belgium; Heidi Knijpvoort, Catholic University of Leuven; Georges Van Landeghem, Catholic University of Leuven
The Knowledge-Policy Relationship in (French-Speaking) Belgium: Lessons From the Past, Keys for the Future. Éric Manugez, Université Catholique de Louvain; Christian Maroy, Université Catholique de Louvain
Without (Public) Opinion, You Are Just Another Person With Data: On Education Policy, Evidence, and Democracy. Maarten Simons, Catholic University of Leuven; Mathias Decropere, Catholic University of Leuven; Anneleen Verkens, Catholic University of Leuven; Liselotte Vandeperre, Catholic University of Leuven
Discussant: Christian Maroy, Université Catholique de Louvain

Division Sessions

31.020. Enhancing Student Learning Through Leadership and Capacity Building, Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
2:15 pm to 3:45 pm
Chair: Sheldon T. Watson, Central Connecticut State University
Participants:
Closing the Achievement Gap Through Administrator Action Research: A Case Study of Two Principals and Their Development of an Inquiry Stance Toward Their Practice. Nancy F. Dana, University of Florida; Katie M. Tricarico, University of Florida; David M. Quinn, University of Florida
Principal Matters: How Principal Experience May Moderate Social Class Differences in Kindergarten Math Learning. Shanta R. Robinson, University of Michigan; Kelly McMahon, Michigan State University
Promoting Our Students: Examining the Role of School Leadership in the Self-Advocacy of At-Risk Students. Muhammad Khalifia, University of Texas - San Antonio
"It Takes a City": Preparation of Urban High School Leaders in Philadelphia Through Multi-Organizational Partnerships. Girija Kaimal, Temple University; Margaret E. Barber, Lehigh University; Marcia Schulman, School District of Philadelphia; Richard Flanary, Lehigh University; Nancy F. Dana, University of Florida
Promoting Our Students: Examining the Role of School Leadership in the Self-Advocacy of At-Risk Students. Muhammad Khalifia, University of Texas - San Antonio
"It Takes a City": Preparation of Urban High School Leaders in Philadelphia Through Multi-Organizational Partnerships. Girija Kaimal, Temple University; Margaret E. Barber, Lehigh University; Marcia Schulman, School District of Philadelphia; Richard Flanary, Lehigh University; Nancy F. Dana, University of Florida

31.021. Integrity, Justice, and Humanity: A Town Meeting for Action in Division B, Division B - Curriculum Studies; Workshop
Colorado Convention Center, Street Level, Room 402
2:15 pm to 3:45 pm
Chair: Leslie Rebecca Bloom, Roosevelt University
Participants:
Critical Consciousness: Knowledge, Agency, and Love. Kathleen McDonough
"The Careful Ways of Duty": Parables of Love and Control in the Romantic Primary Classroom. Sally Campbell Galman, University of Massachusetts - Amherst
The Power of Love. Maria Jose Botelho, University of Massachusetts - Amherst
Love as Transcendence: Avoiding the View From Nowhere. Stephen Sadler, University of Massachusetts

31.022. What’s Love Got to Do With It? Multimodal Perspectives on Curriculum, Criticality, and Love, Division B - Curriculum Studies; Symposium
Colorado Convention Center, Street Level, Room 402
2:15 pm to 3:45 pm
Chair: Sally Campbell Galman, University of Massachusetts - Amherst
Participants:
Critical Consciousness: Knowledge, Agency, and Love. Kathleen McDonough
"The Careful Ways of Duty": Parables of Love and Control in the Romantic Primary Classroom. Sally Campbell Galman, University of Massachusetts - Amherst
The Power of Love. Maria Jose Botelho, University of Massachusetts - Amherst
Love as Transcendence: Avoiding the View From Nowhere. Stephen Sadler, University of Massachusetts

31.023. Addressing the Challenge of Learning and Teaching Measurement: Curricular, Learning, and Teaching Analyses, Division C - Learning and Instruction; Structured Poster Session
Colorado Convention Center, Street Level, Room 607
2:15 pm to 3:45 pm
Chair: John P. Smith, Michigan State University
Participants:
1. Weak Attention to Unit Iteration in U.S. Elementary Curriculum Materials. Leslie Dietiker, Michigan State University; Funda Gomulak, Michigan State University; John P. Smith, Michigan State University
2. How Is “Unit Square for Covering Space” Treated in U.S. Elementary Mathematics Textbooks? Kuo-Liang Chang, Michigan State University
3. Assessing the Alignment of Written Curricula and State Standards for Length Measurement. Aaron Mosier, Michigan State University; Alexandria Theakston, Michigan State University; John P. Smith, Michigan State University
4. Curriculum Storylines for Area Measurement in the Elementary Grades. Funda Gomulak, Michigan State University; Aaron Mosier, Michigan State University; John P. Smith, Michigan State University
7. A Longitudinal Analysis of Unit Iteration Concepts for Length, Area, and Volume (Grades 2-4). Jeffrey E. Barrett, Illinois State University; Chepina Wiwowski, Illinois State University; Craig Cullen, Illinois State University; Dave Klanderman, Trinity Christian College; Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY
8. A Comparison of Representations of Units of Length: A Microgenetic Analysis. Craig Cullen, Illinois State University; Jeffrey E. Barrett, Illinois State University; Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY
9. IRT Modeling of Students’ Theory of Linear Measurement. Wenyan Zhou, Vanderbilt University; Richard Lehrer, Vanderbilt University
10. Measurement as an Approach to Developing Quantitative Reasoning. Barbara J. Dougherty, The University of Mississippi

31.024. Current Research in Educational Technology: Simulations, Multimedia Learning, Design, and Evaluation, Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 102
2:15 pm to 3:45 pm
Chair: John T. Behrens, Cisco Systems
Participants:
Investigation of Instructional Multimedia Delivery Methods: Evidence Supporting the Learner’s Preference Paradigm. Shuna Michele Shaw, University of Texas - Austin; Michael Charles Mayrath, Harvard University; Priya K. Nihalani, University of Texas - Austin; Daniel H. Robinson, University of Texas
Experimental Exploration of a Complex Simulated Environment. Kristen E. Diercro, Independent Researcher; Patti West, Cisco; Dennis Charles Frezzo, Cisco Systems, Inc.; John T. Behrens, Cisco Systems
Examining Factors That Affect Performance in Complex Simulation Environments. Michael Charles Mayrath, Harvard University; Priya K. Nihalani, University of Texas - Austin; Daniel H. Robinson, University of Texas
Optimal Ways to Sequence Collaborative Activities to Maximize Individual Problem Solving. Priya K. Nihalani, University of Texas - Austin; Michael Charles Mayrath, Harvard University; Daniel H. Robinson, University of Texas

31.025. Different Questions, Different Queries: Looking at Literacy Development in Different Lights, Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 104
2:15 pm to 3:45 pm
Chair: Elizabeth Schaughey, University of Otago, New Zealand
Participants:
The Nature and Growth of Reading Abilities in 8- and 12-Year-Old New Zealand Children. Jeffrey K. Smith, University of Otago, New Zealand; Smallit Esther; University of Otago, New Zealand; Ros Allan, University of Otago, New Zealand; Lynnette Jones, University of Otago, New Zealand; Rae Cable Jameson, University of Otago, New Zealand

Using a Back-Mapping Framework to Examine Early Literacy Skills in the First Year of School. Philippa Struthers, University of Otago, New Zealand; Elizabeth Schaughency, University of Otago, New Zealand, Sebastian Saggate, University of Otago, New Zealand; Clarice Kristina, University of Otago, New Zealand; Thurlow Jane, University of Otago, New Zealand

Using Local Norms to Describe Reading Achievement: A Longitudinal Examination From Third to Fifth Grade. Elizabeth Schaughency, University of Otago, New Zealand; Sebastian Saggate, University of Otago, New Zealand; Tustin Karen, University of Otago, New Zealand

Lost in Translation: Some Methodological Considerations in Cross-Orthographic Research on Hiragana. Claire Fletcher-Flinn, University of Otago, New Zealand; G. Brian Thompson, Victoria University; Yamada Megumi, Hokkaido Pharmaceutical University; Makiko Naka, Hokkaido University

Discussants:
Deborah C. Simmons, Texas A&M University

31.026. Multimedia and Playful Learning Environments. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 112
2:15 pm to 3:45 pm
Chair: Richard A. Wainess, University of California - Los Angeles

Participants:
Transformative Play: Meaningfully Positioning Person, Content, and Context. Sasha A. Barab, Indiana University; Melissa Sommefield Gresalfi, Indiana University; Patrick Pettjohn, Indiana University; Maria Solomon, Indiana University; Charlene Volk, Indiana University

An International Investigation Into Playful Learning Environments and Academic Achievement. Marjaana Kangas, University of Lapland; Justus J. Randolph, University of Joensuu; Heli Ruokamo, University of Lapland; Pikko Tellervo Hyvonen, University of Oulu, Finland

Cognitive Consequences of Adding Narrative Features to an Educational Computer Game. Deanne Marie Adams, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara; Alan Koenig, University of California - Los Angeles; Richard A. Wainess, University of California - Los Angeles

Optimizing the Type of Feedback Delivered by an Animated Agent. Robert K. Atkinson, Arizona State University; Lijia Lin, Arizona State University; Robert M. Christopherson, Arizona State University; Stacey Joseph, Arizona State University; Caroline J. Harrison, Arizona State University

Interactivity Design in Multimedia Learning Environments: Effects on Clinical Performance of Medical Students. Hyaksoon S. Song, New York University; Ruth N. Schwartz, New York University; Jan L. Plass, New York University; Tavinder K. Ark, New York University; Judith Brenner, New York University; Adina L. Kalter, New York University

Discussant:
Elisabeth R. Hayes, Arizona State University

31.027. Tracing the Influence of Science and Technology Studies on Science Education Research. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 106
2:15 pm to 3:45 pm
Chair: Noah R. Feinstein, University of Wisconsin - Madison

Participants:
Integrating Epistemic Goals Into Science Education. Richard A. Duschl, The Pennsylvania State University
Stakeholders and Boundary Work in the History of Science Education. John L. Rudolph, University of Wisconsin - Madison

The Importance of the History, Philosophy, and Sociology of Science for the Practice of School Science. Jonathan F. Osborne, Stanford University

Reflections on the Mangle of Science Learning Research. Philip L. Bell, University of Washington

Discussant:
Richard Grandy, Rice University

Sheraton, Plaza Concours Level, Plaza Court 5
2:15 pm to 3:45 pm
Chair: Henry J. Braun, Boston College

Participants:

Self-Auditing Assessments. Daniel M. Koretz, Harvard University; Anton Bogen, Cito

Revisiting the Bock-Mislevy Duplex Model: Application to K-12 Mathematics. Isaac I. Bejar, ETS; Edith Aurora Graf, ETS

Innovation in Standard Setting for Test-Based Accountability. Barbara S. Plake, University of Nebraska - Lincoln; Kristen L. Huff, The College Board

Discussants:
Robert L. Linn, University of Colorado
Linda Darling-Hammond, Stanford University

31.029. The Robert L. Linn Distinguished Address. Division D - Measurement and Research Methodology; Invited Session
Sheraton, Plaza Concours Level, Governor’s Square 17
2:15 pm to 3:45 pm
Chair: Katherine E. Ryan, University of Illinois - Urbana-Champaign

Participant:
Integrating Measurement and Socioeducational Perspectives in Educational Assessment. Robert J. Mislevy, University of Maryland - College Park

Participants:
The Relationship Between Middle School Students’ Perceptions About Bullying and Their Teachers’ Levels of Empathy. Rebecca A. Robles-Pina, Sam Houston State University; Shirely Johnson, Sam Houston State University; Steve Busch, University of Houston; Laura Hodges, Sam Houston State University

Cluster Analysis of Impaired Counseling Students. Chi-Sing Li, Sam Houston State University; Yu-Fen Lin, Sam Houston State University; Daniel Gene Eckstein, Sam Houston State University

Mental Health Professionals’ Perception of Adolescents’ Experience Reentering School Post-Psychiatric Hospitalization. Elsya Versen Clemens, University of Northern Colorado; Laura E. Welfare, Virginia Polytechnic Institute and State University; Amy Williams, University of Northern Colorado; Amy Milion, Clemson University

The Structure of Behavioral Consequences of Drinking Among 4-Year College Students. Dustin C. Derby, Palmer College of Chiropractic; Thomas J. Smith, Northern Illinois University

Discussant:
Margaret L. Bloom, Marquette University

31.031. Sects and Secularism in American Education. Division F - History and Historiography cosponsored with SIG-Religion and Education; Symposium
Colorado Convention Center, Street Level, Room 108
2:15 pm to 3:45 pm
Chair: Jonathan L. Zimmerman, New York University

Participants:
Secularization and Educational Purpose: Debates in National and Denominational Journals, 1850-1930. Katherine V. Sedgwick, University of Pennsylvania

The National Education Association and the Sectarian Question, 1946-1955. Ann Marie Ryan, Loyola University Chicago
31.032. Bilingual Communities. Division G - Social Context of Education; Paper Session
Colorado Convention Center, Street Level, Room 701
2:15 pm to 3:45 pm
Chair: Maria D. Reyes, University of Colorado - Boulder
Participants:
Understanding the Influences of Settings on Dual-Language Competence Among Korean and Mexican Immigrant Children. Jin-Sook Lee, University of California - Santa Barbara; Jane Choi, University of California - Santa Barbara; Graciela Fernandez, University of California - Santa Barbara; Eunsook Jeong, University of California - Santa Barbara; Piljoo P. Kang, University of California - Santa Barbara; Veronica Lopez, University of California - Santa Barbara
Church-Based ESL Class: Collaboration in English-Language Socialization of Chinese Immigrant Adults and Their Children. Xia Chao, The University of Alabama
Parents’ Language Ideology and Attitudes on Heritage Language Maintenance: Comparison Study of Monolingual and Interracial Korean Families. Kwang-Jong Park, University of New Mexico; Yonghee Lee, University at Buffalo - SUNY
Strategic Essentialism and Bilingual Flexibility in a Community-Based Korean Heritage-Language School. Seongah Byeon, University of Florida; Ester J. Dejong, University of Florida
“Alternative” Bilingual Instruction in the NCLB Context: Cognitive/Linguistic/ Instructional Features. Katherine G. Hayes, Los Angeles Unified School District - California; Robert S. Rueda, University of Southern California; Icela Pelayo, University of Southern California

Colorado Convention Center, Street Level, Room 705
2:15 pm to 3:45 pm
Chair: Ronald D. Glass, University of California - Santa Cruz
Participants:
How the Project Is Situated. Ronald D. Glass, University of California - Santa Cruz
Developing Public Learning Processes for School and Community Change. Rodney T. Ogawa, University of California - Santa Cruz
The Local Context. David Barillas, University of California - Santa Cruz
Discovering and Representing Parent Perspectives. Gina Rodriguez, Pajaro Valley Unified School District - California; Robert S. Rueda, University of Southern California; Icela Pelayo, University of Southern California
Discovering and Representing Youth Perspectives. David Barillas, University of California - Santa Cruz
Discovering and Representing Teacher Perspectives. Janet Rachel Johns, Migrant Education, Region XI
Discussants: Megan Boler, University of Toronto
John S. Rogers, University of California - Los Angeles
Leisy Thornton Wyman, The University of Arizona

Colorado Convention Center, Street Level, Room 707
2:15 pm to 3:45 pm
Chair: Leisy Thornton Wyman, The University of Arizona
Participants:
Mediating Simultaneity: Latino Students and the Negotiation of Practices of Emergence. Norma E. Gonzalez, The University of Arizona
Social Capital and Literacy in Immigrant Youth’s Online Networks Across Countries. Wan Shun Eva Lam, Northwestern University
Symbolic Competence in Educational Contexts: Refugee Youth Narrating the Self. Doris Stanley Warriner, Arizona State University
Indigenous Migration, Schooling and Linguistic Ecologies: A Yup’ik Example. Leisy Thornton Wyman, The University of Arizona

Colorado Convention Center, Street Level, Room 711
2:15 pm to 3:45 pm
Chair: Miranda Christou, University of Cyprus
Participants:
Critical Communicative Methodology for the Study of Educational Exclusion. Sandra Racionero-Plaza, University of Wisconsin - Madison; Miranda Christou, University of Cyprus
Inclusive Educational Practices: Evidence From Successful Schools. Laura Christine Engel, The George Washington University; John Holford, University of Nottingham
Educational Inclusion Through Community Participation: The “Learning Communities” Model. Sandra Racionero-Plaza, University of Wisconsin - Madison; Rocio Garcia Carrion, University of Barcelona
The Role of “Other Women” in Educational Transformation. Itxaso Tellado, CREA-University of Barcelona; Miranda Christou, University of Cyprus

Sheraton, Plaza Concourse Level, Plaza Ballroom D
2:15 pm to 3:45 pm
Chair: Donna G. Snodgrass, Cleveland State University
Participants:
Does Loosening Virtual Comparison Group Selection Criteria Introduce Bias for This Quasi-Experimental Design? Karen E. Rambo, University of Connecticut; John F. Cronin, Northwest Evaluation Association; Lingling Ma, Northwest Evaluation Association
Estimating Comprehensive Impacts of Education Interventions: How a Study of Online Algebra Measures “Ripple Effects.” Jessica Heppen, American Institutes for Research; Margaret Clements, Education Development Center; Inc.; Teresa Garcia Duncan, American Institutes for Research; Kirk Walters, American Institutes for Research
Exploring the Relationship Between Reform Diffusion and Student Achievement. Curt M. Adams, University of Oklahoma
Summer School in Milwaukee: Adjusting for Self-Selection Using Propensity Score Stratification. Aylin C. Mofeje, Learning Point Associates; Trisha Hinojosa, Learning Point Associates; Deborah L. Lindsey, Milwaukee Public Schools - WI

31.037. Assessment: Evidence and Action. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom E
2:15 pm to 3:45 pm
Chair: Margaret Heritage, University of California - Los Angeles
Participants:
Documenting, Diagnosing, and Treating Misconceptions: Impact on Student Learning. E. Caroline Caroline Wylie, ETS; Joseph Cifaro, ETS
Supporting Teachers’ Use of Formative Assessment Evidence to Plan the Next Instructional Steps. Margaret Heritage, University of California - Los Angeles; Barbara Ann Jones, University of California - Los Angeles
Capturing Quality in Formative Assessment Practice: Measurement Challenges. Joan L. Herman, University of California - Los Angeles; Ellen Osmundson, University of California - Los Angeles; David Silver, University of California - Los Angeles
Investigating Administrator and Teacher Use of Interim Assessments. Huan Wang, University of California - Los Angeles; Clare Waterman, University of Pennsylvania; Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.; Scott F. Marion, National Center for Improvement of Educational Assessment

Discussant: W. James James Popham, University of California - Los Angeles

31.038. Validity: Translating Theory Into Practice. Division I - Education in the
Chair: 
Stanley John Hamstra, University of Ottawa  
Participants:  
Michael T. Kane, ETS  
Susan M. Case, National Conference of Bar Examiners

**Division J - Postsecondary Education; Paper Session**  
Colorado Convention Center, Street Level, Room 107  
2:15 pm to 3:45 pm

Chair:  
David Soo, University of Pennsylvania

Participants:  
Market Values: The Impact of Budget Cuts on Faculty in Two Disciplines.  
Margaret W. Sallee, The University of Tennessee

Mending the Broken Bones of Contention Between Faculty and Administration: A Communication Analysis.  
James L. Bess, James L. Bess & Associates; Jay R. Dee, University of Massachusetts - Boston

“Partners or Adversaries”: A Comparative Case Study of Higher-Education Systems and State-Level Accountability.  
Karen A. Card, University of South Dakota; Janelle Krause Toman, South Dakota Board of Regents

Privatization Influences and Strategic Enrollment Management Decisions in Public Research Universities.  
Bradley Barnes, The University of Alabama; Michael S. Harris, The University of Alabama

Discussant:  
James C. Palmer, Illinois State University

Chair:  
Cindy K. Stiegelmeyer, University of South Carolina

Participants:  
Developing Engaged Scholars: The Graduate Advisor-Advisee Relationship.  
Lorilee R. Sandmann, University of Georgia; Audrey J. Jaeger; North Carolina State University

Not All Going in the Same Direction: The Effects of Social Identity on Graduate Student Career Choices.  
Karen Jean Haley, Northern Illinois University; Audrey J. Jaeger; North Carolina State University; John S. Levin, University of California - Riverside

Politics and Practices in the Judgment of Quality and Effectiveness of Graduate Education.  
Douglas A. Burleson, University of Southern California; William G. Tierney, University of Southern California

Synergistic Effects of Teaching and Research Activities for Graduate Students.  
David F. Feldon, University of Virginia; Cindy K. Siegelmeyer, University of South Carolina

Discussant:  
Ann E. Austin, Michigan State University

**31.041. Faculty and Pedagogy in Higher Education.**  
Chair:  
Pamela Felder Felder, Teachers College, Columbia University

Participants:  
Across the Life Span of Male Faculty: Stages, Challenges, and Coping Strategies.  
Mike J. Philippsen, Virginia Commonwealth University

Creating a New Mindset: Diversifying Faculty and Growing a New Culture in a Department.  
Seunae Wegener Soled, Northern Kentucky University; Kelly Morgan Gau, University of Cincinnati; Jaeooks L. Gilbert, Northern Kentucky University; Hannah H. Chai, University of Cincinnati; Helene Harte, Northern Kentucky University; Kwabena Ofori-Atta, Northern Kentucky University

The Academy Is Going Native: Exploring the Effort to Graduate 500 Maori PhDs in 15 Years.  
Malia Villegas, Harvard University

The Sociology of Academic Professions: Historical Analysis of the Influences of Faculty Social Origins.  
Jim Vander Patten, University of Arkansas - Little Rock; Brenda Risch, University of Texas - El Paso

Discussant:  
Greg K. Dubrow, University of California - Berkeley

**31.042. Beginning Teacher Development in Addressing Academic Language: Institutional Cases and Reflections.**  
Chair:  
Robert Calfee, University of California - Riverside

Participants:  
Shaping Academic Language in Beginning Teachers Through a Constructivist Inquiry Approach.  
Barbara J. Merino, University of California - Davis; Christian J. Faltis, University of California - Davis; Richard J. Pomeroy, University of California - Davis; Maria-Cecilia Gomez, University of California - Davis

Embedding PACT and Maintaining a Program Mission.  
Eloise Lopez Metcalfe, University of California - Los Angeles; Jaime Park, University of California - Los Angeles

Scaffolding Student Teachers’ Understanding of Academic Language Demands in Mathematics.  
Cheryl A. Forbes, University of California - San Diego; Rusty Bresser, University of California - San Diego; Kathy Melancen, University of California - San Diego

Shaping the Concept of Academic Language: A Case Study of Five Exemplary Beginning Teachers.  
Kip T. Tellez, University of California - Santa Cruz; Angela Thompson, University of California - Santa Cruz

Academic Language From a Functionalist Perspective.  
Ann Lippincott, University of California - Santa Barbara; Laura Anne Hill-Bonnet, University of California - Santa Barbara; Tine F. Sloan, University of California

Discussant:  
Gloria Dall’Alba, University of Queensland, Brisbane, Australia

**31.043. Division K: Professional Development: Writing and Publishing in Teaching and Teacher Education.**  
Chair:  
Jeremy N. Price, Montclair State University

Participants:  
En la Lucha: The Struggles and Triumphs of Latino/a Preservice Teachers.  
Jason G. Irizarry, University of Connecticut

“The Discipline Stop”: The Contested Role of Black Male Teachers in Urban School Discipline.  
Edward Brockenbrough, University of Rochester

Understanding the Experiences of Preservice Teachers of Color in a Predominantly White Institution.  
Tambra O. Jackson, University of South Carolina

Discussant:  
Christine E. Sleet, California State University - Monterey Bay

**31.044. La Lucha: Contested Terms of Engagement for Teachers of Color.**  
Chair:  
Jason G. Irizarry, University of Connecticut

Participants:  
En la Lucha: The Struggles and Triumphs of Latino/a Preservice Teachers.  
Jason G. Irizarry, University of Connecticut

“The Discipline Stop”: The Contested Role of Black Male Teachers in Urban School Discipline.  
Edward Brockenbrough, University of Rochester

Understanding the Experiences of Preservice Teachers of Color in a Predominantly White Institution.  
Tambra O. Jackson, University of South Carolina

Discussant:  
Christine E. Sleet, California State University - Monterey Bay

**31.045. Mapping the Continuum: New Zealand Perspectives on Preparing and Developing Teachers in Context.**  
Chair:  
Graeme Aiken, The University of Auckland

Participants:  
Reframing Practicum: When Schools Take the Lead.  
Ruth Williams, The University of Auckland

Reconceptualizing Practicum to Enhance Preservice Teacher Learning.  
Ngaire Esther Hoben, University of Auckland

Beginning Teachers’ Perspectives on What Helped and Hindered the Transition From Preservice Student to Teacher.  
Lexie Barbara Gradwohl, University of Auckland

Beyond Retention: Induction for Learning.  
Frances Langdon, Auckland University

**31.046. Research on Teaching In-Between Contested Contradictions and...**
31.047. Scaling Up and Sustaining Professional Development in Mathematics: An International Perspective. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 203 2:15 pm to 3:45 pm

Chair: Joanna Higgins, Victoria University of Wellington, New Zealand
Participants: Cognitively Guided Instruction: Scaling Up School-Based Professional Development in the U.S. Megan L. Franke, University of California - Los Angeles, Angela Grace Chan, University of California - Los Angeles Sustainability of a Large-Scale Professional Development Program in Australia Janette M. Bobis, University of Sydney Focusing on Educators of Practicing Teachers of Mathematics: An Israeli Perspective on Scalability and Sustainability Ruham D. Even, Weizmann Institute of Science
Designing a Successful System-Wide Professional Development Initiative in Mathematics: The New Zealand Numeracy Development Project Joanna Higgins, Victoria University of Wellington, New Zealand; Rosanne Mary Parsons, Ministry of Education
Discussant: Hilda Borko, Stanford University

SIG Sessions

31.050. Systems Change Through Action Research. SIG-Action Research; Paper Session Colorado Convention Center, Street Level, Room 703 2:15 pm to 3:45 pm
Chair: Linnea L. Rademaker, National-Louis University
Discussant: Dannelle D. Stevens, Portland State University

31.051. Designing and Evaluating an Integrated GED/Technology Education Program That Prepares Adults for the 21st-Century Workplace. SIG-Adult Literacy and Adult Education; Symposium Colorado Convention Center, Street Level, Room 608 2:15 pm to 3:45 pm
Chair: Richard Sebastian, Virginia Commonwealth University
Discussant: Charles K. Kinter, Teachers College, Columbia University

31.052. Using Cognitive Attributes to Develop Mathematics Assessments, Opportunities, and Challenges. SIG-Cognition and Assessment; Symposium Colorado Convention Center, Street Level, Room 406 2:15 pm to 3:45 pm
Chair: Andrew G. Izsak, San Diego State University
Participants: Identifying Attributes and Developing Items to Assess Middle Grades Teachers’ Multiplicative Reasoning. Andrew G. Izsak, San Diego State University; Joanne Lobato, San Diego State University; Becky Stephens, University of California - San Diego; Chandra H. Orell, University of Massachusetts - Dartmouth; Erik D. Jacobson, University of Georgia; Laine Percell Bradshaw, University of Georgia Measuring Grade 8 Proportional Reasoning: The Process of Attribute Identification and Task Development and Validation. Jimmy de la Torre, Rutgers University; Duncan Lain, Rutgers University; Haruto H. Tjo, Teachers College, Columbia University; Kathryn Rhoads, Rutgers University
31.053. What Is Happening in Schools and Classrooms in the Context of National Policies and Developments? SIG-Computer and Internet Applications in Education; Symposium Sheraton, Plaza Concourse Level, Plaza Court 1
2:15 pm to 3:45 pm
Chair: Tjerd Plomp, University of Twente
Participants: ICT in Education Policy and Practice in Chile: Does It Correlate? J Enrique Hinostroza, Universidad de La Fraterna - Temuco, Chile; Mario Brun, Universidad de La Fraterna - Temuco, Chile
The Challenges of Implementing ICT in Poorly Resourced Schools in Developing Environments. Sarah Jane Bowie, University of Pretoria
Discussant: Ronald E. Anderson, University of Minnesota

31.054. Theoretical and Practical Frameworks for Understanding Learning. SIG-Constructivist Theory, Research, and Practice; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 3
2:15 pm to 3:45 pm
Chair: Alan Amory, University of Johannesburg
Participants: Constructivism + Embodied Cognition = Enactivism: Theoretical and Practical Implications for Conceptual Change. Douglas L Holton, Utah State University
Cultural-Historical Activity Theory as a Framework for Understanding Teacher Learning. Patrick M. Jenlink, Stephen F. Austin State University
Discussant: Linda R. Kroll, Mills College

31.055. ¿Querer Es Poder! Using Critical Race Theory to Document the Educational Experiences of Chicana/o/a. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium Colorado Convention Center, Street Level, Room 602
2:15 pm to 3:45 pm
Chair: Anthony Collatos, Pepperdine University
Participants: The Role of Chicano/a/o Studies as Culturally Relevant Education: Chicano/a/o Cultural, Political, and Social Consciousness. Elizabeth Cardenas Gonzalez
Como Que “Scholarship Girls”? The History of California Continuation High Schools With Chicana Student Narratives. Crystal Alvarez, University of California - Los Angeles
Don’t Ask, Don’t Tell ‘Em About College: A Chicano Military Recruit Case Study on Educational Experiences. Eduardo Lara, University of California - Los Angeles
The Development of Transformational Impetus: The Differential Impact of an Oppressive Campus Environment on Chicana/o/a. Elvira Julia Rodriguez, University of California - Los Angeles
Discussant: Daniel Gilbert Solorzano, University of California - Los Angeles

31.056. Instructional Design Beyond the Ideal of Technical Rationality: Connecting Scholarship and Practice. SIG-Design and Technology; Symposium Sheraton, Plaza Concourse Level, Plaza Court 7
2:15 pm to 3:45 pm
Chair: Stephen C. Yanchar, Brigham Young University
Participants: Reexamining the Foundations of Design. Andrew S. Gibbons, Brigham Young University

31.057. District Reform in Times of Crisis: Strategic Decisions, Policies, and Processes. SIG-Districts in Research and Reform; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 2
2:15 pm to 3:45 pm
Chair: Alan J. Daly, University of California - San Diego
Participants: Strategic Human Resource Management: Lessons From an Urban District. Jay P. Scribner, University of Missouri - Columbia; Mark A. Smylie, University of Illinois; Heather Mesley, University of Missouri - Columbia
Protecting Academic Programs in Times of Economic Crisis: Evidence From California’s Public School Districts. John C. Pijanowski, University of Arkansas - Fayetteville; Kevin Patrick Brady, North Carolina State University
Paving Pathways for Interdistrict Knowledge Sharing: An Action Research Project to Build Trust Between School Districts. Andrew Thomas, University of Southern California - Los Angeles; Kris M. De Pedro, University of Southern California; Priscilla Wohlstetter, University of Southern California
Discussant: Karen R. Saxshore, University of Minnesota
Lawrence O. Picus, University of Southern California

31.058. Beyond Two-Level Models: Models and Methods for Complex Data Structures. SIG-Hierarchical Linear Modeling; Paper Session Colorado Convention Center, Street Level, Room 206
2:15 pm to 3:45 pm
Chair: Guangming Ling, ETS
Participants: A Comparison of Two Multilevel Testlet Models. Tza-An Chen, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin
Addressing Student Mobility in Educational Data: A Comparison of Methods for Handling Multiple Membership Data Structures. Hyewon Chung, John Jay College of Criminal Justice - CUNY; Susan Natasha Beretvas, University of Texas - Austin
Evaluation of Conditional Weight Approximations for Two-Level Models. Laura M. Stapleton, University of Maryland - Baltimore County
Multilevel Mediation Hypotheses and Analysis for Two- and Three-Level Cluster Randomized Experimental Designs. Keenan A. Pituch, University of Texas - Austin; Laura M. Stapleton, University of Maryland - Baltimore County
Proportion of Third-Level Variance in Multilevel Models: An Interval Estimation Procedure. Tenko Raykov
Discussant: Gregory J. Palardy, University of California - Riverside

31.059. Instructional Issues in Diverse Contexts. SIG-Instructional Technology; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 9
2:15 pm to 3:45 pm
Chair: Janette R. Hill, University of Georgia
Participants: Teacher-Directed Student Use of Technology and Mathematics Achievement: Examining Trends in International Patterns. Laura M. O. Dowsey, Boston College; Yang Wang, Boston College
Students’ Perceptions of Their Learning Experiences in an Authentic Instructional Design Context. Nada Dabbagh, George Mason University; Cecily Williams Blijd, George Mason University
Cross-Cultural Differences in Undergraduate Students’ Perceptions of Online Barriers: A Mixed-Methods Study. Larissa A. Olesova, Purdue University; Dazhi Yang, Purdue University; Jennifer C. Richardson, Purdue University
The Impact of Context When Interpreting Graphical Elements Across Cultures. Brett E. Shelton, Utah State University; Tae Keun Jeon, Utah State University;

Colorado Convention Center, Street Level, Room 201
2:15 pm to 3:45 pm

Chair:
Linda F. Shear, SRI International

Participants:
Introduction to the Innovative Schools Program and Global Evaluation Methods. Linda F. Shear, SRI International; Corinne Singleton, SRI International; Torje Gorges, SRI International
Job-Embedded Professional Development: Moving Traditional Education Toward Innovation in Ireland. Deirdre Butler, St. Patrick’s College; Margaret Leahy, St. Patrick’s College
Teachers’ Creativity in the Service of Students’ Diversity in France. Cathia Papi, Universite de Picardie-Jules Verne

Program Evaluation as a Process: The Journey of an “Innovative” School in Hong Kong. Nancy Law, University of Hong Kong; Yeung Lee, University of Hong Kong
Technology as a Catalyst for Pedagogical Change in Mexico. Laura Ruiz, Instituto Tecnologico de Monterrey; Keiko Vazquez, Instituto Tecnologico de Monterrey; Raul Alvarado, Instituto Tecnologico de Monterrey

Literacy@School: Enhancing Professional Learning Through Demonstration Classrooms in Canada. Ronald D. Owston, York University; Jacqueline Lynch, York University; Herb H. Wideman, York University, Canada

31.061. Researching Local Identity Through Language: A Student Videoethnography on Hawai’i Creole. SIG-Language and Social Processes; Demonstration/Performance

Colorado Convention Center, Street Level, Room 210
2:15 pm to 3:45 pm

Chair:
Anne Jund, University of Hawai’i at Manoa

Participant:
Christina Higgins, University of Hawai’i


Colorado Convention Center, Street Level, Room 101
2:15 pm to 3:45 pm

Chair:
Bettina D. Dahl Soendergaard, Aarhus University

Participants:
A Circle of Learning: Children and Adults Growing Together at After-School Programs. Denise Huang, University of California - Los Angeles
Experiences of the Elders: Implications From Early Black Professionals for the Field of Youth Development. Carter Julian Savage, Harvard University
Perceptions, Use, and Regulation of the Internet: A Study of Parent-Adolescent Dyads. Jonathan D. Becker, Virginia Commonwealth University; Timothy Todd Eagen, Hofstra University
Addressing the Summer Learning Gap: Model Programs With Articulation Across School and Summer Settings. Katrina Brink, Stanford University; Shelly Masur, Stanford University; Ingrid Nelson, Stanford University; William R. Penuel, SRI International
Science Learning Activities Outside of School. Haigen Gu, Shanghai Normal University; Shu-Ling Lai, Ling Tung University; Zijia Lee, Shanghai Normal University; Harman Ye, University of Houston - Downtown

31.063. The Complex Ecologies of Peace Education: Negotiating the Politics of Participation in Formal and Nonformal Settings. SIG-Peace Education; Symposium

Colorado Convention Center, Street Level, Room 606
2:15 pm to 3:45 pm

Chair:
Monisha Bajaj, Teachers College, Columbia University

Participants:
Encountering Peace: The Politics of Participation in Educating for Coexistence. Maria Hantzopoulos, Vassar College
Social Suffering and Teacher Support in Post-Conflict and Resettlement Education Programs. Janet Sherberg, University of Denver
Negotiating Language, Politics, and Culture: Reconstructive Learning During and After Violent Political Conflict in Lebanon. Zeena Zakharia, Teachers College, Columbia University

31.064. Dear Mr. Kozol: Four African American Women Scholars and the Reauthoring of Savage Inequalities. SIG-Research Focus on Black Education; Symposium

Colorado Convention Center, Street Level, Room 208
2:15 pm to 3:45 pm

Chair:
William T. Trent, University of Illinois - Urbana-Champaign

Participants:
Lori Denise Patton, Iowa State University
Raquel L. Farmer-Hinton, University of Wisconsin - Milwaukie
Joi D. Lewis, University of Pennsylvania

Isdhanza Rivers, University of Illinois - Urbana-Champaign

Discussant:
William T. Trent, University of Illinois - Urbana-Champaign

31.065. Barriers to Equilibrium: Research Supply and Demand. SIG-Research Use; Paper Session

Sheraton, Plaza Concourse Level, Plaza Court 6
2:15 pm to 3:45 pm

Chair:
Jacob Sale Weblow, Central Connecticut State University

Participants:
Knowledge Brokers: A Promising Knowledge Mobilization Strategy to Increase Research Use in Education. Amanda Cooper, OISE/University of Toronto
Surveying Practitioner Use of Research. Daniel A. Laitsch, Simon Fraser University

Discussant:
Jason N. Adst, University at Buffalo - SUNY

31.066. Producing Exemplary Teachers and Reading Practices. SIG-Research in Reading and Literacy; Paper Session

Sheraton, Plaza Concourse Level, Governor’s Square 16
2:15 pm to 3:45 pm

Chair:
Ian A. Wilkinson, The Ohio State University

Participants:
How Do Reading Teachers Use Research and Reflection in Designing and Delivering Effective Instructional Practice? Sharon H. Ulanoff, California State University - Los Angeles; Joan C. Fingon, California State University - Los Angeles
Why Should Discussion Affect Reading Comprehension? An Analysis of Theoretical Frameworks. Hsiao-Feng Tsai, The Ohio State University
Effects of Teacher Qualifications on Early Childhood Reading Achievement. Ting Zhang, University of Maryland - College Park; Meredith Rowe, University of Maryland - College Park; Tina Wells, University of Maryland - College Park
Reframing Content-Area Literacy to Recognize and Address Discipline-Specific Texts and Literacies. Daniel Siebert, Brigham Young University; Roni Jo Draper, Brigham Young University
Teacher Professional Development in Literacy: Impact on Beliefs, Instruction, and Student Achievement. Sherry W. Powers, Western Kentucky University; Angela J. Cox, Georgetown College; Tony D. Norman, Western Kentucky University; Cassie F. Zipay, Western Kentucky University

31.067. Reformulating Adolescent Literacy for the New Millennium. SIG-Research in Reading and Literacy; Paper Session

Sheraton, Plaza Concourse Level, Plaza Court 4
2:15 pm to 3:45 pm

Chair:
Mark William Conley, The University of Memphis

Participants:
Exploring the Relationship Between Teacher Literacy Strategy Use and Adolescent Academic Achievement. Kelly Feighan, Research for Better Schools; Elizabeth Heeren, Memphis City Schools - TN, Debra Coffey;
Research for Better Schools
Evaluation of Supplemental Remedial Reading Instruction for At-Risk Middle School Readers. Sheri L. Berkeley, George Mason University; Jennifer H. Lindstrom, University of Georgia; Allison Neal, The University of Georgia; Candice Southall, The University of Georgia; Christina Stagliano, The University of Georgia.

Evaluating Intervention Effects of a Reading Program for Low-Achieving Incarcerated Youth With Mixed-Effects Modeling. Jing Zhu, The Ohio State University - Columbus; William Looman, The Ohio State University; Richard G. Lomax, The Ohio State University; Ayres G. Dicosta, The Ohio State University - Columbus; Raudel Moore, The Ohio State University.

Reading Between the Lines: Motives, Beliefs, and Achievement in Adolescent Boys. Amanda Rubidez Bazock, University of New Haven.

Understanding Adolescent Readers: Metacognitive Awareness, Reading Strategy Use, and Reading Achievement of High School Students. Kyungsim Kay Hong-Nam, Texas A&M University - Commerce; Alexandra Glaskowsky Leavell.

31.068. Characteristics and Identification of Gifted Students. SIG-Research on Giftedness and Talent; Paper Session Colorado Convention Center, Street Level, Room 204 2:15 pm to 3:45 pm
Chair: Marcia L. Gentry, Purdue University.
Participants: Honors Students’ Perceptions of Their High School Experiences. Del L. Siegle, University of Connecticut; Lisa DaVla Rubenstein, University of Connecticut; Melissa S. Mitchell, University of Connecticut.
Gifted Girls: Gender Bias in Gifted Referrals. Margarita Bianco, University of Colorado - Denver; Nancy L. Leech, University of Colorado - Denver; Dorothy Faye Garrison-Wade, University of Colorado - Denver; Bryn Harris, University of Colorado - Denver.
Differences Between Gifted Males and Females on the Off-Level Tests. Seon-Young Lee, Northwestern University; Paula Okzewski-Kubilius, Northwestern University.
Discussant: Matthew McBee, Frank Porter Graham Child Development Institute.

31.069. How Students Learn and Understand School Physical Education/Activity. SIG-Research on Learning and Instruction in Physical Education; Paper Session Colorado Convention Center, Street Level, Room 405 2:15 pm to 3:45 pm
Chair: Zan Gao, University of Utah.
Participants: Moving in My World: Picturing Youth’s Embodiments. Laura Azzarito, Loughborough University; Jennifer Sterling, Loughborough University; Kathleen M. Aronson, Loughborough University.
Urban Female Adolescents’ Participation and Intention in Physical Education. Bo Shen, Wayne State University; Tamara Lee, Wayne State University; Xiaoming Li, Wayne State University; Nathan A. McCaughtry, Wayne State University.
A Case Study of Instructional scaffolding for Children’s creative games. Weiyun Chen, University of Michigan; Inez C. Rovegno, The University of Alabama; Theresa Purcell Cone, Rowan University; Stephen Cone, Rowan University.
A Framework Theory Perspective on Students’ Mental Models of Exercise Intensity. Marina Bonello, University of Maryland; Catherine D. Ennis, University of North Carolina - Greensboro.
Discussant: Ann MacPhail, University of Limerick.

31.070. Methods for Assessing the Impact of Teacher Induction Programs: Possibilities and Limitations. SIG-Research on Teacher Induction; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 15 2:15 pm to 3:45 pm
Chair: Sandra J. Odell, University of Nevada - Las Vegas.
Program Implementation in a Time of Uncertainty. Renee T. Cifl, The University of Arizona; Lara Hebert, University of Illinois - Urbana-Champaign; Patricia E. Brady, University of Illinois - Urbana-Champaign; Mary Elin Barnish, University of Illinois; Jeff Kohnstedt, University of Illinois; Hilarie Bree Welsh, University of Illinois - Urbana-Champaign; Linda Fisher; University of Illinois; Christine Murphy-Lucas, University of Illinois.
Gap Analysis as a Tool to Investigate the Achievement Effects of Induction and Mentoring Support. Leslie Huling, Texas State University; Virginia K. Resta, Texas State University.
Discussant: Thomas M. Smith, Vanderbilt University.

31.071. Gendered Perspectives: Social and Academic Issues. SIG-Research on Women and Education; Paper Session Colorado Convention Center, Street Level, Room 712 2:15 pm to 3:45 pm
Chair: Dolores A. Grayson, Gray/Mill.
Smart Girls: Negotiating Academic Identities in a “Post-Feminist” Era. Shauna Poumanz, Brock University; Rebecca Ruby, Brock University.
The Similarities and Differences in the Work experience of Women Faculty in Traditional and Nontraditional Disciplines. Yonghong Jade Xu, The University of Memphis.
Using the “Gender Consciousness-Privilege Continuum” to Interrogate the Implementation of Single-Sex Public Schools. Katherine Cummings Mansfield, University of Texas - Austin.
Discussant: Barbara J. Thayer-Bacon, The University of Tennessee.

31.072. Design and Validation of Questionnaires and Observation Instruments for the Science Classroom. SIG-Science Teaching and Learning; Paper Session Colorado Convention Center, Street Level, Plaza Court 8 2:15 pm to 3:45 pm
Chair: Vanessa Svihla, University of California - Berkeley.
Participants: Constructing a Questionnaire to Evaluate the Science Orientedness of Students’ Identities as Learners. Raad Taconis, Eindhoven School of Education.
Development and Validation of the Teacher’s “Doing Science Self-Efficacy” Instrument. Jeongmin Lee, Ewha Womans University; Johannes Strobel, Purdue University.
Observing Inquiry-Based Learning Methods: The KIDS Observational Instrument. Ronna L. Turner; University of Arkansas; Elizabeth Ann Keiffer; University of Arkansas; Wallace D. Gitchel, University of Arkansas.
Discussant: Barry J. Fraser, Curtin University of Technology.

31.073. Examining Multilingual Literacy Practice and Development Across Time and Space. SIG-Second Language Research; Paper Session Colorado Convention Center, Street Level, Room 407 2:15 pm to 3:45 pm
Chair: Delba Suarez, College of Notre Dame of Maryland.
Participants: Shedding Light on Biliteracy Among Immigrant University Students. W. Jason Siegemoller, National-Louis University.
Relative Contributions of Phonological Awareness and Orthographic Knowledge
to Hong Kong Seventh Graders’ Reading Proficiency. Kar-Man Lee, University of Houston; Lilla M. Ruban, University of Houston; Laveria Hutchison, University of Houston; Hasyet Kevim Affordances, Error, and the Nature of Secondary School English-Language Learners’ Writing Across the Disciplines. Kristen C. Wilcox, University at Albany - SUNY

Discussant: Mariana Pacheco, University of Wisconsin - Madison

3.1074. Systems Models and Frameworks for Exploring Issues in Education. SIG-Systems Thinking in Education; Paper Session

Colorado Convention Center, Street Level, Room 604
2:15 pm to 3:45 pm

Chair: Kristina Astrid Hesbol, Illinois State University

Participants:
- Myths of Failing Our Kids: A Big-Picture Study of Educational Symptoms. Blane Despres, University of British Columbia - Okanagan
- Systems Thinking, Decision Making: What Is Known and What Needs to Be Learned. Paula Marie Daviddowicz, Walden University; Patricia Caron Henry, Walden University
- The Ancora Imparo Model of Teacher Professional Learning. Cathy A. Toll

A Systems Model of Writing Processes. William Thomas Aker, Northeastern Illinois University

Discusant: Charles M. Reigeluth, Indiana University

31.075. Teachers and Students Raise Our Voices: Using Critical Action Research to Support Students. SIG-Teacher as Researcher; Symposium

Colorado Convention Center, Street Level, Room 610, 612
2:15 pm to 3:45 pm

Chair: Patricia Maguire, Western New Mexico University

Participants:
- Angela Curry, Twin Lakes Elementary - NM
- Rosanne Greger, Central High School - NM
- Katie Line, Crownpoint Elementary School - NM
- Cris Perez, Special Education Teacher, Crownpoint Middle School, New Mexico
- April Simun, Ramuh High School - New Mexico

Discusant: Julie R. Horwitz, Western New Mexico University

31.076. TICL 1: Hybrid Human-Computer Guided Learning and Instructional Systems. SIG-Technology, Instruction, Cognition & Learning; Symposium

Sheraton, Plaza Concourse Level, Governor’s Square 11
2:15 pm to 3:45 pm

Chair: Sara G. McNeil, University of Houston

Participants:
- Hybrid Human-Computer Interaction in an Interactive Video Program. Peter Falde, Southern Illinois University
- Human Enhancement of Computer-Delivered Simulation Training. Allen Munro, University of Southern California
- Hybrid Human-Computer Instructional Systems: Automated Model-Based Feedback for ITS Environments. Dirk Benthaler, University of Freiburg
- Web-Based Measurement of Action- and Understanding-Related Competencies. Esther Winther: University of Goettingen; Frank Achtenhagen, University of Goettingen
- From Model-Based to Schema-Based Reasoning: Looking for the Magic Number X. Dirk Benthaler, University of Freiburg; Norbert M. Seel, University of Freiburg

Discusant: Wellesley R. Foshay, Texas Instruments

31.077. Which Kinds of Vocabulary Knowledge Offer the Most Leverage for Understanding and Producing Academic Texts? SIG-Vocabulary; Symposium

Colorado Convention Center, Street Level, Room 205
2:15 pm to 3:45 pm

Chair: Richard C. Anderson, University of Illinois - Urbana-Champaign

Participants:
- Using Verbal Protocol With Fourth to Sixth Graders to Identify Challenging Vocabulary in Academic Texts. Alison Bailey, University of California - Los Angeles; Becky H. Huang, University of California - Los Angeles
- Does Knowledge of Connectives Play a Unique Role in the Reading Comprehension of English Learners? Amy C. Crosson, Harvard University
- Insight Into the Structure of Compound Words and Learning to Read Chinese and English. Richard C. Anderson, University of Illinois - Urbana-Champaign; Jie Zhang, University of Illinois - Chicago
- The Role of Morphological Awareness of Academic Words for Academic Achievement. Diauna R. Townsend, University of Nevada - Reno; Amy Burton, University of Nevada - Reno; Donald R. Bear, University of Nevada; Shane Templeton, University of Nevada - Reno
- The Challenge of Writing Tasks and English-Language Learners’ Use of Academic Vocabulary. Lindsay Clare Matsumura, University of Pittsburgh; Amy C. Crosson, Harvard University; Richard James Correnti, University of Pittsburgh

Discusant: Catherine Snow, Harvard University

Division and SIG Roundtables

31.078. Roundtable Session 15; Roundtable Session

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

31.078-1. Achievement Motivation in Adolescence. SIG-Motivation in Education; Roundtable Session

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

Participants:
- Adolescent Classroom Belonging: “Wearing a Mask” Versus Feeling a Connection With Learning. Beverly S. Faircloth, University of North Carolina - Greensboro
- Do Motivational Processes “Work” Differently for Male and Female Students in Science? Examining the Role of Situational Factors and Gender in Motivational Processes Among High School Science Students. Jennifer A. Schmidt, Northern Illinois University; Hoyal Zeynep Kackar, Northern Illinois University; Anna D. Strait, Northern Illinois University
- The Effect of Classroom Environment on Social Dominance Goals During Early Adolescence. Sarah M. Kiefer, University of South Florida; Yanique Matthews, University of South Florida; Mario Monteinos, University of South Florida
- Parents’ Approval as an Academic Motivation Among Students With Different Levels of Allocentrism. Iditi Katz, Ben-Gurion University of the Negev; Avi Kaplan, Temple University; Sirin Fransis-Huri, Ben-Gurion University, Israel

31.078-2. Cultural Studies of Curriculum. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session

Chair: Seehwa Cho, University of St. Thomas

Participants:
- Critical Positioning for Intercultural Communication Competence: Teaching Culture in EFL, ESL, and Internet Contexts. Deoksoon Kim, University of Southern Florida; Seung-eun Jung, University of South Florida
- Who Cares and What Matters in National Curriculum Reform: An Exploration of High School History Curriculum Reform in Taiwan. Hsiao-Lan S. Chen, National Taiwan Normal University

31.078-3. Current Issues in Conflict Resolution and Violence Prevention. SIG-Conflict Resolution and Violence Prevention; Roundtable Session

Chair: Roger T. Johnson, University of Minnesota

Participants:
- Building Peace Education Capacity in Canada and Sierra Leone: A School Twinning Project. Kathryn A. Noel, University of Western Ontario; Peter Yee Han Joong, University of the West Indies; William J. Egnatoff, Queens University
- Conflict in Special Education: Understanding Due-Process Hearings. Tracy Gershwin Mueller, University of Northern Colorado
- Generating a Cosmopolitan Outlook Among University Students. Glynis Cousin
31.078-4. Early Childhood Teacher Voices and Dilemmas. SIG-Early Education and Child Development; Roundtable Session
Chair: Jennifer J. Mueller, University of Wisconsin - Milwaukee
Participants:
Are Two Heads Better Than One? Team Teaching and Classroom Quality in Early Elementary Classrooms. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Melissa Beth Sherfinski, University of Wisconsin - Madison; Anne Sonntag Karch, University of Wisconsin - Madison; Erica Rauscher, University of Wisconsin - Madison
“I Know What My Kids Need!” How Novice Early Childhood Teachers Exercise Strategic Decision Making. Michelle Bauml, University of Texas - Austin
The Story in the Picture: Inquiry and Artmaking With Young Children. Christine Mulcahey, Rhode Island College

31.078-5. Evaluating Instructional Practice at Special Schools for the Gifted: A Multi-Method, Multi-Researcher Case-Study Approach. SIG-Research on Giftedness and Talent; Roundtable Session
Chair: Renu F. Subotnik, American Psychological Association
Making Use of Theory, Action, or Logic Models. Tony Milanowski, University of Wisconsin - Madison
A Large-Scale Longitudinal Survey Research Approach. Robert H. Tai, University of Virginia

31.078-6. Examining Quality Education in Child-Care Settings. SIG-Early Education and Child Development; Roundtable Session
Chair: Elisa L. Klein, University of Maryland
Participants:
An Examination of Process and Structural Quality of Family Child-Care Homes. Alyjandra Cortazar, Teachers College, Columbia University; Aleksandra Holod, Teachers College, Columbia University; Rita Gabriela Barajas, Teachers College
Changing Practice: The Impact of Professional Development in Latino Child Care. Maria Magdalena Aguilar-Crandall; John A. Sutterby, University of Texas - Brownsville
Effects of a Quality Improvement System on Early Childhood Education Practitioners. Jiaying Shen, Western Michigan University; Xin Ma, University of Kentucky; Wendy L. Tackett, Western Michigan University; Xuejin Lu, Children’s Services Council of Palm Beach County; Karen Brandl, Children’s Services Council of Palm Beach County; Jeff Goodman, Children’s Services Council of Palm Beach County; Lance Till, Children’s Services Council of Palm Beach County; Grace Watson, Children’s Services Council of Palm Beach County
On-Site, Relationship-Based Child-Care Professional Development: A Quasi-Experimental Study of Educational Quality and School Readiness Outcomes. Christopher T. Moore, University of Minnesota; Jeffrey D. Long, University of Minnesota
The Strengthening Families Initiative and Child-Care Quality Improvement: Influencing Change in Child-Care Programs. Anne Douglass, University of Massachusetts - Boston
Motivational Predictors of Math Achievement in Early Adolescence. Naysan Safavian, University of California - Irvine; Annemarie M. Conley, University of California - Irvine
Sources of Mathematics Self-Efficacy in Seventh- and Eighth-Grade Taiwanese Students. Yu-Chang Chen, University of Kentucky; Fred Danner, University of Kentucky; Chinh-Hsiang Wang, National Chengchi University

31.078-8. Exploring What Early Childhood Teachers Believe, Know, and Do. SIG-Early Education and Child Development; Roundtable Session
Chair: Beth N. Quick, The University of Tennessee - Martin
Participants:
Early Childhood Preservice Teachers’ Beliefs About the Role of Creativity in the Classroom. Angela L. Echhoff, Clemson University
Measuring Head Start Teachers’ Intentional Teaching and Culturally Responsive Practice Using Multiple Methods. Susan Burns, George Mason University; Illham Nasser, George Mason University; Julie K. Kidd, George Mason University; Robert A. Stechuk, George Mason University; Mona Assaf, George Mason University
Relationships Between Teachers’ Literacy Knowledge, Instruction, and Classroom Behaviors. Melissa J. Chapman, University of Iowa
The Educational Background and Experience of Preschool Teachers in a Northeastern State Expanding Its Preschool Program. Allison Friedman, National Institute for Early Education Research; Rachel Sansanelli, National Institute for Early Education Research; Ellen C. Frede, The College of New Jersey; Dale Judith Epstein, National Institute for Early Education Research

31.078-9. Family and School Connections. SIG-Special Education Research; Roundtable Session
Chair: Audrey A. Tramor, University of Wisconsin - Madison
Participants:
Connecting Parental Satisfaction With IEP Participation Among Adolescents With Autism. Lucy M. Barnard-Brak, Baylor University; Tonya Davis, Baylor University; Julie K. Ivey, Baylor University; David E. Thomson, Baylor University
Prospective Investigation of the Effects of Childhood Factors on Behavioral Problems for Students With High-Incidence Disabilities. Chin-Chih Chen, University of Minnesota; Arthur J. Reynolds, University of Minnesota; Frank J. Synn, University of Minnesota
Relationship Between Behaviors and Motivators of Parents and Children During Home-Based Collaborative Computer-Supported Mathematics Activities. Aysegul Sulran Oz, Mustafa Kemal University - Turkey

31.078-10. Foreign Experience in Learning to Teach. SIG-Lives of Teachers; Roundtable Session
Chair: Jennifer H. James, Kent State University
Participants:
Caught in the Crossfire: Globalization and Its Impact on Teacher Identities. Kimberly Ann Eversman, Arizona State University; Victor Diaz, Arizona State University
Generating Emotional Capital: The Influence of Australian Indigenous Mothers on Their Children’s Decisions to Teach. Ninetta Santoro, Charles Sturt University
Teaching in the U.S. and Egypt: A Case Study of a Muslim Convert. Melanie Carol Brooks, University of Missouri
“It’s Not Better or Worse, It’s Just Different”: Examining Jamaican Teachers’ Pedagogical and Emotional Experiences During Their First Year of Teaching in the U.S. Dionne Inakra Cross, Indiana University; Ji Yeon Hong, University of Oklahoma; Meca R. Williams-Johnson, Georgia Southern University

31.078-11. Mediating the Creative Experience: New Literacies, Methods, and Assessments. SIG-Arts and Learning; Roundtable Session
Chair: Kimberly Anne Powell, The Pennsylvania State University
Participants:
The Synthesis of Engineering and Art for Innovative Education: Preliminary Findings. Tracie E. Costantino, University of Georgia; Nadia Kellam, University of Georgia; Bonnie L. Crumond, University of Georgia; Joachim Walter, University of Georgia
Physical Context of Learning: Can the Physical Attributes of Learning Spaces Support the Learning Experience? Donna Murray-Tedge, University of
Illinois - Urbana-Champaign
New Literacies: A Theater Arts and Technology Writing Workshop. J David Betts, The University of Arizona
Voice Portfolios: Artistry in Assessment. Heidi Davis, Indiana University; Kyle A. Pepple, Indiana University - Bloomington

31.078-12. Multicultural/Multiethnic Education: Strategies for Improving Outcomes. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session
Chair: Bonita E. Williams, Virginia Polytechnic Institute and State University
Participants: Social Skills and Academic Performance, With a Focus on Language Minority Students. Younghi Yoon Sung, The George Washington University; Mido Chang, Virginia Polytechnic Institute and State University
Open Secrets: Examining the Ways Undocumented Status Impacts the Experience of School for the Immigrant Latino/o Student in a Public Secondary Setting. Jesus Rodríguez, California State University - Long Beach

Chair: Beth Blue Swadener, Arizona State University
Participants: Children’s Understanding of Two-Digit Place Value: A Place-for-Place Value in Pre-K Mathematics Instruction. Patrick Robert McGuire, University of Virginia; Mable Kinzie, University of Virginia; Carolyn R. Kilday, University of Virginia
Intentional Experiences: Teaching and Learning Mathematics With Young Children. Lynn M. McGarvey, University of Alberta

Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Participants: Finding Home: Formulations of Race and Nationhood Among Muslim College Students in Southern California. Arshad Imtiaz Ali, University of California - Los Angeles
How School Racial Climate Moderates the Relationship of Racial Identity and Academic Motivation. Christy Michelle Byrd, University of Michigan; Tabbie Maria Chavous, University of Michigan
Persistent Inequity and Educational Inequality: Intergenerational Capital, Habitus, and the Social Distribution of Achievement. Ezekiel J. Dixon-Roman, University of Pennsylvania

Chair: Kerri A. Ullucci, University of Massachusetts
Participants: Hopefulness or Hopelessness: What Educators Believe About Race Relations in the U.S. Gail L. Thompson, Claremont Graduate University
How Do Teacher Education Programs Include, Exclude, and Represent Asian Americans in Their Core Curriculum? Vivian Y. Lim, University of Pennsylvania; Jessica K. Kim, Teachers College, Columbia University
Increase Awareness of Group Privilege With College Students. Jayne M. Lokken, St. Cloud State University; Rose Stark-Rose, St. Cloud State University; Fatemeh Zarghami, St. Cloud State University
White and Not Guilty: A Critical Discourse Analysis of Preservice Teachers’ Reflective Processes Toward Diversity. Samantha Wahome, The Ohio State University

31.078-16. Social, Cultural, Systemic Influences in Thought. SIG-Chaos & Complexity Theories; Roundtable Session
Chair: Donald L. Gilstrap, University of Oklahoma
Participants: Human Ecological Complexity: Ontological and Epistemological Frameworks for Networks of the Social. Donald L. Gilstrap, University of Oklahoma
The Multiple Intersections of Cultural Narration. Bryant Griffith, Texas A&M University - Corpus Christi
Systems Thinking, Pattern Thinking, and Abductive Thinking as the Key Elements of Complex Learning. Jeffrey W. Bloom, Northern Arizona University

31.078-17. The African American Experience in Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session
Chair: J. Luke Wood, Arizona State University
Participants: Do You Know How African American Males in Special Education Experience School? A Look Through Their Eyes. Rebecca A. Neal, Arizona State University; Idara Essien-Wood, Arizona State University
Examining the Experiences of Undergraduate African American Females in the Sciences. Idara Essien-Wood, Arizona State University; Rebecca A. Neal, Arizona State University
How White Female Elementary Teachers Construct Their Perceptions of Black Male Students in the Classroom. Leigh Woods, California State University - Long Beach

31.078-18. Thinking About Literacy and Media’s Impact on Learning and Teaching. SIG-Media, Culture, and Curriculum; Roundtable Session
Chair: Karen P. Swan, University of Illinois - Springfield
Participants: Does Intention Affect Ability to Media-Multitask? Lin Lin, University of North Texas; Tip Robertson, University of North Texas; Jennifer Lee, University of North Texas
Evocative Objects and Imaginary Worlds: Building Digital Classrooms. Pilar Lacasa, University of Alcala; Héctor Del-Castillo, University of Alcala; Laura Mendez, Universidad Nacional de Educacion a Distancia; Rut Martinez Borda, University of Alcala; Maria Rut García-Pernia, University of Alcala; Mirian Checa, University of Alcala
Slavoj Zizek, Popular Culture, and Critical Theory. James D. Trier, University of North Carolina - Chapel Hill

31.078-19. Transition Planning. SIG-Special Education Research; Roundtable Session
Chair: David Scanlon, Boston College
Participants: Connecting Career Development and Workforce Readiness: Test of a Model With Students Receiving Special Education Services. F. Scott Solberg, University of Wisconsin - Madison; Kimberly A. S. Howard, University of Wisconsin - Madison; Stephen Gresham, University of Wisconsin - Madison; L. Allen Phelps, University of Wisconsin - Madison
The Role of Self-Efficacy on Job Readiness Among Individuals With Intellectual Disabilities in Singapore. Jen-Yi Li, Nanyang Technological University; Li Li Goh, KK Woman’s and Children’s Hospital; Hsin-Tai Lin, National Taiwan Normal University
Transition Planning for Individuals With Disabilities: Assessing Interests Through Photography. Cynthia (Cindy) Anne Fisher, University of Missouri - Kansas City

31.078-20. Understanding Motivation in Reading and Writing. SIG-Motivation in Education; Roundtable Session
Chair: Phillip Herman, University of Pittsburgh
Participants: A Multilevel Analysis of Teacher Autonomy Support on Student Interest in Writing Classrooms. Valérie A. Rotardi, The University of Arizona; Jessica J. Summers, The University of Arizona
Measuring Information Book Motivation and Its Associations With Information Text Comprehension. Jenna M. Cambria, University of Wisconsin - Madison; Allan L. Wigfield, University of Maryland - College Park; John T. Guthrie, University of Maryland; Susan Lutz Klauda, University of Maryland - College Park; Cassandra Shular Coddington, Georgia State University
Reading Attitude, Motivation, and Engagement: Clarifying Constructs and Their Measurement. Norman J. Unrau, California State University - Los Angeles; Matthew Pierce Quirk, University of California - Santa Barbara
The Effect of Self-Efficacy, Novelty, and Self-Relevance on Text-Based Interest. Yeon-Kyung Woo, Korea University; Sung-Il Kim, Korea University
The Reading Motivation of Students With Reading Problems, Hyperactive/Attentional Problems, Combined Groups, and Typical Comparisons. Jiyeon Lee, Purdue University; Sydney S. Zentall, Purdue University; Jeffrey W. Gilger, Purdue University

31.079. Roundtable Session 16: Roundtable Session Colorado Convention Center, Street Level, Room 109, 111, 113
2:15 pm to 3:45 pm


31.079-3. 12 Reading Achievement for English-Language Learners: Issues and Trends. SIG-Bilingual Education Research; Roundtable Session Chair: Jeff Macswain, Arizona State University Participants: An Analysis of English-Language Learners’ First Language Usage at Home and Reading Achievement Score. Hui-Jeong Woo, Loyola Marymount University Examining the Relationship Between TELPAS Reading and TAKS Reading. Kevin Wayne Budgett, Pasadena Independent School District; Scott Harrell, Pasadena Independent School District; Lance Lyles, Galena Park Independent School District Spanish-Speaking English Learners’ Performance on High-Stakes Reading Assessments. Cindy Lynn Guerrero, Texas A&M University; Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Sam Houston State University


31.079-5. Roundtable Session: Spirituality and Education. SIG-Spirituality & Education; Roundtable Session Chair: Sharon G. Solloway, Bloomsburg University of Pennsylvania Participants: College Athletes: Self-Determining Motivators and Spiritual Self-Concepts. Rose Anna Santos, Texas A&M University God’s Strength Resides in and Is Reflected in God’s Children. Nadifa E. L. Norton, City College of New York - CUNY Teacher Development With the Spirit-in-Mind: Building A.G.A.P.E. Into Professional Communities of Practice. Roger B. Peckover, Saint Mary’s University of Minnesota; Suzanne Peterson, Saint Mary’s University; Pat Christiansen, Saint Mary’s University of Minnesota; Brenda Fischer, Saint Mary’s University of Minnesota; Shirley Drury, Saint Mary’s University of Minnesota The Intersection of Race and Spirituality: A Study of Underrepresented Students at Predominantly White Evangelical Colleges. Kristin Adele Paredes Collins, Azusa Pacific University; Christopher S. Collins, Pepperdine University


31.079-7. Taoism, Virtue, Environmental Education, and Pedagogy of Nonviolence. SIG-Confucianism, Taoism, and Education; Roundtable Session Chair: Hongyu Wang, Oklahoma State University Participants: Daoism and Environmental Education: Bridging the Daoist Ecological Studies and Environmental Education. Xin Li, California State University - Long Beach Nourishing Life: The Daoist Concept of Virtue, and Its Applicability to Education. Tom E Culham, Simon Fraser University Taoism and Pedagogy of Nonviolence. Hongyu Wang, Oklahoma State University


31.079-10. What Research Tells Us About Familiar Dimensions of Family-School-Community Partnerships. SIG-Family, School, Community Partnerships; Roundtable Session
Chair: Steven B. Sheldon, Johns Hopkins University
Participants:
- Contexts of Parental Involvement: An Interpretive Synthesis of Qualitative Literature Using the Meta-Interpretation Method. Virginia Roach, The George Washington University; Amanda Corbin-Staun, Newport News Public Schools
- Defining a Multidimensional Construct of Parent-Teacher Trust: Measure Development. Soojin Susan Oh, Harvard University

Predicting Homework Distractions at the Secondary School Level: A Multilevel Analysis. Jianzhong Xu, Mississippi State University; Ruiping Yuan, Mississippi State University

31.080. Roundtable Session 17; Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2
2:15 pm to 3:45 pm

31.080-1. Citizenship Curriculum Reform Efforts. Division L - Educational Policy and Politics; Roundtable Session
Chair: Avril Keating, National Foundation for Educational Research
Participants:
- Civic Education in Emerging Democracies: Lessons From Post-Communist Poland and Romania. Kerri Tobin, Vanderbilt University
- The Ties That Bind: Global Forces Shaping Citizenship Education in Singapore. Li-Ching Ho, National Institute of Education, Nanyang Technological University, Singapore

31.080-2. Critical Issues Regarding School Law and Policy. Division L - Educational Policy and Politics; Roundtable Session
Chair: Deborah E. Stine, California State University - San Bernardino
Participants:
- Unjust Law After Brown: A Critical Examination of African Americans' Route(s) to Predominantly White Institutions. Ezella May Mphokwane, University of Illinois - Urbana-Champaign
- Did Southern School Desegregation Improve Black Students' Educational Outcomes? Sean F. Reardon, Stanford University; Demetra Kalogrides, Stanford University

31.080-3. Democratic Principles and Responsive Structural Reforms in Educational Change. SIG-Educational Change; Roundtable Session
Chair: Zorka Karanuza, University of South Florida
Participants:
- Democracy as a Basic Principle for Educational Change: Improving Schools Through Building Influenceable Social Capacity. Martin Retzl, University of Vienna
- Responsive Structural Reform for Improving Indigenous Students’ Learning Outcomes. Alan Russell Bishop, University of Waikato; Mere Berryman, New Zealand Ministry of Education
- The STEM Agency Initiative: Institutionalizing Critical Pedagogy Practices. Sneha Veragoudar Harrell, TERC

31.080-4. Democratization of, Equity in, and Access to Education Around the World. Division L - Educational Policy and Politics; Roundtable Session
Chair: Daniel Friedrich, University of Wisconsin - Madison
Participants:
- Difficulties in Democratizing Education in Uganda. Philip Kelly, Boise State University; Stephen Odama, Gulu University

31.080-5. Growth and Outcomes of School Choice. Division L - Educational Policy and Politics; Roundtable Session
Chair: Carolyn D. Herrington, Florida State University
Participants:
- Do Students Who Attend and Graduate From Public Schools of Choice Have Better Postsecondary Outcomes? Benjamin L. Castlesman, Harvard University; Katie H. Buckley, Harvard University
- Status and Growth of Private Education Management Organizations (EMOs). Gary J. Miron, Western Michigan University; Alex J. Molnar, Arizona State University; Jessica Urschel, Western Michigan University
- Responses of School Administrators and Teachers to School Choice Policies. Peter A. Youngs, Michigan State University; Wang Jun Kim, Michigan State University
- Are Private Schools Really Better? A Multilevel Analysis of International Public-Private Partnerships and Student Achievement. Andrew McEachin, University of Southern California; Richard S. Brown, University of Southern California

31.080-6. Politics and Governance Roundtable Session: Federal and State Policies. Division L - Educational Policy and Politics; Roundtable Session
Chair: Robert Rothman, Alliance for Excellent Education
Participants:
- An Examination of the Viability of Federal Policies That Promote Experiments in Education. Jessaca K. Spybrook, Western Michigan University; Anne Cullen, Western Michigan University; Monica Liningen, Western Michigan University
- Organizational Learning as Capacity Building: An Investigation of the Comprehensive Assistance Center System for Implementing No Child Left Behind. Serena Jean Salloum, University of Michigan; Christine M. Neuhaus, University of Michigan
- Performance-Based Pay in Idaho: A Case Study of a Non-Event. Rachel Dinkes, American Institutes for Research
- State Takeover Reform in Teachers' Perspectives: A Case Study. Robiharesh Kohansal, University of California - Berkeley; P. David Pearson, University of California - Berkeley

31.080-7. Postsecondary Education in an International Context. Division L - Educational Policy and Politics; Roundtable Session
Chair: Toru Bikson, RAND Corporation
Participants:
- Factors Affecting the Enrollment and Graduation Rates for Science and Engineering Degrees Across Countries. Burhan Ogtur, American Institutes for Research; Lu Yin, University of Florida
- Increasing Women’s Representation in Science and Engineering in Japan: More Recruitment or Better Persistence After College? Masako Hosaka
- The Privatization of Public Higher Education in China: The Emergence of Affiliated Colleges. Xiaoran Li, University of California - Los Angeles; Jing Gao, University of Maryland - College Park
- Escalating the Ph.D. in South Africa: For What Purpose? Chaya Herman, University of Pretoria, South Africa

31.080-8. Practices, Perceptions, and Assumptions in Accountability Policy. Division L - Educational Policy and Politics; Roundtable Session
Chair: Elena Kitaoka Diaz-Bilibello, University of Colorado - Boulder
Participants:
- School Climate Effects on School Success: Do NCLB School Ratings Capture Parent, Staff, and Student Satisfaction With Their Schools? Heather E. Price, University of Notre Dame
- Student Perception of Accountability, Standards, and High-Stakes Testing. Kenneth E. Vogler, University of South Carolina; Christine DiStefano, University of South Carolina

31.080-9. School Responses to Accountability Incentives. Division L - Educational Policy and Politics; Roundtable Session
Chair:
Saturday Afternoon, May 1, 2010

José Felipe Martínez, University of California - Los Angeles
Participants: Florida’s A+ Plan and School Organization. Tamela McNulty Eidle, Montana State University
Staffing at the Test. Lora A. Cohen-Vogel, Florida State University
Stakeholder Interests as Ecologies in Setting Accountability Standards: Can Workplace Skills and Academic Standards Coexist? Robert Charles Knoepfel, Clemson University; Jane Clark Lindle, Clemson University; Curtis Anthony Brewer, Clemson University; Monica A. Wills, Clemson University; James C. Walt, George Mason University

Division and SIG Posters

31.081. Poster Session 4: Poster Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3
2:15 pm to 3:45 pm

31.081-1. ARVEI Posters on Virtual Environments. SIG-Applied Research in Virtual Environments for Learning; Poster Session
Posters:
1. Mixed-Reality Simulations for Education: Teaching and Learning Through Virtual Character Interactions. Joseph C. DiPietro, University of Florida; Richard E. Ferdig, Kent State University; Lois Cao, University of Florida, Ethan Blackwelder, University of Florida; Shiva Halan, University of Florida; Benjamin Lok, University of Florida
3. Using Virtual Worlds to Engage Youth in Social Initiatives: A Case Study. Selen Turkay, Teachers College; Devavani Tirthali, Teachers College, Columbia University
4. Sailing in Scombe Park: Humor and Learning in a Virtual World Project With Teenagers. Julia Gillen, Lancaster University; Rebecca Ferguson, Open University; Anna Peachey, Open University; Peter Twinning, The Open University
5. Development of Perceived Instrumentality for Reading, Mathematics, and Science. Steve Garcia, Arizona State University; Elsie Gloria Jean Moore, Arizona State University; Terri Hlava, Arizona State University; Jennifer E. Hoeman, Arizona State University
7. Ethnic Identity Formation of Transracial Adoptees. Patricia G. Ramsey, Mount Holyoke College; Whitney Green, Mount Holyoke College
8. Examining the Links Between Adolescent Depression, Educational Attainment, and Wages in Young Adulthood. Manuelino Deguzman Biag, University of California - Davis; Jacob S. Jackson, University of California - Davis
9. From School to School: Does Cyberbullying Make the Leap? Margaret Jackson, Simon Fraser University; Karen Brown, Simon Fraser University; Wanda E. M. Cassidy, Simon Fraser University
10. Hip-Hop, Comics, and the Mall: Use of Popular Culture to Teach Content in Middle and Secondary Schools. Cathy C. Leogranda, Le Moyne College; Cynthia Choi, Le Moyne College
12. Middle School Students’ Views on the U.S. Pledge of Allegiance. Leisa A. Martin, The University of Akron
13. Self-Determination as a Predictor of the School and Post-School Outcomes of Adolescents With Disabilities. Bonnie Doren, University of Oregon; Jeff M. Gau, Oregon Research Institute
14. The Development of Youth Purpose in a Social Action Program. Jeffrey N. Jones, Western Michigan University
15. The Relationship of Wisdom and Ego Identity Among Korean and American Late Adolescents. Hyeyoung Bang, Bowling Green State University
16. We Can Hear You Now: Results From a Community Listening Project With Middle School Students and Parents. David B. Strahan, Western Carolina University; Jillian Buckley, Asheville City Schools; Paula Callaghan, Western Carolina University; Kate Pett, Asheville City Schools; Hannah Woody, Asheville City Schools; Shannon Worley, Asheville City Schools

Poster:

31.081-4. Curriculum as the Global Context of My Life: An Arts-Based Inquiry. SIG-Arts-Based Educational Research; Poster Session
Poster:
18. Curriculum as the Global Context of My Life: An Arts-Based Inquiry. Heather Margaret Ritzenburg, University of Regina - Regina, SK, Canada

31.081-5. Issues of Language, Culture, and Immigration in Education. Division G - Social Context of Education; Poster Session
Posters:
19. Cultural Diversity and Complementary and Alternative Medicine Usage Among Asian American Subgroups: Implications for Curriculum. Ranjita Misra, The Ohio State University; Maryanna D. Klutt, The Ohio State University; Padmini Balaegopol, Gandhigram Rural Institute - Tnambadhe, India; Maureen Geraghty, The Ohio State University
20. First-Generation Caribbean Immigrants’ Transition Into the U.S. Education System. Zaria T. Malcolm, University of Florida; Diane Alice Marie Archer-Banks, University of Florida
21. Identity as a Central Facet in the Preparation of Culturally Efficacious Bilingual Education Teachers. Ellen R. Clark, University of Texas - San Antonio; Linda Guardia Jackson, University of Texas - Austin; Linda Prieto, Texas A&M University - San Antonio
23. Meaning-Making Resources That Bilingual Preservice Teachers Use to Develop the Specialized Discourse of Math. Alberto Espinosa, University of Texas - El Paso
24. Social Organization in Mathematics Classrooms and Opportunity to Learn for English Language Learners. Miwa Takeuchi, OISE/University of Toronto; Indigo Esmoule, OISE/University of Toronto
25. Teacher Identity as an Analytic Lens in Investigating the Impact of Cultural Diversity on ESL Teaching Practices. Jing Fu, Michigan State University
26. The Influence of Culture, Gender, and Bilingualism on School Readiness of Kindergarten Children: A Population-Based Study. Martin Gahn, University of British Columbia; Constance Milbrath, University of British Columbia; Anne Maria Gadermann, University of British Columbia; Clyde Hertzman, University of British Columbia
27. Unending Dialects, Endangered People: Teachers’ Attitudes Toward Learners’ Language Heritage, Teacher Ethnicity, and Learners’ Academic Achievement. Xiaoxia A. Newton, University of California - Berkeley

31.081-6. Poster Session III. Division C - Learning and Instruction; Poster Session Posters:
28. Comparing Virtual and Physical Robotics Environments for Teaching Complex Systems and Computational Fluencies. Matthew W. Berland, University of Texas - San Antonio; Uri J. Wilensky, Northwestern University
30. Development and Validation of an Online Learner Readiness Scale. Min-Ling Hung, National Chiao Tung University; Chien Chou, National Chiao Tung University; Chao-Hsiu Chen, National Chiao Tung University, Taiwan; Zang Yuan Own
31. Learners’ Reflexivity and the Development of an e-Learning Community Among Students in China. Zhen Li, University of Southampton
32. “Learning How to Play”: Order and Meaning in Video Games. Aaron Chia Yuan Hung, Teachers College, Columbia University
33. Participatory Assessment: Embedding Formative Feedback in Immersive Virtual Spaces. Michael Filsecker, Indiana University; Daniel T. Hickey, Indiana University
34. Simple Embodied Experience Enjoyes a Fun Ride: Interactive Animation Helps Understanding Dynamic Processes. Margaret Chuan, Teachers College, Columbia University
35. Supporting Critical Thinking Frameworks With Web 2.0 Technologies. Danielle Christine Fahser-Herro, University of Wisconsin - Madison
36. The Instructional Effects of Content Revision, Reuse, and Application of Interactive Media in Content of Cyber-Universities. Minseok Kang, Kyung Hee Cyber University; Inwooo Park, Korea University; Sangwoong Lee, Korea University
37. Trajectories of Identity: Designing a Collaborative Learning Environment
31.081-7. Poster Session: Investigations of Preservice and Practicing Teachers' Motivation and Beliefs. Division C - Learning and Instruction; Poster Session

Posters:
44. Beliefs About Teaching and Learning in the Context of Motivation for Teaching: An Analysis of Metaphorical Images of Schooling Expressed by Prospective Teachers. Margareta Maria Pop, North Carolina State University; Jeannine E. Turner, Florida State University
45. Changes in Practicing Teachers' Epistemological and Ontological Beliefs. Gregory Schraw, University of Nevada - Las Vegas; Lori J. Olofson, University of Nevada - Las Vegas; Michelle L. Vander Veld, California State University - Fullerton
46. Confirmatory Factor Analyses of the New Teacher Possible Selves Questionnaires. Doug D. Hamman, Texas Tech University; Eugene Wang, Texas Tech University; Kevin Patrick Gosselin, Texas Tech University
47. Epistemic Profiling: Making the Case for Mixed Methodology in a Personal Epistemology Investigation. Florian C. Feucht, University of Toledo; Lisa D. Bendixen, University of Nevada - Las Vegas; Laura Marie Zemp, University of Nevada - Las Vegas; Denise Lynne Winsor, The University of Memphis; Jennifer Ann Keller, University of Nevada - Las Vegas; Alexandre Spatariu, Georgetown College
48. Preservice Teachers' Efficacy: A Confirmatory Factor Analysis of Scores From the Teachers' Sense of Efficacy Scale. Lisa C. Duffin, Western Kentucky University; Brian F. French, Washington State University; Helen Patrick, Purdue University

31.081-8. Research on College Faculty, Division J - Postsecondary Education; Poster Session

Posters:
52. Academic Researchers' Joint Ventures Toward Undergraduate STEM Teaching Improvement at Major Research Universities. Julie A. Schell, Harvard University
53. Community College Counselors: The Forces That Shape Their Work. Edward Ryan, University of California - Los Angeles
54. Conceptions of Assessment in Faculty Teaching Portfolios. Peter Rennert-Ariev, Loyola College
55. Cross-Discipline Work: Negotiating Legitimacy From the Center and at the Margins. Leslie D. Gonzales, University of Texas - El Paso; Rodolfo Rincones, University of Texas - El Paso
56. Equity in the Academy: Indicators of Base Faculty Salary by Gender. Laura Meyers, University of Washington; James Antony, University of Washington
57. Exploring Faculty Perceptions of the Benefits and Challenges of Mentoring Undergraduate Research. Omolade Adekoun, Purdue University; Melissa Dyehouse, Purdue University; Ann Bessenbacher, Purdue University; Wilella Burgess, Purdue University

31.081-9. Social Studies Preservice Teacher Education. SIG-Research in Social Studies Education; Poster Session

Posters:
68. From Drawing out to Drawing In: Through-Line Questions and the Personal Subjectivities of Teacher Candidates. Laurence Abbott, University of Alberta; David Michael Scott, University of Alberta
69. "Review, Reflect, React": Implementing a Culturally Responsive Framework for Preservice Social Educators. Paul Pickup, Oklahoma State University - Stillwater; Teboh E. Archibong, University of North Carolina - Charlotte; Tehila F. Storaker, University of North Carolina - Charlotte; Amy J. Good, East Carolina University
70. The Perceptions of Preservice Teachers on the Use of Concept Maps to Organize Their Curriculum Content Knowledge in Elementary Schools. Ashlihan Unal, Zafar Ubal, University of South Florida - St. Petersburg
71. To Model Powerful Social Studies in an Elementary Teacher Education Course. Jason K. Ritter, Duquesne University; Jessica Blaszik, Duquesne University
33.002. Journal of Educational and Behavioral Statistics - Closed Editorial Board Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Capitol Ballroom 6 & 7
4:05 pm to 5:05 pm

33.010. Meaningful Connections: Social Networks as a Policy Focus in Complex Educational Ecologies. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1D
4:05 pm to 5:35 pm
Chair: Ronald S. Rochon, Buffalo State College - SUNY
Participants:
Clifton Tanabe, University of Hawaii - Manoa
Stacey J. Lee, University of Wisconsin - Madison
Paul G. Theobald, Buffalo State College - SUNY
Michelle G. Knight-Diop, Teachers College, Columbia University
Isaura B. Pulido, Illinois State University

33.011. The 14th Annual Continuation of Conversations with Senior Scholars on Advancing Research and Professional Development Related to Black Education. Presidential Session; Invited Roundtable
Colorado Convention Center, Lower Level, Four Seasons Ballroom 4
4:05 pm to 6:05 pm
Chair: Henry T. Frierson, University of Florida
Participants:
2. Regardless of Your Research Direction or What You May Have Been Told, You Should Still Have a Strong Orientation in Quantitative Methodology: Let’s Discuss Why. Lloyd Bond, Carnegie Foundation; Jomills H. Braddock, University of Miami; Vinetta C. Jones, Howard University
3. The Profound Importance of Culture and Ensuring It Is Properly Addressed in Educational Research. Geneva Gay, University of Washington; Carol D. Lee, Northwestern University
5. The Critical Role of a Multi-Disciplinary Perspective in Politics and Policy Decisions. Walter R. Allen, University of California - Los Angeles; William T. Trent, University of Illinois - Urbana-Champaign
6. Laying the Initial Groundwork to Become Part of the Next Generation of High Level Academic Administrators. Howard C. Johnson, City University of New York; John L. Taylor, The University of Arizona
8. Generating External Funding for Research: A Means to Control Your Professional Direction and Budgetary Autonomy. Vivian L. Gadsden, University of Pennsylvania; Deborah Carr-Saldana, Saint John’s University
9. Effective and Efficient Methods for Publishing. Willie Pearson, Georgia Institute of Technology; Gloria J. Ladson-Billings, University of Wisconsin - Madison
10. Academic and Professional Expectations for Graduate Students: Establishing Foundations for Productive Careers. Carol Camp-Yeakey, Washington University in St. Louis; Edgar G. Epps, University of Wisconsin - Milwaukee; Fayrene Miller, The University of Vermont
12. Strategic and Multi-Disciplinary Means for Developing Meaningful University-Public School Partnerships. Charles I. Rankin, Kansas State University; Jerome E. Morris, University of Georgia
13. Leveraging and Advancing a Career in Educational Evaluation: A Multi-Disciplinary Field That Involves Practice and Scholarship. Stafford Hood, University of Illinois - Urbana-Champaign; Rodney K. Hopson, Duquesne University

33.012. Use-Inspired Research and Development: Solving Middle School Challenges in the SERP-Boston Field Site. Presidential Session cosponsored with Division H - Research, Evaluation and Assessment in Schools; Symposium
Colorado Convention Center, Lower Level, Korbel Ballroom 1E
4:05 pm to 6:05 pm
Chair: Suzanne Donovan, SERP Institute
Participants:
Building Curriculum in Response to District Need. Catherine Snow, Harvard University
Building Knowledge and Supports for Improving School Coherence. Richard Elmore, Harvard University
Designing and Implementing School-Level Assessments With District Input. John P. Sabatini, ETS
A Pilot Intervention for Struggling Readers. Lowry Elizabeth Hemphill, Wheelock College
Discussants:
Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching
Janet Palmer-Owens, Boston Public Schools - MA
Joan Dabrowski, Boston Public Schools - MA

AERA Sessions

33.013. Open Forum: Taking Account of Research in the ESEA Reauthorization - Cosponsored with the AERA Government Relations and Research Advisory Committees. AERA Sessions; Invited Session
Colorado Convention Center, Street Level, Room 205
4:05 pm to 5:35 pm
Chairs: Thomas B. Corcoran, Teachers College, Columbia University; Deborah L. Vandell, University of California - Santa Barbara
Participants:
Gerald Sroufe, American Educational Research Association
Felice J. Levine, American Educational Research Association

33.014. The Next Generation of Scholars and Scholarship: Research From AERA and IES Dissertation Fellows. AERA Sessions; Invited Poster Session
Colorado Convention Center, Street Level, Room 501-504
4:05 pm to 6:05 pm
Chairs:
George L. Winemiller, American Educational Research Association
William H. Schmidt, Michigan State University
Participants:
1. Learning From the Law: The Public Discourse on Race in Education. Robert Alcala, Harvard University
3. Reform Meets Praxis: An Analysis of School Reform Programs. Kimberly Austin, University of Chicago
4. Understanding Children’s Educational Trajectories: Where Do We Start? Littisha Antoine Bates, University of Cincinnati
5. The Relationship Between Plans of Return and Expected Educational Attainment for Brazilian Immigrant Adolescents. Leticia Braga, Harvard University
7. Should I Stay or Should I Go? The Role of College Proximity for College Success. Lisbeth Jane Goble, Northwestern University
9. Research Hierarchy: The Relationship Among UniversityCharacteristics and Federal Research Funding. Charles F. Mathies, University of Georgia
10. The Color of Youth: Mexicans and the Power of Schooling in Chicago, 1917-1939. Mario Rios Perez, University of Illinois - Urbana-Champaign
12. Predictors of Fine Motor Skills and Educational Inequality. Dan Potter, University of Virginia
13. School-Level Contextual Effects of Parent Involvement on Children’s Achievement During Primary Grades. Yoonkyung Oh, University of Wisconsin - Madison
14. Academic Self-Concept at the End of Eighth Grade: Examining the Roles of Immigrant Generational Status, Race/Ethnicity, and Country of Origin. Jacob Hibel, Purdue University
16. Schools, Islam, and Muslims: A Critical Analysis of Textbooks and Their Influence on Classroom Discourse. Maryam Razvi Padela, University of Rochester
17. Peer Social Influence on Achievement Across Contexts. Hisham J. Petry, Northwestern University
19. Centralization of School Governance at the State Level. Sara Elizabeth Dahill-Brown, University of Wisconsin

### Committee Sessions

**33.015. Youth Research and Advocacy for Educational Justice: Actions for Achievement and Change.** Committee on Scholars of Color in Education; Symposium Colorado Convention Center, Street Level, Room 404 4:05 pm to 6:05 pm

Chair: Ernest D. Morrell, University of California - Los Angeles

Participants:
1. Youth Research and Advocacy for Educational Justice: Actions for Achievement and Change. Ernest D. Morrell, University of California - Los Angeles; Nicole Mirra, University of California - Los Angeles; Maribel Santiago, University of California - Los Angeles; John S. Rogers, University of California - Los Angeles

### International Organization Sessions

**33.016. Trends in Research on Teaching and Teacher Education.** Educational Studies Association of Ireland; Invited Session Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC 4:05 pm to 5:35 pm

Chair: Paul F. Conway, National University of Ireland, Cork

Participants:
1. What Makes Teachers Tick? Mark Morgan, St. Patrick’s College; Larry H. Ludlow, Boston College; Karl Kitching, University College Cork; Michael O’Leary, St. Patrick’s College, Aisling Clarke, NUI Galway
2. Mathematics Teaching as an Activity and an Object of Study. Dolores Catherine Corcoran, St. Patrick’s College; Sean F. Delaney, Colaiste Mhuire, Marino Institute of Education; Aisling Leavy, University of Maryland
3. Learning to Teach and Initial Teacher Competences: A Nine-Country Cross-National Study. Paul F. Conway, National University of Ireland, Cork; Rosaleen Murphy, University College, Cork; Kathy Hall, University College, Cork; Anne Therese Rath, University College - Cork

**Division Sessions**

**33.017. Transformative Leadership and the Contributions of African American Women Across History and Educational Contexts.** Division A - Administration Organization & Leadership; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 10 4:05 pm to 5:35 pm

Chair: Sonya Douglass Horsford, University of Nevada - Las Vegas

Participants:
1. Freedom Dreams: The Transformative Teaching Practices and Social Activism. Karen Ann Johnson, University of Utah
5. Mary McLeod Bethune: The Significance of Rhetoric and Oratory Skills in the Development of Black College Leaders. Vickie L. Suggs, University of North Carolina - Greensboro

Discussants: Linda C. Tillman, University of North Carolina - Chapel Hill

**33.018. Critical Approaches to Issues of Methodology in Curriculum.** Division B - Curriculum Studies; Paper Session Colorado Convention Center, Street Level, Room 112 4:05 pm to 6:05 pm

Chair: M. Francyn Huckaby, Texas Christian University

Participants:
1. A Critical Method to Curriculum Evaluation. Patricia E Halapaa, University of Hawaii - Manoa; Alysson Tinntiangoco-Cubales, San Francisco State University; Joan May T. Cordova, Drexel University
2. Learning to Teach Young Women in Detention: A Postcritical Autoethnographic Study. Sunti Sharma, University of Texas - Brownsville
3. Sticky Points: Teacher Educators Reexamine Their Practice in Light of a New Social Studies Program With Aboriginal Perspectives. Kent G. Den Heyer, University of Alberta
5. From Collaborative Inquiry to Performance: Playwriting for Social Justice. Connie North, University of Maryland - College Park

Discussants: Marcia McKenzie, University of Saskatchewan

**33.019. Decolonizing Knowledge Through Teacher-Community Collaborations.** Division B - Curriculum Studies cosponsored with SIG-Indigenous Peoples of the Americas; Paper Session Colorado Convention Center, Street Level, Room 702 4:05 pm to 6:05 pm

Chair: Mica Pollock, Harvard University

Participants:
1. Bridging the School-Community Divide: Reciprocal Sites of Learning. Catherine McGregor, University of Victoria; Katherine J. Sanford, University of Victoria
2. Complex Ecologies of Indigenous Education at the Native American Community Academy. Tiffany S. Lee, University of New Mexico
3. From the Neighborhood Into the Classroom: Incorporating Community-Organizing Knowledge Into Social Justice Pedagogy. Morgan E. Hallstead, University of Illinois - Chicago
5. The Space Between: Building Liberatory Capital in a School-Community Partnership. Chad William Timm, Iowa State University

Discussants: Megan Bang, TERC
33.020. “Really? How Do You Know?” An Exploration of the Relation Between Knowledge, Information, and Truth. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 106
4:05 pm to 5:35 pm
Chair: Maeghan N. Hennessey, University of Oklahoma
Participants:
Students’ Conceptions of Knowledge, Information, and Truth. Fielding I. Winters, University of Maryland; Patricia A. Alexander, University of Maryland; Emily M. Grossnickle, University of Maryland; Sandi Michelle Loughlin, University of Maryland
Knowledge, Truth, and Information in the History Classroom: Adolescent and Teacher Talks About Epistemic Beliefs. Liliana Maggioni, University of Maryland - College Park; Taslima Rahman; Patricia A. Alexander, University of Maryland
“Seemed Like a Crazy Professor”: Examining the What and Why of Trustworthiness of Scientific Texts. Ivar Bruanen, University of Oslo; Helge I. Stromso, University of Oslo
Discussant:
Clark A. Chinn, Rutgers University

33.021. Affect-Sensitive Learning Technologies. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 103
4:05 pm to 6:05 pm
Chairs:
Sidney K. D’Mello, The University of Memphis
Arthur C. Graesser, The University of Memphis
Participants:
Responding to Student Emotion in the Classroom. Beverly Park Woolf, University of Massachusetts; Winslow Barleson, Arizona State University; Ivan Arroyo, University of Massachusetts - Amherst; David Cooper, University of Massachusetts
Modeling and Supporting Student Affect in Game-Based Learning Environments. James Lester, North Carolina State University; Jennifer Robinson, North Carolina State University; Jonathan Rowe, North Carolina State University
Responding to Learner Affect With Supportive and Shake-Up Dialogues. Sidney K. D’Mello, The University of Memphis; Arthur C. Graesser, The University of Memphis
Affect in Human Tutoring Sessions. Natalie K. Person, Rhodes College; Sidney K. D’Mello, The University of Memphis; Blair Lehman, The University of Memphis
Discussant:
Arthur C. Graesser, The University of Memphis

33.022. Attitudes, Affect, and Dispositions in Mathematics and STEM Learning: Incorporating Affect in Learning Sciences Research. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 104
4:05 pm to 6:05 pm
Chair: Jeremy Roschelle, SRI International
Participants:
Performance as a Function of Opportunity: How Curricular Modifications Shape Students’ Content Engagement. Melissa Sommefeld Gresalfi, Indiana University
Engagement Structures in Middle School Math Classes. Roberta Y. Schorr; Rutgers University
How Do Struggle and Failure in Students’ Engagement Lead to Enrenched Differences in Mathematical Dispositions? Susan B. Empson, University of Texas - Austin
Developing Interest and Sustaining Engagement Across Time: Toward an Ecological Perspective. Brigal J.S. Barron, Stanford University
Discussant:
Jeremy Roschelle, SRI International

33.023. Division C Executive Committee Meeting. Division C - Learning and Instruction; Invited Session
Colorado Convention Center, Street Level, Room 101
4:05 pm to 5:35 pm
Chair: Richard E. Mayer, University of California - Santa Barbara

33.024. Evidence-Centered Design for the Design of Learning-and-Assessment Environments for Diverse Learners. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 405
4:05 pm to 5:35 pm
Chair: Eric G. Hansen, ETS
Participants:
Opportunities and Challenges of Designing Technology-Based Learning-Centered Assessments for Diverse Students. Edys S. Quellmalz, WestEd; Matt David Silberglitt, WestEd
ECD for Designing Learning-Supportive Assessments for English-Language Learners. Rebecca Kopiriva, University of Wisconsin - Madison; David R. Gabel, Center for Applied Linguistics; Katharine Merow, Center for Applied Linguistics
Designing Large-Scale Science Assessment Tasks for Students With High-Incidence Disabilities: The Use of Evidence-Centered Design, Design Patterns, and Universal Design for Learning. Geneva D. Haertel, SRI International; Elizabeth A. Murray, Cast, Inc.; Robert J. Mislevy, University of Maryland - College Park
ECD and Cognitive Load Theory for Improving the Accessibility and Effectiveness of Learning-Centered Assessments. Eric G. Hansen, ETS; Diego Zapata-Rivera, ETS
Discussants:
Cara Cahalan Laitusis, ETS
John Sweller

33.025. Experimental Investigations of Instruction and the Language of Instruction With Spanish-Speaking English-Language Learners. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 203
4:05 pm to 6:05 pm
Chair: Rafael Lara-Alecio, Texas A&M University
Participants:
Beverly J. Irby, Sam Houston State University
Fuhui Tong, Texas A&M University - College Station
David Francis, University of Houston
Robert Slavin, Johns Hopkins University
Diane L. August, Center for Applied Linguistics
Nancy Madsen, Success for All Foundation
Discussant:
Claude N. Goldenberg, Stanford University

33.026. Factors That Impact Student Engagement and Learning Behaviors in ILEs. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 102
4:05 pm to 5:35 pm
Chairs:
Janice D. Gobert, Worcester Polytechnic Institute
Ryan S. Baker, Worcester Polytechnic Institute
Participants:
The Dynamics of Self-Regulation During Complex Learning With MetaTutor. Roger Azevedo, The University of Memphis; Amy Marcelle Johnson, The
33.027. Understanding Mathematical Proficiency: New Insights From Cognitive Science. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 110 4:05 pm to 5:35 pm
Chair: Daniel L. Schwartz, Stanford University
Participants:
“Quick, How Many?” Fluency in “Subtitizing” and “Groupitizing” Link to Arithmetic Skills. Bruce McCandless, Sackler Institute - Weill Cornell Medical College; Cathy Sun, Vanderbilt University; Minwa M. Huanula, University of Turku; Jonathan Vitale, Teachers College, Columbia University;
Edward Hubbard, Vanderbilt University
Developing Procedural Flexibility: When Should Multiple Solution Methods Be Introduced? Bethany Rittle-Johnson, Vanderbilt University; Jon R. Star, Harvard University; Kelley L. Durkin, Vanderbilt University
Math Anxiety Derails Math Achievement in Early Elementary School. Carlos Kevin Blanton, Texas A&M University
Changing Conceptions of “Culturally Deprived” in the American Press, A Legacy of Neglect: George I. Sanchez and the Concept of Bilingual Education From “Cultural Deprivation” to Cultural Capital: The Roots and Continued Constructing the “Disadvantaged Child”: Developmental Psychology and Psychology in “Compensatory Education” Discourse in the 1960s. Division F - History and Historiography cosponsored with Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 108 4:05 pm to 5:35 pm
Chair: Donald Warren, Indiana University
Participants:
From “Cultural Deprivation” to Cultural Capital: The Roots and Continued Relevance of Compensatory Education. John P. Spencer, Ursinus College
A Legacy of Neglect: George I. Sanchez and the Concept of Bilingual Education in the 1960s. Carlos Kevin Blanton, Texas A&M University
Discussions:
Wayne J. Urban, The University of Alabama

33.030. Multiple Contexts of Educational Policy and Practice. Division G - Social Context of Education; Paper Session Colorado Convention Center, Street Level, Room 705 4:05 pm to 5:35 pm
Chair: Hilton Kelly, Davidson College
Participants:
Listening to Context: An Analysis of the Intersection of Schools, Communities, and Boards in Policymaking. Kathryn Clare McGinn, University of Pennsylvania; Kathy Schultz, University of Pennsylvania
The Social-Class Politics of Alternative Certification: Elite Teachers for Non-Elite Schools. Andrew M. Brautlinger, University of Maryland; Laurel A. Cooley, Brooklyn College - CUNY
Timing and Context Matter: Changing Schools and Elementary Student Achievement. Mary E. M. McKillip, The College Board
Culture and Achievement in a Diverse School: The Influence of Peers in Reproducing Systemic Inequality. Elizabeth Budler, University of Southern California

33.031. Temas Actuales en Lenguaje, Cultura Escrita y Matemáticas en América Latina: Investigaciones de México y Perú (Current Themes in Language, Literacy, and Numeracy in Latin America). Division G - Social Context of Education; Invited Session Colorado Convention Center, Lower Level, Korbel Ballroom 4 CDE 4:05 pm to 6:05 pm
Chair: Alfredo J. Artilles, Arizona State University
Participants:
Saberes Que Se Ponen en Juego en la Economía de las Esquinas (Knowledge for Street Corner Economies). Maria de Barroola, Centro de Investigación y Estudios Avanzados
Sobrevivir al Saber del “Otro” (Surviving Other People’s Knowledge). Irma Fuenlabrada, Centro de investigación y Estudios Avanzados, México; Maria Fernanda del Prato, Universidad de Córdoba
Literacidad Vernácula y Literacidad Escolar: Dos Mundos Separados (Vernacular Literacy and School Literacy: Two Unconnected Worlds). Mercedes Nina-Murcia, University of Iowa
Deconstruyendo la Educación Intercultural Bilingüe en el Perú Desde la Mirada Crítica de la Sociolinguística (Deconstructing Intercultural Bilingual Education From the Perspective of Critical Sociolinguistics). Virginia Zavala, Pontificia Universidad Católica del Perú
Prácticas de Enseñanza de la Lengua en un Contexto de Formación Docente (Practices for Teaching Language and Literacy in a Context of Teacher Education). Yolanda de la Garza, Universidad Pedagógica Nacional
Discussions:
Judy Kalman, Centro de Investigación y Estudios Avanzados - Mexico City, Mexico
Luis C. Moll, The University of Arizona

33.032. The Impact of Institutional Culture on Teaching and Learning. Division G - Social Context of Education; Paper Session Colorado Convention Center, Street Level, Room 709 4:05 pm to 6:05 pm
Chair: Alba Lucy Guerrero, University of California - Santa Barbara
Participants:
Criminals and Students: Youth Prisons, Institutional Barriers, and Back Doors. Morgan Velez Young, Stanford University
Institutional Ecologies: A Comparative Study Exploring Policy’s Impact on Casework and Teaching Practice. Maureen Teresa Matarrese, Borough of Manhattan Community College - CUNY
Teacher Identity Under Surveillance: Identity, Discourse, Emotions, and Whiteness at a Religious Institution. Gennie S. Harris, Linfield College
The Contradictory Nature of Institutionalizing Activism: The Case of a Social Justice High School. Debbie J. Sonu, Hunter College - CUNY
Discussions:
Maria L. Castanheira, Universidade Federal de Minas Gerais, Brazil

Division H - Research, Evaluation and Assessment in Schools; Symposium Sheraton, Plaza Concourse Level, Plaza Ballroom D
4:05 pm to 5:35 pm
Chair:
Ruth Curran Neild
Participants:
Increasing Graduation Rates in Colorado Through Data-Driven Decision
Making: The Researchers’ Perspective. Martha Abele Mac Iver, Johns Hopkins University
Increasing Graduation Rates in Colorado Through Data-Driven Decision
Increasing Graduation Rates in Colorado Through Data-Driven Decision
Making: The District Office Perspective. Terri Martinez-McGraw, Pueblo City Schools
Increasing Graduation Rates in Colorado Through Data-Driven Decision
Making: The Educational Nonprofit Sector Perspective. Ken Seeley, National Center for School Engagement; Steve Dobo, Colorado Youth for a Change
Increasing Graduation Rates in Colorado Through Data-Driven Decision
Discussants:
Samuel C. Stringfield, University of Louisville

33.034. A Conversation With Journal Editors: Unearthing Academic Publishing, Division J - Postsecondary Education; Invited Session Colorado Convention Center, Street Level, Room 604
4:05 pm to 5:35 pm
Chairs:
Bryan Gopal, OISE/University of Toronto
Pelema I. Morrice, University of Michigan
Participants:
Lois Wei, University at Buffalo - SUNY
Leonard L. Baird, The Ohio State University - Columbus
John M. Braxton, Vanderbilt University
Jerlando F. L. Jackson, University of Wisconsin - Madison
Ayana N. Kee, Harvard University
Sahak Oh, Inha University
Robert Kevin Touthooshian, University of Georgia
Amaury Nora, University of Texas - San Antonio

33.035. Access, Success, and Outcomes and Student Development. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 105
4:05 pm to 6:05 pm
Chair:
Marc P. Johnston, University of California - Los Angeles
Participants:
Gender Differences in First-Year Students’ Views of Self: Hope, Meaning in Life, and Self-Authorship. Susan Swanzy, Julie Tetley, George Washington University and Colorado College
College Diversity Experiences and Cognitive Development: A Meta-Analysis. Nicholas A. Bowman, University of Notre Dame
The Impact of College on Postcollege Political Behavior. David J. Weerts, University of Minnesota; Alberto F. Cabrera, University of Maryland; Thomas Sanford, University of Minnesota
“The College Application Gauntlet”: An Exploration of College Application Step Completion. Daniel Klasik, Stanford University
How Long Do the Effects of College Diversity Experiences Last? Social Concerns and Well-Being 13 Years After Graduation. Jay William Brandenberger, University of Notre Dame; Nicholas A. Bowman, University of Notre Dame; Patrick L. Hill, University of Notre Dame; Daniel K. Lapsley, University of Notre Dame
Discussants:
Robert T. Teranishi, New York University

33.036. Book Discussion: Michele Lamont’s How Professors Think, Division J - Postsecondary Education; Invited Session Colorado Convention Center, Street Level, Room 603
4:05 pm to 6:05 pm
Chairs:
Michele Lamont, Harvard University
Michael N. Bastedo, University of Michigan
Discussants:
Anna Neumann, Teachers College, Columbia University
William G. Tierney, University of Southern California

33.037. Comparative Higher Education: Studies of Organization. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 107
4:05 pm to 6:05 pm
Chair:
Anthony H. Normore, California State University - Dominguez Hills
Participants:
Examining Research Productivity of Chinese TEFL Academics Across Departments and Institutes. Li Bai, Queensland University of Technology
Faculty Roles in University Governance: A Comparison of Two Universities in China and the U.S. Hongchi Jiang, China University of Geosciences; Youfu Wei, University of Missouri - Kansas City; Yahan Zhou, University of Missouri - Kansas City
Partnerships in Ireland: The Champion and Framing Collaboration. Pamela L. Eddy, College of William and Mary
Teaching and Research Accountability Measures and Their Limitations at Chinese Universities. Jingwei Zhang, Arizona State University
The Student Experience in China’s Revolutionary Transition of Higher Education: Expansion and Policy Choice. Jun Li, OISE/University of Toronto
Discussants:
Forrest W. Parkay, Washington State University

33.038. Assessing Teachers and Teaching: Designs, Challenges, and Possibilities. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 602
4:05 pm to 5:35 pm
Chair:
James W. Bequette, University of Minnesota
Participants:
A Framework for Assessing the Authenticity of Instructional Tasks in Teacher Education: Implications for Instructors, Program Administrators, and Researchers. Robert M. Talbot, University of Colorado; Heidi Iverson, University of Colorado; Mark A. Lewis, University of Colorado - Boulder
Observation and Teacher Quality: Critical Analysis of Observational Instruments in Preservice Teacher Performance Assessment. Heng Jiang, Michigan State University; Samantha Caughlan, Michigan State University
Shifting the Reflective Focus: Encouraging Student Teacher Learning in Video-Based and Peer-Driven Contexts. Robert Danielowich, Adelphi University
No Mistakes Here: A Disconnect Between Identity, Culturally Relevant Theory, and Practice. Beth R. Giles, University of Wisconsin
Perceptions of Teacher Candidates in Teacher Education Programs. Peter Yee Han Joong, University of the West Indies
Discussants:
Jayson Richardson, University of Minnesota

33.039. Division K Town Hall Meeting - Summit on the Current and Future Landscape of Teaching and Teacher Education. Division K - Teaching and Teacher Education; Invited Session Colorado Convention Center, Street Level, Room 605
4:05 pm to 6:05 pm
Chair:
Arnetta F. Ball, Stanford University
Participants:
James G. Cibulka, National Council for Accreditation of Teacher Education
Frank B. Murray, University of Delaware
Sharon P. Robinson, American Association of Colleges for Teachers of Education
Judy Corcillo, National Association for Alternative Certification
David Ritchey, Association of Teacher Educators
Discussants:
Carl A. Grant, University of Wisconsin - Madison

33.040. E Pluribus Unum: Transforming Professional Practice Toward Social Justice through the Multicultural Faculty Fellowship. Division K - Teaching and Teacher Education; Structured Poster Session Colorado Convention Center, Street Level, Room 607
4:05 pm to 5:35 pm
Chair:
Kristen Blythe French, Western Washington University
Participants:
1. Decolonizing Multicultural Teacher Education Through Multicultural Faculty Fellows Inquiry. Kristen Blythe French, Western Washington University

3. Preparing Early Childhood Educators: Embracing Unpredictability and Discomfort. Marilyn Cha, Western Washington University

4. Multicultural Faculty Fellows: The Impact on an Educational Psychologist and Her Practice. Tracy Thorndike-Christ, Western Washington University

5. Lessons for a Teacher: Sustained by “a Small Group of … Committed Citizens.” Rosalie M. Romanu, Western Washington University

6. A Slowly Shifting Paradigm in Educating Those Who Will Teach English to Speakers of Other Languages. Diane Majors, Western Washington University

7. First-Person Singular: Documenting Yup’ik Students’ Direct Relationship With Climate Change. Lauren G. McClanahan, Western Washington University


9. Faculty Learning Community as Social Capital: Supporting a Newcomer’s Efforts at Curricular Change for Bilingual Students. Maria Timmons Flores, Western Washington University

Discussant: Sonia Nieto, University of Massachusetts - Amherst

33.041. Struggling With Ideologies: Examining the Barriers That Impact Teachers’ Thinking, Decision Making, and Interactional Style With Diverse Students. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 704 4:05 pm to 5:35 pm

Chair: Ruth Nicole Brown, University of Illinois - Urbana-Champaign

Participants: “They Don’t Like to See the Children Separated”: Examining Teachers’ Understanding of Integration in a Bilingual Program. Christina P. Denicolo, University of Illinois - Urbana-Champaign

Late-Arrival Immigrants and the Social Studies Curriculum: Inserting Critical in Citizenship Education. Cinthia S. Salinas, University of Texas - Austin

Visionary Cultural Workers: Latina Teachers Becoming Neplanteras. Maria E. Frenquez, University of Texas - Austin; Maria-Antonieta Avila, University of Texas - Austin; Angie Zapata, University of Texas - Austin

What Led a Group of Teachers to Decide That Ruby Is a “Payne” They Can Do Without. Teddi Michelle Bean-Conroy, University of Texas

Discussant: Arlette I. Willis, University of Illinois - Urbana-Champaign

33.042. Teacher Education in Multicultural Societies: Multidimensional Ecologies That Sustain Learning. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 706 4:05 pm to 5:35 pm

Chair: Jamy Stillman, University of Southern California

Discussant: Etta R. Hollins, University of Southern California

33.043. Affirmative Action at the Ballot Box: The Case of Colorado’s Amendment 46. Division L - Educational Policy and Politics; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 15 4:05 pm to 5:35 pm

Chair: Michele S. Moses, University of Colorado - Boulder

Participants: An Analysis of Participant Roles in Community Dialogues on Affirmative Action. Kristen G. Davidson, University of Colorado - Boulder; Michele S. Moses, University of Colorado - Boulder

An Ethical Framework for Guiding Deliberative Educational Research. Jarrod Stover Hanson, University of Colorado - Boulder; Kenneth R. Howe, University of Colorado

Community Dialogue and Voter Views on Affirmative Action: Using Researcher Expertise for the Public Good. Michele S. Moses, University of Colorado - Boulder; Amy Nichole Subert, University of Colorado - Boulder; Lauren P. Saenz, University of Colorado

Examining Media Coverage of Amendment 46 in Colorado. Christina Pagayo, Colorado State University; Darrell Jackson, University of Colorado

Quantifying Influences in the Defeat of Colorado’s Amendment 46. Amy Nichole Subert, University of Colorado - Boulder; Matthew Newman Guertner, University of Colorado - Boulder

Discussant: Patricia Marin, University of California - Santa Barbara

33.044. Does School Choice Matter? An Examination of Classroom Instruction, Alignment to Standards and Assessments, and Professional Development. Division L - Educational Policy and Politics; Working Group Roundtable Sheraton, Plaza Concourse Level, Director’s Row H 4:05 pm to 5:35 pm

Chair: Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania

Participants: Mathematics Instruction: Depth and Cognitive Complexity Among Charter, Magnet, Private, and Traditional Public Schools. Mark Berends, University of Notre Dame; Marisa A. Cannata, Vanderbilt University; Marc L. Stein, Johns Hopkins University

Alignment of Mathematics Instruction to Standards and Assessments: Examining Differences Among Schools of Choice and Traditional Public Schools. Mark Berends, University of Notre Dame; Marisa A. Cannata, Vanderbilt University; Marc L. Stein, Johns Hopkins University; Roberto V. Peñaloza, Vanderbilt University; John L. Smithson, Wisconsin Center for Education Research; Mark Berends, University of Notre Dame; Roberto Peñaloza, Vanderbilt University

Professional Development and Instruction Across Charter, Magnet, Private, and Traditional Public Schools. Marisa A. Cannata, Vanderbilt University; Mark Berends, University of Notre Dame; Roberto Peñaloza, Vanderbilt University

Discussant: Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania

SIG Sessions

33.045. Factors That Impact Adult Life and Aging: Personality, Computers, Education, Music, Retirement Communities, and Wisdom. SIG-Adulthood and Aging; Paper Session Colorado Convention Center, Street Level, Room 401 4:05 pm to 5:35 pm

Chair: Patricia A. Haught, West Virginia University

Participants: Do Traits Predict States Even in Old Age? James A. Katt, University of Central Florida; Linda M. Yeres, Valencia Community College; Wendy Shore, Johns Hopkins University; E. Lea Witta, University of Central Florida

Informal Education of Older Adults. Bernhard Schmidt, Ludwig Maximilian University of Munich

Effect of Computer Training and Gender on Older African Americans’ Attitudes Toward Computers and Technology. Nigel L. Lovell-Martin, Florida Atlantic University; Valerie Bryan, Florida Atlantic University; Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University

Motivations and the Construction of Meaning and Significance of Music Making Among Members of Two Senior Adult Musical Ensembles. Samuel Tsugawa, Arizona State University

Qualitative Analysis of Attraction to and Lived Experience in a University-Linked Retirement Community: A Life-Course Approach. Ramona Briana Meraz, Eastern Michigan University

The Growing Potential for Wise Leaders. Sydney Scott, University Canada West

33.046. Artful and Creative Processes as Modes for Teaching and Learning. SIG-Arts and Learning; Paper Session Colorado Convention Center, Street Level, Room 707 4:05 pm to 6:05 pm

Chair: Peter J. Gruenau, University of British Columbia

Participants: Social Influences on the Creative Process: An Examination of Children’s Creativity and Learning in Dance. Miriam Gigoue, Drew University

Understanding Artful Behavior as a Human Productivity: Clues From the Classroom. Carolina Blatt-Gross, University of Georgia

Can Artistic Creation Be Taught? A 3-Year Study With Young Choreographers. Barry A. Oreck, Long Island University; Jessica Nicoll, Hunter College

“Playing About Stories”: A Drama Intervention Enhances Writing in Low-Income Kindergarten Students. Ann C. Kruger, Georgia State University; Lynda A.
33.047. Creating Across Languages: The Arts Benefit to English-Language
Learners and Second-Language Learning. SIG-Bilingual Education
Research; Symposium
Colorado Convention Center, Street Level, Room 606
4:05 pm to 5:35 pm

Chairs:
Sharon Chappell, California State University - Fullerton
Christian J. Falts, University of California - Davis

Participants:
Researchers/Teachers/Artists: Using Personal Art-Making to Enhance
Understanding of Professional Issues Affecting Immigrant English
Learners in Schools. Sharon Chappell, California State University - Fullerton;
Christian J. Falts, University of California - Davis
Using Performance Ethnography to Explore Disconnects Between University
Preparation and Teacher Teaching in a High School English Classroom With
English Learners. Phyllis S. Wong, Arizona State University
EL Students’ Responses to Visual Writing Prompts: Why Using Visual Resources
Matters. Dafney Blanca Delbach, University of California - Berkeley
Guitars in the Classroom’s AMIGO Project: Integrating Music in ELL Classrooms.
Jessica Baron, Guitars in the Classroom; Diana Mae Wagner, Salisbury University
We Are New York Educational Theater and TESOL Internship: A Collaboration
Between New York University and the New York City Mayor’s Office of
Adult Education. Christina Martin, New York University; Kayhan Irani, ArtistiS.org

Discussant:
M. Beatriz Arias, Arizona State University

33.048. Career Development Research in Context. SIG-Career Development;
Paper Session
Colorado Convention Center, Street Level, Room 708
4:05 pm to 6:05 pm

Chair:
Kimberly A. S. Howard, University of Wisconsin - Madison

Participants:
Career Decision Making in the Transgender Population: The Role of Barriers and
Discrimination. Stephanie Lynne Budge, University of Wisconsin - Madison;
Kimberly A. S. Howard, University of Wisconsin - Madison
Career-Interest Clusters of High School Students. JiHyun Lee, ETS; Richard Dean
Roberts, ETS
Development and Validation of the FYI—A Measure of Career Interests. Harley
E. Baker, California State University - Channel Islands; Jane S. Syer;
Defense Manpower Data Center
Identifying Indecisive Decision-Making Patterns and Their Impact on Career
Development and Workforce Readiness. V. Scott Solborg, University of
Wisconsin - Madison; Stephen Gresham, University of Wisconsin - Madison;
L. Allen Phelps, University of Wisconsin - Madison; Stephanie Lynne Budge,
University of Wisconsin - Madison
Nontraditional Career Interests in Middle and High School Youth: A
Contemporary Reinvestigation. Kimberly A. S. Howard, University of
Wisconsin - Madison
Sources of Self-Efficacy to Manage Future Work-Family Conflict. Rachel Gali
Cinamon, Tel Aviv University; Hanoch Flum, Ben-Gurion University of the
Negev; Tova Most, Tel Aviv University; Yisrael Rich, Bar-Ilan University
STEMM Support Careers: Emerging Careers in the Complex Ecology of Modern
Science and Technology. Jon D. Miller, Michigan State University; Linda G.
Kimmel, Michigan State University

Discussant:
Rachel Gali Cinamon, Tel Aviv University

33.049. Case Studies in Democratic Education: Analyses of Small,
Multicultural, Democratically Run Schools and Classrooms and
Their Sociopolitical Contexts. SIG-Critical Educators for Social Justice;
Symposium
Colorado Convention Center, Street Level, Room 712
4:05 pm to 5:35 pm

Chair:
Deborah W. Meier, New York University

Participants:
Bilingual and Democratic: Case Studies of Two Multicultural School Communities
Striving for Social Justice. Assaf Meshulam, University of Wisconsin - Madison
Democratic Involve and Decision Making at the Mission Hill School.
Matthew David Knoester, University of Wisconsin - Madison
Exploring Democratic Schooling Through the Teaching of Science for Social
Justice. Alexandra Dimick, University of Wisconsin
Neoliberalism in Chile: Making Democratic Education “Thin”. Eduardo Andres
Cavieres, University of Wisconsin - Madison

Discussant:
Deborah W. Meier, New York University

33.050. Public Pedagogy and Critical Popular Culture Studies. SIG-Critical
Issues in Curriculum and Cultural Studies; Paper Session
Colorado Convention Center, Street Level, Room 711
4:05 pm to 5:35 pm

Chair:
Bettina L. Love, Northern Kentucky University

Participants:
Constructing and Constricting Teachers: RateMyTeachers.com as a Knotted
Space of the Educational Imaginary. Jake Burdick, Arizona State University
Vampire? What Vampire?: An Ideological Perspective of Faculty Activity
and Inactivity in Season One of “Buffy the Vampire Slayer.” Jennifer Job,
University of North Carolina - Chapel Hill
Excavating Ideology: Using Popular, Material, and Media Culture Theory for
Historical Research. Amy G. Winfield, Roger Williams University

Discussant:
Robert James Helfenbein, Indiana University

33.051. Learning From Analysis of Space and Time in Teaching and Teacher
Education. SIG-Disability Studies in Education; Symposium
Colorado Convention Center, Street Level, Room 204
4:05 pm to 5:35 pm

Chair:
Nigel Beacham, University of Aberdeen

Participants:
Space, Inclusion, and Teacher Education. Matthew Wappett, University of Idaho;
Kathryn S. Young, University of Aberdeen
Breaking Barriers in Teacher Education: An Examination of Temporality in Dis/
Spatial Relationship Between Race, Class, and Ability in Denver Public Schools.
Kathryn S. Young, University of Aberdeen
The Making of a Special Education Classroom: How Space, Discourse, and
Actions Shaped the Identity of Segregated Education at One School. Emily A.
Nusbaum, California State University - Fresno

Discussant:
David J. Connor, Hunter College - CUNY

33.052. Family Influences on Early Literacy: Ecological Influences,
Developmental Ties, and Pragmatic Alignments. SIG-Early Education and
Child Development; Symposium
Colorado Convention Center, Street Level, Room 610, 612
4:05 pm to 5:35 pm

Chair:
Mona Wilson Matthews, Georgia State University

Participants:
Culturally Responsive Emergent Literacy Practices: The Role of Cultural
Legacies and Home Literacies. Mariana Soto-Manning, Teachers College,
Columbia University
Parent-Context Supports for Preschoolers’ Early Literacy-Relevant Interest
 Orientations. Carin Lynn Neitzel, Vanderbilt University
In Search of Precursors to Conventional Reading Comprehension in Children’s
Early Experiences With Family. Caitlin M. Dooley, Georgia State University

Discussant:
Barbara Meyers, Georgia State University

33.053. Teachers, Administrators, and Schools: The Complex Ecology of Global
Education Reform. SIG-Foucault and Education; Paper Session
Colorado Convention Center, Street Level, Room 608
4:05 pm to 6:05 pm

Chair:
Joshua J. Kurz, The Ohio State University

Participants:
Administrative Reforms: The Technology of Accounting and the Subjectivity of a
New Pedagogical Desire. Maja Plum, University of Copenhagen
Disciplining First-Year Teachers: A Foucauldian Study. Lori J. Olafson,
University of Nevada - Las Vegas; Helen J. Harper, University of Nevada -
33.054. How Can Alternate Assessment Based on Modified Achievement Standards Improve Student Learning and Outcomes? SIG-Inclusion & Accommodation in Large-Scale Assessment; Structured Poster Session
Sheraton, Plaza Concourse Level, Plaza Ballroom F
4:05 pm to 6:05 pm
Chair: Sheryl S. Lazarus, University of Minnesota
Participants:
1. Developing Valid and Accessible Technology-Enhanced Assessments for AA-MAS. Sue E. Bechard, Measured Progress; Judy Snow, Montana Office of Public Instruction
3. The “2½ Test”: Who Should Take It and What Should It Look Like? Amanda Marie Kloo, University of Pittsburgh
4. A Multistate Approach to Development of AA-MAS: Removing Disability-Imposed Barriers to Student Performance. Wendy Stoica, Ohio Department of Education
5. Where Are We Going and What Have We Learned? Research Related to Alternate Assessments Based on Modified Achievement Standards. Katherine Nagle, SRI International; Renee Cameto, SRI International
6. What Have We Learned About Student Characteristics, Accommodations, and AA-MAS? Yi-Chen Wu, University of Minnesota; Sheryl S. Lazarus, University of Minnesota; Martha L. Thurlow, University of Minnesota
7. Measuring and Documenting the Accessibility of Tests for All Students. Peter Beddow, Vanderbilt University; Ryan J. Kettler, Vanderbilt University; Stephen N. Elliott, Vanderbilt University
8. Summary of GSEG Research Findings. Shelley Loving-Ryder, Virginia Department of Education; Sharon Sler, Virginia Department of Education
10. Enhanced Assessment Grant: Adapting Reading Test Items to Increase Validity of AA-MAS. Caroline E. Parker, Education Development Center; Martha L. Thurlow, University of Minnesota; Sheryl S. Lazarus, University of Minnesota; Sue E. Bechard, Measured Progress; Judy Snow, Montana Office of Public Instruction
Discussant: Sue Rigney, U.S. Department of Education

33.055. Mexican Students “Aquí y Allá”: Binational Connections among Immigration, Educational Opportunity, and Institutions. SIG-International Studies; Symposium Colorado Convention Center, Street Level, Room 710
4:05 pm to 6:05 pm
Chair: Patricia C. Gandara, University of California - Los Angeles
Participants:
Schools and Mexican Immigrants in Northern Manhattan. Regina Cortina, Teachers College, Columbia University
Life After “Oportunidades”: Mexican Migrant Youth’s Transition to Adulthood. Agustin Escobar Latapi, ICentro de Investigaciones y Estudios Superiores en Antropologia Social
Do Remittances Increase High School Aspirations and Attainment for Mexican Youth? Evidence From Rural Oaxaca. Adam Samuel Winslow Sawyer, Harvard University
“Adelante!” Some Lessons Learned From the Binational Study of Large Data Sets and Next Steps. Bryant T. Jensen, Bard College
Discussant: Patricia C. Gandara, University of California - Los Angeles

33.056. Shaking Down the Learning Experts in an Uncertain Future: Demystifying Professionals and Recovering Common Sense. SIG-Ivan Illich cosponsored with Division B - Curriculum Studies; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 9
4:05 pm to 6:05 pm
Chair: Dana L. Stuchul, The Pennsylvania State University
Participants:
Disciplining the Teacher: The Disembodied Professional and the Decline of Vernacular Wisdom in Teacher Education. Maylan J. Dunn-Kenney, Northern Illinois University
Education and the Problem of “the Future.” Peter Dawson Buckland, The Pennsylvania State University
Key Elements in the Success and Sustainability of Visionary Grassroots Education Initiatives. Vicky L. Eiben, Viterbo University
Discussant: David W. Hursh, University of Rochester

33.057. Educational Leadership Program Characteristics, Pedagogy, and Values. SIG-Leading and Teaching in Educational Leadership; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 7
4:05 pm to 5:35 pm
Chair: Matthew C. Miliotello, North Carolina State University
Participants:
Attitudes, Values, Beliefs, and Satisfaction of Educational Leadership Faculty Members, 1972-2008. Donald G. Hackmann, University of Illinois; Martha M. McCarty, Indiana University
Examining the Complexities of Curricular Reform in the Education Doctorate. Nancy J. Perry, Arizona State University; Audrey Amrein-Beardsley, Arizona State University; David L. Carlson, Arizona State University; Teresa L. Folger, Western Carolina University; Kate Olson, Arizona State University; Debby M. Zamo, Arizona State University
Toward an Equity-Based Pedagogy for Preparing Leaders for Equitable Schools. Patricia Jerlinski, Stephen F. Austin State University
Leading Schools in Our Changing World: Employing Adult Learning and Interpersonal Leadership for Adaptive Challenges. Eleanor E. Dragos-Severson, Teachers College, Columbia University; Patricia Mastin-Ostrowski, Florida Atlantic University; Alexander Mishra Hoffman, Teachers College, Columbia University
Discussant: Donna A. Prestine, The Pennsylvania State University

33.058. Mentoring for Leadership Development. SIG-Mentorship and Mentoring Practices; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 5
4:05 pm to 5:35 pm
Chair: April L. Peters, University of Georgia
Participants:
Improving Support for New School Leaders Through Leadership Coaching: Findings From a 3-Year Study. Chad R. Lochmiller, University of Washington; Michael Silver, Seattle University; Michael Aaron Copland, University of Washington; Ann Marie Tripps, Seattle University
The Influence of the Mentorship Process and Type of Mentor on College Student Leadership Outcomes. Corbin M. Campbell, University of Maryland; Meredith Smith, University of Maryland; Susan Komives, University of Maryland; John Dugan, Loyola University Chicago
The Collegiate Achievement Mentoring Program: K-20 Leadership Mentoring for the Next Generation of Educators. Matthew Olson, University of Florida; David M. Quinn, University of Florida
Discussant: Frances K. Kochan, Auburn University

Key Elements in the Success and Sustainability of Visionary Grassroots Education Initiatives. Vicky L. Eiben, Viterbo University
Discussant: David W. Hursh, University of Rochester

33.057. Educational Leadership Program Characteristics, Pedagogy, and Values. SIG-Leading and Teaching in Educational Leadership; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 7
4:05 pm to 5:35 pm
Chair: Matthew C. Miliotello, North Carolina State University
Participants:
Attitudes, Values, Beliefs, and Satisfaction of Educational Leadership Faculty Members, 1972-2008. Donald G. Hackmann, University of Illinois; Martha M. McCarty, Indiana University
Examining the Complexities of Curricular Reform in the Education Doctorate. Nancy J. Perry, Arizona State University; Audrey Amrein-Beardsley, Arizona State University; David L. Carlson, Arizona State University; Teresa L. Folger, Western Carolina University; Kate Olson, Arizona State University; Debby M. Zamo, Arizona State University
Toward an Equity-Based Pedagogy for Preparing Leaders for Equitable Schools. Patricia Jerlinski, Stephen F. Austin State University
Leading Schools in Our Changing World: Employing Adult Learning and Interpersonal Leadership for Adaptive Challenges. Eleanor E. Dragos-Severson, Teachers College, Columbia University; Patricia Mastin-Ostrowski, Florida Atlantic University; Alexander Mishra Hoffman, Teachers College, Columbia University
Discussant: Donna A. Prestine, The Pennsylvania State University

33.058. Mentoring for Leadership Development. SIG-Mentorship and Mentoring Practices; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 5
4:05 pm to 5:35 pm
Chair: April L. Peters, University of Georgia
Participants:
Improving Support for New School Leaders Through Leadership Coaching: Findings From a 3-Year Study. Chad R. Lochmiller, University of Washington; Michael Silver, Seattle University; Michael Aaron Copland, University of Washington; Ann Marie Tripps, Seattle University
The Influence of the Mentorship Process and Type of Mentor on College Student Leadership Outcomes. Corbin M. Campbell, University of Maryland; Meredith Smith, University of Maryland; Susan Komives, University of Maryland; John Dugan, Loyola University Chicago
The Collegiate Achievement Mentoring Program: K-20 Leadership Mentoring for the Next Generation of Educators. Matthew Olson, University of Florida; David M. Quinn, University of Florida
Discussant: Frances K. Kochan, Auburn University

Key Elements in the Success and Sustainability of Visionary Grassroots Education Initiatives. Vicky L. Eiben, Viterbo University
Discussant: David W. Hursh, University of Rochester

33.057. Educational Leadership Program Characteristics, Pedagogy, and Values. SIG-Leading and Teaching in Educational Leadership; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 7
4:05 pm to 5:35 pm
Chair: Matthew C. Miliotello, North Carolina State University
Participants:
Attitudes, Values, Beliefs, and Satisfaction of Educational Leadership Faculty Members, 1972-2008. Donald G. Hackmann, University of Illinois; Martha M. McCarty, Indiana University
Examining the Complexities of Curricular Reform in the Education Doctorate. Nancy J. Perry, Arizona State University; Audrey Amrein-Beardsley, Arizona State University; David L. Carlson, Arizona State University; Teresa L. Folger, Western Carolina University; Kate Olson, Arizona State University; Debby M. Zamo, Arizona State University
Toward an Equity-Based Pedagogy for Preparing Leaders for Equitable Schools. Patricia Jerlinski, Stephen F. Austin State University
Leading Schools in Our Changing World: Employing Adult Learning and Interpersonal Leadership for Adaptive Challenges. Eleanor E. Dragos-Severson, Teachers College, Columbia University; Patricia Mastin-Ostrowski, Florida Atlantic University; Alexander Mishra Hoffman, Teachers College, Columbia University
Discussant: Donna A. Prestine, The Pennsylvania State University

33.058. Mentoring for Leadership Development. SIG-Mentorship and Mentoring Practices; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 5
4:05 pm to 5:35 pm
Chair: April L. Peters, University of Georgia
Participants:
Improving Support for New School Leaders Through Leadership Coaching: Findings From a 3-Year Study. Chad R. Lochmiller, University of Washington; Michael Silver, Seattle University; Michael Aaron Copland, University of Washington; Ann Marie Tripps, Seattle University
The Influence of the Mentorship Process and Type of Mentor on College Student Leadership Outcomes. Corbin M. Campbell, University of Maryland; Meredith Smith, University of Maryland; Susan Komives, University of Maryland; John Dugan, Loyola University Chicago
The Collegiate Achievement Mentoring Program: K-20 Leadership Mentoring for the Next Generation of Educators. Matthew Olson, University of Florida; David M. Quinn, University of Florida
Discussant: Frances K. Kochan, Auburn University

Key Elements in the Success and Sustainability of Visionary Grassroots Education Initiatives. Vicky L. Eiben, Viterbo University
Discussant: David W. Hursh, University of Rochester
Identity, Responsibility, and Citizenship: Does Moral Motivation Prevent Delinquent Behavior? Jeff Brooks, University of Notre Dame; Tonia Bock, University of St. Thomas; Darcia F. Narvaez, University of Notre Dame
The Role of Affect in the Relationship Between Moral Judgment and Political Choices. Heather Mecler; The University of Alabama; Stephen J. Thoma; The University of Alabama

Discussant:
William Pitt Derryberry, Western Kentucky University

33.060. Understanding Motivation From the Perspective of Student Interest.
SIG-Motivation in Education; Paper Session
Colorado Convention Center, Street Level, Room 601
4:05 pm to 6:05 pm
Chair:
Ellen L. Usher, University of Kentucky
Participants:
"Interest? That’s When You Really Want to Do Your Homework": Qualitative and Quantitative Insights Into the Development of Interest in Adolescence. Anne Christiane Frenzel, University of Munich; Anna-Lena Dieke, University of Tübingen; Thomas Goetz; University of Konstanz; Reinhard Pekrun, University of Munich
Motivational Influences on School-Prompted Interest. Keith Damien Ciani, University of Missouri - Kansas City; David A. Bergin, University of Missouri; Yuna Ferguson, University of Missouri; Jonathan C. Hilpert, Indiana University/Purdue University at Fort Wayne
Students Interested in Learning About History: What Sparked Their Interest and What Benefits Do They Derive? Jere Brophy, Michigan State University; Denice Blair Leach, Michigan State University
The Development of Perceived Competence and Interest: Designing Instructional Tasks to Influence Student Motivation. Michael M. Phillips, University of Northern Colorado
The Role of Teachers in Facilitating Situational Interest in an Active-Learning Classroom. Jerome Ingmar Rotgans, Republic Polytechnic; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands

Discussant:
Kevin J. Pugh, University of Northern Colorado

33.061. Places of Narrative Inquiry in Home, School, and College of Education.
SIG-Narrative Research; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 14
4:05 pm to 6:05 pm
Chair:
Jennifer R. Wolgemuth, Charles Darwin University
Participants:
Attending to Children’s Lives as Curriculum Makers in Home Places. Janice Huber; University of Regina; M. Shaun Murphy; University of Saskatchewan; D. Jean Chardin, University of Alberta; Jennifer Mitton, Bilken University - Ankara, Turkey; Anne E. Murray-Orr, Saint Francis Xavier University
Pedagogy of Narrative Shifting: Narrative Inquiry in Teacher Education. Xin Li, California State University - Long Beach; Carola Conde, OISE/University of Toronto; Freema Elbaz-Luwisch, University of Haifa

Discussants:
Jerry L. Roseck, University of Oregon
Stefinee E. Pinnegar; Brigham Young University

33.062. Instructional Design Innovations in Online Learning. SIG-Online Teaching and Learning; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
4:05 pm to 5:35 pm
Chair:
Kristi A. Leonard, University of Georgia
Participants:
Instructional Conversation About Digital Learning Objects in an EFL Online Course. Yu-Chen Hsieh, University at Albany - SUNY; Rostati Rostati, University at Albany - SUNY
A Case Study of the Use of Class Maps in Online Graduate Education. Terence W. Cavanaugh, University of North Florida; Elinor A. Scheier; University of North Florida
The Incorporation of Hands-On Tasks in an Online Course: An Analysis of a Blended Learning Environment. Thomas Chandler; Columbia University; Yoon Soo Park, Teachers College, Columbia University
Facilitating Constructive Online Discussions Using Graphical Representation. Kyungbin Kwon, University of Missouri; Gordon Lee Graher, University of Missouri

Discussant:
Martha Marie Snyder, Nova Southeastern University

Colorado Convention Center, Street Level, Room 210
4:05 pm to 6:05 pm
Chairs:
Alexander M. Sidorkin, University of Northern Colorado
Charles Bingham, Simon Fraser University
Participant:
Distinguished Lecturer in Philosophy of Education, Donna Kerr. Donna H. Kerr; University of Washington
Participants:
Doris A. Santoro, Bowdoin College
Craig A. Cunningham, National-Louis University
Deron Boyle, Georgia State University

33.064. Rasch Issues of Dimensionality, Scaling, and Fit. SIG-Rasch Measurement; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 6
4:05 pm to 5:35 pm
Chair:
Jon S. Twing, Pearson
Participants:
Analysis of Unidimensionality Testing Procedures in Item Response Data via Principal Component Analysis of Residuals From the Rasch Model. Mike McGill, Edward W. Wolfe, Pearson
Comparison of Exposure Controls, Item Pool Characteristics, and Population Distribution: CAT With the Partial Credit Model. Hwa Young Lee, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin
Modeling the Rating Scores of Language Tests With Small Sample Sizes: A Comparison of Two Estimation Methods With the Many-Facet Rasch Model. Lixiong Gu, ETS; Guangming Ling, ETS; Frederick A. Cline, ETS
Performance of the Chi-Square Test for Detecting Unidimensionality in Applications of the Multidimensional Rasch Model. Leigh M. Harrell, Virginia Polytechnic Institute and State University; Edward W. Wolfe, Pearson
Simultaneous Modeling of Item and Person Dependence Using Multilevel Rasch Measurement Model. Hong Jiao, University of Maryland; Akshita Kamata, University of Oregon; Shudong Wang, Northwest Evaluation Association; Ying Jin, American Institutes for Research
The Impact of Test Model Change on Exam Passing Rate. Huajian Meng, Pearson; Susan Steinkamp, Pearson

33.065. Equity and Discourse in Mathematics Classrooms: A Focus on Students.
SIG-Research in Mathematics Education; Symposium
Colorado Convention Center, Street Level, Room 407
4:05 pm to 5:35 pm
Chair:
Judith N. Moschkovich, University of California - Santa Cruz
Participants:
Discussing Mathematics in Two Languages: A Focus on Peer Group Interactions. Mary E. Bruner, University of California - Santa Barbara
Mimicry in Mathematics Classrooms: Implications for Equity. Indigo Esmonde, OISE/University of Toronto
Generativity in Mathematical Discourse and Equity. Nancy M. Ares, University of Rochester; Keeley Smith, Bennett College for Women
The Reflexive Role of Authority in Middle School Students’ Peer Mathematics Discussions. William Carl Zahner, University of California - Santa Cruz; Judith N. Moschkovich, University of California - Santa Cruz

SIG-Research in Reading and Literacy; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 4
4:05 pm to 5:35 pm
Chair:

Amy Dray, University of California - Berkeley

Participants:
The Nature of “Embedded Assessment”: The Development of a Measure of Reading Comprehension for Struggling Adolescent Readers. Amy Dray, University of California - Berkeley; Nathaniel J. S. Brown, Indiana University - Bloomington; Yongsang Lee, University of California - Berkeley

Using Diagnostic Literacy Assessment Findings to Enhance Curriculum Development: The San Diego Striving Readers’ Project. Trevor McDonald, Education Associates; Christina M. Thornley, University of Otage, New Zealand; Rosemary C. Stasay, San Diego Unified School District

Measurement of Increased Student Literacy Over Four Years and Across Multiple Content Areas. Nathaniel J. S. Brown, Indiana University - Bloomington; Amy Dray, University of California - Berkeley; Yongsang Lee, University of California - Berkeley

Discussants:
P. David Pearson, University of California - Berkeley
David W. Moore, Arizona State University

33.073. Innovative Pathways to the Development of Teacher Technological Pedagogical Content Knowledge: Empirical Accounts From Preservice and In-Service Teachers. SIG-Technology as an Agent of Change in Teaching and Learning; Symposium Chair: Kristy Tinsey, Interactive Inc.

Participants:
Evidence of TPACK in Preservice Graduates’ Rationales for Future Technology Use. Joan E. Hughes, University of Texas - Austin
Preservice Teachers’ Technologically Integrated Planning: Contrasting Quality and Instructional Variety by Development Approach. Mark J. Hofer, College of William and Mary; Neal Grandgenett, University of Nebraska - Omaha; Judith B. Harris, College of William and Mary; Karen Work Richardson, College of William and Mary
Using Classroom Artifacts to Judge Teacher Knowledge of Reform-Based Instructional Practices That Integrate Technology in Mathematics and Science Classrooms. Margaret L. Niess, Oregon State University

Examining the Significance of Early Education in the Development of Learning Strategies: The Role of Kindergarten Teachers’ Beliefs About Children. Nancy S. Stockall, University of Arkansas - Fort Smith; Sara M. Davis, University of Arkansas - Fort Smith

Examples of How Semiotics Can be Used to Teach Fractions to Prospective Elementary School Teachers. Andrea Ploncher Franzi, Michigan State University; Jeremy Francis, Michigan State University; Paul Wu Dong Yu, Grand Valley State University; Raven S. McCrosy, Michigan State University

Reading the Signs: A Bourdieusian Analysis of Power on a University Campus. Amy Alexandra Wilson, University of Georgia

Transformative Pan-Semiotics for e-Learning. Ruth C. Cannon-Cook, DePaul University

Parental Advocacy for Students With Asperger’s Syndrome: A Semiotic Perspective. John L. Rausch, John Carroll University; Alicia Pascoe, John Carroll University; Danielle A. Goldstein, John Carroll University

Discussant:
James B. Schroeter, Duquesne University

33.070. Social Emotional Learning SIG Business Meeting. SIG-Social and Emotional Learning; Business Meeting Chair: Lisa Stephan, Northwestern University

Participants:
Failing to Plan or Planning to Fail? Gender Differences in Mexican American Postsecondary Pathways. Sarah Ovink, University of California - Davis

Enabling College for All: From General Dreams to Actual Enrollment. Jennifer Lisa Stephan, Northwestern University; James E. Rosenbaum, Northwestern University

Challenging the White Male Advantage in STEM: New Evidence of College Major Patterns by Gender and Race/Ethnicity. Catherine C. Riegle-Crumb, University of Texas; Barbara Anne King, University of Texas - Austin

Social Class at Work: How Family Background Shapes the Patterns and Consequences of College Employment. Josipa Roksa, University of Virginia

Discussant:
Chandra Muller, University of Texas - Austin

33.072. Response to Intervention: Research, Policy and Practice. SIG-Special Education Research; Symposium Chair: Josipa Roksa, University of Virginia

Participants:
Universal Screening and Progress Monitoring Versus Traditional Assessment. Frederick J. Brigham, George Mason University

The Inattention to Mathematics in Response to Intervention. Karen S. Karp, University of Louisville

RtI as a Lever for Classroom and School Improvement. Dale Mann, Interactive Inc.


The Role of School Principals in Implementation of Response to Intervention in the Commonwealth of Virginia. Charol Shakeshaft, Virginia Commonwealth University

Discussant:
Deborah Jonas, Virginia Department of Education

33.069. Signs of Learning: Semiotics in Education. SIG-Semiotics in Education; Paper Session Chair: Kathy L. Schuh, University of Iowa

Participants:
Images of the Child: Unraveling the Meanings of Preservice Teachers’ Beliefs About Children. Nancy S. Stockall, University of Arkansas - Fort Smith; Sara M. Davis, University of Arkansas - Fort Smith

Examples of How Semiotics Can be Used to Teach Fractions to Prospective Elementary School Teachers. Andrea Ploncher Franzi, Michigan State University; Jeremy Francis, Michigan State University; Paul Wu Dong Yu, Grand Valley State University; Raven S. McCrosy, Michigan State University

Reading the Signs: A Bourdieusian Analysis of Power on a University Campus. Amy Alexandra Wilson, University of Georgia

Transformative Pan-Semiotics for e-Learning. Ruth C. Cannon-Cook, DePaul University

Parental Advocacy for Students With Asperger’s Syndrome: A Semiotic Perspective. John L. Rausch, John Carroll University; Alicia Pascoe, John Carroll University; Danielle A. Goldstein, John Carroll University

Discussant:
Chrystella Monza, University of Delaware

33.068. Research on Gender in Science and Engineering Extension Service Projects: Collaboration and Capacity Building. SIG-Research in Women and Education; Symposium Chair: Karen A. Peterson, Puget Sound Center for Teaching, Learning and Technology

Participants:
Merle L. Frosch, Academy for Educational Development

33.067. Research on/With/for Social Studies Teachers and Teaching. SIG-Research in Social Studies Education; Paper Session Chair: Merle L. Frosch, Academy for Educational Development

Participants:
P. David Pearson, University of California - Berkeley; Nathaniel J. S. Brown, Indiana University - Bloomington; Amy Dray, University of California - Berkeley; Yongsang Lee, University of California - Berkeley

Discussants:
P. David Pearson, University of California - Berkeley
David W. Moore, Arizona State University

Saturday Afternoon, May 1, 2010 177
Division and SIG Roundtables

33.076. TICL 2: Hybrid Human Computer Guided Learning and Instruction (cont.) and Chairman’s Address on the Past, Present, and Future of TICL. SIG-Technology, Instruction, Cognition & Learning; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 11 4:05 pm to 6:05 pm

Chair:
Sara G. McNeil, University of Houston

Participants:
Games, Learning, and Stealth Assessment. Valerie J. Shute, Florida State University
What Is the Role for the Teacher in the Interactive Classroom? Wellesley R. Fosha, Texas Instruments

33.075. Toward a Relational Turn in Literacies Research and Practice. SIG-Writing and Literacies; Symposium Colorado Convention Center, Street Level, Room 206 4:05 pm to 5:35 pm

Chair:
Valerie F. Kinloch, The Ohio State University

Participants:
Opportunity Moments: Hope, Change, Progress, and Eighth-Grade Literacies. Rachel E. Nichols, Lower Merion School District
Living Multimodal Research With Adolescents. Lalitha M. Vasudevan, Teachers College, Columbia University
“Radically Open”: Young Women of Color Claiming Literacy Legacies Within an “Other Space.” Kelly K. Wissman, University at Albany - SUNY

Discussant:
Mollie V. Blackburn, The Ohio State University

33.074. Roundtable Session 18; Roundtable Session Colorado Convention Center, Lower Level, Korbel Ballroom 2 4:05 pm to 5:35 pm

Chair:
Matthew J. Koehler, Michigan State University
Punya Mishra, Michigan State University

Participants:
Negotiating Problem Spaces: Studies of Race, Power, and Bullying. Joanne Chirino, Linda Okpalaoka, The Ohio State University
Participants:
Negotiating Learning in Diverse Religious and Cultural Contexts. Division G - Social Context of Education; Roundtable Session
Chair:
Christina Merrell, University of Colorado - Boulder

Participants:
Improving Teachers’ Content Knowledge: Does Targeted Professional Development Work? Leanne R. Ketterlin-Geller, Southern Methodist University; Elisa Jamgochian, University of Oregon; Nancy J. Nelson-Walker, University of Oregon; Haidee Copeland, University of Oregon; Bitnara J. Park, University of Oregon; Kathleen Juangoh, University of Oregon
Making Connections Among Student Learning, Content, and Teaching: Teacher Talk Paths in Elementary Lesson Study. Akiko Murata, Stanford University; Laura Bofferding, Stanford University; Bindu Elizabeth Pothen, Stanford University

33.073. Negotiating Problem Spaces: Studies of Race, Power, and Bullying. Division G - Social Context of Education; Roundtable Session
Chair:
Dana N. Nix-Stevenson, University of North Carolina - Greensboro

Participants:
Coaching Worlds: New Playgrounds for Bullying. Lauren K. Mark, University of Hawaii; Katherine T. Ratcliffe, University of Hawaii
Whitewashed: Black Youth Negotiating the Consequences of Whiteness in School and Community Contexts. Stephanie M. Power Carter, Indiana University; Kafi D. Kumasi, Wayne State University
“I’ve Tried to Switch”: Power Relations in a Chinese as a Foreign Language Classroom. Minhui Lu, University of Northern Colorado

33.072. Strengthening Pedagogy in Culturally Diverse and Urban Contexts. Division K - Teaching and Teacher Education; Roundtable Session
Chair:
Michelle McCollin, Slippery Rock University

Participants:
Collaboration in Critical Assessment Practices: Focusing on Educating Teachers of Second-Language Learners. Fatima Pirmahii-Ilich, University of Regina; Theresa Y. Austin, University of Massachusetts - Amherst
In-Service Teachers Share Perspectives on Culture and Citizenship Across the Americas. Cynthia S. Sunal, The University of Alabama; Lois McFadyen Christenson, The University of Alabama - Birmingham; Michael G. Lowen, The University of Alabama; Dennis W. Sunal, The University of Alabama; Craig S. Shivery, The University of Alabama
Three Stories From the City: Interpretation and Analysis of Teaching and Learning. Ali Borjian, San Francisco State University; Kele Self, San Francisco State University; Orieula Howard, San Francisco State University; Kevin Barisonek, San Francisco State University

33.071. Supporting Access to Academic Success in K-12 and College Contexts. Division G - Social Context of Education; Roundtable Session
Chair:
Endya Bentley-Stewart, Iowa State University

Participants:
Situating Learning Theory as a Framework for Apprenticing Hispanics Into Computer Science Research in the CAHSI Community. Sarah Taylor Hug, University of Colorado - Boulder; Heather L. Thiry, University of Colorado - Boulder; Elsa Quirue Villa, New Mexico State University; Kerrie Lynn Kephart, University of Texas - El Paso
Spreading the “Wealth of Knowledge”: Personal Narratives of Literacy Sponsorship. Peggy Lynn Semingson, University of Texas - Arlington; Carla Amaro-Jimenez, University of Texas - Arlington
Testing the Pipeline: Year 2 of a Model of University Support for Tutoring Elementary Students Placed at Risk. Paul H. Matthews, University of Georgia; Pedro R. Portes, University of Georgia; Paula Jean Mellom, University of Georgia; Dalcy Moreno, University of Georgia

33.070. Teacher Learning Across Contexts and Content Areas. Division K - Teaching and Teacher Education; Roundtable Session
Chair:
Joe Ann Hurnich, Walden University

Participants:
Improving Teachers’ Content Knowledge: Does Targeted Professional Development Work? Leanne R. Ketterlin-Geller, Southern Methodist University; Elisa Jamgochian, University of Oregon; Nancy J. Nelson-Walker, University of Oregon; Haidee Copeland, University of Oregon; Bitnara J. Park, University of Oregon; Kathleen Juangoh, University of Oregon
Making Connections Among Student Learning, Content, and Teaching: Teacher Talk Paths in Elementary Lesson Study. Akiko Murata, Stanford University; Laura Bofferding, Stanford University; Bindu Elizabeth Pothen, Stanford University

Division and SIG Roundtables

33.076. Roundtable Session 18; Roundtable Session Colorado Convention Center, Lower Level, Korbel Ballroom 2 4:05 pm to 5:35 pm

Chair:
Roger T. Johnson, University of Minnesota

Participants:
Effectiveness of Cooperative Learning Compared to Lecture-Based Learning in College STEM Classes. Semia A. Kalaian, Eastern Michigan University; Raja M. Kazim, Kent State University
Heartfelt Interrelating in Cooperative Teams. Sarah Rebecca Daniel, University of Texas - Austin; Michelle Jordan, University of Texas - Austin; Daniel H. Robinson, University of Texas
Implementation Processes and Reading Attainment Outcomes From a Cluster-Randomized Trial of Paired Reading. Allen Thurston, University of York; Peter B. Tynms, University of Durham; Christine Merrell, University of Durham; Keith J. Topping, University of Dundee
Stimulating Teacher Teams’ Collaborative Learning. Patricia Brouwer, Utrecht University; Mike Brekelmans, Utrecht University; Loek F.M. Nieuwenhuis, University of Tilburg; Robert-Jan Simons, Utrecht University
Two (or More) Heads Are Better: Using Cooperative Learning in an Eighth-Grade Mathematics Classroom. Keri L. Juarez, Texas A&M University; Lynne Mamel Walters, Texas A&M University

33.076-1. Innovations in Cooperative Learning. SIG-COoperative Learning: Theory, Research and Practice; Roundtable Session
Chair:
Roger T. Johnson, University of Minnesota

Participants:
Effectiveness of Cooperative Learning Compared to Lecture-Based Learning in College STEM Classes. Semia A. Kalaian, Eastern Michigan University; Raja M. Kazim, Kent State University
Heartfelt Interrelating in Cooperative Teams. Sarah Rebecca Daniel, University of Texas - Austin; Michelle Jordan, University of Texas - Austin; Daniel H. Robinson, University of Texas
Implementation Processes and Reading Attainment Outcomes From a Cluster-Randomized Trial of Paired Reading. Allen Thurston, University of York; Peter B. Tynms, University of Durham; Christine Merrell, University of Durham; Keith J. Topping, University of Dundee
Stimulating Teacher Teams’ Collaborative Learning. Patricia Brouwer, Utrecht University; Mike Brekelmans, Utrecht University; Loek F.M. Nieuwenhuis, University of Tilburg; Robert-Jan Simons, Utrecht University
Two (or More) Heads Are Better: Using Cooperative Learning in an Eighth-Grade Mathematics Classroom. Keri L. Juarez, Texas A&M University; Lynne Mamel Walters, Texas A&M University

Chair:

Chirino
33.076-7. Teacher Perceptions and Beliefs That Impact Their Classroom Practice. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Kira Baker-Doyle, The Pennsylvania State University
Participants:
- Constructing “Less Than” Status: Teachers’ Perceptions of Latino and African American Students. Amy Hilgendorf, University of Wisconsin - Madison
- Teacher Beliefs and Identity: A Longitudinal Study. Rosebud S. Elijah, Hofstra University; Judith S. Kaufman, Hofstra University
- Toward a Theoretical Understanding: Dimensions of Elementary Teachers’ Pedagogical Beliefs About Writing. Deborah A. Horan, University of Texas - Austin

33.076-8. Teacher Preparation in the Content Area. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Jared R. Stallones, California State Polytechnic University
Participants:
- Effects of Knowledge Building on College Students’ Beliefs in Math Teaching. Yu-Han Chang, National Chengchi University; Huang-Yao Hong, National Chengchi University
- Transforming a Teacher Education Program to Prepare Preservice Secondary Content Teachers to Teach English Learners. James F. Nagle, Saint Michael’s College; Claudine Prairie Bedell, Saint Michael’s College

33.076-9. Teacher Reflection and Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Janice B. Fournillier, Georgia State University
Participants:
- But What Do I Say? Supporting Teacher Education Through Simulated Interactions. Benjamin H. Dogter, Syracuse University; Mara Sapon-Shevin, Syracuse University
- Preparing Teachers to Teach Literacy to Diverse Students. Hui-Yin Hsu, New York Institute of Technology
- Puerto Rican Teachers’ Cultural Capital Enhances Academic Achievement for At-Risk Latino/a Students and Working Conditions for Themselves. Yvonne E. Gonzalez-Rodriguez, Rowan University
- Teacher Professional Development as Collaborative Design: The Case of the Quebec Remote Networked Schools. Therese Lafriere, Laval University; Alain Bredeau, McGill University

33.076-10. Teacher Research and Civic Engagement: The Politics and Ethics of Teacher Preparation. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Marie Byrd-Blake, University of South Florida Sarasota - Manatee
Participants:
- Action Research: Strengthening and Informing Teacher Identities in Alternative Preservice Programs. Diane E. Lang, Manhattanville College
- Preservice Teachers, High-Stakes Test Preparation, and Meaningful Opportunities to Learn: How 23 Student Teachers Integrated Ethical and Appropriate High-Stakes Test Preparation Without Narrowing the Curriculum or Only Teaching to the Test. Steven L. Turner, Kent State University
- Preservice Teacher Action Research Reports Demonstrate Impact on Pupil Learning. Philip Adu, West Virginia University; Reagan Curtis, West Virginia University; Sharon B. Hayes, West Virginia University; Neal Shambough, West Virginia University; Jason-Jade Smith, West Virginia University
- The Millennial Teaching Generation: Mining the Assets of Preservice Teachers’ Civic and Political Engagement. Katherina Ann Payne, University of Wisconsin - Madison

33.076-11. Technology and Teacher Education: Problems and Possibilities. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Lily Orland-Barak, Haifa University
Participants:
- Awash in a Sea of Data: Making the Case for Quality in an Inquiry Paradigm. Mark W. LaCelle-Peterson, Houghton College
- Electronic Portfolios in Teacher Education: Issues of Sustainability. Neal Strudler, University of Nevada - Las Vegas; Keith Wetzel, Arizona State University
- Bilingual Preservice Teachers’ Access to Technology, Technology Competence, and Beliefs About Technology Integration. Laurie E. Hansen, University of California - Irvine; Loretta Donovan, California State University - Fullerton; Shanan H. Pita, Appalachian State University

33.076-12. Technology and Teacher Learning. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Melda N. Yildiz, Lesley University
Participants:
- A Phenomenological Research in Exploring Preservice Teachers’ Perceptions of ICT Integration. Yasemin Demirarslan, Iowa State University
- Design Process Thinking: Teachers as Adaptive Designers of Learning Experiences. Zanette Johnson, Stanford University
- Learning in a Participatory Culture: A Case Study of Teachers Who Teach Marginalized Students. Qing Li, University of Calgary; Erin Reilly, Massachusetts Institute of Technology
- Project-Based Learning With Technology: An Innovative Approach to Improving Teacher Quality. Ellen B. Meier, Teachers College, Columbia University
- Technology in Teaching Practice: “On Becoming a Teacher for the Digital Age”. M. Colleen Mogowan-Romanowicz, Arizona State University; Sibel Uysal, Arizona State University; David Birchfield, Arizona State University

Chair: Paula M. Wolfe, University of Wisconsin - Madison
Participants:
- Ecological Dynamics of Classroom Habitus: Scaffolding Cultural Capital in an Urban Second-Grade Classroom. Mary Lou I. Morton, University of South Florida; Joanne Callahan, University of South Florida
- Manifestations of Injustice: Teaching for Social Justice Within Ecologies of the Classroom, School, Community, and Society. Anne Fairbrother, SUNY - College at Oswego; Pat Russo, SUNY - College at Oswego
- Navigating Actions and Social Justice Educators: A Study of the Institutional Strategies Used by Three Teachers Working for Change in California’s Public Schools. Jenifer Anne Crawford, University of California - Los Angeles
- Promoting Global Awareness and Communities of Learning Among U.S. and U.A.E. Preservice Teachers. Cynthia M. Schmidt, University of Missouri - Kansas City; Patience A. Sowa, Zayed University
- Strengthening the Potential of Home Visits: Insights From a School-Wide High School Initiative. Catherine Jane Mutti-Driscol, University of Washington

33.076-14. Transforming Teachers’ Work: Cultivating Community and Collaboration. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Barbara L. McCombs, University of Denver
Participants:
- Designing a Teacher Community for Curriculum Planning, Enactment, and Reflection. Cheryl Ann Madeira, OISE/University of Toronto; James D. Slotta, University of Toronto
- Collaborative Power Reflection: CPR Teams. Robert E. Bleicher, California State University - Channel Islands
- Navigating the Complex Ecologies of Classrooms by Creating Transformative...
180 Saturday Afternoon, May 1, 2010

33.076-15. Understanding the Complexity of Mentoring for Teacher Professional Growth. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Direk Roosevelt, Brandeis University
Participants:
Effective Mentors: How Do They Facilitate the Professional and Personal Development of First-Year Teachers? Justina Tan, National Institute of Education, Singapore; Kim Chuan Goh, National Institute of Education, Singapore
Navigating the Complexities of Classroom Teaching: How Beginning Teachers and Mentor Teachers Differ. Maureen Killeavy, University College Dublin; Anne Moloney; University College Dublin; Marie Clarke, School of Education and Life Long Learning
The Relationship of Mentor Support to Novice Teacher Retention and Student Achievement: The Teacher Induction Study. Kim K. Ruebel, University of Texas - Arlington

33.076-16. Unpacking English Learners’ Complex Ecologies: Collaborative Language, Literacy, and Content-Area Teaching and Learning, Division K - Teaching and Teacher Education; Roundtable Session
Chair: Laura T. Sanchez Fowler, Texas State University - San Marcos
Participants:
Collaborative Narrative Writing: Effects on Adolescent English-Language Learners’ Literacy Learning and Attitude. Suzanne Langford, University of Redlands; Elizabeth J. Moore, University of Washington; Mary F. Heller, University of Hawaii - West Oahu, Sara Adams, University of Redlands; Jamie Pelen, Redlands High School, Anke Pitz, University of Redlands
Developing Academic English With Advanced English-Language Learners in Mainstream Classrooms. Shanan H. Fitts, Appalachian State University; Erica R. Bowers, California State University - Fullerton
Learning From Teachers: Misconceptions in Serving Preschool English-Language Learners. Joyce M. Bezdek, University of Illinois Action Research, Sociocultural Theory, and Discourse Analysis: Transforming Math and Science Pedagogy and Learning for ELLs. Aria Razfar, University of Illinois - Chicago; Ambareen Nasir, University of Illinois - Chicago

33.076-17. Use of Representations of Teaching Practice to Promote Teacher Learning. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Janet E. Coffey, University of Maryland - College Park
Participants:
Facilitating Teachers’ Analysis of Artifacts of Practice. Elizabeth A. Van Es, University of California - Irvine; Lynn T. Goldsmith, Education Development Center, Inc.; Nanette M. Seago, WestEd
Testing a Model of Teacher Learning: A National Study of Teacher Professional Development in England. V. Darleen Opfer, University of Cambridge; David G. Pedder, University of Cambridge; Zsofia Lavezzi, University of Cambridge

33.076-18. Using Innovative Forms of Inquiry to Teach. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Michelle P. Collay, California State University - East Bay
Participants:
Epistemologies and Learning to Teach Mathematics. Jennifer B. Chauvat, University of Houston
An Ecological Perspective on Socially Transformative Teaching: A Personal Narrative. Carrie Cifka-Herrera, University of California - Santa Cruz

33.076-19. “You Want Us to Do What?” Teachers’ Perceptions of Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Audrey M. Kleinsasser, University of Wyoming
Participants:
Measuring Teacher Moods: The Relationship Between Burnout, Teaching Efficacy, Anxiety, and Depression. Loretta C. Rudd, Texas Tech University; Matthew C. Lambert, Texas Tech University; Leah Johnson, Texas Tech University
Differences Across Academic Subjects in Teachers’ Attitudes About Professional Development. Bruce Torf, Hofstra University
Examining the Effects of Teachers’ Perceptions of Working Conditions on Teacher Turnover and School Performance in “Reading First” Schools in Michigan. Feng Deng, University of Michigan

33.077. Roundtable Session 19: Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
4:05 pm to 5:35 pm

33.077-1. Assessing Examinees, Assessing Examinations. SIG-Professional Licensure and Certification; Roundtable Session
Chair: Kimberly A. Swygert, National Board of Medical Examiners
Participants:
Assessing Nonpracticing Physicians’ Quality Improvement Knowledge and Practice. Timothy A. Sures, Researcher; Hao Song, American Board of Internal Medicine; Michael J. Bolen, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine
Assessing the State of Computer-Based Simulations for Licensure and Certification Programs. Hao Song, American Board of Internal Medicine; Michael J. Bolen, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine
Certification of Graduates of International Medical Schools: A Global Comparison. Marta van Zanten, Foundation for Advancement of International Medical Education and Research
Shortening a Professional Certifying Examination. Linda A. Althouse, American Board of Pediatrics; Ying Du, American Board of Pediatrics

33.077-2. Examining Adults’ Self-Directed Learning. SIG-Adult Literacy and Adult Education; Roundtable Session
Chair: Ken E. Martin, University of Cincinnati
Participants:
An Investigation of Civil Servants’ Self-Directed Learning Readiness, Network Literacy, and Online Learning Effectiveness. Hong-Ji Lai, National Chi Nan University, Taiwan; Ching-Yi Wang, National Yunlin University of Science and Technology
Autodidactic Findings and Deweyen Experimentalism: An Ecological Synthesis. Tom Wacker, University of Texas - Austin
Dreamers, Pragmatists, and Pessimists: Opportunity and Aspirations Among Urban Employment Trainees. Frederic Gerard Hutchinson, College of Lake County

Working for Work: Emerging Adults on the Crossroad. Shuchen Chiang, The Ohio State University; Joshua D. Hawley, The Ohio State University

33.077-3. Identity and Critical Education. SIG-Critical Educators for Social Justice; Roundtable Session
Chair: Rosemary A. Blanchard, California State University - Sacramento
Participants:
Human Flourishing: The Normative Foundation of Critical Pedagogy. Quentin Wheeler-Bell, University of Wisconsin

33.077-4. Integrating the Components of Doctoral Education. SIG-Doctoral Education across the Disciplines; Roundtable Session
Chair:
33.077-5. Problem-Based Learning: Processes and Interactions, SIG-Problem-Based Education; Roundtable Session
Chair: Brian R. Belland, Utah State University
Participants:
- Coaching Problem-Based Learning in an Online Setting. Laura Sujo-Montes, Northern Arizona University; Mary Lane-Kelso, Northern Arizona University; Shadow William, Jon Armfield, Northern Arizona University
- Navigating the Change Process: Implementing a Campus-Wide, Project-Based Learning Curriculum. Mike Burns, University of North Texas
- Problem-Based Learning in Action: Exploring the Interrelationships Between Problem Design, Implementation, and Student Learning. Woei Hung, University of North Dakota
- Problem-Based Learning: Examining the Scholarship of Teaching and Learning. Anjum Najmi, University of North Texas; Jennifer Lee, University of North Texas; Scott Joseph Warren, University of North Texas
- The Complex Ecology of an Online Problem-Based Learning Classroom: The Tension Between Providing Guidance and Allowing Student Self-Directedness. Brenda I. Lopez Ortiz, St. John's University

33.077-6. Research on Indigenous Well-Being and Development, Session 3. SIG-Indigenous Peoples of the Pacific; Roundtable Session
Chair: Huiu Tomlins Jahnke, Massey University
Participants:
- Land as First Teacher: Developing Pedagogy. Sandra Styes, York University Leadership for Māori Advancement; Te Arani Barrett, University of Waikato
- Te Kotahitanga: Addressing Māori Students’ Educational Achievement: Developments and Results From the Project in 2008 and 2009. Alan Russell Bishop, University of Waikato; Mere Berryman, New Zealand Ministry of Education; Te Arani Barrett, University of Waikato
- Mataio Kekuamoa, Indigenous Architect of Hawaiian Education. Carl Kalani Beyer, National University

33.077-7. Research on Indigenous Well-Being and Development, Session 4. SIG-Indigenous Peoples of the Pacific; Roundtable Session
Chair: Kerry Luiama Wong, University of Hawai’i - Manoa
Participants:
- Instruction Expenditures and Completion in Two Predominately Native Hawaiian Public High Schools From 2000 To 2007. Larson Siu Wah Moke Ng, University of Hawai’i - Manoa
- Preliminary Studies of Indigenous Languages Teaching in Taiwan. Chia-Hsing Sung, National Taitung University; Tang-Hsiong Hsiung, National Taitung University
- Strategies of Negligence: Differing Methodologies and Definitions and Different Results in Native Hawaiian Recruitment Numbers. Peter A.J. Engler, University of Hawai’i - Manoa; David Edward Toohey, University of Hawai’i

33.078. Roundtable Session 20; Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2 4:05 pm to 5:35 pm

33.078-1. Building-Level Leadership, Ethics, and Accountability, Division A - Administration Organization & Leadership; Roundtable Session
Chair: Lisa Bass, University of Oklahoma
Participants:
- Ethical Leadership in an Era of Accountability: A Case Study of an Elementary School Principal. Dottie L. Hall, University of Texas - Austin; Martha N. Oruando, University of Texas
- Supporting Multiple Pathways at Scale: Lessons From 10 California School Districts. Ash Yasasdeva, Bill & Melinda Gates Foundation
- The Role of the Principal in Urban School Renewal. Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Belinda Monique Longe, OISE/University of Toronto; Mary Lynn Tessaro, Nipissing University
- Vice Principals’ Desire for Principalship: A Hierarchical Model. Allan Walker, The Chinese University of Hong Kong; Paula Kwan, The Chinese University of Hong Kong
33.078-6. Portraits of Empowerment: School Response to New York City Education Reform. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Michael S. Knapp, University of Washington
Participants:
Elementary School A: A Case of Hiring and Staff Development to Increase Cultural Concurrency Between Staff and Students. Sue Feldman, University of Washington
Elementary School B: A Case of Distributed Leadership to Differentiate Teacher Support and Professional Development. Cate Samuelson, University of Washington
Middle School C: A Case of Flexible Allocation of Resources to Differentiate the Instructional Program. Tino Castaneda, University of Washington
Middle-High School D: A Case of Professional Staff Capacity Building to Strengthen Program Cohesiveness. Robin R. Lasota, University of Washington; Felice Atesoglu Russell, University of Washington

33.078-7. Preparing Leaders to Create Global Learning Communities. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Fernando M. Reimers, Harvard School of Education
Participants:
A Global Assessment Model: Multiple Intelligences, Multiple Languages, and e-Portfolios. Evangeline D. Harris Stefanakis, Boston University
Civics Mosaic and Civic Voices: Promoting Active Citizen Engagement and World Citizenship in Russia and Eurasia. Charles White, Boston University
World Citizenship: Human Rights Framework and Life-Skills Strategies. Marylee F. Rambaud, Boston University

Chair: Carlos Raphael McCray, Georgia State University
Participants:
School Public Relations as Perceived by School Principals. Robert C. Morris, University of West Georgia; Tak C. Chan, Kennesaw State University; Judy Patterson, Kennesaw State University
The Change and Improvement Process in University-Assisted Schools. Nancy W. Streim, Teachers College, Columbia University; Emily Zemke, Teachers College, Columbia University
The Urban High School Principal as Pedagogical Partner: Conscientization and Critical-Thinking Development in Texas. Mark D. Hals, University of Texas - Austin
Understanding the Implementation of Response to Intervention: A Case Study of an Urban K-5 Elementary School. Christopher Thomas, University of San Francisco; Kevin Oh, University of San Francisco; Noah Borrello, University of San Francisco

33.078-9. Race, Class, Gender Identity, and School Leadership. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Craig L. Esposito, University of Connecticut
Participants:
An Examination of Majority White Schools in Predominately Non-White School Districts. Douglas R. Elmer, The University of Kansas
Identifying the Gaps: Race, Sex, Class, and Educational Achievement at Age 16. Steve Strand, University of Warwick
The Concrete Ceiling: Implications for Women of Color in Urban Districts. Margaret Ann Stroud, Texas Southern University; Jean Madsen, Texas A&M University
English-Learner Graduation: Standards, Mandates, and Equilibrium. Alicia G. Olvera, Our Lady of the Lake University

Participants:
The Relationship Between Leadership Behaviors and Attainment of School Accountability Targets. Gary N. McGuire, Point Loma Nazarene University; Jerry Childs, Point Loma Nazarene University
Institutional Barriers to School Reform: How Persistent Structures Influence School Reform. Chris Willis, Indiana University

33.078-11. Rethinking the No Child Left Behind Act: High-Stakes Testing, Highly Qualified Teachers and Leaders, and Technology Reform. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Suzanne E. Eckes, Indiana University
Participants:
No Child Left Behind: High-Stakes Testing Critique and Reform. Philip T.K. Daniel, The Ohio State University
Highly Qualified Teachers and Leaders: A Conflict of Positions. Belinda Gimbert, The Ohio State University
Enhancing Education Through Technology: A Legal Update and Analysis. Patrick D. Pauken, Bowling Green State University

33.078-12. Rural Education SIG: Roundtable 6. SIG-Rural Education; Roundtable Session
Chair: Aimee A. Howley, Ohio University
Participants:
Becoming a Teacher and Staying One: Examining the Complex Ecologies Associated With Educating and Retaining New Teachers in Rural Australia. Margaret M. Plunkett, Monash University; Michael Dominic Dyson, Monash University
So We Don’t “Dry Up and Blow Away”: The School’s Role in a Rural Community. Mara Casey Tienken, Harvard University
“Pie Suppers and Cake Walks”: A Historical Perspective of the Closing of a Rural School. Ruby Robinson, Purdue University; A. G. Rud, Purdue University

33.078-13. School Effectiveness and School Improvement: Teacher Factors and International Contexts. SIG-School Effectiveness and School Improvement; Roundtable Session
Chair: John R. Slate, Sam Houston State University
Participants:
Effective Civic Education: Testing an Educational Effectiveness Model for Explaining Students’ Civic Achievement. Maria Magdalena Iacu, RUG University - Groningen; Ralf Maslowski, University of Groningen; Margaretha P.C. Van Der Werf, GION, Institute for Educational Research
The Impact of Teacher Job Satisfaction and Interpersonal Behavior on Student Achievement in Cyprus’ Context. Maria Georgiou
A Group-Randomization Study Investigating the Effectiveness of Different Approaches to Teacher Professional Development. Panayiotis Antoniou, University of Cyprus

33.078-14. Studies of Science in the Learning Sciences. SIG-Learning Sciences; Roundtable Session
Chair: Joshua Adam Danish, Indiana University
Participants:
Emergent Forms of Emotion and Identity in the Praxis of Science Internship. Pei-Ling Hsu, University of Victoria; Wolff-Michael Roth, University of Victoria
Making Science Social: A Closer Look at How Social Interactions Impact Scientific Participation. Tamara Lynnette Clegg, Georgia Institute of Technology; Janet L. Kolodner, Georgia Institute of Technology
Repairing Collaborative Group Relations Through Playful Talk and a Shared Youth Culture. Florence R. Sullivan, University of Massachusetts - Amherst; Nicholas C. Wilson, University of Massachusetts
Supporting Students’ Thinking Marks: Designing Accessible Interfaces for Science Education. Sharon Lynn Oviatt, Incau Design; Adrienne O. Cohen, Duke University
The Development of Complex Epistemic Ecologies. Julia Svoboda, University of California - Davis; Cynthia M. Passmore, University of California - Davis
33.078-15. Supporting Teacher Proficiency in Formative Assessment and Grading, SIG-Classroom Assessment; Roundtable Session
Chair: Carole Janisch, Texas Tech University
Participants: Formative Assessment in Practice: A Longitudinal Look at Learning to Teach for Pupil Learning; Lisa Andries D’Souza, Assumption College
A 3-Year Summary of Effect of a Professional Development Program in Classroom Assessment on Student Achievement; Christina Schneider, CTB/McGraw-Hill LLC; Patrick Meyer, University of Virginia

33.078-16. Supporting Technology Integration in K-12 Settings, SIG-Instructional Technology; Roundtable Session
Chair: Joan M. Mazur; University of Kentucky
Participants: A Disadvantaged and Marginalized Alternative School’s Use of Learning Management Systems for Learner-Centered Instruction; Sonnie Lee Watson, Ball State University; William R. Watson, Purdue University
A Grounded Theory Analysis of e-Portfolios in Teacher Education: Implications for Successful Integration; Michele A. Parker, University of North Carolina - Wilmington; Abdou N'doye, Watson School of Education; Albert D. Ritchhaupt, University of Florida
Preservice Teachers’ Beliefs, Attitudes, and Motivation About Technology Integration. Theresa A. Cullen, University of Oklahoma; Barbara A. Greene, University of Oklahoma
What Educators Need to Know About Implementing a 1-to-1 Computing Program: A Mixed-Methods Study. Rebecca McBride Bustamante, Sam Houston State University; Julie P. Combs, Sam Houston State University; Judith A. Nelson, Sam Houston State University; Stacey L. Edmondson, Sam Houston State University

Division and SIG Posters

33.079. Poster Session 5; Poster Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3
4:05 pm to 5:35 pm

33.079-1. A Theory of Self. SIG-Teaching Educational Psychology; Poster Session

Posters: 2. Development and Evaluation of the History Interest Inventory (College Students). Yongjun Dan; William Y. Lan, Texas Tech University; Xiaobo She, Texas Tech University
3. Relationships Between Examinee Pacing and Item Responses: Results From an Operational Online High-Stakes Assessment. John S. Klaric, University of North Carolina - Greensboro

33.079-3. Diverse Perspectives on Examining Design Process and Products. SIG-Design and Technology; Poster Session
5. Exploring the Formal and Nonformal Educational Experiences of Software Designers. Marisa Elana Exter, Indiana University; Nichole Marie Harlin, Indiana University
7. Learning and Practicing Instructional Design in the Context of a Social Enterprise. Ana-Paula Correia, Iowa State University; Evrim Baran, Iowa State University; Jacob Larsen, Iowa State University; Vanessa Preast, Iowa State University; Rajal Shah, Iowa State University; Wei Wang, Iowa State University; Farrah Dina Yusop, Iowa State University
8. The Effectiveness of Branching Against the Linear Mode of Presentation. Ipek Yildiz, Visa

33.079-4. Division J, Section 1: College Student Learning and Development Poster Session 1. Division J - Postsecondary Education; Poster Session
Posters: 10. How Do Kinds of Activities Differentially Influence Student Participation in a Constructivist-Based Undergraduate Educational Psychology Course? Mark W. Aulis, McGill University; Ahmed Ibrahim, McGill University
12. Peer-Assisted Learning in Mathematics: An Observational Study of Student Achievement. Dorothy Cheng, University of Minnesota; Matthew Walters, University of Minnesota
13. Profiling Differences in Achievement and Social Goals of Students at Different Levels of Expertise. Patricia Tenovich O’Malley, University of Maryland - Baltimore County; Susan Sonneschein, University of Maryland - Baltimore County
14. Using Mixed Methods to Understand College Students’ Structured Research Experiences and the Role of Complex Ecologies. Tanya N. Saddler, Marywood University; Terrell Lamont Strawhany, The University of Tennessee
15. Research on the Relationship Between Learning Community Interaction and Career Planning Among Junior Students in Taiwan’s Normal Universities. Yufang Chiu, Hsin Sheng College of Medical Care and Management; Kuampei Lin, National Pingtung University of Education
16. Teach Me So I Can Learn: Examining Student Anxiety Toward Quantitative Literacy. Caroline Johnstone, Ohio University; Holly Raffle, Ohio University; Craig Chance McCarthy, Ohio University
17. The CLIMB Model: A Method for Establishing Learning Communities in Graduate Education. Bernadine Duncan, Prairie View A&M University; Pamela Tolia Barber-Freeman, Prairie View A&M University; Lisa D. Hobson, Prairie View A&M University
18. The Use of Metacognitive Scaffolding to Improve College Students’ Academic Success. Ioney James, North Carolina Agricultural and Technical University; Comfort O. Okpara, North Carolina Agricultural and Technical State University
19. A Curiosity Examination of Second Life at Korea University. Sahooon H. Kim, University of Wisconsin - Madison; Jungjoo J. Cha, University of Wisconsin - Madison; Sunyong Chun, Kyungdong University
22. No Boundaries: Preparing Tomorrow’s Leading Scientists by Transcending Traditional Disciplinary Borders With the Integrative Graduate Education and Research Traineeship Program. Guili Zhang, East Carolina University; Benjamin M. Bolker, University of Florida; Emilio M. Bruna, University of Florida; Mary C. Christman, University of Florida; Kaoru Kitajima, University of Florida; Maiia N. Martcheva, University of Florida; Craig W. Oenberg, University of Florida; Jane Southworth, University of Florida
23. Visualizing Transitions Into the Workforce. Kiyokazu Matayama, Iowa Workforce Development; Tom Schenk, Iowa Department of Education
24. An Investigation of the Types of Variables That Account for Undergraduate Students’ Possible Attitude Changes in a Multicultural Course. Shadi Roshandel, University of California - Santa Barbara; Cynthia Hudley, University of California - Santa Barbara

33.079-5. Government Spending and Higher-Education Outcomes. Division J - Postsecondary Education; Poster Session
Posters: 25. Diminishing Barriers to College Readiness in a Florida Region: An Exploratory Qualitative Analysis. Kimberly Sessions Spear, University of West Florida; David E. Hardy, The University of Alabama; Philip Todd Westbrook, The University of Alabama; Margaret Ingram King, The University of Alabama
27. The Relationship Between Institutional Expenditures and Graduation Rates at 4-Year Historically Black Colleges and Universities. Valerie C. Lundy-Wagner, University of Pennsylvania; Marybeth Gisman, University of Pennsylvania
28. Tuition, Funding Policy, and Students’ Enrollment: A Demand Study for...
Public 4-Year Colleges and Universities in the State of Virginia. Yu-Chuan Chuang, The George Washington University

29. Workforce Development During Economic Crisis: The Iowa Community College Response. Andrew Joseph Ryder, Iowa State University; Linda Serra Hagedorn, Iowa State University; Solo S. Starobin, Iowa State University; Dee Baird, Kirkwood Community College; Tom Schenk, Iowa Department of Education

30. State Higher-Education Budgeting Mechanisms in the U.S. Kenseku Mizuta, National University; Kana Toshiya, Yamaguchi University; Takeshi Yanagirara, Tennessee Higher Education Commission

31. Higher-Education Vouchers and Citizen-Driven Ballot Initiatives: Colorado at the Forefront. Brian Prescott, Western Interstate Commission for Higher Education; Brandi Nicole Van Horn, University of Denver

32. “Teaching for a Living”: The Impact of Teaching on Enrollment at Institutions of Higher Learning. Nathan Calmer, University of Iowa

33. Using Economic Indicators to Predict Undergraduate and Graduate Enrollments in Public Universities (New York and California). Jennifer Bendlin, University of Redlands

33.079-6. Inquiry Into School-University Partnerships. SIG-School/University Collaborative Research; Poster Session

Posters:

34. A School-University Collaborative Partnership to Empower At-Risk Students: Increasing Student Achievement Using Appreciative Inquiry. Teresa L. San Martin, Maize Unified School District #266; Raymond L. Calabrese, The Ohio State University

35. The Role of the University Partner: Descriptive Analogues. Lynn M. Brie, University of Minnesota - Duluth; Lynn Nations Johnson, Western Michigan University


Posters:

36. Changes in Student Teacher Conceptions About the Pedagogical Implications of Student Diversity During One Year in a Secondary Science Teacher Education Program. Douglas B. Larkin, University of Wisconsin - Madison

37. Harnessing Simultaneous Renewal: Connecting Theory and Practice Through Reform-Based Mathematics Field Practica. Damon L. Baer, Brigham Young University; Eida Monroe, Brigham Young University

38. Integrating Technology for Meaningful Learning Through Microteaching. Pi-Sui Hsu, Northern Illinois University

39. Preservice Teachers Implementing Culturally Relevant Science and Mathematics Through Family Learning Events. Cherie A. McCollough, Texas A&M University - Corpus Christi; Olga M. Ramírez, University of Texas - Pan American

40. Preservice Teachers’ Investigation of “Curricular Histories” Through the Use of Video Records of Practice. Heidi L. Hallman, The University of Kansas

41. The Cognitive Demands of a 21st-Century Educational Technology Course. Judy L. Lambert, University of Toledo; Yi Gong, Keene State College

42. Are They Web 2.0 Ready? Future Teachers’ Instructional Use of Web 2.0 Tools. Ugur Kale, West Virginia University

43. Cross-Assessing Lesson Plans Using Electronic Portfolios. Mary E. Brady, University of Massachusetts - Boston

44. Developing Curriculum for Practice-Based Teacher Education: A Study of Video Records of Practice. Amy E. Bacewicz, University of Michigan

45. Learning by Design: Technology Preparation for Preservice Teachers. Liangyue Lu, Syracuse University; Xin Wah B. Kreher, Syracuse University; Jing Lei, Syracuse University

46. Preservice Teachers’ Intentions to Adopt Web 2.0 Technologies: Examining Relationships From Belief to Behavioral Expectation. Jongjul Cheon, Texas Tech University; Jaek Song, Texas Tech University; Donald Jones, Texas Tech University

47. Use of Web-Based Portfolios as Tools for Reflection in Preservice Teacher Education: A Preliminary Analysis. Diler Onur, Bogazici University, Turkey; Emine Adalan, Bogazici University, Turkey

48. Models, Methods, and Materials for Preparing General Education Teachers in the Use of Assistive Technologies. Susie Gromov, Indiana University

49. The Impact of e-Supervision on Student Teacher Knowledge and Performance. Theodore J. Kopcha, San Diego State University; Christina L. Alger, San Diego State University

50. A Comparative Study of Mathematics Field Experiences. Lourdes Z. Mitchel, Seton Hall University; Mary Frances Mueller, Seton Hall University

51. Improving Student Teacher Reflection and Professional Collaboration Using Blogs. Matthew E. Vick, University of Wisconsin - Whitewater

33.079-8. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education Poster Session. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Poster Session

Poster:

52. Exploring Cultural Constructions of Racialized Students in the Postsecondary Context. Simren Trehin, Queen’s University at Kingston

Saturday, 5:00 pm

Presidential Sessions

34.010. Community Organizing and the Struggle for Equity and Justice in Education: Denver and Beyond. Presidential Off-Site Visit. Presidential Session cosponsored with SIG-Grassroots Community & Youth Organizing for Education Reform; Off-Site Visit

Acadia Sandoval School
5:00 pm to 7:00 pm

Visit Leaders:
Mark R. Warren, Harvard University
Karen L. Mapp, Harvard University

Participants:
Ricardo Martinez, Padres y Jovenes Unidos
Robert Cordova, Harmony Elementary, OneLA-IAF
Peter C. Groff, U.S. Department of Education
Michael Bonnet, U.S. Senate

Discussants:
Charles M. Payne, University of Chicago
Jeannie Oakes, The Ford Foundation
Leticia Barrera, Logan Square Neighborhood Association

Saturday, 5:05 pm

Governance Meetings and Events

35.001. Journal of Educational and Behavioral Statistics - Closed Management Committee Meeting. AERA Governance; Governance Session

Hyatt Regency, Fourth Level, Capitolo Ballroom 6 & 7
5:05 pm to 6:05 pm

Saturday, 5:30 pm

Presidential Sessions


Colorado Convention Center, Lower Level, Korbel Ballroom 4 AB
5:30 pm to 6:00 pm

Chairs:
Carol D. Lee, Northwestern University
Xiaodong Lin, Teachers College, Columbia University

Saturday, 6:15 pm

Governance Meetings and Events

37.001. American Educational Research Journal (Social and Institutional Analysis) - Closed Editorial Board Meeting. AERA Governance; Governance Session

Hyatt Regency, Fourth Level, Capitolo Ballroom 6 & 7
6:15 pm to 7:45 pm

Committee Sessions

37.010. Graduate Student Council Open Business Meeting and Reception. Graduate Student Council, Graduate Student Resource Center After Hours Event

Colorado Convention Center, Street Level, Room 207
6:15 pm to 7:45 pm

Chair:
Division Sessions

37.011. Division B Business Meeting. We Are Each Other’s Magnitude and Bond: Party, Awards, Celebration, Curriculum Matters. Division B - Curriculum Studies; Business Meeting
Colorado Convention Center, Street Level, Room 109, 111, 113
6:15 pm to 7:45 pm
Chair:
William C. Ayers, University of Illinois - Chicago
Participants:
Leslie Rebecca Bloom, Roosevelt University
Omari L. Dyson, South Carolina State University
Ming Fang He, Georgia Southern University
Jillian Carter Ford, Emory University
Debra M. Freedman, Ball State University
Kevin K. Kumashiro, University of Illinois - Chicago
Rowena Xiaojing He, Harvard University
Annette M. Henry, University of Washington
M. Francyne Huckabu, Texas Christian University
Crystal T. Laura, University of Illinois - Chicago
Grace Lee Boggs, Detroit Summer, The Boggs Center
Erik L. Malewski, Purdue University
Isabel Nunez, Concordia University - Chicago
Teresa J. Rishek, Kent State University
Brian D. Schulz, Northeastern Illinois University
Karyn E. Sandlos, Chicago School of the Art Institute
David O. Stovall, University of Illinois - Chicago

37.012. NCME and AERA Division D Joint Welcome Reception for Current and New Members. Division D - Measurement and Research Methodology; Business Meeting
Hyatt Regency, Third Level, Centennial Ballroom E
6:15 pm to 8:30 pm

37.013. Division G Business Meeting and Forum With Kris Gutierrez on Educational Equity in the Obama Administration. Division G - Social Context of Education; Business Meeting
Colorado Convention Center, Street Level, Room 703
6:15 pm to 8:15 pm
Chair:
Alfredo J. Artilles, Arizona State University
Participant:
Kris D. Gutierrez, University of Colorado - Boulder

37.014. Division I Business Meeting and Reception. Division I - Education in the Professions; Business Meeting
Colorado Convention Center, Street Level, Room 201
6:15 pm to 7:45 pm
Participant:
Ara Tekian, University of Illinois - Chicago

37.015. Division J Business Meeting and Reception. Division J - Postsecondary Education; Business Meeting
Colorado Convention Center, Street Level, Room 603
6:15 pm to 8:15 pm

37.016. Division K Business Meeting, Living in Interesting Times: Teachers, Teacher Education, and Public Policy. Division K - Teaching and Teacher Education; Business Meeting
Colorado Convention Center, Street Level, Room 605
6:15 pm to 8:15 pm
Chair:
Arnetha F. Ball, Stanford University
Participants:
James G. Cibulka, National Council for Accreditation of Teacher Education
Frank B. Murray, University of Delaware
Sharon P. Robinson, American Association of Colleges for Teachers of Education
Judy Corcillo, National Association for Alternative Certification
David Ritchey, Association of Teacher Educators

37.017. Division L Business Meeting. Division L - Educational Policy and Politics; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 15
6:15 pm to 7:45 pm
Chair:
Mark Berends, University of Notre Dame

SIG Sessions

37.018. Adult Literacy and Adult Education SIG Business Meeting. SIG-Adult Literacy and Adult Education; Business Meeting
Colorado Convention Center, Street Level, Room 404
6:15 pm to 7:45 pm

37.019. Adulthood and Aging SIG Business Meeting. SIG-Adulthood and Aging; Business Meeting
Colorado Convention Center, Street Level, Room 401
6:15 pm to 7:45 pm

37.020. Advanced Technologies for Learning SIG and Learning Sciences SIG Business Meeting. SIG-Advanced Technologies for Learning, SIG-Learning Sciences; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 14
6:15 pm to 8:15 pm
Participant:
Working at the Intersection of the Learning Sciences and Informal Science Education. Leslie R. Herrenkohl, University of Washington; Heather Toomey Zimmerman, The Pennsylvania State University; Sandra Toro Martell, University of Wisconsin - Milwaukee

37.021. Career and Technical Education SIG Business Meeting. SIG-Career and Technical Education; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 1
6:15 pm to 7:45 pm
Chair:
Tracy J. Kitchel, University of Kentucky

37.022. Charter School Research and Evaluation SIG Business Meeting. SIG-Charter School Research and Evaluation; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 2
6:15 pm to 8:15 pm

37.023. Communication of Research SIG Business Meeting. SIG-Communication of Research; Business Meeting
Colorado Convention Center, Street Level, Room 210
6:15 pm to 7:45 pm
Participants:
Kate Corby, Michigan State University
Robert V. Labaree, Harvard University
Paul Alan Baker, Wisconsin Center for Education Research

37.024. Disability Studies in Education SIG Business Meeting. SIG-Disability Studies in Education; Business Meeting
Colorado Convention Center, Street Level, Room 102
6:15 pm to 7:45 pm

37.025. Education and Student Development in Cities SIG Business Meeting. SIG-Education and Student Development in Cities; Business Meeting
Colorado Convention Center, Street Level, Room 602
6:15 pm to 7:45 pm

37.026. Educational Change SIG Business Meeting: Featured Speaker, Ann Lieberman. SIG-Educational Change; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Ballroom D
6:15 pm to 7:45 pm
Participant:

37.027. Educational Statisticians SIG Business Meeting. SIG-Educational Statisticians; Business Meeting
Colorado Convention Center, Street Level, Room 406
6:15 pm to 7:45 pm
Participant:
Address by Service Award Honoree, Dr. Ron Serlin. Ronald C. Serlin, University of Wisconsin - Madison

37.028. Faculty Teaching, Evaluation, and Development SIG Business Meeting, Simplifying the Complexity: Faculty Taking Charge of Student Rating of Teaching. SIG-Faculty Teaching, Evaluation, and Development; Business Meeting
Colorado Convention Center, Street Level, Room 402
6:15 pm to 7:45 pm
Chair: Bonnie Mullinix, Teaching and Learning Technology Group
Participants:
Simplifying the Complexity: Faculty Taking Charge of Student Rating of Teaching. Robert E. Bleicher, California State University - Channel Islands; Edward Nuhfer, California State University - Channel Islands; Jacqueline Dewar, Loyola Marymount University; Cynthia Desrochers, California State University; Victoria Bhavsar, California State Polytechnic University - Pomona; David Langley, University of Minnesota; Harley E. Baker, California State University - Channel Islands

37.029. Instructional Technology SIG Business Meeting, SIG-Instructional Technology; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 8
6:15 pm to 7:45 pm
Chair: Thomas Brush, Indiana University

Sheraton, Plaza Concourse Level, Governor’s Square 17
6:15 pm to 8:15 pm
Chair: Terri S. Wilson, Teachers College, Columbia University
Participants:
Deweyan Democracy and School Mathematics. Kurt Stenhamen, 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 Bredo, University of Virginia
Language Arts, Democracy, and Popular Art. Nakia S. Pope, Winthrop University

37.031. Large-Scale Assessment SIG Business Meeting, SIG-Large Scale Assessment; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 4
6:15 pm to 7:45 pm
Participant:
National Standards: “Where Are We and Where Do We Go From Here?”. Robert L. Linn, University of Colorado; Brian Gong, National Center for the Improvement of Educational Assessment, Inc.; Suzanne Lane, University of Pittsburgh

37.032. Leadership for Social Justice SIG Business Meeting, SIG-Leadership for Social Justice; Business Meeting
Colorado Convention Center, Street Level, Room 105
6:15 pm to 7:45 pm

37.033. Learning and Teaching in Educational Leadership SIG Business Meeting, SIG-Learning and Teaching in Educational Leadership; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 12
6:15 pm to 7:45 pm
Participants:
Tricia Browne-Ferrigno, University of Kentucky
Margaret Terry Orr, Bank Street College of Education
Pamela D. Tucker, University of Virginia
Allison M. Borden, University of New Mexico
Stacey L. Edmonson, Sam Houston State University
Matthew C. Miliello, North Carolina State University
Liz Hollingworth, University of Iowa
Beverly J. Irby, Sam Houston State University
Arnold B. Danaig, Arizona State University
Augustina Reyes, University of Houston
Scott C. Bauer, George Mason University
Daniel Reyes-Guerra, Florida Atlantic University

37.034. Literature SIG Business Meeting, SIG-Literature; Business Meeting
Colorado Convention Center, Street Level, Room 608
6:15 pm to 7:45 pm

37.035. Longitudinal Studies SIG Business Meeting, SIG-Longitudinal Studies; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 10
6:15 pm to 7:45 pm

37.036. Mixed Methods Research SIG Business Meeting and Distinguished Speaker Presentation by Burke Johnson. SIG-Mixed Methods Research; Business Meeting
Sheraton, Plaza Concourse Level, Director’s Row I
6:15 pm to 7:45 pm
Participant:
Constructing an Inclusive “Science” With a Little Help from Mixed Methodology. Burke Johnson, University of South Alabama
Participants:
Kathleen M. Collins, University of Arkansas
Nancy L. Leech, University of Colorado - Denver
Nataliya V. Ivanova, The University of Alabama - Birmingham
Reception Contact:
Kathleen M. Collins, University of Arkansas

37.037. Moral Development and Education SIG Business Meeting, Play Like a Champion: The Integration of Athletics and Ethical Development. SIG-Moral Development and Education; Business Meeting
Colorado Convention Center, Street Level, Room 104
6:15 pm to 7:45 pm
Participant:
“Play Like a Champion”: The Integration of Athletics and Ethical Development. Clark Power, University of Notre Dame
Participants:
David Shields, University of Missouri - St. Louis

37.038. Motivation in Education SIG Business Meeting, SIG-Motivation in Education; Business Meeting
Colorado Convention Center, Street Level, Room 702
6:15 pm to 8:15 pm

37.039. Peace Education SIG Business Meeting, Charting the Course for Culturally Relevant Peace Education. SIG-Peace Education; Business Meeting
Colorado Convention Center, Street Level, Room 707
6:15 pm to 7:45 pm

37.040. Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting, SIG-Portfolios and Reflection in Teaching and Teacher Education; Business Meeting
Colorado Convention Center, Street Level, Room 604
6:15 pm to 7:45 pm
Participant:
Rebecca K. Fox, George Mason University

Colorado Convention Center, Street Level, Room 407
6:15 pm to 8:15 pm
Participant:
PDS--STAR: Professional Development Schools--Support Through Agendas for Research. William L. Curlette, Georgia State University; Jane E. Neapolitan, Towson University

37.042. Rasch Measurement SIG Business Meeting, SIG-Rasch Measurement; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 3
6:15 pm to 7:45 pm

37.044. Research in Global Child Advocacy SIG Business Meeting, SIG-Research in Global Child Advocacy; Business Meeting
Colorado Convention Center, Street Level, Room 112
6:15 pm to 7:45 pm

Participants:
Infusing Community-Based Participatory Research Into Doctoral Education.
Irene R. Berson, University of South Florida; Michael J. Berson, University of South Florida

37.045. Research in Mathematics Education SIG Business Meeting and Annual Reception. SIG-Research in Mathematics Education; Business Meeting Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC
6:15 pm to 8:15 pm

Participating:
Wherever You Go, There You Are: Bringing Experiences of Race, Class, Language, Gender, and Culture to Research on Equity in Mathematics Education. Tonya Bartell, University of Delaware; Mary Q. Foote, Queens College - CUNY

6:15 pm to 7:45 pm

Participants:
Donald B. Yarbrough, University of Iowa
Rodney K. Hopson, Duquesne University
Jana Z. Snow, University of California - Berkeley

37.047. Research on Women and Education SIG Business Meeting, Willystine Goodsell Address, and Welcoming Reception. SIG-Research on Women and Education; Business Meeting Colorado Convention Center, Street Level, Room 203
6:15 pm to 7:45 pm

Participants:
From the Margins to the Mainstream: Shaping and Riding the Waves of Change. Dolores A. Grayson, GrayMill

37.048. Research on the Superintendency SIG Business Meeting and Discussion of Cross-National Comparisons of Superintendents’ Leadership Roles. SIG-Research on the Superintendency; Business Meeting Sheraton, Plaza Concourse Level, Plaza Court 5
6:15 pm to 7:45 pm

Participants:
Thomas L. Alsbury, North Carolina State University
Bonnie Carol Fusarelli, North Carolina State University
Meredithe L. Mountford, Florida Atlantic University
Monte L. Bridges, Puget Sound Educational Service District
Mary L. Delagardelle, Iowa School Boards Foundation
Yong-Lyun Kim, Empire State College - SUNY
Lars G. Bjork, University of Kentucky
Elisabet Nihlfors, Uppsala University
Jukka Alava, University of Jyväskylä
Leif Moos, Aarhus University
Mika Risko, University of Jyväskylä
Pekka Kansio, University of Jyväskylä
Jan Merok Paulson, Hedmark University College
Hans Christian Hoyer, Hedmark University College
Kjell Brynjulf Hjerto, Hedmark University College
Olof Johansson, Umes University

6:15 pm to 7:45 pm

37.050. Safe Schools and Communities SIG Business Meeting. SIG-Safe Schools and Communities; Business Meeting Colorado Convention Center, Street Level, Room 106
6:15 pm to 7:45 pm

37.051. School Turnaround and Reform SIG Business Meeting. SIG-School Turnaround and Reform; Business Meeting Sheraton, Plaza Concourse Level, Governor’s Square 9
6:15 pm to 7:45 pm

37.052. School/University Collaborative Research SIG Business Meeting. SIG-School/University Collaborative Research; Business Meeting Colorado Convention Center, Street Level, Room 110
6:15 pm to 7:45 pm

37.053. Service Learning and Experiential Education SIG Business Meeting. Dialogue About Service Learning and Experiential Education. SIG-Service-Learning & Experiential Education; Business Meeting Colorado Convention Center, Street Level, Room 208
6:15 pm to 7:45 pm

Participants:
Amy White, Wingate University
Kathy M. Bussert-Webb, University of Texas - Brownsville
Kathleen B. Wasserman, University of Scranton

37.054. Society of Professors of Education SIG Business Meeting. SIG-Society of Professors of Education; Business Meeting Sheraton, Plaza Concourse Level, Plaza Court 7
6:15 pm to 7:45 pm

Chair: William G. Wraga, University of Georgia

37.055. Sociology of Education SIG Business Meeting and Reception. SIG-Sociology of Education; Business Meeting Colorado Convention Center, Street Level, Room 405
6:15 pm to 8:15 pm

37.056. Spirituality and Education SIG Business Meeting, A Discussion With Laura Weaver From PassageWays. SIG-Spirituality & Education; Business Meeting Colorado Convention Center, Street Level, Room 108
6:15 pm to 7:45 pm

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

Participant: Laura Weaver, PassageWays

37.057. State and Regional Educational Research Associations SIG Business Meeting and Reception. SIG-State and Regional Educational Research Associations; Business Meeting Sheraton, Plaza Concourse Level, Governor’s Square 16
6:15 pm to 7:45 pm

Participants:
Candace H. Lacey, Nova Southeastern University
Kathleen F. Berg, University of Hawaii
Harry L. Bowman, Council on Occupational Education
Edith H. Carter, Radford University
John M. Enger, Nova Southeastern University
Malinda H. Green, University of Central Oklahoma
Michael S. Green, Hudson Valley Community College
Keith M. Kershner, Research for Better Schools

37.058. Talent Development of Students Placed at Risk SIG Business Meeting. SIG-Talent Development of Students Placed at Risk; Business Meeting Colorado Convention Center, Street Level, Room 206
6:15 pm to 7:45 pm

37.059. Teacher as Researcher SIG Business Meeting and Reception. Highlighting the Research of Denver-Area Teachers. SIG-Teacher as Researcher; Business Meeting Colorado Convention Center, Street Level, Room 607
6:15 pm to 8:15 pm

Chair: Alan D. Antzis, The College of New Jersey

Participant: Elizabeth M. Duto, University of Colorado

37.060. Teaching History SIG Business Meeting. SIG-Teaching History; Business Meeting Colorado Convention Center, Street Level, Room 709
6:15 pm to 8:15 pm

37.061. Technology, Instruction, Cognition, and Learning (TICL 3) SIG Business Meeting. Chairman’s Farewell, New Officers, and Buffet Reception. SIG-
Technology, Instruction, Cognition & Learning; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 11
6:15 pm to 8:15 pm
Participant:
Chairman’s Farewell. Joseph M. Scandura, MERGE Research Institute

37.062. Urban Learning, Teaching, and Research SIG Business Meeting. SIG-Urban Learning, Teaching, and Research; Business Meeting
Colorado Convention Center, Street Level, Room 103
6:15 pm to 7:45 pm
Chair:
Lori Kim, California State University - Los Angeles
Participants:
Urban Learning, Teaching, and Research Annual Meeting. Lori Kim, California State University - Los Angeles
Learner-Led Leadership: A Comparative Analysis of Traditional and Online Leadership Courses in an Urban University. Bradford Allison, California State University - Los Angeles

37.063. Vocabulary SIG Business Meeting. SIG-Vocabulary; Business Meeting
Colorado Convention Center, Street Level, Room 204
6:15 pm to 7:45 pm
Chair:
Lalitha M. Vasudevan, Teachers College, Columbia University
Participants:
On Audience in an Age of New Literacies. Andrea Lunsford, Stanford University
Youth, Learning and the Digital Afterlife. Elisabeth M. Soep, Youth Radio

37.064. Writing and Literacies SIG Business Meeting. SIG-Writing and Literacies; Business Meeting
Colorado Convention Center, Street Level, Room 107
6:15 pm to 8:15 pm
Chair:
Lori Kim, California State University - Los Angeles
Participants:
Bradford Allison, California State University - Los Angeles
Sharon H. Ulanoff, California State University - Los Angeles

Sunday, 8:15 am

41.011. How to Get Published: Guidance From Emerging and Senior Scholars. Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 4
8:00 am to 12:00 pm
Director:
Patricia A. Alexander, University of Maryland
Instructors:
Sandra Michelle Laughlin, University of Maryland
Emily M. Grossnickle, University of Maryland
Krista R. Mais, McGill University
Jeffrey A. Greene, University of North Carolina
Matthew T. McCrudden, Victoria University of Wellington
Gaea Leinhardt, University of Pittsburgh
Larry V. Hedges, Northwestern University
P. Karen Murphy, The Pennsylvania State University
Sojev Loyens, Erasmus University Rotterdam, Netherlands
Patricia B. Elmore, Southern Illinois University
Gregory Camilli, University of Colorado - Boulder

41.012. Making Sense of Oral History in the Digital Era: Integrating Internet Resources, Blogs, Videos, and Photography to Tell a Story. Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 2
8:00 am to 12:00 pm
Directors:
Valerie J. Janesick, University of South Florida
Carolyn N. Stevenson, Kaplan University

Sunday, 8:30 am

Division Sessions

39.010. Division K and Division G Joint Reception. Division K - Teaching and Teacher Education cosponsored with Division G - Social Context of Education; Reception Colorado Convention Center, Lower Level, Four Seasons Ballroom 1
8:30 pm to 10:30 pm

Sunday, 7:00 am

AERA Sessions

42.001. AERA Affirmative Action Council - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Limestone
8:15 am to 9:45 am
Chair:
James Earl Davis, Temple University

42.002. AERA Professional Development and Training Committee - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Third Level, Agate C
8:15 am to 10:15 am
Chair:
Yolanda J. Majors, University of Illinois - Chicago

42.003. AERA Publications Committee - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Marble
8:15 am to 10:15 am
Chair:
Russell W. Rumberger, University of California - Santa Barbara

42.004. AERA SIG Executive Committee - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Sandstone
8:15 am to 10:15 am
Chair:
Lynne Schrum, George Mason University

Sunday, 8:00 am

Professional Development Courses

41.010. Grant Writing for Large-scale Secondary Data Analysis. Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 3
8:00 am to 12:00 pm
Directors:
Chandra Muller, University of Texas - Austin
Mark R. Wilson, University of California - Berkeley

Presidential Sessions

42.010A. Common Core Standards: Ecological Challenges to and Opportunities for Improving Education for All. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1D
8:15 am to 9:45 am
Chair: Thomas B. Corcoran, Teachers College, Columbia University
Participants:
Leticia Barrera, Logan Square Neighborhood Association
Chris Minnich, Council of Chief State School Officers
Sheila B. Simmons, National Education Association
Eva L. Baker, University of California - Los Angeles
Phil Duro, Public Forum On School Accountability
David Coleman, Student Achievement Partners
Discussant: Lauren B. Reinsick, University of Pittsburgh

**42.010. Interdisciplinary Research on Race in a Colorblind Era: A Critical Appraisal and Notes on a Transformative Paradigm.** Presidential Session; Invited Session
8:15 am to 9:45 am
Chair: Alfredo J. Artes, Arizona State University
Participants:
Kimberle Crenshaw, University of California - Davis
Gloria J. Ladson-Billings, University of Wisconsin - Madison
Kris D. Gutierrez, University of Colorado - Boulder

**42.011. The Complex Ecology of Education Policy:** Evidence, Practice, Organization. Presidential Session; Invited Session
8:15 am to 10:15 am
Chair: Michael J. Feuer, The National Academies
Participants:
Richard J. Shavelson, Stanford University
Harris M. Cooper, Duke University
William F. Tate, Washington University in St. Louis
Roy Romer, Strong American Schools
Judith Rizzo, Hunt Institute
John Q. Easton, U.S. Department of Education
Marshall S. Smith, U.S. Department of Education
Michael J. Feuer, The National Academies

**Committee Sessions**

**42.012. GSC Future Faculty of Color Fireside Chat.** Graduate Student Council; Fireside Chat
Colorado Convention Center, Street Level, Room 207
8:15 am to 9:45 am
Chair: Andrea L. Tyler, Miami University of Ohio
Participants:
Christopher Dunbar, Michigan State University
Stephen D. Hancock, University of North Carolina - Charlotte
Denise M. Taliaferro Baszile, Miami University

**42.013. Global and Local Theories and Practices of Race and Ethnicity in Education and Schooling.** International Relations Committee; Symposium
Colorado Convention Center, Street Level, Room 403
8:15 am to 10:15 am
Chair: Adrienne D. Dixson, The Ohio State University
Participants:
Using Youth Participatory Action Research to Address Health Disparities. A.A. Akom, San Francisco State University
An Examination of the Racial Motifs About Black Males in Ethnographic Research, 1930s to the Present. Anthony L. Brown, University of Texas - Austin
Ethnographic Investigations of Issues of Race and Ethnicity in Scandinavian Education Research. Johannes Lanneblad, University of Gothenburg; Dennis Beach, Gotteborg University

8:15 am to 10:15 am
Chair: Kristal Leah Curry, Indiana University - Bloomington
Participants:
Podcasting Critical Democracy: Teaching for Social Justice in Difficult Times. Sarah Elizabeth Montgomery, University of Northern Iowa
Public Pedagogy as Activism for Educational and Community Transformation. Michael Patrick O’Malley, Texas State University - San Marcos
YouTube’s Potential as a Model for Democracy: Exploring Citizentube for “Thick” Democratic Content. Kristal Leah Curry, Indiana University - Bloomington
Developing Children’s Voice in a Marginalized Community. Jaime H. Garcia, University of Texas - Brownsville; Patrick Henry Smith, University of Texas - El Paso; Maria Diaz, University of Texas - Brownsville; Paula Parson, University of Texas - Brownsville; Maria Magdalena Aguilar-Crandell
Performing an Archive of Resistance: Challenging Normative Life Narratives

**Teachers and Students Living Culturally and Intellectually: Ethnographic Mediation in the Urban School Context.** Julio Cammarota, The University of Arizona; Luis C. Moll, The University of Arizona
Ethnographic Research in Italian Changing Schools. Francesca Gobbo, University of Turin
Who Are “Westerners” in Canada? Exploring the Intersections of Language, Race, and Immigration. Huanlei Han, Simon Fraser University
Sliding Through the Cracks and Breaking at the Seams: The Role of Race in the Research Process. Keffrelyn Brown, University of Texas - Austin
Pedagogies of Ethnography: Confronting Race, Identities, and Difference Through Methodology. Lisa W. Loutzenhiser, University of British Columbia
The Racializing Function of Medium-of-Instruction Policies in Indigenous/Minority Schooling. Teresa L. McCarty, Arizona State University

Discussant: Rodney K. Hopson, Duquesne University

**42.014. Public Single-Sex Education: Gender Issues in Theory, Policy, Research, and Practice.** Committee on Scholars and Advocates for Gender Equity in Education; Symposium
Colorado Convention Center, Street Level, Room 402
8:15 am to 9:45 am
Chair: Cornelius Riondan, Providence College
Participants:
Howard M. Glasser, Bryn Mawr College
Dominique E. Johnson, Ramapo College of New Jersey
Kirstin Pesola McEachern, Boston College

**International Organization Sessions**

**42.015. Critical Multiculturalism: Theory and Praxis.** New Zealand Association for Research in Education; Invited Session
Colorado Convention Center, Street Level, Room 404
8:15 am to 9:45 am
Chair: Stephen A. May, University of Auckland
Participants:
Critical Multiculturalism and Subject English. Terry James Locke, University of Waikato
Knowing Our Place: Critical Multicultural Science Education. Georgina Marjorie Stewart, Independent Researcher
Discursive Positioning and Educational Reform. Russell Bishop, University of Waikato, New Zealand

Discussant: Peter L. McLaren, University of California - Los Angeles

**Division Sessions**

**42.016. Developing Children’s Voice in a Marginalized Community.** Division B - Curriculum Studies cosponsored with SIG-Media, Culture, and Curriculum; Paper Session
Colorado Convention Center, Street Level, Room 112
8:15 am to 10:15 am
Chair: Kristal Leah Curry, Indiana University - Bloomington
Participants:
Podcasting Critical Democracy: Teaching for Social Justice in Difficult Times. Sarah Elizabeth Montgomery, University of Northern Iowa
Public Pedagogy as Activism for Educational and Community Transformation. Michael Patrick O’Malley, Texas State University - San Marcos
YouTube’s Potential as a Model for Democracy: Exploring Citizentube for “Thick” Democratic Content. Kristal Leah Curry, Indiana University - Bloomington
Developing Children’s Voice in a Marginalized Community. Jaime H. Garcia, University of Texas - Brownsville; Patrick Henry Smith, University of Texas - El Paso; Maria Diaz, University of Texas - Brownsville; Paula Parson, University of Texas - Brownsville; Maria Magdalena Aguilar-Crandell
Performing an Archive of Resistance: Challenging Normative Life Narratives
190 Sunday Morning, May 2, 2010

Through Literary Reading and Memoir-Writing Research. Rebecca J. Luce-Kapler, Queen’s University; Dennis J. Somara, University of Calgary; Claire Elizabeth Robson, University of British Columbia

Discussant:
Gregory James Dimitriadis, University at Buffalo - SUNY

Colorado Convention Center, Street Level, Room 110
8:15 am to 10:15 am

Chair:
Bill Schubert

Participants:
Creating Curriculum for the New Period. Richard Ayers, University of California - Berkeley

Thoughts on Developing a “Sustained Effort” to “Seek Common Ground”. Nina Asher, Louisiana State University

The Spoken Word at the McCafe: A Social Analysis of McDonald’s in the Black Community. Calvin Centre Richards, Arizona State University


Friends or Foes? Understanding the Real Differences between Global and Multicultural Education. Elizabeth E. Heilman, Michigan State University

Curriculum as a Polyphonic Text: Curriculum Theorizing in the Midst of Standardization. Jeong-Hee Kim, Kansas State University; Deborah Abernathy, Kansas State University

Discussants:
Michael W. Apple, University of Wisconsin

David O. Stovall, University of Illinois - Chicago

42.018. Cognitive Strategies in Science Learning. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 602
8:15 am to 9:45 am

Chair:
Thomas Andre, Iowa State University

Participants:
An Expert Performance Approach to Examining Deliberate Practice in Science Students. Kürdülü Kacagopulu, Stanford University; Karl Andres Ericsson, Florida State University

Designing and Learning: Understanding How Students Solve and What Students Learn From Design Challenges. Xornam S. Apedoe, University of San Francisco; Christian D. Schunn, University of Pittsburgh

Students’ Use of Multiple Strategies for Spatial Thinking in Chemistry. Minjung Ryu, University of Maryland - College Park; Mike Stief, University of Maryland - College Park

Visual Representation Use in Eighth-Grade Science Classrooms. Janice Hansen, University of California - Irvine; Lindsey E. Richland, University of California - Irvine

Discussant:
David F. Feldon, University of Virginia

42.019. Linear Measurement Interpretations of Rational Number: Teacher and Student Learning Across Cultures, Curricula, and Contexts. Division C - Learning and Instruction; Structured Poster Session
Colorado Convention Center, Street Level, Room 607
8:15 am to 9:45 am

Chair:
Rebecca R. Perry, Mills College

Participants:
1. Learning Fractions in a Linear Measurement Context: A Lesson Study Intervention. Catherine C. Lewis, Mills College; Rebecca R. Perry, Mills College; Shelley Friedkin, Mills College; Elizabeth Kathleen Baker, Mills College

2. Impact of the Linear Measurement Context on Fraction Understanding: Analytic Framework and Curriculum Comparisons. Rebecca R. Perry, Mills College; Shelley Friedkin, Mills College; Catherine C. Lewis, Mills College

3. The Impact of Linear Measurement Context on Teacher and Student Understanding: Field Tests. Shelley Friedkin, Mills College; Elizabeth Kathleen Baker, Mills College; Rebecca R. Perry, Mills College; Catherine C. Lewis, Mills College

4. Learning Mathematics Through Representations: Development of a Research-Based Curriculum on Integers and Fractions. Geoffrey B. Saxe, University of California - Berkeley; Maryl Gearhart, University of California - Berkeley; Darrell Earnest, University of California - Berkeley; Lina Chopra Haldar, University of California - Berkeley; Meghan A. Shaughnessy, University of Michigan; Yasmin A. Stabekhun, University of California - Berkeley; Ying Zheng, University of California Berkeley

5. Integers on Number Lines: Supporting Generative Thinking Through a Communication Game Tutorial. Geoffrey B. Saxe, University of California - Berkeley; Darrell Earnest, University of California - Berkeley; Yasmin A. Stabekhun, University of California - Berkeley; Lina Chopra Haldar, University of California - Berkeley; Ying Zheng, University of California Berkeley

6. Learning Mathematics Through Representations: Supporting Generative Thinking in Classrooms. Maryl Gearhart, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley; Darrell Earnest, University of California - Berkeley; Yasmin A. Stabekhun, University of California - Berkeley; Lina Chopra Haldar, University of California - Berkeley; Ying Zheng, University of California Berkeley

Discussants:
Hymen Bass, University of Michigan

Tad Watanabe, Kennesaw State University

42.020. Recent Advances in Self-Regulated Learning and Cognitive Load Theory. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 102
8:15 am to 9:45 am

Chair:
Ruth C. Gannon-Cook, DePaul University

Participants:
Cognitive Load Theory and Working Memory Training. Edward Bethel, Concordia University; Evgenyi Borokhovski, Concordia University - Montreal

Do High-Performing and Low-Performing Students Use SRL Differentially During Hypermedia Learning? Amber Dawn Chauncey, The University of Memphis; Roger Azevedo, The University of Memphis; Amy Marcelle Johnson, The University of Memphis; Candice Burkett, The University of Memphis

Exploring the Relationship Between Navigational Patterns and Self-Regulated Learning. Amy Marcelle Johnson, The University of Memphis; Roger Azevedo, The University of Memphis; Zhiqiang Cai, The University of Memphis; Amber Dawn Chauncey, The University of Memphis; Candice Burkett, The University of Memphis

Setting the Stage for Success With Hypermedia: Considering Cognitive Load, Self-Regulated Learning, and Performance. Daniel Charles Mook, Gustavus Adolphus College

Discussant:
Ruth C. Gannon-Cook, DePaul University

42.021. Understanding Developments in Teachers’ Knowledge, Beliefs, and Motivation. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 104
8:15 am to 9:45 am

Chair:
Shana Michele Shaw, University of Texas - Austin

Participants:
Novice Teachers’ Motivation to Learn and Employ Assessment Practices. Susan B. Nolen, University of Washington; Chris Ward, University of Washington; Ilana S. Horn, Vanderbilt University; Sarah Childers, University of Washington; Susan Sunshine Campbell, University of Pennsylvania

Teacher Knowledge Deeply Bound in the Context of Practice: Using an Activity-Theoretical Perspective. Cheryl Ann Madeira, OISE/University of Toronto; James D. Stott, University of Toronto

The Impact of Teacher Education Programs on Preservice Teacher Beliefs About Student Motivation. Paige Shalter Bruening, Capital University; Lynley H. Andelman, The Ohio State University

Does Motivation Count? An Experimental Study on the Accuracy of Judgments on Students’ Achievement. Johanna Kaiser, University of Kiel; Anna Suedkamp, University of Kiel; Jens Moeller, University of Kiel

Discussant:
Tim Urdan, Santa Clara University

42.022. Using Scaffolding, Collaboration, and Small Groups to Enhance Learning. Division C - Learning and Instruction; Paper Session
Discussant: Barbara L. McCombs, University of Denver

42.023. Considerations for the Alternate Assessment Based on Modified Achievement Standards. Division D - Measurement and Research Methodology; Structured Poster Session
Chair: Gerald A. Tindal, University of Oregon
Participants:
1. Providing a Context for Exploring Issues Related to the AA-MAS. David Abrams, New York State Education Department
2. Identifying Students and Considering Why and Whether to Assess Them With an AA-MAS. Rachel F. Quenemoen, University of Minnesota
3. Developing Standards-Based IEPs That Promote Effective Instruction. Meagan Karvonen, Western Carolina University
4. The Challenges of Conceptualizing What Low Achievers Know and How to Assess Their Competence. James W. Pellegrino, University of Illinois - Chicago
5. Understanding the Content for the AA-MAS. David K. Puglise, University of North Carolina - Charlotte; Robert J. Rickelman, University of North Carolina - Charlotte
6. Developing Items and Assembling Test Forms for the AA-MAS. Catherine Welch, University of Iowa; Stephen B. Dunbar, University of Iowa
7. Developing Modified Achievement-Level Descriptors and Setting Cut Scores. Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.
8. Comparability Issues for the AA-MAS. Jamal Abedi, University of California - Davis
9. Developing a Validity Argument for the AA-MAS. Scott F. Marion, National Center for Improvement of Educational Assessment
10. Operational and Accountability Issues for States to Consider When Implementing an AA-MAS. Christopher Domaleski, National Center for the Improvement of Educational Assessment
Discussant: Suzanne Lane, University of Pittsburgh

42.024. Toward a Holistic Research Agenda Into Data and Decisions in Education: Methodological Possibilities for Studying Information Across Systemic Levels. Division D - Measurement and Research Methodology; Invited Session
Chair: Philip Piety, American Institutes for Research
Participants:
- Studying Models of Decision Making Based on Cognitive Audit Trails. Chris J. Dede, Harvard University
- Social and Professional Networks to Facilitate Effective Data Use in Schools. Richard R. Halverson, University of Wisconsin
- Methodological Challenges for Research on PLC Data Use: Studying New York City Teamwork. Joan E. Talbert, Stanford University
- Measuring Teacher Data Use. Jonathan A. Sapovitz, University of Pennsylvania
- Data Systems at the State Level. Susanna Loeb, Stanford University

Discussants:
- Pascal D. Forgione, Austin Independent School District - TX
- Jennifer A. O’Day, American Institutes for Research

42.025. Validating Educational Assessments. Division D - Measurement and Research Methodology; Paper Session
Chair: Alvaro J. Arce-Ferrer, Pearson
Participants:
- Creating and Validating the Social Identities and Attitudes Scale: A Measure of Stereotype Threat. Katherine Picho, University of Connecticut; Scott W. Brown, University of Connecticut

International Reliability and Validity Study of the ACEI Global Guidelines Assessment. Delinda J. Hardin, University of North Carolina - Greensboro; Doris Bergen, Miami University

Using Naturalistic Tasks and Cognitive Interviews in a Validation Study of a Web-Based Assessment of Evaluation Skills. Eric B. Snow, SRI International

Discussant: Tracy L. Gardner, Harcourt Educational Measurement

42.026. Moving a Profession Forward to Implement 21st-Century School Counseling Models. Division E - Counseling and Human Development; Symposium
Chair: Carol A. Dahir, New York Institute of Technology
Participants:
- Listen to the Voices: A Study of School Counselors and Comprehensive School Counseling Programs in Tennessee. Carol A. Dahir, New York Institute of Technology; Nicole Cobb, Tennessee Department of Education
- School Counselors’ Roles and Perceptions of Career Development. Tina M. Ancill, Washington State University; Paulette M. Schenck, Augusta State University
- The Challenge of School Counselor Accountability. Kate Donnelly, Williamson County Schools; Nicole Cobb, Tennessee Department of Education

Discussant: Michael E. Utenoorfer, New York Institute of Technology

42.027. Constructing Citizens: Curriculum and Pedagogy. Division F - History and Historiography cosponsored with Division B - Curriculum Studies; Paper Session
Chair: Robert Lawrence Dahlgren, SUNY - College at Fredonia
Participants:
- Teaching Black Learners at the Dawn of Freedom: Toward a History of Pedagogical Ends. Ronald E. Butchart, University of Georgia
- The History of Curriculum Practices Guidelines at a Brazilian Middle School of the 1930s. Eurize Caldas Pessanha, Universidade Federal De Mato Grosso do Sul; Fabiany de Cássia Tavares Silva, Universidade Federal De Mato Grosso do Sul
- The “Nationwide Conspiracy” Against Social Studies. Ronald W. Evans, San Diego State University

Discussant: Barry M. Franklin, Institute of Education - London

Colorado Convention Center, Street Level, Room 705
8:15 am to 10:15 am

Chair: Jomills H. Braddock, University of Miami

Participants:
Exams. Douglas Ready, Teachers College, Columbia University; Amy Stuart Wells, Teachers College, Columbia University; Miya Tamako Warner, Teachers College, Columbia University; Jacqueline Nely Duran, Teachers College, Columbia University; Courtney Grzeszowski, Teachers College, Columbia University

School Boundaries as Symbolic and Social Borders: The Tangible and Intangible Manifestations of Racially Separate Districts, Schools, and Classrooms. Amy Stuart Wells, Teachers College, Columbia University; Douglas Ready, Teachers College, Columbia University; Miya Tamako Warner, Teachers College, Columbia University; Allison Roda, Teachers College, Columbia University; Courtney Grzeszowski, Teachers College, Columbia University

“From the Mouths of Babes”: Educational Inequality and Student Academic Identity. Terrenda Corisa White, Teachers College, Columbia University; Bianca Jontae Baldridge, Teachers College, Columbia University; Richard Lofland, Teachers College, Columbia University; Courtney Grzeszowski, Teachers College, Columbia University; Kathryn Hill, Teachers College, Columbia University; Lauren Fox, Teachers College, Columbia University; Amy Stuart Wells, Teachers College, Columbia University


Discussants: Prudence L. Carter, Stanford University
Jeanie Oakes, The Ford Foundation

42.029. Curricular Impact on Teaching and Learning: Two Longitudinal Studies From the U.S. and China. Division H - Research, Evaluation and Assessment in Schools; Symposium Sheraton, Plaza Concourse Level, Plaza Ballroom D
8:15 am to 9:45 am

Chair: Jinfa Cai, University of Delaware

Participants:
Impact of Curriculum Reform: Evidence of Change in Classroom Practice in the U.S. John Moyer, Marquette University; Jinfa Cai, University of Delaware; Ning Wang, Widener University; Bikai Nie, University of Delaware
Impact of Curriculum Reform: Evidence of Student Learning Outcomes in the U.S. Jinfa Cai, University of Delaware; Ning Wang, Widener University; John Moyer, Marquette University; Bikai Nie, University of Delaware
Impact of Curriculum Reform: Evidence of Change in Classroom Practice in China. Qiong Li, Beijing Normal University; Yiqing Ni, Chinese University of Hong Kong
Impact of Curriculum Reform: Evidence of Student Learning Outcomes in China. Yiqing Ni, Chinese University of Hong Kong; Qiong Li, Beijing Normal University; Xiaoxing Li, The Chinese University of Hong Kong; Zhonghua Zhang, Chinese University of Hong Kong

Discussant: Michael R. Harwell, University of Minnesota

42.030. Life After RCTs: Addressing the Issue of Palatability of Instructional Interventions. Division H - Research, Evaluation and Assessment in Schools; Working Group Roundtable Sheraton, Plaza Concourse Level, Director’s Row H
8:15 am to 9:45 am

Chair: Martha Zaslowsky, Child Trends

Participants:
The TRIAD / Building Blocks Scale-Up Project: Effectiveness and Diffusion. Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY
Teaching Pyramid Project: Post-RCT Experiences. Mary Louise Hemmeter, Vanderbilt University
Tools of the Mind Implementation: Reflections on the Dynamics of Palatability. Elena Bodrova, Mid-continent Research for Education and Learning; Deborah J. Leong, Metropolitan State College of Denver
Fidelity of Curriculum Implementation and Teacher Liking: A Simple But Crucial Relationship. Dale C. Farran, Vanderbilt University; Mark W. Linsey, Vanderbilt University

42.031. Assessment and Its Implications for Education. Division I - Education in the Professions; Paper Session Colorado Convention Center, Street Level, Room 710
8:15 am to 10:15 am

Chair: Hugh A. Stoddard, University of Nebraska

Participants:
Assessing Raters for Workplace-Based Assessment: A Cognitive Approach. Marjan Govaerts, Maastricht University; Lambert Schuwerth, Maastricht University; Cees van der Vleuten, Maastricht University; Arno Muijtjens, University of Maastricht
Measuring Student Activity in Problem-Based Tutorial Groups: Reliability and Validity of a Peer Rating Scale. Rachelle Kamp, Maastricht University; Diana Dolmans, Maastricht University; Henk M. van Berkel, Maastricht University; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands
Construct Validity of Three Clerkship Performance Assessments. Ming Lee, University of California - Los Angeles; Paul F. Wimmers, University of California - Los Angeles

The Second Time Around: An Observation on Retest Effects for Oral Examinations. Mark R. Raymond, National Board of Medical Examiners; Ulana A. Lucas-Dubas, National Board of Medical Examiners
Validity and Reliability of the Maastricht Clinical Teaching Questionnaire: Factors Influencing Effective Clinical Teaching. Renee Sluiter-Rees, Maastricht University; Diana Dolmans, Maastricht University;4hke H. A. P. Wolffhagen, Maastricht University; Arno Muijtjens, University of Maastricht; Jeroen J.G. Van Merrienboer, Maastricht University; Albert Scherpier, University of Maastricht

Discussant: Andre F. De Champlain, National Board of Medical Examiners

42.032. Access, Success, and Outcomes: Community Colleges. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 105
8:15 am to 10:15 am

Chair: Carolyn K. Ozaki, University of North Dakota

Participants:
Impact of Adjunct Instruction Level on Subsequent Community College Student Success. Les Bolt, Appalachian State University; Hara Charlier, Blue Ridge Community College
Making Sense of Remedial Education Placement Exams: Conversations at a 2-Year College. Laurie Bartell Behringer, New York University
Student Veterans Returning to a Community College: Understanding Their Transitions. Corey Bradford Runam, Iowa State University
Seizing Their Second Chance: Successful Nontraditional Students With Disability at a Community College. Kathryn I. Scorgie, Azusa Pacific University; Lori Kildal, Victor Valley College
Beyond English and Math: The Impact of Science on Transfer Among Latino Students in Urban Community Colleges. Soko S. Starobin, Iowa State University; Linda Serra Hagedorn, Iowa State University

Discussant: Heather D. Wathington, University of Virginia

42.033. Critical Theoretical Approaches to Research in Higher Education. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 107
8:15 am to 10:15 am

Chair: Sandra Luca, Center for Urban Education

Participants:
Critical Discourse Analysis in Higher-Education Policy Research. Ana M. Martinez-Aleman, Boston College
Critical Theoretical Approaches to Power in Higher Education: The Role of the State in Global Rankings. Brian Passer, University of Virginia; Simon W. Marginson, University of Melbourne
The Theoretical and Ideological Foundations of “Student Effort”. Alicia C. Dowd, University of Southern California
Critical Race Analysis Applied to State 2/4 Transfer Policies. Estela M. Bensimon, University of Southern California; Loni Bordoloi Pazich, University of Southern California

Discussant:
Gregory M. Anderson, Ford Foundation

42.034. Investigations Into and Experiences in Persistence Among Students of Color. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 103
8:15 am to 10:15 am

Chair:
Ohyan A. Poon, University of California - Los Angeles

Participants:
Latino Students’ Degree Attainment: A Longitudinal Examination. Marybeth Walpole, Rowan University; Carmen Nereida Colon, Community College of Philadelphia; Lesley Mateo, Rowan University; John T. Mills, Rowan University; Donavan McCugo, Rowan University; Tonya Davenport, Rowan University
Finding an Oasis: African American Women’s Reflections on Persisting Through College. Rachelle Winkle-Wagner, University of Nebraska
Hispanic Experiences of Campus Racial Climate: A Case Study. Jennifer L. Hart University of Missouri - Columbia; Monique Marie Mendoza, University of Missouri - Columbia; Stephen D. Whitney, University of Missouri - Columbia
“The Best in the Country?” High-Achieving Rural Students’ Enrollment in America’s Top-Ranked Colleges and Universities. Matthew Hoekspalle, University of Michigan; Julie Renee Posselt, University of Michigan

Discussant:
Julie Lopez Figueras, Sacramento State University

42.035. Defining and Supporting High-Quality Literacy Coaches. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 702
8:15 am to 9:45 am

Chair:
Jennifer Sloan McCombs, RAND Corporation

Participants:
Instructional Coaching: Using Theory to Understand the Role and Its Professional Learning Challenges. Chysan Gallicchi, University of Washington; Michelle DeVoogt Van Lare, University of Washington; Irene H. Yoon, University of Washington; Beth E. Boattright, University of Washington
Piloting a Performance-Based Assessment of Literacy Coaching. Gina Biancarosa, University of Oregon; Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Sharon Greenberg, Stanford University; Ken Mathew Cor, Stanford University; Edward H. Haertel, Stanford University; Irene Fountas, Lesley University; Gay S. Pinnell, The Ohio State University; Patricia L. Schave, The Ohio State University; Emily Dexter, Lesley University
Reading Coach Quality: Findings From Florida Middle Schools. Julie A. Marsh, RAND Corporation; Jennifer Sloan McCombs, RAND Corporation

Discussants:
Mark A. Smylie, University of Illinois
Michael S. Knapp, University of Washington

42.036. Investigations in Induction: Preparing and Retaining Successful Teachers of Mathematics and Science. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 601
8:15 am to 9:45 am

Chair:
Douglas B. Larkin, University of Wisconsin - Madison

Participants:
Preservice Elementary Mathematics Teacher Identity Through a Theory of Performativity. Jill Neumayer DePiper, University of Maryland - College Park; Ann R. Edwards, University of Maryland
Transitions in Identities: Implications for Math Education. Jennifer S. Goldberg, Fairfield University; Stephanie Burrell, Fairfield University
Considering Resilience and Early Career Science and Mathematics Teacher Retention: A Case Study. Julie Thomas, Oklahoma State University; Kansas Pope, Oklahoma State University; Juliana Uiley, Oklahoma State University; Adrienne Anne Redmond, Oklahoma State University
Making Sense of Student’s Life-World in Science Teaching: Novice Teachers’ Reflective Practices. Miyoun Lim, Georgia State University

Discussant:
Jeffrey M. Choppin, University of Rochester

42.037. Lenses on Classroom Teaching: Foundations of Classroom Observation Systems. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 605
8:15 am to 10:15 am

Chair:
Drew H. Gitomer, ETS

Participants:
Observing Through the Lens of the Framework for Teaching (FFT). Charlotte F. Danielson, Outcomes Associates
Observing through the Lens of the Classroom Assessment Scoring System - Secondary (CLASS-S). Bridget Kathleen Hamre, University of Virginia; Robert Pianta, University of Virginia
Observing Through the Lens of Mathematics Quality of Instruction (MQI). Heather C. Hill, Harvard University
Observing Through the Lens of Protocol for Language Arts Teaching Observation (PLATO). Pamela L. Grossman, Stanford University

Discussant:
Courtney A. Bell, ETS

42.038. Making Connections With the World: Teacher Education in Global Contexts. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 706
8:15 am to 9:45 am

Chair:
Sung Choon Park, University of Arkansas

Participants:
International Study Trips for Graduate Students: How Do Short-Term International Experiences Influence the Practice of Teacher Educators? Aaron Thomas Bodie, Michigan State University
Study Abroad for Preservice Teachers of ELLs: The Evolution of a Program. Lisa Pray, Vanderbilt University; Martha L. Whittaker, Utah State University
A Comparison of Global Knowledge and Abilities Between Preservice Teachers and In-Service Teachers in Taiwan. Su-ching Lin, National Changhua University of Education
A Study of Taiwan Early Childhood Teacher Preparation Curriculum for Language Teaching and Bilingualism. Lun-Ying Chou, Diwan College of Management; Martha J. Lezh, Kent State University; Eunsook Hyun, University of Massachusetts - Boston

Discussant:
Todd S. Havley, Kent State University

42.039. Retaining and Supporting Beginning Teachers for Democratic Schools. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 603
8:15 am to 9:45 am

Chair:
Emily Klein, Montclair State University

Participants:
Keeping Them on the Bus: Retaining Early-Career Teachers in an Urban School. Kate Spence-Ado, Fairleigh Dickinson University
Beginning Teaching as a Democratic Life? A 5-Year Study. Jean-Claude Couture, Alberta Teachers’ Association; Laura Autumn Servage, University of Alberta

Discussant:
Bree Picower, New York University

42.040. Investigations in Scaling Up Professional Development Programs: Implications for Policy and Practice. Division L - Educational Policy and Politics; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 15
8:15 am to 9:45 am

Chair:
Hilda Borko, Stanford University

Participants:
Researching Mathematics Leader Learning. Elham Kazemi, University of Washington; Rebekah Elliott, Oregon State University; Kristin Lessee, Oregon State University; Judith E. Munme, WestEd; Cathy Carroll, WestEd
Preparing Instructional Leaders to Facilitate Mathematics Professional Development. Hilda Borko, Stanford University; Karen A. Koellner,
42.041. Teacher Assessment and the Quest for Teacher Quality. Division L - Educational Policy and Politics; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 10
8:15 am to 9:45 am
Chair: Mary M. Kennedy, Michigan State University
Participants:
The Role of Formative Assessments in New Teacher Induction. Peter A. Youngs, Mary Kay Stein, University of Pittsburgh
Assessing Teacher Tenure. Sarah Winchell, Michigan State University
Approaches to Annual Performance Assessment. Mary M. Kennedy, Michigan State University
Judging Teachers: The Law of Teacher Dismissals. Diana Pullin, Boston College
Discussants:
Mary Kay Stein, University of Pittsburgh

SIG Sessions

42.042. Reexamining the Complex Aesthetic Ecologies of Arts-Based Educational Research for a Changing World. SIG-Arts-Based Educational Research; Symposium
Colorado Convention Center, Street Level, Room 606
8:15 am to 10:15 am
Chair: Stephanie Springgay, OISE/University of Toronto
Participants:
Connoisseurship Reconsidered: Understanding the Complex Interplay of Pedagogy, Politics, and Poetics in Assessing Arts-Based Research. Joe Norris, Brock University
One Artist Looks at Arts-Based Educational Research. Donald Blumenfeld-Jones, Arizona State University
Speaking Truth to Power in Arts-Based Research. Mary Stone Hanley, George Mason University
“Outlaw” Arts-Based Research. Morna M. Mcdermott, Towson University
Is It Art? Booker Stephen Carpenter, II, Texas A&M University - College Station
“Making Special”: Art as Democratizing Experience. Rebecca McElfresh, The University of Akron
Discussant:
Ruben Gaztambide-Fernandez, OISE/University of Toronto

42.043. Research and Cautions in Educational Neuroscience. SIG-Brain, Neurosciences, and Education; Paper Session
Colorado Convention Center, Street Level, Room 203
8:15 am to 10:15 am
Chair: George G. Hruby, Utah State University
Participants:
Collaborative Cognition, Joint Attention, and Learning: From Neuroscience to Classroom Practice. Peter Mundy, University of California - Davis; Ann M. Mastergeorge, University of California - Davis
Educators’ Beliefs About Neuroscience in Education: Promises and Concerns. Debby M. Zambo, Arizona State University; Ron Zambo, Arizona State University
A Proposed Framework for Educators to Understand and Evaluate Brain-Based Educational Products. Lesley Sylvan, Harvard University; Joanna Christodoulou, Harvard University
Discussant: George G. Hruby, Utah State University

Sheraton, Plaza Concourse Level, Plaza Court 2
8:15 am to 10:15 am
Chair: Nina K. Buchanan, University of Hawaii - Hilo
Participants:
Student Composition in Charter Schools: The Intersection of State Policy, School Practice, and Parental Choice. Adriana Villavicencio, New York University
Teacher Turnover in Charter Schools: Building on Formative Research. Betheny Gross, University of Washington; Michael Dearmond, University of Washington
The Importance of Student Reenrollment: Toward a Reconceptualization of School Quality in a Maturing Education Marketplace. David R. Garcia, Arizona State University; Lee C. McDroy, Arizona State University; Emily Rydel Ackman, Arizona State University
Is Racial Segregation in Charter Schools Deepening? Jin Lee, University of Illinois - Urbana-Champaign; Christopher A. Lubinski, University of Illinois - Urbana-Champaign
Charter Schools as Vehicles for Education in a Culturally Nurturing Environment: Recent Examples, Distinctions Between Ethnicity and Religion, and Legal Challenges? Robert A. Fox, University of Hawaii; Nina K. Buchanan, University of Hawaii - Hilo; Suzanne E. Echek, Indiana University; Letitia Basford, Hamline University; Mary Jiron Belger, University of New Mexico
Discussant: Rebecca L. Oxford, University of Maryland

42.046. Fireside Chat: Critical Educators for Social Justice SIG. SIG-Critical Educators for Social Justice; Paper Session
Colorado Convention Center, Street Level, Room 608
8:15 am to 9:45 am
Chair: Veronica Gayle, University of British Columbia - Okanagan
Discussants:
Lisa Bass, University of Oklahoma
Margarita I. Berta-Avila, California State University - Sacramento

42.047. Making It Public: Education About Sexuality and Gender Expression. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium
Colorado Convention Center, Street Level, Room 709
8:15 am to 9:45 am
Participants:
Life After Death in Education and Masculinity. Angel R. Gonzalez, University of California - Berkeley
“Teens Want to Know”: LGBTQ Teens and Discourses of Pleasure in Sex Education. Darla Linnville, Colby College
Negotiating Gender and Sexuality in High School Classrooms. Susan Walker Woolley, University of California - Berkeley
“Faint It!” Queers Organizing for Public Education and Justice. Therese M. Quinn, School of the Art Institute of Chicago
Discussant:
42.048. Reconceptualizing Theory and Practice in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Paper Session Colorado Convention Center, Street Level, Room 711
8:15 am to 9:45 am
Chair: Joseph Michael Valente, Florida State University
Participants:
The Carnivalesque World of Social Pretend Play. Lynn E. Cohen, Long Island University - C.W. Post Campus
Reconceptualizing Young Children’s Active Citizenship. Louise Gwenneth Phillips, University of Southern Queensland
Family Literacy: An Integrative Critical Literature Review. Catherine F. Compton-Lilly, University of Wisconsin - Madison; Rebecca L. Rogers, University of Missouri - St. Louis; Tisha Y. Lewis, The Fishing School
Notions of Well-Being and Interdependence Embedded Within Ecologically Sustainable Early Childhood Pedagogies in Aotearoa. Jenny Ritchie, Unitec Institute of Technology, New Zealand

42.049. Not Another Brick in the Wall: Transformative Ecologies of Higher Education Within and Outside University. SIG-Cultural Historical Research; Symposium Colorado Convention Center, Street Level, Room 205
8:15 am to 10:15 am
Chair: Monica Hansen, University of Idaho
Participants:
Analyzing Concept Development of Preservice Teachers Through Book Club Discussions Related to Service Learning. Peter Smagorinsky, University of Georgia; George Boggs, University of Georgia
Using Service-Learning to Generate Productive Tensions for Teacher Education Students. Ben R. Kirshner, University of Colorado; Aachey Susan Jarow, University of Colorado - Boulder
The Partner School Initiative: Developing a Service-Learning Model for an Elementary Teacher Education Program. Emily D. Duvall, University of Idaho; Monica Hansen, University of Idaho; Cherie Major; University of Idaho; Anne L. Kern, University of Idaho; Debbie Muthersbaugh, University of Idaho; Kathy Baker, Pondorous Elementary School; Marie Hammon, Pondorous Elementary School; Joel Palmer, Bryan Elementary School; Mike Uphus, Sellce Elementary School; Barney Brewton, Post Falls School District
Combining Theory and Practice in Higher Education for Social Science Majors. Michael Cole, University of California - San Diego; Deborah Downing Wilson, University of California - San Diego
Discussant: Michael A. Evans, Virginia Polytechnic Institute and State University

42.050. Democratic Citizenship in Education Paper Session 1. SIG-Democratic Citizenship in Education; Paper Session Colorado Convention Center, Street Level, Room 101
8:15 am to 10:15 am
Chair: Elaine M. Artman, Mercer University
Participants:
20 Years After and Before: Defining Democracy in Romania. Kathryn M. Obenchain, University of Texas - Austin
A Chinese Civil Society in the Making? Civic Perceptions and Civic Participation of University Students. Xuean Tu, University of Toronto
Economics Education and the Great Recession. Richard A. Neumann, San Diego State University
Teachers’ Conceptions of Democracy for Students’ Democratic Citizenship. Eduardo Andres Cavieres, University of Wisconsin - Madison
Discussant: James M. Mitchell, California State University - East Bay

42.051. High-Tech Tots: Childhood in a Digital World. SIG-Early Education and Child Development; Symposium Colorado Convention Center, Street Level, Room 610, 612
8:15 am to 9:45 am
Chair: Michael J. Berson, University of South Florida
Participants:
Young Children’s Technology Experiences in Multiple Contexts: Bronfenbrenner’s Ecological Theory Reconsidered. X. Christine Wang, University at Buffalo - SUNY; Ilene R. Berson, University of South Florida; Candace Jaruszewicz, College of Charleston; Lynn C. Hartle, University of Central Florida; Dina Rosen, Kean University
Discussant: Ilene R. Berson, University of South Florida

42.052. Revisiting Theory and Practice in Environmental Education. SIG-Ecological and Environmental Education; Paper Session Colorado Convention Center, Street Level, Room 401
8:15 am to 10:15 am
Chair: Gavan P. L. Watson, York University
Participants:
Daisaku Ikeda and Humanitarian Competition: A New Current in Research and Practice in Environmental Education. Jason P. Goudah, DePaul University
Lifting the Roots: The Concept of Experience in Environmental Education. Jay Wedell, Roberts, Earhman College
Resingularization and Transversality in Environmental Education (Research). Lesley Lionel Leonard Le Grange, Stellenbosch University
The Limits of Knowledge and the Ecological Crisis: Wendell Berry, Ivan Illich, and the Promise of Positive Ignorance. Jason Michael Lukask, University of Illinois - Chicago
What the Ontological Realm Offers Place-Based Education Theory: Educating Within Place. Douglas David Narrows, Brock University; Xavier Eric Fazio, Brock University
Discussant: Constance L. Russell, Lakehead University

42.053. Performing Beyond Expectations: Learning From Organizations Within and Beyond Education. SIG-Educational Change; Symposium Sheraton, Plaza Concouse Level, Governor’s Square 14
8:15 am to 9:45 am
Chairs:
Andrew Hargreaves, Boston College
Alma Harris, Institute of Education - London
Participants:
Understanding Performing Beyond Expectations. Alma Harris, Institute of Education - London, Andrew Hargreaves, Boston College
Investigating Performance Beyond Expectations: Methodological Issues of Cross-Country, Cross-Sector Research. Janet Goodall, University of Warwick; Corrie Stone-Johnson, Boston College
Understanding Performance Beyond Expectations in Education: Complexity and Contradictions. Alma Harris, Institute of Education - London; Michelle A. Reich, Boston College
Exploring Performance Beyond Expectations Outside Education. Andrew Hargreaves, Boston College; Alexander M. Gurn, Boston College
Learning Beyond the Schoolhouse: Implications for Schools From High-Performing Organizations in Business and Sport. Alan Boyle, Leannita Education Associates; Lori Batista McEwen, Boston College
Discussant: Karen R. Seashore, University of Minnesota

42.054. Negotiating Reciprocal and Ethical Relationships in Youth Participatory Action Research and Collaborative Community-Based Research. SIG-Grassroots Community & Youth Organizing for Education Reform cosponsored with Division B - Curriculum Studies; Symposium Sheraton, Plaza Concouse Level, Plaza Ballroom E
8:15 am to 10:15 am
Chair: Eve Tuck, SUNY - College at New Paltz
42.057. John Dewey Society Paper Session. SIG-John Dewey Society; Paper Session

Sheraton, Plaza Concours Level, Plaza Court 3
8:15 am to 10:15 am

Chair: A. G. Rud, Purdue University

Participants:
A Transactional Approach to Learning. Leif Olov Ostman, Uppsala University; Johanna Ohlman, Orebro University
Imagining Dewey in Our Multicultural and Global Times. Robin Harris, Michigan State University
Play and Work in John Dewey’s Democracy and Education. Robert E. Bostrum, University of Southern Indiana
Thinking With Our Feet: Santayana and Dewey on Travel and Education. Nakia S. Pope, Winthrop University
Troublesome Sentiments: The Origins of Dewey’s Antipathy to Children’s Imaginative Activities. David Isaac Waddington, Concordia University

42.055. E Ara E: Indigenous Community Revitalization. SIG-Indigenous Peoples of the Pacific cosponsored with SIG-Indigenous Peoples of the Americas; Paper Session
Colorado Convention Center, Street Level, Room 707
8:15 am to 10:15 am

Chair: Margaret J. Maaha, University of Hawaii

Participants:
Journeying Anishinaabe Mino-Bimaadizwigoz (Good Life), and What a Turtle Shaker Taught Me About Data Analysis. Brent D. L. Debassige, The University of Western Ontario
Understanding the Complex Ecologies of Family Life Through an Investigation of Intrafamily Communication. Hiuia Tomlins Jahnke, Massey University; Annemarie Gillels, Massey University
Views of Maori Language and the Whanganui Dialect Among Elders of Ngati Ruaka/Ngati Hine. Rauri Stephen Tinirau, Massey University; Rachael Pare Kataraina Tinirau, Massey University

Discusants:
Pohai L. Kukea-Shulte, University of Hawaii
Bryan McKinley Jones Brayboy, Arizona State University

42.056. Fostering Online Communication and Collaboration. SIG-Instructional Technology; Paper Session
Sheraton, Plaza Concours Level, Plaza Court 8
8:15 am to 9:45 am

Chair: Anne Todd Ottenbret-Lefwich, Indiana University

Participants:
The Community of Inquiry Framework Meets the SOLO Taxonomy: A Process-Product Model of Online Learning. Peter Shea, University at Albany - SUNY; Mary Gozza-Cohen, University at Albany - SUNY; Suzanne Hayes, Empire State College - SUNY; Rachael Mohta, University at Albany - SUNY; Sedef Uzuner, University at Albany - SUNY; Anna Valentinova Valkacheva, University at Albany - SUNY; Jason Vickers, University at Albany - SUNY
Scaffolding Critical Thinking in Wikibook Creation. Nari Kim, University of Wisconsin - Oshkosh; Curtis J. Bonk, Indiana University
Nonposting Behavior and Interpersonal Interactions in Online Discussions. Kui Xie, Mississippi State University
Impact of Podcasting on Student Motivation in the Online Learning Environment. Dori U. Bolliger, University of Wyoming; Supawan Supanakorn, University of Wyoming; Christine Boggs, University of Wyoming
Critical Factors of Learning Persistence in Cyber-Education. Sanyoung Joung, Kookmin University; Hye Ri Choi, Ewha Womans University; Kin Gu Yan, Ewha Womans University; Yi Young Hee, Ewha Womans University; Su Mi Kim, Ewha Womans University

Discusant:
Brent G. Wilson, University of Colorado - Denver

42.059. SIG-Multiple Intelligences: Theory and Practice Paper Session. SIG-Multiple Intelligences: Theory and Practice; Paper Session
Colorado Convention Center, Street Level, Room 407
8:15 am to 10:15 am

Chair: Ken E. Martin, University of Cincinnati

Participants:
Use of Neuroimaging to Clarify How Human Brains Perform Mental Calculations. Enrique Ortiz, University of Central Florida
Development of Cognitive Skills and Brain Function in Students With Developmental Disorders From the Viewpoint of Multiple Intelligences. Miwa Fukashima, Kyoto University
Examining Self-Regulation With Special-Needs Learners Using Brain-Compatible Instructional Strategies. Marjorie H. Hale, George Mason University; Ronald Pannell, George Mason University
Principal Criteria for Hiring Teacher Candidates and the Relationship With Emotional Intelligence. David Mackenzie, University of Colorado - Colorado Springs; John M. Weathers, University of Colorado - Colorado Springs

Discusant:
Jeffrey Stuart Kaplan, University of Central Florida

42.060. Narrative Inquiry Across Time and Place. SIG-Narrative Research; Paper Session
Sheraton, Plaza Concours Level, Governor’s Square 12
8:15 am to 10:15 am

Chair: Margarita Jimenez-Silva, Arizona State University

Participants:
“9 Till 3 Just Don’t Work for Me”: Narrating the Ecological Shores of Learning...
42.061. Challenging the Simplicity of Qualitative Inquiry: Moving Beyond
Decontextualized Mechanics of Research. SIG-Qualitative Research
cosponsored with Division D - Measurement and Research Methodology; Symposium
Colorado Convention Center, Street Level, Room 201
8:15 am to 9:45 am
Chair: Mirka E. Koro-Ljungberg, University of Florida
Complicating Voice in a Refusal to “Let Participants Speak for Themselves.” Lisa A. Mazzitelli, Gonzaga University; Alecia Youngblood Jackson, Appalachian State University
Relocating the Body in the Interview: Embodied Metaphor and the Complexities of Linguistic Data. Aaron M. Kuntz, The University of Alabama
Data Analysis in Qualitative Research. Elizabeth A. St. Pierre, University of Georgia
Re-Turning From Original Experiences: Rewriting Slippery Tales in Qualitative Research. Kakali Bhattacharya, Texas A&M University - Corpus Christi

42.062. Religious Identity: A Source of Strength or Struggle. SIG-Religion and Education; Paper Session
Colorado Convention Center, Street Level, Room 604
8:15 am to 10:15 am
Chair: Stephen J. Denig, Niagara University
Participants: Muslim Teenagers in Public Schools. Michael K. Thomas, University of Wisconsin - Madison; Rohany Nayan, University of Wisconsin - Madison; Hairul Nizam Ismail, Universiti Sains Malaysia
Silencing in the School Socialization of Religious Jewish, Christian-Arab, Muslim, and Bedouin Girls in Israel. Zehavit Gross, Bar-Ilan University
Trends and Profiles of Catholic Elementary School Principals of the New York Metropolitan Area. Gerald M. Cattaro, Fordham University; Joanna Sokolowska, Fordham University; Lorraine Pasadino, Fordham University
Pastors, Community Organizing, and Churches as Sites of Adult Civic Education. Connie Kyung-Hwa Chung, Harvard University

42.063. Research Findings on Division III Athletics From the College Sports Project. SIG-Research Focus on Education and Sport; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 7
8:15 am to 10:15 am
Chair: Michael S. McPherson, The Spencer Foundation
Participants: The Relationship Between Institutional Selectivity and Athletes’ Academic Performance. Claudia Youakim, Northwestern University
The Differential Academic Outcomes of Underrepresented Minority-Group Athletes. Rachelle L. Brooks, Northwestern University
Comparisons of Athletes’ Academic Outcomes Across Sports. Elaine Croft McKenzie, Northwestern University

42.064. READ 180 as a Literacy Intervention for Secondary-School Students:

Results From Four Striving Readers Sites. SIG-Research in Reading and Literacy; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 6
8:15 am to 9:45 am
Chair: Marcia Kingman, U.S. Department of Education
Participants: Evaluation Results From 3 Years of the Mid-South Striving Readers Project. Debra Coffey, Research for Better Schools
Striving Readers: Results From Newark, New Jersey; Jennifer A. Hamilton, Westat Ohio Department of Youth Services Striving Readers Project: 3 Years of Data on Adolescent Literacy. William Loadman, The Ohio State University
Assessing the Effectiveness of Adolescent Literacy Interventions: Results From the Springfield-Chicopee Striving Readers Project. Kimberly Sprague, Brown University

42.065. Sociological and Psychological Perspectives on Understanding Youth Activity. SIG-Research on Learning and Instruction in Physical Education; Paper Session
Colorado Convention Center, Street Level, Room 405
8:15 am to 10:15 am
Chair: Tao Zhang, University of North Texas
Participants: Heterosexism, Transphobia, and Fat Phobia in Physical Education. Heather Symes, OISE/University of Toronto
Reconceptualizing Ability in Physical Education: A Social Construction View. Peter James Hay, The University of Queensland
The Impact of Exer-Gaming on Students’ Physical Activity Levels and Motivation in Elementary Physical Education. Huichun San, University of South Florida
What Demotivates Students in Physical Education? A Cost Perspective. Xie Zhu, Old Dominion University; Ang Chen, University of North Carolina - Greensboro

42.066. Critical Elements of School Accountability. SIG-School Indicators, Profiles, and Accountability; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 9
8:15 am to 9:45 am
Chair: Arie J. van der Ploeg, Learning Point Associates
Participants: Beyond Federal and State Accountability: Exploring the Value of Multiple Measures for Decision Making. Jennifer H. Hirman, University of Southern California; Gailbert C. Hentschke, University of Southern California; Dara Zeehandelaar, University of Southern California; Priscilla Wohletz, University of Southern California
The Relationship Between School Climate and School Performance. Sarah J. Garreau, University of Southern California; Diane M. Monrad, University of South Carolina; Robert John May, University of South Carolina; Christine DiStefano, University of South Carolina; Tommy Ishikawa, University of South Carolina; Anna Rawls, University of South Carolina; Karen J. Price, University of South Carolina
Time Off Task: Test Preparation Practices in High- and Low-Wealth Schools. Christine Leann Kent, Texas State University; Sarah W. Nelson, Texas State University - San Marcos
School Accountability and Student Success: Do School Accountability Rankings Predict First-Year College Success? Wade Smith, Louisiana State University; Jason Drosdy, Louisiana State University; A. J. Guarino, Auburn University

42.067. Creating Contexts for Teaching and Learning Academic Language and Content Knowledge. SIG-Second Language Research; Paper Session
Colorado Convention Center, Street Level, Room 712
8:15 am to 10:15 am
Chair: Seonhee Cho, Virginia Commonwealth University
Participants: A Pragmatic Approach to Academic English Language Acquisition for Chinese
42.068. Conceptualizing Social Justice Teacher Education as the Promotion of Lifelong Learning: The Role of Self-Study. SIG-Self-Study of Teacher Education Practices; Symposium

Chair: Mary Lynn Hamilton, The University of Kansas

Participants:
- Learning to Study the Problems of Practice Using a Lens of Social Justice: Renewing Our Inquiry Stance. Linda R. Kroll, Mills College; Anna E. Richert, Mills College
- Preparing Teachers for Academic Language Development: Pedagogy, Dilemmas, and Inconsistencies. Tomas Galguera, Mills College; Julie M. Nicholson, Mills College

Discussant: Patience A. Sowa, Zayed University

42.069. Multiple Impacts of Service Learning. SIG-Service-Learning & Experiential Education; Paper Session

Chair: Robert E. Bleicher, California State University - Channel Islands

Participants:
- Measuring Community Service Self-Efficacy: Cross-Validating the Psychometric Properties of CSSES Inventory. Mayan Bai, University of Central Florida; Trae Stewart, University of Central Florida
- Social Justice: Achieving Sustainable Outcomes From Service-Learning Experiences. Susan Benigni Cipolle, Bemidji-St. Margaret’s School
- Inspired Aspirations, Mirrored Achievement: The Power of Shared Culture in Service-Learning Programs. Kevin Lee Terry, University of Georgia; William Mira, University of Georgia
- The Contributions of Philosophy, Theology, and Service Toward a Structural Understanding of Poverty in College Students. Scott Clifford Seider, Boston University

Considering Psychological and Emotional Impact Issues in Service-Learning Projects. Krisanna L. Machnes, Louisiana State University; David M. Deggs, University of Arkansas

Discussant: Kathy M. Bussert-Webb, University of Texas - Brownsville

42.070. Mindfulness-Based Activities in the Classroom: Promoting Social, Emotional, and Cognitive Development. SIG-Social and Emotional Learning; Symposium

Chair: Patricia A. Jennings, The Pennsylvania State University

Participants:
- Learning to Breathe. Patricia (Trish) Broderick, West Chester University; Stacie Metz, West Chester University
- The Effects of the MindUp Program on Elementary School Students’ Well-Being and Prosocial Behaviors. Kimberly Schonert-Riech, University of British Columbia; Eva Oberle, University of British Columbia; Molly Stewart Lavor, University of British Columbia; David Abbott, University of British Columbia; Kimberly Thompson, University of British Columbia; Tim Oberlander, University of British Columbia

Mindful Awareness Practices to Promote Executive Functions in Early Childhood. Brian M. Gallia, University of California - Los Angeles; Lisa Flook, University of Wisconsin - Madison; Greg Flaxman, University of California - Los Angeles; Susan Kaiser-Greenland, University of California - Los Angeles; Susan Smalley, University of California - Los Angeles; Jennifer Kuitl, University of California - Los Angeles

Discussants:
- Courtne A. Vaughn, University of Oklahoma
- David C. Berliner, Arizona State University

42.071. Mathematics in Special Education. SIG-Special Education Research; Paper Session

Chair: Brian A. Bote, University of Kentucky

Participants:
- Embodied Coherence in Representational Contexts for Students With Disabilities. Timothy Charoenying, University of California - Berkeley
- Examining the Effects of Number Sense Instruction on Mathematics Competence of Kindergarten Students. Sheetal Sood, University of Hartford; Asha K. Jhendura, University of Minnesota

Math Curriculum Structure and Students With Individualized Education Plans. Michael Wilson, Teachers College, Columbia University

Mathematical Learning Disabilities: Representations of Action Instead of Quantity. Katherine Lewis, University of California - Berkeley

Discussant: Delinda Van Garderen, University of Missouri

42.072. Spirit, Art, Vocation, and the Child: Transnational and Transgenerational Explorations in Spiritual Dimensions of Knowing. SIG-Spirituality & Education; Symposium

Chair: Anne McCrady Sullivan, National-Louis University

Participants:
- Why Is Learning So Easy and Education So Difficult? Learning From the Spirits of Children. G. Thomas Fox, National-Louis University
- Listening to Life Stories of Artists in Cuba and Teachers in the U.S. E. Anne Bennison, National-Louis University
- Teachers Creating Sacred Space Through Art. Joseph Charles Fischer, National-Louis University

The Cultivation of Unique Potential in Public Schools. Craig A. Cunningham, National-Louis University

Discussants:
- Mayu Levanon, National-Louis University
- Carl Leggo, University of British Columbia
- Matthew Fox, Academy for the Love of Learning

42.073. State and Regional Educational Research Associations Distinguished Papers Session 2. SIG-State and Regional Educational Research Associations; Invited Session

Chair: Sheraton, Plaza Concourse Level, Plaza Court 5

Participants:
- Iowa Educational Research and Evaluation Association - A National Survey on Teachers’ Uses of Information and Communication Technologies in Literacy Classrooms. Amy Hutchinson, Iowa State University
- Southwest Educational Research Association, Institutional Efficiency and Student Attrition: A SEM Model Using the IPEDS Dataset. Terrence Fung, University of North Texas

Discussants:
- Jennifer Cossey, Mills College
- Vicki K. LaBoskey, Mills College

42.074. Supervision, Evaluation, and Data: Observations on Coherence, Convergence, and Meaning. SIG-Supervision and Instructional Leadership;
42.077-1. Approaches to and Understandings of Teaching Diverse Students.

Chair: Sylvia Celeon-Pattichis, University of New Mexico

Participants:
Before the Bell Rings: Preparing Teacher Candidates and In-Service Teachers to Teach Diverse Populations. Myrtle Irene Welch, Buffalo State College - SUNY; Hibajene Monga Shandomo, Buffalo State College - SUNY

Developing Socially Just Personas Through Critical-Service Learning. White Preservice Teachers Confront Homelessness and Inequality. Bradley J. Porfilio, Lewis University; Ron Caro, Richard Stockton College of New Jersey; Alishia Adele Valeri, Saint Louis University

Exploring the Impact of Spirituality in Teacher Pedagogy on African American Student Achievement. Rhonda Jeffries, University of South Carolina; Peter Duffy, University of South Carolina; Beth Powers-Costello, University of South Carolina

Mediating Effects of Teachers’ Self-Efficacy in Teaching Culturally Diverse Students. Shambra L. Mudder, University of Kentucky; Kenneth Maurice Tyler, University of Kentucky

Teacher Candidates’ Emerging Understandings of Culturally Responsive Pedagogy in Today’s Changing Classrooms. Theresa M. McCormick, Auburn University; Charles J. Eick, Auburn University

42.077-2. Beliefs and Understanding Across Teaching and Teacher Education.

Division K - Teaching and Teacher Education; Roundtable Session

Chair: Kris Sloan, St. Edward's University

Participants:
Teacher Vision and Agency: Key Pieces of the Teacher Education Puzzle? Margaret Vaughn, University of North Carolina - Greensboro; Scott Howerton, University of North Carolina - Greensboro; Gerald Duffy, University of North Carolina - Greensboro; Beverly S. Faircloth, University of North Carolina - Greensboro; Sam Miller, University of North Carolina - Greensboro

Understanding Differences in Epistemological Beliefs Between Preservice Teachers and In-Service Teachers. Zhongtang Ren, Old Dominion University


Linking Content Teachers’ Instructional Goals to Their Practices and Beliefs About Literacy Teaching and Learning. Kathleen Mosley, Central Michigan University

Two Studies of Inclusion Teachers’ Self-Efficacy Beliefs. Ruth A. Berry, Daemen College

42.077-3. Beyond the Undergraduate Experience: Professional Development and Graduate Education.

Division K - Teaching and Teacher Education; Roundtable Session

Chair: Auli Toom, University of Helsinki

Participants:
Post-Baccalaureate, Experienced Teacher Education: Weaving Democracy and Disciplined Inquiry Into School Life. Lee F. Goldsberry, University of Southern Maine; Diane R. Wood, University of Southern Maine, Janice Goldsberry, Sanford School Department - ME

Teachers’ Concerns on Integrating Engineering Into Elementary Classrooms. Jeongmin Lee, Ewha Womans University; Johannes Strobel, Purdue University

Lessons Learned From an Alternative Route to Mathematics and Science Teaching M.A. Program. Bonnie Swan, University of Central Florida; Theresa Becker, University of Central Florida; Lisa Dieker, University of Central Florida


Division K - Teaching and Teacher Education; Roundtable Session

Chair: Ann L. Wood, California State University - Los Angeles

Participants:
Journal Writing in the Classroom: Student Responses in the Education Professions. Joanne E. Cooper, University of Hawaii; Danelle D. Stevens, Portland State University

Cultivating an Inquiry Stance Toward Teaching: Authentic Modeling and Practice. Jennifer L. Snow, Boise State University; A. J. Zenkert, Boise State University

“Telling It Like It Is”: Teacher Researchers Reflect on Classroom Research Projects. Francine C. Falk-Ross, Pace University; Christine D. Clayton, Pace University

Linking Classroom Practices to Students’ Home Literacies: How Educators Utilize Students’ Out-of-School Literacies. Juliet Michelsen Wahlteichner, University of California - Davis; Steven Z. Athanassas, University of California - Davis

Beyond the Portables: First-Year Teachers, Creating Inclusive Opportunities, Deciding to Remain in the Field. Julia M. White, University of Rochester
Chair: Jodie A. Galasy, University of California - Davis
Participants: Lessons Learned During a 5-Year Professional Development Intervention Promoting Science Instruction Among English-Language Learners. Karen H. Adamson, University of Miami; Jaime Maerten-Rivera, University of Miami; Okhee Lee, University of Miami
Science Education and TESOL: A Collaborative Professional Development Model for Alternative Certification Teacher Induction. Angela M. Kelly, Lehman College - CUNY; Joye Smith, Lehman College - CUNY
The Pitfalls of Focusing on Instructional Strategies in Professional Development for Teachers of ELLs. Daniella Molle, University of Wisconsin

42.077-6. Critical Teaching as Reflective Practice in Preservice Teacher Education Programs. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Participants: A Phenomenological Investigation of Preservice Teachers’ Imagination. Matthew Missias, Michigan State University
Becoming Critical Teachers: The Impact of a Service Learning Initiative on Prospective Teachers’ Pedagogical Practices. Lisa A. Scharff, The University of Alabama
Critical Literacy and a More Perfect Union. Denise Davila, The Ohio State University
Teaching Beyond the State: Preparing Student Teachers to Address Complex Learning and Critical Literacy With Middle-Grades Students. Ann Marie Smith, Valdosta State University; Sean Michael Lemon, Valdosta State University
Preparing Elementary Teachers for Primary Source Teaching: A Push for Changes in Common Social Studies Teaching Practices. Edric Johnson, University of Wisconsin - Whitewater

42.077-7. Diverse Perspectives on Graduate Students’ Writing and Literacies. SIG-Writing and Literacies; Roundtable Session
Chair: Leslie S. Cook, Appalachian State University
Participants: Computer-Based Responses to Literature: A Study of Graduate Students’ Literate Epistemologies. Theodore B. Keeler, Queens College - CUNY
Becoming an Academic Bullshitter. Elizabeth Anne Daigle, University of Georgia
“Now That’s Listening”: Responding to Graduate Student Writing. Mary Frances (Molly) Buckley, University of Pennsylvania

42.077-8. Effective Professional Development Impacting Teaching and Learning: Looking at the Models. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Etta Kralovec, The University of Arizona
Participants: Developing Equity Writing Pedagogy Through Teacher Collaborative Inquiry. Shannon Marie Pella, University of California - Davis
Characteristics of Effective Professional Development Impacting Teaching and Learning: An Examination of the Responsive Classrooms and Developmental Designs Character Education Classroom Management Model in High-Poverty Elementary and Middle-Grades Schools. Vick L. Schmidt, The University of Alabama; David L. Hough, Missouri State University
The Self-Analysis Professional Portfolio: Teachers Collecting Video Data—The Beginning. Philip C. Clarkson, Australian Catholic University; Anne Scott, Australian Catholic University; Andrea McDonough, Australian Catholic University
Leading and Learning in Inquiry-Based Communities. Joanna Michelson, University of Washington

42.077-9. Emotions, Stress, and Doing the Work of Teaching. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Virginia M. Lea, Gettysburg College
Participants: Effects of Stress on Teacher Decision Making. Gokce Gokalp, University of Southern California
Exploring the Emotional Ecology of Becoming an Urban Teacher: Janine’s Story. Maria Selena Rivera Maducci, Barnard College
Teachers’ Emotions as a Function of Teachers’ Years of Experience, Academic Education, and Major Area of Teaching. Zemira Mevarech, Bar-Ilan University; Ditza Maskit, Gordon College of Education - Haifa, Israel; Andrea Beiniche, University of Wuerzburg
Emotions as of Advocacy in Teaching for Social Justice. Elizabeth M. Dutro, University of Colorado; Andrea Bien, University of Colorado - Boulder; Victoria Nevarez, University of Colorado - Boulder; Kristin Lewis, Boulder High School; Megan Henning, McElwain Elementary

42.077-10. Exploring Issues of Diversity and Equity in Preservice Learning. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Edward J. Brantmeier, Colorado State University
Participants: Agreement With Tenets of Economic and Social Justice: Views From Preservice Teachers at Four Universities. Thomas A. Lucas, Illinois State University; James D. Landy, University of North Texas; Melissa Cowart, Texas Woman’s University; Duane M. Giancangelo, The University of Memphis
Decentering Preservice Teacher Identities and Ideologies: Mediated Language Immersion as a Form of Trauma Pedagogy. John Settleja, University of Connecticut; Mileidis Gort, University of Miami; Robert Ceglie, Mercer University; Carolina Artacho Guerra, University of Connecticut
Opportunities and Challenges Involves in the Preparation of Preservice Teachers for Linguistically and Culturally Diverse Classrooms. Georgia E. Garcia, University of Illinois - Urbana-Champaign; Gabriela Romero, University of Illinois - Urbana-Champaign; W. Jason Segemoller, National-Louis University; Kirsten Letsofsky, University of Illinois - Urbana-Champaign; Eurydice B. Bauer, University of Illinois - Urbana-Champaign; Christina P. Denicola, University of Illinois - Urbana-Champaign
Preservice Teachers’ Learning About Hispanic American Students Through Service. Nancy Flanagan Knapp, University of Georgia
Preservice Teachers’ Understandings of Self-Other Relationships in a Field Experience With Culturally and Linguistically Diverse Students. Nichole A. Guillory; Kennesaw State University

42.077-11. Facilitating Diverse Field Experience in Teacher Preparation: Diversity, Social Awareness, and Immersion. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Edward Adam Janak, University of Wyoming
Participants: The Role of Field Experiences in Preparing Teacher Candidates for Diversity. Eunjoo Jung, Syracuse University; Jennifer Wolf, University of Louisville
Judging Competence: Observing Student Teachers in Diverse Fields. Marie Lynch, Rhode Island College; Linda G. Capalbo, Rhode Island College
The Impact of a Study Abroad Experience on Teacher Candidate Thinking. Margaret Johnson, Texas Tech University; Kathryn Button, Texas Tech University; Tatiana Armanovna, Texas Tech University
A Comparative Analysis of Pre- and In-Service Teacher Beliefs About Readiness and Self-Competency in Supporting Diverse Learners. Nihat Polat, Duquesne University; Salam Cepik, Faith University

42.077-12. Identities and Time of Engagement in Out-of-School Programs. SIG-Out-of-School Time; Roundtable Session
Chair: Lisa E. Szechter, Tulane University
Participants: “The Rough Writerz”: Exploring Masculine Identities in a Young Men’s Writing Program. Theresa A. McGinnis, Hofstra University
Adolescent Time Use: Exploring the Allocation and Distribution of Out-of-School Hours. Chloe Hutchinson Gibbs, Learning Point Associates; Matthew Philip Steinberg, University of Chicago
The Effects of Time Spent Learning Mathematics on Achievement in the U.S. and South Korea. Seoung Joan Won, University of Missouri; Seounghee Han, University of Missouri

42.077-13. Improving Teaching Through Technology: The Digitalization of Teacher Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Chair:
Steven Siera, Saint Martin’s 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 Magouirk Colbert, University of Massachusetts; Therese Marie Roberts, University of Massachusetts - Amherst

Improving Teacher Quality Through Online Professional Development: Perception Versus Reality. Sherelyn Trisha Dash, Boston College

42.077-14. Motivational Research Across Cultures. SIG-Motivation in Education; Roundtable Session

Chair: Michael J. Middleton, University of New Hampshire

Participants:

Examining Measurement Invariance of the Achievement Goal Questionnaire Across American, Chinese, and Dutch Students. Huaping Sun, The University of Arizona; Diley Hernandez, The University of Arizona


Optimal Learning in Peruvian High Schools: Should Learners Pursue and Teachers Promote Mastery Goals, Performance-Approach Goals, or Both? Lennia Matos, Peruvian University of Applied Sciences; Willy A. Lens, University of Leuven; Maarten Vansteenkiste, University of Leuven

42.077-15. Patterns of Enactment and Adaptation: Investigations of Mathematics and Science Curriculum Implementation. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Alison M. Castro Superfine, University of Illinois - Chicago

Participants:

Connections, Clarity, and Logistics: Science Teachers Enactment and Adaptations of Reform-Based Curriculum. Mon-Lin Ko, Northwestern University; Brian J. Reiser, Northwestern University

Curriculum Vision: Managing Competing Demands in School Mathematics. Michelle Cirillo, University of Delaware; Corey Drake, Iowa State University

Science Teachers’ Knowledge of Inquiry-Based Instruction and Its Development: A Case Study of Chemistry Teachers in China. Su Gao, University of Nevada - Las Vegas; Juan Wang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas

42.077-16. Performance, Retention, and Attributes of Professional Development. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Kathryn A. Noel, University of Western Ontario

Participants:

A Longitudinal Study of Performance Pay: Examining Special Education Student Group Achievement. Sashoon Hong, University of Minnesota; Jihoon Ryoo, University of Minnesota; William M. Bart, University of Minnesota

Attributes of Successful K-16 Learning Communities Preliminary Report. Charles E. Martin, Georgia College & State University; Davar Carolyn Coleman, Clarke County Schools; Sabrina Hessinger, Armstrong Atlantic State University; Stacy L. Schwartz, Georgia College & State University; Vann Scott, Armstrong Atlantic State University

Factors Affecting Teachers’ Participation in Continuing Professional Development: From Hong Kong Primary School Teachers’ Perspectives. Sally Wai-Yan Wan, Pui Kiu College, Hong Kong; Patrick Hak-chung Lam, Victoria Shawghai Academy

The Hazards of Newness: Connecting the Successful Retention of Students and Teachers in High School English Classrooms. Deborah A. Bieler, University of Delaware; Edward W. Wolfe, Pearson

Understanding the Influence of Teacher Professional Development in ADHD on Teachers’ Knowledge, Practice, and Self-Efficacy. Shelley Murphy, OISE/University of Toronto

42.077-17. Preparing for the Contested Terrain of English-Language Learning. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Sera Jean Hernandez, University of California - Berkeley

Participants:

Preparing All Teachers for English Language Learners: Impact of 2-Year Professional Development for Teacher Educators. Je He, University of North Carolina - Greensboro; Kathryn Prater, University of North Carolina - Greensboro

Situated Responses and Professional Development for Changing Student Demographics in the New Latino South. Paul H. Matthews, University of Georgia; Pedro R. Portes, University of Georgia; Paula Jean Mellom, University of Georgia

Southern Discomfort: Teacher Perceptions of English Language Learners in Rural Communities. Lan Hue Quach, University of North Carolina - Charlotte; Virginia Janitz, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte; Scott Patrick Kissau, University of North Carolina - Charlotte

42.077-18. Put Me in, Coach: Coaching and Professional Development. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Noni Mendoza-Reis, San Jose State University

Participants:

Changing Ecologies in Professional Development: Narrative Analysis of Teachers’ Peer Coaching Experiences. Glenda C. Moss, Pacific University; Lindsay Sloan, Appleseed Writing Project; Jane Sander; St. John the Baptist Catholic Schools

Using Teachers’ Responses to Coaching to Improve Professional Development. Alison Gould Boardman, University of Colorado - Boulder; Janette K. Klinger, University of Colorado - Boulder; Amy Lynn Boele, University of Colorado; Suhini Anya Anamanna, University of Colorado - Boulder

What Do Teacher Leaders Need From Professional Teacher-Leader Programs? Judith A. Monsaa, University System of Georgia; Sheila A. Jones, University System of Georgia

Understanding Attributes of Effective Coaches. Jim Knight, Instructional Coaching Group & Kansas University Center for Research on Learning; Jake Carnott, The University of Kansas; Thomas Michael Sterle, The University of Kansas; Michael Kennedy, The University of Kansas; Leslie Claire Novosel, The University of Kansas; Belinda B. Mitchell, The University of Kansas

42.077-19. School Reform and Alternative Schooling Programs. Division G - Social Context of Education; Roundtable Session

Chair: Tara Ellis, University of North Carolina - Charlotte

Participants:

Student Experiences in the Certificate in After-School Education Program. Briana Marie Hinga, University of California - Irvine; Joseph L. Mahoney, University of California - Irvine

Taking Stock of a Comprehensive Remediation Program: A Case Study of a Midwestern School District. Gaetane Jean-Marie, University of Oklahoma; Curt M. Adams, University of Oklahoma

The Structure and Climate of Size: Parsing Out the Effects of Small-Schools Reforms. Kimberly LeChasseur, Temple University

42.077-20. Traversing Geographic, Pedagogical, and Cultural Borders Through Multimodality and Metaphor. SIG-Writing and Literacies; Roundtable Session

Chair: Limor Pinhasi-Vittorio, Lehman College - CUNY

Participants:

Literate Practices at the Border/La Frontera. Nancy J. Nelson, University of North Texas; Estanislado S. Barrera, Texas A&M University - Corpus Christi; Kim Skinner, Texas A&M University - Corpus Christi; Angelica Maria Fuentes, University of Texas - Brownsville

Multimodal Composing Processes as Social Semiosis: A Case Study of Semiotic Import in a First-Grade Classroom. Jason Paul Ranker, Portland State University


Chair:
Lauri Johnson, Boston College

Participants:
Norwegian Principals Striving for Equity and Social Justice. Jornunn Moller, University of Oslo
Meanings of Success in English Schools: Layered Leadership. Christopher W. Day, University of Nottingham
Notions of Successful School Leadership in Danish Schools. Leif Moos, Aarhus University; Klaus Kasper Kofod, Danish University of Education; Jonas Hoog, Umes University; Olof Johannson, Umes University; Anders Olofsson, Umea University
Sustained School Success in an Australian Primary School. Lawrence George Drysdale, University of Melbourne; Helen Margaret Goode, University of Melbourne; David M. Gur, University of Melbourne

42.078-2. Breaking Through: Black Women Navigating Educational Leadership and Higher Education. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Bridget R. McCurrist, University of Wisconsin - Madison
Participants:
Life Notes About the Dual Careers of Black Females: Race and Gender Politics in Public School Administration and Higher-Education Professorship. Juanita M. Simmons, University of Missouri - Columbia
Telling Tales: An Experience Narrative of an African American Woman’s Journey Toward Academia. Karen Lee Beard, The Ohio State University
Validating Herself: April L. Peters, University of Georgia
Get as Much Education as You Can! Latish Cerie Reed, University of Wisconsin - Milwaukee

42.078-3. Can Teamwork Make the Difference? Investigating the Power of Teams to Reform Education. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Jennie Weiner, Harvard University
Participants:
Factors of Success: Examining the Performance of Multicultural Teams in International Education Development. Wendy Robinson, Harvard University
New York City Inquiry Teams: Developing Teacher Identity and Communities of Practice. Lambrina Mileva, Stanford University
Making Practice Public: Building Instructional Teams in a K-8 School. Marcia Russell, Harvard University
Positional Diversity and Learning Within Leadership Teams. Monica Higgins, Harvard University; Lisa Young, Harvard University; Jennie Weiner, Harvard University

42.078-4. Change Through Conversation: Instructional Leadership in Action. Division A - Administration Organization & Leadership; Roundtable Session
Chair: J. Spillane, Northwestern University
Participants:
Dialogue Across Difference: Principals’ Expertise in Difficult Conversations. Viviane M. Robinson, University of Auckland; Deidre Le Fevre, Washington State University
Understanding the Development of Principals’ Expertise in Learning-Centered Leadership. Jason Huff, Vanderbilt University; Ellen B. Goldring, Vanderbilt University
Instructional Leadership in Action. Helen S. Timperley, University of Auckland

42.078-5. Changing Roles, Crossing Boundaries: Instructional Leadership in Many Forms and Reforms. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Walter Sherwood, Pearson
Participants:
Formal Leadership Versus Informal Leadership When Institution Penetrates Schools. Min Sun, Michigan State University; Kenneth A. Frank, Michigan State University; William R. Penuel, SRI International
Issues of Micropolitics in Principal Succession. Matthew J. Meyer, St. Francis Xavier University; Robert B. Macmillan, University of Western Ontario; Sharon Northfield, University of Nottingham
The Emergence of the Hybrid Teacher Leader: An Ecological Innovation in School Leadership? Jason M. Margolis, Washington State University
Measuring the Extent of Teacher Leadership: Construction, Testing, and Factors in the Teacher Leadership Inventory. Pamela S. Angelle, The University of Tennessee; Corey Delhart, The University of Tennessee

42.078-6. Constitutional Considerations in Education Law. SIG-Law and Education; Roundtable Session
Chair: Mica Pollock, Harvard University
Participants:
Black Boys in K-12 Public Schools: A Look at the Constitutionality of All-Black Male Schools, All-Girls Schools, and LGBTQ Schools, With Attention Paid to a Virtual Learning Space for Black Boys. Tony Laing, University of Illinois - Urbana-Champaign
Challenges Arising Under the Lesson Behind the Recognition of the “Heckler’s Veto” Problem. Thomas John Graca, University of Texas - Arlington; David Stader, Southeast Missouri State University
The Judicial Laceration of a Cherished Right: Teachers and the Right to Free Speech. Joseph Ohwolu, Montclair State University

42.078-7. Designing Educational Settings for English Learners in California Middle Schools: The Promise, the Reality, and Actionable Practices. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Aida Walqui, WestEd
Participants:
English Learners in California Middle Schools: Opportunities Missed. Aida Walqui, WestEd
The Landscape of Educating English Learners in California Middle Schools. Nanette E. Koelsch, WestEd; Leslie Hamburger, WestEd
Expanding or Eclipsing Horizons for EL Students: A Cross-Case Analysis. Peggy Estrada, University of California - Santa Cruz
Redwood Academy: A Case of Systemic Promise. Mary Katherine Schmid, WestEd
What Do We Learn From Looking Broadly and Deeply at the Education of California English Learners in Middle Schools? Actionable Recommendations. Aida Walqui, WestEd

42.078-8. Dewey, Democracy, Democratic Society, and Education. SIG-John Dewey Society; Roundtable Session
Chair: Margaret A. MacIntyre Latta, University of Nebraska - Lincoln
Participants:
Dewey and Korean Education Since 1945. Sang Hyun Kim, The Ohio State University
Learning to Listen to Differences: Democracy, Dewey, and Interpretive Discussion. Elizabeth Meadows, Roosevelt University
Who Gets to Be a Philosopher? Dewey, Democracy, and Democratic Identity. Sam Rocha, The Ohio State University
John Dewey on Listening in Democratic Society. Leonard J. Wade, Temple University

42.078-9. EdD and PhD Programs in Educational Leadership: Pedagogy, Orientations, and Outcomes With Reference to International Experiences. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Arnold B. Danzig, Arizona State University
Participants:
Doctoral Programs in Education at California State University-Long Beach: The Research Versus Practice Debate. Charles L. Slater; California State University - Long Beach
Rethinking a Signature Pedagogy in Education. Ronald D. Glass, University of California - Santa Cruz; Janet Rachel Johns, Migrant Education, Region XI
Gina Rodriguez, Pajaro Valley Unified School District
Fostering Local and Global Collaborations Among Doctoral Student Research:
Taking Full Advantage of Our Student Resources Here, There, and in Between. Terrence G. Wiley, Arizona State University


42.078-10. Exploring the Critical Role of District-Level Leadership in School Improvement. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Monica Byrne-Jimenez, Hofstra University
Participants:
Using Social Network Analysis to Examine Leadership Capacity Within a Central Office Administrative Team. Robert M. Hill, U.S. Army; Barbara Nell Martin, University of Central Missouri
School Improvement From the Central Office: A View of the School System Strategic Planning Process. Victor Fisher, Harrison County Schools
District Leadership Learning Through Collaborative Team Meetings. John J. Hall, University of California - Berkeley
Public K-12 School Boards’ Relationship to Student Achievement. Susanne Chandler, University of Michigan - Flint; Elaine C. Collins, Grand Valley State University

42.078-11. Forging Partnerships. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Elizabeth T. Murakami-Ramalho, University of Texas - San Antonio
Participants:
An Examination of the Flow of Information and Innovation in San Diego Unified. Kara S. Finning, University of Rochester; Alan J. Daly, University of California - San Diego
Leadership Challenges Converting a Large High School to Small Schools: A Follow-Up Study. James H. Nehring, University of Massachusetts - Lowell; Jill Hendrickson Lohmeier, University of Massachusetts - Lowell
Sustainable Educational Organisations: A Preliminary Proposition. Graham B. Dellar, Curtin University of Technology; Robert Frederick Cavanagh, Curtin University of Technology
The Influence of School-Level Characteristics on Student Achievement: A Case Study of a Northern California School District. Renatta DeJever, University of California - Davis

42.078-12. Investigating Accommodations and Disabilities With Web-Based Applications. SIG-Computer and Internet Applications in Education; Roundtable Session
Chair: Jennifer Deboer, Vanderbilt University
Participants:
Web-Based Learning and Students With Learning Disabilities. Sujitana Curvic, National-Louis University
Thinking About the Accommodations Selection Process. Luke S. DuBrey, Son Diego State University; Courtney Foster, South Carolina Department of Education; Minta Elyman, South Carolina Department of Education; Suzanne Swofford, South Carolina Department of Education; Earl Colmer, SLM Software, Inc.
Designing Computer-Based Accessible Reading Assessments. Catherine M. Kelly, University of Minnesota; Deborah R. Dillon, University of Minnesota - Twin Cities; David G. O Brien, University of Minnesota

42.078-13. Leadership for Self-Determination: Transforming the Ecology of Schools in American Indian Communities. Division A - Administration Organization & Leadership; Roundtable Session
Chair: William G. Ruff, Montana State University
Participants:
How Do American Indian School Leaders Transform the Ecology of Schools? John Small, Montana State University
Lakota Leadership for Educational Transformation: Past and Present. Frankee White Dress, Montana State University; William Mendoza, Montana State University
Systemic Characteristics of Effective Schools Boards in American Indian Communities. Wayne Fox, Montana State University
Breaking the Cycle: Leadership to Transform Schools and Facilitate Community Healing. Josephine Brewer, Montana State University

Moving American Indian Women into School Leadership Positions. Veronica Small-Eastman, Montana State University

Chair: Stephen G. Huber, Institute for the Management & Economics of Education
Participants:
Mapping Leadership Concepts and Models and Their Underlying Theories of Change. Guri Skedsmo, University of Oslo
Mapping Empirical Research on the Leadership Concepts and Models. Bradley S. Portin, University of Washington - Bothell; Philip Hallinger, The Hong Kong Institute of Education; Stephan G. Huber, Institute for the Management & Economics of Education
Advances in Methodology and Methods. Daniel R. Muñiz, University of Manchester

42.078-15. Multidimensional School Assessments and Student Achievement Outcomes: Chicago Public Schools. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Winona M. Burt, University of Houston - Clear Lake
Participants:
A Snapshot of High School Instruction in Chicago Public Schools. Joy Lesnick, University of Chicago; Lauren Sartain, University of Chicago; Susan E. Spore, University of Chicago; Sara Ray Stoelinga, University of Chicago
Adopting a Rigorous Curriculum: Successes and Challenges of Chicago’s High School Transformation Initiative. Susan E. Spore, University of Chicago; Holly M. Hart, University of Chicago; Macarena M. Correa, Consortium on Chicago School Research
Understanding Variability in High School Counselor Usefulness: Which Students Are Best Served and Does It Matter? Kelly Ann Hallberg, Northwestern University; James E. Rosenbaum, Northwestern University; Andrew P. Swanlund, Learning Point Associates
What Matters for Special Education Students for Staying on Track and Graduating in Chicago Public High Schools. Julia A. Gwionne, University of Chicago; Joy Lesnick, University of Chicago; Holly M. Hart, University of Chicago; Elaine M. Allensworth, University of Chicago
Beyond Value-Added: Mixed-Methods Evaluation of the Implementation and Effectiveness of Supplemental Educational Services. Chi-Keung Chan, Minneapolis Public Schools - MN; Robert Jon Peterson, Minneapolis Public Schools - MN; Chee-Soon Tan, Singapore Department of Education; David Heindl, Minneapolis Public Schools - MN

42.078-16. Online Graduate Education. SIG-Online Teaching and Learning; Roundtable Session
Chair: Dave L. Edyburn, University of Wisconsin - Milwaukee
Participants:
How Are Online Degrees for School Principals Perceived? Jayson W. Richardson, University of North Carolina - Wilmington; Scott McLeod, Iowa State University
Students’ Research Self-Efficacy and Research Skill Development in Online Doctoral Courses. Laura Knight Lynn, Walden University; Beate Baltes, Walden University; Lisa Wetzler-Ward, Kaplan University, Walden University; Peter Hoffman-Kipp, Walden University
Comparison of Online Graduate Students in an 8-Week Versus 16-week Semester Format. Christiana Kumalasari, University of Missouri; Jane L. Howland, University of Missouri
Negotiation and Reflection for the Acquisition of Transversal Competences in Virtual Learning Environments: “The e-Transfolio”. Elena Barberá, Open University of Catalonia; Gemma Aguado, Open University; Catalonia; Ana Rodera, Open University of Catalonia

42.078-17. Research on Campus-Based Leadership: Problems of Practice. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Beverly J. Irby, Sam Houston State University
Participants:
Mechanisms of Support: The Role of Networks in the Support for School Site Administrators. Jessica Rigby, University of California - Berkeley
Principal Self-Efficacy: Instructional Leadership, Management, and Moral
204 Sunday Morning, May 2, 2010

Leadership. Gary D. Ny, Frisco Independent School District; Judith A. Adkison, University of North Texas; Jimmy K. Byrd, University of North Texas

The Effect of School-Building Renovation/Construction on School Culture. Robert J. Wright, Widener University; Lee J. Lesisko, Pleasant Valley School District

42.078-18. Structural Equation Modeling: Future Methodological Directions. SIG-Structural Equation Modeling; Roundtable Session Chair: Xiuxo Fan, University of Virginia

Participants:
- Bayesian Data-Model Fit Assessment for Structural Equation Modeling. Roy Levy, Arizona State University
- Coefficient Alpha and Structural Equation Modeling-Based Reliability Estimates Under the Violation of Essential Tau Equivalence and Uncorrelated Errors: A Simulation Study. Fei Gu, The University of Kansas; Todd Little, The University of Kansas; Neal M. Kingston, The University of Kansas
- The Sensitivity of the Omnibus Hypothesis Test for Identifying Noninvariant Measure. Wen-Juo Lo, University of Arkansas; Jam Khojasteht, University of Arkansas; Sean W. Mulvenon, University of Arkansas

42.078-19. The Knowledge We Need, the People We Have. SIG-Learning and Teaching in Educational Leadership; Roundtable Session Chair: Augustina Reyes, University of Houston

Participants:
- Barriers to Effective Teacher Leadership in the Rio Grande Valley. Shirley J. Mills, University of Texas - Pan American; Janine M. Schall, University of Texas - Pan American
- Advocates as Linkage in Urban School Services: Implications for Leadership Development. Jo Bennett, Wichita State University
- Hidden Expert Knowledge: The Knowledge That Counts for the Expert Small-School-District Superintendent. Adrienne E. Hyle, University of Texas - Arlington; Rhonda L. McClellan, University of Texas - Arlington; Gary M. Ivory, New Mexico State University

42.078-20. Use of Rasch Models in Instrument Validation. SIG-Rasch Measurement; Roundtable Session Chair: Kristin L. K. Koskey, The University of Akron

Participants:
- Measuring Care: Using a Rasch Model to Verify Measurement of an Underlying Construct. Brandelyn L. Tosolt, Northern Kentucky University
- Rasch Analysis of the Reasoning About Current Issues Instrument. Deborah Faust, University of Denver
- The Relevance of Common Metrics: Investigating the Precision of Four Mindfulness Instruments. Sharon G. Solloway, Bloomsburg University of Pennsylvania
- Using Rasch Modeling in the Analysis of a Qualitative Bully-Victimization Scale. Marybeth Lehto, University of Denver

Division and SIG Posters

42.079. Poster Session 6: Poster Session Colorado Convention Center, Lower Level, Korbel Ballroom 3
8:15 am to 9:45 am

42.079-1. Division E Human Development Poster Session. Division E - Counseling and Human Development; Poster Session Posters:

2. Attitudes of Elementary School Children Toward People With Disabilities: Influencing Factors. Lily L. Dyon, University of Victoria
3. Beyond Demographics: The Significance of Parental Involvement in Explaining Children’s Behavior in Elementary School. Tamékia Wilkins, University of Illinois - Urbana-Champaign; Christy Lleras, University of Illinois
4. Children’s Responses to Peer Victimization: Effective and Ineffective Strategies. Becky Kochenderfer-Ladd, Arizona State University; Sarah Anne Polasky, Arizona State University; Sonja Ruediger, Arizona State University
5. Educational Outcomes of Sexual Minority Students. Steven R. Aragon, University of Illinois - Urbana-Champaign; Paul Poteat, University of Illinois - Urbana-Champaign; Dorothy L. Espelage, University of Illinois - Urbana-Champaign; Brian W. Koenig, K12 Associates
6. Fact, Fiction, and Formal Operations: What Do We Really Know and What Are the Implications? William M. Gray, University of Toledo; Patricia L. Barnes, University of Toledo
7. Goals, Self-Regulatory Efficacy, and Strategy Knowledge as Predictors of Noncompliant Behavior. Sandra Ann Baker, University of Maryland - College Park; Kathryn R. Wentzel, University of Maryland; Shannon Russell, University of Maryland - College Park; Alice E. Donlan, University of Maryland - College Park; Danette A. Morrison, University of Maryland - College Park
8. Measurement of Perceived Social Barriers for Women in Mathematics. Tara A. Stevens, Texas Tech University; Amira Zebidi, Texas Tech University; Amani Zaier, Texas Tech University; Lauren Cobby, Texas Tech University; Zhaomin He, Texas Tech University
10. School Belongingness: Implications for Latino Students’ School Engagement and Academic Achievement in U.S. Schools. Rhonda Soledad Casillas, Arizona State University; Becky Kochenderfer-Ladd, Arizona State University
11. Text-Bullying Among Adolescents: Relations With Depressive Symptoms. Julianna L. Raskauskas, California State University - Sacramento
15. Young Preschoolers’ Learning of Symbols: Linguistic Mediation of Children’s Symbolic Understanding in a New Task. Elizabeth Hayward, New York University; Natalie Petroff, The Graduate Center - CUNY; Bruce Douglas Horner, The Graduate Center - CUNY
16. “I Am Who I Am Because of Here”: School Settings as a Mechanism of Change for High-Risk Adolescents. Elizabeth Levine Brown, University of Pittsburgh

42.079-2. Exploring I2 Reading Practices in the Classroom: What Happens in Monolingual and Bilingual Settings? SIG-Bilingual Education Research; Poster Session Posters:

17. A Case for Bilingual Classrooms in Preparing Dual-Language Learners for English-Only Kindergarten Instruction. Ruth A. Piker, California State University - Long Beach; Olga Andrade, Norwalk La Mirada Unified School District Head Start; Linn Gia Banh, California State University - Long Beach
18. A Comparative Study Between Monolingual and Bilingual Teachers’ Implementation of Guided Reading. Rosa Maria Abreu, Texas A&M University

42.079-3. Poster Session: Exploring Students’ Academic Behavior and Motivation in the Social Context. Division C - Learning and Instruction; Poster Session Posters:

20. Academic Dishonesty: An Analysis of Responsible Offenders. Lori J. Oakton, University of Nevada - Las Vegas; Gregory Schraw, University of Nevada - Las Vegas; Nicholas Kehrwald, University of Nevada - Las Vegas; William M. Young, University of Nevada - Las Vegas
21. Cheating Perceptions and Prevalence Across Academic Settings. Kelly Honz, University of Nebraska; Kenneth A. Kiewra, University of Nebraska
22. Classroom Decisiveness: A New Measure. Teresa K. De Backer, University of Oklahoma; H. Michael Crowson, University of Oklahoma
23. Homework Purpose Scale for Middle School Students: A Validation Study. Jianzhong Xu, Mississippi State University; Ruaping Yuan, Mississippi State University
24. Determinants of High School Optional Course Participation and

33. Revisiting the Effects of Corrected Errors. Alexandra Saravanos, Teachers College, Columbia University; Jin Kim, Teachers College, Columbia University; Mi-hwa Kim, Teachers College, Columbia University; Sina Lee, Teachers College, Columbia University; Antonios Saravanos, Columbia University; Dominic Mentor, Teachers College, Columbia University

34. An Initial Development of an Online Learning Self-Efficacy Scale. Demei Shen, University of Missouri - Columbia; Chia-Lin Tsai, University of Missouri; Rose M. Marra, University of Missouri; Moon-Heum Cho, Kent State University - Stark; Hui-Hsien Tsai, State University - SUNY; Hui Su, University of Missouri

35. Changes Experienced During Year 1 of an NSF GK-12 Program: A Mixed-Methods Study. Darrelle C. Morrison, Texas Tech University; Xiaobo She, Texas Tech University; Jennifer A. Wilhelm, University of Kentucky


37. Cognitive Consequences of Making Computer-Based Learning Activities More Game-Like. Krista E. DeLeenheer, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara

38. Ecologies of Representation: The Curriculum of Museum Spaces. Ellee Wood, Indiana University/Purdue University at Indianapolis; Robert James Hefgenbein, Indiana University


40. The Relational Organization of Intersubjective Processes in a Dynamic Field: Implications for Classroom Learning. Lynda D. Stone, California State University - Sacramento; Jacqueline Suzanne Hotchkiss, California State University - Sacramento; Charles F. Underwood, California University - Berkeley

41. Unraveling Approaches to Peer Tutoring. Inneke Berghmans, Catholic University of Leuven; Katrien Struyven, Catholic University of Leuven; Filip J.R.C. Dochy, University of Leuven

42. Video Games as a Didactic Resource for Teaching and Learning Mathematics. Reyser Hernandez Castilla Hernandez Castilla, University Autonoma de Madrid; Benjamin Garcia Gigante, University Autonoma de Madrid

43. Watch and Learn: Tuning in to Young Children’s Social Interactions With and Around Television. Theresa Elizabeth Dogan, University of Washington; Reed Stevens, University of Washington; Siri Mehus, University of Washington

44. What Teachers and Administrators “Need to Know” About Project-Based Learning Implementation. Jill Suzanne Bradley-Levine, University of Indianapolis; Beth Anne Berghoff, Indiana University/Purdue University at Indianapolis; Joy A. Seybold, Purdue University; Susan F. Blackwell, Indiana University/Purdue University at Indianapolis; Azure Dee Smiley, University of Indianapolis; Rachel Sever, Indiana University/Purdue University at Indianapolis

42.079-5. Poster Session: Research on Adolescent Learners. Division C - Learning and Instruction; Poster Session

Posters:
45. A Spatial Analysis of Coteaching to Address Literacy Needs in Seventh-Grade Humanities. Kathleen A. Hinrichs, Syracuse University; Kelly Chandler-Olcott, Syracuse University; Bryan Cramm, Syracuse University; Carol Willard, Syracuse University; Kathryn Cullen, Syracuse University

46. Adolescent Learners’ Chinese-to-English Morphological Awareness Transfer in Taiwan. Yi-Fen Yvonne Yeh, Texas A&M University; R. Malatesha Joshi, Texas A&M University

47. Assessing Middle-Grade Students’ Ability to Evaluate Search Engine Results. Jason Lawrence Brasch, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Flori H. Manning, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago; Yasuhito Ota, University of Illinois - Chicago

48. Cognitive Processes of Knowledge Construction From Information Text in African American and European American Adolescents. Susan Lutz Klunda, University of Maryland - College Park; John T. Guthrie, University of Maryland; Cassandra Shular-Caddington, Georgia State University

49. Contributions of Teacher Practices and Student Characteristics on the Comprehension and Motivation of Adolescent Readers. Marcia H. Davis, Johns Hopkins University; James M. McPartland, Johns Hopkins University


51. Describing Adolescents’ Internet Reading Strategies: Bridging the Knowledge of Traditional and New Forms of Reading. Byeong-Young Cho, University of Maryland

52. Exploring the Interface of Literacy and Inquiry in Science and History Teaching and Learning. Cynthia L. Greenleaf, WestEd; Thomas Hanson, WestEd

53. Impact of a Technology-Infused Middle School Writing Program on Sixth-Grade Students’ Writing Ability and Engagement. Lauren B. Goldenberg, Educational Development Center; Terri Meade, Education Development Center/Center for Children and Technology; Emily Midtoulas, Educational Development Center, Inc.

54. The Avid Adolescent Reader Revisited: Gender Difference and Its Linkage to Family Literacy. Si-Yen Chen, National Tsing Hua University; Luo Lu, National Taiwan University

55. Leveraging Adolescents’ Multimodal Literacies to Promote Dialogic Discussions of Literature in One Secondary English Classroom. James S. Chisholm, University of Pittsburgh

56. Rerigging the System: Finding New Ways to Do Literacy in Rural, Working-Class High Schools. Katanna Lee Conley, The University of Vermont

57. Structural and Discourse Features of Narrative Writings by Grade 4 and 6 African American Students. Monica Gordon-Pershey, Cleveland State University


59. Unison Reading: Engaging, Effective, Heterogeneous Small-Group Reading Instruction. K-8. Cynthia A. McCallister, New York University; Kerry Decker, New York City Department of Education; Ariel Ricciardi, New York City Department of Education; Sabina McNamara, New York City Department of Education

42.079-6. Poster Session: Research on English-Language Learners. Division C - Learning and Instruction; Poster Session

Posters:
60. The Role of Morphological Awareness Unique From Phonological Recoding in Predicting Reading Achievement for ELLs. Amanda P. Greenbloom, University of Miami; Anne Corinne Huggins, University of Miami; Maria S. Carlo, University of Miami; Diane L. August, Center for Applied Linguistics

61. A Qualitative Study of Home and School Practices That Support the English-Language Development of Emergent Bilingual Children in Qatar. Radhika Virar, Qatar University; Karen L. Kelly, Supreme Education Council of Qatar; Fatima Al-Maadda, Qatar University


63. Examining Reading Achievement for English Learners: A Multiple-Cohort Study. Hyo Jin Lim, University of Southern California
64. Identifying Effective English L2 Academic Writing Interventions: Emerging Trends and Issues in Recent Research. Soo Eun Chae, University of Maryland - College Park; Emily W. Fox, University of Maryland; Patricia A. Alexander, University of Maryland

65. Learning Strategies, Motivation, and Linguistic Achievement in Foreign-Language Learners: A Structural Model. Elsa Tragant, Universitat de Barcelona; Mia Victori, Autonomous University of Barcelona; Marilyn S. Thompson, Arizona State University

66. Linguistic Diversity: A Cause of Reading Problems in Zambian Schools. Geofrey Tumbulakani, University of Zambia; Adriana G. B. Bus, University of Leiden


68. Oral Proficiency and Literacy Development From Kindergarten to Second Grade: Cantonese-English and Spanish-English Dual-Language Learners. Yuako Uchikoshi, University of California - Davis

69. Quality Matters: Examining Children’s Independent Reading Habits Using a Reading Management Program. Laurie E. Hansen, University of California - Irvine; Penny Collins, University of California - Irvine

70. Relations Among and Between Predictors and Reading in English and Spanish. James D. McKinney, University of Miami; Steven A. Hecht, University of Texas; Maria S. Carlo, University of Miami

71. The Effects of Morphological Awareness on Reading in Chinese-Speaking English Language Learners: A Longitudinal Study. Katie Lam, OISE/University of Toronto; Xi Chen, OISE/University of Toronto; Esther Geva, OISE/University of Toronto; Yang Cathy Luo, OISE/University of Toronto; Hong Li, Beijing Normal University

72. Language Status as a Moderating Variable in a Randomized Control Trial of Robust Vocabulary Instruction. Deborah A. Mazzoni, McREL; Charles Christopher Igel, Mid-continent Research for Education and Learning

73. Language-Rich Discussions for English-Language Learners. Jie Zhang, University of Illinois - Chicago; Richard C. Anderson, University of Illinois - Urbana-Champaign

Sunday, 10:35 am

43.001. AERA Graduate Student Council - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Capitol Ballroom 6 & 7
10:35 am to 12:05 pm
Chair: Andrea L. Tyler, Miami University of Ohio

43.002. AERA Publications Committee - Open Meeting. Expanded Publishing Opportunities in Educational Researcher: An Open Forum Designed for Authors. AERA Governance; Governance Session
Colorado Convention Center, Street Level, Room 402
10:35 am to 12:05 pm
Chair: Russell W. Rumberger, University of California - Santa Barbara
Participant: Steven Yussen, ER Editor; University of Minnesota

43.003. SIG Leadership Orientation - Session 2. AERA Governance; Governance Session
Colorado Convention Center, Street Level, Room 401
10:35 am to 12:05 pm
Chairs: Lynne Schrum, George Mason University; Vincent A. Anfara, The University of Tennessee; Virginia M. Gonzalez, University of Cincinnati; Sharon H. Ulanoff, California State University - Los Angeles; Phoebe H. Stevenson, American Educational Research Association

Presidential Sessions

43.011. High School Students as Researchers of the Social Ecologies of Their Lives. Presidential Session; Invited Session
Colorado Convention Center, Street Level, Room 501-504
10:35 am to 12:05 pm
Chair: David O. Stovall, University of Illinois - Chicago
Participants: Ernest D. Morrell, University of California - Los Angeles; Jeff M. R. Duncan-Andrade, San Francisco State University; Nichole D. Pinkard, DePaul University; Augustine Francis Romero, Tucson Unified School District; Laurence A. Tan, 122nd Street Elementary School, Los Angeles; Akili Lee, DePaul University; Patrick Camangian, University of San Francisco

43.012. Leveraging What We Know: A Literacy Agenda for the 21st Century. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC
10:35 am to 12:05 pm
Chair: Kris D. Gutierrez, University of Colorado - Boulder
Participants: P. David Pearson, University of California - Berkeley; Nell K. Duke, Michigan State University; Donna E. Alvermann, University of Georgia; Elizabeth B. Moje, University of Michigan; Sheila Valencia, University of Washington; Ken Goodman, The University of Arizona; Robert S. Rueda, University of Southern California; Sarah W. Freedman, University of California - Berkeley; Glynda A. Hall, New York University; Carol D. Lee, Northwestern University
Discussant: Linda Darling-Hammond, Stanford University

AERA Sessions

43.013. AERA Distinguished Public Service Award Lecture (2010): Beverly L. Hall. AERA Sessions; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
10:35 am to 12:05 pm
Chair: Thomas B. Corcoran, Teachers College, Columbia University
Speaker: Using Data Every Day, Every Way to Transform Atlanta Public Schools. Beverly L. Hall, Atlanta Public Schools
Discussants: Charles M. Payne, University of Chicago; Lorraine M. McDonnell, University of California - Santa Barbara; Gerald Sroufe, American Educational Research Association

43.014. Navigating Human Research Protection, IRBs and Research Conduct in International Research. AERA Sessions; Invited Session, co-sponsored with the AERA Ethics Committee
Colorado Convention Center, Lower Level, Korbel Ballroom 4 CDE
10:35 am to 12:05 pm
Chair: Carolyn D. Herrington, Florida State University
43.015. Research Support and Federal Funding Opportunities at IES, NSF, and NIH - What You Should Know. AERA Sessions; Invited Session Colorado Convention Center, Lower Level, Korbel Ballroom 4 F
10:35 am to 12:05 pm
Chair: Deborah L. Vandell, University of California - Irvine
Participants:
Allen Ruby, Institute of Education Sciences, U.S. Department of Education
Janice H. Earle, Education and Human Resources, National Science Foundation
Soo-Siang Lin, Social, Behavioral and Economic Sciences, National Science Foundation
James A. Griffin, National Institute of Child Health and Human Development
Discussants:
Pat Lorna Thomson, University of Nottingham
Gloria J. Ladson-Billings, University of Wisconsin - Madison

Committee Sessions

43.016. Does Gender Still Matter in Educational Research? Committee on Scholars and Advocates for Gender Equity in Education; Invited Session Colorado Convention Center, Street Level, Room 404
10:35 am to 12:05 pm
Chair: Angela E. Arzubiaga, Arizona State University
Participants:
Recentering Feminisms in Colleges of Education. Erica R. Meiners, Northeastern Illinois University; Leslie Rebecca Bloom, Roosevelt University
Faculty Gender Wage Gap: Changes From 2002 to 2007. Kim Z Rock, The University of Kansas
Discussant:
Nacira Guenif Soulimas, University of Paris

43.017. GSC Division B Fireside Chat: Engaged Scholarship and Power in Education: Building Curriculum. Graduate Student Council cosponsored with Division B - Curriculum Studies; Fireside Chat Colorado Convention Center, Street Level, Room 104
10:35 am to 12:05 pm
Participants:
Angela Valenzuela, University of Texas - Austin
Sonia Nieto, University of Massachusetts - Amherst

43.018. Indigenous Knowledges and Education for Social Justice. Social Justice Action Committee; Invited Session Colorado Convention Center, Street Level, Room 403
10:35 am to 12:05 pm
Chair: Bryan McKinley Jones Brayboy, Arizona State University
Participants:
Diplomacy and First Nation Difference: Towards a De-Colonial Cosmopolitanism in/of Social Justice. Troy Richardson, Cornell University
Living in the Age of Empire, Neoliberalism and Globalization: Colonization the Re-Mix. Sandy Grande, Connecticut College
Our Collective Responsibility and Accountability to Indigenous Higher Education. Michelle E. Pidgeon, Simon Fraser University
Discussant:
Bryan McKinley Jones Brayboy, Arizona State University

International Organization Sessions

43.019. BEERA President’s Symposium on Managing Success Within the Academy: Multiple Identities and BME Careers. British Educational Research Association; Invited Session Colorado Convention Center, Lower Level, Korbel Ballroom 4 AB
10:35 am to 12:05 pm
Chair: John R. Gardner, Queens College - Belfast
Participants:
Strategies of Success for Black and Minority Ethnic Academics: Intersectionalities of Difference. Kalwant Bhopal, University of Southampton
An Emotional Journey of Change: The Case of a Chinese Academic in U.K. Higher Education. Qing Gu, University of Nottingham
Working in Higher Education: Reflections of a Black Female Researcher. Uwanney Maylor, Institute for Policy Studies in Education
Discussants:
M. Francyne Hukaby, Texas Christian University
Participants:
Carter G. Woodson: Contributions to Curriculum Studies and African American History. LaGarrett Jarriel King, University of Texas - Arlington
Gender as Metaphor in Research on Performative Teacher Subjectivities. Sophia T. Sarigianides, Teachers College, Columbia University
Promiscuous Investments: “Feminist” Theorizings of “Urban” Student Subjectivity. Sara M. Childers, The Ohio State University
Discussants:
Maggie MacLure, Manchester Metropolitan University
Rick J. Voithofer, The Ohio State University

Division Sessions

43.020. Division A Vice Presidential Address - New Perspectives, New Commitments, and New Practices: Educational Leadership for All Children. Division A - Administration Organization & Leadership; Symposium Sheraton, Plaza Concours Level, Governor’s Square 14
10:35 am to 12:05 pm
Chair: Catherine A. Lugg, Rutgers University
Participant:

43.021. You’ve Got Me, but Who’s Got You? Creating a Web of Support for Leadership in Urban School Improvement. Division A - Administration Organization & Leadership; Symposium Sheraton, Plaza Concours Level, Governor’s Square 12
10:35 am to 12:05 pm
Chair: Michael S. Knapp, University of Washington
Participants:
Supporting the Work of an Instructional Leadership Cadre in Urban School Improvement. Bradley S. Portin, University of Washington - Bothell
Transforming the Relationship Between Schools and the District Central Office: Support Through Engagement in Joint Improvement Work. Michael Aaron Copland, University of Washington; Meredith J. Honig, University of Washington
Investing in Instructional Improvement and Equity in Urban Schools. Margaret L. Pleckhi, University of Washington
Discussant:
Mark A. Smylie, University of Illinois - Chicago

43.022. Promiscuous Feminisms: The Application of Feminist Methodologies and Epistemologies to Curriculum Theorizing Beyond Gender. Division B - Curriculum Studies; Symposium Colorado Convention Center, Street Level, Room 112
10:35 am to 12:05 pm
Chair: Sara M. Childers, The Ohio State University
Participants:
“We Don’t Want Any of That Social Justice Crap”: The Depoliticization of the Funded Goals of the National Science Foundation. Stephanie Daza, University of Texas - Arlington
Gender as Metaphor in Research on Performative Teacher Subjectivities. Sophia T. Sarigianides, Teachers College, Columbia University
Promiscuous Investments: “Feminist” Theorizings of “Urban” Student Subjectivity. Sara M. Childers, The Ohio State University
Discussants:
Maggie MacLure, Manchester Metropolitan University
Rick J. Voithofer, The Ohio State University

43.023. Recovering African American History. Division B - Curriculum Studies; Paper Session Colorado Convention Center, Street Level, Room 110
10:35 am to 12:05 pm
Chair: M. Francyne Hukaby, Texas Christian University
Participants:
Perspectives on Developing Political Consciousness: Lessons From the Civil Rights Movement. Dionne Dunks, Indiana University; Mahausunghe Down Shaw, Indiana University; Andrea L. Robledo, Indiana University; J. Spencer Clark, Indiana University
43.024. Games Research 2.0: Assessing Learning in and Around Educational Games and Virtual Worlds, Division C - Learning and Instruction; Structured Poster Session
Colorado Convention Center, Street Level, Room 607
10:35 am to 12:05 pm

Chair:
Cynthia M. D’Angelo, Arizona State University

Participants:
1. Scaffolding Spatial Reading With Interactive Games in Hard-Copy Books, via Pentop Computers. Glenn Gordon Smith, University of South Florida
2. Teaching and Assessing “Evolution Readiness” to Fourth Graders Using Games. Paul Horwitz, The Concord Consortium; Laura O’Dwyer, Boston College; Camelia V. Rosca, Boston College
3. SURGE: Assessing Students’ Intuitive and Formalized Understandings About Kinematics and Newtonian Mechanics Through Immersive Game Play. Douglas B. Clark, Vanderbilt University; Brian C. Nelson, Arizona State University; Cynthia M. D’Angelo, Arizona State University; Kent Slack, Arizona State University; Muhsin Menekse, Arizona State University
5. Citizen Science. Matthew Gaydos, University of Wisconsin - Madison; Kurt D. Squire, University of Wisconsin - Madison
6. Visual Cueing and Visual Feedback to Provide Formative Assessment in a Physics-Based Video Game. Kent Slack, Arizona State University; Brian C. Nelson, Arizona State University; Douglas B. Clark, Vanderbilt University; Cynthia M. D’Angelo, Arizona State University; Muhsin Menekse, Arizona State University
7. Ensuring the Integrity of Data in Virtual Immersive Assessments. Jody E. Clarke-Midura, Harvard University; Chris J. Dede, Harvard University; Michael Charles Mayrath, Harvard University
8. Participatory Assessment for Engagement, Understanding, and Achievement in Educational Video Games. Daniel T. Hickey, Indiana University; Michael Filsinger, Indiana University; Eam Ju Kwon, Indiana University - Bloomington
9. Improving Science Assessments by Situating Them in a Virtual Environment: The SAVE Science Project. Brian C. Nelson, Arizona State University; Diane Jass Ketellhu, Temple University; Catherine C. Schifer, Temple University; Deepthi Madugowda, Temple University; Zoe Freeman, Temple University; Younso Kim, Arizona State University
10. The Need for Standardized Assessment Models for Serious Games and Educational Simulations. Michelle L. Fox, Federation of American Scientists; Alex Cohen, Federation of American Scientists

Discussant:
James Paul Gee, Arizona State University
Robert J. Mislevy, University of Maryland - College Park

43.025. Improving the Quality of Paper Presentations in Division C: A Fireside Chat, Division C - Learning and Instruction; Invited Session
Colorado Convention Center, Street Level, Room 701
10:35 am to 12:05 pm

Chair: Daniel H. Robinson, University of Texas

Participants:
Richard C.Anderson, University of Illinois - Urbana-Champaign
Lyn Corno, Teachers College, Columbia University
Kenneth A. Kiewra, University of Nebraska

43.026. Research on Self-Regulated Learning: Innovative Strategies, Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 203
10:35 am to 12:05 pm

Chair: Andrew D. Katayama, U.S. Air Force Academy

Participants:
How Do Executive Functions Support Self-Regulated Learning?, Joanna Garner, The Pennsylvania State University - Berks; David S. Bender, The Pennsylvania State University
Examining the Effects of Strategy and Self-Reflection Training on Fifth-Grade Students’ Mathematics Performance and Accuracy Judgments. Darshanand Ramdass, The Graduate Center - CUNY
Journal Writing as Assessment for Learning Strategies: Prediction of Learning Outcomes. Inga Glogger, University of Freiburg, Germany; Rolf Schonwe, University of Freiburg; Lars Holzopfel, Educational University Freiburg; Matthias Nickles, University of Freiburg; Alexander Rendl, University of Freiburg, Germany

Work Task as Unit of Analysis Better Uncovers Relationships Between Monitoring and Task Understanding. Vivek Venkatesh, Concordia University; Karnan Shaikh, Concordia University

Discussant: Richard K. Staley, SUNY - College at Oneonta

43.027. Science Instruction With English-Language Learners, Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 102
10:35 am to 12:05 pm

Chair: Carol B. Brandt, Virginia Polytechnic Institute and State University

Participants:
"Establishing Access to Science Through the Back Door": Elementary Teachers’ Perspectives on the Integration of English as a Second Language and Science Instruction. Susan Gomez-Zwiep, California State University - Long Beach; William J. Straits, California State University - Long Beach
Learning Science, Talking Science: The Impact of a Technology-Enhanced Curriculum on Students’ Science Learning in Linguistically Diverse Classrooms. Kelly Kihyung Ryou, University of California - Berkeley
Relationship Between “Form” and “Content” in Science Writing Among English-Language Learners. Okeye Lee, University of Miami; Randall D. Penfield, University of Miami; Cory A. Buxton, University of Georgia
Science Achievement With English Language Learners: Results of a 3-Year Professional Development Intervention. Alexandra Olivia Santau, Duquesne University; Jaime Maerten-Rivera, University of Miami; Anne Corinne Huggins, University of Miami

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

43.028. To Structure or Not to Structure? New Perspectives on Success and Failure in Learning, Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 205
10:35 am to 12:05 pm

Chair: Allan M. Collins, Northwestern University

Participants:
Productive Failure. Manu Kapur, National Institute of Education, Singapore
Failure and Success in Sequences of Model-Based Learning: Perspectives From Students and Preservice Teachers. Michael J. Jacobson, University of Sydney; Sarah Katherine Howard, University of Sydney; Chun Hu, The University of Sydney; Shannon Kennedy-Clark, The University of Sydney
A Matter of Where, Not How: Evidence From an In-Vivo Experiment Comparing Content-Related Structuring to Collaboration-Related Structuring. Nikol Rummel, University of Freiburg; Katharina Westermann, University of Freiburg

Discussant: John D. Bransford, University of Washington

43.029. Views of the Self: Investigations of Relations Between Self-Efficacy, Self-Concept, and Implicit Theories of Ability, Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 106
10:35 am to 12:05 pm

Chair: Michelle M. Riconscente, University of Southern California

Participants:
Academic Self-Efficacy and Academic Self-Concept: Reconsidering Structural Relationships. Johan Robert Ferla, Ghent University, Belgium; Martin M. Václave, Ghent University, Belgium; Yonghong Cai, Beijing University
Implicit Theories of Ability and Their Effects on the Formation of Middle School Students’ Science Self-Efficacy. Jason A. Chen, Emory University; Ellen L. Usher, University of Kentucky
Comparing Self-Theories of Implicit Ability and Achievement Motivation Between the Academic and Athletic Domains of Middle School Students. Jason Ray-Arwood, University of California - Berkeley
“1 Did That and I Did It Well!”: Students’ Self-Efficacy Beliefs in Classroom Interventions. Phillip Herman, University of Pittsburgh; Louis M. Gomez, Northwestern University
43.030. Revising the Joint Standards: Fair and Accessible Assessments for All Individuals. Division D - Measurement and Research Methodology; Invited Session
Sheraton, Plaza Concourse Level, Director’s Row H
10:35 am to 12:05 pm
Chair: Suzanne Lane, University of Pittsburgh
Participants: Accessibility: A Foundation for Fair and Valid Assessments. Suzanne Lane, University of Pittsburgh
Assuring Accessibility for Specific Groups: Test Design, Development, and Administration. Barbara S. Plake, University of Nebraska - Lincoln
Assuring Accessibility for Specific Groups: Examining the Validity of Test Score Inferences. Joan L. Herman, University of California - Los Angeles
Assuring Accessibility for Specific Groups: Provide Appropriate Accommodations and/or Modifications. Linda L. Cook, ETS
Assuring Accessibility for Specific Groups: Uses and Consequences of Test Results. Frank C. Worrell, University of California - Berkeley
Discussants:
Martha L. Thrulow, University of Minnesota
Jamal Abedi, University of California - Davis

43.031. Beyond Borders: Race, Gender, and Geographies. Division F - History and Historiography; Paper Session
Colorado Convention Center, Street Level, Room 108
10:35 am to 12:05 pm
Chair: Jane Martin, Institute of Education - London
Participants:
The Colonial Borderlands and Coast Salish Educational History. Michael Marker, University of British Columbia
“We Are All One Nation”: Transcending Borders in Histories of Women and Education. DeeAnn Grove, University of Iowa
Discussant:
Kari Dehli, OISE/University of Toronto

Colorado Convention Center, Street Level, Room 711
10:35 am to 12:05 pm
Chair: Aida Hurtado, University of California - Santa Cruz
Participants:
Mother-Daughter Educational Programs and Anzaldúa’s Borderlands. Karina Cervantez, University of California - Santa Cruz
Aspiring to Profess: Chicana Ph.D. Students’ Aspirations of Tenure-Track Careers. Rebecca Bursioga, University of California - Davis
Safe Spaces in the Borderlands: Using the Social Engagement Model toFacilitate Napatla. Aida Hurtado, University of California - Santa Cruz; Michael Eccleston, University of California - Santa Cruz
Shifting Men: The Role of Critical Education in Developing Feminist Consciousness. Minual Sinha, University of California - Santa Cruz
Discussant:
Eduardo Mosqueda, University of California - Santa Cruz

43.033. Learning About Structural Inequalities: Why, How, and for What? Division G - Social Context of Education; Symposium
Colorado Convention Center, Street Level, Room 705
10:35 am to 12:05 pm
Chair: Patricia Gurin, University of Michigan
Participants: Intergroup Dialogue and Students’ Beliefs About Group Inequalities. Gretchen E. Lopez, Syracuse University; Linda Carter Galtano, Syracuse University
Pedagogical and Communication Processes in Learning About Inequalities. Biren Ramesh Nagda, University of Washington; Chloe Guirn-Sands, University of Maryland; Aiesha Mustaşa, University of Michigan; Shurdaie Marie Osuna, University of Michigan
Listening as a Pathway to Insight About Power and Privilege. Molly Keenan, University of Massachusetts; Jane Mildred, Westfield State College; Ximena Zuriga, University of Massachusetts - Amherst; Keri Delong, University of Massachusetts - Amherst; Martha La Stassen, University of Massachusetts - Amherst
Thinking Structurally, So What? Implications for Action. Nicholas Andrew Sorensen, University of Michigan
Discussant:
Jesus Treviño, University of Denver

43.034. Does Interim Assessment Make a Difference? Early Findings From IES-Funded, Randomized, Controlled Trials. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom E
10:35 am to 12:05 pm
Chair: Arie J. van der Ploeg, Learning Point Associates
Participants:
Indexes of Teacher Support for Differentiated Instruction as Measures of Implementation Fidelity. David Cordray, Vanderbilt University; Georgine Pion, Vanderbilt University
Measuring Instructional Differentiation—at a Distance. Shazia R. Miller, Learning Point Associates; Andrew P. Swanlund, Learning Point Associates
Taking Advantage of Prior Data to Estimate Effects: Using ITS to Improve Efficiency of an RCT. Arie J. van der Ploeg, Learning Point Associates; Coby Meyers, Vanderbilt University; Learning Point Associates
Discussants:
Sean W. Mulvenon, University of Arkansas
Jolley B. Christman, Research for Action

43.035. Field Experience as a Pathway: Beliefs, Perceptions, and Expectations. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 702
10:35 am to 12:05 pm
Chair: Kamini Jaupal, Brock University
Participants:
Expert Voices: What Cooperating and Preservice Teachers Say About Quality Practicum Sites and Experiences. Cheryl A. Torres, University of New Mexico; Marjory M. Krebs, University of New Mexico
Studying Full Practicum Experiences: Sociocultural Frameworks of Learning and Ethnographic Perspectives. Jennifer Gallo-Fox, Loyola University Maryland
Teacher Candidates’ Perceptions of Their Performance in Field Experiences. Lauren Bosworth McFadden, Seton Hall University; Alisa Hindin, Seton Hall University
The Expectations of Secondary Preservice Teachers Regarding the Supervision of Field-Based coursework. Horacio Walker, Universidad Diego Portales; Carmen Montecinos, University of Wisconsin; Ines Contreras, Pontificia Universidad Católica de Chile; Maria Cristina Solis, Pontificial Catholic University of Chile; Silvia Rittershausen, Pontificia Universidad Católica de Chile; Claudia Nuñez, Pontificia Universidad Católica de Chile
The Impact of Field Experiences on Preservice Teachers’ Beliefs About Teaching. Francesco G. Pignatossi, New York University; Frances O. Rust, New York University; Annette Keane, New York University
 Discussant:
Christine Clark, University of Nevada - Las Vegas

43.036. Learning to Teach: Preservice Teachers’ Thoughts and Understanding. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 603
10:35 am to 12:05 pm
Chair: Gina Marlene Garner, Michigan State University
Participants:
Learning (Not) to Become a Teacher: A Qualitative Analysis of the Job Entrance Issue. Isabel Rots, Ghent University; Geert Kelchtermans, University of Leuven; Antonia Aelterman, Ghent University, Belgium
Learning to Teach as a Conversation Between Memory and Imagination: Reconsidering the Apprenticeship of Observation. Paul F. Conway, National University of Ireland, Cork
LONGITUDINAL QUALITATIVE ANALYSIS OF HOW NEW TEACHERS LEARN TO UNDERSTAND COMPLEX ECLOGIES IN THEIR CLASSROOMS. Mary Harriet Talbut, Southeast Missouri State University; Peeter Tammeveski, University of Missouri - Columbia; Linda B. Bennett, University of Missouri Preservice Teachers’ Mental Models of Learning and Instruction: Developing Complex Knowledge to Teach. Ryan A. Wilke, Florida State University; Susan Carol Losh, Florida State University
Discussant: Rick A. Breault, Kennesaw State University

43.037. LESSONS FOR TEACHING FROM COACHING SPORTS. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 706 10:35 am to 12:05 pm
Chair: Jabari Mahiri, University of California - Berkeley
Participants: Learning to Detrack Mathematics From Detracking My Volleyball Team. Colette Nkoyi Cann, Vassar College; Lessons From the Soccer Field. Eric J. Demeulenaere, Clark University; Owning Loss and Failure: Where Winning Begins for a Young Teacher and Coach. Chad Malone, Claremont Academy; Coaching Teaching: Winning So Often Has Little to Do With the Score at the End of the Game. James E. McDermott, Clark University
Discussant: Jabari Mahiri, University of California - Berkeley

43.038. METHODOLOGICAL CHALLENGES AND FINDINGS IN A CROSS-NATIONAL STUDY OF MATHEMATICS TEACHER PREPARATION. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 601 10:35 am to 12:05 pm
Chair: Maria Teresa Tato, Michigan State University
Participants: Educational and Scientific Importance of Study. Maria Teresa Tato, Michigan State University; John R. Schwille, Michigan State University; Lawrence C. Ingvarson, Australian Council for Educational Research; Conceptualizing, Measuring, and Reporting on the Mathematics Content and Mathematics Pedagogical Knowledge of Graduating Teacher Education Students. Ray Peck, Australian Council for Educational Research; Sharon L. Senk, Michigan State University; Glenn Rowley, Australian Council for Educational Research; Conceptualizing, Measuring, and Reporting on the Knowledge of Graduating Teacher Education Students in the Domain of General Pedagogy, Educational Foundations, and Beliefs. Lawrence C. Ingvarson, Australian Council for Educational Research; John R. Schwille, Michigan State University; Glenn Rowley, Australian Council for Educational Research; Measurement of the Opportunities That Teacher Education Students Have to Acquire the Mathematics Knowledge and Pedagogy Required to Teach in Programs of Teacher Education. Maria Teresa Tato, Michigan State University; Kiril Bankov, University of Sofia, Bulgaria; Michael C. Rodriguez, University of Minnesota
Discussant: Robert E. Floden, Michigan State University

43.039. PROFESSIONAL DEVELOPMENT SCHOOLS AND SOCIAL JUSTICE: STUDIES OF SCHOOL-UNIVERSITY PARTNERSHIPS COMMITTED TO THE HIGHEST IDEALS OF EQUITY. Division K - Teaching and Teacher Education; Working Group Roundtable Colorado Convention Center, Lower Level, Four Seasons Ballroom 4 10:35 am to 12:05 pm
Chair: Kristien Zenkow, George Mason University
Participants: Professional Development Schools and Social Justice: Studies of School-Univeristy Partnerships Committed to the Highest Ideals of Equity. Kristien Zenkow, George Mason University; Diane Gayda Corrigan, Cleveland State University
Discussant: Beverly E. Cross, The University of Memphis

43.040. RESEARCH ON TEACHING THE "DIFFICULT" AREAS: ETHICS, MORALITY, RELIGION, AND POLITICS IN THE CLASSROOM. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 704 10:35 am to 12:05 pm
Chair: Keith C. Burton, Indiana University
Discussant: Todd Dinkelman, University of Georgia

43.041. SUPPORTING PROSPECTIVE TEACHERS’ CRITICAL REFLECTION: CONCEPTS, PRACTICES, AND ASSESSMENT. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 710 10:35 am to 12:05 pm
Chair: Kenneth Zeichner, University of Washington
Discussant: Linda R. Valli, University of Maryland

43.042. TEACHING RACE, DIVERSITY, AND SOCIAL JUSTICE IN WHITE SPACE. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 708 10:35 am to 12:05 pm
Chair: Darrell Cleveland, Richard Stockton College

43.043. TOWARD NEW PEDAGOGIES FOR TEACHER EDUCATION: CULTIVATING LITERACY TEACHERS FOR DIVERSE CLASSROOMS. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 105 10:35 am to 12:05 pm
Chair: Detra Price-Dennis, University of Texas - Austin
Participants: Sustainability and Multiethnic Contexts: Addressing Gaps in the Sociocultural and Critical Literature on Teacher Education. Benji Chang, University of California - Los Angeles; Learning From Freedom Schools: Cultivating Culturally Responsive Language Arts Teachers. Tambra O. Jackson, University of South Carolina; Preparing Language Arts Teachers to Address Complex Social Issues in Middle School. Detra Price-Dennis, University of Texas - Austin; Seizing Tensions and Cultural Conflicts in Teaching: A Problem-Posing Approach to Educating Teachers for Diverse Classrooms. Mariana Souto-Manning, Teachers College, Columbia University
43.044. Legislative-Policy Briefs: A New Form of Cross-Disciplinary Scholarship. Division L - Educational Policy and Politics; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 15
10:35 am to 12:05 pm
Chair: Kevin G. Welner, University of Colorado - Boulder
Participants:
Discussant: Kevin G. Welner, University of Colorado - Boulder; Carol A. Burris, South Side High School; Jennifer W. Bezoza, Children’s Voices Commercialism in the Classroom: What It Is, What It Does, and What to Do About It. Alex J. Molnar, Arizona State University; William S. Koski, Stanford University Multiple Pathways: 21st-Century High Schools That Prepare All Students for College, Career, and Civic Participation. Marisa Saunders, University of California - Los Angeles; Christopher A. Chrisman, Holland & Hart, LLP; Kathleen Gebhardt, Children’s Voices

43.045. New Perspectives on Organizational and Institutional Change. Division L - Educational Policy and Politics; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 10
10:35 am to 12:05 pm
Chair: Robert A. Maranto, University of Arkansas
Participants:
"A Ministry Puppet": The Board of Trustees as Agents of the State. Catherine Jane Savage, Victoria University of Wellington, New Zealand
Privatizing Leadership: Consultants and Public Sector Reform in England. Helen Gunter, Manchester University
School Division/District Amalgamation in Manitoba: A Case Study of a Public Policy Decision. David Yeo, Manitoba Education
The Pushes and Pulls of New Localism: School-Level Instructional Arrangements, Instructional Resources, and Family-Community Partnerships. Lor A. Cohen-Vogel, Florida State University; Stacey A. Rutledge, Florida State University

43.046. Using PISA and TIMSS Data. Division L - Educational Policy and Politics; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 16
10:35 am to 12:05 pm
Chair: Cathy Stasz, RAND Corporation
Participants:
What Does TIMSS 2007 Tell Us About Discipline and Behavior in Schools? Corey Bunje Bower, Vanderbilt University
An International Comparative Study on the Relationship Between Private Tutoring and Achievement: Focus on Korean Private Tutoring With Other Countries. Junyeop Kim, Hongik University; So-Young Park, Sookmyung Women’s University; Kisan Sung, The Catholic University of Korea; Byeongcheol Min, Korean Educational Development Institute; Eun Hye Ham, Michigan State University
Are U.S. Teachers Paid Enough? A Cross-National Analysis of Teacher Salary and National Achievement in 30 Countries. Motoko Akiba, University of Missouri - Columbia; Lala Ganiyeva, University of Missouri - Columbia
International Determinants of Private School Attendance. David Joseph Ratkowski, Indiana University; Leslie Ratkowski, Indiana University
Variables Affecting Student Achievement Among Countries With Excellence and Equity: Finland, Japan, Canada, and Korea. Junyeop Kim, Hongik University; So-Young Park, Sookmyung Women’s University; Kisan Sung, The Catholic University of Korea; Eun Hye Ham, Michigan State University; Byeongcheol Min, Korean Educational Development Institute

SIG Sessions

43.047. Nothing About Us Without Us! Engaging Youth Leadership in Public Education Decision Making. SIG-Adolescence and Youth Development; Invited Session

Colorado Convention Center, Street Level, Room 605
10:35 am to 12:05 pm
Chairs:
Keith C. Catone, Harvard University
Ben R. Kirshner, University of Colorado
Participants:
Caitsin Cauhill, University of Utah
Marco Nunez, Padres & Jovenes Unidos - Denver
Maddy Fox, The Graduate Center - CUNY
Discussant:
Tanya Lozano, Social Justice Education Project

43.048. Implications of Context for Adult Learning. SIG-Adult Literacy and Adult Education; Paper Session Colorado Convention Center, Street Level, Room 712
10:35 am to 12:05 pm
Chair:
Bonnie M. Mullinis, Teaching Learning and Technology Group
Participants:
Mass Incarceration: Exploring Neoliberalism, Literacy, Poverty, and the Rise in Black Women’s Incarceration. Dominique T. Chlip, Texas A&M University - College Station; Mary V. Alfred, Texas A&M University
Social Organization of the Individualistic Communication “Culture” in Engineering Workplaces in Canada. Hongxia Shan, OISE/University of Toronto
The Parent Orientated, the Work Orientated, and the Multitaskers: A Latent Structure Approach to Studying the Paths Taken by British Women From Early to Mid Adulthood. Flora J. Macleod, University of Exeter; Paul J. Lambe, University of Plymouth
The Relationship Between Literacy Activities and Civic Engagement Among U.S. Adults. Thomas J. Smith, Northern Illinois University; M. Cecil Smith, Northern Illinois University
Discussant:
John M. Dirks, Michigan State University

43.049. Reflective and Narrative Practices for Aesthetic Development and Learning. SIG-Arts and Learning; Paper Session Colorado Convention Center, Street Level, Room 707
10:35 am to 12:05 pm
Chair:
Zach Kelehear, University of South Carolina
Participants:
Developing an Aesthetic Eye: The Solid Foundation of Unsteady Ground. Shelby Anne Wolf, University of Colorado - Boulder
Dance as a Place for Learning. Eeva Helena Anttila, Theatre Academy of Finland
Beyond Reflective Practice: Toward Teaching as an Aesthetic Encounter. John M. Blank, University of South Florida
Discussant:
Carol R. Rodgers, University at Albany - SUNY

43.050. Public Pedagogy: Education and Learning Beyond Schooling. SIG-Biographical and Documentary Research cosponsored with Division B - Curriculum Studies, SIG-Critical Issues in Curriculum and Cultural Studies; Symposium Colorado Convention Center, Street Level, Room 201
10:35 am to 12:05 pm
Chair:
Jennifer April Sandlin, Arizona State University
Participants:
Understanding, Mapping, and Exploring the Terrain of Public Pedagogy. Jennifer April Sandlin, Arizona State University; Brian D. Schultz, Northeastern Illinois University; Jake Burdick, Arizona State University
Caesura: Activist Artwork as Engaged Critical Public Pedagogy. John Jota Leanos, University of California - Santa Cruz
Outside Curricula and Public Pedagogy. William H. Schubert, University of Illinois - Chicago
Problematizing “Public Pedagogy” in Educational Research. Glenn C. Savage, University of Melbourne
Constructing Community, Disciplining Dissent: The Public Pedagogy of Facebook as a Social Movement. Richard Freidhtat, Widener University

Graffiti as a Public Educator of Urban Teenagers. Richard S. Christen, University of Portland

Touring the Nevada Test Site: Sensational Public Pedagogy. Elizabeth Ellsworth, The New School; Jamie Kruse

Breasted Bodies as Pedagogies of Excess: Toward a Materialist Theory of Becoming M/Other. Stephanie Springgay, OISE/University of Toronto; Debra M. Freedman, Ball State University

Refusing to Submit: Youth Poetry Activism in High School. Rick Ayers, University of California - Berkeley; Chinaku Hodge, Youth Speaks; Rafael Casal, University of Wisconsin - Madison

Exile Pedagogy: Teaching in-Between. Ming Fang He, Georgia Southern University

A Voice in the Wilderness: Ivan Illich’s Era Dawns. Madhu Suri Prakash, Pennsylvania State University; Dana L. Schuch, Pennsylvania State University

This Fist Called My Heart: Public Pedagogy in the Belly of the Beast. Peter L. McLaren, University of California - Los Angeles

Talking Beyond Schools of Education: Educational Research as Public Pedagogy. Marc Lamont Hill, Teachers College; Columbia University

Protest, Activism, Resistance: Public Pedagogy and the Public Square. William C. Ayers, University of Illinois - Chicago

Discussions:
Brian D. Schulz, Northeastern Illinois University
Jake Burdick, Arizona State University

43.051. Employability, Career Development, and Competencies. SIG-Career and Technical Education; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 7
10:35 am to 12:05 pm

Chair: James C. Palmer, Illinois State University

Participants:
Creating Career Connections: School-to-Career Transitions for High School Students With Disabilities. Brooks Applegate, Western Michigan University; Jane Watters Goethberg, Western Michigan University; Paula D. Kohler, Western Michigan University

Identifying the Animal Science Technical Competencies Necessary for Entry-Level Employment of High School Graduates. Wendy Lee Sheler; Prague High School; J. Shane Robinson, Oklahoma State University; M. Craig Edwards, Oklahoma State University

Linkages Between Career Development and Career Technical Education Outcomes Among High Schools in New Jersey. Hyosun Kim, The Ohio State University; Joshua D. Havdy, The Ohio State University

Promoting Employability: A Qualitative Descriptive Study on How Secondary Agricultural Education Teachers Motivate Their Students. Carmen Russell, Oklahoma State University; J. Shane Robinson, Oklahoma State University; Kathleen D. Kelsey, Oklahoma State University

The Effect of Career and Technical Education on Employment and Earnings: Evidence From Florida. Louis Jacobson, CNA; Christine Mohr, CNA

43.052. Constructing Knowledge: Conceptual Understanding Through Experiences Connected to Effective Classroom Practices. SIG-Constructivist Theory, Research, and Practice; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 6
10:35 am to 12:05 pm

Chair: Kenneth James Fasching-Varnier, Edgewood College

Participants:
SKLI Development: A Knowledge-Linking Inventory for Late-Elementary Students. Kathy L. Schuh, University of Iowa; Yi-Lung Kuo, University of Iowa; Tawnya L. Knupp, University of Iowa; Yuejin Li, University of Iowa; Chongmei Xiong, University of Iowa

Exploration of Constructivist Language Stimulation Techniques on English-Language Development in Head Start ESL Students. Jacqual Watters Nerve, Stephen F. Austin State University; Carolyn Davidson Abel, Stephen F. Austin State University; Dorothy L. Gottshall, Stephen F. Austin State University


Discussant: Linda R. Kroll, Mills College

43.053. International and Comparative Research in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Paper Session

Colorado Convention Center, Street Level, Room 610, 612
10:35 am to 12:05 pm

Chair: Jennifer Keys Adair, University of Texas - Austin

Participants:

“A Day in the Life”: An International Study of 2-Year-Old Girls and Their Families. Julia Gillen, Lancaster University; Catherine Ann Cameron, University of British Columbia; Giuliana Pinto, University of Florence; Beatrice Accorti Gammannossi, University of Florence; Susan Young, University of Exeter; Roger Hancock, Open University

Turkish Immigrant Parents’ Views on Parental Participation in Early-Childhood Education Settings in France, Germany, and the U.S. Fikriye Kurban, Arizona State University

A Qualitative Study of the Complexities and Contradictions of Educational Reforms in Early Childhood Education in Qatar. Radhika Viruru, Qatar University; Tamader Al-Thani, Qatar University

The Interactions between Kindergarten Children from Native Korean and Multicultural families in South Korea. Hyejin Jung, Arizona State University

43.054. A Conversation Whose Time Has Come: Talk at the Intersection of Disability Studies, Social Justice, and Multicultural Education. SIG-Disability Studies in Education; Paper Session
Colorado Convention Center, Street Level, Room 206
10:35 am to 12:05 pm

Chair: Susan J. Peters, Michigan State University

Participants:
A Dialogue We’tve Yet to Have: Race and Disability Studies. Beth A. Ferri, Syracuse University; Wanda J. Blanchet, University of Missouri - Kansas City; Nirmala Eusevles, The University of Alabama

Concentrating on Diversity: Using Social Capital for Inclusion and Democracy. Julie E. Allan, University of Stirling

Contemplating Disability/Ability at the Table(s) of Social Justice and Multicultural Education. David J. Connor, Hunter College - CUNY


Discussant: Susan J. Peters, Michigan State University

43.055. WJ McKeachie Award Invited Address and Panel Discussion: Faculty Evaluation and Development: Something Old, Something New, Something Better? SIG-Faculty Teaching, Evaluation, and Development; Symposium
Colorado Convention Center, Street Level, Room 107
10:35 am to 12:05 pm

Chair: Michael Theall, Youngstown State University

Participants:
Something Old, Something New: Looks Backward and Forward on Evaluating and Improving College Teaching. Kenneth O. Doyle, University of Minnesota

Old Myths and New Meanings: The Politics of Student Rating Form Design, a Case Study. Raoul A. Arreola, The University of Tennessee

Old, “Low-Inference Behaviors” and New Instructional Modalities: The Obscure Objects of Evaluation. Jennifer L. Franklin, The University of Arizona

Old Performance Indicators and a New Conceptualization of Faculty Work: Defining What’s Important. Michael Theall, Youngstown State University

43.056. Preparing Students to Be Skilled Instructional Technology Researchers: Multiple Approaches. SIG-Instructional Technology; Structured Poster Session
Sheraton, Plaza Concourse Level, Plaza Ballroom F
10:35 am to 12:05 pm

Chairs: Robert A. Reiser, Florida State University; Peggy A. Ertem, Purdue University

Participants:
1. Preparing Students as Researchers at Purdue. Peggy A. Ertem, Purdue University

2. Preparing Students as Researchers at Florida State. Robert A. Reiser, Florida State University

3. Preparing Students as Researchers at Indiana University. Theodore Wayne
43.056. How Students Learn Algebra in Five Countries: Report of Classroom Teaching Research. SIG-International Studies Symposium Colorado Convention Center, Street Level, Room 604 10:35 am to 12:05 pm
Chair: Gerald Kalm, Texas A&M University
Participants:
- “Find My Rule”: Function in an Elementary Classroom. Shuhua An, California State University - Long Beach
- Building Understanding for Quadratic Functions. Charlene Beckmann, Grand Valley State University
- Helping All Students Learn Solving Equations. Zhonghe Wu, National University
- Features of Engagement in Chinese Middle School Mathematics Classrooms. Lijun Ye, Hangzhou Normal University
- Teaching and Learning of Mathematics: Understanding or Procedural? Noraini Idris, University of Malaya

Discussant:
- Oh Nam Kwon, Seoul National University

43.058. Discursively (Re)Shaping Student Access and Opportunities for Meaning in Online Course Environments. SIG-Language and Social Processes Symposium Colorado Convention Center, Street Level, Room 406 10:35 am to 12:05 pm
Chair: Beth V. Yeager, University of California - Santa Barbara
Participants:
- Discursively Constructing Access: Supporting Urban Students and Their Technological Development. Roseanne Macias, University of California - Santa Barbara
- “Ain’t This a Chat Right”: Discursively Constructing Situated Ways of “Chatting” in an Online Class. Clara Bauder, University of California - Santa Barbara; Azure Janee Stewart, University of California - Santa Barbara
- Culture in the Making: Virtually Shaping Relationships in a Hybrid Online Course. Anita Cruise, Santa Barbara City College
- Examining Online Texts From a Discourse-in-Use Perspective: Inscribing Self and Literate Practices as Active Readers. Beth V. Yeager, University of California - Santa Barbara; Terry Inglesse-Sinicrope, University of California - Santa Barbara; Christopher Bolzaka, University of California - Santa Barbara

Discussants:
- LeAnn G. Paney, University of Nevada - Las Vegas
- Carl L. Klecka, University of Nevada - Las Vegas

43.059. Empirical Appraisal of Instructional Sensitivity: Tactical Variations. SIG-Large Scale Assessment Symposium Sheraton, Plaza Concourse Level, Governor’s Square 17 10:35 am to 12:05 pm
Chair: Eva L. Baker, University of California - Los Angeles
Participants:
- Empirically Snaring Instructionally Insensitive Items. W. James James Popham, University of California - Los Angeles
- District-Initiated Appraisal of a State Test’s Instructional Sensitivity. Stephen C. Court, Wichita Public Schools - KS
- Ensuring the Instructional Sensitivity of an Instructionally Supportive Accountability Test. Lesley Wangberg, Wyoming Department of Education; Bill Herrera, Wyoming Department of Education

Discussants:
- James W. Pellegrino, University of Illinois - Chicago
- David C. Berliner, Arizona State University

43.060. Developing Parents and Students as Educational Leaders. SIG-Leadership for School Improvement Symposium Sheraton, Plaza Concourse Level, Plaza Ballroom D 10:35 am to 12:05 pm
Chair: Anne T. Henderson, Brown University
Participants:
- Parent Mentors at the Logan Square Neighborhood Association. Soo Hong, Wellesley College
- Parent Leadership in a School-Community Organizing Partnership. Leticia Barrera, Logan Square Neighborhood Association
- Educational Leadership in the Bronx. Paul Kuttner, Harvard University
- Students as School Leaders in the Bronx. Adolfo Abreu, Sistas and Brothers United
- Building Student Leadership in Schools Through Community-School Partnerships. Elaine Simon, University of Pennsylvania; John L. Puckett, University of Pennsylvania

Teaching Student Leadership in Schools. Neil Geyette, West Philadelphia High School
Discussant:
- John B. Diamond, Harvard University

43.061. Learning and Development of New Practices of Spatial Thinking. SIG-Learning Sciences Symposium Sheraton, Plaza Concourse Level, Plaza Court 2 10:35 am to 12:05 pm
Chair: Rogers P. Hall, Vanderbilt University
Participants:
- Comparative Analyses of Spatial Thinking in Diverse Professional Practices. Rogers P. Hall, Vanderbilt University; Kevin M. Leander, Vanderbilt University
- Learning to See and to Show: From Mundane to Innovative Modeling in Physical Anthropology. Jasmine Y. Ma, Vanderbilt University; Rogers P. Hall, Vanderbilt University; Kevin M. Leander, Vanderbilt University
- Getting Into the Map: How the Public Learns to Take Place in Urban Planning. Katherine Headrick Taylor, Vanderbilt University; Rogers P. Hall, Vanderbilt University
- Spatial Analysis and Modeling on the Fly. Nathan C. Phillips, Vanderbilt University; Kevin M. Leander, Vanderbilt University

Discussant:
- David Henry Uttal, Northwestern University

43.062. Saints and Sluts: Racialized Pedagogies of the Good Girl/Bad Girl in Global Youth Culture. SIG-Media, Culture, and Curriculum Symposium Colorado Convention Center, Street Level, Room 101 10:35 am to 12:05 pm
Chair: Rochelle Brock, Indiana University - Northwest
Participants:
- One World: Benevolent Girlhood in the Cheetah Girls. Ozlem Sensoy, Simon Fraser University; Elizabeth Marshall, Simon Fraser University
- Rebel Girl or Tamil Hottie? Media Representations of M.I.A. as a Transnational Production of Girlhood. Lisa Weems, Miami University

Discussant:
- Annette M. Henry, University of Washington

43.063. Increasing Our Understanding of Mixed-Methods Research. SIG-Mixed Methods Research Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 11 10:35 am to 12:05 pm
Chair: Lyn Ely Swackhammer, RMC Research Corporation
Participants:
- A Mixed-Methods Investigation: Implications for the Instrument Development Model. Sandra Mammano Linder, Clemson University
- Critical Realism and Pragmatism as a Lens for Mixed-Methods Research. Thomas William Christ, University of Hawaii
- Mixed-Methods Practices in Federally Funded Projects. Vicki L. Plano Clark, University of Nebraska - Lincoln

43.064. Cultural Examinations in Multicultural/Multiethnic Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session Colorado Convention Center, Street Level, Room 602 10:35 am to 12:05 pm
Chair: Beverly J. Ibry, Sam Houston State University
Participants:
Models and Identities of Latino Students’ Peer Interaction. Micah Andrews, University of Wisconsin - Platteville
The Prevalence of Culturally Distinctive Curricula at Minority-Serving Colleges and Universities. Wade Cole, Montana State University
Responding to Cultural Diversity: the Irish Experience. Marie Parken-Jenkins, University of Limerick; Mary Patricia Masterson, University of Limerick
Negotiating Cultural Capital in a Multietnic/Multilingual School. Paula A. Echeverri, Southern Illinois University
Discussant: Lirio Patton, University of Wisconsin - Madison

43.065. Student Creativity and Teacher Responsibility in the Music Classroom. SIG-Music Education; Paper Session Colorado Convention Center, Street Level, Room 208 10:35 am to 12:05 pm
Chair: Stephen J. Denig, Niagara University
Participants:
Composition as a Means of Fostering Musical Agency Among Children. Janet Cape, Arizona State University
“Plugins and Crossfades”: Students’ Musical Engagement in and out of a Songwriting and Technology Class. Evan S. Tobias, Arizona State University
“Teaching Musical Trauma”: The Case of Hans Krása’s Brundibár. Teryl L. Dobbs, University of Wisconsin - Madison
The Complex Interplay of Composing, Developing Musicianship, and Technology: A Multiple Case Study. Sandra L. Nelson
Discussant: Peter J. Gonzalez, University of British Columbia

43.066. Heidegger and phenomenological “Space” of Education. SIG-Philosophical Studies in Education; Symposium Colorado Convention Center, Street Level, Room 405 10:35 am to 12:05 pm
Chair: Michael A. Peters, University of Illinois - Urbana-Champaign
Participants:
Education as Constitution, or Education-in-the-World. Sam Rocha, The Ohio State University
Headful Association and the Spatial Dimensions of Circumspection in “Being and Time”. Josh Shepperd, University of Wisconsin - Madison
Discussant: Michael A. Peters, University of Illinois - Urbana-Champaign

43.067. All Politics Are Local: Citizen, Community, and Neighborhood Engagement. SIG-Politics of Education; Paper Session Sheraton, Plaza Concours Level, Governor’s Square 9 10:35 am to 12:05 pm
Chair: Dorothy Shipps, Baruch College - CUNY
Participants:
“Political Quagmire”: School and Community Conflict in the Midst of a Teacher Strike. Erin Carol McHenry-Sorber, The Pennsylvania State University
Representing Neighborhoods in Local Schools: Investigating Constituent Values and School Policy. Ann M. Allen, The Ohio State University; Michael Glassman, The Ohio State University - Columbus; Heather Sue Dawson, The Ohio State University - Columbus; Lisa Riegel, The Ohio State University
The Politics and Resource Costs of Levy Campaigns in Ohio School Districts. William Kyle Ingle, Bowling Green State University; Paul Andrew Johnson, Bowling Green State University; Ruth Ann Petroff, Bowling Green State University
Discussants: Tamara Elaine Wilder, University of Michigan; Laurence B. Boggess, Miami University

43.068. The Challenge of Complex Ecologies to Developing as a Reflective Practitioner Within Disciplined-Based Professions: What Challenges, What Differences Can a Discipline Make? SIG-Portfolios and Reflection in Teaching and Teacher Education; Demonstration/Performance Colorado Convention Center, Street Level, Room 703 10:35 am to 12:05 pm
Chair: Nona M. Lyons, University College Cork
Participants:
Navigating Cultural Complexities Through Reflective Practice: What Does It Uncover? Nona M. Lyons, University College Cork
Teaching K-12. Cheryl J. Craig, University of Houston
Teacher Education: Education for Reflective Practice and Curriculum Leadership Considering the Role of Culture. Ai-Yen Chen, Singapore National Institute of Education
Teacher Education: Attempting to Cultivate Humanity; Self-Study, Reflection, and the Preparation of Teachers. Mary Lynn Hamilton, The University of Kansas
Discussant: Vicki K. LaBoskey, Mills College

43.069. Rearticulating Souls of Filipino Folk: Deconstructing Coloniality for the Reconstruction of a Postcolonial Identity. SIG-Postcolonial Studies and Education; Symposium Colorado Convention Center, Street Level, Room 709 10:35 am to 12:05 pm
Chair: Zeus Leonardo, University of California
Participants:
“I Am Spanish, Chinese, Filipino”: The Influence of Colonialism on Filipino American Identity and School Achievement. Kevin Nadal, City University of New York; Patricia E Halagao, University of Hawaii - Manoa
Filipina Americans Negotiating College and Home Environments Through Gender and Ethnic Identities. Dina C. Maramba, Binghamton University - SUNY
Betwixt and Between Colonial and Post-Colonial: The Emergence and Reconceptualization of the Colonized Filipino Identity. Zeus Leonardo, University of California; Cheryl E. Mattas-Padua, University of California - Los Angeles
Viewing Pinay Vocational Identity Through a Feminist Lens. Chiara Chastina Gregana Paz, University of California - Los Angeles
Discussant: Korina M. Jocson, Washington University

43.070. Iterative Model Building: Researching How to Prepare Quality Teachers and How to Measure Teacher Quality. SIG-Research in Mathematics Education; Symposium Colorado Convention Center, Street Level, Room 608 10:35 am to 12:05 pm
Chair: Enrique Galindo, Indiana University
Participants:
Using Model Building as a Tool for Learning to Attend to Student Thinking. Rick Alan Hudson, University of Southern Indiana
Video-Based Prediction Assessments: An Instrument for Measuring Teachers’ Growth in Modeling Students’ Mathematics. Anderson Hassell Horton, Virginia Polytechnic Institute and State University
Using Lesson Study to Support Elementary Preservice Teachers to Reflect on Practice. Enrique Galindo, Indiana University
Discussant: Mary Kathleen Heid, The Pennsylvania State University

43.071. Out of Anonymity Into Subjectivity: Asian Americans as Agents in the Education Discourse. SIG-Research on the Education of Asian and Pacific Americans; Symposium Colorado Convention Center, Street Level, Room 103 10:35 am to 12:05 pm
Chair: Mitchell J. Chang, University of California - Los Angeles
43.072. International Approaches to Narrowing the Achievement Gap: Working With Rural Schools and Communities. SIG-Rural Education; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 3
10:35 am to 12:05 pm
Chair: Steven McGee, University of Michigan
Participants:
Addressing the Needs of Rural School Students Who Achieve Below National Benchmarks in Numeracy: An Australian Perspective. John E. Pegg, University of New England; Lorraine J. Graham, University of New England
The Effect of “Cyber Home School” on Korean Rural Students’ Mathematics Achievement and Attitude. Hee-Chan Lee, Korea National University of Education
Discussant: Steven McGee, University of Michigan

43.073. Creating a Culture to Promote Student Success. SIG-School Community, Climate, and Culture; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 5
10:35 am to 12:05 pm
Chair: John V. Shindler, California State University - Los Angeles
Participants:
Academic Culture, Teacher Regard, and Academic Aspirations Among Middle School Students. Elen C. McCollum, University of Michigan; Nicholas Paul Yoder, University of Michigan
The Impact of Caring Relationships on Urban High School Student Aspirations and Achievement. Ryan Edward Santos, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles
School Culture and Teacher Quality Characteristics: Examining Student Outcomes via a Performance Framework. Matthew Ohlson, University of Florida; Philip Emery Poekert, University of Florida; Magdalena Castaneda, University of Florida; Alyson J. Adams, University of Florida; Raquel Díaz, University of Florida; Sylvia Boynton, University of Florida
Professional Learning Communities: A Strategic Framework for STEM Education Through the Development of STEM Academies. Teresa Irish, University of Maryland - Baltimore County; Anne Spence, University of Maryland - Baltimore County; Susan M. Blunk, University of Maryland - Baltimore County
Discussant: Alberto M. Ochoa, San Diego State University

43.074. Longitudinal Educational Effectiveness Research: Current Applications and Critical Questions on Following Students Over Time. SIG-School Effectiveness and School Improvement; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 4
10:35 am to 12:05 pm
Chair: Jan A. Van Damme, Catholic University of Leuven
Participants:
School Effects on Changes in Motivation and Educational Attainment. Margaretha P.C. van der Werf, GHON, Institute for Educational Research; Marie-Christine J. Odenakker, University of Groningen; Hans Kooper, University of Groningen
The Size of School Effects in Growth Curve Models. Bieke De Fraene, Catholic University of Leuven; Anumendem Dickson Nkuj, Catholic University of Leuven; Jerissa de Bilde, Catholic University of Leuven
Instability of the School Population: The Less Favorable Side of Longitudinal Educational Effectiveness Research. Heidi Knipprath, Catholic University of Leuven; Jean Pierre H.C. Verhaeghe, Ghent University, Belgium
Discussant: Stephen W. Raudenbush, University of Chicago

43.075. International Research on Science Education. SIG-Science Teaching and Learning; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 8
10:35 am to 12:05 pm
Chair: HsingChi von Bergmann, University of Calgary
Participants:
An Analysis of Earth Science Curriculum Using Inquiry Methodology in Different Countries. Do-Yong Park, Illinois State University; Mira Park, Illinois State University; Robert E. Lee, Illinois State University
Comparing American and Canadian Grade 10 Students in PISA Science Test Performance Using Data Mining. Chong Ho Yu, Arizona State University; Angel Kay Jannach-Pennell, Arizona State University; Samuel Digangi, Arizona State University; Charles Karpyet, Arizona State University
Comparing Japanese and American Inquiry-Based Science Practices in Middle Schools. Sachiko Tosa, Wright State University
Discussant: Kenneth G. Tobin, The Graduate Center - CUNY

43.076. Measuring Implementation Fidelity in SEL Programming. SIG-Social and Emotional Learning; Symposium
Colorado Convention Center, Street Level, Room 407
10:35 am to 12:05 pm
Chair: Susan E. Rivers, Yale University
Participants:
Defining Fidelity Using a Holistic Approach. Allison A. Holzer, Yale University; Maria Regina Reyes, Yale University; Susan E. Rivers, Yale University; Lori Nathanson, University of Virginia; Marc A. Brackett, Yale University
Moderating Effects of Program Support Variables on Quality of Program Implementation and Effectiveness. Maria Regina Reyes, Yale University; Marc A. Brackett, Yale University; Susan E. Rivers, Yale University; Mark White, Yale University; Sean Fleming, Yale University
Quantity and Quality of Implementation of the 4Rs Program Over 3 Years. Stephanie Margaret Jones, Harvard University; Joshua L. Brown, Fordham University; John Lawrence Aber, New York University
Discussant: Carol L. O’Donnell, National Center for Education Research, Institute of Education Sciences

43.077. Peers, Sibs, and Self-Selection in Educational Achievement. SIG-Sociology of Education; Paper Session
Colorado Convention Center, Street Level, Room 210
10:35 am to 12:05 pm
Chair: Sophia Cutsambis, Queens College - CUNY
Participants:
Influence or Selection? Peer Poverty and Student Test-Score Growth. Douglas L. Laenu, University of North Carolina - Chapel Hill; S. Michael Gaddis, University of North Carolina - Chapel Hill
A Cross-National Comparison of Peer Group Influence on Educational Achievement. Ge Liu, University of Notre Dame
The Effects of Siblings on Student Learning Rates: A Fixed-Effects Analysis. Joseph Workman, University of Notre Dame; Guillermino E. Mout, University of Notre Dame; William Carbonaro, University of Notre Dame
Discussant: Fabian T. Pfieffer, University of Wisconsin - Madison
43.078. **Inclusion: Efficacy in Classrooms and Society.** SIG-Special Education Research; Paper Session  
Chair: Peggy King-Sears, George Mason University  
Participants:  
Strength-Based Classroom: How the Presence of Students With Disabilities Enhances the General Education Classroom. Christi R. Kasa-Hendrickson, University of Colorado - Colorado Springs; Christine Elaine Ashby, Syracuse University  
The Effects of Solve It! on Middle School Students' Math Problem Solving. Marjorie Montague, University of Miami  
Teacher and Administrator Attitudes Toward Inclusion in Taiwan: New Tools for Measuring Attitudes and Barriers to Belonging. Tsui-Fang Hsu, University of Idaho; Matthew Wuppert, University of Idaho  
Service-Learning Experiences of College Freshmen, Community Partners, and Consumers With Disabilities. Florence Chueu Muvana, University of Illinois - Urbana-Champaign; Janet S. Gaffney, University of Illinois - Urbana-Champaign  
Discussant: Yvonne L. Goddard, Texas A&M University

43.079. **Making Sense of Students’ (Mis)Understandings of History.** SIG-History  
Chair: Linda Symcox, California State University - Long Beach  
Participants:  
The Historical Account Differences Survey: Enriching Methods for Assessing Metahistorical Understanding in Complex School Environments. Kevin O'Neill, Simon Fraser University; Sheryl Galen, Simon Fraser University  
An Integrative Framework for Studying Students’ Historical Reasoning. Carla Van Bostel, University of Amsterdam; Jannet Van Drie, University of Amsterdam  
Contextualizing Historical Consciousness. Suhaimi bin Mohamed Afandi, National Institute of Education; Mark C. Baildon, Centre for Research in Pedagogy and Practice  
History Mash-Up: (Mis)Remembering and the Narration of the Past. John S. Wills, University of California - Riverside  
Discussant: Peter C. Seixas, University of British Columbia

43.080. **Technology Integration: National and International Perspectives.** SIG-Technology  
Chair: Deborah Lowther, The University of Memphis  
Participants:  
The Conditions, Processes, and Consequences of Laptop Integration in Algebra I Classrooms. Walter F. Heinecke, University of Virginia  
Assessing the Impact of a Large-Scale Technology Initiative on Student Achievement via Action Research. Kara M. Davson, University of Florida; Cathy Cavanaugh, University of Florida; Vasa Buraphadeja, University of Florida  
Online Supports for Project-Based Learning: A Survey of Teacher Use in U.S. High Schools. Jason Ravitz, Buck Institute for Education; Juliane Blazevski, University of Michigan  
An International Knowledge Building Network for Sustainable Curriculum and Pedagogical Innovation. Therese Laferriere, Laval University; Nancy Lao, University of Hong Kong; Mireia Montane, Department of Education - Catalunya  
Discussant: Neale Strudler, University of Nevada - Las Vegas

### Division and SIG Roundtables

43.081-1. **Adult Literacy Experiences.** Division G - Social Context of Education; Roundtable Session  
Chair: Silvia Cecilia Noguera, Arizona State University  
Participants:  
Contrahistorias Mexicanas: Language and Counter-Storytelling as Transformative Resistance Among Mexicans in Northern Michigan. Estrella Torrez, Michigan State University  
Linguistic and Sociocultural Influences on the Academic Writing of English-Language Learners in Graduate School. Elizabeth K. Noll, University of New Mexico  
Cultural Intersections: Exploring the Works of aTRANSATIONAL Writer and Artist. Mary Esther Huerta, Texas State University - San Marcos; Jesse Straus Gainer, Texas State University - San Marcos; Jennifer Battle, Southwest Texas State University  
Intercultural Participation and Language Learning Anxiety: A Qualitative Analysis of Adult Online Language Learners. Joelene Elizabeth Coryell, University of Texas - San Antonio; M. Carolyn Clark, Texas A&M University

43.081-2. **Agency, Aspirations, and Success.** Division G - Social Context of Education; Roundtable Session  
Chair: Chiara Cannella, The University of Arizona  
Participants:  
Does It Make Any Difference? Teaching Nanotechnology in Remote and Indigent Areas in Taiwan. Pao-Feng Paula Lo, National Dong Hwa University  
Exploring Educational Aspirations. Carol L. Fuller, University of Reading  
Pursuing the American Dream: Low-Income Minority Students at a College-Preparatory Charter School Write “Success.” Ruchela V. Kuklarni, Arizona State University

43.081-3. **Assessment and Achievement for All Learners in an Age of Accountability and Reform.** Division G - Social Context of Education; Roundtable Session  
Chair: Audra Skukanekaitė, University of Texas - Brownsville  
Participants:  
English-Language Learners and Interpretations of State and Federal Assessments: Disparate Educational Reform. Francesca Lopez, Marquette University; Elizabeth McEneaney, Calif State University - Long Beach  
Lessons From Williams Versus California: How Teacher Qualifications, Instructional Resources, and Building Conditions Affect Achievement. Joanna M. Lee, University of Virginia; Carl Byron Keys, University of Virginia  
“Praxis as Possibility”: Standardized Assessment, Writing Instruction, and the Pursuit of Social Justice. Julie Gorlevski, Medaille College

43.081-4. **Complexity in Classrooms.** SIG-Chaos & Complexity Theories; Roundtable Session  
Chair: Randa Khattar, York University  
Participants:  
Complexity in the Cinematic Classroom: Exploring Nonlinearity of Instruction When Integrating Film in Course Curriculum. Kathryn Roden, University of Oklahoma; University of Central Oklahoma  
Complexity Theory as a Lens for Conceptualizing Change in the Delivery of Professional Development. Frank Anthony Daniels, Boston College; Patrick J. McQuillan, Boston College  
Conceptualizing the Early Childhood Curriculum as a Complex System in Practitioner Research Methodology. Hanin Hussain, University of Canterbury

43.081-5. **Diverse Pathways to Literacy Development.** Division G - Social Context of Education; Roundtable Session  
Chair: Levi Chandler Maia, University of California - Santa Barbara  
Participants:  
Diverse Languages of the Mind, Diverse Means of Externalizing Thought: Cultivating Cognitive Pluralism in Education. Kimberly Cotter-Lemus  
Examining a Textual Cycle in an English for Academic Purposes Classroom: Co-Constructing “Globality” and Its Subjects? Christian W. Chau, OISE/University of Toronto  
Examining Literacy Development: Tracing Differential Participation Through Narratives and Literacy Practices. Elizabeth C. Mcnally, The Ohio State University
43.081-6. Dynamics of Meaning Constructions: Home, School, and Profession Contexts. Division G - Social Context of Education; Roundtable Session
Chair: Laura Anne Hill-Bonnet, University of California - Santa Barbara
Participants:
“Learning How to Feel as a Professional”: Emotion in Education. Samara D. Madrid, University of Wyoming; Maylan A. Dunn-Kenney, Northern Illinois University
Peirce’s Concept of Signs and Kindergarten Semiotics. Cynthia B. Leung, University of South Florida - St. Petersburg
“I’m Not Seeing It at Home”: Breakdown in Communication Between Home and School Literacy Practices. Peggy Lynn Semingson, University of Texas - Arlington

43.081-7. Education in Hard Times. Division G - Social Context of Education; Roundtable Session
Chair: Tamara Butler, The Ohio State University
Participants:
The Evolving Demographics and Capitals of Education in Homeless Contexts. Peter Michael Miller, University of Wisconsin - Madison; James B. Schreiber, Duquesne University; Rick B. McCown, Duquesne University; Dana Schneider, Duquesne University
Do Children Lose More Than a Home? Effects of Foreclosure on Youth Settings and Education Outcomes. Ashlyn A. Nelson, Indiana University; Stephen L. Ross, University of Connecticut; David Figlio, University of Florida
A Tale of Two Cities: A Frame Analysis of Massachusetts School Funding Inequities. Christine Power, Boston College

43.081-8. Faculty Development Roundtable. Division J - Postsecondary Education; Roundtable Session
Chair: William H. Rickards, Alverno College
Participants:
Student, Program, and Institutional Factors Influencing Faculty Pedagogical Practices in Engineering Departments. Kadian McIntosh, The Pennsylvania State University; Hym Kyoung Ro
Understanding Faculty Participation in a K-20 Partnership: Identity Conflict, Instructional Change, and Professional Community. Stacy I. Olitsky, Math and Science Partnership of Greater Philadelphia
Understanding Gender Gap in Research Productivity in Faculty of Science and Engineering. Wenfan Yan, University of Massachusetts - Boston
University Faculty Experiences of Classroom Incivilities: A Critical-Incident Study. Rodney K. Goodyear, University of Redlands; Pauline J. Reynolds, University of Redlands; Jane Broke Broth Gregg, University of Redlands

43.081-9. Global Perspectives, Civic Engagement, Service, and Social Justice in Higher Education Roundtable. Division J - Postsecondary Education; Roundtable Session
Chair: Kelly Carter Merrill, University of Hawaii
Participants:
Developing Civic Engagement Competencies With Museum-Studies Students. Elke Wood, Indiana University/ Purdue University at Indianapolis
Service Participation and the Development of a Global Perspective. Mark E. Engberg, Loyola University Chicago
Social Justice Orientations and Outcomes for Majors in Science, Technology, Engineering, and Mathematics and Their Peers. Marguerite E. Bonos-Hammarth, University of California - Irvine; Silvia Swigert, University of California - Irvine
Global Perspective of Students at Church-Related Colleges and Universities. Kelly Carter Merrill, University of Hawaii

43.081-10. Learning Through Social Actions. Division G - Social Context of Education; Roundtable Session
Chair: Ligia L. Lopez, University of Wisconsin - Madison
Participants:
Perspectives on Teaching for Social Justice and Equity. Elizabeth Hope Dorman, Regis University
The Kiwila Project: Impact of Native Hawaiian Culturally Responsive Civics Curricula on Students’ Knowledge of Civics and Their Civic Engagement. Kelly Drew Roberts, University of Hawaii; Hye Jin Park, University of Hawaii; Kiriko Takahashi, University of Hawaii

43.081-11. Learning-Centered Approaches for College Student Success. Division J - Postsecondary Education; Roundtable Session
Chair: Nina B. Edaljee, Saint Joseph’s College
Participants:
A Conceptual Approach to Understanding Superior Outcomes for Learners in Blended-Online Environments. Peter Shea, University at Albany - SUNY; Temi Bidjerano, Furman University; Michael Starenko, Rochester Institute of Technology; Richard Fasse, Rochester Institute of Technology
Learner-Centered Practices as a Comprehensive Theoretical Model for Enhancing College Student Success: A Longitudinal Study From 2006 to 2009 at San Antonio College. Barbara L. McCombs, University of Denver
Supplemental Instruction/Structured Learning Assistance Program: Improving Academic Performance and Retention. Andrea Wette Moss, Cleveland State University
They’re Smart, so They’re OK: Assessing Satisfaction, Self-Efficacy, and Self-Concept of Talented Students. Letitia L. Thomas, University at Buffalo - SUNY; Danielle M. Johnson, University at Buffalo - SUNY

43.081-12. Measuring Statistics Knowledge, Reasoning, and Beliefs. SIG- Educational Statisticians; Roundtable Session
Chair: Kathy E. Green, University of Denver
Participants:
Developing a Statistics Teaching and Beliefs Survey. Andrew Zieffler, University of Minnesota; Joan B. Garfield, University of Minnesota; Robert C. Delmas, University of Minnesota
Evaluating Statistical Reasoning of College Students in the Social and Health Sciences With Diagnostic Assessment. Ting Cai, University of Alberta; Mary Roduta Roberts, University of Alberta
The Validation of an Instrument to Measure Helplessness in Learning Statistics. Brandon K. Vaughn, University of Texas - Austin; Sarah Rebecca Daniel, University of Texas - Austin; Breana Jeanne Sylvester Dacy, University of Texas; DanDan Wang, University of Texas - Austin; Frank W. Roberts, University of Texas - Austin; Robert Williams Ellis, University of Texas - Austin; Audrey J. Leroux, University of Texas - Austin; Mariella D. Svinicki, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin

43.081-13. Motivating Professionals in and to Practice. Division I - Education in the Professions; Roundtable Session
Chair: Carol S. Kamin, University of Illinois - Chicago
Participants:
The Effects of Motivation and Emotion on Achievement in an Introductory Clinical Reasoning Course. Anthony R. Artino, Uniformed Services University of the Health Sciences; Steven J. Durning, Uniformed Services University
The Use of Guided Inquiry: Creating an Active Learning Context for Professional Training. Elliot P. Douglas, University of Florida; Chu-Chuan Chiu, University of Florida
Creating a Virtual Community of Practice Among Graduate Social Work Students. Jayne Swanke, Southern Illinois University; Laura Dresil Zeman, Southern Illinois University; Judy Ellen Dotor, Purdue University Calumet
Meeting Star Researchers: The Long-Term Impact of Graduate Students Meeting Nobel Laureates. Erin Mehlich Burr; Oak Ridge Institute for Science and Education; Samuel Held, Oak Ridge Institute for Science and Education

43.081-14. Postcollege Outcomes and Evaluation. Division J - Postsecondary Education; Roundtable Session
Chair: Deborah Worley, University of North Dakota
Participants:
Student Success Beyond the College Years: Examining the Relationship Between Co-Curricular Involvement and Post-Graduation Pursuits. Deborah Worley, University of North Dakota; Amy E. Wells-Dolan, The University of Mississippi
Calculating Returns to Degree in Higher Education Using Administrative Data. Tom Schenk, Iowa Department of Education; Kiyokazu Matsuyama, Iowa Workforce Development
Group Differences in Test Retaking and Performance Among Collegians on a High-Stakes Test. Ze Wang, University of Missouri; Steven J. Osterlund, University of Missouri - Columbia

Describing the Impact of Faculty Interaction on Women Who Are Deciding to Apply to Medical School. Sharon Ann Aiken-Wisniewski, University of Utah

43.081-15. Precollege and College Preparation Issues. Division J - Postsecondary Education; Roundtable Session
Chair: Mariane Orkoshavili, Vanderbilt University
Participants:
An Examination of AVID Graduates’ College Preparatory Achievements. Karen M. Watt, University of Texas - Pan American; Jeffery J. Huerta, University of Texas - Pan American; Patricia Reyes, University of Texas - Pan American
Examining the Accuracy of Self-Reported High School Grade Point Average. Emily J. Shaw, The College Board; Krista D. Mattern, The College Board
High School Course-Taking Patterns for English-Language Learners: A Case Study From California. Neal D. Finkelstein, WestEd; Min Huang, WestEd; Tony Fong, WestEd
Predicting Higher Education Enrollment and Math Course Placement Through High School Mathematics Course-Taking Patterns. Colby Stoever, Texas Higher Education Coordinating Board; Tamara Chinn, Texas Higher Education Coordinating Board; Robin E. Yanzig, Texas Higher Education

43.081-16. Preparing Citizens to Teach: Social Studies Teacher Preparation. SIG-Research in Social Studies Education; Roundtable Session
Chair: Anne-Lise F. Halvorsen, Michigan State University
Participants:
Critical Historical Thinking: An Examination of Novice Teacher Decision Making. Brooke Blevins, University of Texas; Cinthia S. Salinas, University of Texas - Austin
Dialogic Supervision: Modeling Deliberative Democracy During Student Teaching. Alexander Cuencu, University of Georgia
Needing TPACK Without Knowing It: Preservice Teachers’ Perceptions of Integrating Instructional Technology in Social Studies. Erik Jon Byker, University
The Impact of Modeling on Beliefs About Teaching Social Studies. Barrie E. Tinkler, The University of Vermont

43.081-17. Productivity, Performance, and Accountability in Public and For-Profit Institutions. Division J - Postsecondary Education; Roundtable Session
Chair: Brandy Nicole Van Horn, University of Denver
Participants:
Explaining Differences in Alumni Giving Participation Rates at Flagship Universities. David J. Weerts, University of Minnesota; Thomas Sanford, University of Minnesota; Olena Glushko, University of Minnesota
Impact of Performance-Based Funding on Graduation Rates. Thomas Sanford, University of Minnesota; James M. Hunter, University of Minnesota
Productivity and Effectiveness in Higher Education: Establishing a Research Agenda on For-Profit Higher Education Institutions. William G. Tierney, University of Southern California; Guilbert C. Hentschke, University of Southern California
The Promise of Sustainable Renewable in Understanding Institutional Accountability in Public Higher Education. Liliana Castro, Front Range Community College; Clifford P. Harbour, University of Wyoming

43.081-18. Pushing the Boundaries of Higher Education. Division J - Postsecondary Education; Roundtable Session
Chair: Victoria Showunmi, Institute of Education - London
Participants:
Adaptation of Asian International Graduate Students to American College. Sue Bin Jeon, The Pennsylvania State University; Seung Won Park, The Pennsylvania State University
Examining Concepts of Choice and Motivation in the Pursuit of Higher Education Across Borders. Shahnam Koipala-Azad, University of San Francisco
Globalization in Local, Community-Serving Urban Public Universities: Saving the World or “My Street”? Jorgetta Abate-Vaughn, University of Massachusetts - Boston; Donna DeGennaro, University of Massachusetts - Boston

43.081-19. Race and Gender Dynamics. Division J - Postsecondary Education; Roundtable Session
Chair: Margaret W. Sallee, The University of Tennessee
Participants:
Dr. Afterthought and Dr. Mom: The Experiences of Female Scientists With Children. Margaret W. Sallee, The University of Tennessee; Amanda M. Blakewood, The University of Tennessee
Faculty Women of Color Post-Gratz/Grutter: The Critical Nexus of Race and Gender. Caroline Sotello Vernez Turner, Arizona State University; Juan Carlos Gonzalez, California State University - Fresno; Kathleen Wong (Lau), Western Michigan University
Tools for the Journey: How Classroom Opportunities to Talk About Race Lead to Personal/Professional Growth. Ashlee A. Lewis, University of South Carolina; Lisa Elizabeth Wills, University of South Carolina; Brandy Wilson, University of South Carolina; Catherine Lynne Packer, University of South Carolina; Mary E. Earick, Plymouth State University; Michelle Jay, University of South Carolina

43.081-20. Teacher Learning: Exploring Trends and Challenges in Teacher Preparation. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Eileen Reilich, Saint Martin’s University
Participants:
Effects of Teacher Beliefs on the Content of Problem Behavior in a Classroom Management Course. Sandra H. Dunn, University of Texas - Austin
Exploring Preservice Teachers’ Learning to Provide Instructional Explanations. Charalambos Y. Charalambous, Harvard University; Heather C. Hill, Harvard University; Deborah Loewenberg Ball, University of Michigan Learning to Teach: Preservice Teachers’ Changing Conceptions About Teaching Social Studies. Jennifer Cutforth, Teachers College, Columbia University

43.082. Roundtable Session 24; Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
10:35 am to 12:05 pm

43.082-1. Calling for Transformative Action for Social Justice and Peace: International Perspectives. SIG-Peace Education; Roundtable Session
Chair: Claire McGlynn, School of Education
Participants:
Combating Stereotypes and Prejudices in a Higher-Education Conflictual Venue: A Case Study. Zehavit Gross, Bar-Ilan University
Female Marriage Immigrants’ Human Rights in South Korea: What Can Peace Education Do? Soonjiang Kwon
Principles and Practices of Caring Communities. Susan Francis Carson, Grand Valley State University
Promoting Peace Through Intercultural Dialogue. Elavie Ndura-Ouedraogo, George Mason University; Ineko Tsuchida, Shinyo-en Foundation; Andre Roger Marseille, George Mason University; Samantha L. Doak, George Mason University

Chair: Justina Oouto Osa, Virginia State University
Participants:
Civic Education in Post-Conflict Liberia. Laura Jeanne Quaynor; Emory University
South African Preschool Teachers Describe Their Experiences With Their Principals: Implications for Examining Classroom Quality. Sarah Elizabeth Dennis, Erikson Institute

43.082-3. Doctoral Education and the Challenge of Research. SIG-Doctoral Education across the Disciplines; Roundtable Session
Chair: Catherine M. Millett, ETS
Participants:
Becoming a Professional Researcher? Resources and Adversities in the Ph.D.
Path, Kirsti Maria Phylet, Helsinki University; Auli Toom, University of Helsinki

Doctoral Students’ Conceptualizations of Research Problems for Dissertation Studies. Kathryn J. Roulston, University of Georgia; Melissa Freeman, University of Georgia; Judith Prusis, University of Georgia

Publication Productivity Among Doctoral Graduates of Educational Psychology Programs Before and After the Year 2000. Terrill F. Saxson, Baylor University; Lucy M. Barnard-Brak, Baylor University; Heather Hays, Baylor University

On Doctoral Student Development: Exploring Faculty Mentorship and the Shaping of African American Doctoral Student Success. Pamela Felder, Teachers College, Columbia University

Improving the Doctoral Student to Assistant Professor Transition: Researching in a Virtual World. James E. Bartlett, North Carolina State University

43.082-4. Females Negotiating Learning in Higher Education. SIG-Research on Women and Education; Roundtable Session

Chair: Rosalind Pijeaux Hale, Xavier University of Louisiana

Participants:
Connecting Technology Skills and Course Satisfaction in the Feminist Instructional Technology Classroom. Teri L. Sosa, Saint Joseph’s University
Exploring the Gender Gap in the Measurement of Innovative Cognition in Undergraduate Business Students. Nicole Christine Jackson, University of California - Berkeley
Otherwise Occupied: Investigating the Complex Relationships Between Gender and College Attendance and Performance. Nancy S. Niemi, University of New Haven; Julia B. Smith, Oakland University

43.082-5. Reaching Underserved Communities. SIG-Family, School, Community Partnerships; Roundtable Session

Chair: Mavis G. Sanders, The Johns Hopkins University

Participants:
Study of Parental Involvement in a Rural School District: Implications for Urban Schools and Leadership Development Programs. Jo Bennett, Wichita State University; Natalie Grant, Wichita State University; Lance Stott, Unified School District 480
Technology Outreach Programs: Their Impact on Middle School Students and Their Families From Underserved Communities. Ravi Narayan, University of Texas - Austin; Paul E. Resta, University of Texas - Austin


Chair: Youngjoo Yi, Georgia State University

Participants:
L2 Students’ Perceptions of Teacher-Written Feedback on Academic Literacy Development. Ruicheng, Nazareth College
Asian American English-Language Learners’ Language and Literacy Processes, and Their Identity. Doosoon Kim, University of South Florida; Muberra Sahin, University of South Florida; Amy Fioramonte, University of South Florida; Oksana Vorobel, University of South Florida
Building Academic Capital Among English-Language Learners Through Accountable Talk. Yidiya Ardasheva, University of Louisville; Penny B. Howell, University of Louisville

43.082-7. Teaching and Leading in Urban Schools. SIG-Urban Learning, Teaching, and Research; Roundtable Session

Chair: Katherine G. Hayes, Los Angeles Unified School District - California

Participants:
A Comparison of the Mathematics Instructional Practices of Elementary Teachers in Urban High-Poverty Schools. Suzanne Elizabeth McKinney, Old Dominion University; Robert Q. Berry, University of Virginia; Jack E. Robinson, Old Dominion University; Daniel L. Dickerson, Old Dominion University
Are They Smart Enough? Assessing the Emotional Intelligence of School Leaders. Thelma R. Moore-Steward, California State University - San Bernardino

Equal Opportunity? Poverty and Characteristics of School Library Media Centers. Shana L. Pribesh, Old Dominion University; Karen Gavigan, University of North Carolina - Greensboro
Learning to Teach Reading Under Restrictive Policy and Reform. Nancy J. Murri, Archuleta School District 50JT

43.082-8. Teaching and Learning Environments: Expectations, Perceptions, and Effects on (Learning) Outcomes. SIG-Learning Environments; Roundtable Session

Chairs: Tirthalavanam G. Ganesh, Arizona State University; Mieke Brekelmans, Utrecht University
Jan Van Tartwijk, Leiden University
Barbara Schultz-Jones, University of North Texas
Perry Den Brok, Eindhoven University of Technology

Participants:
Classroom Psychosocial Environment and Course Experiences in a Preservice Teacher Education Course. Jeffrey P. Dorman, Australian Catholic University
Generating Caring Professor-Student Relationships Through Course Activities. Denise M. McDonald, University of Houston - Clear Lake; Kent Alan Dovoll, University of Houston - Clear Lake
Preservice Teachers’ Perceptions of Technology-Integrated Learning Environments: Assessing Patterns of Teaching and Learning. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates; Barry J. Fraser, Curtin University of Technology
The Influence of the Classroom Psycho-Social Learning Environment on Student Engagement in Classroom Learning. Robert Frederick Cavanagh, Curtin University of Technology; Graham B. Dellar, Curtin University of Technology

43.082-9. Transforming Education Using Reflexivity as a Tool to Identify Bias. SIG-Critical Educators for Social Justice; Roundtable Session

Chair: Caroline M. Eick, Mount Saint Mary’s University

Participants:
Examining Immigration Issues With K-12 Teachers Through Human Rights and Social Justice Lenses. Elizabeth K. DeMulder, George Mason University; Stacia M. Stribling, George Mason University; Monimalika Day, George Mason University
Internal and Cross-Class Parent Organizing for Educational Change: Two Washington, D.C., Historical Case Studies. Jenice Leilani Vans; George Mason University
Resistance to Naming Whiteness, Privilege, and Identity in Education. Darren E. Lund, University of Calgary; Paul R. Carr, Youngstown State University
Narratives From the Same Side of the Fence: A Moral Reflection on Special Education. Bernardo E. Pohl, University of Houston

43.082-10. Understanding the Complex Lives of African American Students. SIG-Research Focus on Black Education; Roundtable Session

Chair: Monika Williams Shealey, Florida International University

Participants:
Examining the Influence of Perceived Discrimination During African American Adolescents’ Early Years of High School. Aisha R. Thompson, University of Virginia; Anne Gregory, University of Virginia
The Legitimization of Houston A+ Challenge. Larry Daffin, New York University
A Theoretical Framework for Exploring Dropout Rates in Urban Schools. Obad Norman, Morgan State University; Stephen B. Plank, Johns Hopkins University; Rachel E. Durham, Johns Hopkins University; Elizabeth N. Farley-Ripple, University of Delaware; Patrice Juliette Ripple, Morgan State University
Framing African American Students’ Success and Failure in Urban Settings: A Typology for Change. Marlon C. James, University of Connecticut; Chance W. Lewis, Texas A&M University - College Station; Stephen D. Hancock, University of North Carolina - Charlotte; Valerie Hill-Jackson, Texas A&M University
“Black Like Who?” Experiences of African American College Students From Immigrant Families. Lorenzo DuBois Baby, University of Illinois

43.083. Roundtable Session 25; Roundtable Session

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

43.083-1. Contemporary Discourses in Curriculum and Instruction. SIG-Society of Professors of Education; Roundtable Session
43.083-2. Diverse Studies in Applied Measurement. Division D - Measurement and Research Methodology; Roundtable Session

Chair: James A. Wollack, University of Wisconsin - Madison

Participants:
Study of Monotonic and Inconsistent Response Patterns. Hye-Sook Park, Honam University
Profile Analysis via Multilevel Modeling. Steven Andrew Culpepper, University of Colorado - Denver
Sequential Effects in Essay Ratings. Yigal Atali, ETS
The Impact of Missing Data on Test Dimensionality. Shin-Feng Chen, National Pingtung University of Education; Shuai Wang, University of Maryland
Effect of Refined Subtest Selection on DIMTEST Performance With an Application to Nonsimple Structure Multidimensionality. Jesselyn Smith, CTB/McGraw-Hill LLC; Louis A. Roussos, Measured Progress

43.083-3. Dynamic Models of Data-Driven Decision Making. SIG-Educational Change; Roundtable Session

Chair: Eduardo Flores-Kastanis, Monterey Institute of Technology and Higher Education

Participants:
Change Orientations in Schools. Sean Kearney, Texas A&M University; Page A. Smith, University of Texas - San Antonio
High-Definition Data: A Clearer Picture of Educational Reform With Data-in-a-Day. Ann G. Bessell, University of Miami; Kathleen Armstrong, University of Miami; Miriam Pacheco Plaza, University of Miami; Devon Black, University of Miami
The Principal as Agent of Mediated Educational Reform: Dynamic Models of Case Studies of Data-Driven Decision Making. James A. Levin, University of California - San Diego; Amanda L. Datnow, University of California - San Diego


Chair: Timothy Vansickle, Questar Assessment, Inc.

Participants:
Investigating Different Item Response Models in Equating Mixed-Format Tests. Tian Song, Michigan State University
Sample-Size Impact on Screening Methods. Dong-In Kim, CTB/McGraw-Hill LLC; Karen Barton, CTB/McGraw-Hill LLC; Seung W. Choi, Northwestern University
A Comparison of IRT Observed and IRT True-Score Equating Methods When Reliability Changes and IRT Model Misfit Occurs. Insu Paek, ETS; Hyeonjoo J Oh, ETS

43.083-5. Maintaining Reporting Scales and the Impact of the Various Sources of Error on Equating Results. Division D - Measurement and Research Methodology; Roundtable Session

Chair: Lei Yu, Pacific Metrics

Participants:
The Impact of Errors of Equating and Errors of Measurement on Reported Scores. Michael Mokhlu, ETS
The Effectiveness of Equating Plans for Maintaining Scale for Constructed-Response Tests in Assessment Programs. Terran Leon Brown, ETS; Michael E. Walker, ETS; Sooyeon Kim, ETS; Xiaohai Zheng, University of California - Berkeley

43.083-6. Narratives of Storied Lives. SIG-Narrative Research; Roundtable Session

Chair: Anne E. Murray-Orr, Saint Francis Xavier University

Participants:
Cries and Whispers: An Inmate Rewrites His Life. Diane P. Ketelle, Mills College
“Ghost Stories”: Tales of How Experiences Meld Into Iconic Images Influencing Learning, Teaching, and Life Choices. Carolyn Frances Chyst, SUNY - College at Oneonta; Zanna D. McKay, University of Wyoming; Cynthia Ann Lassonde, SUNY - College at Oneonta
“Tracings of Americanization”: Visual and Spoken Narratives From Southwestern Illinois. Maris Thompson, California State University - Chico

43.083-7. Qualitative Inquiry Into Multiple Constituencies. Division D - Measurement and Research Methodology; Roundtable Session

Chair: Becky M. Atkinson, The University of Alabama

Participants:
Can Assessment Improve Educational Quality? Michelle Saint-Germain, California State University - Long Beach; Misty Dvon Savatey
Polyphonic Research Design: Employing Dialogue to Enhance Qualitative Research. Vicki S. Collet, University at Buffalo - SUNY; Michelle R. Ciminelli, University at Buffalo - SUNY
“Faculty of Color? Oh, You Mean African American Faculty”: Reflecting on a Study of Recruitment of Faculty of Color. Jessica K. Kim, Teachers College, Columbia University; Marybeth Gasman, University of Pennsylvania

43.083-8. Research on the Design and Effectiveness of Learning Technologies, Games, and Virtual Worlds. SIG-Advanced Technologies for Learning; Roundtable Session

Chair: Florence R. Sullivan, University of Massachusetts - Amherst

Participants:
Examining the Effects of an Animated Pedagogical Agent on Spanish Vocabulary Learning. Katerina Theodoridou, University of Texas - Austin
The Historical Pathways of the West: American West Heritage Through Location-Based Games. Brent E. Shelton, Utah State University; Jon Scoresby, Utah State University; Mary Ann Parlin, Utah State University; Marion Jensen, Utah State University; Tom Coswell, Utah State University
Middle School, High School, and College Community Students’ Self-Reported Impressions About Learning Game Design, Programming, and Web 2.0
Skills in a Workshop-Based Learning Environment. Idi Harel Caperton, World Wide Workshop Foundation; Rebecca Reynolds, World Wide Workshop Foundation
Rich Visual Media Meta-Analyses for Learning: An Approach at Meta-Synthesis. Heather Leary, Utah State University; Brent E. Shelton, Utah State University

43.083-9. Student Reading Achievement Among Poverty Schools in Urban Districts. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Chair: John R. Slate, Sam Houston State University

Participants:
District-Level Measurement of Professional Learning Using Student Reading Gains. Kirk Vandersall, Arroyo Research Services; David A. Stuit, Vanderbilt University
Independent Effects of Neighborhood Poverty and Family Poverty on Student Reading Status and Progress. Michael J. Flieck, Natrona County School District - Wyoming; Trevor Mahlum, Natrona County School District - Wyoming
Lifting All Boats: Improved Reading Achievement in K-3 Urban Schools After Applying Principles of Scientifically Based Reading Research. James A. Salzman, Ohio University; David O. Newman, Cleveland State University; Lisa A. Lenhart, The University of Akron

43.083-10. Teacher Practices in Assessment. SIG-Classroom Assessment; Roundtable Session

Chair: Dawn D. Mazzie, Lincoln Public Schools

Participants:
Assessing Universal Design for Classroom Testing. Bruce Frey, The University of Kansas; Justin Allen, The University of Kansas
43.083-11. The Role of School Leaders in Evaluating and Supporting Planning, Programs, and Assessment. SIG-Leadership for School Improvement; Roundtable Session
Chair: Linda P. Rose, University of California - Los Angeles
Participants:
- Archetypes of Creative Leadership Among Principals Implementing Arts Integration in Elementary Schools. Stacey L. Bridges, Oklahoma State University; Ruth Wilcox, Oklahoma State University; Diane Montgomery, Oklahoma State University
- The Role of Administrators in Supporting Classroom Assessment. Danielle Beckett, Brock University; Lois M. Volante, Brock University; Susan Margaret Drake, Brock University; Joanne L. Reid, Brock University

43.083-12. Use of Rasch Model to Examine Measurement Error and Reliability. SIG-Rasch Measurement; Roundtable Session
Chair: Seock-Ho Kim, University of Georgia
Participants:
- An Index for Relative Error of Measurement Within Tolerance Intervals. Dimitar M. Dimitrov, George Mason University
- Investigation of Rasch Measurement Precision Depending on the Number of Dichotomous Items. Anatoly Andreyevich Maidak, Slavyansk On-Kuban State Pedagogical Institute

Division and SIG Posters

43.084. Poster Session 7; Poster Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3
10:35 am to 12:05 pm

43.084-1. Communication of Research Poster Session. SIG-Communication of Research; Poster Session
Posters:
1. College Students’ Research Habits and Needs: Implications for the Development of Online Research Tools. Rebekah Judson, Swarthmore College; Calli-Ev Kouch, Teachers College, Columbia University; George Nantwi, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University

43.084-2. ELL Teacher Preparation for the 21st Century: Knowledge, Skills, and Dispositions. SIG-Bilingual Education Research; Poster Session
Posters:
3. A Dispositions Model for a Bilingual Transition to Teaching Program. David A. Walker, Northern Illinois University; Terry Borg, Northern Illinois University
4. Teaching English-Language Learners: Identifying Dispositions Needed by ESL and Bilingual Education Preservice Teachers. Alfredo H. Benavides, Texas Tech University; Eva Midobache, Texas Tech University; William De Rasez De Guynne, Texas Tech University
5. Undergraduate Education and 21st-Century Skills: A Case of Relevance. Beatriz Macias Gomez-Estern, Pablo de Olavide University - Seville, Spain; Angelica Marcello, University of California - San Diego; Olga A. Vasquez, University of California - San Diego
6. Literacy Models and Diversity: Challenges Facing Preservice Bilingual Teachers Tutoring Bilingual Kindergarten Students in an Urban Context. Valentina Blonski Hardin, University of Houston - Clear Lake

43.084-3. Exploring the Influence of Family, Literacy, and Pedagogy. SIG-Hispanic Research Issues; Poster Session
Posters:
7. The Influence of Varying Degrees of Emergent Spanish Literacy on Emergent English Literacy and Achievement. Herman S. Garcia, New Mexico State University; Jay S. Blanchard, Arizona State University; Kim L. Atwill, Griffin Center for Inspired Instruction; James F. Christie, Arizona State University
8. The Postsecondary Choices of Latino Youth: The Roles of Family Background, Immigrant Status, Expectations, and Behavior. Rosa Linda Armendariz, St. Mary’s College of California
9. Learning in Culturally Diverse Contexts: Evaluating Intercultural Experiences in a Secondary School in the Canary Islands, Spain. Martha A. Montero-Sieburth, University of Amsterdam; Elisa Trujillo, Universidad de La Laguna; Lidia Cabrera, University of La Laguna

43.084-4. Formative Evaluations of Educational Programs. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Posters:
12. Evaluation of the U-Learning Program in Schools. Hyesook Kim, Korea Education & Research Information Service
13. Fidelity of Implementation: Does It Make a Difference? Gregory Howard Turner, Florida State University; Rita M. Bean, University of Pittsburgh; Naomi K. Zigmond, University of Pittsburgh

43.084-5. Investigating Various Achievement Patterns in Subpopulations. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Posters:
15. Experience, Challenges, and Strategies of Gender Differences in Students’ Achievement in Ontario’s Assessment of Grade 6 Reading, Writing, and Mathematics. Barnabas Chukwujiebere Emenugho, The Literacy and Numeracy Secretariat; David Cameron, Ontario Ministry of Education; Judi Kokis, Toronto Ministry of Education; Judith Taylor, The Literacy and Numeracy Secretariat, Ministry of Education; Patricia Musson, The Literacy & Numeracy Secretariat, Ministry of Education
16. Influences of the Structure of an English Language Test on Teachers’ Content Representations. Sultan Turkam, The University of Arizona
17. Monitoring Preschool English-Language Learners’ Acquisition of Early Literacy Skills. Cevriye Ergul, Ankara University, Turkey; Karen Burstein, Southwest Institute for Families and children
18. Parental Involvement in Virtual Schooling: The Validation of an Instrument to Measure Parental Involvement Mechanisms. Feng Liu, University of Florida; Erik W. Black, University of Florida; James Algina, University of Florida
19. The Relationship Between Score Inflation and School Characteristics: Is Score Inflation Consistent Across Schools Serving Different Types of Students? Daniel M. Kowez, Harvard University; Julia Bloom, Harvard University; Jessica Tokayer, Harvard University

43.084-6. Let’s Dish on Disproportionality? SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Poster Session
Poster:
20. Let’s Dish on Disproportionality! Angelina Volpe Schalk, Saint Joseph's University

43.084-7. Lives of Teachers SIG Poster Session. SIG-Lives of Teachers; Poster Session
Posters:
21. An Examination of Teacher Leadership: A Qualitative Study of Teacher Leaders. Rachel Satz Pienta, Valdosta State University
22. Developing Wisdom Through Practice: One Preservice Teacher’s Developing Knowledge and Beliefs About Teaching. Helenrose Fives, Montclair State University
23. Documenting First-Year Student Teachers’ Learning Experiences and Critical Thinking: Growing Through Journal Writing and Other Projects. Nikoleta Christodoulou, Frederick University
43.084-8. Measuring the Predictive and Instructional Value of Classroom Assessments. Division H - Research, Evaluation and Assessment in Schools; Poster Session

Posters:

30. Digging Deeper Into K-3 Students‘ Mathematical Strategy Use Within the mCLASS: Math Assessment System. Young-Sun Lee, Teachers College, Columbia University; Cynthia Chiong, Wireless Generation; Sandra Pappas, Teachers College, Columbia University; Herbert P. Ginsburg, Teachers College, Columbia University

31. Formative Assessment: Patterns and Personal Practice Assessment Theories of Three Biology Teachers. Cathy Box, Lumbick Christian University

32. Measurement of Whole-Class Behavior: A Validity Study. Steven Lee, The University of Kansas; Julia S. Shafiet, The University of Kansas; Jeavene Needehiser, The University of Kansas; Jessica Oeth, The University of Kansas

33. Middle School Algebra I: Effective Instructional Strategies That Promote Maximum Growth for All Students. Glenda R. Haynie, Wake County Public Schools - NC

34. Predicting the Likelihood of Student Meeting Proficiency on a Statewide Assessment in Mathematics. Cheng-Fri Liu, University of Oregon; Gina J. Mariano, University of Oregon; Gerald A. Tindal, University of Oregon

35. Teachers‘ Assessment Practices and Fourth Graders‘ Reading Literacy Achievements: An International Study From the PIRLS. Shiqi Hao, Michigan Department of Education; Robert L. Johnson, University of South Carolina

36. The Predictive Validity of EasyCBM Reading Benchmark Scores With State Standardized Reading Tests. Joseph F. Nese, University of Oregon; Bittura J. Park, University of Oregon; Gerald A. Tindal, University of Oregon

37. What Might You Know by Your Next Birthday? Examining Predictive Validity. Sandra Pappas, Teachers College, Columbia University; Young-Sun Lee, Teachers College, Columbia University; Cynthia Chiong, University of Virginia; Herbert P. Ginsburg, Teachers College, Columbia University


43.084-9. Motivation in Higher Education. SIG-Motivation in Education; Poster Session

Posters:
39. "We’re in This Together": Students’ Perceptions of Socializers During the College Transition. Holly Marie Matusovitch, Virginia Polytechnic Institute and State University; Katherine Elaine Winters, Virginia Polytechnic Institute and State University; Ruth A. Streveler, Purdue University; Ronald L. Miller, Colorado School of Mines

40. A Comparative Study of History Interests Between American and Chinese College Students. Yongjian Dan; William Y. Lan, Texas Tech University

41. African American College Student Hope. Wei Liu, The University of Alabama; Cecil D. Robinson, The University of Alabama; Karla L. Snipes, The University of Alabama

42. An Investigation of Faculty Relationships as a Source of Motivation for HBCU Students in STEM. Aquila Mitchell, Howard University; Kimberly E. Freeman, Howard University

43. Emotions and Perceived Relevance: Influences on Cognitive Engagement in Graduate-Level Research Methods Courses. Antonio P. Gutierrez, University of Nevada - Las Vegas; Gwen C. Marchand, University of Nevada - Las Vegas

44. Goal Structures in Online Undergraduate Course Syllabi. Tae Seob Shin, Michigan State University

45. How Students‘ Achievement Goals Shape Their Beliefs About Effective Teaching: A “Build-a-Professor” Study. Corwin Senko, SUNY - College at New Paltz; Yatkhind Anustaysia, SUNY - College at New Paltz; Kimberly Belmonte, SUNY - College at New Paltz

46. Interest and Utility Value in Predicting College Students’ Motivational and Emotional Experience in a Course. Hyunjin Jinny Kim, University of Texas - Austin

47. Students‘ Perceptions of a College Course: Motivationally Relevant Aspects of the Course Climate. Christina Arroyo-Giner, University of Houston; Christopher A. Wolters, University of Houston; Weiha Fan, University of Houston; Shirley L. Yu, University of Houston

48. The Development of Learning Patterns During Higher Education: the Impact of Motivation. Liesje Coertjens, University of Antwerp; Vincent Donche, University of Antwerp; Peter Van Petegem, University of Antwerp - EdeBROn

43.084-10. Organizational Theory. SIG-Organizational Theory; Poster Session

Posters:
49. Principal Bullying of Teachers: Prevalence and Relationship to School Climate and Perceived School Effectiveness. Amanda Carrie Clayskay Prieto, City University New York; Nancy Elida Canella, Saint John’s University; Paul M. Miller, Saint John’s University; C. John Tarter, The University of Alabama

50. The Utility of Organizational Learning in the Redesign of Teacher Education Programs. Anika Ball Anthony, The Ohio State University; Arnetha F. Ball, Stanford University

43.084-11. Professional Development School Research SIG Posters. SIG-Professional Development School Research; Poster Session

Posters:

52. The Teacher Candidate’s Perspective: A PDS Network’s Contribution to Effective Teacher Education. Sharon Damore, DePaul University; Patrick J. McDevitt, DePaul University; Kathie Kaspaitz, DePaul University

53. Perception of a Professional Development Schools Partnership at West Virginia University. Heeko ter Haseborg, West Virginia University; Lucretia Huhler-Larimore, West Virginia University; Amy Love, West Virginia University; Sararoze Lynch, West Virginia University; Trina Moore, West Virginia University; Miriam Roth, West Virginia University; Reagan Curtiss, West Virginia University

54. The Effect of StrengthsQuest® Instruction on the Development of Professional Development School Candidates’ Strengths as Teachers. Jeaneen L. Tunks, University of North Texas; Melissa McGuire, University of North Texas

43.084-12. Research on Gifted Education Poster Session II. SIG-Research on Giftedness and Talent; Poster Session

Posters:
55. Gifted and General High School Students’ Perceptions of Classroom Quality in Korea and the U.S. Yoojung Chae, Purdue University

56. The Effect of Mastery-Focused Goal Setting to Internalize Locus of Control and Increase Academic Achievement. Cassandra M. Russell, University of Northern Colorado; Connie L. Phelps, Emporia State University

57. The Effect of Motivation on Students’ Postsecondary Institutional Choice Among High-Ability Students. Michael F. Hull, University of Virginia; Kyung Hee Kim, College of William and Mary; Milhyeon Kim, College of William and Mary

58. Female Academic Olympians: Pursuing Equity. Sharon Anne O’Connor-Petraso, Brooklyn College - CUNY; Andrea Yenis Bittman, St. John’s University; Marilyn A. Verna, Saint Francis College

59. Service-Learning Experiences of High-Ability Students in Community Problem Solving. Annie Tan; Mary Anne Heng, Nanyang Technological University, Singapore

64. Learning to Teach in Culturally and Linguistically Diverse Learners Through Data in Preservice Teacher Inquiry. Steven Z. Athanassis, University of...
43.084-14. **School Choice Decision Making: Parent Resource Centers to Increase Parent Involvement.** SIG-School Choice; Poster Session

Poster: School-Choice Decision Making: Parent Resource Centers as an Agent to Increase Parental Involvement. **Hesbion Orieo Wu, University of South Florida; Reginald S. Lee, University of South Florida; Susan C. Forde, University of South Florida; Roger Villanueva, University of South Florida; Kathryn M. Borman, University of South Florida**

43.084-15. **Sexual Diversity in Higher Education.** SIG-Queer Studies; Poster Session

Posters:

67. Supporting Students of Diverse Sexual Orientation in Higher Education: An Ethnography of an LGBTQ+ Center. **Erik D. Tenam, University of Northern Colorado; Maria K.E. Lehman, University of Northern Colorado**

68. Undergraduates’ Sexual Orientation-Based Prejudice in the Context of a University Environment. **Deborah Levine-Donnerstein, The University of Arizona; Jessie Antonelli, The University of Arizona; Melissa Ousley, The University of Arizona**

43.084-16. **Story Lines of Literature Education: A Narrative Approach to Research in Teacher Education.** SIG-Narrative Research; Poster Session

Poster: Storylines of Literature Education: A Narrative Approach to Research in Teacher Education. **Geert Vandermeersch, Ghent University**

43.084-17. **TICL Poster Session 1: Issues in Technology, Instruction, Cognition, and Learning.** SIG-Technology, Instruction, Cognition & Learning; Poster Session

Posters:

70. A Longitudinal Case Study on the Use of Assistive Technology to Support Cognitive Processes Across Formal and Informal Educational Settings. **Carol Price, Hamline University; Vivian P. Johnson, Hamline University**

71. Collaboration Within 3D Virtual Environments: Student Success and Perceptions. **Brian Gene Burton, Athelence Christian University; Barbara Nell Martin, University of Central Missouri**

72. Comparison of Student Learning Outcomes in a Blended Versus Traditional Course. **Stephen K. Morris, University of San Francisco**

73. ESL Teachers' Perceptions Toward Technology-Based Language Instruction in Higher Education. **Jeehwan Jun, The University of Kansas; Hyang-jin Sohn, The University of Kansas**

74. Qualities of Educational Practices That Support Effective Integration of Information and Communication Technologies and Students’ Disciplinary Understanding. **Micaela Manso, Fundación Evolución, Argentina; Magdalena Garzon, Fundación Evolución; Cecilia Rodríguez, Universidad Nacional de General Sarmiento, Argentina**

75. Students’ Experiences With a Multimedia Instructional Program Based on Mayer’s Multimedia Learning Theory: Design Implications. **Natalya Koebler, Iowa State University; Ann D. Thompson, Iowa State University; Gary D. Phe, Iowa State University**

76. Videoconferencing as a Technology to Support Distance Learning: A Cultural Perspective. **Yihsun Chen, National Taiwan University of Science and Technology; Chieh-Chung T'ai, National Taiwan University of Science and Technology**

77. “It’s Obvious to Tell Why It Is!” A Study of Improving Students’ Understanding in Physical Science Concepts via Robot-Based Hands-on Learning Activities. **Daquan Li, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Carol Lu, Columbia University; Seokmin Kang, Teachers College, Columbia University; Insuk Han, Teachers College, Columbia University**

43.084-18. **Tableaux, Photos, Graphics, and Stories: An Experiential Journey Exploring Student-Teacher Narratives Poster Session.** SIG-Arts-Based Educational Research; Poster Session

Poster:


---

**Sunday, 12:25 pm**

**Governance Meetings and Events**

44.001. **AERA Past Presidents Luncheon - Invitation Only.** AERA Governance; Governance Session

Hauss Regency, Third Level, Quartz

12:25 pm to 1:55 pm

**Presidential Sessions**

44.010. An Interdisciplinary Conversation on Ecological Factors Affecting Cultural Adaptation and the Achievement Gap Among Diverse Students. **Presidential Session; Invited Session**

Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC

12:25 pm to 1:55 pm

Chair: Virginia M. Gonzalez, University of Cincinnati

Participants:

- Alfredo J. Artiles, Arizona State University
- Tahbyee Maria Chavous, University of Michigan
- Belinda Bustos Flores, University of Texas - San Antonio
- Sharon H. Ulanoff, California State University - Los Angeles
- Thandeka K. Chapman, University of Wisconsin - Milwaukee

Discussants:

- Carol Huang, Independent Researcher
- Margaret J. Maaka, University of Hawai‘i - Manoa
- Kerry Laiana Wong, University of Hawai‘i - Manoa

44.011. Complex Ecologies of LGBT/Queer Issues in Education. **Presidential Session; Invited Session**

Colorado Convention Center, Lower Level, Korbel Ballroom 4 AB

12:25 pm to 1:55 pm

Chair: Judy A. Alston, Ashland University

Participants:

- Catherine A. Lugg, Rutgers University
- Lance Trevor Mcready, OISE/University of Toronto
- Ian K. Macgillivray, Colorado Department of Higher Education
- Kristen A. Renn, Michigan State University
- George L. Wimerly, American Educational Research Association

44.012. Out of the Tower, Into the Schools: How New IES Goals Will Reshape Researcher Roles. **Presidential Session cosponsored with Organization of Institutional Affiliates; Invited Session**

Colorado Convention Center, Lower Level, Korbel Ballroom 4 CDE

12:25 pm to 1:55 pm

Chair: Robert E. Floden, Michigan State University

Speaker: John Q. Easton, Institute of Education Sciences - U.S. Department of Education

44.013. The Role of Education in Building Capacity Across Diverse Populations in Complex Political Ecologies. **Presidential Session; Invited Session**

Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF

12:25 pm to 1:55 pm

Chair: Carol D. Lee, Northwestern University

Participants:

- Saravanan Gopinathan, National Institute of Education, Nanyang Technological University, Singapore
- Bertie Van Wyk, Stellenbosch University, South Africa
- Joyce E. King, Georgia State University

Discussants:

- Frederick D. Erickson, University of California - Los Angeles
AERA Sessions

44.014. Journal Talks - Session 3. AERA Sessions; Invited Roundtable Colorado Convention Center, Lower Level, Four Seasons Ballroom 4 12:25 pm to 1:55 pm
Participants:
2. Curriculum and Teaching Dialogue. Barbara Slater Stern, James Madison University; David J. Flanders, Indiana University
3. Journal of Education Policy. Rosemary Papa, Northern Arizona University; Gerald K. Wood, Northern Arizona University; Ric Wiggard, Northern Arizona University
5. The Teacher Educator. Laurie Mullen, Ball State University; Jerrell C. Cassidy, Ball State University
8. The Educational Researcher. Steven Richard Yussen, University of Minnesota; Deborah R. Dillon, University of Minnesota - Twin Cities; Michael R. Harwell, University of Minnesota; James C. Hearn, University of Georgia
10. Effective Education. Paul Connolly, Queen’s University Belfast
11. Journal of Teacher Education. Sandra J. Odell, University of Nevada - Las Vegas; Elizabeth Spalding, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Cari L. Klecza, University of Nevada - Las Vegas
12. Professional Development in Education. Jim O’Brien, University of Edinburgh; Alex Alexander, Freelance Academic
14. Learning, Media and Technology. Margaret M. Miel, Pepperdine University
15. Studying Teacher Education: A Journal of Self-Study of Teacher Education Practices. Clare Kosnik, University of Toronto; Amanda K. Berry, Monash University
16. Graduate Research Journal (GRJ). Rebecca McBride Bustamante, Sam Houston State University; Judith A. Nelson, Sam Houston State University
19. Journal of Experiential Education. Mark L. Knezek, University of Cincinnati; Mary Catherine Brounig, Brock University

44.015. What We Know and Need to Do: The Report of the Commission on the Future of Graduate Education in the United States. AERA Sessions; Invited Session Colorado Convention Center, Lower Level, Korbel Ballroom 1 D 12:25 pm to 1:55 pm
Chair: Cathy L.W. Wendler, ETS
Participants:
Key Findings from the Commission Report. William B. Russel, Commission Chair; Dean, Graduate School, Princeton University
Where We Are Headed: Implications for Universities, Governments, and Industry. Debra W. Stewart, President, Council of Graduate Schools
Discussants:
Jeffrey F. Milem, President, Association for the Study of Higher Education; The University of Arizona
John A. Stevenson, Dean, Graduate School, University of Colorado - Boulder

Committee Sessions

44.016. GSC Division C Fireside Chat: Understanding Motivated Learning for Academic and Career Success. Graduate Student Council cosponsored with Division C - Learning and Instruction; Fireside Chat Colorado Convention Center, Street Level, Room 108 12:25 pm to 1:55 pm
Chair: Nicole C. Miller, Mississippi State University
Janice Hansen, University of California - Irvine
Participants:
Dale H. Schunk, University of North Carolina - Greensboro

44.017. GSC Division F Fireside Chat: Teaching and Writing the Political: Conflict, Controversy, and Opportunity. Graduate Student Council cosponsored with Division F - History and Historiography; Fireside Chat Colorado Convention Center, Street Level, Room 602 12:25 pm to 1:55 pm
Chairs:
Jes Cisneros, Northern Illinois University
Jessica Clavoson, University of Florida
Participants:
William H. Watkins, University of Illinois - Chicago
Ellen Condliffe Lagemann, Co-Chair; National Research Council Panel; Bard College

44.018. GSC Division J Fireside Chat: The Day After You Defend: Career Paths in Higher Education. Graduate Student Council cosponsored with Division J - Postsecondary Education; Fireside Chat Colorado Convention Center, Street Level, Room 105 12:25 pm to 1:55 pm
Chairs:
Pelema J. Morrice, University of Michigan
Bryan Gopaul, OISE/University of Toronto
Participants:
Franklin A. Tutt, University of Denver
Amy S. Metcalfe, University of British Columbia
Laura E. B. Border, University of Colorado - Boulder

44.019. GSC Division K Fireside Chat: Where the Rubber Hits the Road: Educational Researchers Go to School. Graduate Student Council cosponsored with Division K - Teaching and Teacher Education; Fireside Chat Colorado Convention Center, Street Level, Room 703 12:25 pm to 1:55 pm
Chairs:
Aliyah Ameedah Baker, University of Wisconsin - Madison
Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Participants:
David O. Stovall, University of Illinois - Chicago
Jeff M. R. Duncan-Andrade, San Francisco State University
Tyrone C. Howard, University of California - Los Angeles
Tambra O. Jackson, University of South Carolina
Korina Jocson, Washington University in St. Louis

44.020. Intersect of Education Reform and Ending the School to Jail Track for Black and Brown Students. Social Justice Action Committee; Invited Session Colorado Convention Center, Street Level, Room 403 12:25 pm to 1:55 pm
Chair:
David J. Connor, Hunter College – CUNY
Participants:
Marco Nunez, Padres & Jovenes Unidos - Denver
Lalo Montoya, Padres & Jovenes Unidos - Denver
Julia Quinonez, Padres & Jovenes Unidos - Denver
Cheyenne Hughes, Colorado Progressive Coalition

International Organization Sessions

44.021. Emerging Paradigms in School and System Effectiveness, Improvement and Transformation. International Congress for School Effectiveness and School Improvement; Invited Session Colorado Convention Center, Street Level, Room 404 12:25 pm to 1:55 pm
Chair:
Tony Mackay, Centre for Strategic Educational Thinking - Melbourne
Participants:
Pam M. Sammons, University of Nottingham
Daniel R. Muijs, University of Manchester
Division Sessions

44.022. International Perspectives on School Leadership and Ethics in Education. Division A - Administration Organization & Leadership; Invited Session
Sheraton, Plaza Concours Level, Governor’s Square 12
12:25 pm to 1:55 pm
Chairs:
Paul V. Bredeson, University of Wisconsin - Madison
Paula A. Cordeiro, University of San Diego
Participants:
Helene Arlestig, Umea University
Paul T. Begley, The Pennsylvania State University
Tilm Goddard, University of Calgary
Olof Johansson, Umea University
Lyse Langlois, Laval University
Yvonne A.M. Leenan, University of Windesheim
Bethy M. Merchant, University of Texas - San Antonio
Robert J. Starrett, Boston College
Anita Trnavcevic, National Leadership School
Allan Walker, The Chinese University of Hong Kong
Discussant:
Benjamin Levin, OISE/University of Toronto

44.023. Critical Filipina/o American Educational Partnerships. Division B - Curriculum Studies; Symposium
Colorado Convention Center, Street Level, Room 110
12:25 pm to 1:55 pm
Chair:
Joan May T. Cordova, Drexel University
Participants:
Filipina/o American Educational Partnerships: Historical Development and Framework. Joan May T. Cordova, Drexel University
The Story of AB 420 and the Filipino Language Movement in California. Eleanor Grace Castillo, University of Maryland - College Park
Exploring the Impact of an Institutional Online Partnership. Patricia E Halagao, University of Hawaii - Manoa; Kristen King, Waiahu High School; Katrina Guerrero, Millani High School
Triangulating the Possibilities of Educational Partnerships: Decolonizing Curriculum, Teacher Training, and Leadership Development. Alysson Tintiango-Cubales, San Francisco State University; Arlene Dias-Magbual, San Francisco State University
Discussant:
Theresa Perry, Simmons College

44.024. Resistance, Persistence, and Indigenous Knowledges: The Impact of American Indian Education Programs in Denver Communities. Division B - Curriculum Studies cosponsored with SIG-Indigenous Peoples of the Americas; Invited Session
Colorado Convention Center, Street Level, Room 402
12:25 pm to 1:55 pm
Chairs:
K. Wayne Yang, University of California - San Diego
Eve Tuck, SUNY - College at New Paltz
Dorothy E. Aguilera, New Mexico State University
Participants:
Donna Langston, University of Colorado - Denver
La Tita Taylor, Southern Ute Tribe
Jason Firestone, Jeffco Public Schools
John Gritts, U.S. Department of Education
Darius Smith, Denver Anti-Discrimination Office
Rick Williams, American Indian College Fund
Discussants:
Bryan McKinley Jones Brayboy, Arizona State University
Kris D. Gutierrez, University of Colorado - Boulder

44.025. So, Whatever Happened to Poststructuralism Anyway? Four Perspectives on the “Getting to Work” of Postcritical Methodologies in New Times. Division B - Curriculum Studies; Symposium
Colorado Convention Center, Street Level, Room 112
12:25 pm to 1:55 pm
Chair:
Erik L. Malewski, Purdue University
Participants:
Proliferating Methodologies and Stuck Places in Educational Research: Thinking With and Through High School Girls in Prison. Erik L. Malewski, Purdue University
Committing (to) Ignorance: Unthinking Method With Jacque Ranciere. Molly Quinn, Teachers College. Columbia University
Working Uncertainty: The Neostucturalist Move. Susan Jean Mayer; Brandeis University
Discussant:
Janet L. Miller, Teachers College. Columbia University

44.026. Assessing a Multidimensional Learning Progression: Psychometric Modeling and Brokering Professional Development. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 205
12:25 pm to 1:55 pm
Chair:
Richard Lehrer, Vanderbilt University
Participants:
Constructs as Boundary Objects: Learning and Psychometrics. Charles Munter, Vanderbilt University
A Case of Collaboration Between Researchers and Teachers Mediated by Boundary Objects. Min-Joung Kim, Vanderbilt University
Designing and Redesigning Items to Elicit Revealing Student Responses. Wenyan Zhou, Vanderbilt University; David Torres Irribarra, University of California - Berkeley
Coordinated Progress in Conceptual Understanding and Representational Competence. Leah Lyn Walker, University of California - Berkeley
Discussants:
Mark R. Wilson, University of California - Berkeley
Joseph S. Krajcik, University of Michigan

44.027. Dialectical Approaches to Cognition. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 709
12:25 pm to 1:55 pm
Chair:
Andrea A. diSessa, University of California - Berkeley
Participants:
Examining Teachers’ Reasoning About Race and Racial Justice by Synthesizing Conceptual Change and Ideology Theory. Thomas M. Philip, University of California - Los Angeles
The Emergence of Collective Systems of Quantification in the Okaspin of Papua New Guinea. Geoffrey B. Saxe, University of California - Berkeley
Dialectics and Scalability in the Process of Learning and Development. Michael Cole, University of California - San Diego
Discussant:
Paul A. Cobb, Vanderbilt University

44.028. New Perspectives on Reading Comprehension Strategy Instruction. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 604
12:25 pm to 1:55 pm
Chairs:
Robert T. Jimenez, Vanderbilt University
Lara J. Handsfield, Illinois State University
Participants:
Socio-Constructivist and Political Views on the Implementation of Cognitive Strategy Instruction in Low-Income Schools. Georgia E. Garcia, University of Illinois - Urbana-Champaign; P. David Pearson, University of California - Berkeley; Barbara M. Taylor, Minnesota Center for Reading Research; Katherine D. Stahl, New York University; Eurydice B. Bauer, University of Illinois - Urbana-Champaign
Comprehension and the New Common Core State Standards. Mark William Conley, The University of Memphis
Collaborative Think-Aloud Lessons for Teaching Online Reading Comprehension. Julie Ciof, University of Rhode Island
Discussants:
Annemarie S. Palinscar, University of Michigan-Ann Arbor
44.029. Serving Diverse Student Populations in Mathematics Classrooms and Issues Related to Equity. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 102
12:25 pm to 1:55 pm
Chair: Joi A. Spencer, University of San Diego
Participants: Jennifer Fong, University of Michigan; Kristine Marie Schutz, University of Michigan; Michael E. Walker, ETS
Discussant: Miriam G. Lipsky, University of Miami; Helen S. Apthorp, Charles Christopher; Trudy L. Clemons, McREL

44.030. Understanding Students’ Sense of Belonging in Academic Contexts. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 104
12:25 pm to 1:55 pm
Chair: Sharon K. Zambrunn, University of Nebraska - Lincoln
Participants: Understanding Adolescent Classroom Belonging: Comparing Three Models. Beverly S. Faircloth, University of North Carolina - Greensboro; Family Belonging and Value’s Impact on School Belonging. Anthony Dunn, Capital University; Michael Youg, The Ohio State University - Columbus; Eric M. Anderman, The Ohio State University; The Mediating Role of Procrastination on Academic Performance, Values, and Related Psychological Variables. Gary John Kennedy, The Ohio State University; Bruce W. Tuckman, The Ohio State University - Columbus; The Role of Personal Goal Orientation and Classroom Goal Structure in Students’ Classroom Sense of Community. YoonJung Cho, Oklahoma State University; Yan Yang, University of Texas - Brownsville; Sheri Worth, Oklahoma State University; Sognah Kim, Oklahoma State University; Juan C. Duran, Oklahoma State University
Discussant: Sharon L. Nichols, University of Texas - San Antonio

44.031. Vocabulary Development. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 106
12:25 pm to 1:55 pm
Chair: Angela Renee Hairrell, Texas A&M University
Participants: The Effect of the Elements of Reading (EOR) Vocabulary Program on Third-Grade Vocabulary Scores. Trudy L. Clemens, McREL; Charles Christopher Igel, Mid-continent Research for Education and Learning; Helen S. Aptyorp, Mid-continent Research for Education and Learning; Sarah Gopalan, Mid-continent Research for Education and Learning; The Effects of a Web-Based Vocabulary Development Tool on Student Reading Comprehension. Karen D. Thompson, Stanford University; Diego Roman, Stanford University; Kenji Hakuta, Stanford University; Gregory Wentjes, Stanford University; A Cross-Age Peer Tutoring Program to Promote Vocabulary. Rebecca Doffes Silverman, University of Maryland - College Park; Teachers’ Language Complexity and Vocabulary Instruction Strategies During Storybook Reading: Relationships to Head Start Students’ Language Outcomes. Miriam G. Linsky, University of Miami
Discussant: Michael D. Coyne, University of Connecticut

44.032. An Expanded Look Into DIF. Division D - Measurement and Research Methodology; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 14
12:25 pm to 1:55 pm
Chair: Michael E. Walker, ETS
Discussant: Maria J. Pennock-Roman, MPR Psychometric and Statistical Research Consulting

44.033. Issues in Assessment. Division D - Measurement and Research Methodology; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 16
12:25 pm to 1:55 pm
Chair: Marc W. Julian, CTB/McGraw-Hill LLC
Participants: An Approach for Developing and Evaluating Instructionally Sensitive Assessments. Maria Ines Violatti Ruiz-Promis, University of Colorado - Denver; Min Li, University of Washington; Julie Rae Obrain, University of Colorado - Denver; Deanna J. Sands, University of Colorado - Denver; Tammy Quinn Tasker, University of Washington; Amy Nichole Subert, University of Colorado - Boulder; Shin-Ping Tsai, University of Washington; An Investigation of NCLB Trend Patterns and School Characteristics. Tracey Magda, Pearson
National Assessment and Educational Standards in Newly Emerging Democratic Countries: The Case of Georgia. Shorenza Saltzaglishvili, National Curriculum and Assessment Center; Peter Van Rijn, Cito; Simon Januzska, National Curriculum and Assessment Center; Theo Bertzenishvili, National Curriculum and Assessment Center; Miia Toetelli, National Curriculum and Assessment Center; Absent Peers in Elementary Years: The Negative Classroom Effects of Unexcused Absences on Standardized Testing Outcomes. Michael A Gottfried, University of Pennsylvania; Young Learners’ Project: An Observation Survey to Assess Literacy in the First Year of School. Esther Man-Ching Chan, University of Melbourne
Discussant: Rochelle S. Michel, ETS

44.034. Practical Applications of Factor Analysis in the Assessment World. Division D - Measurement and Research Methodology; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 17
12:25 pm to 1:55 pm
Chair: Feifei Ye, University of Pittsburgh
Discussant: Daniel R. Eignor, ETS

44.035. Division E Vice Presidential Address - The Developmental Niche: Understanding Human Development in Cultural Context. Division E -
Counseling and Human Development; Invited Session
Colorado Convention Center, Street Level, Room 708
12:25 pm to 1:55 pm

Chairs:
Rodney K. Goodyear, University of Redlands
James L. Rodriguez, California State University - Fullerton

Participant:
The Developmental Niche: Understanding Human Development in Cultural Context. Cynthia Hudley, University of California - Santa Barbara

44.036. Methodologies for Making Sense of Time and Space in Educational Research. Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 705
12:25 pm to 1:55 pm

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

Participants:
Documentation Discourses Across Time: Negotiating Literacy and Schooling in One Family. Catherine F. Compton-Lilly, University of Wisconsin - Madison

Objects in Time and Space: Three Famines and Their Artificial Histories. Jennifer Roswell, Rutgers University; Sharyn Fisher, Rutgers University; Dana Rosen, Rutgers University

Narratives and Artifacts in Post Industrial/Post Colonial Contexts: A Methodological Exploration of Place, Space, Time. Kate Pahl, University of Sheffield

Distributed Identities Online. Julia Davies, The University of Sheffield

Discussant:
Guy Merchant, Sheffield Hallam University

44.037. Opportunities for English Learners to Learn: The Implications of Horne v. Flores. Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 610, 612
12:25 pm to 1:55 pm

Chair:
Mary Lee Smith, Arizona State University

Participants:
The Pros and Cons of the Supreme Court's Decision in Horne v. Flores. David Hinojosa, MALDEF

English Learners and the Equal Educational Opportunity Act. Maree Frances Sneed, Hogan & Hartson

On the Efficacy of Structured English Immersion. M. Beatrix Arias, Arizona State University

The Instructional Implications of Horne v. Flores. Jill Kerper Mora, San Diego State University

The ELL Task Force: Setting Instructional Policy. Eugene E. Garcia, Arizona State University

The Policy Implications of Horne v. Flores. Patricia C. Gandara, University of California - Los Angeles

Discussant:
Josue M. Gonzalez, Arizona State University

44.038. Practice-Based Research With Youth in Dramatically Changing Societies. Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 711
12:25 pm to 1:55 pm

Chair:
Colette A. Daiute, The Graduate Center - CUNY

Participants:
Ideological Becoming in Post-Genocide Rwanda. Sarah W. Freedman, University of California - Berkeley

Social Justice Education in Honduras: Examining the Themes of Trust, Honesty, and Social Responsibility in an Alternative Secondary Education Program. Erin Murphy-Graham, University of California - Berkeley

Doing History Together: Israeli Jewish-Arab Computer-Supported Collaborative Learning of Their Troubled Past. Yifat Ben-David Kolkim, The Hebrew University of Jerusalem; Sara Pollack, Hebrew University of Jerusalem

Palestinian Children Coconstructing Collective: A Case Study of Community Education. Janette Habashi, University of Oklahoma

Diverse Participations by Youth Across a Political Violence System. Colette A. Daiute, The Graduate Center - CUNY

44.039. Benchmark, Interim, and Common Assessments: Exploring Their Predictive and Instructional Value. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Sheraton, Plaza Concourse Level, Plaza Ballroom D
12:25 pm to 1:55 pm

Chair:
Matthew Newman Gaertner, University of Colorado - Boulder

Participants:
A Social Studies Department Develops and Analyzes Teacher-Made Common Assessment Items. Corrie Rebecca Orthober, Bellarmine University; Seth Pollitt, Iroquois High School MCA

Benchmarking the Middle: Evaluating the Predictive Validity of Formative Reading Measures. Julie Alonzo, University of Oregon; Gina J. Mariano, University of Oregon; Gerald A. Tindal, University of Oregon

Common Assessment or Common Exam? An Examination of Common Assessments in Secondary Social Studies. Daniel Birmingham, Michigan State University

Impact of Benchmark Assessments Aligned to State Standards on Student Achievement: 3 Years Out. Sue Elizabeth Henderson, WestEd; Sarah Guckenburg, WestEd; Anthony Petrosino, WestEd

Interim Assessment Use in Elementary Schools: Some Preliminary Evidence. Emily R Lai, University of Iowa

Discussant:
Ray Benton, Retired

44.040. Developing Indicators and Interventions for Dropout Students in Urban Districts. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Sheraton, Plaza Concourse Level, Plaza Ballroom E
12:25 pm to 1:55 pm

Chair:
Antionette D. Shrotter, University of Iowa

Participants:
Developing a Dropout Early-Warning System for Middle and High Schools: Applied Research in Five Urban School Districts. Mary Beth Cell, Northwest Decision Resources

Early Warning Indicators of Dropping Out in Three Colorado Districts. Martha Abele Mac Iver, Johns Hopkins University

Interventions for Struggling Learners: What Research Tells Us. Daniel M. Jesse, RMC Research Corporation

Why Do You Stand So Far Away? The Lived Experience of Alternative School Students. Michael I. Potatiandie, Gonzalez University; Heather Veeder; Gonzalez University

Discussant:
Kendra Violetta Middleton, Howard University

44.041. Requirements for Qualitative Research Papers. Division I - Education in the Professions; Invited Session
Colorado Convention Center, Street Level, Room 710
12:25 pm to 1:55 pm

Chair:
Stanley John Hamstra, University of Ottawa

Participant:
Irene B. Harris, University of Illinois - Chicago

44.042. Division J Dissertation of the Year Award: Julie Anne Schell. Division J - Postsecondary Education; Invited Session
Colorado Convention Center, Street Level, Room 702
12:25 pm to 1:55 pm

Chair:
Anna Neumann, Teachers College, Columbia University

Participant:
Venturing Toward Better Teaching: S.T.E.M. Professors' Efforts to Improve Their Introductory Undergraduate Pedagogy at Major Research Universities. Julie A. Schell, Harvard University

Discussant:
Aaron Pallas, Teachers College, Columbia University

44.043. Erasmus Mundus and the Dynamics of Regional Competition. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 103
12:25 pm to 1:55 pm

Chair:
Lisette Montoto, University of Georgia

Participants:
From Agenda to Policy: The Development of the Erasmus Mundus Program. Lea Marie Weimer, University of Georgia
Marketed Space and the Strategies of New Regionalism: The Case of Erasmus Mundus Programs. Adam Thomas McLean Wyatt, University of Georgia

Recruiting Outside the Box: Erasmus Mundus and the Changing Patterns of Student Mobility in Europe. Patrick B. Crane, University of Georgia

Discussant: John Douglas Toma, University of Georgia

44.044. Finance and the Economics of Higher Education. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 707
12:25 pm to 1:55 pm
Chair: Yin Ling Shek, University of California - Los Angeles

Participants: Free College Tuition? Institutional Adoption of “No Loan Programs” at Private Colleges and Universities in the U.S. Stella M. Flores, Vanderbilt University; Michael K. McLendon, Vanderbilt University; Toby Park, Vanderbilt University; Madeline Clark Mavrogordato, Vanderbilt University

How Does Money Help? Students’ View of a Monetary Incentive. Heather D. Washington, University of Virginia; Josh Preter, University of Virginia

An Examination of the Moderating Effects of the High School Socioeconomic Context on College Enrollment. Mark E. Engberg, Loyola University Chicago; Gregory C. Wolniak, National Opinion Research Center at the University of Chicago

Discussant: Linda Serra Hagedorn, Iowa State University

44.045. Gender Equality, Higher Education, and Women’s Views From Japan, India, Philippines, Mongolia, and the U.S. Division J - Postsecondary Education; Symposium
Colorado Convention Center, Street Level, Room 107
12:25 pm to 1:55 pm
Chair: Kimberly R. Rogers, Jobs for the Future

Participants: The Reverse Gender Gap and Higher Education in the Philippines. Yoshiko Nozaki, University at Buffalo - SUNY; Maria Sian Lew, University at Buffalo - SUNY


Negotiating Higher-Education Choices, Marriage, and Career: Women Undergraduate Students in India. Rima Arvind, University at Buffalo - SUNY

Women’s “Choice” and Higher Education in Japan. Tomoka Toraïwa, Nagoya University

State and Change: Gender and Higher Education in Mongolia. Rachel L. Fix, University at Buffalo - SUNY

44.046. Developing Preservice Teachers in Urban Settings. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 704
12:25 pm to 1:55 pm
Chair: Joan L. Whipp, Marquette University

Participants: Community Immersion: An Alternative Method for Urban Teacher Preparation. Jennifer H. Waddell, University of Missouri - Kansas City

“[I] Know I’m White, Now What?” Challenging Notions of the White, Middle-Class Female Within (Urban) Teacher Education. Marini Calette Lee, Michigan State University

Reading Our Readers: Using Case Studies to Develop Preservice Teacher Expertise in Urban Settings. Cynthia M. Schmidt, University of Missouri - Kansas City; Karen Kindle, University of Missouri - Kansas City

Teacher Candidates’ Preconceptions of Urban Schools, Majority-Minority Schools, and High-Poverty Schools and Students. Rachel M. B. Collapy, University of Dayton; Connie L. Bowman, University of Dayton; Janet L. D. Dinnen, Cheyenne Mountain Charter Academy

Using Cultural Historical Activity Theory to (Re)Organize and (Re)Conceptualize Student Teaching in and for High-Needs Urban Schools: A Critical Review of the Literature. Jamy Stillman, University of Southern California; Lauren M. Anderson, Northwestern University

Discussant: Carol Ann G. Gittens, Santa Clara University

44.047. Praxis and Problem-Posing Pedagogy: Utilizing Critical Theory as a Transformative Tool in Urban Schools Across Disciplines. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 706
12:25 pm to 1:55 pm
Chair: Nicole Mirra, University of California - Los Angeles

Participants: “Man, I Am Somebody”: Exploring the Effects of Black Feminist Pedagogical Practices on African American Female Students in a High School Literature Classroom. Monique Lane, University of California - Los Angeles


“Can You Hear Me Now?” Student Voice in the Battle for Cell Phone Use in a Less Than Receptive School. Antero Garcia

Education in Crisis: Civic Learning Opportunities in Times of Political and Economic Turmoil. Nicole Mirra, University of California - Los Angeles

Discussant: Ernest D. Morrell, University of California - Los Angeles

44.048. Quality Teacher Education in Urban Educational Settings. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 601
12:25 pm to 1:55 pm
Chair: Barbara L. Bales, University of Wisconsin - Milwaukee

Participants: The Learning and Practice of Preservice Teachers in an Urban School-University Partnership. Andrea J. Stairs, University of Southern Maine; Clara Lee Brown, The University of Tennessee - Knoxville

Evaluating a School Community-Based Urban Teacher Education Center: Impact, Integration, and Trust. Jana Noel, California State University - Sacramento

Mentoring in an Urban Teacher Residency: Mentors’ Perceptions of a Year-Long Field Placement. Wendy L. Gardiner, National-Louis University

Quality Urban Classrooms: The “Quality UC” Observation Data Instrument to Support Novice Teacher Success. Jennie A. Whitcomb, University of Colorado - Boulder; Kent E. Seidel, University of Denver; Therese Piddick, Denver Public Schools; Heidi B. Barker, University of Colorado; Todd C. Reimer, Metropolitan State College of Denver; Cindy Gutierrez, University of Colorado - Denver; Jennifer Harding-Dekam, University of Northern Colorado; Mya L. Martin-Glenn, University of Colorado - Denver

Discussant: Mica Pollock, Harvard University

44.049. Social Justice Teacher Education Practice: Changing the Ecology of Teacher Preparation. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 605
12:25 pm to 1:55 pm
Chair: Christine E. Sleet, California State University - Monterey Bay

Participants: Toward a Knowledge Democracy: The Nature and Quality of Social Relations in Social Justice Teacher Education. Kenneth Zeichner, University of Washington

Grow Your Own Teachers: Grassroots Change for Teacher Education. Elizabeth A. Skinner, Illinois State University; Brian D. Schultz, Northeastern Illinois University

Innovation and Impact in Social Justice Teacher Education: Community-Based Organizations as Field Placements for Preservice Teachers. Morva McDonald, University of Washington

Preparing Teachers to Manage the Dilemmas of Teaching in Urban Schools. Anna E. Richert, Mills College

Discussant: Christine E. Sleet, California State University - Monterey Bay

44.050. The Teacher Labor Market in K-12 Public Schools: Hiring, Retention, and Distribution. Division L - Educational Policy and Politics; Paper Session
Sheraton, Plaza Concours Level, Governor’s Square 15
12:25 pm to 1:55 pm
Chair: Angela Minnici, American Federation of Teachers

Participants: Seniority Rules: Do Staffing Reforms Help Redistribute Teacher Quality and
44.051. Conducting Action Research Across Diverse Contexts, SIG-Action Research; Paper Session
Colorado Convention Center, Street Level, Room 405
12:25 pm to 1:55 pm
Chair: Lineea L. Rademaker, National-Louis University
Participants:
- Complicating Confinement and Creating Change: Participatory Action Research in a Women’s Jail. Rachel Oppenheim, Teachers College, Columbia University
- Constructing a Community of Collaborative Inquiry With Educators in Hawaiian, Culture-Based Public Charter Schools. Paul D. Deering, University of Hawaii; Deborah Zuercher, University of Hawaii; Katherine A. Tibbetts, Kamehameha Schools; Wendy Kekahio, Kamehameha Schools; Deyon Nagao, Kamehameha Schools

Teacher Learning Made Visible: A Social Constructivist Approach to Reflective Practice in Early-Childhood Education. Alice C.Y. Wong, OISE/University of Toronto
Using a Phenomenological Participatory Action Research Approach to Engage and Explore with Complex School Ecologies. Sharon M. Ravitch, University of Pennsylvania; John Baker, University of Pennsylvania; Peter Kuriloff, University of Pennsylvania; Shannon Andrus, University of Pennsylvania; Laura Colket, University of Pennsylvania; Roseann Liu, University of Pennsylvania; Tanya Maloney, University of Pennsylvania; Amanda Soto, Bryn Mawr College

Discusssant: Cheryl E. Matias-Padua, University of California - Los Angeles

44.052. Redesigning Leadership Preparation and Research Through Virtual Experiential Simulations: A Symposium. SIG-Applied Research in Virtual Environments for Learning; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 9
12:25 pm to 1:55 pm
Chair: Cyress Bruner, University of Minnesota
Participants:
- S. Lynn Shollen, Hobart and William Smith Colleges
- Edith A. Rasch, University of Nevada - Las Vegas
- Karen Hammel, University of Minnesota
- Mary Jean de Leon-Denton, University of Minnesota - Twin Cities

44.053. Tracing the Academic Achievement of ELLs Over Time: Current Perspectives on Assessment and Accountability, SIG-Bilingual Education Research; Paper Session
Colorado Convention Center, Street Level, Room 204
12:25 pm to 1:55 pm
Chair: Donald Jeffrey Bale, Michigan State University
Participants:
- Comparing Results of the NAEP Long-Term Trend Assessment: English-Language Learners, Former English-Language Learners, and English-Proficient Students. Judith A. Wilde, National Clearinghouse for English Language Acquisition / George Washington University

From Deficiency to Biliteracy: Meeting the Needs of Long-Term English-Language Learners. Nelson Flores, City University of New York; Kate Menken, The Graduate Center - CUNY

The Role of Home Language Proficiency and Its Impact on English Learners’ Academic Achievement. Jesus Salazar, Los Angeles Unified School District - California; Katherine G. Hayes, Los Angeles Unified School District - California

English Oral Language Trajectory and High-Stakes Reading Assessment for Third-Grade English-Language Learners. Sandra Acosta, Texas A&M University; Beverly J. Irby, Sam Houston State University; Rafael Lara-Alceo, Texas A&M University; Patricia G. Mathes, Southern Methodist University

A Comparison of Literacy Outcomes of Spanish-English Emerging Bilinguals in English-Only and Bilingual Programs. Helen Berg, Sam Houston State University; Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder; Kathy Escamilla, University of Colorado - Boulder; Sandra Adriana Butvilofsky, University of Colorado

Systematic Development of the Semantic and Syntactic Scoring System for Oral Proficiency and Expressive Vocabulary for Kindergarten English Language Learners. Miranda Fernande Walichowsky, Texas A&M University; Beverly J. Irby, Sam Houston State University; Fuhud T. Tong, Texas A&M University - College Station; Rafael Lara-Alceo, Texas A&M University; Sharyln D. Pollard-Duradola, Texas A&M University; Patricia Goodson, Texas A&M University

Discusssant: Kellie Rolstad, Arizona State University

44.054. Teaching and Learning Strategies, Programs, and Practices. SIG-Career and Technical Education; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 7
12:25 pm to 1:55 pm
Chair: Steven R. Aragon, University of Illinois - Urbana-Champaign
Participants:
- Attributes That Affect the Acceptance and Integration of Best Practices in Secondary Career and Technical Education. Harold Anderson Nevill, Joint School District #2; Mary E. Gardiner, University of Idaho - Boise
- Findings From 2009-2010 Field Tests of an Induction Program for Alternatively Certified Teachers. Leslie Hazel Bussey, Southern Regional Education Board; Ashley Boggs Sass, Southern Regional Education Board
- Online Occupational Education in Community Colleges: Prevalence and Contextual Factors. Rod Githens, University of Louisville; Fashaud Crawford, University of Louisville; Timothy Michael Sauer, University of Louisville
- Preliminary Impact of Reading Strategies on Students’ Reading Comprehension and Motivation in Career and Technical Education. Travis Park, Cornell University
- The Effects of an Active-Learning Biotechnology Unit on High School Students’ Knowledge, Motivation, and Learning Experiences and Teacher Perceptions of Teaching Experiences. Ashley Mueller, Purdue University; Kathryn S. Orvis, Purdue University; Neil A. Knobloch, Purdue University

Discusssant: William E. Doll, Louisiana State University

44.055. (Re)Imagining Teacher Preparation for Conjoint Democratic Inquiry in Complex Classroom Ecologies. SIG-Chaos & Complexity Theories; Symposium
Colorado Convention Center, Street Level, Room 208
12:25 pm to 1:55 pm
Chair: Deborah Seltzer-Kelly, Southern Illinois University
Participants:
- The Elephant in the Room: A Conundrum in Democratic Teaching and Learning. Serina Cinnamon-Morrison, Southern Illinois University - Carbondale; Shannon Lindsay Toth, Southern Illinois University - Carbondale
- The Geography of Blame: Classroom Complexity and Teacher Reflexivity. Deborah Seltzer-Kelly, Southern Illinois University; Kalinda Jones, Indiana State University
- How Would a Focus on Unique Potential Transform Schools? Craig A. Cunningham, National-Louis University

Discusssants: Sherrie B. Reynolds, Texas Christian University
**44.056. Classroom Management, SIG-Classroom Management; Paper Session**
Sheraton, Plaza Concourse Level, Plaza Court 6
12:25 pm to 1:55 pm

Chair: Edmund T. Emmer, University of Texas - Austin
Participants:
- Classroom Management Texts and Problem Student Behavior: A Qualitative Content Analysis. Sandra H. Dunn, University of Texas - Austin
- Examining Teachers’ Practices in an Alternative School: The Interdependence of Curriculum, Classroom Management, and Rapport Building. Brianna L. Kennedy, University of Southern California
- Teachers Explain the Use of Legal Aggression in the Classroom. Philip John Riley, Monash University; Ramon Lewis, La Trobe University; Christine Brew, La Trobe University
- Using Self-Recruited Behavioral Support to Reduce Problem Behavior and Increase Time Spent Academically Engaged. Carleen B. Meers, University of Rochester

Discussant: Theo Wubbels, Utrecht University

**44.057. Voices From the Margins: Toward a Critical Bicultural Parent Standards Model in Public Education, SIG-Family, School, Community Partnerships; Symposium**
Colorado Convention Center, Street Level, Room 712
12:25 pm to 1:55 pm

Chair: Susan Auerbach, California State University - Northridge
Participants:
- Moving Marginal Voices Toward Advocacy as Critical Researchers. Valerie Múñez, Parent U-Turn
- Placing Urban Parents at the Center of Teacher Education and Urban School Reform. Anthony Colantuoni, Pepperdine University; Mary Johnson, Pepperdine University; Albert Castillo, Los Angeles Unified School District - California

Discussant: John S. Rogers, University of California - Los Angeles

**44.058. Museum Educator Transformation Through Reflective Practice in Informal Settings, SIG-Informal Learning Environments Research; Structured Poster Session**
Sheraton, Plaza Concourse Level, Plaza Ballroom F
12:25 pm to 1:55 pm

Chair: Dean J. Grosshandler, University of Illinois - Chicago
Participants:
1. The Reason for Reflection. Thao Thanh Mai, University of California - Santa Cruz; Doris B. Ash, University of California - Santa Cruz; Judith Lombana, Museum of Science
2. Learning to Look at Learning: The Noticing Curriculum. Doris B. Ash, University of California - Santa Cruz; Andy Owens, Museum of Science and Industry, Tampa Florida
4. The Path to Transformative Practice. Judith Lombana, Museum of Science, Doris B. Ash, University of California - Santa Cruz; Thao Thanh Mai, University of California - Santa Cruz

**44.059. Cultural Scripts in the Study of Knowledge and Learning: Language Aspects, SIG-Language and Social Processes; Symposium**
Colorado Convention Center, Street Level, Room 210
12:25 pm to 1:55 pm

Chair: Audra Skukauskaite, University of Texas - Brownsville
Participants:
- Intersections and Diversions of Cultural Scripts in the Study of Informal Teacher Learning in Lithuania and the U.S. Elena Jurasevait-Harbinson, Hofstra University
- Education Transformation in Post-Soviet Countries: Cultural Scripts and New Regimes of Value. Maira Mukambayeza, Oxford University
- Foreign Language Education Policy in Taiwan: Cultural Scripts and Demands in Globalization. Pei (Jenny) Tseng, Cambridge Education

Discussant: Audra Skukauskaite, University of Texas - Brownsville

**44.060. Special Topics in K-12 Education Law, SIG-Law and Education; Paper Session**
Sheraton, Plaza Concourse Level, Plaza Court 3
12:25 pm to 1:55 pm

Chair: Zorka Karansha, University of South Florida
Participants:
- Individual Rights, Legislative Duties, and Judicial Review of Educational Adequacy. Scott R. Baures, University of Kentucky
- The Potential Impact of Social Science Research on Legal Issues Surrounding Single-Sex Classrooms and Schools. Stephanie D. McCall, Teachers College; Suzanne E. Ecks, Indiana University

Discussant: Charles J. Russo, University of Dayton

**44.061. Games and Learning, SIG-Learning Sciences; Paper Session**
Sheraton, Plaza Concourse Level, Plaza Court 8
12:25 pm to 1:55 pm

Chair: Melissa Sommefeld Gresalfi, Indiana University
Participants:
- Designing and Studying Intergenerational Conceptual Play Spaces. Sinem Siyabihan, Indiana University
- Leveling Up in Singapore Schools: Adoption and Adaption of Game-Based Learning. Steven J. Zuiker, National Institute of Education, Singapore
- Play and Augmented Reality to Teach Physics to Elementary Students: The SPASES Project. Noel D. Enyedy, University of California - Los Angeles; Joshua Adam Danish, Indiana University; Gaille C. Delacruz, University of California - Los Angeles
- Using Designer Board Games to Understand Distributed Computational Thinking. Matthew W. Berland, University of Texas - San Antonio; Victor R. Lee, Utah State University

Discussant: Melissa Sommefeld Gresalfi, Indiana University

**44.062. High-Impact Innovations in Leadership Preparation: Evidence From Emerging Models, SIG-Learning and Teaching in Educational Leadership; Symposium**
Sheraton, Plaza Concourse Level, Plaza Court 2
12:25 pm to 1:55 pm

Chair: Anthony H. Normore, California State University - Dominguez Hills
Participants:
- Institutional and Individual Impacts of a Collaborative Principal Preparation Program. Susan Korach, University of Denver
- Exploring the Effectiveness of a University Collaborative Urban Leadership Project. Mark K. Gooden, University of Texas - Austin; Michelle D. Young, University Council for Education Administration / University of Texas; Ann O. Doherty, University of Texas; Elizabeth Joan Goodnow, University of Texas
- Beyond Compliance: Assessing the Ability of a Principal Licensure Program to Develop Sustainable Ethical Leadership. Frederick Chaim Buskey, Western Carolina University; Kathleen Topolka Jorissen, Western Carolina University; Jacqueline E. Jacobs, Educational Leadership and Foundations
- Transformative Impact of the Mentor/Mentee Relationship on District Leaders and Aspiring Leaders. Karen Sandoz Crum, Old Dominion University; Steve P. Myran, Old Dominion University

Discussant: Tricia Browne-Ferrigno, University of Kentucky

**44.063. “Storying” Across Communities: Locating Diverse Repertoires of Narrative and Interpretation, SIG-Literature; Symposium**
Colorado Convention Center, Street Level, Room 406
12:25 pm to 1:55 pm

Chair: Carmen L. Medina, Indiana University - Bloomington
Participants:
- Tales of Transnational Lives: Location and Recontextualization of Stories Among Diverse Middle School Students. Patricia E. Enciso, The Ohio State University; Allison J. Velez, The Ohio State University; Tati Durrighy, The
44.064. Diverse Opportunities for Learning in Game-Based Fan Communities. SIG-Media, Culture, and Curriculum; Structured Poster Session
Colorado Convention Center, Street Level, Room 607
12:25 pm to 1:55 pm
Chair: Elisabeth R. Hayes, Arizona State University
Participants:
1. Scaffolding Design in a Gaming Affinity Space. Sean C. Duncan, Miami University
3. Virtual Economies as Financial Literacy Sandboxes: A Case Study in Gaia Online. Barbara Zehe Johnson, University of Minnesota - Duluth
5. Game Modding: Proto-Versions of Next-Generational Computing. Shree Durga, University of Wisconsin - Madison
Discussant: James Paul Gee, Arizona State University

Sheraton, Plaza Concourse Level, Governor’s Square 11
12:25 pm to 1:55 pm
Chair: Sharif M. Shakrani, National Assessment Governing Board
Participants:
Exploring Issues in the Development of Uniform Rules for ELL Inclusion on NAEP. Jamal Abedi, University of California - Davis; Diane L. August, Center for Applied Linguistics; Robert T. Linquanti, WestEd; Charlene Rivera, The George Washington University
Recommendations of the Technical Advisory Panel on Uniform National Rules for NAEP Testing of English-Language Learners. Philip H. Morse, Los Angeles Unified School District - California; Josefinas V. Tinjero, University of Texas - El Paso; Maria Santos, New York City Department of Education
Discussant: David J. Francis, University of Houston

44.066. Frameworks for Problem-Based Learning. SIG-Problem-Based Education; Paper Session
Colorado Convention Center, Street Level, Room 606
12:25 pm to 1:55 pm
Chair: Johannes Strobel, Purdue University
Participants:
A Meta-Analysis of Problem-Based Learning Corrected for Attenuation, and Accounting for Internal Threats. Brian R. Belland, Utah State University; Andrew Walker, Utah State University; Heather Leary, Utah State University
A Model for Designing Problem-Based Learning Environments. David H. Jonassen, University of Missouri
Exploring the Efficacy of a Cross-Curricular Application of the Preparation for Future Learning Framework. Karen P. Swan, University of Illinois - Springfield; Philip J. Yuhey, SRI International; Mark A. van’t Hof, Kent State University; Annette Kratcoski, Research Center for Educational Technology; Ken Rajaman, SRI International; Louise G. Yarnall, SRI International; Dale Cook, Kent State University
Failing to Understand What You Purport to Support: Lessons Learned From a Problem-Based Learning Initiative. Jennifer M. Conner, Indiana University - Columbus; Paula A. Magee, Indiana University - Indianapolis
The Influence of Learning Context on Student Perceptions of Problem-Based Learning: An Examination of a Marketing Course Project at a 2-Year Institution. C. Ted Major; Shetson State Community College; Claire Howell Major; The University of Alabama

44.067. Item Management: From Development Through Statistical Evaluation, Delivery, Cognitive Level, and Memorability. SIG-Professional Licensure and Certification; Paper Session
Colorado Convention Center, Street Level, Room 608
12:25 pm to 1:55 pm
Chair: Jason Rinaldo, American Board of Family Medicine
Participants:
Using the Right Statistics: An Analysis of Item Selection Statistics for Criterion-Referenced Tests. Andrew Jones, American Board of Surgery
Score Comparability of Paper-and-Pencil and Computer Versions of a Licensing Examination. Tsang-Hsun Tsai, American Dental Association; Chingwei D. Shin, Pearson; Jason L. Meyers, Pearson; Hong Wang, University of Pittsburgh
Innovative Items Memorability and Cognitive Processing: A Pilot Study. Anne L. Wendt, National Council of State Boards of Nursing; J. Pilotinee Jones, James Madison University; Ada Woo, National Council of State Boards of Nursing

44.068. Provocations: Encounters Between Art and Qualitative Inquiry. SIG-Qualitative Research; Symposium
Colorado Convention Center, Street Level, Room 201
12:25 pm to 1:55 pm
Chair: Maggie MacLure, Manchester Metropolitan University
Participants:
Offending Items: Children’s Objects as Incursions Through the Threshold of the Classroom. Maggie MacLure, Manchester Metropolitan University; Christina MacRae, Manchester Metropolitan University; Patricia Allmer, Manchester Metropolitan University
Limitless Provocations of the “Safe,” “Secure,” and “Healthy” Child. Rachel Holmes, Manchester Metropolitan University; Elizabeth Mary Jones, Manchester Metropolitan University
Becoming an Artist, Becoming Educated, Becoming Impeccable: Nomadic Inquiry in a University Art Class. Kelly Clark/Keefe
Discussant: Stephanie Springgay, OISE/University of Toronto

44.069. Mathematics Learning Across Home and School: The Role of Perceptions, Practices, and Culture. SIG-Research in Mathematics Education; Symposium
Colorado Convention Center, Street Level, Room 407
12:25 pm to 1:55 pm
Chair: Janine Remillard, University of Pennsylvania
Participants:
Characterizing the Relationship Between School Culture and the Implementation of Everyday Mathematics. Wendy M. Green, University of Pennsylvania; Luke T. Reinke, University of Pennsylvania; Janine Remillard, University of Pennsylvania
Factors Influencing Alignment Between Teachers’ and Parents’ Perceptions of Parents’ Involvement in Mathematics Homework. Haneen Rashid, Rutgers University; Traci L. English-Clarke, University of Pennsylvania; Lynda B. Ginsberg, Rutgers University
Examining Mathematical Homework Task Transformation Across School and Home. Enakshi Bose, University of Pennsylvania; Jacqueline Flicker, University of Pennsylvania; Janine Remillard, University of Pennsylvania
Discussant: Corey Drake, Iowa State University

44.070. Looking in Social Studies Classrooms: A Tribute to the Life and Work of Jere Brophy. SIG-Research in Social Studies Education; Invited Session
Colorado Convention Center, Street Level, Room 603
12:25 pm to 1:55 pm
Chair: Carolyn O’Mahony, Oakland University
Participants:
Graeme Aitken, The University of Auckland
Janet E. Alleman, Michigan State University
Sherry L. Field, University of Texas - Austin
44.071. Sharing Best Practice from Teacher Induction Programs on Three Continents: U.S. (California and Iowa), Europe (London, England), and India (Gujarat). SIG-Research on Teacher Induction; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 5
12:25 pm to 1:55 pm
Chair:
Lois M.Y. Abel, Sinclair Research Group
Participants:
Key Factors in Successful Teacher Induction and Retention in California. Lois M.Y. Abel, Sinclair Research Group
Teacher Training, Induction, and Retention in India. Marjorie A. Suchow; Commission on Teacher Credentialing
The Impact of Teacher Induction in Iowa. Mary Beth Schroeder-Fracek, Iowa Department of Education
The Impact of New Teacher Induction in England. Sara Bubb
Discussant:
Tori Clark, Commission on Teacher Credentialing

44.072. Safe Schools and Communities. SIG-Safe Schools and Communities; Paper Session
Colorado Convention Center, Street Level, Room 101
12:25 pm to 1:55 pm
Chair:
W. David Wakefield, California State University - Northridge
Participants:
Evaluation of Behavioral Factors and Bullying Behaviors That Impact Learning and Well-Being in Schools. Brian D. Garbarini, Arizona State University; Melmet Dail Otkar, Arizona State University
Do School-Level Safety Policies Mitigate Bullying and Improve Students’ Perceptions of Social Climate? Will J. Jordan, Temple University; Stephanie R. Miller, Temple University; Lisa M. Dillman, University of California - Los Angeles
Project PREVENT: School-Based Intervention to Promote Development of Girls at Risk for Commercial Sexual Exploitation. Ann C. Kruger, Georgia State University; Patricia Harris, Georgia State University; Kerry Levin, Georgia State University; Erin Harper, Georgia State University; DeShelle Sanders, Georgia State University; Nandana Sarana, Georgia State University; Payal Shah, Georgia State University; Joel Meyers, Georgia State University
Mapping Community-Based Restorative Justice: Opportunities and Challenges for Collaboration With Schools. Brenda Elizabeth Morrison, Simon Fraser University; Nandana Surana, Georgia State University; Payal DeShelle, Georgia State University; Erin Harper, Georgia State University; Ann C. Kruger, Georgia State University; Mehmet Dali Ozturk, Arizona State University
Discussion:
Horace R. Hall, DePaul University

44.073. School Climate, School Improvement, and Student Success. SIG-School Community, Climate, and Culture; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 4
12:25 pm to 1:55 pm
Chair:
Liesel Ebersohn, University of Pretoria
Participants:
How Factors of School Climate Affect Student Dropout, Regardless of a School’s Size. Jacob Sale Wernhow, Central Connecticut State University; Quintin Robinson, University of Texas - Austin; Luke S. Duesbery, San Diego State University
An Alternative School’s Culture of Learning and Its Role in a District-Wide School Change Effort. Sunnie Lee Watson, Ball State University
Teachers’ Perceptions of the Role That Communities in Schools Play in School Improvement: A Multistate Study. Akaitseri Passa, ICF International; Allan W. Porowski, Caliber, an ICF Consulting Company; Yvette Lamb, ICF International; Susan Siegel, Communities In Schools
Understanding the Ecology of the Interdependent Relationship Between School Climate and Student Achievement. John V. Shindler, California State University - Los Angeles

44.074. Impact, Implementation, and Characteristics of Bill and Melinda Gates-Funded Small High Schools in New York City. SIG-School Turnaround and Reform; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 10
12:25 pm to 1:55 pm
Chair:
Constancia Warren, Croton Consulting
Participants:
Study of the Impact of Gates-Funded Small Schools of Choice on Student Outcome. Corinne M. Herlihy, MDRC
Large School, Small School: How New York City’s High Schools Have Evolved Over the Past Decade. Janet C. Quint, MDRC

44.075. Complex Pedagogies of Self-Researchers in a Changing World. SIG-Self-Study of Teacher Education Practices; Paper Session
Colorado Convention Center, Street Level, Room 701
12:25 pm to 1:55 pm
Chair:
Mary C. Dalmau, Victoria University - Australia
Participants:
Two Self-Studies Assessing Teaching Effectiveness in Higher Education Related to Candidates’ Perceptions of Reflectivity. Nancy P. Gallavan, University of Central Arkansas; Angela Webster-Smith, University of Central Arkansas
Learning to Teach Collaboration. Kami M. Patrizio, Towsen University
How Blogging Helped Us Develop Our Pedagogies of Teacher Education: A Collaborative Self-Study Between Two Beginning Academics. Shawn M. Bullock, University of Ontario Institute of Technology; Jason K. Ritter, Daquesne University
Giving Direction to Reflection. Mary P. Manke, University of Wisconsin - River Falls
Discussant:
Renee T. Clift, The University of Arizona

44.076. Web 2.0: Research Issues, Results, and Future Directions. SIG-Technologies as an Agent of Change in Teaching and Learning; Invited Session
Sheraton, Plaza Concourse Level, Plaza Court 5
12:25 pm to 1:55 pm
Chair:
Lynne Schrum, George Mason University
Participants:
Chris J. Dede, Harvard University; Daniel T. Hickey, Indiana University; Donald J. Leu, University of Connecticut; Diane Jass Ketelhut, Temple University
Self-Study of Teacher Education Practices; Paper Session
Colorado Convention Center, Street Level, Room 701
12:25 pm to 1:55 pm
Chair:
Allan M. Collins, Northwestern University

44.077. Past, Present, Future: Exploring Writing in Professional Development, Pedagogical Practice, and Historical Relief. SIG-Writing and Literacies; Paper Session
Colorado Convention Center, Street Level, Room 206
12:25 pm to 1:55 pm
Chair:
Xenia Hadjioannou, The Pennsylvania State University
Participants:
Considering Contemporary Writing Practices Through a Return to Dartmouth. Gail M. Boldt, The Pennsylvania State University; Elizabeth Park, The Pennsylvania State University
Constructing an Approach to the Study of the Teaching and Learning of Argumentative Writing and Recontextualization. George E. Newell, The Ohio State University; David Bloom, The Ohio State University; Alan Hirvela, The Ohio State University; Marlene Beierle, The Ohio State University
Re-Visioning the Components of Writing Workshop: Pedagogical Practices in Three Urban Classrooms. Susan D. Martin, Boise State University
Teacher and Student Outcomes of a Professional Development Program Focusing on Writing Workshop. Rebecca A. Kaminski, Clemson University; Sarah Hunt-Barron, Clemson University
Teachers’ Orientations Toward Writing. Sarah J. McCarthy, University of Illinois - Urbana-Champaign; Yeonsun Ellie Ro, University of Illinois - Urbana-Champaign; Dumisile Mbizoe, University of Illinois - Urbana-Champaign

Linda S. Leistik, University of Kentucky
Bruce A. VanSledright, University of Maryland - College Park
Division and SIG Roundtables

44.078. Roundtable Session 26: Roundtable Session
Colorado Convention Center, Lower Level, Korbel Ballroom 2
12:25 pm to 1:55 pm

44.078-1. (Re)Considering Young Children’s Experiences: Taking a Different View. SIG-Early Education and Child Development; Roundtable Session
Chair: Debora B. Wisneski, University of Wisconsin - Milwaukee
Participants:
Inter-contextual Continuity: A Conceptual Model. Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge
The (Im)Possibilities of Researching Gender and Sexualities in Early Childhood. Mindy Blaise, Monash University
The (In)Visibility of Turn-Taking Rules in Preschool: The Impact on Children’s Perceptions of Technology Use. Lorna Jane Savage, University of Stirling

44.078-2. DSE Roundtable 1: Teachers and Identity in Inclusive Education.
SIG-Disability Studies in Education; Roundtable Session
Chair: Julia M. White, University of Rochester
Participants:
General, Special, or . . . Inclusive? Refiguring Professional Identities in a Collaboratively Taught Classroom. Srikala Naraia, Teachers College, Columbia University
Preparing Classroom Teachers for Inclusive Education. Lani Florian, University of Aberdeen; Holly Linklater, University of Aberdeen
The Professional Journeys of Teachers With Visible Disabilities. Deborah P. Goessling, Providence College

44.078-3. Early Childhood Beyond the Classroom: Critical Perspectives. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Chair: Valerie Polakow, Eastern Michigan University
Participants:
Children, Elders, Death, and Dying: A Curriculum Study of Intergenerational Learning Programs. Rachel May Heydon, University of Western Ontario
The Rise and Fall of ABC Learning: A Critical Narrative Analysis of Transnational Corporate Child Care. Jennifer Sansom, Charles Start University
Making Room for Third Space: A Critical Examination of Public Library Programs for Young Children. Rosamund Kathryn Stooke, University of Western Ontario; Pamela J. McKenzie, University of Western Ontario

44.078-4. Exploring the Role of Parents, Teachers, and Administrators in Promoting Positive Climate. SIG-Moral Development and Education; Roundtable Session
Chair: Naomi Jeffery Peterson, Central Washington University
Participants:
Empathy in Teaching for Social Justice. Sung Choon Park, University of Arkansas
Making Kind “Cool”: Parents’ Responses to Cyber-Bullying and Cyber-Kindness. Wanda E. M. Cassidy; Simon Fraser University; Karen Brown, Simon Fraser University; Margaret Jackson, Simon Fraser University
Teachers’ Beliefs About Approaches to Character Education. Christopher J. Meidl, Saint Norbert College

44.078-5. Gender and Sexuality in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Chair: Sharon Ryan, Rutgers University
Participants:
Guys and (Barbie) Dolls: Boys Writing and Playing Gendered Identity Texts in Disney Princess Media. Karen E. Wohlwend, Indiana University
Confronting the Pre-School Closet: An In-Depth Case Study of One Guy Teacher’s Experiences. Travis S. Wright, The George Washington University
Why Can’t I Play With the Rest of the Girls? Transgender Children and Their Navigation of Adult and Peer Social Interactions in Early-Childhood Education. Ashley Lauren Sullivan, Arizona State University

44.078-6. Graduate Education. Division J - Postsecondary Education; Roundtable Session
Chair: Audrey J. Jaeger, North Carolina State University
Participants:
Articulating an Emerging Pedagogy of Graduate Research Development: Negotiating Identities and Practices as Educational Researchers. Nadine M. Kalin, University of North Texas; Rina Kundi, University of North Texas
Measuring the Teaching Self-Efficacy of Science, Technology, Engineering, and Math Graduate Teaching Assistants. Sue Ellen Dechene, Oregon State University; Larry G. Enochs, Oregon State University
Minority Graduate Student Perceptions of a Faculty Career. Karen Jean Haley, Northern Illinois University; Audrey J. Jaeger, North Carolina State University; John S. Levin, University of California - Riverside

Chair: Janice Huber, University of Regina
Participants:
Factors That Affect the Success of American Indian Children: A Comprehensive Education Study. Rebecca Williams, Minnesota State University - Moorhead; Boyd Lee Bradbury, Minnesota State University - Moorhead
The Impact of Local Tribal Affiliation on High School Graduation for American Indian and Alaska Native Young Adults. Kat Sonia Thomson, Teachers College, Columbia University; Michelle Hodara, Teachers College, Columbia University

44.078-8. Language and Education of Immigrant Students. Division G - Social Context of Education; Roundtable Session
Chair: Anissa Wicktor Lynch, University of Texas - Austin
Participants:
Early Adolescents’ Out-of-School and In-School Daily Literacy Motivation: Contextually Determined or Trait-Like Explanations. Sabina Rak Neugebauer, Harvard University
Teacher Adaptations in “Sheltered” and “Mainstream” Secondary Classrooms: Teachers’ Adaptive Responses to English Learners. Dafney Bianca Dubach, University of California - Berkeley

44.078-9. Postcoloniality, Race, Gender, and Transnationalism. SIG-Postcolonial Studies and Education; Roundtable Session
Chair: Romina Aríšbel Pacheco, NMSU
Participants:
From the “Rest” to the West: The Echoing Voice of a Dissident Transnational Subject. Pierre W. Orelus, New Mexico State University - Las Cruces
Mozambique, Neo-Colonialism, and Regendering the Oppressed. Joao Menelau Parakseva, University of Massachusetts - Dartmouth

44.078-10. Preschool Language and Literacy. SIG-Early Education and Child Development; Roundtable Session
Chair: Abigail M. Jewkes, Hunter College - CUNY
Participants:
Language Development in Informal Spaces: 2-Year-Old Narrative Development in a Play-Based Curriculum. Sara C. Michael-Luna, New York University
Child-by-Instruction Interaction Effects of Shared Book Reading in Head Start Classrooms. Annemarie H. Hindman, Temple University; Barbara A. Wasik, Temple University; Amber C. Erhart, Temple University
Dialogic Reading With Emotion-Laden Storybooks: Intervention Methods to Enhance Children’s Emergent Literacy and Social-Emotional Skills. Melissa Sue Minic, University of Colorado - Denver; Susanne Denham, George Mason University
Exploring Preschoolers’ Use of Semantic Organizers to Support Meaning Vocabulary Development. Tanya M. Christ, Oakland University; X Christine Wang, University at Buffalo - SUNY
Preschool Instructional Practices That Promote Children’s Emergent Literacy Skills. Heather J. Bachman, University of Pittsburgh
44.078-11. Race, Class, and Choices: Critical Theory and Curriculum. SIG-Critical Issues in Curriculum and Cultural Studies cosponsored with SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Chair: Louise A. Allen, South Carolina State University
Participants:
A Case Study About a Romanian Teacher Involved in the Second Chance Program. Greta Camase, OISE/University of Toronto; Dorian Stoilescu, University of Toronto
Being Black but Not Doing Black Work: Graduate Students’ Research Choices and Their Effect Upon the Academy’s Culture of Topic Norming. Kerrita Kimberly Mayfield, Elmira College

44.078-12. Research on Indigenous Well-Being and Development, Session 2. SIG-Indigenous Peoples of the Pacific; Roundtable Session
Chair: Elizabeth McKinley, University of Auckland
Participants:
Authentic Bicultural Practice: Perspectives, Experiences, and Aspirations of Teacher Educators. Rosina Maria Taniwha, Te Whare Wānanga o Awanuiarangi
Exploring a Culturally Responsive Curriculum for a High School Science Class in Hawaii. Lorinda Lee Forster, University of Hawai’i; Pauline W. U. Chin, University of Hawai’i - Manoa
Kia Kaha: Growing Up Strong and Proud. Christine Margaret Rubie-Davies, University of Auckland

44.078-13. Roundtable 5: Exploring the Complex Voices of Adolescence Leadership. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Chair: Virginia C. Shipman, University of New Mexico
Participants:
“How Bad Can It Be?” Black Student Voice, the Suburban Myth, and the Realities of Academic Press. Eustace George Thompson, Hofstra University; Marlene Sophia Mann-Joseph, Hofstra University
My Little Sislah’s Keeper: The Need to Cultivate the Next Generation of Black Feminists. Cynthia Cole Robinson, Purdue University Calumet
Today’s Adolescent Leaders for Tomorrow’s World. Margaret M. Ferrara, University of Nevada - Reno

44.078-14. Roundtable 6: Complexities of Racial Identity With Ethnicity and Class for Academic Achievement. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Chair: Lanette R. Waddell, Lehigh University
Participants:
A Meta-Analysis of the Correlation Between Socioeconomic Status and Achievement for Coleman et al.’s (1966) Data. Aolin Xie, University of Minnesota
Blackness and Education in the Whitest Large City in America. Ethan Johnson, Portland State University

44.078-15. Roundtable Sessions on Gifted Education Research II. SIG-Research on Giftedness and Talent; Roundtable Session
Chair: Jane M. Piirto, Ashland University
Participants:
An Examination of Gifted Education Curriculum Policies and Practices at the District Level. Kimberly L. Chandler, College of William and Mary Instructional Differentiation for Precocious Writing. Alan L. Edmunds, University of Western Ontario; Kathryn A. Noel, University of Western Ontario
Gifted Students’ Transition to College: Factors That Influence Academic Achievement on a University Admission Test. Maria Paz Gomez, The University of Arizona
Gifted Musicians’ and Gymnasts’ Common Experiences of Drive: Are the Themes Really That Different? Linda Jean Macarthur, Kawartha Pine Ridge District School Board - Ontario

44.078-16. School Success. Division G - Social Context of Education; Roundtable Session
Chair: Lisa Elizabeth Wills, University of South Carolina
Participants:
Shaping Student Belonging: The Impact of Multi-Grouping Dens on Student Sense of Belonging, Comfort With Diversity, and Perceptions of Teacher Caring. Julia B. Smith, Oakland University; Nancy M. Brown, Oakland University; Conrad Krazman, West Hills Upper Elementary School, Bloomfield School District
The Principal’s Role in Contributing to Achievement and Educational Opportunity for English Language Learners: Key Leadership Practices and Processes for Equity and Excellence. Mary Catherine Nino, Stephen F. Austin State University; Betty Jane Alford, Stephen F. Austin State University
Why Are Successful Schools Failing? Disproportionality, the Construction of Ability, and Equity in High-Performing Public Schools. Roey Ahram, New York University; Edward Fergus, New York University

44.078-17. Social Class and Equity. Division G - Social Context of Education; Roundtable Session
Chair: Amy Hilgendorf, University of Wisconsin - Madison
Participants:
All in the Mix, But Some on the Fringes: Social Class and Exclusion at an Independent School. Amanda Cice, Stanford University
Enacting a Pedagogy of Testimony and Witness: Children Writing the Difficult in a High-Poverty Elementary Classroom. Elizabeth M. Duro, University of Colorado; Julia Churchill Kantor, University of Colorado - Boulder, Megan Henning, McElwain Elementary
Mediated Stories of Social Mobility. Jane A. Van Galen, University of Washington - Bothell
Take the Power, It’s All in Me, It’s All in Me: Low-SES Students and Locus of Control. Dara Renee Shifrer, University of Texas - Austin

44.078-18. Social Contexts of Education Beyond the Classroom. Division G - Social Context of Education; Roundtable Session
Chair: Stephanie L. Tatum, Dowling College
Participants:
A Developmental Pathway Model for Substance Abuse in Young Adulthood: Findings From the Chicago Longitudinal Study. Irma Angela Arteaga, University of Minnesota; Chin-Chih Chen, University of Minnesota; Arthur J. Reynolds, University of Minnesota
Agency in High School and Beyond: Understanding Structures Shaping the Educational Experiences of Marginalized Students. Rowhea M. Elmesky, Washington University in St. Louis
Rendering Visible the Civic Learning and Action of African Immigrants. Vaughn W. M. Watson, Teachers College, Columbia University; Michelle G. Knight-Diop, Teachers College, Columbia University; Ramatu Bangura, Teachers College, Columbia University

44.078-19. Strategic Use of Reflection and Feedback: Portfolio Assessment in the Context of Practice. SIG-Portfolios and Reflection in Teaching and Teacher Education; Roundtable Session
Chair: Karen E. Levitt, Duquesne University
Participants:
“More Workbench Than Showcase”: Evidence of Preservice Teacher Learning as a Result of the Portfolio Construction Process. Douglas B. Larkin, University of Wisconsin - Madison
Cultivating Perceptive Practice: Documentation as Reflective Inquiry. Jolyn M. Blank, University of South Florida; Ilene R. Benson, University of South Florida
A Virtual Co-Rater Approach for Evaluating Scoring Quality in Teacher
44.078-20. What We Have Learned From a Range of Out-of-School Programs. SIG-Out-of-School Time; Roundtable Session
Chair: David S. Fleming, Clemson University
Participants:
A Place for the Arts: Lessons Learned From an After-School Art Experience With Reclaimed Materials. Angela L. Eckhoff, Clemson University; Mindy Spearman, Clemson University; Amy Hallenbeck, Clemson University
A 2-Year Study of an IHE After-School Program That Encourages Aspirations for College Attendance Among Urban Elementary Children. Marguerite G. Lodico, College of Saint Rose; Margaret M. Kirwin, College of Saint Rose; Dean T. Spaulding; Katherine H. Voegle, College of Saint Rose
Creating a Model of Knowledge for Youth Development Professionals. Femi Vance, University of California - Irvine; Pilar O’Cada, University of California - Irvine
Exploring the Intellectual, Social, and Organizational Capabilities at After-School Programs. Denise Huang, University of California - Los Angeles

44.079. Roundtable Session 27; Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
12:25 pm to 1:55 pm

Chair: Frank C. Worrell, University of California - Berkeley
Participants:
Congruence and Conflict: A Descriptive Study of School Readiness for Inclusion in Trinidad and Tobago. Dennis A. Conrad, State University of New York; Laurenet J. Brown, Duquesne University
Toward the Development of “Democratic” Citizens? A Study of Teachers’ Beliefs About Citizenship in Jamaica. Dierdre Williams, University of Maryland - College Park

44.079-2. Contextualizing, Reconceptualizing, and Teaching History, SIG-Teaching History; Roundtable Session
Chair: Terrie Epstein, Hunter College - CUNY
Participants:
Experiences of Preservice Social Studies Teachers With Historical Thinking Skills. Denise Lorraine Trombino, Old Dominion University; Linda Bol, Old Dominion University; Shana L. Pritchens, Old Dominion University; Meghan McGinn Manfra, North Carolina State University
History Education as a Disciplined “Ethic of Truths.” Kent G. Den Heyer, University of Alberta
On Traumatic History, Displayed: The Pedagogical Challenges of Interminable Learning. Brenda M. Tofranenko, University of Illinois - Urbana-Champaign
Understanding Factors Contributing to Ds, Fs, and Withdrawals in Large-Section American History Courses. Emily Summers, Texas State University; Gail R. Ryser, Texas State University

44.079-3. Creating Relationships Within Early Childhood Education: Parents, Teachers, Children, and Researchers. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Chair: Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison
Participants:
Conducting Participatory Research With Very Young Children: The Use of Interview Techniques. Rachael Anne Levy, University of Sheffield
Home Connections: Building a Context for Family Engagement in Urban Head Start Classrooms. Vivian L. Gadsden, University of Pennsylvania; Cleopatra Y. Jacobs, University of Pennsylvania; Jie Tie Park, University of Pennsylvania; Susan Bickerstaff, University of Pennsylvania; Shannon Maura Kane, University of Pennsylvania; Faith Melonic Spraul, University of Pennsylvania
Pedagogic Interactions Between Children Aged 4-6 Years and Their Teachers Inside and Outside the Classroom. Sue White, University of Plymouth; Julie Evans, University College St. Mark and St. John, United Kingdom; Marie Nichols, University of Plymouth; Sue Jane Rogers, Institute of Education - London

44.079-4. Dynamic Intersections in and Around Holistic Education. SIG-Holistic Education; Roundtable Session
Chair: Elizabeth Levine Brown, University of Pittsburgh
Participants:
Complex Ecologies Playing Out in Australia: Creating Holistic Learning Environments for Adolescents. Michael Dominic Dyson, Monash University; Margaret M. Plankett, Monash University
Considering Moral Intelligence as Part of a Holistic Education. Rodney H. Clarken, Northern Michigan University
Paulo Freire, Meet Rudolf Steiner: Thoughts on Freedom, Authority, Equality, and the Impact of Education on Humanity. Christina Nicole Sharrar, Chapman University; Philip Woods, University of the West of England, Bristol; Thomas C. Wilson, Chapman University
Reverence: Renewing a Forgotten Educational Virtue. A. G. Rud, Purdue University; Bruce J. Novak, Foundation for Ethics and Meaning; Jim Garrison, Virginia Polytechnic Institute and State University; Megan J. Laverty, Teachers College, Columbia University

44.079-5. Instructional Leadership as Practice: Investigations of Innovations in the Field. SIG-Supervision and Instructional Leadership; Roundtable Session
Chair: Susan S. Sullivan, College of Staten Island - CUNY
Participants:
From a One-Time Event to a Complex Continuous Process: A Phenomenological Study of Principal Evaluation. Oksana Parylo, University of Georgia; Sally J. Zepeda, University of Georgia; Edwin Glenn Bengston, University of Georgia
Looking at the Past, Visualizing the Future: First-Year Principals’ Reflections of Instructional Leadership. Martha N. Quanda, University of Texas; Ann O’Doherty, University of Texas - Austin
Power, Politics, and Ethics in Strategic Leadership: Consequences for Instructional Supervision. Jeffrey Glanz, Yoshiva University
The Joint Effects of Peer Coaching and the Traditional Student Teaching Triad With Versus Without Adequate Peer-Coaching Preparation: A Comparative Study. Hsia-Lien Lu, Georgia Southern University

44.079-6. International Education and Globalization. SIG-International Studies; Roundtable Session
Chair: Yakari Okamoto, University of California - Santa Barbara
Participants:
Donna Shacter, Arizona State University
International Education Explored in One Midwestern State. Debora Hinderliter Ortloff, University of Houston - Clear Lake; Evelyn McCall Hamilton, Indiana University; Payal Shah, Indiana University; Jingjing Lou, Beloit College
Transformative Learning and International Education: The Experience of Adult Learners in Short-Term Study Abroad. John M. Dirks, Michigan State University; Rob Spohr, Montcalm Community College; Laura Tippett, Baker College of Owosso; Susan Tom, Baker College
Internationalization and Globalization of U.S. Higher Education: A National Survey of Faculty Attitudes and Ethnocentric Beliefs. Forrest W. Parkay, Washington State University; Yongsheng Victor Sun, Columbus Basin College; Mei Wu, University of Idaho; Paul E. Pitre, Washington State University
Different Names for the Same Thing? Multicultural Education Versus Intercultural Education. Gunilla Holm, University of Helsinki; Harriet Zilliacus, University of Helsinki

Chair: Ani C. Monghamian, WestEd
Participants:
English Language Arts Standards for Whom? A Textual Analysis of Mandated Curriculum for English-Language Learners. Danny Cortez Martinez, University of California - Los Angeles; P Zifatli Morales, University of California - Los Angeles; Diana Moreno, University of California - Los Angeles
Providing Equitable Instruction for High School English Learners: Teacher Candidates Define and Design Equality. Annette M. Daoud, California State University - San Marcos
44.079-8. Roundtable 3. SIG-Workplace Learning; Roundtable Session
Chair: Margaret E. Malloch, Victoria University - Australia
Participants:
Adult Learners’ Approaches to Learning and Preferences for Constructivist Learning Environments. Vincent Donche, University of Antwerp; David Gibbons, University of Antwerp; Peter Van Petegem, University of Antwerp - EduBTo; Liesje Courtjans, University of Antwerp
Without Competent Trainers, No Apprenticeship Quality: What Is Required? Sarah Heinzler, University of Fribourg; Corinne Joho, Leading House “Quality of Vocational Education”; Matthias Baumgartner, Leading House “Quality of Vocational Education”
Measurement of Competencies by Using Authentic Workplace Tasks. Frank Achtenhagen, University of Goettingen; Esther Winther, University of Goettingen

44.079-9. School and Family Context in the Production of Educational Outcomes. SIG-Sociology of Education; Roundtable Session
Chair: Erin Atwood, University of Texas - Austin
Participants:
Generational Status, Race/Ethnicity, Country of Origin, and School/Community Context Influences on K-8 Ability Growth. Jacob Hibel, Purdue University
The Effect of Sibship on Educational Attainment for Students at Age 18: A Historical Analysis. Sanne Akaba, The University of Kansas
Code Theory Revisited. Konstantin Kougioumtzis, University of Gothenburg, Sweden; Göran Patriksson, University of Gothenburg
Southern School Desegregation and the 2008 Presidential Election: A State-Level Analysis. Jamal H. Bradock, University of Miami; Adrienne Celaya, University of Miami; Hilary Cook, University of Miami; Adrienne Milner, University of Miami; Dana Grace, University of Miami; Paul Madden, University of Miami; Aaron Pharrmann, University of Miami

44.079-10. Stress and Coping in Education Paper Discussions. SIG-Stress and Coping in Education; Roundtable Session
Chair: Kimberlee Bethany Bomura, Walden University
Participants:
Overview of the Coping Resources Inventory for Stress-Short Form: Relationships to Stress Outcomes. William L. Curlette, Georgia State University; Kenneth B. Matheny, Georgia State University
Burnout, Emotional Exhaustion, and the High School Principal: A Mixed Research Study. Julie P. Combs, Sam Houston State University; Stacey L. Edmonson, Sam Houston State University
Student Stressors and Reactions to Stress: A Cross-Cultural Study. Zsuzsanna R. Szabo, Rensselaer Polytechnic Institute; Mituai Marian, University of Oradea
Factors Predicting Teacher-Perceived Levels of Stress During Complex Curriculum Change in a Secondary School. Virginia Mae Loner, Bethel College

44.080. Roundtable Session 28: Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Session 2
12:25 pm to 1:55 pm

44.080-1. Applications of the Rasch Model, Graded-Response Models, and Bayesian Techniques. Division D - Measurement and Research Methodology; Roundtable Session
Chair: Li Cai, University of California - Los Angeles
Participants:
Parameter Estimation of the Rasch Mixture Testlet Model Using the Marginal Maximum Likelihood Method. Hong Jiao, University of Maryland; Matthias Von Davier, ETS; Shudong Wang, Northwest Evaluation Association
Comparing Test Design Variations in Computer Adaptive Sequential Testing Using the Graded Response Model. Xin Li; Dandan Wang, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin
Bayesian Estimation of the Four-Parameter IRT Model Using Gibbs Sampling. Yanyan Sheng, Southern Illinois University - Carbondale

44.080-2. Changing the Game: A New World of Academics and Athletics on Campus (Part II). SIG-Research Focus on Education and Sport; Roundtable Session
Chair: C. Keith Harrison, University of Central Florida
Participants:
Athletes’ Experience of Poor Coaching: Couch as Poor Teacher. Brian Todd Gearty, University of Southern Mississippi
Anne Harwick: Running into the Wind. Peter Lian Castelow, The University of Memphis; Teri Lynne Castelow, The University of Memphis
The Relationship Between Academics and Athletics: A Student-Athlete Experience. Michael Gary Godfrey, Clemson University
Out of Bounds: When Scholarship Athletes Become Academic Scholars. Derek M. Van Rhenen, University of California - Berkeley; Jabari Mahiri, University of California - Berkeley

44.080-3. Examining Mentoring Programs for Novice Teachers. SIG-Mentorship and Mentoring Practices; Roundtable Session
Chair: Colleen M. Conway, University of Michigan
Participants:
Building a Professional Learning Community of Mentors and Researchers: Dimensions of a Process. Aline M.R. Reali, Federal University of Sao Carlos, Brazil; Regina Tencredi, Federal University of Sao Carlos; Maria Du Graça N. Mizukami, Presbyterian University Mackenzie and Federal University of Sao Carlos
Fostering the Success of New Teachers: The Alabama Teacher Mentor Program. Andrea M. Kent, University of South Alabama; Andre M. Green, University of South Alabama; Philip Feldman, University of South Alabama
Report Card on the Unfunded Mentoring Program in Indiana: New Teachers’ Voices Are Finally Heard. James F. Freemyer, Indiana Wesleyan University; David Arnold, Indiana Wesleyan University; Sarah Freemyer, Purdue University

44.080-4. Interactive Design Elements in Online Education. SIG-Online Teaching and Learning; Roundtable Session
Chair: Dave L. Edyburn, University of Wisconsin - Milwaukee
Participants:
A Case Study of Using Video-Conferencing Technology to Support International Online Collaborative Learning. Xue Mei Wu, Purdue University; Scott P. Schaffer, Purdue University
Examining the Effects of Instructor Errors in Asynchronous Video. Antonios Saravanan, Columbus University; Matthew Curinga, Teachers College, Columbia University; Alexandra Saravanan, Teachers College, Columbia University; Seungoh Paek, Teachers College, Columbia University; Reshan Richards, Teachers College, Columbia University; Charles K. Künzer, Teachers College, Columbia University
Peer Mentoring in a Changing World: A Collaborative Process for Online Instructors. Laura L. Summers, University of Colorado - Denver; Joanna C. Dunlap, University of Colorado - Denver; Carol A. Westland, University of Colorado - Denver; Stephanie S. Townsend, University of Colorado - Denver; Sue Giulian, University of Colorado - Denver
The Ecologies of Teaching Presence and Student Satisfaction in Online Courses. Kim Alison Hasler, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado

44.080-5. Mantel-Haenszel and Facet Approaches to Measuring DIF. Division D - Measurement and Research Methodology; Roundtable Session
Chair: Hyeonjoo J Oh, ETS
Participants:
The Use of Different Matching Criteria for Differential Item Functioning Analysis With Formula-Scored Tests. Xuan Tan, ETS; Neil J. Dorans, ETS; Xiaojian Qu, ETS
The Mantel-Haenszel Method for Detecting Differential Item Functioning in Dichotomously Scored Items: A Multilevel Approach. Jann W. MacInnes, University of Florida; M. David Miller, University of Florida
Analysis of Between-School Differential Facet Functioning: An Explanatory Model. Xiaohui Zheng, University of California - Berkeley; Sophia Rabe-Hesketh, University of California - Berkeley

44.080-6. Narratives of Representation. SIG-Narrative Research; Roundtable Session
Chair: Jennifer Mitton, Bilkent University - Ankara, Turkey
Participants:
Narrative Inquiry in a Writerly World: Narrative Fiction, Talking Bears, and the Question of Representation. Jason Michael Lukasik, University of Illinois - Chicago

Working Toward a Nonrepressive Critical Pedagogy: Critical Autoethnography in the Composition Class. Lenore DeBok Maybaum, University of Iowa

“I Am From . . .”: A Poetic Representation of Fourth-Grade Students’ Reflections on Peace and Yoga. Joy L. Wiggins, University of Texas - Arlington

44.080-7. Politics and Governance Roundtable Session: Districts as Partners in Reform. Division L - Educational Policy and Politics; Roundtable Session
Chair: Morgan S. Polikoff, University of Pennsylvania
Participants:
Governance Alternatives to “Going Charter”: Exploring One Example of a District-School Partnership. Dara Zeehandelaar, University of Southern California
Peer Assistance and Review: A Teacher Union-School District Partnership for Professional Accountability. Jennifer Goldstein, Baruch College - CUNY

“To Turn Back Would Be a Huge Mistake”: Race, Class, and Student Assignment in Wake County Public Schools. Eric A. Honsen, University of Georgia; Sheneka M. Williams, University of Georgia

44.080-8. Professional Development, Course Design, and Community: The Impact on Learning. SIG-Computer and Internet Applications in Education; Roundtable Session
Chair: Alan Amory, University of Johannesburg
Participants:
Evaluating Community Formation in an All-Online, Academic, Semester-Long Course. Amy Louise Pitteger, University of Minnesota

Computer Use and Perceived Course Effectiveness: Is the Relationship Changing Over Time? Rana Tamin, Hamdan Bin Mohamad e-University; Gretchen Lowerison, Concordia University - Montreal; Richard F. Schmid, Concordia University; Robert M. Bernard, Concordia University; Philip C. Abrami, Concordia University

Exploring Differences in Online Professional Development Seminars With the Community of Inquiry Framework. Judi Fusco, SRI International; Sarah Haavind, Lesley University; Julie Remold, SRI International; Patricia Schunk, SRI International

A Practical Look Into Designing Online Communities of Practice. Suzan Koosegla, University of Minnesota

44.080-9. Promoting Professional Learning and Teachers’ Professional Development: Critical Perspectives. SIG-Teacher’s Work/Teachers Unions; Roundtable Session
Chair: Eleanor Blair Hilty, Western Carolina University
Participants:
Professional Virtual Learning Communities for Contingent Teacher Workforces. Katrina E. Pollock, University of Western Ontario

Teachers at Work/Policy at Work: What Is the Relationship? Sarah A. Robert, University at Buffalo - SUNY

Teachers’ Work and the Fourth Way: Possibilities for Professional Accountability. Jean-Claude Couture, Alberta Teachers’ Association; Andrew Hargreaves, Boston College; Pasi Sahlberg, CMIO

Wikis, Web-Based Audio Conferencing, and Video Data Collection: The New Face of Teacher Union Inquiry? Charlie Naylor, British Columbia Teachers’ Federation

44.080-10. Redefining Educational Effectiveness and School Quality. Division L - Educational Policy and Politics; Roundtable Session
Chair: Marcus B. Weaver-Hightower, University of North Dakota
Participants:
Does the Heyneman-Loxley Effect Still Hold in Southern and Eastern Africa? Jennifer Deboer, Vanderbilt University; Thomas M. Smith, Vanderbilt University

Redefining Educational Effectiveness in a New Economy: A Gap Analysis of School Evaluation Schemes in China. Xia Cravens, Vanderbilt University; Hongyi Chu, Beijing Normal University; Qian Zhao, Beijing Normal University

Raising Private School Quality Through Accreditation: The Case of Qatar. Tora Bikson, RAND Corporation; Joy Moini, RAND Corporation; Cathy Stasz, RAND Corporation

44.080-11. Rural Education SIG: Roundtable 1. SIG-Rural Education; Roundtable Session
Chair: Wendy M. Smith, University of Nebraska - Lincoln
Participants:
A Complex Ecology: Rural Schools and Student Participation in Supplemental Educational Services. Zoe A. Barley, Mid-continent Research for Education and Learning

Improving Rural Student Writing. Shirley J. Mills, University of Texas - Pan American; Jody C. Isenhagen, University of Nebraska - Lincoln

Opportunity to Learn, “Risk Aversion,” and Math Achievement in Rural High Schools. Edward B. Reeves, Morehead State University

44.080-12. Student Learning and Reasoning in Science. SIG-Science Teaching and Learning; Roundtable Session
Chair: K. H. Grobman, Louisiana State University
Participants:
Reasoning Through Particle Representations in Teaching and Learning About Evaporation in the Elementary School. Russell W. Tyler, Deakin University; Maria F. Haslam, Deakin University; Peter Hubber, Deakin University

The Impact of Commodityplace and Inquiry-Based Science Instruction on the Nature of Student Reasoning. Christopher D. Wilson, Biological Sciences Curriculum Study; Joseph Taylor, Biological Sciences Curriculum Study; Susan M. Kowalski, Biological Sciences Curriculum Study; Janet Carlson, Biological Sciences Curriculum Study

Fish Gills to Feathers: Factors That Influence Students’ Understandings of Surface Area to Volume. Amy R. Taylor, University of North Carolina - Wilmington; Gail Jones, North Carolina State University

Metacognitive Practice to Reduce Student Resistance to Inquiry in High School Physics Class. Do-Yong Park, Illinois State University

44.080-13. Students and Communities. SIG-Science Teaching and Learning; Roundtable Session
Chair: Tara O’Neill, University of Hawai’i - Manoa
Participants:
Outcomes of Two Science Environmental Science Institutes on Urban Middle School Students. Sherri L. Brown, University of Louisville

Project STEEM: Sparking Student Interest in Science and Mathematics Among Rural Youth. Cynthia L. Schneider, University of Texas - Austin; Gilbert Nazier, Texas A&M University - Commerce; Kerri O’Connor, Texas A&M University - North Texas

Students as Sociopolitical Activists: Impetus From Their Science Investigations. John Lawrence Beneze, OISE/University of Toronto; Margaret M. Bent, OISE/University of Toronto; Erin Sperling, OISE/University of Toronto; Steve J. Alsp, York University

Chair: Amy B. Adcock, Old Dominion University
Participants:
Affecting Factors of Preference for Web-Based Instruction According to the Learner’s Learning Style. Dongsub Lee, Teachers College, Columbia University

An Online Social Annotation Tool for English Education. Chunmin Kim, University of Georgia; Anne Mendenhall, Florida State University; Tristan Johnson, Florida State University

Integrating Technology and Reading Instruction With Children Who Are Deaf or Hard of Hearing: The Effectiveness of the Cornerstones Project. Ye Wang, Missouri State University; Peter V. Fielt, The Ohio State University

Proposed Theory of Developing Synergistic Knowledge. Chris William Bigenho, University of North Texas

The Effect of Test Anxiety and Test-Taking Strategy on Second-Language Reading Test Performance in Taiwan. En-Hui Lois Liao, National Kaohsiung Normal University

44.080-15. Teacher Turnover and Retention. Division L - Educational Policy and Politics; Roundtable Session
Chair: Yas Nakib, The George Washington University
Participants:
Is Money Enough? Using Strategic Compensation for Teacher Recruitment and
Retention Within Low-Performing Schools. Michael Volonino, University of Texas - Austin; Jessica Ann Brown, University of Texas - Austin; Kori James Stroh, University of Texas - Austin; Daniel D. Spikes, University of Texas - Austin; Suayan Kim, University of Texas - Austin

Strategies to Attract and Retain Teachers: Preliminary Outcomes of the Teacher Incentive Fund in Texas. Jessica Ann Brown, University of Texas - Austin; Richard Gonzales, University of Texas - Austin; Kori James Stroh, University of Texas - Austin; Patrick Valdez, University of Texas - Austin; Pedro Reyes, University of Texas - Austin; Celeste Alexander, University of Texas - Austin

The Causes and Costs of Turnover for Science and Other Teachers. Abigail Jurist Levy, Education Development Center, Inc.; Pamela Ellis, Stanford University; Lois Joy, Education Development Center, Inc.; Erica Jablonouski, Education Development Center, Inc.; Tzaur Karelitz, Education Development Center, Inc.

Division and SIG Posters

44.081. Poster Session 8; Poster Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3
12:25 pm to 1:55 pm

44.081-1. Applications of Multilevel Modeling. SIG-Hierarchical Linear Modeling; Poster Session
Posters:
3. Intraclass Correlations for Oregon Achievement Data: Systematic Findings for Student Subgroups. Makoto Hanita, Northwest Regional Educational Laboratory; Michael T. Coe, Northwest Regional Educational Laboratory

44.081-2. Faculty Sense of Religious Calling at a Christian University. SIG-Religion and Education; Poster Session
Poster:
4. Faculty Sense of Religious Calling at a Christian University. James A. Sweeney, Regent University

44.081-3. IRT Topics for Practitioners: IRT Assumptions, Model Fit, Local Dependence, and CAT. Division D - Measurement and Research Methodology; Poster Session
Posters:
5. An Investigation of Methods for Estimating CAT Classification Accuracy Indexes. Ming Lei, The College Board
6. Assessing IRT Assumptions of 1995, 2003, and 2007 TIMSS Data Sets for Quebec Jurisdiction. Eric Frenette, Laval University; Marc Dussault, Université du Québec à Trois-Rivières; Christina St-Onge, Laval University
7. Comparing PMMC and the Parametric Bootstrap for Model Fit in IRT. Leslie A. Hendrix, University of South Carolina; Brian T. Habling, University of South Carolina
8. Consumer Reports on MULTLOG and PARSCALE. Seock-Ho Kim, University of Georgia; Sukwoo Kim, Pusan National University
9. Identifying Optimal Items for a Linear Test From Adaptive Test Algorithms. Chun Wang, University of Illinois - Urbana-Champaign; Hua-Hua Chang, University of Illinois - Urbana-Champaign
10. Impacts of Scaling Methods on Ability Estimates. Renbang Zhu, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine
11. Performance of the Robust Z Statistic for 3PL Items. Justin Green, University of South Carolina; Jessalyn Smith, CTB/McGraw-Hill LLC; Brian T. Habling, University of South Carolina

44.081-4. Instructional Design Innovations in K-12 Learning Environments. SIG-Design and Technology; Poster Session
Posters:
12. Developing a Matrix-Added Performance Support System to Facilitate Technology Integration in Teacher Preparation. Wei Chen Hung, Northern Illinois University; Ifeng Jeng, Indiana University; Feng-Ru Sheu, Indiana University
13. District-Wide Sixth-Grade Computer Technology Curriculum Redesign Project: A Case Study. Karen Kaminski, Colorado State University; Peter B. Seel, Colorado State University
14. Mobile Technology in the Hands of Children in Two Mexican Public Primary Schools. Bommi Lee, Stanford University; Paul Hong Suk Kim, Stanford University; Teresa Higashi, CETYS University; Laura Carrillo, CETYS University; Alberto Garate, CETYS University
15. Scientific Modeling in the Elementary Classroom: Student-Centered Practices for Increased Participation and Understanding. Bruce Gabbius, University of Georgia
16. The Antarctica Project: Assessing Design Thinking in a Middle School Classroom. Maureen Carroll, Stanford University; Shelley V. Goldman, Stanford University; Leticia Britos, Stanford university; Jaime Koh, Stanford University; Adam Royalty, Stanford University

44.081-5. Math Efficacy and African American Students. SIG-Research Focus on Black Education; Poster Session
Poster:
17. The Influence of Math Self-Efficacy on High School Mathematics Achievement of African American Students. Aklah Moore, Saint Mary's College of California; Savako Suzuki, Saint Mary's College of California

44.081-6. Poster Session II. Division C - Learning and Instruction; Poster Session
Posters:
18. Direct-Manipulation Animation for Elucidating Emergent Systems Phenomena. Priscilla A. Aguirre, Teachers College; John B. Black, Teachers College, Columbia University
19. Drawing as a Generative Activity and Drawing as a Prognostic Activity. Annett Schwamborn, University Duisburg-Essen; Richard E. Mayer, University of California - Santa Barbara; Hubertina Thillmann, Ruhr-University, Bochum; Claudia Leopold, Muenster University; Detlev Leutner, Duisburg-Essen University
20. Embodied, Virtual Learning of STEM Content: Significant Value-Added Gains. Mina Catherine Johnson-Glenberg, Arizona State University; David Birchfield, Arizona State University; M. Colleen Megowan-Romanovics, Arizona State University; Christopher Martinez, Arizona State University; Lisa Tolentino, Arizona State University; Sibel Uysal, Arizona State University
22. Interactive Whiteboard Technology Produces Very Small Gains in Elementary Students’ Self-Reported Motivation in Mathematics. Bruce Torff, Hofstra University; Rose Trota, Hofstra University
23. Internet Use and Academic Achievement: An Investigation on Gender Difference. Su-Yen Chen, National Tsing Hua University; Jiang-Chih Fu, Institute of Sociology, Academia Sinica
24. Interpreting Conditions and Characteristics of Desirable Interaction in a Three-Dimensional Virtual Learning Environment. Matthew Schmidt, University of Missouri - Columbia; James M. Laffey, University of Missouri; Holly R. Henry, University of Missouri - Columbia; Xiaohui Wang, University of Missouri; Janine Stichter, University of Missouri
25. Leading in the New Learning Ecology: A Leadership Framework for Technology Innovation Projects in Schools. Jenifer Corn, North Carolina State University; Elizabeth Halstead, North Carolina State University; Ruchi Patel, North Carolina State University; Clara Hess, North Carolina State University; Daniel Stanhope, North Carolina State University
26. Online Reading Comprehension Strategies Among Fifth- and Sixth-Grade General and Special Education Students. Hsin-Yuan Chen, Millersville University
27. Orchestrating Human-Technology Interactions Through a Classroom-Based Design Experiment on Writing in a Web-Based Literacy Environment. Xiwen Wu, National-Louis University
28. Relationship Between Students’ Emotional Intelligence and Online Interaction. Heeyoung Han, University of Illinois - Urbana-Champaign; Scott D. Johnson, University of Illinois
29. “Teaching Presence”: A Focus on the Instructor’s Role in Online Collaborative Learning. Keisha Dubuclet, Louisiana State University; Yiping Lou, Louisiana State University
30. Technology Use and Digital Competencies: A Close Examination of the “Digital Natives”. Jing Lei, Syracuse University
31. The Ecology of Ubiquitous Computing: What Can Be Learned From a Longitudinal Study. Jing Lei, Syracuse University
32. The Impact of Computer Use on Math Achievement: An Exploratory Study. Raymond Flores, Texas Tech University; Fetli Ahmet Iman, Texas Tech University; Zhangxi Lin, Texas Tech University
33. A 2-Year Study on the Impact of a Technology-Based Teacher Professional Development on Student Achievement. Scott A. Strother, Education Development Center, Inc.; Wendy B. Martin, Education Development Center;
44.081-1. Poster Session: Motivation and Beliefs in Academic Contexts. Division C - Learning and Instruction; Poster Session

Posters:

34. How Writing Goals Impact High School Students’ Affect, Self-Efficacy Beliefs, and Achievement Within Writing-Intensive High School Courses. 
Douglas F. Kauffman, University of Nebraska - Lincoln; Michael S. Dempsey, University of Nebraska - Lincoln; Mary G. Zeleny, University of Nebraska - Lincoln; Shiyuan Wang, University of Nebraska - Lincoln; Roger H. Bruning, University of Nebraska - Lincoln

35. Students’ Attributes for Their Best and Worst Grades: Do They Predict Achievement? John McClure, Victoria University of Wellington, New Zealand; Jessica Garisch, Victoria University of Wellington; Luanna H. Meyer, Victoria University; Kirsty F. Weir, Ako Aoteaorua; Frank Walkey, Victoria University of Wellington, New Zealand; Lynanne McKenzie, Victoria University of Wellington

36. Can Motivation and Beliefs Scales Predict Classroom Performance? John L. Niefield, North Carolina State University; Li Cao, University of West Georgia; Lucy Shores, North Carolina State University

37. The Relationship Between Epistemological Beliefs, Implicit Theories of Intelligence, and Academic Self-Efficacy Among Taiwanese Elementary Students. Chich-Hung Wang, National Chunghua University of Education; J-Chang Chen, National Chunghua University of Education

38. Making Personal Epistemology Salient: A Q-Method Investigation of Perspectives Toward Knowledge and Knowing in Education. John David Hathcoat, Oklahoma State University; Diane Montgomery, Oklahoma State University


40. Rigor for College Readiness: A Look at Chicago High School Classrooms. Camille A. Farrington, University of Washington; Jenny K. Nagaoka, University of Chicago

41. The Influence of Student-Centered and Lecture-Based Learning Environments on Student Motivation: A Self-Determination Perspective. Lisette Wijnia, Erasmus University Rotterdam, Netherlands; Sofie Loyens, Erasmus University Rotterdam, Netherlands; Eva Dorus, Erasmus University Rotterdam

42. The Nature of Epistemic Climate in Fourth Grade Classrooms. Florian C. Toledo, University of Freiburg

43. Characterizing and Measuring Epistemological Beliefs: The Four-Dimensional Approach. Wincy W.S. Lee, Hong Kong Community College; Carol K. Chan, University of Hong Kong

44. The Effects of an Introduction to Philosophy Course on Developing Epistemic Beliefs. Penelope Maria Day Vargas, University of Oklahoma; Teresa K. De Backer, University of Oklahoma

45. Measuring Statistics Attitudes: Structure of the Survey of Attitudes Toward Statistics (SATS-36). Stijn Vanhoof, Catholic University of Leuven; Sofie Kuppens, Catholic University of Leuven; Ana Elisa Castro Sotos, Catholic University of Leuven; Lieven Al Verschaffel, Center for Instructional Psychology and Technology; Patrick MJ Onghena, Catholic University of Leuven

46. The Epistemological Beliefs and Self-Efficacy of Chinese Graduate and Undergraduate Students. Xihui Wang, McGill University; Dadong Hou, McGill University; Mark W. Aulls, McGill University

44.081-8. Poster Session: Understanding Students’ Motivation and Self-Concept. Division C - Learning and Instruction; Poster Session

Posters:

47. Learning and Motivational Characteristics of Urban High School Students. Gustavo Loera, Mental Health America of Los Angeles; Robert S. Rueda, University of Southern California; Kayoko Fujii, University of Southern California; Giselle Rugosa, University of Southern California; Youn Joo Oh, University of Southern California; Jonathan Nakamoto, WestEd

48. The Effect of Future Goals on College Students’ Motivation of Required Courses. Jumi Lee, Florida State University; Jeanine E. Turner, Florida State University; Margaretia Maria Pop, North Carolina State University

49. Relationships Among Students’ Foreign Language Anxiety, Self-Efficacy, and Course Levels for Specific Foreign Language Skills. Kelly Torres, Florida State University; Jeanine E. Turner, Florida State University

50. Academic Self-Concept and Achievement in Young Children. Cathy Yun, Vanderbilt University; Dale C. Farran, Vanderbilt University; Mark W. Lipsy, Vanderbilt University; Carol Bilbrey, Vanderbilt University

51. The Basis for a Person-Centered Approach to Achievement Goal Orientations and Personal Epistemology. Michael P. Weinstock, Ben-Gurion University of the Negev; Nir Madjar, Ben-Gurion University of the Negev; Avi Kaplan, Temple University

52. Intrapersonal and Task-Based Standards in Mastery Avoidance Goals: Are They the Same Achievement Goal? Nir Madjar, Ben-Gurion University of the Negev; Avi Kaplan, Temple University; Michael P. Weinstock, Ben-Gurion University of the Negev

53. Factorial and Construct Validity of Achievement Goal Orientation at the Transition to Secondary School. Isabell Paadick, University of Goettingen; Rainer Watermann, University of Goettingen; Matthias Nückles, University of Freiburg

54. The Confirmatory Factor Analysis Study of Scale of 2 × 2 Achievement Goal for Mathematics Learning in a National Sample of Taiwan Junior High School Students. Wen-Yi Chou, National Chiao Tung University; Yi-Chen Yeh, National Chiao Tung University; Yu-Tzu Chung, National Chiao Tung University; Fang-Ming Hwang, National Chiao Tung University; Sun-Kuang Chen; Fang-Ming Hwang, National Chiao Tung University; Sunny J.J. Lin, National Chiao Tung University; Chun-Hsien Lee, National Kaohsiung Normal University

55. Student Perceptions of Parental Expectations, Utility Value, Importance, Interest, and Academic Achievement Among East Asian American Adolescents. Youn Joo Oh, University of Southern California; Myron H. Dembo, University of Southern California


57. The Role of Social Comparison in Achievement Goal Theory. John Ranellucci, McGill University

44.081-9. Research in Global Child Advocacy Poster Session. SIG-Research in Global Child Advocacy; Poster Session

Poster:


44.081-10. SIG-Democratic Citizenship in Education Poster Session. SIG-Democratic Citizenship in Education; Poster Session

Poster:

60. The Paradoxes of a Democratic Education: Rancière and the Question of Equality. Daniel Friedrich, University of Wisconsin - Madison; Bryn Jaastad, University of Wisconsin - Madison

44.081-11. Special Topics in Psychometrics and Educational Measurement. Division D - Measurement and Research Methodology; Poster Session

Posters:

61. A Standard-to-Standard Alignment Study Between the Brazilian National Education Test and the Curriculum of the State of São Paulo, Brazil, at the Fourth-Grade Mathematics Content. Ivanele Mendonca Araldi Maciente, University of Illinois - Urbana-Champaign

62. Developing Short Forms of a Psychological Screening Measure Using Classical and Item Response Theory Approaches. Yu Zhao, The Pennsylvania State University - University Park; Pui-Wa Lei, The Pennsylvania State University; Hongli Li, The Pennsylvania State University; Robin Havens Tate, The Pennsylvania State University; Yu-Chu Lin, The Pennsylvania State University

63. Fighting Bias With Statistics: Applying DIF and DDF to Detect Gender Differences in Responses to Items on a Preschool Science Assessment. Arieza C. Omberg, University of Miami; Randall D. Penfield, University of Miami; Daryl B. Greenfield, University of Miami

64. Measurement Equivalence Across Grade Levels, Gender, and ELL Groups of Self-Reported Student Engagement. Gwen C. Marchand, University of Nevada - Las Vegas; Carrie Furrow, Portland Public School District

65. Understanding Nonuniform Differential Item Functioning by Gender in Mathematics Assessment. Yoke Mooi Ong, University of Manchester; Julian S. Williams, University of Manchester; Jasonas Lambros Lamprionas, University of Manchester

66. Usage and Experiential Factors as Predictors of Spanish Morphosyntactic Competence in U.S.-Heritage Speakers. Patrick Obregon, The Ohio State University
44.081-12. Student Learning and Ethical Reporting. Division D - Measurement and Research Methodology; Poster Session
Posters:
68. Standards for Reporting on Empirical Social Science Research: A Focus on Ethics in Reporting. Robert F. Dedrick, University of South Florida; Robert H. Fay, University of South Florida

44.081-13. Teaching Educational Research in Multiple Environments. SIG-Professors of Educational Research; Poster Session
Posters:
71. Research Attitudes in the Context of Distance Learning and Face-to-Face Environments. Elena C. Papanastasiou, University of Nicosia; Michailinos Zembylas, Open University, Cyprus

Sunday, 2:15 pm
Governance Meetings and Events
45.001. AERA Committee on Scholars and Advocates for Gender Equity in Education - Open Meeting. AERA Governance; Governance Session
Colorado Convention Center, Street Level, Room 401
2:15 pm to 3:45 pm
Chair: Kathleen A. Weiler, Tufts University

Presidential Sessions
45.010. Examining Cultural Influences on Learning and Development Across Multiple Levels of Context. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF
2:15 pm to 3:45 pm
Chair: Roy D. Pea, Stanford University
Participants: Nailah Saad Nasir, University of California - Berkeley
Discussant: Steven H. Goldman, Assessment

45.011. Identity, Ethnicity, and Race in Learning. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 4 CDE
2:15 pm to 3:45 pm
Chairs: Sandra Graham, University of California - Los Angeles
Robert McKinley Sellers, University of Michigan
Participants: Tatyhere Maria Chavous, University of Michigan
Carla D. O’Connor, University of Michigan
Deborah River-Drake, Brown University
Adriana Umaña-Taylor, Arizona State University
Sandra Graham, University of California - Los Angeles
Robert McKinley Sellers, University of Michigan

45.012. Organizing Schools for Improvement: Lessons From Chicago. Presidential Session cosponsored with Division G - Social Context of Education; Symposium
Colorado Convention Center, Lower Level, Korbel Ballroom 4 AB
2:15 pm to 3:45 pm
Chair: Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching
Testing the Framework of Essential Supports. Stuart Luppescu, University of Chicago
Beyond Simple Markers of Race and Low Income: The Influences of Community Context on School Improvement. Elaine M. Allensworth, University of Chicago
A Natural Experiment in an Era of Randomized Clinical Trials. Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching
Discussants: John Q. Easton, U.S. Department of Education
Janice E. Jackson, Harvard University

45.013. The Implications of Language Variation for Learning Within Complex Social Ecologies. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC
2:15 pm to 3:45 pm
Chairs: Guadalupe Valdes, Stanford University
John Baugh, Washington University in St. Louis
Participants: Kris D. Gutierrez, University of Colorado - Boulder
Walt Wolfram, North Carolina State University
Andrea Lunsford, Stanford University
Discussant: Shirley Heath, Stanford University

AERA Sessions
Colorado Convention Center, Street Level, Room 205
2:15 pm to 3:45 pm
Chair: Susan M. Johnson, Harvard University
Participants: Ellen Condiffe Lagemann, Co-Chair, National Research Council Panel; Bard College
Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania
Suzanne M. Wilson, Member, National Research Council Panel; Michigan State University
Annemarie S. Palincsar, Member, National Research Council Panel; University of Michigan-Ann Arbor
Discussants: Gloria J. Ladson-Billings, University of Wisconsin - Madison
Kenneth Zeichner, University of Washington

45.015. Celebrating the Life and Work of Seymour Sarason. AERA Sessions; Invited Session
Colorado Convention Center, Street Level, Room 603
2:15 pm to 3:45 pm
Chair: Ann Lieberman, Stanford University
Participants: Andrew Hargreaves, Boston College
Rhona S. Weinstein, University of California - Berkeley
Michael Fullan, OISE/University of Toronto

45.016. Dissertation, Postdoctoral Fellowship, and Small-Grant Support
Committee Sessions

Opportunities for Emerging Scholars - AERA, NAEd, and The Spencer Foundation Programs. AERA Sessions; Invited Session Colorado Convention Center, Street Level, Room 105 2:15 pm to 3:45 pm
Chair: David Kaplan, University of Wisconsin - Madison
Participants:
George L. Wimberly, American Educational Research Association
William H. Schmidt, AERA Grants Program; Michigan State University
David Kaplan, University of Wisconsin - Madison
Felice J. Levine, American Educational Research Association
Diana Pullin, Boston College
Kenneth R. Howe, University of Colorado
Carolyn D. Herrington, Florida State University

45.017. Journal Talks - Session 4. AERA Sessions; Invited Roundtable Colorado Convention Center, Lower Level, Korbel Ballroom 2 2:15 pm to 3:45 pm
Participants:
1. Ethnography and Education. Geoffrey Walford, University of Oxford
2. British Journal of Educational Psychology. Andrew Kenneth Talmie, Institute of Education - London
4. Journal of Educational Administration and History. Helen Gunter, Manchester University
5. Journal of Early Childhood Teacher Education. J. Amos Hatch, The University of Tennessee; Susan Benner, The University of Tennessee
7. Environmental Education Research. Alan Douglas Reid, University of Bath
8. Teachers and Teaching: Theory and Practice. Christopher W. Day, University of Nottingham
9. Comparative Education. Julian Elliot, University of Durham
11. Educational Media International. Charalampos Vrasidas, CARDET - University of Nicosia
13. Educational Administration, Management, and Leadership. Tony Bush, University of Warwick, UK; Marianne Lagrange, SAGE Publications
14. Innovative Higher Education. Libby V. Morris, University of Georgia
15. Journal of Computing in Higher Education. Gary R. Morrison, Old Dominion University
17. Educational Technology Research and Development. J. Michael Spector; University of Georgia; Michael J. Hannafin, University of Georgia
18. Vocations and Learning: Studies in Vocational and Professional Education. Christian Harteis, Regensburg University; Stephen Richard Billett, Griffith University, Australia; Bernadette Ohmer

45.018. Open Forum: Revising the AERA Ethical Standards and Strengthening Professional Guidance - Cosponsored with the AERA Ethics Committee. AERA Sessions; Symposium Colorado Convention Center, Lower Level, Korbel Ballroom 4 F 2:15 pm to 3:45 pm
Chair: Carolyn D. Herrington, Florida State University
Participants:
Melissa S. Anderson, University of Minnesota
Robert Boruch, University of Pennsylvania
Kenneth R. Howe, University of Colorado
Diana Pullin, Boston College
George W. Bohrstedt, American Institutes for Research
Felice J. Levine, American Educational Research Association

Division Sessions

45.019. Power of Women and Girls: Identity in International Context. International Relations Committee; Paper Session Colorado Convention Center, Street Level, Room 403 2:15 pm to 3:45 pm
Chair: Lisa Bass, University of Oklahoma
Participants:
Circles of Influence: The Power of Women’s Nonformal Education Programs on the Powerful. Supriya Bady, George Mason University
From Wives to Students: Strategies of Educating Rescued Girls in a Center of Excellence in Kenya. Kennedy Ombuongo Ongaga, University of North Carolina - Wilmington, Mary Ombuongo
Schooling in Times of Dystopia: Identity and Agency of Subaltern High School Women in Ciudad Juárez, México. Claudia G. Cervantes-Soon, University of Texas - Austin

45.020. Understanding the Experiences of Students of Color: To and Through Graduate Education. Committee on Scholars of Color in Education; Symposium Colorado Convention Center, Street Level, Room 402 2:15 pm to 3:45 pm
Chair: Tiffany Jones, University of Southern California
Participants:
Learning to Navigate College: Examining First-Generation Chicano/Latino Undergraduate Students’ Experiences in Accessing Research Opportunities. Jessica E. Salvador, University of Washington
Investing in Human Capital: Underrepresented Racial Minorities’ Intentions to Attend Graduate School in STEM Fields. Christopher B. Newman, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles
The Post-Baccalaureate Outcome Expectations of African American and Latino Students in Science and Engineering. Darnell G. Cole, University of Southern California; Araceli Espinoza, University of Southern California
Transforming Graduate Education Through a Performance-Based Innovation. Sumer J. Seiki, University of California - Davis; Daniela Torres-Torretti, University of California - Davis; Luis E. Ramirez, University of California, Davis; Karen A. Watson-Gegeo, University of California - Davis
Discussant: Darnell G. Cole, University of Southern California

45.021. Trust, Leadership, and Social Justice. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 12 2:15 pm to 3:45 pm
Chair: Mario Sergio Torres, Texas A&M University
Participants:
Capacity of Seven Districts’ Drug and Alcohol Policies to Serve the Best Interests of the Student. William C. Frick, University of Oklahoma; Mark E. Stamm, South Williamsport Area School District
Leadership, Democratic Practice, and the Politics of Democratic Space. Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry Jenlink, Stephen F. Austin State University
Restoring Broken Trust in the Work of School Principals. Benjamin Katsyuruba, Queen’s University; Keith Douglas Walker, University of Saskatchewan; Brian W. Noonan, University of Saskatchewan
From Safety to Care: A Call to Reconceptualize LGBTQ Issues in Educational Leadership. Elke Chen, University of Maryland - College Park
Building the Capacity of Social Justice Leadership: How Governance Structures Foster Educational Entrepreneurship and Boundary Spanning. Martin Scanlan, Marquette University
Discussant: Delois L. Maxwell, Virginia State University

45.022. New Orleans, Race, and the Revitalization of Urban Educational Space: Unearthing the Destructive Ecology of Neoliberalism in Cities. Division B - Curriculum Studies; Symposium Colorado Convention Center, Street Level, Room 110 2:15 pm to 3:45 pm
Chair:
242 Sunday Afternoon, May 2, 2010

45.023. Research Approaches to Curriculum Development and Design. Division B - Curriculum Studies; Paper Session
Colorado Convention Center, Street Level, Room 112
2:15 pm to 3:45 pm
Chair: Donna A. Breault, Georgia State University
Participants:
A Process for Analyzing Coherence in Science Instructional Materials. April Lynn Gardner, Biological Sciences Curriculum Study
“Picturing to Learn”: Capturing Conceptual Understanding of Science Through Drawing. Felce Frankel, Harvard University; Helen Haste, Harvard University; Rebecca Rosenberg, Harvard University; Ciara Muldoon, University of Bath; Amy Hogan, Elon University
Strengthening Professional Development in the Complex and Historical Context of Cambodia. Jan Berksen, SLO; Jan J. Van Den Akker, SLO; The Netherlands Institute for Curriculum Development
Changing Learning Ecologies to Increase Teacher Efficacy. Jude Wolf, University of San Francisco; Phyllis M. Tagge, San Francisco State University; Susan Courcy, San Francisco State University
Using Equity Audits to Understand the Implicit Curriculum With Early-Childhood/Elementary Preservice Teachers. M. Francye Huckaby, Texas Christian University; Michelle Ackels, Texas Christian University
Discussant: Elinor A. Scheier, University of North Florida

45.024. Fear and Anxiety in Relation to Student Motivation, Learning, and Performance. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 106
2:15 pm to 3:45 pm
Chair: Paige Shalter Bruening, Capital University
Participants:
A Quasi-Experimental Study of the Effectiveness of Team Building to Address Test Anxiety and Improve Test Scores. Carrie L. Lobman, Rutgers University; Gwen Lowenheim, Snaps Project
Cognitive Strategies in Learning Statistics: A Consideration of Correlates With Helplessness, Anxiety, and Self-Efficacy. Shana Michele Shaw, University of Texas - Austin; Brandon K. Vaughn, University of Texas - Austin; Robert Williams Ellis, University of Texas - Austin
Are Undergraduates’ Perceptions of Choice and Instructional Structure Related to Perceived Autonomy, Emotions, and Self-Regulation? Hyunjin Kim, University of Texas - Austin; Marella D. Svinicki, University of Texas - Austin
Discussant: Paul A. Schutz, University of Texas - San Antonio

45.025. Sylvia Scribner Award Address: Michael Cole. Division C - Learning and Instruction; Invited Session
Colorado Convention Center, Street Level, Room 203
2:15 pm to 3:45 pm
Chairs: Gale M. Sinatra, University of Nevada - Las Vegas; Helen Patrick, Purdue University
Participants:
Re-Locating the Lab: 40 Years of Collaborative Research on Culture. Michael Cole, University of California - San Diego; Bay Mcdermott, Stanford University; Luís C. Moll, The University of Arizona; Olga A. Vazquez, University of California - San Diego; Katherine E. Brown, California State University - San Marcos; Robert A. Lecusay, University of California - San Diego

45.026. ‘Teach His Own: Instructional Practices and Teacher Learning in Mathematics. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 102
2:15 pm to 3:45 pm

Chair: Jessica Pierson, San Diego State University
Participants:
Learning to Pose Mathematical Tasks: Examining How Prospective Elementary Teachers Set Up a Multidigit Addition Task. Sandra M. Crespo, Michigan State University
Learning Trajectories in Teacher Development. P. Holt Wilson, North Carolina State University; Gemma M. Moglia, North Carolina State University; Jere Confrey; North Carolina State University
The Bridging Teacher Professional Development Program: Supporting Mathematical Argumentation in Distressed Urban Middle School Contexts. Nicole Shechtman, SRI International; Jennifer Knudsen, SRI International; Harriette S. Stevens, University of California - Berkeley
Discussant: Susan B. Empson, University of Texas - Austin

45.027. Using Argumentation, Collaborative Discussions, and Discourse to Improve Students’ Writing and Critical Thinking. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 104
2:15 pm to 3:45 pm
Chair: Kathleen D. Stoch, University of Illinois - Chicago
Participants:
Teacher Scaffolding and Children Talk in Collaborative Discussions. May Judailah-Carucci, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign; Elizabeth Kirby, University of Illinois
Eliciting Counterarguments in Ethics Problems. David H. Jonasson, University of Missouri; Young Hoan Cho, University of Missouri; Matthew Adam Easter, University of Missouri - Columbia; Holly R. Henry, University of Missouri - Columbia; Kyungbin Kwon, University of Missouri
Learning by Reviewing Peer Drafts in Argumentative and Technical Writing. Young Hoan Cho, University of Missouri; Kwangsu Cho, University of Missouri - Columbia
Discussant: P. Karen Murphy, The Pennsylvania State University

45.028. Division D Exemplary Work From Promising Researchers. Division D - Measurement and Research Methodology; Invited Session
Sheraton, Plaza Concourse Level, Governor’s Square 17
2:15 pm to 3:45 pm
Chair: Jill L. Adelson, University of Louisville
Participants:
The Effect of Deleting Anchor Items on the Classification of Examinees: An Exploration of Item-Flagging Criteria and Anchor-Item Properties. Tia M. Sukin, University of Massachusetts - Amherst; Lisa A. Keller, University of Massachusetts - Amherst
Evaluating a New Approach to Affirmative Action Policy: Results From a Randomized Controlled Study. Matthew Newman Gaertner, University of Colorado - Boulder
Stumbling Over Ethics: Considering Autonomy, Beneficence, and Justice in Research With Queer Adolescent Participants. Tara Lee Saylor, University of Virginia
The Impact of Inappropriate Modeling of Cross-Classified Multilevel Measurement Data Structure. Tsz-An Chen, University of Texas - Austin
Discussants: Stephen W. Raudenbush, University of Chicago; Barbara S. Plake, University of Nebraska - Lincoln

Sheraton, Plaza Concourse Level, Governor’s Square 16
2:15 pm to 3:45 pm
Chair: Kimberly A. Swygert, National Board of Medical Examiners
Participants:
Investigation of the Effects of Missing Data Patterns on Test and Item Properties. Olesya Falenchuk, OISE/University of Toronto; Monique Bernadette Herbert,
45.030. Negotiating the Parameters of Education. Division F - History and Epistemology. Discussant: Wen-Ling Yang, ETS.
Chair: Christine A. Ogren, University of Iowa.
Participants: 
- A Long History of Supporting Schools: Museums as a Force in Public Education. Lynda Susan Kennedy, Metropolitan College of New York.
- Educational Radio in the 1930s: Sound Literacy and Instruction. Brian Christopher Gregory, Teachers College, Columbia University.
Discussant: Andrew Gruzke, University of Florida.

45.031. Checking Our Ideas/Attitudes at the Door: A Conversation Among New Participants.
Chair: Gloria M. Rodriguez, University of California - Davis.
Participants: 
- The Role of Adult Allies in Identifying and Contextualizing Youth Cultural Wealth. Larisa Jacobson, University of California - Davis.
- Community Cultural Wealth Amidst School Disengagement: Ethnographies of Youth (Dis)Connection in the Sacramento Region. Rebeca Burchiaga, University of California - Davis.
Discussant: Tara J. Yosso, University of California - Santa Barbara.

Participants: 
1. Healthy Youth, Healthy Regions: Mixing Methods and Crossing Disciplines to Inform Regional Equity. Nancy Erbstein, University of California - Davis.
2. Listening to Youth: Using Youth-Produced Media to Understand Community Conditions and Influence Change (Two Posters). Paty Eubanks Owens, University of California - Davis; Alyssa Nelson, Youth in Focus; Kindra Montgomery, University of California - Davis; Jeshkah Maria Ross, University of California - Davis.
4. The Role of Adult Allies in Identifying and Contextualizing Youth Cultural Wealth. Larisa Jacobson, University of California - Davis.
5. Examining the Institutional Network Mobilization in Multiscalar Approaches to Youth Disparities. Mindy Romero, University of California - Davis.
Discussant: Tara J. Yosso, University of California - Santa Barbara.

Participants: 
- The Meaning of “Interest” in Engineering. Margaret A. Eisenhart, University of Colorado - Boulder.
- Exploring Young Girls’ Perceptions, Career Aspirations, and Identity Development in Engineering. Brenda M. Cupoliano, Purdue University.
Discussant: David M. Bloom, The Ohio State University.

Participants: 
- Exploring Young Girls’ Perceptions, Career Aspirations, and Identity Development in Engineering. Brenda M. Cupoliano, Purdue University.
- The Meaning of “Interest” in Engineering. Margaret A. Eisenhart, University of Colorado - Boulder.
- Exploring Young Girls’ Perceptions, Career Aspirations, and Identity Development in Engineering. Brenda M. Cupoliano, Purdue University.
Discussant: Antionette D. Stroter, University of Iowa.

Participants: 
- An In-Depth Examination of the Academic Demands and Classroom Environments That Students Experience Across the Transition to High School. Amber Sitzel Pareja, University of Chicago; Eric Brown, University of Chicago.
- Impact of High School Students’ Coursework on Their ACT Scores. Xiaoping Wang, Iowa State Department of Education; Jay Pennington, Iowa Department of Education.
- The Effect of Senior-Year Course Taking on College Enrollment and Persistence. Vanessia Marie Coca, Consortium on Chicago School Research; Jenny K. Nagaoaka, University of Chicago; Melissa R. Roderick, University of Chicago.
Discussant: Melissa J. Chapman, University of Iowa.

Participants: 
2: Examining Student Differences in Two-Way Immersion Schools. Martha Irene Martínez, University of Oregon
3: Examining the Relationship of Ecological Factors With Decisions to Apply to and Attend College. Shawn Michael Dougherty, Harvard University; Katie H. Buckley, Harvard University
4: Investigating and Enhancing Language Instruction for English-Language Learners: Researching Guided Language Acquisition Design. Sara Ann Rutherford Quach, Stanford University; Claude N. Goldenberg, Stanford University
5: Participant Research: “Like Layers of an Iceberg”. Marisa Bier, University of Washington
6: Reaching Out to Parents: The Influence of School Policies on Student Reading Achievement. Cara Jackson, University of Maryland; Raquel Leonor Gonzalez, University of Maryland - College Park
7: Teachers’ Attitudes Toward NCLB-Mandated Assessments Revealed Through Their Comments. Jeni Davis, University of Missouri; David A. Bergin, University of Missouri; Jonathan Henry, University of Missouri; Paul Hirsch, University of Missouri
Discussant: Toks S. Fashola, Johns Hopkins University

45.037. Restoring Honesty, Trust, and Safety in Health Care: Design, Implementation, and Assessment of an Adverse-Event Full-Disclosure Curriculum. Division J - Education in the Professions; Symposium Colorado Convention Center, Street Level, Room 710
2:15 pm to 3:45 pm
Chair: Ara Tekian, University of Illinois - Chicago
Participants:
David Mayer, University of Illinois
Timothy B. McDonald, University of Illinois - Chicago
Discussants:
Stanley John Hamstra, University of Ottawa
Ara Tekian, University of Illinois - Chicago
Brian Dwinnell, Colorado University

45.038. Examining the First-Year College Experiences of Urban Youth. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 107
2:15 pm to 3:45 pm
Chair: William G. Tierney, University of Southern California
Participants:
The Method of Life History: Uses and Abuses for Understanding the Lives of First-Generation Students. William G. Tierney, University of Southern California
Steps in the Right Direction: Transitioning Into Postsecondary Expectations and Opportunities. Jonathan D. Mathis, University of Southern California
Alone in a Crowd: Balancing the Social Demands of College. Ronald Edward Hallett, University of the Pacific
Clean Slate: How a High-Achieving First-Generation Latino Student Created a New College-Based Social Network. Victor Garcia, University of Southern California
Learning the Language: A First-Generation, First-Year College Student’s Journey. Randall F. Clemens, University of Southern California
Discussant: Yvonna S. Lincoln, Texas A&M University - College Station

45.039. Noncognitive Measures in Higher Education: Expanding the Predictor and Criterion Space. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 706
2:15 pm to 3:45 pm
Chair: Bobby Darius Naemi, ETS
Patrick Kylomen, ETS
Participants:
Criteria for Success in Education: A Multifaceted Model. Anastasiya A. Lipevich, ETS; Richard Dean Roberts, ETS
A Preliminary Evaluation of the Validity of the ETS® Personal Potential Index. Matthew Ventura, ETS; Brent Bridgeman, ETS; Cathy L. W. Wendler, ETS
Beyond Cognitive Predictors of Academic Success: Understanding the Relationship Between Academic Self-Beliefs and Outcomes. Krista D. Matten, The College Board; Emily J. Shaw, The College Board
Evaluating Positive and Negative Reactions to Tests. Megan Katharine France, James Madison University; Yan Zhou, University of Southern California; Jeremy Burrus, ETS
Adjustment to College and Influence on Grades and College Dropout: A Meta-Analytic Review. Marcus Crede, University of Albany - SUNY; Sarah Niehorster, University at Albany - SUNY
Discussant: Carolyn Elizabeth MacCann, ETS

45.040. Prepped for College: Access, Readiness, and Admissions Issues. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 702
2:15 pm to 3:45 pm
Chair: Kirsten T. Edwards, Louisiana State University
Participants:
A Class of Their Own: Early-College High School Students’ Self-Perceptions of College Readiness. Tina Farrell, Clear Creek Independent School District; Denise M. McDonald, University of Houston - Clear Lake; Carol A. Carman, University of Houston - Clear Lake
Hispanic Student Access to Advanced Placement Courses. Susan Borg, Sam Houston State University; Anthony J. Omoaegbujie, Sam Houston State University; Julie P. Combs, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University
Keeping Our Options Open: Evaluating the Impact of a Pilot Test-Optional Admission Policy. Kara O. Siegert, Salisbury University; Jane H. Dane, Salisbury University
Warming Up Aspirations: Students Who Initially Did Not Have Plans for College Who Later Apply. Stephanie Lee Steele, Union University
Discussant: Marybeth Walpode, Rowan University

45.041. Public Higher Education and the Economic Downturn. Division J - Postsecondary Education; Invited Session Colorado Convention Center, Street Level, Room 103
2:15 pm to 3:45 pm
Chair: Laura W. Perna, University of Pennsylvania
Participants:
Patrick Callan, National Center for Public Policy and Higher Education
Jane Wellman, Delta Cost Project
Dennis Jones, National Center for Higher Education Management Systems
Charlie Lenth, State Higher Education Executive Officers
Scott Jaschik, Inside Higher Ed
The Federal Role in Adolescent Literacy. Meghan Vallee Hauptfi, Florida State University; Lora A. Cohen-Vogel, Florida State University
The Implementation of Bilingual Curriculum Policy in Chinese Minority Schools: A Case of Wa Minority. Su Gao, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas
The Relationship Between Investment and Student Outcomes in Rural K-8 schools. Herman W. Meyers, The University of Vermont; Michelle Baird Mathias, Hyde Park Elementary

45.045. Organizational and Social Capital Perspectives on Education Reform. Division L - Educational Policy and Politics; Paper Session
Chair: Marisa A. Cannata, Vanderbilt University
Participants:
How Teacher Social Capital Shapes Instruction. Mary Kay Stein, University of Pittsburgh; Cynthia E. Coburn, University of California - Berkeley; Jennifer L. Russell, University of Pittsburgh, Julia Heath Kaufman, University of Pittsburgh
Cultural and School Change in England: The Impact of a Decade of National Policy Interventions. Christine J. Hall, University of Nottingham; Pat Lorna Thomson, University of Nottingham
Keeping the Promise: Practices for Building Postsecondary Readiness and Promise Scholarship Access in High Schools. Jennifer Elise Iriti, University of Pittsburgh; William E. Buckel, University of Pittsburgh; Catherine A. Nelson, Learning Research and Development Center - Michigan
30 Years of Effective Schools: The End of a Paradigm. Joshua L. Glazer, The Rothschild Foundation; Donald J. Pearsach, Michigan State University
Discussant: Marisa A. Cannata, Vanderbilt University

45.046. Capitalizing on the Expertise of Youth in Educational Research. SIG-Arts and Learning; Paper Session
Chair: Lisa D. Delpit, Georgia State University
Participants:
Engaging Youth Before They Drop Out: Ideas for Translating Practice Into Policy. Louie F. Rodriguez, California State University - San Bernardino
“I Didn’t Expect So Many White People”: Leveraging Critical Racial Awareness for High Academic Achievement. Darren Graves, Simmons College
What Can We Learn About Dropout From Continuation High School Latino Immigrant and Non-Immigrant Students? Eduardo Mosquera, University of California - Santa Cruz

45.047. National Data-Set Analyses Examining Teacher Effects and Aspects of Early Childhood Programs. SIG-Advanced Studies of National Databases; Paper Session
Chair: Walter L. Leite, University of Florida
Participants:
National Profiles of School Readiness for Head Start Children: An Investigation of Moderation and Structural and Individual Stability/Change. Christine M. McWayne, New York University; Debbie L. Hahs-Vaughn, University of Central Florida; Katherine Cheung, New York University
Pre-Academic Experiences and Teacher Effects on Children’s Reading Growth. Isabelle Chang, Temple University
A Multidimensional Examination of Early Childhood Program Quality: Investigating the Contribution of Classroom Process Quality and Parent Involvement to School Readiness Outcomes for Head Start Children. Rebecca Bulotsky-Shearer, University of Miami; Xiaodi Wen, National-Louis University; Jon Korfmancher, Erikson Institute; Debbie L. Hahs-Vaughn, University of Central Florida

45.048. Arts as Innovation for Reforming Practice. SIG-Arts and Learning; Paper Session
Chair: Kelli Jo Kerr-Moran, Indiana University of Pennsylvania
Participants:
Recognizably Different: Assessing and Understanding Engagement in Arts-Based Whole-School Reform. Michael Allen Raiser, University of Oklahoma; Bryan L. Duke, University of Central Oklahoma; Charlene Elizabeth Dill, University of Oklahoma; Diane H. Jackson, University of Central Oklahoma; Nancy H. Barry, University of Oklahoma
Promising Practice: Strategic Planning for District Arts Programs. Lynn A. Waldorf, Griffin Center for Inspired Instruction
Art Teacher Retention: Looking Behind the Numbers. Melody K. Milbrandt, Georgia State University; Christina B. Rain, University of North Texas; Connie Newton, University of North Texas; Deborah Kuster, University of Central Arkansas
Theater’s Influence on Middle School Students’ Attitudes, Values, and Beliefs. Mary Omasta, Providence College
Discussant: Libby G. Cohen, National Institute of Education

45.049. Decolonizing Arts-Based Education Research With Indigenous Populations. SIG-Arts-Based Educational Research; Demonstration/Performance
Chair: Gene R. Diaz, Lesley University
Participants:
Collaborative Video Ethnography: Trust and the Ethics of Recounting Maya Narratives. Kryssi Staskides, Northern Illinois University
Decolonizing American Indian Arts, or “Mounds, Casinos, and Bears, Oh My!” Christine Ballenger-Morris, The Ohio State University
Aboriginal Influences on a Post-Colonial Folktale. Deborah L. Smith-Shank, Northern Illinois University
Immersion in the Ink of Self-Determined Methodologies. James H. Sanders, The Ohio State University
Discussant: Celeste N. Snowber, Simon Fraser University

45.050. Cognition and Valid Inferences About Student Achievement: Aligning Items With Cognitive and Proficiency Targets. SIG-Cognition and Assessment; Symposium
Chair: Steve Ferrara, CTB/McGraw-Hill LLC
Participants:
Targeting Cognition in Item Generation to Enhance Valid Interpretation of Performance and to Guide Instruction. Steve Ferrara, CTB/McGraw-Hill LLC; Kristen L. Huff, The College Board; Enrique J. Lopez, Stanford University
Using Automated Item Generation to Promote Principled Test Design and Development. Mark J. Gierl, University of Alberta; Cecilia Brito Alves, University of Alberta; Hollis Lai, University of Alberta
Cognitive and Psychometric Innovations in Item Difficulty Modeling. Joanna Sandra Gorin, Arizona State University; Dubravka Svetina, Arizona State University
Discussants:
45.051. Repositioning the Expert: Voice, Participation, and Emancipatory Research. SIG-Disability Studies in Education; Paper Session
Colorado Convention Center, Street Level, Room 204
2:15 pm to 3:45 pm
Chair: David J. Connor, Hunter College - CUNY
Participants:
“Look at Me”: Portraiture and Agency. Janet S. Sauer, University of Colorado - Colorado Springs
Life at the Intersections: The Lived Experiences of Postsecondary Students Labeled as Having Disabilities. Roberta L. Givens, University of Texas - Austin; Jennifer Nichols, University of Texas - Austin; Kristen Jones, University of Texas - Austin; Sathiyam Ramdoss, University of Texas - Austin; Sheraz B. Garcia, University of Texas
Voices on the Urban Leadership Academy: A Participatory Action Research Project. Zach McCall, The University of Kansas; Daniel Thomas Pollitt, The University of Kansas
Vulnerable Anthropology: An (Auto)Ethnography in a School for the Deaf. Joseph Michael Valente, Florida State University
Discussant: David J. Connor, Hunter College - CUNY

45.052. Methodologies in Early Childhood Education. SIG-Early Education and Child Development; Symposium
Colorado Convention Center, Street Level, Room 610, 612
2:15 pm to 3:45 pm
Chair: Teresa Buchanan, Louisiana State University - Baton Rouge
Participants:
Thinking Across Perspectives. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison
Listening to the Voices of Teachers. Sharon Ryan, Rutgers University
Using Mixed Methodologies to Map Developmental Trajectories. Kathy Sylva, University of Oxford
Using Data to Inform Practice and Policy. Diane M. Horn, University of Oklahoma - Tulsa
Discussant: Debra J. Ackerman, National Institute for Early Education Research

45.053. Modeling in the Face of Nonnormality and Heterogeneity. SIG-Educational Statisticians; Paper Session
Colorado Convention Center, Street Level, Room 406
2:15 pm to 3:45 pm
Chair: Wei Pan, University of Cincinnati
Participants:
A Meta-Analysis of Monte Carlo Results of the Q Test of Homogeneity. Yukiko Maeda, Purdue University; Michael R. Harwell, University of Minnesota
A Monte Carlo Simulation of the Robust Rank-Order Test Under Various Population Symmetry Conditions. William Thornton Michelon, University of Wisconsin - Whitewater
Inverse Normal Transformations and the Nonparametric Behrens-Fisher Problem. T. Mark Beasley, The University of Alabama - Birmingham
The Impact of Selection Procedures for Non-Normal Covariates on the Type I Error Rate and Power of ANCOVA. Amy K. Axford, University of Wisconsin - Madison; Christopher M Swoboda, University of Wisconsin - Madison; Ronald C. Serlin, University of Wisconsin - Madison
Simulating Univariate and Multivariate Burr Distributions. Todd Christopher Headrick, Southern Illinois University - Carbondale; Mohamed Dan Punt, Southern Illinois University - Carbondale
Discussants: Tiffany Ann Whittaker, University of Texas - Austin

45.054. Agency, Advocacy, and Transformation: (Im)migrant Children, Parents, and Communities Affecting Change in Public Schools. SIG-Family, School, Community Partnerships; Symposium
Colorado Convention Center, Street Level, Room 705
2:15 pm to 3:45 pm
Chair: Audrey A. Trainor, University of Wisconsin - Madison
Participants:
Examining Community Resources: A Cultural-Historical Analysis of Political Struggle in (Im)migrant Communities. Mariana Pacheco, University of Wisconsin - Madison
Examining Teachers’ Practices When Working With Latino English-Language Learners With Disabilities. Rocio Delgado, Trinity University
Acquiring and Using Special Education Cultural and Social Capital: A Case Study of One Latina Mother’s Agency. Audrey A. Trainor, University of Wisconsin - Madison
Muslim Refugee Families’ Figured Worlds of Adaptation and Academic Success in U.S. Schools. Aydin Bal, University of Wisconsin - Madison; Alfredo J. Ariles, Arizona State University

45.055. State of the States and Provinces 2010. SIG-Fiscal Issues, Policy, and Education Finance; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 7
2:15 pm to 3:45 pm
Chair: Catherine C. Sielke, University of Georgia
Discussant: Robert Charles Knoopel, Clemson University

45.056. Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting, Building the Education Organizing Research Community, SIG-Grassroots Community & Youth Organizing for Education Reform; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 9
2:15 pm to 3:45 pm
Chair: Silvia Cecilia Nogueron, Arizona State University
Participants:
“You Know What It’s Like, Miss”: Beyond College Access, a Tale of Multiple Selves. Carmen Naranve Veloría, University of Massachusetts - Amherst
“Teaching History on the Border”: Teachers Voice Their Views. Julio Noboa, University of Texas - El Paso
The Uneven Race Neutral Admissions: Chicana Feminist Theory on Borderland Top 10% Access and Success. Cristobal Rodríguez, New Mexico State University; Sylvia Y. Acosta, New Mexico State University; Melissa Ann Martinez, University of Texas - Austin
Using Critical Race Theory and Latina/Latino Critical Theory to Describe the Cultural and Social Experience of Latina and Latino Students in Pre-collegiate Programs. Gwyn Ebie, Colorado Mountain College; Margaretta Bianco, University of Colorado - Denver

45.057. Critical Perspectives on the Precollege and College Experiences of Latino/o Students and Teachers. SIG-Hispanic Research Issues; Paper Session
Colorado Convention Center, Street Level, Room 712
2:15 pm to 3:45 pm
Chair: Ray Barnhardt, The University of Alaska - Fairbanks
Participants:
An Intergenerational Initiative for Indigenous Undergraduate Students Transitioning to Graduate School in Canada. Jo-anne Archibald, University of British Columbia; Michelle E. Pidgeon, Simon Fraser University
Discussants: Graham H. Smith, Te Whare Wananga o Awanuiarangi

45.058. Cross-Institutional Collaborations in Indigenous Education. SIG-Indigenous Peoples of the Americas cosponsored with Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 602
2:15 pm to 3:45 pm
Chair: Ray Barnhardt, The University of Alaska - Fairbanks
Participants:
An Intergenerational Initiative for Indigenous Undergraduate Students Transitioning to Graduate School in Canada. Jo-anne Archibald, University of British Columbia; Michelle E. Pidgeon, Simon Fraser University
Discussants: Graham H. Smith, Te Whare Wananga o Awanuiarangi

45.059. Cyber Infrastructure and Cyber-Enabled Learning: What Does It Mean for Education? SIG-Instructional Technology; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 14
45.060. International Teaching Experiences: Implications for Developing Cross-Cultural Competencies, Diverse Pedagogical Practices, and Global Perspectives. SIG-International Studies; Symposium Colorado Convention Center, Street Level, Room 711
2:15 pm to 3:45 pm
Chair: John J. Philion, Purdue University
Participants:
The Greatest Story Never Told: Internationalizing the Curriculum and Alternative Reasons for Studying Abroad. Erik L. Malewski, Purdue University; John J. Philion, Purdue University
Authority and Imposition in Student Teaching Abroad: A Poststructural Lens. Jennifer A. Mahon, University of Nevada - Reno
Transnational Notions of Curriculum: Engaging in Teaching and Learning Within the Context of a Global Landscape. Candace M. Schlein, University of Missouri - Kansas City
Evolving Professionals: The Impact of Early-Career International Teaching Experiences on Teachers’ Interpretations of Their Professional Selves. Barbara Garii, SUNY - College at Oswego
Discussant: Kenneth Cusner, Kent State University

45.061. Linguistic Practices and Pedagogies: Constructing Academic Content Knowledge. SIG-Language and Social Processes; Paper Session Colorado Convention Center, Street Level, Room 407
2:15 pm to 3:45 pm
Chair: Damian Corbin Jenkins, Pepperdine University
Participants:
Language-Related Practices to Build Math Proficiency in Linguistically Diverse Schools. Mary P. Trucano, University of Connecticut; Megan E. Staples, University of Connecticut
“What Do You Think This Might Be?”: Implications of Talk About the Mind in Preschool Classrooms. Shira M. Peterson, Children’s Institute, Inc.; Melissa R. Weber, Children’s Institute, Inc.; Amy E. Casaletta-Widera, Vanderbilt University
Explicit Teaching of Intertextuality in Urban School Classrooms: Language-Minority Students as Agentive Text Makers. Ruth Harman, University of Georgia - Athens
Heterogeneous Forms of Language Use in Science Teaching and Learning. Pei-Ling Hsu, University of Victoria; Wolf-Michael Roth, University of Victoria
Fostering Knowledge Development Through Discursive Practices: A Cross-Class Study of Discourse in Group Interactional Spaces. LeAnn G. Putney, University of Nevada - Las Vegas; Suzanne H. Broughton, University of Nevada - Las Vegas; Alex Rusborough, University of Las Vegas - Nevada

45.062. Investigating Contemporary Classroom Learning Environments. SIG-Learning Environments; Paper Session Colorado Convention Center, Street Level, Room 709
2:15 pm to 3:45 pm
Chair: Bruce Johnson, The University of Arizona
Participants:
Changing the Metacognitive Orientation of a Classroom Environment to Enhance Students’ Metacognition Regarding Chemistry Learning. Gregory P. Thomas, University of Alberta; David Anderson, University of British Columbia
The Association of Group Work With Math Proficiency and Attitude Among Eighth-Grade Students in the U.S. Thomas J. Smith, Northern Illinois University; Cornelius McKenna, Kishwaukee Community College
Teacher Quality and the Academically Successful School Environment. Danielle Bairington Brown, Texas A&M University; Rhonda Goosby, Texas A&M University; Judy Ann Hostrup, Texas A&M University; Yuan Hsuan Lee, Texas A&M University; Jacqueline Stillissano Stillissano, Texas A&M University - College Station; Hersh C. Wacman, Texas A&M University
Validating the Place-Based Learning and Constructivist Environment Survey (PLACE) in Diverse Settings. David B. Zandvliet, Simon Fraser University; Carlos Gustavo A. Ormond, Simon Fraser University
Discussant: Stephanie L. Knight, The Pennsylvania State University

45.063. Matrices of Domination: Media-Framing Public Education, Critical Race Theory, Academic Capitalism, and Sexuality Rights in Schools. SIG-Marxian Analysis of Society, Schools and Education; Paper Session Colorado Convention Center, Street Level, Room 405
2:15 pm to 3:45 pm
Chair: Sheila L. Macrine, New Jersey City University
Participants:
Academic Capitalism: Westernizing the West. Joao Menelau Paraskeva, University of Massachusetts - Dartmouth
Critical “Race” Theory and Marxism in Education: A Critique of Concepts and Statistics. Alpesh Maisuria, Anglia Ruskin University; Dave Hill, Middlesex University, England
From Oppression to Empowerment: Favelas on the Rise. Fernando Naiditch, Montclair State University
Reporting the Facts, or Collusion With the Elite? Framing the Public Education Debate in the Mass Media. Rebecca A. Goldstein, Montclair State University; Sheila L. Macrine, New Jersey City University
Sources of Opposition to Sexuality and LGBTQ Rights in the Schools. Faith A. Agostinone, Aurora University
Discussant: Peter L. McLaren, University of California - Los Angeles

45.064. Motivation in Education SIG Invited Address. SIG-Motivation in Education; Invited Session Colorado Convention Center, Street Level, Room 601
2:15 pm to 3:45 pm
Chair: Debra K. Meyer, Elmhurst College
Participant:
Understanding Classroom Research and Its Contribution to Our Understanding of Motivation to Learn. Julianne C. Turner, University of Notre Dame

45.065. Multicultural/Multiethnic Education: Examining Doctoral Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session Colorado Convention Center, Street Level, Room 604
2:15 pm to 3:45 pm
Chair: Eleni Okonomidoy, University of Nevada - Reno
Participants:
Multicultural/Multilingual Education: A Critical Approach to the Educational Doctorate in Leadership. Lorri Michelle Johnson Santamaria, California State University - San Marcos; Carlos Nevarez, California State University - Sacramento
The Academic and Social Integration of Chinese Doctoral Students Into U.S. Universities. Xiaoan Li, University of California - Los Angeles

45.066. Online Learning Measurement. SIG-Online Teaching and Learning; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 2
2:15 pm to 3:45 pm
Chair: Stanley J. Varnhagen, University of Alberta
Participants:
Understanding Student Intention to Adopt Online Learning: A Structural Equation Model of Influential Factors. Lin Muijenburg, Saint Mary’s College of Maryland
Community of Inquiry Survey as an Instrument Assessing Efficacy of New
2:15 pm to 3:45 pm

Chair: Tonya R. Moon, University of Virginia

Participants:
- Examining Teachers’ Perceptions of Creativity Using a Construct Validation Approach. Lisa DaVia Rubenstein, University of Connecticut; D. Betty McCooch, University of Connecticut; Del L. Sigle, University of Connecticut
- Evaluation of Differential Item and Test Functioning of the HOPE Teacher Rating Scale. Scott Joseph Peters, University of Wisconsin - Whitewater; Marcia L. Gentry, Purdue University
- Validation of the Challenges to Scholastic Achievement Scale (CSAS): Comparing the CSAS and the SAAS-R. D. Betty McCooch, University of Connecticut; Katherine Picho, University of Connecticut; Ugar Baslant, University of Florida
- The My Class Activities Instrument as Used in Saturday Enrichment Program Evaluation. Nielson L.S. Pereira, Purdue University; Scott J. Peters, University of Wisconsin - Whitewater; Marcia L. Gentry, Purdue University
- Validation of the Math and Science Creativity Scale and Its Discriminability of the Scientifically Talented Students and Predictability for Math Creative Problem-Solving Ability. Seokhee Cho, St John’s University; Chia-Yi Lin, Saint John’s University

Discussant: Gail R. Ryser, Texas State University

45.071. Inquiry Science. SIG-Science Teaching and Learning; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 8
2:15 pm to 3:45 pm

Chair: David F. Feldon, University of Virginia

Participants:
- A Teacher’s Role in Facilitating Scientific Inquiry for Her Environmental Science Students. Anton Periaugajah, Georgia State University; Melissa Schoene, Georgia Perimeter College; Ellen Burns Hurst, Georgia State University
- Creating Effective Scientific Inquiry Experiences. Paula A. Magge, Indiana University - Indianapolis; Natalie S. Barman, Indiana University/Purdue University at Indianapolis
- Inquiry Science Instruction or Direct? William W. Cober, Western Michigan University; David Schuster, Western Michigan University; Betty Adams, Western Michigan University; Brandi Skjold, Western Michigan University; Brooks Applegate, Western Michigan University; Cathleen C. Loving, Texas A&M University; Janice D. Gobert, Worcester Polytechnic Institute
- Teaching Science Inquiry in Urban Schools: Limited Resources and Limited Motivation. Joan V. Pedro, University of Hartford; Nicholas Balasciano, Connecticut Center for Advanced Technology

Discussant: Bernard P Ricca, St. John Fisher College

45.072. Implications of Professional Development on Teacher Effectiveness. SIG-Special Education Research; Paper Session
Colorado Convention Center, Street Level, Room 208
2:15 pm to 3:45 pm

Chair: Laura Lo, University of Massachusetts - Boston

Participants:
- Are We Making a Difference: Application of a Five-Level Evaluation Model to Determine Impact of a National Technical Assistance Center. Paula D. Kohler, Western Michigan University; June Watters Gotthberg, Western Michigan University; Jennifer Coyle, Western Michigan University
- Individual and Contextual Factors Influencing Special Education Teacher Learning in Literacy Learning Cohorts. Mary T. Brownell, University of Florida; Mary Patricia Dingle, Sonoma State University; Alexandra Lauterbach, University of Florida; Alison Gould Boardman, University of Colorado - Boulder; Melinda Leko, University of Wisconsin - Madison; Jennifer E. Urban, University of Northern Colorado
- Refocusing the Lens: Enhancing Elementary Special Education Reading Instruction Through Self-Evaluation. Brooke Prichard, University of Colorado - Boulder; Anna Osipova, California State University - Los Angeles

Student Outcomes From The Integrated Curriculum Project (ICP): Multimedia Anchored Instruction Integrating Language Arts and Social Studies at the Middle School Level. Herbert J. Rieh, University of Texas - Austin; Cathy
Newman Thomas, University of Missouri

Discussant:
Delar K. Singh, Eastern Connecticut State University

45.073. Conversation Among State and Local Educational Research Associations. SIG-State and Regional Educational Research Associations; Invited Session
Sheraton, Plaza Concourse Level, Plaza Court 5
2:15 pm to 3:45 pm
Chair:
Candace H. Lacey, Nova Southeastern University

45.074. Perspectives on TPACK. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 1
2:15 pm to 3:45 pm
Chair:
Gerald A. Knezek, University of North Texas
Participants:
Exploring the Nature of Technological Pedagogical Content Knowledge Using Factor Analysis. Leanna Matchet Archambault, Arizona State University; Joshua H. Barnett, Arizona State University
Lost and Found in Translation: A TPACK View of Mid-Career Teacher Beliefs and Practice. Lisa G. Hervey, North Carolina State University
Measuring the TPK Component of TPACK: An Alternative to Self-Assessment. Andrew Frederick Barrett, Indiana University
Knowledge Growth in Teaching Mathematics/Science With Technology: Moving PCK to TPACK in Online Professional Development. Margaret L. Niess, Oregon State University; Emily H. Van Zee, Oregon State University; Tina L. Johnston, Oregon State University; Henry Gillow-Wiles, Oregon State University

Discussant:
Ann D. Thompson, Iowa State University

45.075. TICL 5: Research and Training of Expertise and Expert Performance. SIG-Technology, Instruction, Cognition & Learning; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 11
2:15 pm to 3:45 pm
Chair:
Sara G. McNeil, University of Houston
Participants:
Tracking the Attention of Expert Counselors in a Counselor Training Computer Program. Amy B. Adcock, Old Dominion University; Ginger S. Watson, Old Dominion University
Seeing Through Your Own Eyes: Teacher Reflection on Teacher-Perspective Video. Kevin F. Miller, University of Michigan; Christopher Corea, University of Michigan
Skill-Based Differences in Cognition and Metacognition in Advanced Placement Biology. Paul Ward, Florida State University; Joyce Ehrlinger, Florida State University; David W. Eccles, Florida State University; Stephanie Robertson, Florida State University
Expertise-Based Training: Applying Expertise Research to the Training of Expertise. Peter Falade, Southern Illinois University
Introduction to Off-Hour TICL Demonstrations. Joseph M. Scandura, MERGE Research Institute

Discussant:
Peter Falade, Southern Illinois University

45.076. A Multilevel View of Test Validity. SIG-Test Validity Research and Evaluation; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 3
2:15 pm to 3:45 pm
Chair:
Gregory J. Cizek, University of North Carolina- Chapel Hill
Participants:
A Multilevel View of Measurement Validity: Some Concepts and Foundations. Bruno D. Zumbo, University of British Columbia; Barry Forer, University of British Columbia
Multilevel Validity: Assessing the Validity of School-Level Inferences From Student Achievement Test Data. Sharyn Rosenberg, American Institutes for Research
Exploring the Variability in the Validity of SAT Scores for Predicting First-Year College Grades at Different Colleges and Universities. Jennifer L. Kobrin, The College Board; Brian Francis Patterson, The College Board

National and International Educational Achievement Testing: A Case of Multilevel Validation. Bruno D. Zumbo, University of British Columbia; Yan Liu, University of British Columbia; Amery Dai Ling Wu, University of British Columbia; Barry Forer, University of British Columbia

Discussants:
Stephen G. Sireci, University of Massachusetts
Robert L. Linn, University of Colorado

45.077. Complex Issues in Preparing Teachers for Success in Urban Classrooms. SIG-Urban Learning, Teaching, and Research; Paper Session
Colorado Convention Center, Street Level, Room 404
2:15 pm to 3:45 pm
Chair:
Alberto M. Ochoa, San Diego State University
Participants:
A Pipeline Program for Urban Community Teachers: Standing in the Gap. Dajanna A. Hill, William Paterson University; Roberta Newton, Columbia University
Continuing to Collaborate Toward Best Practice in Urban Teacher Education. Azure Dee Smiley, University of Indianapolis; Jennifer Drake, University of Indianapolis; Mary Jo Ratterman, University of Indianapolis
Course Redesign for Urban Teacher Preparation. Lucille L.T. Eckrich, Illinois State University; Robert E. Lee, Illinois State University; Christopher Lackey, Illinois State University
Urban Teacher-Inspectors: Growing Our Own Teachers for the Neighborhood. Dajanna A. Hill, William Paterson University; Maureen D. Gillette, Northeastern Illinois University; Brian D. Schultz, Northeastern Illinois University; Christina Madda, University of Illinois - Chicago

Discussant:
Ann L. Wood, California State University - Los Angeles

45.078. Multiliteracies as Composition, Participation, and Performance Across Contexts. SIG-Writing and Literacies; Paper Session
Colorado Convention Center, Street Level, Room 101
2:15 pm to 3:45 pm
Chair:
Julia Gillen, Lancaster University
Participants:
“From Real to Reel”: Using a Dramaturgical Perspective to Map the Emergence of Reel Texts in Real Contexts in a Filmmaking Composition Community. Deborah Kozluras, University of South Florida
Hacking “Their-Space”: Researching Youth as Content Creators and Media Hackers in Online Social Networking Communities. Stephanie Anne Schmier, Teachers College, Columbia University
Becoming Visible: Shifting Participation Structures by Adding Modalities to a Literacy Classroom. Kathy Schulz, University of Pennsylvania; Chonika Coleman, University of Pennsylvania
The Simultaneity of Experience: Examining Time and Place in the Multimodal Poetry of Immigrant Middle School Students. Michelle Honeyford, Indiana University

Discussant:
Heather M. Pleasants, The University of Alabama

Division and SIG Roundtables

45.079. Roundtable Session 29: Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
2:15 pm to 3:45 pm

45.079.1. Applying Freirean Pedagogy in Adult Learning Contexts. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Chair:
Ozlem Sensoy, Simon Fraser University
Participants:
A Return to Caring and Community: Transformative Praxis Within an Alternative, Adult Group of Students. Alice Harnischfeger, University of Rochester
Subjective Views on Subjugation. Anne Lilla Blanchard, Western Washington University
From Producing Human Capital to Restoring Human Beings: Community College Students’ Master Plan for Higher Education in California. Chen-Wei
45.079-2. Collaboration: School and Society. SIG-School/University Collaborative Research; Roundtable Session

Chair: Emily Dexter, Lesley University

Participants: An Interagency Collaboration for Labor Consciousness: The Education and Labor Collaborative. Adrienne Andi Sosin, Education & Labor Collaborative; Leigh D. Benin, Adelphi University; Robert A. Lane, Adelphi University; Joel Sosinsky, International Brotherhood of Teamsters; Miriam Pepper-Sanello, Adelphi University

An International School-University Collaborative Initiative: Building Literacy Bridges in Guatemala. Miriam Pepper-Sanello, Adelphi University; Adrienne Andi Sosin, Education & Labor Collaborative

Progress Toward Transformative Collaboration: Evolution of Effective University-Industry-School Partnerships. Elizabeth J. Oyer, EvalSolutions Inc.; Gilbert A. Downey, Illinois State Board of Education; Debra Greaney, Area V Learning Technology Center; Tania Jaroszewich, CenGeo Group LLC; Yuan Hong, Rutgers University; Jimmy de la Torre, Rutgers University

The Design and Implementation of a Culturally and Linguistically Diverse Observation Protocol. Cindy Gutierrez, University of Colorado - Denver; Maria del Carmen Salazar, University of Denver; Ruth Bancard, University of Colorado - Denver; Elma Ruiz, Denver Public Schools; Lara Lorenzo, Denver Public Schools; Elizabeth Hope Dorman, Regis University

Successful Relationships: Negotiating a Research Alliance with First Nation Communities. Helen D. Armstrong, Brandon University; Christopher D. Brown, Brandon University; Jacqueline H. Kirk, Brandon University; Donna Joan Forsyth, Brandon University; R. Jacie Foy, Brandon University; Olivia Pratt-Murdoch, Curriculum Designer

Discussant: Linnea L. Rademaker, National-Louis University

45.079-3. Directions in Cultural-Historical Research. SIG-Cultural Historical Research; Roundtable Session

Chair: Ana Marjanovic-Shane, Chestnut Hill College


Folk Culture and Video Games: Learning in “Living Labs.” Pilar Lacasa, University of Alcalá; Ana-Belen García-Varela, University of Alcalá; Laura Mendez, Universidad Nacional de Educación a Distancia; Rut Martinez Borda, University of Alcalá; Sara Cortes, University of Alcalá; Maria Rut García-Pernia, University of Alcalá

Building Connections Between an African American Cultural Practice and Scientific Modeling. Alfred Richard Schademan, University of California - Chico


45.079-4. Ecology and Environment in Postsecondary Education. SIG-Ecological and Environmental Education; Roundtable Session

Chair: Carol B. Brandt, Virginia Polytechnic Institute and State University


Developing an ESD Curriculum in Higher Education Through Action Research. Magnus Johansson, Malmo University

Engineering and Sustainability: A Survey of Engineering Students and Their Attitudes Toward the Environment. Johannes Sirobel, Purdue University; Inez Hua, Purdue University; Constance A. Harris, Purdue University; Jun Fang, Purdue University

45.079-5. Educational Practice and Virtue Ethics. SIG-Philosophical Studies in Education; Roundtable Session

Chair: Lynn Fendler, Michigan State University

Participants: Virtue Ethics and Emotional Intelligence: Ancient Wisdom in the Contemporary. Tom E Culham, Simon Fraser University; Heesoon Bae, Simon Fraser University

University Connecting Understanding and Experience: Reflections From the Field. Shelby Lorraine Shepard, Western Washington University

Pragmatic Ecological Thinking: Valuing Transactional Realism as Educational Practice. Deron R. Boyles, Georgia State University

45.079-6. Perspectives on Service Learning and Experiential Education. SIG-Service-Learning & Experiential Education; Roundtable Session

Chair: Kathy M. Bussert-Webb, University of Texas - Brownsville

Participants: Gardening Justice, Year 4: How Tutoring and Gardening Impacted Preservice Teachers. Kathy M. Bussert-Webb, University of Texas - Brownsville; Maria Diaz, University of Texas - Brownsville

Impacting Empowerment in a Cross-Cultural Service Learning Experience. Kim D. Macgregor, Louisiana State University; Jinnel Liu, Louisiana State University - Baton Rouge, Mark Docherman, Louisiana State University - Baton Rouge

“Learning From the Kids”: Summer Bridge Students’ Reflection About a Service Learning Project. Henrietta Williams Pichon, Northwestern State University of Louisiana; Terence Vinson, Northwestern State University

Service Learning in an Inner-City Second-Grade Classroom: Stress, Coping, and Fire Ignition. Maryanna D. Klett, The Ohio State University; Jane Case-Smith, The Ohio State University


45.079-7. Preparing High-Quality Bilingual Teachers. SIG-Bilingual Education Research; Roundtable Session

Chair: Debra Suarez, College of Notre Dame of Maryland

Participants: Development of a Rubric to Measure Bilingual In-Service Teachers' Academic Language Skills. Bridget A. Walsh, University of Nevada - Reno; Claudia Sanchez, Texas Woman's University

The Struggle to Become Bilingual: Latino Preservice Teachers Taking Hold of Their Heritage Language. Josephine Arce, San Francisco State University


45.079-8. Roundtables in Research on Learning and Instruction in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session

Chair: Mark Urteil, Indiana University/Purdue University at Indianapolis

Participants: A Cluster Analysis Approach to Exploring 2×2 Achievement Goal Profiles, Achievement, and Psychological Well-Being in a Middle School Physical Education Setting. Alex C. Garm, Louisiana State University

Classroom Teachers’ Efficacy in Teaching Healthy Behavior Content. Pamela H. Kalima, Arizona State University; Donetta J. Cothran, Indiana University; Tiffany Ann Kloeppel, Arizona State University; Amber Bickes, Arizona State University

‘Fusions and Fissions’: A Tale of Mandated Health Policies on Obesity Prevention in Queensland Schools. Anthony C. S. Leow, The University of Queensland; Doune Macdonald, University of Queensland

The Influence of Favorite Teachers on Preservice Physical Education Teachers’ Beliefs and Values of Teachers and Teaching. Mark A. Smith, Northern Colorado; Karen E. Schmidt, University of Northern Colorado

‘Diagnosis’ as the Foundation of Teachers’ Professional Learning in Physical Education: A Conceptual Conversation. Kathleen M. Armour, Loughborough University; Fiona Catherine Chambers, University College Cork; Kyriaki Makopoulou, Loughborough University

45.079-9. SEL Processes and Outcomes: Student Level. SIG-Social and Emotional Learning; Roundtable Session

Chair: Victoria Lee Blakney, Anchorage School District - AK

Participants: Examining the Contribution of “Hot” Versus “Cool” Executive Functions for Predicting Reactive and Proactive Aggression in Elementary Students. Brian Robert Barber; University of Florida; Ann F. Daunic, University of Florida; Stephen W. Smith, University of Florida; Cynthia W. Garvan, University
Florida; Christopher L. Van Loan, Appalachian State University; Gregory Taylor, University of Florida
Identifying Developmentally Appropriate Skills for Social-Emotional Competency in Elementary School Children. Charles M. Kaprolet, Arizona State University; Linda Claire Caterino, Arizona State University
Measuring Relational Skills: The Promise of Progress Monitoring for African American Students. Daria Paul Doma, Minnesota State University - Mankato

45.079-10. Transnational Qualitative Research. SIG-Qualitative Research; Roundtable Session
Chair: Ronald Chenail, Nova Southeastern University
Participants:
Collaborative Transnational Research: (De)Construction of Immigration With Immigrant Families. Gresilda A. Tilley-Lubbs, Virginia Polytechnic Institute and State University
Utilizing Qualitative Interpretative Research to Study Law-Based Reform: Lessons From English and Israeli Case Studies. Dan Gilbort, Tel Aviv University

45.080. Roundtable Session 30; Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Session 2
2:15 pm to 3:45 pm

45.080-1. 21st-Century Instructional Leadership in Canada and the United States: Research-Based Images of What Is, a Discussion of What Ought to Be (and What Still Needs to Be Researched). Division A - Administration Organization & Leadership; Roundtable Session
Chair: Robert B. Donmoyer, University of San Diego
Participants:
Competing Conceptions of Instructional Leadership: Portraits of Practice Gleaned From Three Research Studies. Robert B. Donmoyer, University of San Diego
Leadership in a Majority Minority School in Canada: Does a Different Context Make a Difference?. Anish Sayani, University of British Columbia

45.080-2. Classroom Management 2. SIG-Classroom Management; Roundtable Session
Chair: Jan Van Tartwijk, Leiden University
Participants:
Classroom Management in the Corridor: Teacher-Student Negotiations of an Educational Authority Relationship Outside of the Classroom Context. Anneli K Frelin, Uppsala University
Stability and Variability in Teacher-Class Interaction at the Start of the School Year: A Comparison of Two Classrooms. Tim Mainhard, University of Toronto; Mieke Brekelmans, Utrecht University; Theo Wubbels, Utrecht University
Teachers’ Expectations About Teacher-Student Interactions. Romi de Jong, Leiden University; Jan Van Tartwijk, Leiden University; Letje Veldman, Leiden University; Nico Verloop, Leiden University; Theo Wubbels, Utrecht University
The Philosophy and Facilitation of Disciplinary Measures in Secondary Schools: Perspectives From Administrators. Brittany N. Wilkinson, University of Kentucky; Bryan Huns, University of Kentucky

45.080-3. Decentering for Social Justice in Educational Leadership. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Michael E. Donmoyer, Miami University
Participants:
Learning to Lead Through Reflection and Dialogue. Autumn K. Tooms, Kent State University; Jeffrey S. Brooks, University of Missouri
Constructing a Positive Intrasession of Race and Class in the 21st Century. Carlos Raphael McCray, Georgia State University
A Meeting at the Crossroads: Expansion of a Scholar’s Social Justice Perspective. Lattich Cherie Reed, University of Wisconsin - Milwaukee
Why’s a Nice Dyke Like You Embracing This Postmodern Crap? Catherine A. Lugg, Rutgers University

45.080-4. Evaluating Change in Primary Class Size, Elementary Literacy and Numeracy, and High School Reform Strategies. SIG-Educational Change; Roundtable Session
Chair: Raymond Theberge, Ontario Ministry of Education
Participants:
Primary Class Size Reduction. Nina Baccia, University of Toronto
An Evaluation of a System-Wide Literacy and Numeracy Strategy. Donald G. Jamieson, Canadian Language and Literacy Research Network; Don A. Klinger, Queen’s University; Lesly Wade-Woolsey, Queen’s University
Using Evaluation Findings to Inform Change Strategies: Response From Policy Makers. Carol Campbell, Stanford Center for Opportunity Policy in Education; David Fuldof, Ontario Ministry of Education

45.080-5. Inquiry Practices in the Complex Contexts of Collaborative Partnerships. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Peter C. Murrell, Loyola College
Participants:
Inquiry Practices in PDS: Do They Really Happen? Wendy M. Smith, Loyola College
 Fragile Partnerships: Lessons Learned in an Urban School-University Partnership. Jennifer Watkinson, Loyola College; Aara Ahmed Hersi, Loyola College; Peter R. Litchka, Loyola University Maryland
Identity Work: Inquiry for Mindful Leadership in Challenging Contexts. Deborah L. Schueller, Villanova University; Peter C. Murrell, Loyola College; Lindsay Berman, Villanova University
Practicing Critical Media Literacy Education: Developing a Community of Inquiry-Achievement Practice. Stephanie A. Flores-Kouldish, Loyola University Maryland

45.080-6. Investigations Into Teacher Quality: Implications for Leadership. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Manoj Kumar Shastri, University School of Psychology, Education, and Philosophy
Participants:
Are School Factors Important for Measuring Teacher Effectiveness? A Multilevel Technique to Predict Student Gains Through a Value-Added Model. Bidya Raj Subedi, School District of Palm Beach County, Florida; Bonnie Swan, University of Central Florida; Michael Hynes, University of Central Florida
Impact of the School Working Environment on Teachers’ Intention to Stay in Their Teaching Profession. Heeja Kim, TUI University; Kitt R. Square-Johnson, TUI University
Teacher Workplace Incivility. Thomas G. Reio, Florida International University; Joanne Sanders-Reio, University of Maryland

45.080-7. Leadership and Organizational Structure: A Holistic Approach to Student Achievement. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Mariela Aime Rodriguez, University of Texas - San Antonio
Participants:
Comparing Effect Sizes: A New Method. Jingshun Zhang, OISE/University of Toronto; Jingping Sun, OISE/University of Toronto; Cuige Chen, OISE/University of Toronto
Perceptions and Practices of Inclusive School Principals: The Role of Leadership
252 Sunday Afternoon, May 2, 2010

for Inclusive Classrooms. Brett D. Campbell, Clark County School District - NV

Perceptions of Elementary School Principals on Their Role in a Decentralized School District. Augusta Reyes, University of Houston; Christopher G. Povich, Conne Independent School District

The Impact of Administrative Support on Secondary Teacher Retention. Ellen Sarra Meloeck, Clovis West High School; Donald Wise, California State University - Fresno; Susan M. Tracz, California State University - Fresno

The Influence of Class Size on Writing Achievement in Middle School. Christopher H. Tienken, Seton Hall University; Charles M. Achilles, Seton Hall University

45.080-8. Leadership in an International Context. Division A - Administration Organization & Leadership; Roundtable Session

Chair: Julie R. Kochanek, Learning Point Associates

Participants:

Issues of Equity From a Turkish Perspective: Legislation, Policies, and Practices. Zafer Pirin, Old Dominion University; Lynn H. Doyle, Old Dominion University


Taiwanese International School Under Challenges: A Case Study of School’s Reactions in the China/Taiwan Economic Transition. Chien-Hua Wu, National Taiwan Normal University; Kenzen Chen, University of Illinois - Urbana-Champaign

Canada’s Outstanding Principals: Lessons Learned About Exemplary Leadership? Bev Freedman, University of Ontario Institute of Technology

45.080-9. Leadership, Learning, and Aligned Systems. Division A - Administration Organization & Leadership; Roundtable Session

Chair: Floyd D. Beachum, Lehigh University

Participants:

Modeling Complexity Leadership in a Comprehensive High School. William J. Kritek, University of Wisconsin - Milwaukee

Organizational Resilience and the Changing Nature of Leadership in an Urban High School. Gail T. Schneider, University of Wisconsin - Milwaukee

Trust and Identity: Leadership Capacity Building in an Urban High School. Raji Swaminathan, University of Wisconsin - Milwaukee

Leadership for Equity and Excellence in an Urban High School. Floyd D. Beachum, Lehigh University

45.080-10. Leading for Learning Improvement in Urban Schools Roundtable Session. Division A - Administration Organization & Leadership; Roundtable Session

Chair: Bradley S. Portin, University of Washington - Bothell

Participants:

Learning-Focused Teacher Leaders and School Instructional Teams. Felice Atesoglu Russell, University of Washington; Bradley S. Portin, University of Washington - Bothell

Managed and Unmanaged Instructional Reform as an Environment for Leading Instructional Leadership Teams in Urban Schools. Sue Feldman, University of Washington; Michael S. Knapp, University of Washington; Ling Yeh, University of Washington

Principals as Leaders of Instructional Teams. Cate Samuelson, University of Washington; Scott Darrow, University of Washington

45.080-11. Narrative Inquiry Through a Critical Lens. SIG-Narrative Research; Roundtable Session

Chair: Ramona Maile Cutri, Brigham Young University

Participants:

The Curricular Cold Shoulder: A Story of Rejection of Theoretical Discourse in Favor of Practical Factuals. Roland W. Mitchell, Louisiana State University; Nik Anthony Clegorne, Louisiana State University

The Narrative Turn, Critical Educational Studies, and the Poetics of Resistance. Michael A. Peters, University of Illinois - Urbana-Champaign; Tina Besley, University of Illinois - Urbana-Champaign

Resituating Research: Researcher Subjectivity and the Importance of Critical Personal Narrative. Jamie Patrice Joanou, Arizona State University

45.080-12. Parity in the Superintendency Roundtable Session. Division A - Administration Organization & Leadership; Roundtable Session

Chair: April L. Peters, University of Georgia

Participants:

Nurturing Leadership: Equitable Mentoring for the Superintendency. Ava J. Mulia, University of Texas - Arlington

The Superintendency Question: To Be or Not to Be? Shirley J. Mills, University of Texas - Pan American

Winding Paths: The Road to the Superintendency. Anita M. Pankake, University of Texas - Pan American

45.080-13. Predictors of Student Achievement and the Impact on School Accountability. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Chair: Ray Fenton, Retired

Participants:

Alternate Assessments: A Comparison of Two Validity Studies. Elizabeth Namisi Chilungu, Georgia State University; Andrew T. Roach, Georgia State University; Kristen Heil, Georgia State University; Corri Wixson, Georgia State University; Lisa Wells, Georgia State University; Devadrita Talapatra, Georgia State University; Tamiika Patrice La Salle, Georgia State University; Matthew Vignieri, Georgia State University; Diana Garcia, Georgia State University; Kristen Varjas, Georgia State University

Planning for a Statewide Kindergarten Assessment Process: Priorities of Diverse Stakeholders and Current Assessment Practices. Shari Golan, SRI International; Dana M. Petersen, SRI International; Dona Spiker, SRI International

Student and School Predictors of High-Stakes Assessment in Science. Jaime Maeront-Rivera, University of Miami; Nicholas D. Myers, University of Miami; Okhee Lee, University of Miami; Randall D. Penfield, University of Miami

The Contribution of Student Demographics to Achievement Scores at Varying Levels of Aggregation. Gregory J. Marchant, Ball State University; Oscar Aurelio Ordonez Morales, Ball State University; Sharon E. Paulson, Ball State University

45.080-14. Structural Equation Modeling: Substantive Analyses of Educational Data. SIG-Structural Equation Modeling; Roundtable Session

Chair: Christopher R. Rakes, University of Louisville

Participants:

Youth Drug Use: A Structural Equation Model. Anthony Vander Horst, The Ohio State University; Hyesuk Kwon, The Ohio State University

Evaluating Complementary Structural Models of Dynamic Change: Latent Differences Versus Piecewise Growth. Natalie Kaziol, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln

Autoregressive and Cross-Lagged Model for Two Repeated Measures: Task Time and Accuracy. Okbay Donmez, Florida State University; Saleymun Olgar, Florida State University; Eric Glen Sikorski, Florida State University; Tristan Johnson, Florida State University

A Closer Look at Inquiry-Based Science Instruction Using Structural Equation Modeling. Man Hung, University of Utah

45.080-15. Technology Integration Innovations for Elementary and Middle School Contexts. SIG-Computer and Internet Applications in Education; Roundtable Session

Chair: Rachel Satz Pienta, Valdosta State University

Participants:

A Networked Learning Model for Construction of Personal Learning Environments in Seventh-Grade Life Science. Wendy K. Drexler, University of Florida

Teachers Planning for Curriculum-Based Learning With Technology. Karen Work Richardson, College of William and Mary

Creating a Learning Environment for Successful Scaling Up of a Project-Based Technology Initiative. Susan Bernice Albaugh, University of Virginia

45.080-16. The Role of Feedback and Coaching as Tools for Leadership Development. Division A - Administration Organization & Leadership; Roundtable Session

Chair:
Division and SIG Posters

45.081. Poster Session 9; Poster Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3
2:15 pm to 3:45 pm

45.081-1. (Almost) Reaching Alternative High School Students. SIG-Teaching Educational Psychology; Poster Session
Poster:
1. (Sometime) Reaching Alternative High School Students Through Teaching Educational Psychology. Nancy Flanagan Knapp, University of Georgia; Alison A. Harbin, University of Georgia

45.081-2. Cognitive Factors in Research on Learning and Teaching Science. Division C - Learning and Instruction; Poster Session
Posters:
2. Can Young Children Understand Evolution? Evidence of a Learning Progression From Pivotal Cases. Stephanie L. Sisk-Hilton, San Francisco State University, Kathleen E. Metz, University of California - Berkeley; Eric Berson, University of California - Berkeley
3. Collaborative Inquiry in Complex, Biotechnology-Learning Environments: Indicators for the Role of Social and Cognitive Supports During Inquiry Learning. Eva E. Toth, West Virginia University; Duna Schneider, Duquesne University
4. Conceptualizing Magnification and Scale: The Roles of Spatial Visualization and Logical Thinking. Gail Jones, North Carolina State University; Grant E. Gardner, North Carolina State University; Amy R. Taylor, University of North Carolina - Wilmington; Eric N. Wiebe, North Carolina State University; Jennifer Forrester, North Carolina State University
5. Epistemic Criteria for Good Scientific Models. William J. Pluta, Rutgers University; Clark A. Chinn, Rutgers University; Ravit Golan Duncan, Rutgers University
6. Inscriptions in Science Classrooms: Negotiating the Material, Representational and Explanatory. Eve Mazz, Vanderbilt University; Richard Lehrer, Vanderbilt University; Leona Schauble, Vanderbilt University
9. The Effect of Participation in a Research-Based Program on Student Understanding of How to Gather and Use Evidence to Support Explanations. Tammie Voight
10. The Influence of Concept Mapping on Achievement in Biology: Considering Cognitive Abilities as Moderator. Marion Haagwitz, University of Duisburg-Essen; Angela Sandmann, University Duisburg-Essen; Elke Sumfleth, University Duisburg-Essen
11. Young Children’s Evolving Explanations About Evolution. Uyen Adelyn Ly, University of California - Berkeley
12. Young Children’s Thinking About Gears, Movement, and Space. Hebbah El Protégé, Rutgers University; Susan L. Golbeck, Rutgers University
15. “All Have Tails, But Only Two Have Horns”: Inventing an Intuitive Representation of Relatedness. Camilla Faye Matuk, Northwestern University; David Henry Utlaut, Northwestern University


17. Development of an Evolution Readiness Learning Goals Progression and a Concept Inventory for Evolution Readiness. Camelia V. Rosca, Boston College; Laura M. O Dwyer, Boston College; Paul Horvitz, The Concord Consortium; Carolyn Staudt, Concord Consortium; Shelagh M. Peoples, Boston College; Jessica Jayne Brown, Boston College; Yang Wang, Boston College

18. Elementary Children’s Drawings of Small, Unseen Particles: Considering Context and Medium. Brenda J. Gustafson, University of Alberta; Marie-Claire Shanahan, University of Alberta; Shannon M. Gentilini, Edmonton Public Schools

19. Linking an Educative Learning Progression for Natural Selection to Teacher Practice: Results of an Exploratory Study. Erin Marie Furtak, University of Colorado - Boulder; Sarah Ann Roberts, University of Colorado - Denver; Deborah Morrison, University of Colorado

20. Mission to Mars: An Evaluation of a 9-Week Science Program. Maccen Ann Beck, Purdue University; Kathryn S. Orvis, Purdue University

21. Support Learning With Visualizations: Drawing and Selection. Zhihui Zhang, Macon Ann Beck, Purdue University; Kathyn S. Orvis, Purdue University

25. Conflict Dialogue Processes in Schools: Restorative Problem Solving and Practice. Results of an Exploratory Study. Erin Marie Furtak, University of Colorado - Boulder; Sarah Ann Roberts, University of Colorado - Denver; Deborah Morrison, University of Colorado

26. Lesson Study and the Kentucky Teacher Network for Excellence in Civic Education and Engagement. Natalie Bolton, University of Louisville; Donna Shouse, University of Louisville; Emma Tucker, University of Louisville

27. On the Grammar of Social Studies. Ronald W. Evans, San Diego State University

45.081-5. Issues in Social Studies Education. SIG-Research in Social Studies Education; Poster Session

Posters:

26. Lesson Study and the Kentucky Teacher Network for Excellence in Civic Education and Engagement. Natalie Bolton, University of Louisville; Donna Shouse, University of Louisville; Emma Tucker, University of Louisville

27. On the Grammar of Social Studies. Ronald W. Evans, San Diego State University

45.081-6. New Issues in Higher Education Poster Session. Division J - Postsecondary Education; Poster Session

Posters:
28. Beyond Rankings: Perceptions of Quality in Two Schools of Education. Philip Bakerman, University of Pennsylvania; Mary Frances (Molly) Buckley, University of Pennsylvania; Ellie Fitts Pulmer, University of Pennsylvania; Aaron Olson, University of Pennsylvania; Kathleen Riley, University of Pennsylvania

29. Complicating Campus and Community Ecologies: Disruptions, Interactions, and Experiences of Students of Middle-Eastern Heritage. Xuanthc N. Neider, Washington State University

30. First-Year College Students’ Attitudes Toward Same-Sex Relationships. James M. Devita, The University of Tennessee - Knoxville

31. Imagining the University: Visual Sociology and Higher Education. Amy S. Metcalf, University of British Columbia

32. Journey of Creation: A Photo and Autoethnographic Look at Culture, Community, and Leadership in an Emerging College. Alicia Fedelina Chavez, University of New Mexico; Florence M. Guido, University of Northern Colorado

33. Nature and Extent of Campus Violence in U.S. Community Colleges. Nino Kakatoz, University of Missouri; Bradley Curs, University of Missouri - Columbia

34. A Pilot Study of Simulations as Effective Teaching Tools. Stevie D. Blakely, Butler Community College; Alan W. Blakely, The University of Kansas; Jodie Hertzog, Wichita State University

35. First-Year Students’ Psychological Well-Being and Need for Cognition: Are They Important Predictors of Academic Engagement? James S. Cole, Indiana University; Ali Korkmaz, Indiana University - Bloomington

36. Community-Articulated Need in the Literature on University Partnership: A Newly Synthesized Frontier. Elizabeth Hudson, University of Michigan

37. Exposing Power Dynamics in Ascertaining Funds of Knowledge Through Mentoring. Lydia Foster Bell, The University of Arizona; Jenny J. Lee, The University of Arizona

38. Globalization and the Internet in Higher Education: Faculty Perceptions of Knowledge Production and Legitimization. Carlos Alberto Torres, University of California - Los Angeles; Greg William Misiuszek, University of California - Los Angeles

39. Nontraditional International Students: Resilience and Researchers as the “Other”. Matthew Birnbaum, University of Northern Colorado; Betty Cardona, University of Northern Colorado; Madeline Milan, University of Northern Colorado

40. The Divergence of Safe Space on the College Campus. Billy J. Hensley, University of Cincinnati

41. The Influence of Adult Upgrading on the Possible Selves of Foreign-Trained Professional Women. Jocelyn R. Crocker, University of Alberta

42. Knowing Our Learners: A Description of Non-Native English Learners in Online Courses. Jennifer Ann Lindel VanBorschat, Northrop Grumman

45.081-7. Poster Session: Division J, Section 2. Division J - Postsecondary Education; Poster Session

Chair: Andrea L. Tyler, Miami University of Ohio

Posters:
43. Transforming Opportunity Into Success: Learning From the Experiences of TRIO Upward Bound Participants. Jennifer Michelle Johnson, University of Maryland - College Park

44. African American College Student Retention and Racial Identity. Angela M. Locks, California State University - Long Beach

45. Changing STEM Associate’s Degree Production in Public Associate’s Colleges, 1985-2005: Institutional Type, Gender, and Field. David E. Hardy, The University of Alabama; Stephen Kattinus, The University of Alabama

46. Community College Student Success Programs: A Synthesis, Critique, and Research Agenda. Gloria Crisp, University of Texas - San Antonio; Amanda Taggart, University of Texas - San Antonio

47. Developmental Writing Course Redesign: A Systems Approach to Student Writing Success. Doug Wilson, Richland College; Deborah Davis, Richland College; Mary Jo Dondlinger, Richland College

48. Examining the Diversity of Latinos Who Graduate From College: A Multimethod Study. Maria Veronica Oropeza, University of Washington

49. 4-Year to 4-Year Transfer: The Student Experience. Jessica Griffin, The University of Alabama; David E. Hardy, The University of Alabama; Stephen Kattinus, The University of Alabama

50. From High School to a Canadian University: The Experience of International Students’ University Choice. Xiaoyan Wang, The City University of Hong Kong; A. Li Liu, OISE/University of Toronto

51. Impact of Accelerated High School Calculus, Chemistry, and Physics Course Taking and Achievement on Engineering Course Taking and Degree Attainment. Will Thomas Tyson, University of South Florida

52. Mentoring and Student Persistence in College: A Study of the Washington State Achievers Program. Shoushu Su, Florida State University; Yanli Ma, Florida State University

53. Predictors of College Success and Retention in a Bio-Ecological Framework. Kris Cordell-Mealy, Angelo State University; Patricia T. Ashton, University of Florida; James Aljina, University of Florida

54. The Influence of Alternative Instructional Methods on Student Retention in Postsecondary Biology Programs. Bjorn Wolter, Michigan State University; Mary A. Lundeberg, Michigan State University; Mark Berglund, University of Wisconsin - River Falls; Karen Klyczek, University of Wisconsin - River Falls; Catherine White, North Carolina Agricultural and Technical University; Arlin Toro, Interamerican University of Puerto Rico-San German; Rafael Tosados-Acevedo, Interamerican University of Puerto Rico-Metropolitan

55. Undergraduate Summer Science Research Programs: Is Impact Related to Size of Home Institution? Rebekah Lui Kaletia, Indiana University - Bloomington

56. Understanding the Complex Pathways to Postsecondary Education for Young, Low-Income Mothers. Patricia Garcia, Ounce of Prevention Fund; Margo Gardner, Columbia University; Teresa Sommer, Northwestern University; Karen Free, Ounce of Prevention Fund; Lindsay Chase-Lansdale, Northwestern University; Jeanne Brooks-Gunn, Teachers College, Columbia University

57. Student Success Courses and Education Outcomes in Virginia Community Colleges. Sung-Woo Cho, Community College Research Center; Shanna Smith Jaggars, Teachers College, Columbia University; Melinda Mechare
Karp, Columbia University; Davis Jenkins, Teachers College, Columbia University

45.081-8. Poster Session: Research in Reading Comprehension and Vocabulary.
Division C - Learning and Instruction, Poster Session

Posters:
54. A Comparison of NWF and WIF as First-Grade Screening Measures. Nathan H. Clemens, Texas A&M University; Edward Shapiro, Lehigh University
58. A Meta-Analysis of Morphological Interventions in English: Effects on Literacy Achievement for School-Age Children. Amanda P. Goodwin, University of Miami; Sonya Abu, University of Miami
62. Enhancing Interactive Read-Alouds With Tier 2 Instruction. Trevor E. Zehnder, University of Pennsylvania; Ronald J. Kost, Teachers College; William H. Watkins, University of Illinois - Chicago
63. Exploring Buddy Reading as a Context for Young Children’s Application of New Meaning Vocabulary. Tanya M. Christ, Oakland University; X. Christine Wang, University at Buffalo - SUNY
67. Repositioning Elementary Students: From “Struggling” Readers/Writers to Beginning Writing Development. Show-Mei Lin, Cameron University; Sallie A. Rice, University of Oklahoma; Paola Zapata, University of North Carolina - Charlotte; Stephen D. Hancock, University of North Carolina - Charlotte
69. Repositioning Elementary Students: From “Struggling” Readers/Writers to Multimodal Literacy Learners. Francine Del Vecchio, Caldwell College
70. Snapshots in Time: College-Age Readers’ Frame-by-Frame Word-Meaning Constructions From Natural (and Sometimes Misleading) Contexts. Jason C. Fitzgerald, University of Pittsburgh; Karen M. Wieland, University of Pittsburgh
71. The Interactional Effects of Instructional Content and Time on Different Trajectories in Learning to Read. Karen M. Douglas, Institute for Education Sciences; Min Liu, University of Maryland
72. Teacher Language Scaffolds the Development of Strategic Processing and Metacognitive Knowledge. Maribeth Cassidy Schmitt, Purdue University; Lucille Jane Hembree, University of North Carolina - Greensboro; Danielle L. Dufresne, University of Texas - Austin
73. Science Information Text Genre in the Primary Grades: An Ecological Framework for Classroom Instruction. Barbara Jean Peterson, University of South Carolina; Jennie P. Christensen, University of Minnesota


Posters:
74. A Comparison of Beginning Chinese Writing by American Students and Chinese Students: How Linguistic and Sociocultural Factors Affect Beginning Writing Development. Show-Mei Lin, Cameron University
75. A Cultural Study on Chinese American Women’s Self-Identification and Education. Qing Li, Syracuse University
76. Dynamic Relationships Between Heritage Language and Ethnic Identity. Clara Lee Brown, The University of Tennessee - Knoxville; Andrea J. Stairs, University of Southern Maine
77. Exploring the Identity Construction Among the First- and Second-Generation Chinese Youth in Alberta. Dan Cui, University of Alberta

Sunday, May 2, 2010

46.010. Presidential Address and Awards Presentation. Presidential Session
Colorado Convention Center, Lower Level, Four Seasons Ballroom 2 & 3
4:05 pm to 6:05 pm

Chair: Ronald S. Rochon, Buffalo State College - SUNY

AERA Presidential Address:
Soaring Above the Clouds, Delving the Ocean’s Depths: Understanding the Ecologies of Human Learning and the Challenge for Education Science. Carol D. Lee, Northwestern University

Awards and Presenters:
Palmer O. Johnson Memorial Award, William T. Trent, University of Illinois - Urbana-Champaign
Heurich Award, Margaret E. Goertz, University of Pennsylvania
Relating Research to Practice Award, Jennifer A. O’Day, American Institutes for Research
E. F. Lindquist Award, Gregory J. Cizek, University of North Carolina – Chapel Hill
Early Career Award, Milbrey W. McLaughlin, Stanford University
Outstanding Book Award, Wilbur C. Rich, Wellesley College
Committee on Scholars of Color in Education Awards, Tabbay Chaves, University of Michigan

Distinguished Contributions to Gender Equity in Education Research Award, Kathleen A. Weiler, Tufts University
Social Justice in Education Award, William H. Watkins, University of Illinois - Chicago
Distinguished Public Service Award, Thomas B. Corcoran, Teachers College, Columbia University
Presidential Citations, Carol D. Lee, Northwestern University

Distinguished Contributions to Education Research Award, Robert L. Linn, University of Colorado

Sunday, 6:15 pm

Division Sessions

47.010. Division A Business Meeting. Division A - Administration Organization & Leadership; Business Meeting
Sheraton, Plaza Concours Level, Governor’s Square 14
6:15 pm to 7:45 pm

Chair: Linda C. Tillman, University of North Carolina - Chapel Hill

Participants:
Mark A. Gooden, University of Texas - Austin
RoSusan D. Barter, The University of Mississippi
Latish Cherie Reed, University of Wisconsin - Madison
Paola A. Cordeiro, University of San Diego
Michelle D. Young, University Council for Education Administration / University of Texas
Elizabeth T. Murakami-Ramalho, University of Texas - San Antonio
Diana G. Pounder, University of Central Arkansas
Ronald S. Rochon, Buffalo State College - SUNY

47.011. Division C Business Meeting and Reception. Division C - Learning and Instruction; Business Meeting
Colorado Convention Center, Street Level, Room 203
6:15 pm to 8:15 pm

Chair: Richard E. Mayer, University of California - Santa Barbara

47.012. Division E Counseling and Human Development Annual Business Meeting, Division E - Counseling and Human Development; Business Meeting
Colorado Convention Center, Street Level, Room 708
6:15 pm to 7:45 pm

Chair:
47.013. Division F Business Meeting, Division F - History and Historiography; Business Meeting  
Colorado Convention Center, Street Level, Room 205  
6:15 pm to 7:45 pm  
Chair:  
Karen L. Graves, Denison University  
Participant:  
Christine A. Ogren, University of Iowa

**SIG Sessions**

47.014. Academic Audit Research in Teacher Education SIG Business Meeting:  
**Some Surprising Findings About U.S. Teacher Education From 10 Years of Academic Audits.** SIG-Academic Audit Research in Teacher Education; Business Meeting  
Sheraton, Plaza Concourse Level, Governor’s Square 12  
6:15 pm to 7:45 pm  
Participant:  
Some Surprising Findings About U.S. Teacher Education From 10 Years of Academic Audits. Frank B. Murray, University of Delaware  

47.015. Action Research SIG Business Meeting. SIG-Action Research; Business Meeting  
Colorado Convention Center, Street Level, Room 604  
6:15 pm to 8:15 pm

47.016. Adolescence and Youth Development SIG Business Meeting, SIG-Adolescence and Youth Development; Business Meeting  
Colorado Convention Center, Street Level, Room 606  
6:15 pm to 7:45 pm

47.017. Arts and Learning SIG Business Meeting: Invited Speaker, Michele Root-Bernstein. SIG-Arts and Learning; Business Meeting  
Colorado Convention Center, Street Level, Room 707  
6:15 pm to 7:45 pm  
Reception Contact:  
Michele Root-Bernstein, Michigan State University & Kennedy Center’s Partners in Education Program

47.018. Associates for Research on Private Education SIG Business Meeting:  
**Advancing Research on Private Education.** SIG-Associates for Research on Private Education; Business Meeting  
Colorado Convention Center, Street Level, Room 105  
6:15 pm to 7:45 pm

47.019. Chaos and Complexity Theories SIG Business Meeting, SIG-Chaos & Complexity Theories; Business Meeting  
Colorado Convention Center, Street Level, Room 208  
6:15 pm to 7:45 pm

47.020. Classroom Assessment SIG Business Meeting, Grading What Matters: Shifting From Sorting and Ranking to Grading for Learning, SIG-Classroom Assessment; Business Meeting

47.021. Cognition and Assessment SIG Business Meeting, SIG-Cognition and Assessment; Business Meeting  
Colorado Convention Center, Street Level, Room 406  
6:15 pm to 7:45 pm

47.022. Confluent Education SIG Business Meeting, SIG-Confluent Education; Business Meeting  
Colorado Convention Center, Street Level, Room 210  
6:15 pm to 7:45 pm

47.023. Constructivist Theory, Research, and Practice SIG Business Meeting, SIG-Constructivist Theory, Research, and Practice; Business Meeting  
Sheraton, Plaza Concourse Level, Plaza Ballroom D  
6:15 pm to 7:45 pm

47.024. Doctoral Education Across the Disciplines SIG Business Meeting, SIG-Doctoral Education across the Disciplines; Business Meeting  
Colorado Convention Center, Street Level, Room 106  
6:15 pm to 7:45 pm  
Chair:  
Catherine M. Millett, ETS

47.025. Early Education and Child Development SIG Business Meeting, SIG-Early Education and Child Development; Business Meeting  
Colorado Convention Center, Street Level, Room 610, 612  
6:15 pm to 8:15 pm

47.026. Ecological and Environmental Education SIG Business Meeting, SIG-Ecological and Environmental Education; Business Meeting  
Colorado Convention Center, Street Level, Room 709  
6:15 pm to 7:45 pm

47.027. Education and Philanthropy SIG Business Meeting, Beyond the Effectiveness Paradox: Moving Toward New Learning for Grant Makers and Grant Seekers. SIG-Education and Philanthropy; Business Meeting  
Colorado Convention Center, Street Level, Room 206  
6:15 pm to 7:45 pm  
Participants:  
Jeanne Oakes, The Ford Foundation  
Ellen Condliffe Lagemann, Co-Chair, National Research Council Panel: Bard College

47.028. Fiscal Issues: Policy and Education Finance SIG Business Meeting, SIG-Fiscal Issues, Policy, and Education Finance; Business Meeting  
Sheraton, Plaza Concourse Level, Plaza Court 7  
6:15 pm to 7:45 pm

47.029. Foucault and Education SIG Business Meeting, SIG-Foucault and Education; Business Meeting  
Colorado Convention Center, Street Level, Room 608  
6:15 pm to 8:15 pm

47.030. Hierarchical Linear Modeling SIG Business Meeting, SIG-Hierarchical Linear Modeling; Business Meeting  
Colorado Convention Center, Street Level, Room 110  
6:15 pm to 7:45 pm

47.031. Holistic Education SIG Business Meeting and Invited Address, SIG-Holistic Education; Business Meeting  
Colorado Convention Center, Street Level, Room 103  
6:15 pm to 8:15 pm  
Participants:  
Linda Darling-Hammond, Stanford University
David W. Johnson, University of Minnesota

47.032. Inclusion and Accommodation in Large-Scale Assessment SIG Business Meeting. SIG-Inclusion & Accommodation in Large-Scale Assessment; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 9
6:15 pm to 8:15 pm

47.033. Indigenous Peoples of the Pacific SIG Business Meeting, Facing Future: Uplifting Indigenous Youth. SIG-Indigenous Peoples of the Pacific; Business Meeting
Colorado Convention Center, Street Level, Room 703
6:15 pm to 8:15 pm
Participants:
Maori Youth: Guardians of Our Cultural Futures. Margie Kahunakua Hohepa, The University of Auckland; Merata Kawharu, University of Auckland; Arapera Ngaha, University of Auckland; Veronica Peria, University of Auckland; Avhina Raruwai, University of Auckland
Nana i ka Puluapua: A Partnership to Improve Education for Indigenous Children. Iwahani Hodges, Nanakapono Elementary School; Margaret J. Maaka, University of Hawaii; Stephanie Furiatu, University of Hawaii
Participants:
Katrina Kapaanaokalaokeola Oliveira, University of Hawaii
Kerry Laiana Wong, University of Hawaii - Manoa
Michelle E. Pidgeon, Simon Fraser University

47.034. Informal Learning Environments Research SIG Business Meeting, Current Issues in Informal Learning. SIG-Informal Learning Environments Research; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 8
6:15 pm to 8:15 pm
Participant:
Larry E. Suter, National Science Foundation

47.035. Lives of Teachers SIG Business Meeting, SIG-Lives of Teachers; Business Meeting
Colorado Convention Center, Street Level, Room 705
6:15 pm to 7:45 pm

47.036. Measurement Services SIG Business Meeting, SIG-Measurement Services; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 4
6:15 pm to 8:15 pm
Participant:
Participants:
James A. Wollack, University of Wisconsin - Madison
David E. Wiles, University of Miami
David T. Morse, Mississippi State University
Ronna L. Turner, University of Arkansas

47.037. Mentorship and Mentoring Practices SIG Business Meeting, SIG-Mentorship and Mentoring Practices; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 5
6:15 pm to 7:45 pm

47.038. Multiple Intelligences: Theory and Practice SIG Business Meeting, SIG-Multiple Intelligences: Theory and Practice; Business Meeting
Colorado Convention Center, Street Level, Room 407
6:15 pm to 7:45 pm

47.039. Multiple Linear Regression: General Linear Model SIG Business Meeting. SIG-Multiple Linear Regression: The General Linear Model; Business Meeting
Colorado Convention Center, Street Level, Room 405
6:15 pm to 7:45 pm

47.040. Music Education SIG Business Meeting, Music as the Voice of Hope and Transformation. SIG-Music Education; Business Meeting
Colorado Convention Center, Street Level, Room 104
6:15 pm to 7:45 pm

47.041. NAEP Studies SIG Business Meeting, Delving Deeper Into the Divide: New Ways of Exploring NAEP Data. SIG-NAEP Studies; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 17
6:15 pm to 7:45 pm
Chair:
Natalie Pane, American Institutes for Research
Participants:
Cadle Hemphill, American Institutes for Research
Andrew J. Kolstad, National Center for Education Statistics
Rolf K. Blank, Council of Chief State School Officers
Michael Casserly, Council of Great City Schools

47.042. Online Teaching and Learning SIG Business Meeting, SIG-Online Teaching and Learning; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Ballroom E
6:15 pm to 7:45 pm

47.043. Organizational Theory SIG Business Meeting, SIG-Organizational Theory; Business Meeting
Colorado Convention Center, Street Level, Room 704
6:15 pm to 7:45 pm

47.044. Paulo Freire, Critical Pedagogy, and Emancipation SIG Business Meeting. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Business Meeting
Colorado Convention Center, Street Level, Room 201
6:15 pm to 7:45 pm

47.045. Politics of Education SIG Business Meeting and Invited Panel: International Perspectives on the Politics of Education. SIG-Politics of Education; Business Meeting
Colorado Convention Center, Street Level, Room 404
6:15 pm to 8:15 pm
Chair:
Lora A. Cohen-Vogel, Florida State University
Participants:
Melanie Carol Brooks, University of Missouri
Bruce Anthony Collet, Bowling Green State University
Gary M. Crow, Indiana University
Fenwick W. English, University of North Carolina - Chapel Hill
Jeffrey A. Milligan, Florida State University
Autumn K. Tooms, Kent State University
Ekkarin Sungtong, University of Missouri - Columbia
Tha Suong Thi Nguyen, Indiana University - Indianapolis
Debra Bradley, Flinders University
Alia Intoual, Flinders University
Barbara Kameniar, University of Melbourne

47.046. Postcolonial Studies and Education SIG Business Meeting, Race, Identity, Postcoloniality, and Multiculturalism in the “New” Age of Western Empire. SIG-Postcolonial Studies and Education; Business Meeting
Colorado Convention Center, Street Level, Room 706
6:15 pm to 8:15 pm
Participants:
Sonia Nieto, University of Massachusetts - Amherst
David Gillborn, Institute of Education - London
Zeus Leonardo, University of California
Aparna Rita Mishra Tarc, York University
Arturo Aldma, University of Colorado - Boulder

47.047. Problem-Based Education SIG Business Meeting, SIG-Problem-Based Education; Business Meeting
Colorado Convention Center, Street Level, Room 108
6:15 pm to 7:45 pm
Participant:
Guest Speaker, Denis Bédard, Director of Centre for Research in Higher Education, Sherbrooke University, Canada. Denis Bedard, University of Sherbrooke

47.048. Professional Licensure and Certification SIG Business and New Membership Meeting, SIG-Professional Licensure and Certification; Business Meeting
Colorado Convention Center, Street Level, Room 107
6:15 pm to 7:45 pm
47.048-A. 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

Participants: 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: Martha Kanter; Under Secretary of Education to Arne Duncan. U.S. Department of Education

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 Amna A. 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 8:15 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
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 Gemici, 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 Brazee, 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

Division Sessions

50.014. Division A, University of Denver, and Aurora Public Schools Present “Creating Pathways to the Future: School, University, and Community Partnerships for 21st-Century Education.” Division A - Administration Organization & Leadership; Off-Site Visit
North Middle School, Aurora, CO
8:00 am to 12:30 pm
Chair: Kent E. Seidel, University of Denver
Participants:
Linda C. Tillman, University of North Carolina - Chapel Hill
Kristin S. Haggins, Texas A&M University - College Station
Anjale DeYvon Welton, University of Texas - Austin
Bradley W. Carpenter, University of Texas - Austin
Derrick Jordan, University of North Carolina - Chapel Hill

50.015. Division H Business Meeting and Breakfast. Division H - Research, Evaluation and Assessment in Schools; Business Meeting
Hyatt Regency, Third Level, Centennial Ballroom E
8:00 am to 10:15 am
Chair: Faith Connolly, District of Columbia Public Schools
Participants:
Stephan (Steve) A. Henry, REASolutions
Zollie Stevenson, Bowie State University
Dale Whittington, Shaker Heights City School District
Winona M. Burt, University of Houston - Clear Lake
Paul Favaro, Peel District School Board and York University, Ontario

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, Marable
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
Poststructural 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. Wenderl, ETS  Laurie 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. Janesic, University of South Florida
Participants: Valerie Polakow, Eastern Michigan University  Lorna Rivera, University of Massachusetts

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. Spierd 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 Windsheim; Wil 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

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: The Reinvention 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 McGerry, 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  Mimi Miyoun Lee, University of Houston

51.018. Explorations of Knowledge Concepts and Knowledge Beliefs Across Academic Domains. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 102 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 Maggioni, 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; SukKeun Im, University of Oklahoma; Kelli Higley, The Pennsylvania State University  Epistemological Beliefs Related to Mathematics. Jesse L. M. Wilkes, 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

51.019. 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: Sandra Y. Okita, Teachers College, Columbia University
Participants: Students’ Developing Conceptions of Area via Partitioning and Sweeping. Martha Anna Kobiela, Vanderbilt University; Richard Lehrer, Vanderbilt University; Erin VineWater, Vanderbilt University  Productive Failure in Learning the Concept of Variance. Manu Kapur, National Institute of Education, Singapore; June Lee, National Institute of Education, Singapore
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 Yankelevitz, 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. Pellegroino, 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. Schradl, University of Nevada - Las Vegas; Kimberly A. Lavelle, 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. Hilber A. Spies, North Carolina State University; Kim A. Turner, North Carolina State University; James Lester, North Carolina State University; Jonathan Rowe, North Carolina State University

Effects of Instructional Gaming on e3-Learning. Elena Novak, Florida State University; Tristan 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, Polyechnic School; Victoria Barnes, Polyechnic School; Lina Vaidalainen, Polyechnic 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 Teensagers. Richard S. Christen, University of Portland

The Public Scholar Trading Card. Elie 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 Concourse 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. Peneck-Roman, MP3 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. Mikoang 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 Concourse 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. Tsung-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, Hsuan Chuang University; Wen-Chung Wang, The Hong Kong Institute of Education; Po-Hsi Chen, Taiwan Normal University

Comparison of Scale Transformation Methods in IRT Equating for the Common-Item Nonequivalent Groups Design. Chyunyun 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. Adrea Lawrence, American University

“Epic Heroes and Barbecued Mutton”: Competing Indigeneities 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. Tsamina Lomavaima, 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 Context: 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. Gaubad, 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 Pacifc 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. McConnell, 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. Morphet, 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. Ikeda, 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. Torell 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 Varvus, Evergreen State College
Daring to Infuse Ideology Into Language Teacher Education. Lilia I. Bartolome, University of Washington; Mary Stone Hanley, George Mason University
and Universities in the U.S.
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 Bar Evers, Winthrop University; Jonathan W.
Discussant: Peter C. Murrell, Loyola College

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. Earick, 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 Hegemonic Struggle Within White Communities. Timothy J. Lensmire, University of Minnesota; Audrey J. Appelles, 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: Annetta F. Ball, Stanford University
Participants:
Preservice Teachers in Pursuit of “Transcurricular”: Social Awareness in a Field Excursion Program. Joseph De Boer, University of Johannesburg; Elizabeth Henning, University of Johannesburg
The English Medium Solution for Accommodating Diversity. Mandie Uys, North-West University; Maryna Reynke, North-West University; Katie Kaiser, North-West University
Ubuntu and the Reconceptualization of a South African Teacher Education Program. Jyotsh Wagner, Stellenbosch University; Lesley Lionel Leonard Le Grange, Stellenbosch University; Peter Allan Damont Beets, University of Stellenbosch; Berte van Wyk, Stellenbosch University, South Africa
Discussant: Petra Engelbrecht, North-West University, South Africa

51.035. Evaluating Teacher Value-Added Scores: A Comparison to Instruction. Division L - Educational Policy and Politics; Paper Session
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

SIG Sessions

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 Fishkill: Example 1 of Transformational Play. Sasha A. Barab, Indiana University; Adam Ingram-Goble, Indiana University
“Modern Prometheus”: Example 2 of Transformational Play. Patrick Pettypjohn, Indiana University; Maria Solomou, Indiana University
Ander City: Example 3 of Transformational Play. Melissa Sommefeldt Gresalfi, Indiana University
Virtual Mesa Verde: Example Four of Transformational Play. Anna Arici, 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. Gesilda A. Tilley-Lahb, Virginia Polytechnic Institute and State University; Jennifer Sink McCloud, Virginia Polytechnic Institute and State University
Navigating the Pathways of Emerging Indigenous Researchers. Pohai L. Kukea-Shultz, University of Hawaii; Raviri Stephen Tinrara, Massey University; Mischa Kauanaheuuen Lechanko, University of Hawaii; Eomailain 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 Muxetti, Kennesaw State University; Julie Elmore, Barrow County School
Theorizing Identities in a “Just(s)y” Contested Terrain: Practice Theories of Identity Amid Critical-Poststructural Debates. Limarya Caraballo, 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 Lenz Taguchi, Stockholm University
Pedagogical Photo-Documentation of Children and Other Agentic Forces: Relational Materialism and Research on Early Childhood Education. Karin Hallman, Stockholm University
Rethinking Mathematical Subjectivity in Early-Childhood Teacher Education. Anna Palmer, The Stockholm University
Discussants: Lisa A. Mazei, 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 K. Aizizova, Oklahoma State University; Tami L. Moore, Oklahoma State University - Tulsa; Meng Wang, Oklahoma State University; Dawn M. Shinew, 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 Laursen, 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; Briana Crotwell Timmerman, University South Carolina; Cindy K. Siegelmeyer, 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  
Phillip 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 Unite, University of Regina  
Discussant:  
Leesa K. Fawcett, York University  

51.041. Linking Education, Health, and Human Services for Students From Vulnerable Populations. SIG-Education, Health, and Human Services; Paper Session  
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 Outward 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. Kapferman, 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. Ulanooff, 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 Carme Bersh, National-Louis University; Randee Lawrence, National-Louis University; Karen F. Tardrew, National-Louis University  
Discussants:  
Maya Levinon, National-Louis University  
Michelle L. Tichy, Saint Norbert College  
Suzanne Sohooh, 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
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:
Tarajean Zazzie-Mintz, Indiana 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, Lung-hua 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

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, Lung-hua 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; Tamska 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 Stenmagen, 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:
Ulrich Schiefele, University of Potsdam

51.050. Middle-Grades Teachers: Positioning and Pedagogy. SIG-Middle-Level Education Research; Paper Session
Sheraton, Plaza Concours 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, Asheville 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. Hewett, 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

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 Remsinger, 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 Visnovska, The University of Queensland; Qing Zhao, 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 Streblow, 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
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 Oroco, University of California - Riverside Participants: The Absence of African American Teachers in the Classroom. Edward L. Mason, Prairie View A&M University; Sherill 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. Tahuree 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 Concours Level, Plaza Court 6 8:15 am to 10:15 am Chair: Cadelle 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; ChaturontSantrakul, American Institutes for Research Discussant: Andrew J. Kolstad, National Center for Education Statistics


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; Ruthmea 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 Huynh, 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 and Hard of Hearing 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 Prekindergarteners 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;
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  
Tico, 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  
Service Learning in International Contexts: Preservice Teacher Outcomes and  
Recommendations. Kari A. Krouton Miller, California State University -  
Fullerton; Amber Michelle Gonzalez, University of California - Santa Barbara  
Community Service Learning: Impact on Tutees. Kathy M. Bussert-Webb,  
University of Texas - Brownsville; Maria Diaz, University of Texas -  
Brownsville; Liliana Lago, 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 Mupanduku, A Zusua  
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 Stoelenga, 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. Stuert 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  
Stoelenga, 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 Lamoureux, 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 Alexandrov, Freelance Academic
“Terminating the Teaching Profession”: Neoliberal Reform, Resistance, and the Assault on Teachers in Chile. Jill Andrea Pinkney Piastruna, 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. Díazcamacho, Universidad Veracruzana
Building and Assessing Teachers’ Knowledge Representations of Historical Events. Susan M. Miller, Kent State University; Dirk Jenther; 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. Egan, CTB/McGraw-Hill LLC; Christina Schneider, CTB/McGraw-Hill LLC; Michael Muenks, 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 Talajferro, 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. Snow, SRI International
Examining the Comparability of Revised GRE Items on Paper and Computer Using Cognitive Lab Methodology. Teresa C. King, ETS; Elizabeth A. Stone, ETS; Cara Calahan Laitusis, ETS
Reexamination of a Three-Component Model of Organizational Commitment. Lihua Xu, Oklahoma State University
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:
Post-Reform Teacher Unionism? The 2008 Bellevue Teacher Strike. Keith Nitta, University of Washington - Bothell; Daniel F. Jacoby, University of Washington - Bothell; Emily J. Shaw, The College Board; Cara Cahalan Laitusis, ETS
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 Pinelea 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 Kalleymeyn, 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 Mto, 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 McAffie, Washington State University - Tri-Cities; Tamara Holmblad 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:
An 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, 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

51.070-2. At the Edges of Our Knowing: New Studies in Curriculum and Social Justice, Division B - Curriculum Studies; Roundtable Session

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. Meka 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

Translating Tween Identity; Sense of Self in Junior High. Stefani Boulanger, Chapman University
The Impact of Culturally Relevant Pedagogy Within a Culture of Accountability. Michael Conner, Celentano Museum Academy, New Haven Public Schools; Dan W. Buttn, 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
“Those Are Dangerous Words”: Teacher LGBT Advocates and an Ecology of Fear. Elizabeth Payne, Syracuse University

51.070-4. Change, Self-Organization, and Ambiguity. SIG-Chaos & Complexity, Theories; Roundtable Session

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 Davis-Magbud, San Francisco State University
Allison Tintiango-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-Magbud, 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 Pinay Students. Liza Guesdon, San Francisco State University
Decolonizing Community College Leadership Pedagogy: Counter-Narratives of Transformative Community College Administrators of Color. Alexis Montevirgen, 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 Aoudi, 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 McNernery, Saint Xavier University - Chicago; Steven H. Wille, Universidad de Espirito 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. Xyauhte N. Neider, Washington State University
Interviewing 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-Filmball, Ball State University
Examining Teacher Change Over Time Using Surveys and Video Observation Data. Alice K. Holtzam, 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. Scheiber, 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. Voithofer, The Ohio State University
The American Jeremiad and Reforms: The Dramatic Vulnerabilities of Reform Texts. Irfan 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 Waikato; Bronwen Cowie, University of Waikato; Katrinir Orett-Cass, University of Waikato, New Zealand
Teachers' Moral Reflections: Contemplating Personal Reality. Sara G. Eron, 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

51.070-12. Situating Science Education: Eco-Justice, Indigeneity, and the Local-Global. Division B - Curriculum Studies cosponsored with SIG-Ivan Illich; Roundtable Session
Chair: Kurt Love, Central Connecticut State University
Participants:
Teaching Against the “Illusion of Disembodiedness”: Ecofeminism, Ecosocial Justice, and Science Education. Rebecca Martasewicz, 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. Andrejs Kubnieks, York University; Dan Longboat, Trent University; Kelly A. Young, Trent University

Chair: Mary Louise Gomez, University of Wisconsin - Madison
Participants:
Using Visual Methods to Examine Asian American College Students' Dilemmas of Space and Race. Michelle Samara, 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. Suezi Moses Abijan, University of California - Los Angeles; Maricela Gzian, 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 Boyak, 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-Havely, University of California - Los Angeles; Erica Frankenherg, University of California - Los Angeles
Special Education and the Construction of the Sovereign Self. Michael Jay Searbaugh, University of Oklahoma
Surveillance and Support: Mothers, Teachers, and Child Protection Workers. Jannie McGowan, University of Oklahoma
Define Collective Responsibility for the Educational Success of Malnourished Children. Kelly A. Gallagher-Mackay, OISE/University of Toronto

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. Demers, 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, Eleri; Janet D. Held, Navy Personnel Research and Development
The Robustness of the t Test With Different, Non-Normal Distributions. Alan J. Klockars, University of Washington; Julie Ann Lohr, University of Washington

51.070-17. Thinking Beyond Race in Critical Curriculum Studies. 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. Kyung Eun Jang, University of Wisconsin - Madison

51.070-18. Understanding and Contesting Heteronormativity. Division B - Curriculum Studies; Roundtable Session
Chairs: Darla Litvile, Colby College; Brett Stoudt, City University of New York
Participants:
Hegemony Has His Hand Up Again: Masculinities Mediated in Talk. Shannon Hawn Dow Marve 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/Slidered Piers. 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 Cuunter 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-semiotic Perspective on Multiliteracies Research
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: Zehavit Gross, Bar-Ilan University
Participants: Socializing Agents and Personal Experiences as Predictors of Israeli Adolescents’ Understanding of Conflict and Peace. Shai Fixman, Harvard University
Exploring Concepts of Forgiveness Among Palestinian Teachers in Israel. Ilham Nasser, George Mason University; Mohammed abunimer, American University; Najwa Alhas, Ben-Gurion University
Arab and Jewish Students at the University of Haifa: Identity Map Drawings Within the Intricate Israeli Political Context. Rachel Hertz-Lazarowitz, Haifa University; Haggai Kupermintz, University of Haifa; Tamar Zelhner, Tel-Aviv University; Aber Farah, University of Haifa; Moran Yosef-Meitav, University of Haifa
The Emotional Complexities of Teaching Conflictual Historical Narratives: The Case of Integrated Palestinian-Jewish Schools in Israel. Zvi Bekerma, Hebrew University of Jerusalem; Michalina Zemlyans, Open University; Cyprus

51.071-2. Exploring Linguistic Practices, Competencies, and Identities Across Diverse 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. In-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
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”: Preserve 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 Svoboda, 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 Brenneman, 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; Jian 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 Pibrhai-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 Heerum, College of Staten Island - CUNY
“Authors Meet Critic”: Reinventing Critical Pedagogy. Widenning the Circle of Anti-Oppression Education. Cesar A. Rossatto, 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. Lou, 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 Ponitz, 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 Skoteenko, 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’ Representation 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 Lavandén, Loyola Marymount University
Participants: Evaluating Success in the First Years of a Public Dual-Language Program. Stephanie N. Baeue, 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 Buralis, Hofstra University
Resilient and Nonresilient Middle-School Latino Students’ Perceptions of Learning Environments. Yolanda N. Padron, Texas A&M University; Susana
Elena Franco-Fuenmayor, Texas A&M University; Brooke E. Kandel-Cisco, Butler University; Hersh C. Waxman, Texas A&M University
What’s the Answer? Repair in a Dual-Immersion Classroom. Ursula S. Aldana, University of California - Los Angeles

51.072. Roundtable Session 33: Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Section 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 Karanxha, 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 Spindler, 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 Dwayne Williams, Brigham Young University; Joseph B. South, Brigham Young University; Stephen C. Vanchar, 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 Swackhammer, RMC 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 Bernotky, West Chester University; Edward Wolff, Arcadia University; Kathleen Krier, Temple University; F. Joseph Merlino, La Salle University
The Effect of Lottery Incentives on Respondent Behavior and Response Quality. Jerold Logueilles, Springfield College; Elizabeth A. Williams, University of Massachusetts - Amherst; Daniel Saunders, University of Massachusetts - Amherst

51.072-5. Design and Development of Online and Blended Courses. SIG-Instructional Technology; Roundtable Session
Chair: Glenn E. Strobble, 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 Verasimos, CARDET - Indiana University; Charalambos Varitas, 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. Kai Xie, Mississippi State University; TeAndrea Beaudry, 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, Arizona State 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 Porath, University of Wisconsin - Madison
Validity of Computer-Mediated Formative Peer Assessment: Preservice 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; Celia (Rui) Pan, Purdue University; Johannes Strobel, Purdue University
Student Characteristics That Affect Ninth-Grade Students’ Mathematics Achievement in Digital Game-Based Learning. Dixie Sweartengren, University of Oklahoma; Deniz Eseryel, University of Oklahoma
Teaching Computational Thinking Through the Scalable Game Design Curriculum. Alex Repenning, AgentSheets Inc.; Andre 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 Pohavapatchko, 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 Hollingsworth, University of Iowa
Preparing School Leaders to Integrate Early Childhood and K-12 Systems into an Aligned 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. Miliotello, North Carolina State University; Sharon F. Ralls, University of Massachusetts; Ellen B. Goldberg, Vanderbilt University

51.072-11. Roundtable: Since Dewey: Pragmatist Influences in Education. SIG-Instructional Technology; 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. Malachy, Memorial University - Newfoundland; Karen C. Goodnough, 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. Burry-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

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

Division and SIG Posters

51.073. Poster Session 10; Poster Session
Colorado Convention Center, Lower Level, Korbel 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. Thienhuong 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
University

6. Investigating an Old Issue From Ecological Perspectives: Do We Need the Classification of Reading Disabilities? Wei-Pai Lu, Pioneer Valley Chinese Immersion Charter School; Daniel P. Hallahan, University of Virginia

7. Letting the Evidence Guide: Research-Based Program Redesign for Special Education Teacher Training. Gretchen D. Butera, Indiana University; Amber M. Friesen, Indiana University; Regina Marie Weir, Indiana University; Karl Swenson, Indiana University

8. Maximizing Learning Opportunities in a Special Education Professional Development Project. Melinda Leko, University of Wisconsin - Madison; Mary T. Brownell, University of Florida; Mary Theresa Kiely, University of Florida; Anna Osipova, California State University - Los Angeles; Mary Patricia Dingle, Sonoma State University; Charlotte Anne Mundh, The University of Alabama

9. Preservice Special and General Educators’ Concerns About Differentiating Instruction for Diverse Student Populations Served in Collaborative Inclusive Settings. Mary Beirne-Smith, The University of Alabama; Judy L. Giesen, The University of Alabama

10. Rapid Letter Naming Performance to Assist in Identifying Learning Disabilities, Autism, and ADHD. Tracey Nicole Sulak, Baylor University; Lucy M. Barnard-Brak, Baylor University

11. Schools of Promise: Examining a University-School District Partnership Focused on Inclusive School Reform. Julie N. Castrout-Theoharis, Syracuse University; George Theoharis, Syracuse University; Christine Elaine Ashby, Syracuse University; Megan Cosier, Syracuse University; Joshua Bornstein, Syracuse University; Fernanda Orsati, Syracuse University; Thomas Bull, Syracuse University

12. State of the Field: A Review of the Variation in Methods and Reporting Practices of Contemporary Special Education Meta-Analyses. Jennie L. Farmer, University of South Florida

13. The Impact of Reading Curriculum on Special Education Teachers’ Word Study and Fluency Instruction. Diane S. Haager, California State University - Los Angeles; Janette K. Klingner, University of Colorado - Boulder; Mary Patricia Dingle, Sonoma State University; Mary T. Brownell, University of Florida; Anna Osipova, California State University - Los Angeles

51.073-2. Efficacy and Critical Reflection in Teacher Education. Division K - Teaching and Teacher Education; Poster Session

Posters:
14. Building a Supportive Environment for Prospective Teachers’ Critical Reflection. Katrina Liu, University of Wisconsin - Madison; Kenneth Zeichner, University of Washington


16. Building Efficacy and Differentiating Instruction Through a Simulated Reading Teacher Experience. Heather Rogers Haverback, Towson University

17. Preservice Teachers’ Self-Efficacy and Its Sources. Sunjin Oh, Iowa State University; Mack C. Shelley, II, Iowa State University

18. Preservice Teachers’ Conceptions of Motivating Instructional Strategies. Marcus Lee Johnson, University of Nevada - Las Vegas

19. The Confidence to Teach Other People’s Children: Increasing Preservice Teachers’ Efficacy. Margarita Jimenez-Silva, Arizona State University; Kate Olson, Arizona State University; Norma Jimenez Hernandez, Claremont Graduate University


21. “Reflection-in-Action Has Become My Very Best Friend”: Reflective Thinking in Early Childhood Student Teachers’ Writings. Abigail M. Jowkes, Hunter College - CUNY; Debra L. Lively, Saginaw Valley State University; Anne Renee Tapp, Saginaw Valley State University

22. Transforming Teaching Through Self-Knowledge: Autobiography as an Educational Tool for Preservice Teachers. Clair T. Berube, Hampton University; Jeffrey Gline, Yeshiva University

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; Mingyi Shih, California State University - Los Angeles


25. Academic and Behavioral Outcomes for Adolescents at Risk for EBD. Marjorie Montague, University of Miami; Marcelo Castro, Nova Southeastern University; Wendy Morrison Cavendish, University of Miami; Craig K. Enders, Arizona State University

26. Self-Concept Development in Children With Disabilities: Domain, Disability Category, Gender, and Race-Ethnicity Differences From Early Elementary to High School Years. Xin Wei, SRI International; Jose Blackorby, SRI International; Camille Marker, SRI International

27. Self-Regulated Strategy Development for Second-Grade Students With Writing and Behavioral Difficulties: A Randomized Control Trial. Karen R. Harris, Vanderbilt University; Karin Sandmel, Vanderbilt University; Kathleen Lynne Lane, Vanderbilt University; Steve Graham, Vanderbilt University; Steven Driscoll, Vanderbilt University; Paul Morphy, Vanderbilt University; Michael Hebert, Vanderbilt University; Emily House, Vanderbilt University

28. The Effectiveness of a School-Wide Classroom Management Intervention. Alan L. Edmunds, University of Western Ontario

29. Transforming Students With Learning Disabilities Into Self-Regulated Learners: Interventions on Goal Setting and Self-Reflection. Junrong Kang, Wittenberg University; Ashmi Marshall Reeve, Korea University; Wu, Su, University of Iowa; Christopher K. Vanderwelde, University of Iowa

51.073-4. Improving Professional Practice Through Action Research. SIG-Action Research; Poster Session

Posters:
30. Counting Counts, and Other Lessons Learned From Action Evaluation. Barbara B. Kavulich, University of West Georgia


32. Writing and Math: The Impact of a Journal-Writing Intervention on Undergraduate Math Students. Mary G. Zeleny, University of Nebraska - Lincoln

51.073-5. Informal Learning Across a Variety of Settings and Tools. SIG-Informal Learning Environments Research; Poster Session

Posters:
33. Acceso la Ciencia: Expanding STEM Learning Repertoires in Rural Latino Communities Through Informal Science Activities. Anne E. Campbell, Fairfield University; Michael S. Tresias, Washington State University

34. Children’s Experience Recall and Cognitive Tool Use From Historic Site Visits. Denice Blair Leach, Michigan State University

35. Informal Learning Effects of Playing a History-Simulation Game: “Romance of Three Kingdoms”. Shiangkwei Wang, New York Institute of Technology

36. School Group Visits to an Informal Science Education Center: Boys and Girls Behave Differently at Exhibits. Lisa E. Sechter, Tulane University; Elizabeth Jane Carey, Tulane University; Brooke Jachyn Hansen, Tulane University

37. The Effects of an All-Girls Science Camp on Middle School Girls’ Perceptions of Science and the Nature of Science. Roxanne M. Hughes, Florida State University; Kristen Joy Molyneux, University of Wisconsin - Madison


51.073-6. Multilingualism, Multiculture, and Multiliteracies Across Contexts. Division G - Social Context of Education; Poster Session

Posters:

40. “It’s A Kinda Like School, But Not Really”: After-School Spaces of Literacy Learning and Engagement...see hie Park, University of Pennsylvania

41. Developing a Sustainable Curriculum for World Language Education Through National Standards. Elizabeth Julie Hallinan, University of Iowa

42. The Writing Development of Four Kindergarten ESL Students. Xun Zheng, University of Illinois - Urbana-Champaign; Sarah J. McCarthy, University of Illinois - Urbana-Champaign


44. The Complex Ecologies of Transidiomatic Advertisements in a Globalizing Community. Patrick Henry Smith, University of Texas - El Paso; Luz A.
51.073-7. New Directions in Research on Achievement Goal Orientation. SIG-Motivation in Education; Poster Session

Posters:

50. An Exploration of the Stability of High School Students’ Achievement Goals in English and Math. Jared Anthony, Fordham University; Min-Kyoung S. Park, Fordham University; Kaven Elizabeth Clayton, Fordham University; Peggy Ann Barnett, Fordham University; Akane Zieslo, Fordham University

51. Antecedents and Trajectories of Achievement Goals: A Self-Determination Theory Perspective. Keith Damien Ciani, University of Missouri - Kansas City; Kennon M. Sheldon, University of Missouri; Jonathan C. Hilpert, Indiana University/Purdue University at Fort Wayne; Matthew Adam Easter, University of Missouri - Columbia

52. Conformity as a Predictor of Achievement Goals and Affect With Parental Academic Pressure and Social Support as Mediators. B. Ji; Jung; Arun Huang, Korea University; Catherine Cho, Korea University; Minji Bong, Korea University


54. Examining Relationships Between Academic and Social Achievement Goals and Routes to Happiness. Christopher O. Walker, University of Science and Arts of Oklahoma; Tina Wun, University of Science and Arts of Oklahoma; Rachel M. Latjens, University of Science and Arts of Oklahoma

55. Expanding the Set of Achievement Goals to Include Get-High-Grades and Pass-the-Class. Michelle M. Riconoscente, University of Southern California

56. Intra-Individual Stability in Achievement Goals Across the Middle School Transition. James W. Fryer, Saint Lawrence University; Andrew J. Elliot, University of Rochester

57. Perceived Instrumentality, Achievement Goals, and Deep Processing: Direct or Mediated Effects? Raymond B. Miller, University of Oklahoma; Barbara A. Greene, University of Oklahoma; Connie L. Dillon, University of Oklahoma; Bruce Mason, University of Oklahoma

58. The Effect of Competition Type and Goal Orientation on Task Interest, Performance, and Attribution. Karam Lim, Korea University; Sung-Bi Kim, Korea University

59. The Relation Between Achievement Goals and Expectancy-Value Variables in Predicting Grades and Career Intentions. Isabelle Plante, University of Montreal

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

Posters:

60. A Comparison Study of Gifted and Vocational Adolescents on the OEQ. Jane M. Pirro, Ashland University

61. Dear Mr. President: Gifted Students’ Advice on Solving the World’s Problems. Matthew C. Makel, Duke University


63. The Advanced Placement Program and Gifted Learners: A Comparative Study of Success. David Clark, Sam Houston State University; George W. Moore, Sam Houston State University; John R. Slate, Sam Houston State University

64. A Case Study of One District’s Attempt to Increase the Gifted Identification of Diverse Elementary School Students by Having a Talent Development Program. Robin K. Franklin, Virginia Commonwealth University

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

Posters:

65. A 5-Year Longitudinal Study of One Los Angeles Upward Bound Program. Sharmakrenia D. Henderson, Pepperdine University; Diana B. Hiatt-Michael, Pepperdine University

66. Becoming a Physicist in a U.S. Lab: International Members’ Adaptation to a Community of Practice. Hsiang-Ning Rebecca Chu, J-Shou University; Diane L. Schallert, University of Texas - Austin; The A-Team, University of Texas - Austin

67. Family SES Effects on Reading Achievement: Differences Across Grade Levels in Multilevel Structural Equation Analyses. Xiaorui Huang, Chinese University of Hong Kong; Kim-Tai Hau, Chinese University of Hong Kong; Jianfang Chang, Chinese University of Hong Kong

68. Investigating Personal Profiles of Urban High School Students: Impacts on Academic Achievement and Ethnic Differences. Taka Namikawa, University of Illinois - Urbana-Champaign

69. Successful Parental Involvement in Multicultural Schools: A Critical Analysis of Two Flemish (Belgian) Case-Study Schools. Liesbeth Pirot, University of Leuven; Geert Kelchtermans, University of Leuven; Hilde Colpin, University of Leuven

70. The Interrelationship of School Climate and Opportunity to Learn: Perspectives From Students and Teachers. Joan Mitchell, The University of Alabama; Alan Brown, The University of Alabama

71. The Role of Classroom Discourse in Creating Mathematics Classroom Contexts That Promote Equity. Clare Valérie Bell, University of Missouri - Kansas City; Stephen J. Pape, University of Florida

72. “The School Readiness Gap”: Examining the Nuances of Social Class and Race. Jenell Nicole Kelly, University of Illinois - Urbana-Champaign; Robin Jarrett, University of Illinois - Urbana-Champaign

51.073-10. Technology as an Agent of Change in Teaching and Learning Poster Session. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session

Posters:

73. Exploring Factors Influencing Korean Teachers’ Technology Integration. Wonsug Shin, Teachers College, Columbia University; Ellen B. Meier, Teachers College, Columbia University

74. Problem-Based Design: A Technology-Oriented Teacher Professional Development Model. Andrew Walker, Utah State University; M. Brooke Roberts, Utah State University; Mimi M. Becker, Utah State University

75. Computerized Classroom Simulation Improves Preservice and In-Service Teachers’ Perceived Efficacy. Amber Ellison, University of North Texas; Tendra Lea Tyler-Wood, University of North Texas; Rebekah McPherson, Pamela K. Peak, University of North Texas; Brenda L. Barrio, University of North Texas; Gerald A. Knezek, University of North Texas; Rhonda R. Christensen, University of North Texas

76. Evaluation of the Integrating Technology for Inquiry Model. Shanan L. Chappell, Old Dominion University; Shaina L. Pribesh, Old Dominion University

77. Teachers’ Meaning Making With a Video-Annotation Tool. Hyoung-Soo So, Nanyang Technological University, Singapore; Wei Ying Lim, National Institute of Education, Singapore

78. Designing for Geospatial Technology Integration Within K-12 Geography Classrooms. Aaron Doering, University of Minnesota; Cassandra Scharber, University of Minnesota; Charles DeVaughn Miller, University of Minnesota; George Veletsianos, University of Texas - Austin

79. Collaboration and the Use of Mobile Devices in Higher Education. Brian Gene Burton, Abilene Christian University; Barbara Nell Martin, University of Central Missouri


81. Schools as a Revolving Technological Landscape: Sustaining Practices Amid Clamorous Discussions on Change. Yu-Ping Cheng, University of Illinois - Urbana-Champaign; Michael, Pepperdine 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**

53.010. Multilingualism and Intercultural Communication: Research Findings and Research Paradigms Across the World. Presidential Session cosponsored with World Education Research Association; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
10:35 am to 12:05 pm
Chair: Luis C. Moll, The University of Arizona
Participants:
- Linguistic Diversity Management in Urban Areas - European Experience. Ingrid Gogolin, Universität Hamburg; Interim President, World Education Research Association
- “Super-Diversity” in the Mexican Countryside? Experiences from Bilingual and Intercultural Education Strategies. Guatther Dietz, Universidad Veracruzana

53.011. Teacher Knowledge and Student Diversity. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 E
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
- Fokalohde Cromwell Solomon, Harvard University
- Josiane Hudicourt-Barnes, TERC
- Christopher George Wright, Tufts University
- Eli Tucker-Raymond, TERC
- Yolanda J. Majors, University of Illinois - Chicago

**AERA Sessions**

53.012. Journal Talks - Session 5. AERA Sessions; Invited Roundtable
Colorado Convention Center, Lower Level, Korbel Ballroom 2
10:35 am to 12:05 pm
Participants:
1. Educational Psychology Review. Daniel H. Robinson, University of Texas
2. Journal of Research on Technology in Education. Lynne Schrum, George Mason University
4. Learning and Individual Differences. Elena L. Grigorenko, Yale University
5. International Journal of Leadership in Education. Duncan Waite, Texas State University - San Marcos; Juan Manuel Nino, Texas State University - San Marcos
6. Learning and Instruction. P. Karen Murphy, The Pennsylvania State University; Lucia Mason, University of Padua, Italy
9. Contemporary Issues in Technology and Teacher Education. Natalie B. Milman, The George Washington University; Peter H. Adamy, University of Rhode Island; Lynn Bell, University of Virginia
10. Metacognition and Learning. Marcel V. J. Veerman, Leiden University
11. Journal of Moral Education. Joanne O Flaherty, University of Strathclyde, University of Limerick
13. National Association of Student Affairs Professionals Journal. Lemu Ell. Watson, Northern Illinois University; Terrell Lamonstrayhorn, The University of Tennessee
15. NSSE Yearbooks. Lyn Corno, Teachers College, Columbia University
16. Teachers College Record. Jeanny M. Frank, Teachers College, Columbia University
17. Pedagogica Historica, International Journal of the History of Education. Marc Depaepe, Catholic University of Leuven; Frank Ferand Simon, Ghent University, Belgium
20. Journal of Encyclopedia of Learning (JEL). Jeffrey K. Brooks, University of Missouri; Anthony H. Normore, California State University - Dominguez Hills; Autumn K. Tooms, Kent State University; Gaetane Jean-Marie, University of Oklahoma

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 Peacer, 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 Academies
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
Participants:
- Marc Lamont Hill, Teachers College, Columbia University
- Jonathan L. Zimmerman, New York University
- Scott Jaschik, Inside Higher Ed
- R. Holly Yettick, University of Colorado - Boulder

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:
- Dubravka Svetina, Arizona State University
- Karen E. Rambo, 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. Reichardi, 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:
- Bucu 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

Division Sessions

53.018. Leadership, Teaching, and Learning. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 14 10:35 am to 12:05 pm

Chair:
- Floyd D. Beachum, Lehigh University

Participants:
- Connecting Principal Leadership, Teacher Collaboration, and Student Achievement. Yvonne L. Goddard, Texas A&M University; Robert James Miller, Texas A&M University; Ross Allen Andrew Larsen, Texas A&M University; Roger D. Goddard, Education Leadership Research Center; Robin Tepper-Jacob, University of Michigan; Jean Madsen, Texas A&M University; Pat A. Schroeder, Texas A&M University
- Departmental Differences in Students’ Perceptions of Instruction in Chicago High Schools. Valerie E. Lee, University of Michigan; Shanta R Robinson, University of Michigan; Elaine M. Allensworth, University of Chicago; Macarena M. Correa, Consortium on Chicago School Research
- Making Sense of F’s: How High Schools Shape Students’ Interpretations of and Responses to Failure. Camille A. Farrington, University of Washington
- Middle School Effect on Academic Achievement Growth in Korea. Yang-Boon Kim, Korean Educational Development Institute; HyeKyung Jung, University of California - Los Angeles

53.019. Leading for Instructional Improvement: Research Into Peer Support Structures. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 12

Chair:
- Deinya M. Phenix, Brown University

Participants:
- Moving From “Cheerleading” to Instructional Improvement: How Principals Conceive of and Conduct Teacher Evaluation. Morgan L. Donaldson, University of Connecticut; Chad D. Ellis, University of Connecticut
- The Gradual Increase of Responsibility Model: Coaching for Teacher Change. Vicki S. Collet, University at Buffalo - SUNY
- Tracing Specific Effects of Teacher Inquiry on Classroom Practice. Bradley A. Ermeling, University of California - Los Angeles
- “We May Not Be There Yet”: Action Theories and Outcomes Associated With Critical Friends Groups. Gary E. Marx, Eastern Michigan University; Wendy M. Burke, Eastern Michigan University; James E. Berry, Eastern Michigan University
- Interventions With Educational Leaders to Improve Research Use and Its Impact in Canadian Secondary Schools. Benjamin Levin, OISE/University of Toronto; Amanda Cooper, OISE/University of Toronto

Discussant:
- Kathryn Bell McKenzie, Texas A&M University - College Station

53.020. Globalizing Contexts, Local Places: Pedagogy and Postcolonialism. Division B - Curriculum Studies; Symposium Colorado Convention Center, Street Level Room 110 10:35 am to 12:05 pm

Chair:
- Lesley Lionel Leonard Le Grange, Stellenbosch University

Participants:
- Pedagogy in Common: Rethinking Democratic Education in the Global Era. Noël De Lissovoy, University of Texas - Austin
- A Tale of Two Documents: Science Education and Climate Change Under the Shadow of Neo-Liberalism. Aijay Sharma, University of Georgia
- In the Shadow of NAFTA: Producing Transformative Youth Identities in a Mexican Turtle Recovery Project. Maria Timmons Flores, Western Washington University
- Bridging the Gap Between Home and School Cultures With Culturally Responsive Curricula: The Ka Hana 'Ioni Na'a'ao Project. Scott Anderson Bowditch, University of Hawaii - Manoa; Lisa Galloway, University of Hawaii; Kelly Drew Roberts, University of Hawaii
- Dismantling Metrocentric and Metronormative Curricula: Toward a Critical Pedagogy of Rural Space and Place. Christopher Stapel, University of Kentucky

Discussant:
- Sandy Grande, Connecticut College

53.021. The Practice of Freedom: Theoretical Approaches to Social Justice Pedagogy. Division B - Curriculum Studies; Symposium Colorado Convention Center, Street Level Room 701 10:35 am to 12:05 pm

Chair:
- Thandeka K. Chapman, University of Wisconsin - Milwaukee

Participants:
- Jump at da Sun: Black Feminist Influences on Social Justice Pedagogy. Adrienne D. Dixson, The Ohio State University; Jamila D. Smith, The Ohio State University
- Can We Learn Queerly? Normativity and Social Justice Pedagogies. Lisa W. Lotzhenheiser, University of British Columbia
- Indigenous Knowledges and Social Justice Pedagogy. Bryan McKinley Jones Brayboy, Arizona State University; Teresa L. McCarty, Arizona State University
- Welcoming the Unwelcome: Disability as Diversity. David J. Connor, Hunter College - CUNY; Susan L. Gabel, National-Louis University

Discussant:
- Nikola Hobbelt, Humboldt State University

53.022. Explorations of Motivation in Relation to Students’ Academic Choices and Aspirations. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level Room 102 10:35 am to 12:05 pm

Chair:
- Jason A. Chen, Emory University
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: 
Jeanine E. Turner, Florida State University 
Participants: 
Feedback in Higher Education: Exploring Perceptions and Processes Among Major Stakeholders. Kauman Shaik, 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 Anschuetz, Universitaet Oldenburg; Sascha Bernholt, IPN Leibniz-Institute for Science and Mathematics Education; Ika Parchmann, Universitaet Oldenburg; Jale Oezgur, 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 Reattribution Training. Andrea Anschuetz, Universitaet Oldenburg; Sascha Bernholt, IPN Leibniz-Institute for Science and Mathematics Education; Barbara Moschner, Universitaet Oldenburg 
Discussant: 
Douglas F. Kauffman, 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; Rachel Doherty, University of Illinois - Chicago 
Epistemic Growth in Model-Based Argumentation. Luke Andew Buckland, Rutgers University; Clark A. Chinn, Rutgers University; Ravit Golan Duncan, Rutgers University 
Discussant: 
Randi A. Engle, University of California - Berkeley 

Division C - Learning and Instruction; Symposium 
Colorado Convention Center, Street Level, Room 203 
10:35 am to 12:05 pm 
Discussant: 
Danielle McNamara, The University of Memphis 
Participants: 
Exploring How Relevance Instructions Affect Goal Focusing and Text Processing: A Mixed-Methods Study. Matthew T. McCrudden, Victoria 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. Sperling, The Pennsylvania State University; Crystal M. Ramsay, The Pennsylvania State University 
A Deeper Look at Why Readers Succeed or Fail. Daniel Dissmore, University of Maryland; Emily W. Fox, University of Maryland; Meghan Margaret Parkinson, University of Maryland; Taslima 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; Hyan-ju Kim, University of Michigan; Darin B. Stockall, University of Michigan; Christopher Kolb, University of Michigan 
Discussant: 
Patricia A. Alexander, University of Maryland 

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. Balbette Park, Saarland University; Rayxana Moreno, University of New Mexico; Tina Seefert, Ulm University; Roland Bruenken, 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 Yankielewitz, 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. Summers, 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 - Colorado Convention Center; Street Level, Room 106
10:35 am to 12:05 pm
Chair: Sheila Valencia, University of Washington
Participants:
The Importance of Academic English Proficiency for Reading Comprehension. Dianna R. Townsend, University of Nevada - Reno, Ana M. Taboada, George Mason University
Reading Comprehension Challenges of English-Language Learners. Sheila Valencia, University of Washington; Atehea Westover, University of Washington; Audrey Lucero, University of Colorado - Boulder; Leonard Alvarez, University of Washington
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. Anushko, Harvard University; Joan Kelley, Harvard University; Michael J. Kieffer, Harvard University; Jennifer Jacoby, Harvard University

Discussants:
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 - Sheraton, Plaza Concourse Level, Governor’s Square 16
10:35 am to 12:05 pm
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 H. 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 Pichart, 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; Gyongyver Mohar, University of Szeged; Krisztina R. Toth, University of Szeged

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

53.031. Key Issues in Teaching Qualitative Research. Division D - Measurement and Research Methodology cosponsored with SIG-Qualitative Research; Working Group Roundtable - Sheraton, Plaza Concourse Level, Director’s Row H
10:35 am to 12:05 pm
Chairs: Margaret A. Eisenhart, University of Colorado - Boulder; Susan Jurrow, University of Colorado - Boulder
Participants:
What Counts as Qual? Boundaries in Teaching Qualitative Research. Judith Preisssle, 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 Jurrow, University of Colorado - Boulder

Discussants:
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 - Sheraton, Plaza Concourse Level, Governor’s Square 17
10:35 am to 12:05 pm
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

Discussant:
Mary G. Lieberman, Florida Atlantic University

53.033. Educational Innovations: Conflicts and Contexts. Division F - History and Historiography cosponsored with Division G - Social Context of Education; Paper Session - Colorado Convention Center, Street Level, Room 108
10:35 am to 12:05 pm
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

Discussant:
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 - Colorado Convention Center, Street Level, Room 703
10:35 am to 12:05 pm
Chairs:
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. Tidane 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
53.036. Narratives and Practices of African American Mathematics Teachers in Contemporary Schooling Contexts. Division G - Social Context of Education; Structured Poster Session 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. Faruhaa Nyamekye, University of Maryland - College Park
Discussant: Rich Milner, Vanderbilt University

53.037. Reimagining Public Education: Critical Politics and Democracy. Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 711
10:35 am to 12:05 pm
Chair: Geoff Whitty, Institute of Education - London
Participants:
Interrogating “Student Voice” Approaches to Political Education: Do They Promote Democracy or Reify Inequality? Diana E. Hess, University of Wisconsin - Madison
Governing the Local: Community, “Vulnerable” Youth, and Democracy. Julie E. McLeod, University of Melbourne; Glenn C. Savage, University of Melbourne
Becoming Revolutionary in Education? The Radical Possibilities of a Pedagogic Politics of Becoming. Deborah C. Youdell, Institute of Education - London
The Tasks of the Critical Scholar/Activist in Education. Michael W. Apple, University of Wisconsin

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. Huafang 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 Widdowsen, 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. Yuyang Xu, Virginia Commonwealth University; Christopher E. Chin, Virginia Commonwealth University; Evelyn Reed-Victor, Virginia Commonwealth University; Cynthia W. Hutchinson, Virginia Commonwealth University; Bin Liu, Yuyang 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 Gzadi-Lee, Wilder Research; Ernest C. Davenport, Jr., University of Minnesota
Discussant: Jennifer Elise Iriri, 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 Hunter, Vanderbilt University; Dale C. Farran, Vanderbilt University; David Conray, 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
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. Morpew, University of Iowa Participants: 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 Participant: Richard L. Colvin, Teachers College, Columbia University Discussants: Linda Serra Hagedorn, Iowa State University Thomas R. Bailey, Teachers College, Columbia 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 on the Onset of the Second Stage of Their Teaching Career. Savigny Mbaye Guigue; 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 Stemhagen, Virginia Commonwealth University Discussant: David C. Webb, University of Colorado - Boulder

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. McChatto, 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. Marleene Carol Pagnach, University of Wisconsin - Milwaukee; Linda Blanton, Florida International University Teaching Students With Disabilities Efficacy Survey; Follow-Up and Findings. Heathar Sue Davson, The Ohio State University - Columbus “Less Afraid to Have Them in My Classroom”: Understanding Preservice General Educators’ Perceptions About Inclusion. Erica D. McCray, University of Florida; Patricia M. McChatto, 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 McDaniel, 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. Atanases, University of California - Davis Discussant: Gloria J. Ladson-Billings, University of Wisconsin - Madison


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: Malaya Bernstein, West Virginia University Participants: Perceptions and Practices of Beginning Male Teachers: Implications for Teacher Preparation. Sarah Entecline, 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 Ecological Exigencies: Formal and Informal Settings for Teaching and Learning. Rachelle D. Washington, Clemson University Coconstructing Professional Strength and Voice With Latina Early Childhood Educators. Rosario M. Ordaz-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
N. Catena, Princeton University  
Developing Comprehensive Induction in Six Independent Schools: Lessons From the Field. Sarah Birkeland, Brandeis University; Sharon Feiman-Nemser, Brandeis University  
Beyond Surviving: Supporting Beginning Teachers as They Redefine Themselves. Kate Kinney Grossman, Philadelphia New Teachers Network; Lisa Smulyan, Swarthmore College; Kathy Schultz, University of Pennsylvania  
Mentoring for Second-Stage Teachers. Marya R. Levenson, Brandeis University; Sandra H. Resnick, Brandeis University  
Discussant: Sharon Feiman-Nemser, Brandeis University

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, Montclair 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 Dearmond, University of Washington  
Disseminating and Legitimizing 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 Shipps, 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  
The Choice School Curriculum, Student Achievement, and Student Mobility: How NCLB Choice Provisions Influence Student Achievement. Betty S. Teasley, Vanderbilt University; Anna Nicotera, Vanderbilt University  
Discussant: Karen Ann Meyer, University of British Columbia

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  
Participants:  
Action Figuring: A Liminality of Aesthetic. Victoria J. Grube, Appalachian State University  
Changing Girlhoods: Preteen Girls and the Representations 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: Julienne Guillard, The Pennsylvania State University

5 3.051. Complicated Ecologies: Life Writing as Métissage. 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 Métissage. Vicki Lynn Kelly, Simon Fraser University  
Opening to the World. Janet Pletz, University of British Columbia  
All Our Tangled Relations. Christy Aued, 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. Fourmillier, Georgia State University  
Participants:  

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; Yuen Yin, University of Illinois - Chicago; Maria Arcaceli Ruiz-Primo, University of Colorado - Denver; Min Li, University of Washington  
Formative Assessments of Literacy and Numeracy in Primary Grades. Hwei Hong Wong, Nanyang Technological University, Singapore; Scott G. Paris, National Institute of Education, Singapore  
Middle-Grade Students’ Responses to Two-Tier Tasks. Shujahan 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-Hispanic Research Issues; Symposium Colorado Convention Center, Street Level, Room 606 10:35 am to 12:05 pm
Chair: Maria E. Franquiz, University of Texas - Austin
Participants: Reclaiming Biliteracy Voices: Latina Preservice Teachers Authoring Stories of Transformation. Carol Brochin 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

53.058. Interrupted Voices: Latina Teachers Authoring Self in a Changing World. SIG-Hispanic Research Issues; Symposium Colorado Convention Center, Street Level, Room 660 10:35 am to 12:05 pm
Chair: Maria E. Franquiz, University of Texas - Austin
Participants: Reclaiming Biliteracy Voices: Latina Preservice Teachers Authoring Stories of Transformation. Carol Brochin 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

53.056. 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. Cennamo, Virginia Polytechnic Institute and State University; Carol B. Brandt, Virginia Polytechnic Institute and State University; Brigitte 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 Fadle, 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 Desile, 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 Heinchen, Texas State University; Kvangok Song, University of Texas - Austin; Angie Zapata, University of Texas - Austin; Katie Peterson, University of Texas - Austin

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. Kari 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. Iba 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 Florio-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; Donwe Beijaard, 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
53.062. Making the Case for Digital Media Production as Identity Development. SIG-Media, Culture, and Curriculum; Symposium
Colorado Convention Center, Street Level, Room 101
10:35 am to 12:05 pm
Chair:
Erica Rosenfeld Halverson, University of Wisconsin - Madison
Participants:
Artistic Production Processes as Venues for Positive Identity Development. Erica Rosenfeld Halverson, University of Wisconsin - Madison
What Part of Me Do I Want to Show? Youth Discussions of Their Media Productions. Damiana Gibbons, University of Wisconsin - Madison
Discussants:
Barton J. Hirsch, Northwestern University
Theresa Rogers, University of British Columbia
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-Lebouef, Sam Houston State University; Mae Lane, Sam Houston State University; Julie Carson, Sam Houston State University; Elizabeth Torres, Sam Houston State University; Anthony J. Omwenga-Bhagwatie, Sam Houston State University; Marla H. Mallette, Southern Illinois University - Carbondale
Instrument Development for Exploring the Professional Growth Continuum: A Methodological Approach. Mary Elizabeth Hobbs, University of Texas - Austin; 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 Soslau, University of Delaware; Kandia Lewis, University of Delaware
Second Language Learning Motivation: A Mixed Methods Approach. Pamela Wexel, University of Iowa
Discussant:
Vicki L. Plano Clark, University of Nebraska - Lincoln
53.065. Singularization, Antidialogics, and the End of Learning. SIG-Philosophical 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, Högskolan i Sor-Trondelag
Participants:
Discuss 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; Patricia 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
53.069. Geo-Political and Social Context of Female Learners. SIG-Research on Women and Education; Paper Session Colorado Convention Center, Street Level, Room 707 10:35 am to 12:05 pm
Chair: Julia Nell Ballenger, Stephen F. Austin State University
Participants:
African Women’s Civic Leadership and Black Feminist Theory: Understanding the Role of Families, Schooling, and Organizations. Michelle G. Knight-Doap, Teachers College, Columbia University; Ramatu Bangura, Teachers College, Columbia University; Vaughan W. M. Watson, Teachers College, Columbia University
Muslim Female Graduate Students in the Israeli Universities: Unique Voices of Motives, Experiences, and Outcomes. Izhak Opalaka, Tel-Aviv University
Recruiting Appalachian Girls to STEM Educational and Career Paths. Reagan Curtis, West Virginia University; Gary Winn, West Virginia University; Robin Hensel, West Virginia University; Philip Adu, West Virginia University
Discussant: Carolyn S. Ridenour, University of Dayton

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
Truancy in Switzerland: How Schools Matter. Christine Catrin Saelzer, Columbia University
Discussant: Robert H. London, California State University - San Bernardino

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 Chai, National Institute of Education, Singapore; Chee Kuen Chia, National Institute of Education, Singapore
Discussant: Lusanne DeStefano, University of Illinois

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
Participant: Larry Cuban, Stanford University

53.074. Contemporary Issues in Special Education. SIG-Special Education; Paper Session Colorado Convention Center, Street Level, Room 204 10:35 am to 12:05 pm
Chair: Tracy S. Cattaloe, Chapman University
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. Lusa Lo, University of Massachusetts - Boston
Discussant: Lusanne 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 Treadwell, Louisiana State University; Jacqueline Bach, Louisiana State University
Faith, Community, and Struggle “Inside”: Faith Talk by and for Incarcerated Youth. John B. Gardner, DePaul University
Leaders Cultivating the Heart of Education: Wisdom and Compassion in an Era


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


53.079-2. 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 Ehrlinger, 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


53.079-4. 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. Hudfield, 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; Sunnie Lee Watson, Ball State University Using Portraiture Methodology and Participant Self-Reports to Enhance the Research of Struggling Elementary Readers. Roland Perry Schendel, University of Northern Colorado

53.079. 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

Participants: Reinvention and Context: Freirean Approaches to Dialogue in Catholic, Jewish, and Public Schools; John L. Watze, 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 Deussen, Northwest Regional Educational Laboratory; Caitlin Scott, Education Northwest; Kathryn Witt 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

The Role of Philanthropy in Strengthening U.S. Workforce Preparedness and Global Contributions Through Investments in Pre-K-16 Education Reform; Robin R. Lasota, University of Washington

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 Coultor, 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; Yael Wyner, City College of New York - CUNY; Janice Koch, Hofstra University; Steve Gano, American Museum of Natural History; David L. Silvernail, 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. Cwókla, 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; Sally 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 LaBanca, Western Connecticut State 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. Davson, 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 Yekikser, 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 Stenhouse, 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

Participants: Studying the Dynamic Transactional Relationship Among Technology, Pedagogy, and Content; Lai Har Judy Lee, National Institute of Education, Singapore; Tan Seng Chee, National Institute of Education, Singapore

How Teachers Use Technology Differently in Varied Subject Areas: A National Study; Anne Todd Ootenbrett-Lewisch, Indiana University; Thomas Brush, Indiana University; Sendar Abaci, Indiana University - Bloomington; Sasie Grosset, Indiana University; Tiffany Anne Roman, Indiana University - Bloomington; Jesse Strycker, Indiana University - Bloomington; Peter van Leusen, 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
  Exploration of “Teaching” and “Learning” in Informal Learning Environments: Dog Sledding-Stimulated Discourse. Melissa J. Mercer-Tachick, Albion College
  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 Baasom 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 Chukwujiebe Enemuo, The Literacy and Numeracy Secretariat; Judi Koks, 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 Hoffnau, 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, University of Wisconsin-Madison
  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:
  Influence of a Professional Development Program on Science Teachers’ Views and Instruction of Nature of Science. Jale Cakir, Middle East Technical University; Nihal Dogan, Abant Izzet Baysal University; Turkey; Kader Bilican, Ataturk University, Turkey; Sedat Cavus, Abant Izzet Baysal University, Turkey; Orhan Arslan, Gazi University
  Teachers’ Interpretations of Uncertainty in Science With and Without Prompting. Michalis P Michaelides, European University - Cyprus; Loucas T. Louca, European University - Cyprus
  The Scientific Thinker Project: A Study of Teaching and Learning Concepts of Evidence and Nature of Scientific Evidence in Elementary School. Runaye A. Chiang, New York University - Steinhardt; Susan Kirch, New York University; Anna Settenko, The Graduate Center - CUNY; Catherine E. Milne, New York University
  Understanding High School Science Teachers’ Perceptions of Inquiry Through The Lens Of Their Own Practice. Issam Hafez Abi-el-Mona, Rowan University; Sharan Blong, Rowan University
  Supporting Teachers in Complex Situations: Learning to Teach Evolution, Nature of Science, and Scientific Inquiry. Barbara A. Crawford, Cornell University; Daniel Capps, Cornell University; Xenia Meyer, Cornell University

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, La Trobe 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. Jomo W. Mutegi, 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 Endler, 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 Crates 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; 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; Ann O’Doherty, 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
  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 L. 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 Krystopher 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 Varr, 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. Marxen, 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 Schwarz 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 Gambino, New Jersey State Department of Education
Critical Friends Networks. Virginia Doodlitt, Rowan University
A Study That Identifies the Barriers Preventing Underperforming Schools From Turning Around. Robert R. Rayborn, 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: Sheryl 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 McCulin
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 Segono; Paul Hong Suk Kim, Stanford University
5. Examining Childhood Obesity Prevention Public Service Announcements Through Lenses of Instructional Design, Motivation, and Emotion. Chaoyan Dong, New York University; Arthur Fieman, 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. Ertzm, 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
Posters:
11. Beliefs About Learning a Foreign Language With Mobile Technology. Ying Liu, University of Illinois - Chicago; Theresa A. Thorkildsen, University of Illinois - Chicago
12. The Emergence of the Certification Recognition Program: Spontaneity on Benchmark Testing of Information Technology. Shinyi Lin, National Taichung University
13. The Rhetorical Functions of Visual Devices: Understanding Evolution From Museum Animations. Camilla Faye Manuk, Northwestern University; David Henry Utal, Northwestern University
14. Understanding Group Processes in Technology Professional Development Activities Through Complex Systems Lens. Susan A. Yoon, University of Pennsylvania; Lei Liu, University of Pennsylvania; Sae-Ee Goh, University of Pennsylvania; Betty Chandy, University of Pennsylvania
15. Creating an Online Resource-based Lesson: Opportunities and Challenges for E-learning. Winnie Wing-mui So, The Hong Kong Institute of Education; Fiona Ngai Ying Ching, The Hong Kong Institute of Education

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. Unmuhan Yeol-Daghi, 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 Mimm, 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 Gullington, 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 Rolfsmeyer, 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 Schauf, University of North Carolina - Chapel Hill
26. The Role of Play in Development: Views of U.S. Early-Childhood Educators. Steffen L. Saifer, Education Northwest
27. Characteristics of Classrooms That Predict Vocabulary Learning Among High-Risk Head Start Preschoolers. Amber C. Erhart, Temple University; Annemarie H. Hindman, Temple University; Barbara A. Wasik, Temple University
28. Impact of Teacher Beliefs and Instruction on Kindergarten Students’ Approaches to Learning and Reading Achievement. Nicholas Paul Tobar, University of Michigan; Elen C. McCollum, University of Michigan
29. Reported Research Funding in Four Early-Childhood Journals. Bridget A. Walsh, University of Nevada - Reno; Claudia Sanchez, Texas Woman’s University
30. Low- and Middle-Income Parents’ Extratraditional Utterances During Shared Book Reading and Their Contribution to Early Literacy and Language Skills of Preschoolers. Seung-Hee Son, Purdue University; Matthew Joseph Poes, Purdue University; Maria Fernanda Tineo, Purdue University; Frederick J. Morrison, University of Michigan
31. 4- and 5-Year-Olds’ Thematic Fantasy Play. Xia Li, Brooklyn College - CUNY; Yan Liu

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, Augustana 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 Tlford, 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. Magath, Hiram College
36. US and Them: Social Studies Teachers’ Talk About Global Education. Jeffery Angelo Mangram, Syracuse University; Watson Lia Aedy, 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 Elicted by Problem Scenarios and an Agent-Based Model. Aditi Wagh, 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 Rebbello, Kansas State University; Sadhana Puntambekar, University of Wisconsin
39. Comparing the Effects of Physical and Virtual Experimentation Sequence on Students’ Understanding of Mechanics. Adrian Carmichael, Kansas State University; Jacqueline J. Chini, Kansas State University; N. Sanjay Rebbello, 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; Kerstin 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; On Lyda Liu, ETS
43. Science Instructors’ Views on the Risks of Biotechnology. Grant E. Gardner, North Carolina State University; Gary Jones, North Carolina State University
44. Using an Engineering-Design-Based Lego Module for Teaching Sound to Third Graders. Ismail Marrucu, Boston College; Michael Barnett, Boston College
45. Model-Based Physics: Is It Suitable for All Students? Nanette I. Marcum-Dierich, Millersville University; Douglas P Vallette, Unionville High School

53.081-7. Topics in Mathematics Education. Division C - Learning and Instruction; Poster Session
Posters:
47. An Analysis of the Distributive Property in U.S. and Chinese Elementary Mathematics Texts. Mexia Ding, University of Nebraska - Lincoln; Xiaoabo Li, University of Houston
48. An Investigation of Fifth-Grade Students’ Learning of Rate and Proportion Using Engineering LEGO Robotics. Araceli Martinez Ortiz, Tufts University
49. Computer Algebra Systems: Their Roles and Connections to Paper-and-Pencil Skills in Reform-Oriented Curricula. Jon D. Davis, Western Michigan University; Nicole Fonger, Western Michigan University
50. Conceptual Understanding in Beginning Algebra. Milan Sherman, University of Pittsburgh; James G. Greeno, University of Pittsburgh
51. Evaluating Diagnostic Accuracy and Utility of “mCLASS”: Math CBM for K-3 Students. Gee Hun 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 Awareness. Bryan J. Moseley, Chaminade University; Yukari Okamoto, University of California - Santa Barbara
Shaded Parts of Area. Meghan 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; Annemarie Fritz-Stratmann, Duisburg-Essen University; Detlev Leutner, Duisburg-Essen University

55. "Playing the Game of Story Problems": Situated Cognition in Algebra Problem Solving. Candidace 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 Humez, Boston College; Mark J. Driscoll, Education Development Center, Inc.; Rachel E. Wing DiMatteo, Education Development Center, Inc.; Johannah 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


60. What Kinds of Difficulties Do Students Encounter in Solving Geometric Construction Problems? A Taiwan Perspective. Hak Ping Tam, National Taiwan Normal University; Yu-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

Participants:
- Encouragers and Discouragers. Juliana Uteley, 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 Witwatersrand; Ingrid Sapiere, Wits University; Lynette Maszor, Wits University
- 75. Responses to Reform: Shifting Notions of Teacher Accountability and Agency in Smaller Learning Communities. Tarika A. Barrett, New York University

Monday, 12:25 pm

Committee on Professional Development

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
- Genti Cowan, California State University - Sacramento
- Virginia M. Gonzalez, University of Cincinnati
- LeAnn G. Patney, University of Nevada - Las Vegas
- Sharon H. Ulansoff, California State University - Los Angeles
- Phoebe H. Stevenson, American Educational Research Association

Monday Afternoon, May 3, 2010 291

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:
- Terah R. Spencer, University of North Carolina - Chapel Hill
- Joan Chia, 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:
1. The International Journal of Critical Pedagogy. Andrew Churchill, McGill University; Nicole Erika Fiore, McGill University; Shirley R. Steinberg, McGill University
2. High Ability Studies. Kirs A. Tii, University of Helsinki
4. Research Papers in Education. Debra Ann Myhill, University of Exeter

6. Paedagogica Historica. Marc Depaepe, Catholic University of Leuven; Frank Ferand Simon, Ghent University, Belgium

7. Religion and Education. Michael D. Wigginton, University of Northern Iowa


9. Teaching and Teacher Education. D. Jean Clandinin, University of Alberta; Mary Lynn Hamilton, The University of Kansas

10. Teacher Education Quarterly. Barbara B. Levin, University of North Carolina - Greensboro; Gerald J. Brunetti, Saint Mary's College of California

11. Mentoring and Tutoring. Carol A. Mullen, University of North Carolina - Greensboro; William A. Kealy, University of North Carolina - Greensboro; Christine Wanjuik Nganga, University of North Carolina - Greensboro

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. Brady 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; Thuy T. La, University of Hawaii - Manoa

- Making Antibullying Research a Part of Early Childhood Classroom Practice in Comparative International Contexts. Blythe F. Hinitz, The College of New Jersey; Margaret Shore, Sekolahski, My School, Yogakarta, Indonesia; Amita Kamuna, University of Gijahd Mada

- Parents and Teachers' Beliefs About Including Children With Disabilities in Regular Preschools in P.R. China. Linlin Li, Hatchiel Taberhik & 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. Mariya Yukhymenko; 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-Sieburt, University of Amsterdam; Irene Giodtli, University of Amsterdam

- The Vision, Mission of Cosmicus College and its Use of Global Citizenship Education. Ibrahim Elmaagac, 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 Rae Plumerfelt, Oakland University; Beverly Brown, Oakland University

- Black and Minority Ethnic Teachers' Careers and Leadership Aspirations. Ohwen 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; Eileen 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

Discussants:

- 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
Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 17
12:25 pm to 1:55 pm
Participants:
Deanna Marie Maxwell, Texas A&M - Kingsville; Jim Scheurich, Texas A&M University
Implementing Diversity Plans: Principals’ Perceptions of Their Ability to Address Diversity in Their School. Billy L. Young, Austin Community College; Jean Madison, 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 Touré, Carloue 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:
Nona A. Prestine, The Pennsylvania State University

54.021. International and Comparative Education in a Globalized Context. Division B - Curriculum Studies co-sponsored 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 Whitson, University of Delaware
Imagined Nationality Through History Curriculum Reform: Case Study on Across-Taiwanese Generations in the U.S. Kuo-Mi Chiu, University at Buffalo - SUNY
“Globalization”: Challenges for Modern Curricula, or a Power-Knowledge Complex in the Production of Curricular 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 Lind, University of Houston; Shirley L. Yu, University of Houston; Weihua Fan, University of Houston; Christopher A. Widers, 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. Zumbrunn, University of Nebraska - Lincoln; Douglas F. Kauffman, University of Nebraska - Lincoln; Mary MacLean Hayes, University of Nebraska - Lincoln; Meryem Yilmaz Soylu, 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. Roeza, University of Southern California; Harold F. O’Neil, University of Southern California; Noelle 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 Annmarksrud, 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. Menisk, University of Minnesota
Finding Success in Upper-Elementary Content Areas: Results From the Read-Write Cycle Project. Kimberly A. White-Smith, Chapman University; Margaret Sausco Carven, Chapman University; Roxanne Greitz Miller; Chapman University; Robert Caffe, 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 Scharn, University of Nevada - Las Vegas
Effectiveness of Different Pinyin Presentation Formats in Learning Classic Chinese: A Cognitive Load Perspective. Chee Hu Lee, University of New South Wales; Slava Kalyuga, University of New South Wales
Mental Model Progression in Complex Learning: Effects of Instructional
Strategies and Cognitive Flexibility. Ashteen 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 Kirschner, Open University, Netherlands; Fred Paas, Open University of the Netherlands/Erasmus University Rotterdam; Paul A. Kirschner, 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. DeLceuno, 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; Ilsa 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. Rina B. Rosenberg-Kima, Florida State University; E. Ashby Plant, Florida State University; Amy L. Baylor; Florida State University; Celeste L. 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 Shakeshaite, University of Texas - Brownsville

Chair: Thomas P. Proctor, The College Board
Participants:
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; Yi He, University of Iowa
4. A Comparison of Nonlinear Equating Methods for Mixed-Format Exams. Suma Powers, University of Iowa; Chunyan Liu, University of Iowa; Sarah L. Hagge, University of Iowa; Yi He, University of Iowa; Michael J. Kolen, University of Iowa
Discussants: Robert L. Brennan, University of Iowa; Yawwei 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. Gitchel, University of Arkansas; Ronna L. Turner, University of Arkansas; Elizabeth Ann Keffler, 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; Xiongyi Liu, Cleveland State University
Children’s Alexithymia Measure: Instrument Development. Brooks Applegate, Western Michigan University; Ineke F. Way, Western Michigan University; Leslie Kimball-Franck, Virginia Commonwealth University; Connie Black-Pond, Western Michigan University; Essence Roberts, Kalamazoo Communities In Schools; Paul Yelsma, Western Michigan University; Mary Muliett, 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
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 Naisr, 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 M. 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
Krist 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 Erbring, 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 Kovalsky, 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 Concourse Level, Governor’s Square 16
12:25 pm to 1:55 pm

Chair: Stephen (Steve) A. Henry, REASolutions

Participants:
Examining the Educational Value of First-Year Medical Students’ Patient-Encounter Data. Bridget Colleen Ohbien, University of California - San Francisco; Vet Cai, Boston University; Amin Azama, University of San Francisco
Association Between Physician Cognitive Skills and Performance in Clinical Practice. Brian J. Hess, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine; Weifeng Weng, American Board of Internal Medicine
The Effects of Clerks' 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 Latina/o 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

Participants:
Colorado Convention Center, Street Level, Room 107
12:25 pm to 1:55 pm

Chair:
James C. Palmer, Illinois State University

Participants:
State Flagships and R&D Funding: Impact of Institutional Faculty Hiring Practices on the Acquisition of Research Funding. Dennis Allan Kramer II, University of Georgia
State Merit Aid Curricular Criteria: Policy Alignment and Promoting College Readiness. Angela Diane Bell, West Virginia Higher Education Policy Commission; Robert E. Anderson, West Virginia Higher Education Policy Commission
State Higher-Education Appropriations: How Long Does It Take to Recover From Recessions? William R. Doyle, Vanderbilt University; Jennifer A. Delaney, University of Illinois - Urbana-Champaign

Discussant:
Bradley Curs, University of Missouri - Columbia

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. Latham, McGill University

Participants:
A Professional Development Framework for Community College Developmental Reading/Writing Instructors. Negar Farakish, Westchester Community College
Distance Education at a Land-Grant Institution: Faculty Reward for the Development and Teaching of Online and Blended Learning Courses. Cheryl M. Simpson, University of Michigan
Documenting Institutional Support of and Faculty Engagement in the Scholarship of Teaching and Learning. Thomas F. Nelson Laird, Indiana University; Anthony Mark Ribera, Indiana University
Private Liberal Arts College Faculty Perceptions About Tenure. Gary L. Railback, Point Loma Nazarene University

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:
Professional Development and Study Context. Dan Battey, Rutgers University
Teacher Mathematics Knowledge for Practice Assessment. Hyun Jung Kang, Arizona State University; Seonghee Kim, Arizona State University
Change in Classroom Practice and Experimentation. Paula Patricia Guerr Lombardi, Arizona State University
Arizona State E.L.I. Policy. Silvia Llamas-Flores, Arizona State University
The Impact of State-Level Policy on Professional Development. Meg Stark, Arizona State University

Discussant:
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:
Annemarie S. Palincsar, University of Michigan-Ann Arbor

Participants:
Leading Discussions in Mathematics. Timothy A. Boerst, University of Michigan; Laurie Sleep, University of Michigan; Deborah Loewenberg Ball, University of Michigan; Hyman Bass, University of Michigan
Investigating the Preparation of Teachers to Enact Discussions: The Case of Reading. Linda L. Kucan, University of Pittsburgh; Annemarie S. Palincsar, Member, National Research Council Panel; University of Michigan-Ann Arbor; Sarah E. Scott, University of Pittsburgh; Tracy Busse, University of Pittsburgh; Jennifer Fong, University of Michigan; Natalie D. Heisey, University of Pittsburgh; Michelle Rimey, University of Pittsburgh; Kristine Marie Schatz, University of Michigan

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

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:
Living and Learning Culturally Responsive Curricula, Pedagogy, and Research. Cynthia C. Nicol, University of British Columbia; Jo-Ann Archibald, University of British Columbia
Creating Bicultural Frameworks for Culturally Responsive Teacher Education: Supports and Challenges. Robin Margaret Averill, Victoria University of Wellington College of Education; Pania Denise Te Maro, Victoria University of Wellington

Discussant:
Florence A. Glenfield, University of Alberta

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:
1. Dave’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 Hovar, St. John’s College High School - Washington DC
2. 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
3. “Ms. Seaton’s Biology Discussions Versus Labs”: Inferring Changes in Epistemological Framing From Changes in Attention. Rosemary Russ, Northwestern University; Melissa J. Luna, Northwestern University; Adam A. Colesstock, Northwestern University
4. 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

Discussant:
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; Youngsoo Kim, Oakland University
The Personal Is Professional: Unpacking Cultural Sanctions Through the Identities of Mother/Educator/Lesbians. Laura Bower, Southern Connecticut
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. Lenses, University of Minnesota
Participants:
- It’s What the Individual Brings: Capacity Building in Urban Schools. Kam M. Patrizio, Towson University
- Understanding Community Voices as a Force in Teacher Education. Ryan B. Flesner; Indiana University - Indianapolis; Paula A. Magee, Indiana University - Indianapolis
- Desegregation in Our Community: Using Oral History Research to Educate Teachers. Grant R. Miller, Southern Illinois University
- Recognition or Redistribution: Preservice Teachers’ Framing and Reframing of Lesbian, Gay, Bisexual, and Transgender Social Justice Issues. Shih-Pei Chang, Michigan State University; Aliyah 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. Anagnostopoulou, Michigan State University

Middle School Mathematics Professional Development Study: Study Results. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 704 12:25 pm to 1:55 pm
Chair: Mary Frances Mueller, Seton Hall University
Participants:
- Denver Procomp and Student Achievement. Ed W. Wiley, University of Colorado - Boulder
- School Readiness as an Indicator of Child Well-Being: A Longitudinal Case Study. Katherine Kasten, University of North Florida
- The Dynamic Interplay Between Individualization and Standardization: A Longitudinal Investigation of Response to Intervention in an Urban Setting. Theresa Ochoa, Indiana University
- Where Expert-Like Teaching Begins: A Tool for the Transformation of Achievement Incentive. Mark A. Windschitl, University of Washington; Jessica J. Thompson, University of Washington

The Development of Socially Conscious Dispositions in Preservice Teachers. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 704 12:25 pm to 1:55 pm
Chair: Theresa Ochoa, Indiana University
Participants:
- Critical Approaches to Research Methodologies in TLELA. Arlette I. Willis, University of Illinois - Urbana-Champaign
- 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; Wendy J. Blanchett, University of Missouri - Kansas City; Cindy Gutierrez, University of Colorado - Denver
- The Development of Socially Conscious Dispositions in Preservice Teachers. Mark A. Windschitl, University of Washington; Jessica J. Thompson, University of Washington

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:
- Theory and Method in Research on Literacy Practices: Adapting and Aligning 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

54.052. Education Policy for At-Risk and Special-Needs Students. Division L - Educational Policy and Teacher Compensation Reform. Division L - Educational Policy and Politics; Paper Session Sheraton, Plaza Concours Level, Governor’s Square 10 12:25 pm to 1:55 pm
Chair: Theresa Ochoa, 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 King, 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

54.053. Findings from a Comprehensive Evaluation of Denver’s “ProComp” Teacher Compensation Reform. Division L - Educational Policy and Politics; Symposium Sheraton, Plaza Concours 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 Nichole Sibert, University of Colorado - Boulder
Denver ProComp and Teacher Attitudes, Knowledge/Skills, and Instructional Practices. Ed W. Wiley, University of Colorado - Boulder; Eleanor R. Spindler, University of Colorado - Boulder; Amy Nichole Subert, University of Colorado - Boulder

Discussants:
Laura S. Hamilton, RAND Corporation
Matthew G. Springer, Vanderbilt University

**SIG Sessions**

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; Edmund 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 Scandlan, Marquette University

Discussant:
Merylann J. Schutloffel, The Catholic University of America

54.057. Preparing Teachers to Better Serve Latina/o 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. Wisnieski, 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; Kimberley 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

Discussant:
Kathy Escamilla, University of Colorado - Boulder

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

Discussant:
Peggy G. Carr; National Center for Education Statistics

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:
Tricia 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 Wayman, University of Texas - Austin; 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. Milliotello, North Carolina State University; Kevin Patrick Brady, North Carolina State University

54.060. Classrooms and Power in Mediated Times: Mapping a “Crise of Readjustment.” SIG-Media, Culture, and Curriculum; Symposium Colorado Convention Center, Street Level, Room 101
12:25 pm to 1:55 pm

Chair:
Kari Dehl, OISE/University of Toronto

Participants:
User-Friendly: Classrooms, Power, and Web 2.0. James Remie, University of Toronto
Censorware and the Media Education Classroom. Colleen McKay, 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
Monday Afternoon, May 3, 2010

299

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 Sapienza, University of Fribourg; Fritz Oser, University of Fribourg
Teachers and Global Citizenship: The Moral and the Political. Wiel M. Vengeler, 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-Corning, 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. Ludlow, 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. Dellec Curtin 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; Ceola Ross Baber, North Carolina Agricultural and Technical University; Cheryl Lloyd, 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:
Academic Disengagement and the Underachievement of Gifted Students. Katie E. Plamagan, Duke University; Lisa Linnenbrink-Garcia, Duke University; Martha Putallaz, Duke University; Kristen F. Peairs, Duke University
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. Francois Preekel, 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
Yu-Ling Wang, George Mason University
Rebecca K. Fox, 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. Elliott B. Weintinger, College at Brockport - SUNY; Diana Khoo, University of Pennsylvania.
Creating a Sense of Belonging Through Group Mischief: Rule-Breaking, Fitting in, and Academic Engagement. Erendira Rueda, Vassar College.
Unequal Childhoods and Unequal Adulthoods: How Class Differences in Parents’ Intervention Create Turning Points. Annette Lareau, 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; Eddad Davoudzadeh, 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. Pituch, 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-Ji Wu, Texas A&M University - College Station; Osman 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: Kevin L. Seifert, University of Manitoba
Participants:
Communication and Community in Teaching Educational Psychology. Sandra A. Deemer, Millersville University; Stacy L. DeZutter, Millspaugh College; Laurie B. Hanich, Millersville University; Jeanne Ellis Ormrod, University of New Hampshire; Kevin 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.
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.
STEM Best Practices for Underrepresented Minorities. Colin Killeen, Western Michigan University; Aparna Sharma, Western Michigan University; Jennifer Mason, Western Michigan University; William 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 Suong 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. Marumbia, Binghamton University - SUNY; Robert Terry 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. Cerda, MDRC
1-E-O Models of First-Year Students’ Academic Success: Warning Indicators and Personal Characteristics. Mack C. Shelly, 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 Artifac 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 Seifert, 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/Multietnic Education. SIG-Multicultural/Multietnic Education: Theory, Research, and Practice; Roundtable Session
Chair: Elina Lampert-Shepel, 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 Classroom: Opportunities for Multicultural Education. Hester Radstake, VU University Amsterdam; Yvonne A.M. Leeman, University of Windsor
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 Rui, 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, DeHy Institute of Technology; Teri 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; Abdulhakim Demic; Georgia State University
Mixed-Methods Study Investigating Research University STEM Faculty Motivation to Engage in Teaching Professional Development. Jana Bournou-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-Ah, 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
Ethnic Identity Development in Latino Youth: A Meta-Analysis of the Research. Maria Caridad Pabon, University of Minnesota
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 Thais, Hofstra University; Monica Byrne-Jimenez, Hofstra University
Technologies of Witness in Indigenous Film. Judy M. Isee, 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 Maslak, Saint John’s University; Juha 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. Ji Yeon Hong, 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. Usner, University of Kentucky
Teacher Motivation in Middle Schools That Have or Have Not Achieved Adequate Yearly Progress. Peggy King-Seears, 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: Sharon Ann Akken-Wisniewski, University of Utah
Participants:
Engagement Matters: 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; Xiaohei Wang, University of Texas - Pan American

54.074-14. Multicultural/Multietnic Education: Improving Outcomes. SIG-Multicultural/Multietnic 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 Stoloiucu, University of Toronto
Dancing With Ethnic Identification: How the Aboriginal Dance Club Shapes Aboriginal Junior High Students’ Ethnic Identification. Shva-Mei Chen, Thanglai 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 Proft, God’s Bible School and College; Shayan Sun, University of Cincinnati; Janet L. Schlauk, University of Cincinnati

54.074-16. Reading Texts, Subtexts, and Contexts: Curriculum, Empire,
54.075. Empowering Adult Learners, Educators, and Community Members. SIG-Adult Literacy and Adult Education; Roundtable Session

Chair: Jeffrey Stuart Kaplan, University of Central Florida


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


54.075-2. Connecting Multicultural Education and Peace Education. SIG-Peace Education; Roundtable Session

Chair: Candice C. Carter, University of North Florida


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


54.075-4. Empirical Investigations of Modeling Complexities in Educational Data. SIG-Educational Statisticians; Roundtable Session

Chair: Walter L. Leite, University of Florida


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


54.075-6. Fostering Self-Regulatory Knowledge and Skills. SIG-Study and Self-Regulated Learning; Roundtable Session

Chair: Heifer 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. Tewaha 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. Nijboer, 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


54.075-8. Roundtable 5. SIG-Workplace Learning; Roundtable Session

Chair: Judith O. Brown, Barry University


Chair: Art W. Bangert, Montana State University

Participants: Action Research: A Tool for Facilitating Professional Development of Preservice Mathematics Teachers. Janice B. Fournier, Georgia State University; Pier A. Junor 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. Salilka 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 Kleet, 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 Session 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 Hanley, University of Arkansas
Preparing High School Students for College Success? Putting “Rigor, Relevance, and Relationships” to the Test. Bath Chuong Wei, Stanford University; Raymond Lee Pecheone, Stanford University; Bob Lenz, Envision Schools; Orville 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 Cordson, MIND Research Institute; Fran 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. Heejin 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 Edgington, 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: Kat 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. Betty McCougal, University of Connecticut; Del L. Siegle, 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, Westwood Community Schools
Implementing a Lesson Plan Versus Attending to Student Inquiry: The Struggle of a Kindergarten Student-Teacher Between Different Frames During Teaching Science. Lucicas T. Louca, European University - Cyprus; Dora Tsakli, University of Cyprus
Reformation of Science Education in China: Integrated Experiential Learning Curriculum. Danhui Zhang, Beijing Normal University; Shujie Chen, Capital Normal University

Chair: Mahnaz Modlumen, 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; Mido Chang, Virginia Polytechnic Institute and State University; Heejung Kim, University of Virginia; Kasum Singh, Virginia Polytechnic Institute and State University
Investigating Teacher Beliefs and Institutional Supports Involving Creative Teaching With Technology. Kimberly M. Fitzer, Michigan State University
Investigation of the Redundant Effect of Multimedia Web Pages on Viewers’ Cognitive Processes Based on Viewers’ Eye Movements. Han-Chin Liu, National Chia Yi University; Hsueh-Hua Chuang, National Sun Yat-Sen University
Open Source Digital Textbook: An Engaging Instruction Tool for Millennial College Students. Han Liu, Shippensburg University of Pennsylvania
Technology’s Impact on Fraction Learning in Virtual Versus Physical Manipulative Conditions. Maria Angela Mendiburo, Vanderbilt 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. Corinna C. Cummings, Northern Illinois University; Laura Eyles, Northern Illinois University
Historical Thinking in Schools in Canada. Peter C. Seixas, University of British Columbia; Kadriye A. Ercikun, University of British Columbia
Mixed-Methods Research Visualizations: Improving the Presentation of Q Factor Analysis Data Using Bubble Plots. Iudore Newman, Florida International University; Susan Elizabeth Ramlo, The University of Akron; Wendy B. Dickinson, Ringling College of Art and Design
Revisiting the MSLQ: A Factor Analysis of What Is and What Could Be. Karee E. Dunn, University of Arkansas; Wenjuo 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, Achiw 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
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

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. Berlant, 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; Deborah L. Kalkman, Northern Illinois University; Nancy DeFrates-Densch, Northern Illinois University; Solanly Ochoa-Angrino, 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. Mantziopoulos, Purdue University; Helen Patrick, Purdue University; Alia Samarapungavan, Purdue University
  7. Relationship Between Inquiry-Based Science Instruction and Student Achievement Across Content Areas. Man Huang, University of Utah
  9. Steps to College Through Science With Hispanic Middle School Students and Their Families. Cory A. Buxton, University of Georgia; Martha A. Alexsahnt-Snider, University of Georgia
  10. Strengthening and Assessing Teachers’ Physics Content Knowledge. Thomas R. 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. Peppler, 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 Bosel, University of Amsterdam; Bernadette Van Hout-Willers, University of Amsterdam
  13. Drama for Schools Professional Development Program and Teacher Evaluation of Student Engagement. Shasta Ihorn, University of Texas - Austin; Stephanie W. Cavethon, 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; Shaun Schuff, Appleton WI East High School
  18. Establishing and Fostering an Interdisciplinary Research Community in Higher Education. Shannon 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; Renä B. Upitis, Queens University; Julia Brook, Queen’s University; Meagan Alexandra Carson, 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. Mong 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 Hangehan, 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; Jinf Cai, University of Delaware; John Meyer, 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. Flevaris, The Ohio State University
  27. Going Over Mathematics Homework in Middle-Class 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. Janghee 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 Mveene Chabalengula, 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
54.077.5. Meet the Researcher at Poster Dialogues on Research in Reading and Literacy. SIG-Research in Reading and Literacy; Poster Session

Posters:
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. Thonia A. Houtveen, Utrecht University; Willem Van De Geest

41. Integrated Social Studies: 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. Steinkehaeker, 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. Courney, University of Hartford

44. The Effects of Collaboration on a History Teacher Educator’s Perception of Literacy. Jeffery D. Nokes, Brigham Young University

45. Validating Research: An Examination of Data From a Research-Based, Elementary School Reading Tutoring Program. Angela Roccograndi, Elizabeth A. Westberg, University of St. Thomas


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-Duerre, University of Northern Colorado

50. “Matthew Effect” in Reading: A Study of an Accelerated Reader Program and Elementary Students’ Reading Achievement. Hasiyet Keyin; Lilia M. Ruban, 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

54.077-6. Poster Session: Culture and Learning Environments. Division C - Learning and Instruction; Poster Session

Posters:
52. Identity Issues in an ESL Online Chat Room: A Cautionary Case. Jennifer Wolgemuth, Charles Darwin University; Richard James Correnti, University of Pittsburgh; Vincent Westerhof, University of Yucatan

53. The Centrality of Culture in the Music Classroom: Privileging Cultural Traditions Through Music Instruction. Stephanie Kuna Andrews, University of Texas - Austin

54. Transition Into First Grade: An Investigation of First-Grade Parents’ Transition Practices in Taiwan. Hsiao-Yen Tseng, The Pennsylvania State University; Wei Gu, Grand Valley State University; Chia-Sheng Chen, Southern Taiwan University of Technology

54.077.7. Poster Session: Reading, Written Expression, and Language Arts. Division C - Learning and Instruction; Poster Session

Posters:
55. Analogies for Learning Across Time and Space. Helen S. Apthorp, Mid-continent Research for Education and Learning; Sarah Gopalan, Mid-continent Research for Education and Learning

56. Analysis and Synthesis of Information From Multiple Texts. Susan R. Goldman, University of Illinois - Chicago; Yasuhiro Otsuka, University of Illinois - Chicago; Michael Sanovits, University of Illinois - Chicago; Kim Richards, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Kimberly Gomez, University of Pittsburgh; Flori H. Manning, University of Illinois - Chicago; Jason Lawrence Brausch, University of Illinois - Chicago

60. Designing Literacy Coaching Preparation: Faculty Collaboration and Literacy Coach Response. Adrian R. Rodgers, The Ohio State University

61. Does Purpose of Reading Matter? Yonghan Han Park, University of Oregon


63. Forming Literate Identities in Literature Circles. Paula M. Wolfe, University of Wisconsin - Madison

64. Hispanic and White Preservice and In-Service Teacher Preparation: Knowledge, Perceptions, and Beliefs About Content-Area Literacy Instruction. Herbert Godina, University of Texas - El Paso; Arturo Olivariz, University of Texas - El Paso; Doug D. Hamman, Texas Tech University; Meghana Melt, University of Texas - El Paso

65. Language Learning and Classroom Instruction: The German Study on Language and Literacy. Nina Jude, German Institute for International Educational Research, Germany; Brititte Steirert, German Institute for International Educational Research, Germany; Johannes Hartig, German Institute for International Educational Research, Germany; Eckhard J. Klime, Deutsches Institut fuer Internationale Paedagogische Forschung

66. Literacy Coaching as a Component of Professional Development. Joanne F. Carlisle, University of Michigan; Daniel Beretvitsky, University of Michigan

67. Making Sense of Nonsense Word Fluency: Tools for Interpreting Student Performance. Deni L. Basaraba, University of Oregon; Erin A. Chaparro, University of Oregon; Patricia Travers, University of Oregon

68. Preschool Teachers’ Judgments of Student Alphabetic Knowledge. Brian E. Doore, University of Maine; Janet E. Spector, University of Maine; Theodore Coladurci, University of Maine

69. Sociocultural Analysis of Literacy in Our Technological World. Elizabeth A. Baker, University of Missouri

70. The WTW Research Collaborative: A Mixed Methods Multiple Case Study. Marla H. Mallette, Southern Illinois University - Carbondale; Kelly F. Glassett, Southern Illinois University; Anthony J. Omwueku, San Houston State University

71. Investigating the Relationship Between Teachers’ Knowledge, Literacy Practice, and Growth in Student Learning. Geoffrey C. Phelps, University of Michigan; Richard James Correnti, University of Pittsburgh; Zahia Koa, University of Pittsburgh

72. Using Computer-Based Instruction to Improve Indigenous Early Literacy in Achievement Settings. Doug D. Hamman, Texas Tech University; Arturo Olivarez, University of Texas - El Paso; Marla H. Mallette, Southern Illinois University - Carbondale; Kelly F. Glassett, Southern Illinois University

73. Learning by Reviewing: Text Analysis as a Reviewer. Kwangsu Cho, University of Missouri - Columbia

74. Narrative Text Cohesion: Young Latino English-Language Learners’ Writing. Karen Marie Timmermans, Pacific University

54.077-8. Poster Session: Strategy Use and Self-Regulation. Division C - Learning and Instruction; Poster Session

Posters:
75. Differences in Learning Strategies Among University Students: Which Aspects of Students’ Learning Put Their Study Success at Risk? Sofie Loyens, Eraasmus University Rotterdam, Netherlands

76. “Failure Makes Me Cautious”: Cognitions and Behavior Following Failure in Achievement Settings. Birgit Mirjam Winne, University of Konstanz
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 Adequately 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
1:00 pm to 5:00 pm
Director:
Michael D. Spiegler, Providence College

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:
Olivier Neuschmidt, IEA Data Processing and Research Center
Daniel Caro, IEA Data Processing and Research Center

Monday, 2:15 pm

Goverance Meetings and Events

57.001. AERA Technology Committee - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Sandstone
2:15 pm to 3:45 pm
Chair:
David J. Solomon, Michigan State University

57.002. Task Force on IES Reauthorization - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Marble
2:15 pm to 3:45 pm
Chair:
Kenji Hakuta, Stanford University

Presidential Sessions

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:
The Policy-Practice Dilemma: Relying on the ‘Problem’ in Educational Reform.
David K. Cohen, University of Michigan
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
57.012. Teacher Quality and Teacher Preparation: Controversies and Complexities. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC
2:15 pm to 3:45 pm
Chair: Marilyn Cochran-Smith, Boston College
Participants:
Jo-Anne Reid, University of Sydney
Marilyn Cochran-Smith, Boston College
Mary (Kim) K. Fries, University of New Hampshire
Ana Maria Villegas, Montclair State University
Kenneth Zeichner, University of Washington
Deborah Loewenberg Ball, University of Michigan
Linda Darling-Hammond, Stanford University
Carla R. Monroe, Clayton State University

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:
Challenging the Poverty of Learning With School District-University Partnerships: A College-Readiness Program. Gladys Barbosa Labas, Southern Connecticut State University; Liliana Minaya-Rowe, Johns Hopkins University
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 Plomlieta, University of North Carolina - Charlotte
Discussants:
Tabbye 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
Discussant: 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: Alfredo J. Artiles, Arizona State University; Jeff M. R. Duncan-Andrade, San Francisco 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
Discussant: 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 Unions. Charlie Naylor, British Columbia Teachers’ Federation; Alex Alexandrou, Freelance Academic; Regina M. Murphy, St. Patrick’s College, Jon 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
Leading Staff Development in Schools: How Schools Use Time for Development Purposes. Sara Bubb; Peter Earley, Institute of Education - London

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 Kouton, University of Pittsburgh; Kevin Crowley, University of Pittsburgh; Minas Tekkamare-Kisa, University of Pittsburgh; Mary Ann Hess Steiner, University of Pittsburgh
Doubling 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 T. Naoko Hora, University of Wisconsin - Madison; Laura Elizabeth Delina, 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
Participants: Richard E. Mayer, University of California - Santa Barbara
Discussants: Rochelle Gutierrez, University of Illinois - Urbana-Champaign; Judit N. Moschkovich, University of California - Santa Cruz

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
Discussants: 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; Methodology-21: Qualitative Research in the 21st Century, Patti A. Lather, The Ohio State University
Discussants: 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 Steedle, 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. Allenworth, University of Chicago; Stuart Luppescu, University of Chicago; 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
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 Proser, University of Colorado - Boulder; Carne S. Clarke, WestEd; Maggie 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; Monica Stamps Jodron, University of Colorado; Socio-cultural Identity and Mathematics Test Performance, Kyunghee Lee, Michigan State University; Measuring Growth in Mathematics Writing by Elementary Grade Latino/a and English Language Learners and Bilingual Students, JoAnn L. Hunter, Educational Services Associates; Alissa Shethar, Heller Research Associates; Rochelle Gutierrez, University of Illinois - Urbana-Champaign

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
Participants: In Search of “Quality”: The Contested Terrain of Teacher Recruitment in Post-World War II Urban America, Christina Collins, Harvard University; Jeanine E. Dinga-Eason, St. John Fisher College; Bethany Lynn Rogers, College of Staten Island - CUNY; Megan Blumenreich, City College of New York - CUNY
Discussants: William C. Ayers, University of Illinois - Chicago; Della R. Leavitt, University of Illinois - Chicago
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: Vickie L. Cartwright, Orange County Public School
Participants:
- 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. Paulsen, 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 Examinees on the USMLE® Step 2 CS Communication and Interpersonal Skills Subscales. Kimberly A. Swygert, National Board of Medical Examiners

Discussant:
- Win 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. Kirshstein, 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; Felisha Herrera, University of California - Los Angeles
- What Do Students Learn in High School? And, Are We Preparing Them for Success in College? An Analysis of a National Sample. Scott Joseph Warren, University of North Texas; Anjum Najmi, University of North Texas; Deborah Blackwells, 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 T. Lim, University of Pennsylvania

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 Microgrogessions”: 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. Thirty, University of Colorado - Boulder; Sarah Taylor Hug, 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. Franquitz, 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 Luddy, 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. Joan 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. 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-Barner, Edgewood College
Participants:
- Professional Metaphors: How Career Changers Make Sense of Teaching. Jennifer C. Ng, The University of Kansas; Lizette Peter, The University of Kansas; Kelli R. Thomas, The University of Kansas
- Teacher Change in the First 5 Years: Patterns, Factors, and Implications. Clare Koonuk, 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 McGowan-Sewart, 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 Skerrett, University of Texas - Austin

Discussant:
- Sharon Damore, 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
- Uqaijutiaq: Gifts of Words of Encouragement. Nuallaq Arnaaq, Department of Culture, Language, Elders and Youth, Government of Nunavut
- Achieving Goals in Child's Learning With Tunnganarniq. Nuna Qunatsiaq, Department of Education, Government of Nunavut
- Decolonizing Cyberspace: Online Support for the Nunavut M.Ed. Alexander G. Mcauley, 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 Valter Kynaskah, University of Helsinki; Leena Krohfoes, University of Helsinki; Riitta Jyrhämä, University of Helsinki; Reijo T. Byman, University of Helsinki; Katiarina Stenberg, University of Helsinki; Katriinna Johanna Maaranen, University of Helsinki; Perti 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:
- Lara J. Handsfield, 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. María Rebeca Gutiérrez 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’Sha Oviawe, Washington State University
- Jonathan D. Jansen, University of the Witwatersrand
57.040. Designing Environments, Experiences, and Tools for Teaching and Learning, SIG-Computer and Internet Applications in Education; Paper Session

Sheraton, Plaza Concourse Level, Plaza Court 1
2:15 pm to 3:45 pm
Chair: Doug Hearrington, Kennesaw State University
Participants:
- The Layers of Authenticity: Designing for Learner Experience. Aaron Doering, University of Minnesota; Charles DeVaughn Miller, University of Minnesota
- The Development, Delivery, and Sustainability of a Blended Learning Initiative for Part-Time Undergraduate Students on Health Care Practice Programs. Sue Fergy, Kingston University; Ann Ooms, Kingston University and St George's University of London; Julia Gale, Kingston University; Linda M. Burke, Kingston University
- Design and Development of a Web Application for English and Composition Classes. Sara Hurley, University of Minnesota; Lucas Lecheler, University of Minnesota
- Validation of the Electronic Portfolio Student Perspective Instrument: Conditions Under a Different Integration Initiative. Albert Dieter Ritzhaupt, University of North Carolina - Wilmington; Abdou Ndoye, Watson School of Education; Michele A. Parker, University of North Carolina - Wilmington

57.041. 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
- Vygotsky 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. Luis C. Moll, The University of Arizona
- The Historical Relevance of Vygotsky’s Work and Its Significance for Understandings of Subjectivity in Psychology. Fernando Luis Gonzalez Roy, University of Brasilia

Discussants:
- Carl Ratner, Humboldt State University
- Robert S. Rueda, University of Southern California
- Nancy J. Yye, University of Minnesota
- Lucas Lecheler, University of Minnesota
- Validation of the Electronic Portfolio Student Perspective Instrument: Conditions Under a Different Integration Initiative. Albert Dieter Ritzhaupt, University of North Carolina - Wilmington; Abdou Ndoye, Watson School of Education; Michele A. Parker, University of North Carolina - Wilmington

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. Bransford, 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. Ageliki Nicolopoulos, 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 Whisard 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. Gadson, 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 Bresnig, 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 McGillie, Kings College, London; Tina Phillips, Cornell Lab of Ornithology; Jennifer Shirk, Cornell Lab of Ornithology; Candie Wilder, Dickinson College / Alliance for Aquatic Resource Monitoring
- Think Globally, Act Locally: The Complexity of Citizen Perspectives Around Local Environmental Contamination in Herculaneum, Missouri. Jill McNee, Washington University - St. Louis
- Place-Based Education: From the Lens of Educators Using and Working at Outdoor Education Centers. Gabriel Roman Ayyavo, 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 Ramirez, 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 Ramirez, University of Montreal  
Hybrid Participation in Science. Doris B. Ash, University of California - Santa Cruz; Thao Thanh Mai, University of California - Santa Cruz  
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; Tanya 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 Puvirajah, Georgia State University  
Production of Video Learning Objects by Graduate Assistant Instructors of a Professional Writing Course. Peter Padde, 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. Preiss, 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. Yeh Hsiueh, The University of Memphis; Joseph J. Tobin, Arizona State University  
Why Chinese Youth Want to Study Abroad. Vanessa Fong, Harvard University; Jennifer Adams, Stanford University; Emily Hammun, 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 Percell Bradshaw, 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 Marin, 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 Affari, 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. Pitkko Tellervo Hyvonen, University of Oulu, Finland; Nina Impio, 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; Atmune Ibile, 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:  
Dor 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 LeadershipEcologies. 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. Dester, 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. Danzig, 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. Marder, 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 108
2:15 pm to 3:45 pm
Chair: Toni Klemper 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. Revaithi 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. Jeon Huh, 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 Luvon 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. Tracz, 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
School Institutions and Their Governance: Fundamental Issues. Jane Hannaway, Urban Institute
Education as a Civic Good and Efforts to Improve the System. Robert L. Crosno, Vanderbilt University
Curriculum Politics and Educational Productivity. David N. Plank, Stanford University
The Politics of Reform: Looking to the Future of Education Policy. Dorothy Shipp, 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. Moos, Pacific University
Participants: Phases of Reflective Practice: Using Blogs and Journaling to Improve Instructional Effectiveness. Barbara Rae Peterson, Austin Peay State University; Bonita Bruster, 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 Paquay, UC/Louvan - 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

Qing Li, University of Calgary
David Birchfield, Arizona State University
Mina Catherine Johnson-Glenberg, Arizona State University
Discussant: James Paul Gee, Arizona State University
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 Complement and Contradiction. Ryan R. Poirier, Shreyar University; Caray E. Andrzeewski, 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. Eliane 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. Donnley, 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 Mcready, OSU/University of Toronto
Emasculation Blues: Black Male Teachers in Predominantly Female Workplaces. Edward Brockenbrough, University of Rochester
Educating Tomorrow’s Men: Perceived School Support, Negative Youth Experiences, and Brushtao Attitudes in African American Adolescent Males. Michael Cunningham, Tulane University; Charles Corprow, 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. Maltas, 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 Intersecting Identities Students Enact During Filmmaking Composition. Deborah Kedzias, University of South Florida; James R. King, University of South Florida; Jennifer 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; Shangwei Wang, New York Institute of Technology
Release the Dragon: The Role of Popular Culture in Children’s Stories. Jennifer E. Urban, University of Northern Colorado; Angela L. Eckhoff, Clemson University
Working on Understanding: Collaborative Reading Patterns on the Web. Carita Puitt Susanna Kili, 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 Discourse and 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-Magbud, University of San Francisco
Participants:
“Pinyaist 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 Pina’youth. Edward Curammeng, San Francisco State University
Discussant:
Patria 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 Concourse 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 Daviu Naemi, ETS; Anastasiya A. Lipnevich, ETS; Jonas P. Bertling, University of Muenster; Carolyn Elizabeth MacCann, 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 McArdle, 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 MacCann, 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 Bronaugh, 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. Ashley K. Jiendra, 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; Sizana Padelladika, University of Thessaly; Georgios D. Saledis, 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 Concourse 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. Owuwegbuzie, 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. Ordonez-Jasis, California State University - Fullerton; Susana Y. Flores, California State University - Fullerton
Discussant:
Flora V. Rodriguez-Brown, University of Illinois - Chicago
Anissa R. Frame, University of California - Santa Barbara

Participants:
First-Generation Mexican Teachers' Cultural Position Planning. Alberto Lopez-Carrasquillo, Northeastern Illinois University
Harry Potter as Cultural Capital: Shifting Identities, Agency, and Classroom Literacy. Theresa L. Abodeely-Gentile, University of Hartford

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:
An Inequality of Purpose: Multicultural Democratic Education, Urban Schooling, and the Marketization of the Citizen. Melissa Leigh Gibson, University of Wisconsin - Madison
It's a Journey, Not a Destination: Understanding Complex Ecologies to Disentangle White Identity. Barbara J. Drag, 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 Bertrands, 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 Swan, National Writing Project; Paul G. Lemahieu, Hawaii State Department of Education; Melanie Sperling, University of California - Riverside; Sandra Murphy, University of California - Davis; Sekamawit 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. Ayshagul Musallam, University of Texas - Austin; Diane L. Schuller, 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; Brandy 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. Ju, Teachers College, Columbia University
A Social Network Analysis of Acting White: A Case Study of Somali Immigrant Working-Class Adolescents. Na’im H. Madyun, University of Minnesota; Moseung 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:
Low-SES Students Gear Up for College: Evaluating Adolescent Intervention Programs Academically and Socially. Rachael Wirth, The Pennsylvania State University
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. Evely 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. Zittali 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. Reieerson, 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, Kenesaw State University
Identifying the Weakness of Identity as an Analytic Concept in Mathematics Education Research. Andrew Hatwenn Chua, 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. Olem 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 Goh, Indiana University
Effects of Socioeconomic Status on the ICT Profile of Young People. Jo Tondeur, Ghent University, Belgium; Ilse Simmaeke, 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 Noguero, Arizona State University
Participants:
Sociocultural Dimension of New Immigrant Family Literacies: The Immigration Experience and Cultural Archetypes. Ivy Hayouin 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. Chonika 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 Zemne 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 Tafie 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. Suggs, University of North Carolina - Greensboro
Participants:
The Ecology of a Chicana/Latina Research Collaborative at a Hispanic-Serving Institution. Lucila D. Ek, University of Texas - San Antonio; Iliana Alanis, University of Texas - San Antonio; Patricia Del Carmen Quijada, University of Texas - San Antonio; Mariela Anne 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 Yul Kim, KICE
Marketing Schools for a New Century: An Examination of Neoliberal School 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. Mattas-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 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. Kok-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 Youths’ 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 Latin Girl Scouts. Marilyn M. Butler, Sam 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

57.072-19. The Construction of Student Identities: Invisibility, Defiance, and Elites, Division G - Social Context of Education; Roundtable Session
Chair: Shannon Jenkins, University of North Carolina - Charlotte
Participants:
Invisibility and Silence: Korean American Students and Suburban Schools. Davan Coombs, University of Georgia; Hye-Young Park, University of Georgia; Robert A. Fecho, University of Georgia
The Five E’s of Elite Schooling. Ruben Gaztambide-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. Furst, Andrews University  
Participants:  
Dana School Counselor Practices of School-Family-Community Collaboration.  
Lauri Johnson, Boston College  
Mark Aquash, University of British Columbia  
Dolores Calderon, University of Utah  
Dana C. Griffin, University of North Carolina - Chapel Hill  
Key Processes for Developing School District and Local Business Partnerships: The Influential Role of Leadership. Jeffrey V. Bennett, The University of Arizona

Chair: Nancy M. Brown, Oakland University  
Participants:  
Maylan A. Dunn-Kenney, Northern Illinois University  
John Holford, University of Greenwich  
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, Wee 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 Raenendonck, University of Leiden; Dries Vervecken, Free University of Berlin

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  
Belin Manuel Tsinnajinnie, The University of Arizona  
Deborah L. Tidwell, University of Northern Iowa  
Weihua Fan, University of Houston  
Critical Situations During Their Professional Learning.  
Kristin Dillman Jones, University of Illinois - Chicago  
Weigel, Federal Institute for Vocational Training (BIBB); Alan John Brown, University of Warwick; Philipp Gonn, University of Zürich  
Formal Learning in the Workplace: Exploring SMEs in England. Laura Christine Engel, The George Washington University; John Holford, University of Nottingham

57.073-4. Networks and Doctoral Student Success. SIG-Doctoral Education across the Disciplines; Roundtable Session  
Chair: Ann D. Thompson, Iowa State University; Yasemin Demiraslan, Iowa State University  
Participants:  
Understanding the Impact of Familial Tradition, or Lack Thereof? A Case Study of African American Doctoral Student Success at Howard University. Pamela Felder Feller, 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  
Formal Learning in the Workplace: Exploring SMEs in England. Laura Christine Engel, The George Washington University; John Holford, University of Nottingham

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, Millsersville 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, Wee 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 Raenendonck, University of Leiden; Dries Vervecken, Free University of Berlin

57.073-7. Roundtable 6. SIG-Workplace Learning; Roundtable Session  
Chair: David John Guile, 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 (BIBB); Alan John Brown, University of Warwick; Philipp Gonn, University of Zürich  
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 Ilich; 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, Ilich, 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 Florida

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 Stembhagen, 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 Breito, University of Virginia Language Arts, Democracy, and Popular Art. Nukia S. Pope, Windthrop 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 Kallemeyn, 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 Rasmussen, Freie Universitat - 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. Olivesan 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. Meyer, 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 Jimerson, University of Texas - Austin; Virginia Walker Snodgrass Rangel, University of Texas - Austin
The Potential of Data Systems in Education to Become Knowledge Management Systems. Jonathan A. Saporiti, University of Pennsylvania; Lisa Merrill
The Role of Data in Two Successful, Reliability-Focused School District Improvement Efforts. Samuel C. Springfiel, 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 Armfield, Northern Arizona University; Laura Sujo-Montes, Northern Arizona University
Determining Effective Media Use and Content Organization for Online Boating Education Courses. Jol 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. Chu-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, OISE/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. Camburn, University of Wisconsin; Ellen B. Goldring, Vanderbilt University; Henry May, University of Pennsylvania
Teachers’ Perceptions of the Leadership Styles of Their Principals. Lasley 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 Fitzsimmons, University of Massachusetts - Lowell

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 Agans; California State University - San Bernardino; Deborah E. Stine, California State University - San Bernardino

57.074-12. The Design Process and Articulating Design. SIG-Design and Technology; Roundtable Session
Chair:
Mahnaaz Moodlem, University of North Carolina - Wilmington
Participants:
Assessing Designers' Reflective Thinking in Solving Design Problems: A Survey Study. Yi-Chun Hong, University of Georgia; Ixosem 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; Wilie V. Easterling, Indiana University; Nilufar Korkmaz, Indiana University; Patricia L. Hardre, University of Oklahoma; Tiffany Anne Roman, Indiana University - Bloomington; Feng-Ru Shau, 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 Sells, University of California - Davis; Socorro Shiel, 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:
Pauł 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. Xihua Hong, University of Toronto; Guangale Hong, University of Chicago
The Future of No Child Left Behind: What Does It Mean for Schools for the Deaf? Stephanie W. Cavhohn, 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 Harley, 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 Liu, 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. Anyisia 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. Itrazry, University of Connecticut; Richard W. Lemons, University of Connecticut
On the Front Line: Complexities of Promoting School Reform Through the Eyes of Urban Principals. Markon C. James, University of Connecticut; Shuana 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 and 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 Heidberg, University of Chicago; Kevin L. Brown, University of Chicago; Marle H. 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 Benavides, 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 Kangs, Louisiana State University; Krisanna L. Machnots, Louisiana State University
12. Competence at Work: Can Competency-Based Training and Assessment Achieve It? Hui Ying Angeline Lim, Singapore Workforce Development Agency; Hoe 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-Ann 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, Chang-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, Mississippi State University; Dana P. Franz, Mississippi State University; Jacob Travis Walker, Mississippi State University; Dwight Hare, Mississippi State University

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; Jianbin Fu, ETS; Lixiong 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 Illinois - Urbana-Champaign; Xiang-Bo Wang, ACT, Inc.; Yuehmei Chien, Pearson
20. Do Cognitive Models Consistently Show Good Model-Data-Fit for Students at Different Ability Levels? Andrea Gotzmann, University of Alberta
21. Implication of Grain-Size Misspecification of Q Matrix in DCMs. Zhan Shu, University of North Carolina - Greensboro; John T. Willis, 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; Xinru Wang, University of North Carolina - Greensboro
24. Profile Analysis via MDS With P-P Plot Graphical Interpretation of ACT Subscores. John N. Denbeyker, University of Iowa

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. Vesey, University of Texas - San Antonio; Antonette D. Strates, University of Iowa; Kyndra Violetta Middleton, Howard University
33. The Effect of a Covariate on Standard Error and Confidence Interval Width. Xiaofeng Steven Liu, University of South Carolina
34. The Implications of Different Multiple Imputation Methods With Multilevel Data. Christopher M Swoboda, 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. Belyakova, 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 Rattanashit, OSU/University of Toronto; Bing Yu, University of Toronto
40. Parental Involvement: An Analysis of Shifts in Parenting Advice. Sanae Jacobs, National PTA
41. Parents’ Roles in K-12 Education: Perspectives From Science and Engineering Education Research. Juyeon Yun, Purdue University; Monica Elaine Cardella, 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 Merline, La Salle University; Jill M. Feldman, Research for Better Schools; R. Lorainne Berntson, 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; John N. Denbeyker, University of Iowa; Mary Roduta Roberts, University of Alberta

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 Lee, University of Texas - Austin; Sarah Lauren Diem, University of Texas - Austin; Anjale DeVayn 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. DiBenedetto, Burch College - CUNY

53. Profiles in Self-Regulated Learning. Lucy M. Barnard-Brash, 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 Mezzalira Gomes, Jundiai University; Evelly 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. Balderama, 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. Miaoj Li, University at Buffalo - SUNY

60. The Effects of Self-Efficacy on Academic English Writing With Native Arabic Speakers. Patricia H. Stull, 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 Montross, SERVE Center

63. Early Literacy and Math Learning: Factors in the School Environment Influencing Effective Teaching. Mariolos 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 Milanowski, 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. Véronique Mars, 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 Liu, University of Minnesota; Frances P. Lawrenz, University of Minnesota

72. When Incentives Don’t Attract: Teachers (Mis)Un understands of a Hard-to-Staff School Incentive Program. Whitney Anne Naman, 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 Northern Colorado; Dana Walker, University of Northern Colorado
59.002. 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:
Lynne Schrum, George Mason 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:
Nafidah Suad Nasir; University of California - Berkeley
Shirley Heath, Stanford University
Krist 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 I. Wimberly, American Educational Research Association
Felice 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 Ethnic Diversity Experiences and Interracial Interactions in College. Donnell Butler; ETS
4. Critical Consciousness Development and Political Participation among Marginalized Youth. Matthew Diemer; University of Texas - Austin
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 Omonotola 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-Laden Storybooks: Implications for Educational Policy and Practice. Melissa Sue Muncie; University of Colorado - Denver
19. Play Behaviors Before and After a Natural Playground Installation in an Early Childhood Setting. Iris Chia Ponte, Tufts University
20. Degree of Bilingualism and Reading: Cantonese-English Dual Language Learners. Yuiko 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 Triton, 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
28. Preventing School Dropout With Secondary Students. Nicole Pyle, University of Texas - Austin
29. A 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 Pupil Development. 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. Micere 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. Unmuhon Vesli-Dagli, East Carolina University
35. Increasing College Readiness: An Investigation of California’s Early Assessment Program. Michelle Kurlendorf, 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. Alleman, 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
Chair: Lois Weis, University at Buffalo - SUNY
4:05 pm to 5:35 pm
Participants: Lois Weis, University at Buffalo - SUNY
Jackyung Lee, University at Buffalo - SUNY

Chair: Lois Weiner, New Jersey City University
4:05 pm to 5:35 pm
Participants: Lois Weiner, New Jersey City University
Howard Stevenson, University of Lincoln
Jill Andrea Pinkney Pastrana, University of Wisconsin

Division Sessions

Chair: Justina Osato Osa, Virginia State University
4:05 pm to 5:35 pm
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 Shaffer, 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
Chair: Jim Scheurich, Texas A&M University
4:05 pm to 5:35 pm
Participants: Actors and Actants in Education: Are Recent Trends in Evidentiary Systems and Instructional Responsibility Parallel Trends or Janus Head? Philip Piety, American Institutes for Research
Enacted Policy Amid Sweeping Reform Mandates: The Influence of Professional Networks on Teachers' Implementations of Curricular Reforms. Sazie Yvette Null, Fort Lewis College
5-Year Academic Outcomes for a Cohort of All-Day Kindergarten: What Policies Should Follow? Kyla L. Wahlstrom, University of Minnesota; Anastasia Hansen, University of Minnesota
Organizational Predictability in Schools: A Latent Variable. Patrick B. Forsyth, University of Oklahoma; Curt M. Adams, University of Oklahoma
Struggling to Create Professional Learning Communities in a Diverse, Low-Performing High School: A Case Study. Kristin S. Huggins, Texas A&M University - College Station; Jim Scheurich, Texas A&M University

59.018. Perspectives on Distributed and Differentiated Leadership to Support Student Learning. Division A - Administration Organization & Leadership; Paper Session
Chair: Charles J. Russo, University of Dayton
4:05 pm to 5:35 pm
Participants: Differentiating Leadership in a Complex Ecology: The District Role. Blair Mascall, OISE/University of Toronto; Stephen E. Anderson, University of Toronto; Jadden Park, OISE/University of Toronto
Distributed Leadership and the Effect on Organizational Commitment: A Mixed-Method Approach. Hester Hulpia, Universiteit Gent, Geert Devon, 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

59.019. School and Community Context and School Stakeholders. Division A - Administration Organization & Leadership; Paper Session
Chair: Ceola Ross Barber, North Carolina Agricultural and Technical University
4:05 pm to 5:35 pm
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. Monsaas, 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. Cele Samuelson, University of Washington
The Role of Trust for Teachers’ Retention. Audrey Addi-Raccac, Tel Aviv University; Eti Ofir, Elementary School Principal

Chair: David O. Stovall, University of Illinois - Chicago
4:05 pm to 6:05 pm
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 - 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? Youths’ Stories for Reimagining the World. Enid Marie Rosario-Ramos, Northwestern University

Trad’n War Stories: Sharing Autoethnographies to Build Critically Reflective and Compassionate Classroom Communities. Patrick Camangian, University of San Francisco

Discussant: Valerie F. Kimboh, 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


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. Trofimenko, 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 Jin Kim, University of Texas - Austin; Diane L. Schullert, University of Texas - Austin

Effects of Parental Academic Autonomy Support, Self-Esteem, and Academic Motivation on Academic Achievement Among Asian and Latino Adolescents. Yng 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-Biland, 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 Elam, University of Haifa; Silomiit Ojef, Kibbutzim College of Education, Technology & Arts
59.027. 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 Negynt, University of Nebraska - Lincoln; Bradley S. Barker, 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 Swain, University of Central Florida; Conrad G. Katzenmeyer, University of Central Florida; Niels da Vitoria Lobo, University of Central Florida; Jaime Godek, University of Central Florida
Discussant: Chris J. Dede, Harvard University

59.028. 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 Pittsburgh
- Results From the Summative Evaluation of the Ready to Learn Initiative. Shelley Pannik, 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

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

59.030. 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 Pechone, Stanford University

59.031. 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 Looman, 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

59.032. Representing “Youth Cultures” 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 Gardiner, 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 Yoon, University of British Columbia
- “Policing the Legitimate Citizen”: Spatiality, Responsibility, and Governance. Jacqueline Kennedy, University of Cambridge
Discussant: Julie E. McLeod, University of Melbourne

59.033. Social Constructions of Time and Classroom Education. Division G - Social Context of Education; Invited Session
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

Monday Afternoon, May 3, 2010
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:
Lizanne DeStefano, 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. Nagaoza, University of Chicago
Evaluating the Effectiveness of Gates GO Centers in Urban High Schools in Texas. Jacqueline Stillsiano Stillsiano, Texas A&M University - College Station; Hersh C. Wazman, Texas A&M University; Judy Ann Hostrup, 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. Allensworth, University of Chicago
Participants:
Changes and Continuities in Classroom Environments and Academic Demands Across the Transition to High School. Amber Stitzel Paraja, University of Chicago; Erica 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. Allensworth, University of Chicago; Maria Luisa De La Torre, University of Chicago; Alissa C. Bea, University of Chicago; Marisol Mastrangelo, Northwestern University
Discussant:
Ruth Curran Neild

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 Deile, 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 Strobels, Purdue University; Xiaojian (June) Chen, Purdue University; Xi (Carol) Cheng, Purdue University; Hannah Kim, Purdue University; Larissa A. Olesova, Purdue University; Ayeshia Sadaf, Purdue University; Annette J. Tomory, Purdue University
High-Fidelity Simulations in Nursing Education: A Theoretical Review of the Literature. Liam Roure, 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 Gismas, 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. Tonya Toker; 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. Inkelas, 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; Khudzish O. Frulent, University of Maryland - College Park
Gender, Socioeconomic Status, and Ethnicity Interactions for Factors Affecting Urban 12th-Graders’ Aspirations to STEM Majors. Hannah Sevin, 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. Holer, 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

59.042. ELs in Secondary Schools: Teaching and Learning Perspectives.
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. Faltis, 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 50JT; Anthony J. Trifero, 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:
Anretha 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, The 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 B. 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 Bennis, Fordham University; Howard T. Evers, 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, Universiti of Toledo; Virginia Kel, 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. Wiske, 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,
Australias, Fiona Gordon, Huntington 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; Daehyeon Nam, Indiana University; Rani Park, Indiana University
Examining 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. Voelgy, College of Saint Rose; Marguerite G. Lodico, College of Saint Rose; Michelle Lee, Pine Hills Elementary School; Moira DeSanta, The College of St. Rose
Discussant: Beverly J. Irby, Sam Houston State University

**59.048. Knowledge Transformation, Design, and Technology.** SIG-Advanced
Chair: Richard Noss, London Knowledge Lab, Institute of Education
Participants:
Migen: 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 Boud, Durham University
Personal Inquiry and Interdisciplinary Challenges: Methodological and Theoretical Frameworks for Learning Technologies Research. Grainne Conole, 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
Chair: Ruben Gaztambide-Fernandez, OISE/University of Toronto
Participants:
Theater as Civic and Communal Space: Youth Learn to Speak Up and Take Action. Radiika Nett Rao, Independent Scholar
Youth, Art, and Activism: Dissecting the Learning and Teaching Processes of Making Art for Social Change. Marit Deshuryst, Museum of Modern Art
Art and Organizing, Art as Organizing. Paul Kuttner, 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
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 Boz, Boston College
Assessment and Vocabulary Development. Diane L. August, Center for Applied Linguistics; Christopher Barry, 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
Chair: Chih-Yuan Sun, University of Southern California
Participants:
Collaborative Case-Study Analysis Using MediaWiki in an Educational Psychology Course: A Mixed-Med Method Investigation. Andi 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 Ezerikki Nivala, University of Turku; Roger Saljo, Goteborg 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. Julia Mans, Mississippi State University; Linda Cornelious, Mississippi State University
Cyberbullying Subtypes and Sex Differences Among College Students. Iako Aoyama, Baylor University; Tertil F. Saxon, Baylor University

Chair: Kermta Kimberly Mayfield, Elmla College
Participants:
Eduational Inequity and Inadequate Literacy Acquisition. Anne Lilla Blanchard, Western Washington University
“Speaking” a Critical Literacy: The Intersection of Critical Literacy and Curriculum as Conversation. Delana Avani 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 Approach to Imagination, Play, and Art as Meaning-Making Practices; Paper Session
Chair: Ana Marjanovic-Shane, Chestnut Hill College
Participants:
Capturing Fireflies in a Glass Jar: Creativity and Multimodal Research in Cultural-Historical Activity Theory. Catherine Connor, Ithaca College
A Synthetic-Analytic Method for the Study of PereaKzianic: Application of Vygotsky’s Method of Literary Analysis to Playworlds. Beth Fehrtol, Brooklyn College - CUNY
Adolescent Aspirations for and Meaning Making About Change. Seena 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.
Monday Afternoon, May 3, 2010

331

331

Barry A. Orek, Long Island University; Jessica Nicoll, Hunter College
The Inscription of Self in Graphic Texts in School. Peter Snagorsky, University of Georgia
“Crossing Scripts and Swapping Riffs”: Preschoolers Make Musical Meaning: Using Social Knowledge and Musical Understanding to Scaffold Experience. Patricia A. St. John, Teachers College, Columbia University
Keeping Ideas and Language in Play: Teaching Drawing, Writing, and Aesthetics in a Secondary Literacy Class. Michelle Zoss, Georgia State University
Discussant: Vera John-Steiner, University of New Mexico

59.054. Understanding Complex Ecologies in Doctoral Education. SIG-Doctoral Education across the Disciplines; Symposium Colorado Convention Center, Street Level, Room 711
4:05 pm to 5:35 pm
Chair: Benita J. Barnes, University of Massachusetts - Amherst
Participants:
Socialization of Doctoral Students for Research. John C. Weidman, University of Pittsburgh
Socialization of Doctoral Students for Service. Kelly A. Ward, Washington State University
Entering Different Worlds: Socialization Into Disciplinary Communities. Chris M. Golde, Stanford University
Academic Capitalism: A New Landscape for Doctoral Socialization. Pilar Mendoca, University of Florida
Doctoral Student Development. Susan K. Gardner, University of Maine
Discussant: Benita J. Barnes, University of Massachusetts - Amherst

59.055. Supporting Struggling Learners in Preschool: Emerging Approaches and Opportunities. SIG-Early Education and Child Development; Symposium Colorado Convention Center, Street Level, Room 610, 612
4:05 pm to 5:35 pm
Chair: Carol Yukelich, University of Delaware
Participants:
Targeting Oral Language Development in Preschoolers at Risk for Reading Difficulties. Molly F. Collins, Erikson Institute; Sarah Elizabeth Dennis, Erikson Institute
Monitoring Progress: A Tool for Promoting Vocabulary Development Among Head Start Preschoolers. Annemarie H. Hindman, Temple University; Barbara A. Wausik, Temple University; Ann Marie Jucewicz, Johns Hopkins University
Achievement Disparities Within At-Risk Preschool Children. Barbara Diane DeBaryshe, University of Hawaii
Supporting At-Risk Preschoolers’ Language and Early Reading Development: A Tiered Approach. Carol Yukelich, University of Delaware; Martha J. Buell, University of Delaware; Myae Han, University of Delaware; Noreen Susan Miller, University of Delaware
Discussant: Kathleen A. Roskos, John Carroll University

59.056. Advanced Modeling Approaches to Issues in Education. SIG-Educational Statisticians; Paper Session Colorado Convention Center, Street Level, Room 406
4:05 pm to 5:35 pm
Chair: Joshua T. Goodman, James Madison University
Participants:
Comparison of Methods for Meta-Analytic Structural Equation Modeling. Ying Zhang, Florida State University; Betsy J. Becker, Florida State University
Meta-Analysis of Intracluss 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; Youngyun 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: Michael R. Harwell, University of Minnesota

59.057. Exploring Multiple Dimensions of Teaching and Learning. SIG-Faculty Teaching, Evaluation, and Development; Paper Session Colorado Convention Center, Street Level, Room 712
4:05 pm to 5:35 pm
Chair: Anne Negy, University of Helsinki
Participants:
Teaching Methods and Course Characteristics Related to College Students’ Desire to Take a Course. Jerrick L. Hornbeak, Kansas State University; Stephen L. Benton, Kansas State University
Online Versus Paper Survey Delivery of College Student Ratings of Instruction. Russell J. Webster, Kansas State University; Stephen L. Benton, Kansas State University; Amy Gross, The IDEA Center
Learning Communities: The Potential Change Agents. Diane A. Igoche, University of Georgia
Understanding Faculty Motivation to Change. Susanna Calkins, Northwestern University; Gregory J. Light, Northwestern University
A Clinical Faculty’s Dilemmas in Reform-Minded Teacher Education Classroom. Qingsui Shi, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas
Discussant: Ann E. Austin, Michigan State University

59.058. Education Organizing: From Theory to Practice to Theory. SIG-Grassroots Community & Youth Organizing for Education Reform; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 8
4:05 pm to 6:05 pm
Chair: Michelle Renee, Annenberg Institute for School Reform
Participants:
Democracy in Education Through Community-Based Policy Dialogues. Sue Winton, University at Buffalo - SUNY
Grassroots Education in Post-Katrina New Orleans: A Case Study. Carl R. Egner, University of Wisconsin - Madison; Maria Sandvik, Fourth World Movement
The Evolution of Self-Interest Through Participation in Education Organizing. Michael P. Evans, Miami University
Youth Activism in Urban Schools and the Prospect of Change. Cynthia Taines, Northern Illinois University
Youth Organizers as Adults: Their Commitments and Contributions. Jenny Conn, Villanova University
Discussant: Seema Shah, International Baccalaureate

59.059. Cross-Cultural Research on Talent Development: International Studies of Academic Olympians. SIG-International Studies; Symposium Colorado Convention Center, Street Level, Room 604
4:05 pm to 5:35 pm
Chair: Kurt A. Heller, University of Munich
Participants:
Academic Competitions Serve the U.S. National Interests. James R. Campbell, Saint John’s University; Marilyn A. Verna, Saint Francis College
Comparing Adult Longitudinal Studies of Productivity for Gifted Americans From Different Eras (1954 and 2009). James R. Campbell, Saint John’s University; Xuemi Feng, SAIC Frederick Inc.
The Influence of Self-Perception of Abilities and Attribution Styles on Academic Choices: Implications for Gifted Education. Kirs A. Tirri, University of Helsinki; Petri J. Nokela, University of Tampere
Combining Excellence and Ethics: Implications for Moral Education for the Gifted. Kirs A. Tirri, University of Helsinki
The Age-Related Developmental Influences of Family Environments on Academic Achievement of Scientifically Talented Students and Olympians. Seokhee Cho, St. John’s University; James R. Campbell, Saint John’s University
Family Environmental and Affective Factors in Relation With the Preference for Creative Problem Solving of Scientifically Talented Individuals. Seokhee Cho, Saint John’s University; Chia-Yi Lin, Saint John’s University
Discussant: Eunsook Hong, University of Nevada - Las Vegas

59.060. Personal Experiences in Decisions Around Teaching. SIG-Lives of Teachers; Paper Session Colorado Convention Center, Street Level, Room 102
4:05 pm to 5:35 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

59.061. 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:
Karen R. Seashore, University of Minnesota
Participants:
An Empirical Reanalysis of the Construct of Enabling Bureaucracy. Paul M. Miller, Saint John’s University; Edwin Tjoa, Saint John’s University; Nancy Elda Casevalla, Saint John’s University; C. John Tarter, The University of Alabama
The Role of Multiple Institutional Identities in Times of Transformation. Stephanie Levitt, The University of Arizona; Tharini Wijeweera, The University of Arizona; Pauline Marilyn Glenn, The University of Arizona; Jenny J. Lee, The University of Arizona
Making Sense of Instruction: Implications for Schools as Organizations. Andrew Edward Krumm, University of Michigan; Kristi Holstrom, University of Michigan
The Development of an Organizational Boundary Analytical Framework for the Study of Educational Organizations. David H. Eddy Spicer, University of Bath; Christopher R. James, University of Bath
Understanding Learning in Organizations: Bridging the Organizational and Learning Sciences. Rodney T. Ogawa, University of California - Santa Cruz; Jennifer L. Russell, University of Pittsburgh
Discussant:
John M. Weathers, University of Colorado - Colorado Springs

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 Noon, Harvard University; Rena Dorph, University of California - Berkeley; Carolyn Dahlgren, McLean Hospital; Jim Larson, McLean Hospital; David Goldenstein, University of California - Berkeley; Jeffrey Sheldon, Claremont Graduate University
Out-of-School-Time Science: It’s Not What You Think. Bronwyn Bevan, Exploratorium; Vera Safa Michalak, SRI International; Ruchi Tirumala Bhunot, 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 Ernaniation; Paper Session
Colorado Convention Center, Street Level, Room 606
4:05 pm to 5:35 pm
Chair:
Virginia M. Lea, Gettysburg College
Participants:
Conflict Resolution for Elementary Students From a Freireian/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
Intersected Racial Ideologies in Community Organizing for School Reform: Using Problem-Based Pedagogies to Engage Chicana Racialized Epistemologies. Christopher L. Milk, 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
59.066. 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: Explanatory 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. Onwuegbuzie, Sam Houston State University Guidelines for Writing Mixed-Research Articles. Nancy L. Leech, University of Colorado - Denver; Anthony J. Onwuegbuzie, 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. Hall-Vaughn, University of Central Florida; Anthony J. Onwuegbuzie, 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 McCarter, 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


59.070. 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


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; Babette Gutmann, Westat;
Michael J. Puma, Chesapeake Research Associates, LLC; Brian Kisida,
University of Arkansas; Nada Eisia, 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

59.075-2. Exploration of Adolescents' Achievement. SIG-Adolescence and Youth
Development; Roundtable Session
Chair: Jeffrey Stuart Kaplan, University of Central Florida
Participants:
The Relationship Between Ecological and Cultural Change and Student
Improvement. Cindy D. Woods, Plano Independent School District; Sara
Bonser; Plano Independent School District; Kim Conlon, Plano Independent
School District
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 Borrego, 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 Saxe, 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. Hendrickx-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: Sociocognitive 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 Conroy, 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. Vossey, University of Texas - San Antonio
Addressing Narcissism as a Reason for Recent Trends in Moral Judgment
Development. Meghan Saculla, Western Kentucky University; William Pitt
Derbyherry, 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

Division K - Teaching and Teacher Education; Roundtable Session
Chair: Mica Pollock, Harvard University
Participants:
Examining Discipline-Specific Literacy Instruction in High Schools. Kellee D.
Dennis, University of Pittsburgh; Rita M. Bean, University of Pittsburgh
Reaching Out: Impacts of Teachers’ Outreach Efforts on Kindergarteners’
Reading Skills. Eunjoo 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 roundtable. Nancy T. Walker, University of La Verne; Jennifer Wimmer, 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. Trevino, Texas A&M University - College Station; Rafael Lara-Alecio, 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 Parkey, 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. Burau, Marquette University

Chair: Noah Borrello, University of San Francisco
Participants:
Induction Can Make a Difference to Teacher Practice and Ministry Policy: Evidence From a Province-Wide Evaluation. Ruth 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. Omiunota 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; Jenina Espinoza-Howlett, University of Florida; Stephanie L. Dodman, University of Florida; Joanne J. La Frumenta, University of Florida
Cultural Immersion for Teacher Educators: Stimulus for Growth. Jean Moule, Oregon State University - Corvallis; Lynn Pendall, 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; Zheng Xu, University at Albany - SUNY; Jeanel 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 Tollef, 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. Manuelti, 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 Cherubini, 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-San 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; Andreana Oouski, 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; Solange Ochoa-Angirno, 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 Pichard, University of Colorado - Boulder; Anna Ospova, 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; Thomasen Lott Adams, University of Florida; Tim Jacobbe, University of Florida; Kerry McCarthy, 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, Lybrook 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 Educational Innovation: 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 Nastiti Nastiti, Edith Cowan University; Jeremy Pagrum, 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. Vlohma, 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. Valcke, 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. Gaunt-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 Lamison, 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. Margie Magausk Colbert, University of Massachusetts; Therese Marie Roberts, University of Massachusetts - Amherst
- Improving Teacher Quality Through Online Professional Development: Perception Versus Reality. Sheradyn 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. Strother; Education Development Center; Inc.; Monica Beglau, eMINTS National Center; University of Missouri; Lorie 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


Chair: Joseph E. Flynn, Northern Illinois University
Participants:
- Inhuming 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. Bonk, 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-McCutch, 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 Allensay, 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. Roundtable Session 43; Roundtable Session

Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2
4:05 pm to 5:35 pm
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 Pavirajah, 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 Cognitive Dialogue. Femi S. Ohulaja, 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 Mair 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 Broue, 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-Zwief, 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. Miyoun Lim, Georgia State University; Anton Pavirajah, 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
Participants:
Building Effective Online Learning Communities. Erica C. Boling, Rutgers University; Mary Hough, Rutgers University; Hindu L. Kershys, 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. Heinek, 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. Sullenger; University of New Brunswick
Participants:
Learning to Deliver or Reflecting to Learn: What Do Preservice Science Teachers Learn Through Action Research? Mehmet Aydeniz, 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 Tzall, 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. Ijan, Texas Tech University; Deborah Lowther, The University of Memphis
Examining Change in Teaching and Learning in a Large-Scale School Laptop Program. Cathy Cavanagh, 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 Todd Ottenbreit-Lefebv, Indiana University; Thomas Brush, Indiana University
Building-Level Support for Technology Integration: Ecological Links. Ellen B. Meier, Teachers College, Columbia University; Caron M. Mineo, Teachers College, Columbia University
The Impact of Technology Integration on Student Academic Achievement for Special Needs Students. Jane Anne Beese, 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.
Division and SIG Posters


Posters:
16. Constructing Pyramids: Building the Experience of a Social Education. Debra Denise Shalisky, University of Houston
17. Culturally Responsive Pedagogy and Reflective Practice. Ingrid Spatt, Moltay College; Andrea M. Honigsfeld, Molloy College; Audrey Cohan, Moltay College
18. Grounding a Methodology for In-Service Training and Professional Development: A Self-Study as an In-Service Trainer. Geert Kelchtermans, University of Leuven; Katrijn Ballet, University of Leuven
19. "Moving Ahead While Staying in the Same Place": An Extended Model for Field Experience and Student Teaching. Holly McConnell, James Madison University; Michelle A. Hughes, James Madison University
20. Post-Seminar Perspectives on Practice: A Teacher Educator Returns to Teach High School Social Studies. Jason K. Ritter, Duquesne University; Steven William Havick, University of Georgia

59.077-3. Instructional Technology SIG Poster Session II. SIG-Instructional Technology, Poster Session
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-wei Lin, TamKang University; Yi-Asien Chen, TamKang University; Cha-Hua Wu, TamKang University


27. Graduate Students’ Attitudes Toward Computer-Supported Collaborative Learning. Hsing-Yu Ku, University of Northern Colorado; Hui-Fen Chen, University of Northern Colorado; Chatchada Akarasriworn, 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 Affect Note Writing Load: A Mixed Methods Study of Note Writing and Class Size in Online Graduate Courses. Mengzhu Qiu, OISE/University of Toronto

30. Instructional Designers and Project Managers: Two Occupations Separated by Common Competencies. Shabron Williams Van Rooy, 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:


35. Factorial Validity Assessment of Opportunity to Learn Measures Using Fourth-Grade NAEP Indicators. Stephanie W. Caccamise, 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, Westat; 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. Christalla Mouza, 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 Hutchison, Iowa State University

43. Advance! Discrimination Education Through Play. Jessica Hammer, Teachers College, Columbia University; Jessica Mezey, Teachers College, Columbia University; Nisha Ales, 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. Ya-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. Mallory; The American Institutes for Research; Jaewha 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 Bientiens, University Maastricht; Dirk Tempelaar, University Maastricht; Win H. Gijselaers, 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 Cuppers, 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. Angeli, 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 Kittsche, University of Colorado - Boulder; Cory Allan, 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; Hyewoon Bang, Bowling Green State University; Susan Mathew, Oklahoma State University; Stacey L. Bridges, Oklahoma State University; Angela Leigh Minton, 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; Yan-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. Yan-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

59. Learning Engineered: A Framework for the Analysis, Design, and Evaluation of Computer-Supported Collaborative Learning and Teaching. Iris Stammberger; Lionza Educational Services

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.
6.001. AERA Committee on Scholars of Color in Education Mentoring Lecture and Reception - Invitation Only. AERA Governance; Session Hyatt Regency, Fourth Level, Capitol Ballroom 4
6:15 pm to 8:15 pm
Chair: Tahbye Maria Chavous, University of Michigan

6.002. 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

6.010. 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: Sonja L. Lanehart, University of Texas, San Antonio

6.011. Division D 2010 In-Progress Research Gala. Division D - Measurement and Research Methodology; Structured Poster Session Sheraton, Plaza Concours Level, Plaza Ballroom CF 6:15 pm to 7:45 pm
Chairs: Dubravka Svetina, Arizona State University
Gail C. Tiemann, The University of Kansas
Karen E. Rambo, University of Connecticut

6.012. Advanced Studies of National Databases (ASOND) SIG Business Meeting, SIG-Advanced Studies of National Databases, Business Meeting Sheraton, Plaza Concours Level, Plaza Court 4 6:15 pm to 7:45 pm
Participant: Debbie L. Hahn-Vaughn, University of Central Florida

6.013. Applied Research in Virtual Environments for Learning (ARVEL) SIG Business Meeting, SIG-Applied Research in Virtual Environments for Learning; Business Meeting Sheraton, Plaza Concours Level, Governor’s Square 12 6:15 pm to 8:15 pm
Participants: Eric D. Klopfer, Massachusetts Institute of Technology
Chris J. Dede, Harvard University
Diane Jass Ketelhut, Temple University
Greg Jones, University of North Texas
Brian C. Nelson, Arizona State University

Monday, 6:15 pm
Governing Council Meetings and Events

SIG Sessions

6.001. AERA Committee on Scholars of Color in Education Mentoring Lecture and Reception - Invitation Only. AERA Governance; Session Hyatt Regency, Fourth Level, Capitol Ballroom 4
6:15 pm to 8:15 pm
Chair: Tahbye Maria Chavous, University of Michigan

6.002. 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

6.010. 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: Sonja L. Lanehart, University of Texas, San Antonio

6.011. Division D 2010 In-Progress Research Gala. Division D - Measurement and Research Methodology; Structured Poster Session Sheraton, Plaza Concours Level, Plaza Ballroom CF 6:15 pm to 7:45 pm
Chairs: Dubravka Svetina, Arizona State University
Gail C. Tiemann, The University of Kansas
Karen E. Rambo, University of Connecticut

6.012. Advanced Studies of National Databases (ASOND) SIG Business Meeting, SIG-Advanced Studies of National Databases, Business Meeting Sheraton, Plaza Concours Level, Plaza Court 4 6:15 pm to 7:45 pm
Participant: Debbie L. Hahn-Vaughn, University of Central Florida

6.013. Applied Research in Virtual Environments for Learning (ARVEL) SIG Business Meeting, SIG-Applied Research in Virtual Environments for Learning; Business Meeting Sheraton, Plaza Concours Level, Governor’s Square 12 6:15 pm to 8:15 pm
Participants: Eric D. Klopfer, Massachusetts Institute of Technology
Chris J. Dede, Harvard University
Diane Jass Ketelhut, Temple University
Greg Jones, University of North Texas
Brian C. Nelson, Arizona State University

Monday, 6:15 pm
Governing Council Meetings and Events

SIG Sessions

6.011. Division D 2010 In-Progress Research Gala. Division D - Measurement and Research Methodology; Structured Poster Session Sheraton, Plaza Concours Level, Plaza Ballroom CF 6:15 pm to 7:45 pm
Chairs: Dubravka Svetina, Arizona State University
Gail C. Tiemann, The University of Kansas
Karen E. Rambo, University of Connecticut

6.012. Advanced Studies of National Databases (ASOND) SIG Business Meeting, SIG-Advanced Studies of National Databases, Business Meeting Sheraton, Plaza Concours Level, Plaza Court 4 6:15 pm to 7:45 pm
Participant: Debbie L. Hahn-Vaughn, University of Central Florida

6.013. Applied Research in Virtual Environments for Learning (ARVEL) SIG Business Meeting, SIG-Applied Research in Virtual Environments for Learning; Business Meeting Sheraton, Plaza Concours Level, Governor’s Square 12 6:15 pm to 8:15 pm
Participants: Eric D. Klopfer, Massachusetts Institute of Technology
Chris J. Dede, Harvard University
Diane Jass Ketelhut, Temple University
Greg Jones, University of North Texas
Brian C. Nelson, Arizona State University

Monday, 6:15 pm
Governing Council Meetings and Events

SIG Sessions

6.011. Division D 2010 In-Progress Research Gala. Division D - Measurement and Research Methodology; Structured Poster Session Sheraton, Plaza Concours Level, Plaza Ballroom CF 6:15 pm to 7:45 pm
Chairs: Dubravka Svetina, Arizona State University
Gail C. Tiemann, The University of Kansas
Karen E. Rambo, University of Connecticut

6.012. Advanced Studies of National Databases (ASOND) SIG Business Meeting, SIG-Advanced Studies of National Databases, Business Meeting Sheraton, Plaza Concours Level, Plaza Court 4 6:15 pm to 7:45 pm
Participant: Debbie L. Hahn-Vaughn, University of Central Florida

6.013. Applied Research in Virtual Environments for Learning (ARVEL) SIG Business Meeting, SIG-Applied Research in Virtual Environments for Learning; Business Meeting Sheraton, Plaza Concours Level, Governor’s Square 12 6:15 pm to 8:15 pm
Participants: Eric D. Klopfer, Massachusetts Institute of Technology
Chris J. Dede, Harvard University
Diane Jass Ketelhut, Temple University
Greg Jones, University of North Texas
Brian C. Nelson, Arizona State University

Wednesday, 6:15 pm
Governing Council Meetings and Events

SIG Sessions

6.011. Division D 2010 In-Progress Research Gala. Division D - Measurement and Research Methodology; Structured Poster Session Sheraton, Plaza Concours Level, Plaza Ballroom CF 6:15 pm to 7:45 pm
Chairs: Dubravka Svetina, Arizona State University
Gail C. Tiemann, The University of Kansas
Karen E. Rambo, University of Connecticut

6.012. Advanced Studies of National Databases (ASOND) SIG Business Meeting, SIG-Advanced Studies of National Databases, Business Meeting Sheraton, Plaza Concours Level, Plaza Court 4 6:15 pm to 7:45 pm
Participant: Debbie L. Hahn-Vaughn, University of Central Florida

6.013. Applied Research in Virtual Environments for Learning (ARVEL) SIG Business Meeting, SIG-Applied Research in Virtual Environments for Learning; Business Meeting Sheraton, Plaza Concours Level, Governor’s Square 12 6:15 pm to 8:15 pm
Participants: Eric D. Klopfer, Massachusetts Institute of Technology
Chris J. Dede, Harvard University
Diane Jass Ketelhut, Temple University
Greg Jones, University of North Texas
Brian C. Nelson, Arizona State University

Wednesday, 6:15 pm
Governing Council Meetings and Events

SIG Sessions
Monday Evening, May 3, 2010 341

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

60.016. Business Education and Computer Information Systems Research SIG Business Meeting. SIG-Business Education & Computer Information Systems Research; Business Meeting Sheraton, Plaza Concourse Level, Plaza Court 8 6:15 pm to 7:45 pm

Participants:
Ken E. Martin, University of Cincinnati
Michelle Salmona
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
Theodorea Regina Berry, Independent Scholar
Deneese L. Jones, Longwood University

60.021. Critical Issues in Curriculum and Cultural Studies SIG Business Meeting - Beyond the Cool of Critical/Cultural Studies: Whither Transdisciplinary Study of Education as Experience? SIG-Critical Issues in Curriculum and Cultural Studies; Business Meeting 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 Manfull, 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 Wuk, 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.
María Teresa Almada, Centro de Asesoría y Promoción Juvenil A.C.
Fernanda Coelho Liberali, Pontifica Universidade Catolica de Sao Paulo
Maria Cecilia 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:
Nicolette L. Thompson, Mississippi State University
Brent D. L. Debassige, The University of Western Ontario
Judith R. Gipp, Haskell Indians Nations University
Vincent R. Werito, University of New Mexico

60.026. Ivan Illich SIG Business Meeting and Discussion. Anarchism or Commonism? 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 Soto-Manning, Teachers College, Columbia University
Kathryn Whitmore, The University of Iowa
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. Eckes, Indiana University; Julie F. Mead, University of Wisconsin - Madison; Karen L. Mitsch, 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 Fusarelli, 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 B. 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

60.032. Narrative Research SIG Business Meeting. Narrative Inquiry: Seeking Relations as Modes of Interactions, Featuring 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. Shaun 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 L. 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. Ceglowksi, 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. Pigliaro, 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: Dannion W. Betebenner, 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 Morning, May 4, 2010

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 Sinon, Education & Labor Collaborative; Joel Soinsky, International Brotherhood of Teamsters; Leigh D. Benin, Adelphi University; Robert A. Linn, Adelphi University; Theresa Montano, California State University - Northridge; Rosa Linda Furumoto, California State University - Northridge; Marici 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. Burris, 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

Governance Meetings and Events

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

Presidential Sessions

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. Ulanoff, 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. Ulanoff, California State University - Los Angeles
The Professional Practice Doctorate in Law. Rachel Moran, University of California - Berkeley
The Professional Practice Doctorate in Nursing. Arlene Sperhac, 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; Tiiu 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
63.012. Transforming and Supporting Urban Education. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 11
8:15 am to 9:45 am

Chair: Linda P. Rose, University of California - Los Angeles

Participants:
- Fostering Department Chair Instructional Leadership Capacity Through Communities of Practice: A Strategy for Sustainable High School Reform. Hans W. Klar, University of Wisconsin - Madison
- Searching for Experts: Identifying the Substance of Principals’ Learning-Centered Leadership Expertise. Jason Huff, Vanderbilt University; Ellen B. Goldring, Vanderbilt University
- Staffing the Classrooms: How Urban Principals Make Teacher Hiring Decisions. Mimi Engel, Vanderbilt University; Maida A. Finch, Vanderbilt University
- Supporting Early-Career Principals in Transforming Urban High Schools. Samuel Paul Whalen, University of Illinois - Chicago; Martha Hebert, University of Illinois - Chicago; Peter Martinez, University of Illinois - Chicago

A Systems Approach to Educational Reform: Differences in Role Group Perceptions. Richard James Correnti, University of Pittsburgh; Jennifer Zoltmers Sherer, University of Pittsburgh; Mary Besterfield-Sacre, University of Pittsburgh; Patricia Magruder, University of Pittsburgh; Zahiit Kisa, University of Pittsburgh; Lauren B. Resnick, University of Pittsburgh

Discussant: Pamela A. Mason, Harvard University

63.013. Extraordinary Politics: Civic Education, Youth Culture, and the School Curriculum. Division B - Curriculum Studies cosponsored with SIG-Grassroots Community & Youth Organizing for Education Reform and SIG-Critical Issues in Curriculum and Cultural Studies; SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium Colorado Convention Center, Street Level, Room 112
8:15 am to 10:15 am

Chair: Joel Westheimer, University of Ottawa

Participants:
- Curriculum, Digital Media, and Youth Political Participation in the 2008 Presidential Election. Joseph E. Kahne, Mills College
- Extraordinary Politics: Civic Education, Youth Culture, and the School Curriculum. Joel Westheimer, University of Ottawa; Kristina Rae Llewellyn, University of British Columbia
- Theorizing Post-Colonial Studies for in Education. Binuya Sabedi, The Ohio State University; Rohand Sintos Coloma, OISE/University of Toronto; Jeong-Eun Rhee, Teachers and the Discourse of Nationalism in Taiwan. K. Huei Lee, University of Texas - Austin
- What Can Students Learn by Comparing Rather Than Isolating Variables? Kevin McElhaney, University of California - Berkeley; Maricia Linn, University of California - Berkeley
- Scaffolding Symmetric Participation in Collaborative Inquiry: A Knowledge Community Approach. Hedieh Najafi, OISE/University of Toronto; James D. Slota, University of Toronto
- Favorable Expectation of Scientific Inquiry: Understanding by Doing? Middle School Students’ Understandings About Inquiry and Their Abilities to Do Inquiry. Eunyoung Ko, National-Louis University; Byoung-Sug Kim, Roosevelt University; Norman G. Lederman, Illinois Institute of Technology

Discussant: Martina Nieswand, Illinois Institute of Technology

63.015. Investigating Inquiry Learning in the Science Classroom. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 102
8:15 am to 9:45 am

Chair: Janice Koch, Hofstra University

Participants:
- A Place and a Time for Expository Instruction During Inquiry Learning? Alexander Rachel, University of Munich; Christof Wecker, University of Munich; Eva Heran-Diirr, University of Munich; Christine Walmer, University of Munich; Hartmut Wiesner, University of Munich; Frank Fischer, University of Munich
- What Can Students Learn by Comparing Rather Than Isolating Variables? Kevin McElhaney, University of California - Berkeley; Maricia Linn, University of California - Berkeley
- A Comparative Analysis of Student Learning With a Collaborative Computer Simulation of the Cardiopulmonary System. Diane Keyser, University of Colorado - Boulder
- A Comparative Analysis of Student Learning With a Collaborative Computer Simulation of the Cardiopulmonary System. Diane Keyser, University of Colorado - Boulder

Discussant: Vic Spitzer, University of Colorado

63.016. Mr. Vetro: Assessing a Collective Simulation Framework. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 205
8:15 am to 9:45 am

Chair: Alex Repenning, AgentSheets Inc.

Participants:
- Mr. Vetro, a Collective Simulation Cyber-Learning Infrastructure for Science Education. Andri Ioannidou, AgentSheets Inc.
- The Influence of a Cardiopulmonary Computer Simulation on Teacher Practice and Opportunities for Student Inquiry. Lisa Luhn Feldman, St. Helena High School
- Collective Simulations as a Context for Student Scientific Inquiry: Effects on Student Attitudes and Beliefs Toward Science. David C. Webb, University of Colorado - Boulder
- A Comparative Analysis of Student Learning With a Collaborative Computer Simulation of the Cardiopulmonary System. Diane Keyser, University of Colorado - Boulder

Discussant: Vic Spitzer, University of Colorado

63.017. Techniques to Improve Memory and Recall. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 106
8:15 am to 9:45 am

Chair: Brent Igo, Clemson University

Participants:
- Intellectual, Academic, and Cognitive Growth in Children as a Function of Domain-Specific Working Memory Subgroups. Xinhuai Zheng, University of California - Riverside; Olga Y. Jerman, Frostig Center; H. Lee Swanson, University of California - Riverside
- An Investigation of the Influence of World View on Selective Recall From a Text. Benjamin Robert Forsyth, Michigan State University
- Note Taking, Cognitive Load, and Word Recall in Different Media Environments. Lin Lin, University of North Texas; Chris William Bigenho, University of North Texas
63.018. Engaging the People’s Memory: Reforming Education Today

**Using Lessons from the Past, Division F - History and Historiography**

Co-sponsored with SIG-R, the focus is on the Asian and Pacific American experience. Discussion on the impact of Black Education: Symposium.

Chair: Walter R. Allen, University of California - Los Angeles

Participants:
- If You Ain’t Got the Do Re Mi: The Political Economy of Migrant Education in Los Angeles in 1936. Jennifer Anne Crawford, University of California - Los Angeles
- “As I Learn From You, I Guess You Learn From Me”: Civic Education Lessons From the Mississippi Freedom School Citizenship Curriculum. Nicole Mirra, University of California - Los Angeles

Discussant: William H. Watkins, University of Illinois - Chicago

63.019. Social Construction of Race and Identity

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

Chair: Theresa Y. Austin, University of Massachusetts - Amherst

Participants:
- A Conceptual Tool for Studying and Teaching About Race, Culture, and Context. Eileen R.C. Parsons, University of North Carolina - Chapel Hill
- The Do’s and Don’ts of Race: Learning to Be Black and a Good Person. Brenda Gayle Juarez, University of South Alabama; Darren Terry Smith, University of Utah
- We Are Who We Study/Somos Los Que Estudiamos: An Exploratory Study of Chicana/o Educator’s Identities and Agency. Loretta Chavez, Metropolitan State College of Denver - Los Angeles
- White Men’s Racial Others and the Complex Social Production of Identity. Timothy J. Lenses, University of Minnesota
- “So What You’re Saying Is?”: Co-Constructing and Operationalizing Views of Language. Melinda J. McBee Orzulak, University of Michigan

Discussant: Bryan McKinley Jones Brayboy, Arizona State University

63.020. What Identity Can Tell Us About Literacy Education: Contemporizing Literacy, Pedagogy, and Practice

**Division G - Social Context of Education; Symposium**

Chair: Donna E. Alvermann, University of Georgia

Participants:
- Learning in and for the New Representative Landscape: Toward a Multiliteracies Approach. William Cope, University of Illinois; Mary Kalantzis, University of Illinois
- Critical Pedagogy and Urban Youth. Cheryl A. McLean, Rutgers University
- Collages of Identity: Popular Culture and Online Literacies. Bronwyn T. Williams, University of Louisville
- Consumers as Learners, Learners as Consumers. Jennifer Rossell, Rutgers University
- Virtual Artifacts: Video-Gaming and Identity (Re)Examined. Sandra Shamroth Abrams, Saint John’s University

Discussant: Kate Pahl, University of Sheffield

63.021. Implementing Best-Practice Methodology Given School Realities: Approaches From a Middle School Science Intervention Evaluation.

**Division H - Research, Evaluation and Assessment in Student Achievement**

Chair: Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania

Participants:
- Translational Science of Cognitive Science in Middle School Science Curricula. Christian D. Schunn, University of Pittsburgh; F. Joseph Merlino, La Salle University; Jennifer G. Crowley, Temple University; Christine M. Massey, University of Pennsylvania; Nora Newcombe, Temple University; Timothy James Nokes, University of Pittsburgh
- Designing a Mixed-Methods Evaluation to Measure the Impacts of Modified Middle School Science Curricula. Morgan S. Polikoff, University of Pennsylvania; Rebecca A. Maynard, University of Pennsylvania; Robert Boruch, University of Pennsylvania
- Building Aligned Assessments for Middle School Science Teachers and Students. Katie Baghaian, University of Pennsylvania; Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania
- Issues and Challenges in Measuring Fidelity of Implementation in Large-Scale Randomized Control Trials. Jennifer M. Maken, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania


63.022. Measuring the Effects of Professional Development Programs on Student Achievement.

**Division H - Research, Evaluation and Assessment in Student Achievement**

Chair: Neal D. Finkelstein, WestEd

Participants:
- A Program Evaluation Design for the Nested Ecology of Elementary Science Teachers and Students. Dana V. Diaoconu, Boston College; Wallace Dominey, Rice University; Judy A. Radigan, University of Houston
- Estimating the Impact of a Professional Development Program on Student Learning Using a Value-Added Model. Jennifer L. Green, University of Nebraska - Lincoln; Wendy M. Smith, University of Nebraska - Lincoln; Walter W. Stoup, University of Nebraska - Lincoln; Shao Jiao, University of Nebraska - Lincoln; Ruth M. Heaton, University of Nebraska - Lincoln
- K-16 Professional Learning Communities: Impact of Engaging K-12 and University Faculty to Improve Teaching and Learning. Janet Nyakarumbo Mogusu, Jackson State University; Judith A. Monsaas, University System of Georgia
- Learning Lab: Connecting Learning and Practice. Cynthia A. Tananis, University of Pittsburgh; Keith Truran, University of Pittsburgh; Cara Ciminillo, University of Pittsburgh; Tianyuan Wang, University of Pittsburgh; Rebecca Price, University of Pittsburgh; Tracy Pelkowski, University of Pittsburgh
- Measuring the Effects of Collaboration and Professional Development on the Technology Integration in K-12 Classrooms. Melinda J. Mollette, North Carolina State University; Amy Overbay, North Carolina State University; Rebecca A. Maynard, University of Pennsylvania; Morgan S. Polikoff, University of Pennsylvania; Nora Newcombe, Temple University; Timothy James Nokes, University of Pittsburgh

Discussants: Stephanie (Steve) A. Henry, REASolutions

63.023. Professional Development: Local Through Global Perspectives

**Division 1 - Education in the Professions; Paper Session**

Chair: Sara Kim, University of Washington

Participants:
- Performance of Physicians Trained Through the Research Pathway in Internal Medicine. Rebecca S. Lipner, American Board of Internal Medicine; Carola M. Jacobs, American Board of Internal Medicine; Eric S. Holmboe, American Board of Internal Medicine
- Professional Education Through a Lifetime: A Study of the Learning of Engineers. Kevin J. Anderson, University of Wisconsin - Madison; Sandra Courter, University of Wisconsin
Beyond Description: An Exploration of Experienced Archivists’ Knowledge and Searching Skills. Denise Anthony, University of Denver
Globalization of Professional Education: A Case Study of the Planning Process of an International Multi-Institutional Degree. Mary Allison Witt, University of Illinois
Dental Student Professional Identity Formation: Themes Illustrative of Developmental Stage Differences. Verna E. Monson, University of St. Thomas; Muriel J. Bebeau, University of Minnesota
Effects of Individual Determinants on Feedback-Seeking Behavior and Professional Development. Janine van der Rijt, Maastricht University; Win H. Gijselaers, Maastricht University; Piert Van den Bosch, Maastricht University; Mien Segers, University Maastricht, Flevob; Margaretha W. J. Van De Wiel, Maastricht University
Discussant: Dorthea H. Juul, American Board of Psychiatry and Neurology, Inc.

Dorthea H. Juul, American Board of Psychiatry and Neurology, Inc.

63.024. Supporting High School Students in College Courses: Findings From Three Studies. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 105
Chair: Katherine L. Hughes, Teachers College, Columbia University
Participants:
Dual Enrollment Within a CTE Pathway: Supporting College-Going Among Students in Technical Fields. Katherine L. Hughes, Teachers College, Columbia University; Linsey N Edwards, Community College Research Center, Melinda Mecchar Karp, Columbia University
Scaffolding and Supporting the College Experience: A Case Study of Middle College High School at Contra Costa College. Elisabeth Barnett, Teachers College, Columbia University
Toward a Model of Comprehensive Student Supports in Early-College High Schools. Andrea Venezia, WestEd
Discussant: Thomas R. Bailey, Teachers College, Columbia University

63.025. The Influence of College Selectivity and Student Engagement on Educational Outcomes and Early-Career Earnings. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 103
Chair: Laura W. Perna, University of Pennsylvania
Participants:
College Selectivity and Student Outcomes: An Investigation of the University of California’s Guaranteed Transfer Option. Michal Kurlaender, University of California - Davis; Eric Groudsy, University of Minnesota
College Student Engagement and Early Career Earnings: Differences by Gender, Race/Ethnicity, and Academic Preparation. Shouping Hu, Florida State University; Gregory C. Wohniak, National Opinion Research Center at the University of Chicago
Student Characteristics of Merit Aid Recipients: Structural and Human Agency Determinants. Allison S. Ambrose, St. Ambrose University
Drop Out or Transfer Out: Unraveling the Impact of Financial Aid on Students’ College Departure Pattern. Dongbin Kim, The University of Kansas
Discussant: Laura W. Perna, University of Pennsylvania

63.026. Preserve Teachers’ Identities and Dispositions. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 704
Chair: Avonne Alzate, Empire State College - SUNY
Participants:
Discourse and Positioning as Lenses Into the Relationship Between Beginning Teacher Identities and Student Opportunities. Laura C. Hanford, University of New Mexico
Immigrant Mothers: Resilience, Perseverance, and the Construction of New Identities. Leila Flores-Duenas, University of New Mexico; Rosemary Kubiak Fessinger, University of New Mexico
Multiplicity of Teacher Identities: How One Preserve Teacher Negotiated Conflicting Discourses of Teacher Education. Anne Swenson Tchnor; University of Iowa
Photo-Elicitation as a Tool to Understand and Develop Preserve Teacher Professional Identity: An International Exploration. Robert Wiggins, Oakland University; Nancy M. Brown, Oakland University; David Mark Second, Oakland University; Phil Naulohy, University of Western Sydney
Preservice Teachers’ Understanding of and Interaction With Dispositions. Rita Navorcki-Chabin, Alverno College; Lee Breese, Alverno College
Discussant: Paula Rivera Elliott, Wheelock College

63.027. Social Justice Pedagogy Through Self-Reflection on Race, Gender, and Class. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 706
8:15 am to 10:15 am
Chair: Rhoda Freedon, University of California - Los Angeles
Participants: Real Talk on the Block(k): Cultivating a Collective of Teachers as Intellectuals, Artists, and Humans. Gerald T. Reyes, University of California - Berkeley
Urban School Teaching in the Eye of the Storm: Discussing Psychological and Physical Stresses That May Lead to Minority Teacher Attrition. Diana Moreno, University of California - Los Angeles
Discussant: David O. Stovall, University of Illinois - Chicago

63.028. State Reform in an Era of Accountability and Innovation. Division L - Educational Policy and Politics; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 10
8:15 am to 9:45 am
Chair: Carolyn D. Herrington, Florida State University
Participants: An Untapped Resource: University Students as State-Level, Public Higher-Education Lobbyists. Elizabeth (Beth) Ann Tankersley-Baskhead, University of Missouri - Columbia; Barbara K. Townsend, University of Missouri - Columbia
Blending Accountability and Support: Reorienting State Leadership for Learning Improvement. Brenda Hood, University of Washington; Michael S. Knapp, University of Washington; Margaret L. Plecki, University of Washington
Charter School Formation in Florida. Ruth Storm Feick, Florida State University
Does the Quest for Policy-Relevant Data Create Paperwork in Schools? Findings From a State Paperwork Reduction Initiative. Susan E. Kochan Teddlie, University of Arizona - Lafayette; Sharon Pol, Pol and Associates

SIG Sessions

63.029. Issues in Catholic Education. SIG-Catholic Education; Paper Session Colorado Convention Center, Street Level, Room 107
8:15 am to 9:45 am
Chair: Thomas C. Hunt, University of Dayton
Participants: A Qualified Sociopolitical Consciousness: Moving Toward a Theory of Culturally Responsive Pedagogy for Catholic Schools. Christian Dallavis, University of Notre Dame
Motivation and Job Satisfaction of Catholic School Teachers. John Convey, The Catholic University of America
Pastors’ Views of Parents and Their Role in Catholic Schools. James Mario Frabutt, University of Notre Dame; Anthony C. Hoffer, University of Notre Dame; Ronald J. Nazzi, University of Notre Dame; Heidi Rocha, Catholic Academy; Laura Cassel, University of Notre Dame
63.030. Statistics and Effect Sizes in Experimental Designs. SIG-Educational
Statistics; Paper Session
Colorado Convention Center, Street Level, Room 104
8:15 am to 9:45 am
Chair:
Guili Zhang, East Carolina University
Participants:
Analysis of Variance: Do You Know What Your Statistical Software Is Actually Doing? Jian Li, The Ohio State University; Richard G. Lomax, The Ohio State University
Multiple Comparison Procedures Revisited. Chao-Ying J. Peng, Indiana University; Sang-Hak Lee, Indiana University; Ye-Chih Steven Huang, Clemson University; Yiran Dong, Indiana University; Katherine Rybak-Webb, Indiana University; Andrew Clinton Cornett, Indiana University; You-Jean Joniee Lee, Indiana University; Elizabeth Ann Lundgren, Indiana University. Comparison of Methods for Estimating Confidence Intervals for Eta and Omega Squared Effect Sizes. William Holmes Finch, Ball State University; Brian F. French, Washington State University. Assessing Classification Accuracy of Clinical Significance Methods. Rhonda K. Kowalchuk, Southern Illinois University - Carbondale; Ron A. Cider; University of Wisconsin - Milwaukee; Stephen M. Saunders, Marquette University. Power and Sample-Size Estimation in Experimental Designs. Chao-Ying J. Peng, Indiana University; Haiying Long, Indiana University; Sergar Alhaci, Indiana University - Bloomington. Discussants: Andrew J. Kolstad, National Center for Education Statistics

63.031. Weathering the Storm of Change: Opportunities for Family and Consumer Sciences. SIG-Family and Consumer Sciences; Paper Session
Colorado Convention Center, Street Level, Room 703
8:15 am to 10:15 am
Chair:
Dana K. Bush, Eastern Kentucky University
Participants:
A Perfect Storm or Never Say Die: Home Economics Education in British Columbia. M. Gale Smith, University of British Columbia; Mary-Leah De Zwart, Okanagan University College. Discussant:
Maryanne Doherty-Pointier, University of Alberta

63.032. Research on Motivation and Achievement in Underrepresented Minority Groups. SIG-Motivation in Education; Paper Session
Colorado Convention Center, Street Level, Room 603
8:15 am to 9:45 am
Chair:
Michelle M. Ricoscente, University of Southern California
Participants:
Michelle M. Ricoscente, University of Southern California

63.033. Promoting Faculty Diversity: Examining a Successful National Summer Institute at the University of Denver. SIG-Multicultural/Multietnic Education: Theory, Research, and Practice; Symposium
Colorado Convention Center, Street Level, Room 602
8:15 am to 9:45 am
Chair:
Caroline Settelo Viernes Turner, Arizona State University
Participants:
Franklin A. Taitt, University of Denver; J. Luke Wood, Arizona State University
Discusants:
Fernando Guzman, University of Denver; Janet Lopez, University of Colorado - Denver

63.034. Moving Into the Academy as Narrative Inquirers: School Stories. SIG-Narrative Research; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 16
8:15 am to 10:15 am
Chair:
Mary F. Rice, Brigham Young University
Participants:
Janice Huber, University of Regina; Debbie A. Pushor, University of Saskatchewan

63.035. The Familial Perspective in Storied Lives. SIG-Narrative Research; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
8:15 am to 10:15 am
Chair:
Angela Lopez Pedrana, University of Houston - Clear Lake
Participants:
Of Chopsticks, an Umbrella, and Butter: Attending to a Child’s Family Stories and How They Shape Her Classroom Curriculum Making. Jennifer Mitton, Bilken University - Ankara, Turkey; Anne E. Murray-Orr, Saint Francis Xavier University. Stories My Mother Told Me: Methodological Considerations in Researching Your Family. Maria K.E. Lahman, University of Northern Colorado; Boni Hamilton, University of Northern Colorado; Randy Larkins, University of Northern Colorado. Tensions, Contradictions, and Competing Agendas: Teachers/Parents Negotiating Differences Alongside Their Children and Their Students. Jennifer Christine Nelson, University of Nebraska - Lincoln. Poverty/Working-Class Mothers Raising Upper-Middle-Class Children. Ramona Maile Cutri, Brigham Young University; Jill Michelle Manning, Los Angeles Unified School District - California; Mehrsa Baradaran Bybee, New York University; Cecilia Santiago Weight, Brigham Young University. Discussants:
Nona M. Lyons, University College Cork; M. Shaun Murphy, University of Saskatchewan

63.036. Postcards on Interknowledge: Decolonizing Researchers on the Postcolonial and Back. SIG-Postcolonial Studies and Education; Symposium
Colorado Convention Center, Street Level, Room 702
8:15 am to 10:15 am
Chair:
Eve Tuck, SUNY - College at New Palz
Participants:
Interrogating the Coloniality of Being: Between Continental Philosophies and Trickster Hermeneutics. Troy Richardson, Cornell University. The Post-Colonial Ghetto: Questions of Decolonization With Respect to Urban
63.037. Unpacking Mathematical Understanding. SIG-Research in Mathematics Education; Symposium Colorado Convention Center, Street Level, Room 708 8:15 am to 9:45 am Chair: Karen A. Koellner, University of Colorado - Denver Participants: Toward a Foundation of Mathematics Education. Patrick W. Thompson, Arizona State University Focusing on Developmental Understandings and How They Are Generated. Martin A. Simon, New York University Understanding Reconceptualized for the Mathematical Sciences in the Twenty-First Century. Jere Confrey, North Carolina State University Discussant: Anna Sierpinska, Concordia University

63.038. Questioning the Ecology of Teacher Education Through Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session Colorado Convention Center, Street Level, Room 711 8:15 am to 10:15 am Chair: Ann K. Schulte, California State University - Chico Participants: Becoming a Teacher Educator: Why We Do It, and What It Is Like. Ronnie L. Davey, University of Canterbury Through Others’ Eyes: Toward a Deeper Understanding of Our Principles of Practice. Alicia R. Crowe, Kent State University; Amanda K. Berry, Monash University Exploring the Tensions of Teacher Education Through Collaborative Self-Study. Arlene Grierson, Nipissing University; Christina Grant, Nipissing University; Maria Cantalini-Williams, Nipissing University; Mary Lynn Tessaro, Nipissing University; Rick Denton, Nipissing University; Jeff Bumstead, Nipissing University; Keith Quigg, Nipissing University Morality, Candor, and the Learner: Ethical Care in Student-Teaching Supervision. Muffet Gesell Trout, University of Minnesota An Ecological Perspective of Knowledge Transfer in Teacher Education. Carrie Eunyoung Hong, William Paterson University; Salika A. Lawrence, William Paterson University Discussant: Mary P. Manke, University of Wisconsin - River Falls

Division and SIG Roundtables

63.039. Roundtable Session 44; Roundtable Session Colorado Convention Center, Lower Level, Korbel Ballroom 2 8:15 am to 9:45 am

63.039-1. After Queer Theory: LGBTQ Lives and Educational Justice Movements. SIG-Queer Studies cosponsored with Division B - Curriculum Studies; Roundtable Session Chair: Elise Paradis, Stanford University Participants: Political Socialization and Citizenship Education. Jillian Carter Ford, Emory University Reframing the Fields: Engaging Queer Theory in New/Old Contexts. Sandra Schmidt, University of South Carolina Feeling Angry? Researching Affect in Educational Justice Activism. Erica R. Meiners, Northeastern Illinois University; Therese M. Quinn, School of the Art Institute of Chicago

63.039-2. Cognition and Assessment Roundtable Session. SIG-Cognition and Assessment; Roundtable Session Chair: Joanna Sandra Gorin, Arizona State University

Participants:


63.039-4. Early Childhood Programs That Can Make a Difference. SIG-Early Education and Child Development; Roundtable Session Chair: Virginia C. Shipman, University of New Mexico Participants: Descriptive Study of a Prosocial Classroom Management Program in 24 Urban Head Start Centers. Jerome Freiberg, University of Houston; Stacey Michelle Templeton, University of Houston; Katrina Borders, University of Houston; Uvelia Ann Cineros, University of Houston Education Intensity and the Academic Benefits of Attending Preschool. Reva M. Fish, Buffalo State College - SUNY The Benefits of a Full-Inclusion Preschool Program on Academic and Social Preparation for Kindergarten. Lori Soriito-Williams, Upland Unified School District; Susan R. Warren, Azusa Pacific University; Richard S. Martinez, Azusa Pacific University; Leland Levi Simmons, Pomona Unified School District; James Timothy Nolfe, Azusa Pacific University; Hae-Seong Park, Azusa Pacific University Managing Caring: Organizational Context and Its Influence on Family Partnerships in Formal Child-Care Settings. Anne Douglass, University of Massachusetts - Boston Preschoolers at Risk for Obesity: The Role of Early Environments and Impacts on Development. Abigail M. Jewkes, Hunter College - CUNY, Anthoula Poulakos, The Graduate Center - CUNY

63.039-5. Effects and Experiences of Teachers. SIG-Sociology of Education; Roundtable Session Chair: Carolyn J. Riehl, Teachers College, Columbia University Participants: Counterfactual Models of Teacher Effects: The Effects of Teacher Education on Student Academic Performance. Guan Kang Saw, National Taiwan Normal University; Chi Ning Chang, National Taiwan Normal University School Reform, Teacher Networks, and Instructional Change. David Diehl, Stanford University Teacher Characteristics and Race/Ethnic and Economic Disparities in Academic Achievement at the Start of Elementary School. Madeline P. Hamilton, Rice University The Correlates and Consequences of Within-School Teacher Undersupply. Venessa Ann Keesler, Michigan State University

63.039-7. Historical Perspectives on Black Education: Acknowledging Transgressions and Forging New Frontiers. SIG-Research Focus on Black Education; Roundtable Session

Chair: Jeannine E. Dongua-Eason, St. John Fisher College

Participants:
- Crossing Over: Narratives of Successful Border Crossings of African American Teachers During Desegregation. Renarita H. Tompkins, Coastal Carolina University
- Dual Schools, Dual Spaces, and Complex Competing Identities: A Historical Ethnographic Narrative of Race and Class Transitioning Across Changing Ecological Boundaries, 1954-1974. Shirley Marie McCutcher, University of Missouri - Kansas City; Joyce E. Caruthers, University of Missouri - Kansas City; Donna Marie Davis, University of Missouri - Kansas City
- Black History Inc! Selling Black History Through Wal-Mart. L. Garrett Jarriel King, University of Texas; Anthony L. Brown, University of Texas - Austin

63.039-8. How Teachers, Designers, and Fans Think About Games and Learning. SIG-Media, Culture, and Curriculum; Roundtable Session

Chair: Ruth C. Gannon-Cook, DePaul University

Participants:
- Analysis of Preservice Teachers’ Dispositions Toward Using Video-Game Clips to Enrich Classroom Ecologies. Ann Haley MacKenzie, Miami University; Tyler S. Bruns, Miami University
- Fandom for Fandom’s Sake: Games and a New Critical Media Literacy. Sean C. Duncan, Miami University
- Professional Game Designers’ Deliberative and Reflective Actions. Alice J. Robison, Arizona State University

63.039-9. Indigenous Peoples of the Americas SIG: Autoethnography, Cultural Identity, and Listening to Teachers. SIG-Indigenous Peoples of the Americas cosponsored with Division K - Teaching and Teacher Education; Roundtable Session

Chair: Geni Cowan, California State University - Sacramento

Participants:
- Cultural Identity: Influences on Indigenous Leadership. Wayne Johnson, Oklahoma State University; Bernta L. Krumm, Oklahoma State University
- Honoring the Voices and Experiences of First Nations Teachers. Deirdre M. Smith, Ontario College of Teachers
- Humility as the Researcher’s Stance When Studying With Indigenous People: A Storied Autoethnography. Suzanne Soothoo, Chapman University

63.039-10. Issues in Teacher Education for Early Childhood Educators. SIG-Early Education and Child Development; Roundtable Session

Chair: Blythe F. Hinitz, The College of New Jersey

Participants:
- The Whole Child Left Behind: Creativity in a “Time of Testing.” Holly McCartney Pence, James Madison University; Doris M. Martin, James Madison University
- Uncovering the Complexities of Creating an Online M.Ed. Program for Early Childhood Educators. Nancy J. Perry, Arizona State University; Billie J. Enz, Arizona State University
- Use of Productive Questions by Preservice Teachers in Early-Childhood Classrooms. Linda M. Fitzgerald, University of Northern Iowa; Rachel A. Dengler, University of Northern Iowa

63.039-11. Reading and Severe Cognitive Disabilities. SIG-Special Education Research; Roundtable Session

Chair: Laura T. Sanchez Fowler, Texas State University - San Marcos

Participants:
- Comparison of Single-Subject Meta-Analysis Methods Applied to Instruction for Students With Significant Disabilities. Lynn A. Ahlgrim-Delzell, University of North Carolina - Charlotte
- Predictors of Literacy for Students With Significant Cognitive Disabilities. Claudia P. Flowers, University of North Carolina - Charlotte; Lynn A. Ahlgrim-Delzell, University of North Carolina - Charlotte; Joshua N. Baker, University of North Carolina - Charlotte; Diane M. Browder, University of North Carolina - Charlotte
- The Development of Word Identification and Mathematical Reasoning Skills in Students With Down Syndrome. David Most, Colorado State University; Deborah Fidler, Colorado State University

63.039-12. Response to Intervention. SIG-Special Education Research; Roundtable Session

Chair: Lauren I. Katzman, Boston University

Participants:
- Collaboration and Response to Intervention: Interconnections and Perceptions From Teachers. Jane M. Leatherman, Indiana University/Purdue University at Fort Wayne
- Individually Tailored Reading Intervention Through Brief Experimental Analysis: An Evidence-Based Approach to Prevent Disproportionality. Tracy S. Catalde, Chapman University; Michael D. Elinum, University of the Pacific

63.039-13. Roundtable 2: Complexities of Achievement in Curriculum and Co-curricular Activities for Race, Ethnicity, Class, and Gender. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Chair: Shirley Lucille Malone-Fenner, Wheelock College

Participants:
- Advanced Placement Courses and American Indian Performance. George W. Moore, Sam Houston State University; John R. Slate, Sam Houston State University
- Alone on the Mountain Top: Scientists’ Reflections on Race, Education, and Access to Science Careers. Bryan A. Brown, Stanford University; Bryan Henderson, Stanford University; Sabra Gray, Stanford University
- Centering Race/Ethnicity in a Social Studies Content Course: A Case Study. Anand R. Marvi, Teachers College, Columbia University
- Chinese American Students’ Participation in an Ethnic Student Organization and Its Influence on Identity Production. Koyung Soon, University of Texas - Austin

63.039-14. Roundtable 3: Complexities of Critical Race Theory in Education Through the Lens of a Postracial Era. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Chair: Wardell Johnson, Eastern Kentucky University

Participants:
- Applying Critical Race Theory to Examine Texas State-Mandated Tests by Race, Class, and Gender for the Years 1993-2009. Patricia J. Larke, Texas A&M University; Gwendolyn C. Webb-Johnson, Texas A&M University - College Station; Donald Collins, Prairie View A&M University; Earnesteyne LaShonne Walter-Sullivan, Prairie View A&M University; Donald Easton-Brooks, University of North Texas; Jennifer Eason, Texas A&M University

“From Their Perspective”: An Examination of Critical Race Theory and Microaggressions Within Parent-School Relationships That African American Middle-Class Parents Experience. Rema Ella Reynolds, University of California - Riverside
Beyond Narrowed Social Construction of People's Identity: Toward a Politics of Racial and Ethnic Diversity. Pierre W. Orelus, New Mexico State University - Las Cruces; Romina Arishel Pacheco, NMSU

63.039-15. Roundtable 7. SIG-Workplace Learning; Roundtable Session
Chair: Alan John Brown, University of Warwick
Participants:
Self-Determination in Daily Work-Life. Christian Hartels, Regensburg University
Followers of Fashion or Leaders of Professional Doctorates and Workplace Learning. Margaret E. Malloch, Victoria University - Australia
Integrative Review of the Literature on Work Analysis With Implications for Workplace Learning. Richard Torraco, University of Nebraska - Lincoln

63.039-16. Rural Education SIG: Roundtable 3. SIG-Rural Education; Roundtable Session
Chair: Anna Latif, University of North Carolina - Greensboro
Participants:
A Decade of Partnering for Universal Pre-Kindergarten: New York State and Its Rural Communities. John W. Sipple, Cornell University; Hope Casto, Cornell University; Lisa McCabe, Cornell University
Reducing Summer Setback With Rural Middle School Students Who Participate in an Online Learning Community. Robert J. Wilson, The Ohio State University
Assessing the Impact of 21st Century Rural School Consolidation: The Nebraska Experience. Jeanne L. Surface, University of Nebraska - Omaha; Kay Anne Keiser

Chair: Fernando Naiditch, Montclair State University
Participants:
The Relationship Between Teacher and Peer Support and English Language Anxiety: A Gender Perspective. Shafen Huang, Texas A&M University; Zohreh R. Eslami, Texas A&M University - College Station; Rou-Jui Sophia Hu, Cheng Shiu University
Aptitude-Treatment Interaction Effects on the Learning of Grammar Rules: A Latent Growth Curve Analysis. Fenjiang Hvu, University of Cincinnati; Wei Fan, University of Cincinnati; Shuyan Su, University of Cincinnati
Exploring Motivational Factors in College Students’ Foreign Language Acquisition. Dan Su Austin; William Y. Lan, Texas Tech University; Tara A. Stevens, Texas Tech University; Hansel Burley, Texas Tech University

63.039-18. Shifting Positionality in Qualitative Inquiry. SIG-Qualitative Research; Roundtable Session
Chair: Heather M. Pleasants, The University of Alabama
Participants:
Minimizing Symbolic Violence While Doing Qualitative Research on Systemic Trauma. Rosemary C. Reilly, Concordia University
Outside in and Inside out: Shifting Positionalities in Fieldwork. Jenny Gordon, Binghamton University - SUNY
The Ins and Outs of Qualitative Research. Anne E Stiebels, York University

63.039-19. Social Critique, Participation, and Study of and With Video Games. SIG-Media, Culture, and Curriculum; Roundtable Session
Chair: Mica Pollock, Harvard University
Participants:
Media Use in Secondary Social Studies Classrooms: A Reality Check. Trenia L. Walker, Texas Tech University
Mobile Phones for Mobile Learning: The Geo-Historian Project. Mark A. van 't Hooft, Kent State University; Thomas McNeal, Kent State University
Social-Cultural Video Game Critique. Alan Amory, University of Johannesburg

63.039-20. Teaching and Learning in Virtual Environments. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session
Chair: Brian C. Nelson, Arizona State University
Participants:
War Stories: Using a Virtual Contextual Environment to Support Student Writing for Students With Learning Disabilities. Elizabeth S. Simpson, University of Wyoming; Michelle Buchanan, University of Wyoming
Virtual Tutor Training: Learning to Reach in a Multi-User Virtual Environment. Lee L. Mason, Utah State University; Tae Keun Jeon, Utah State University; Peter Blair, Utah State University; Nancy K. Glomb, Utah State University

63.039-21. Teaching and Learning in the Context of Qualitative Research. SIG-Qualitative Research; Roundtable Session
Chair: Becky M. Atkinson, The University of Alabama
Participants:
A Case Study of Students’ Views of Learning: What Is It? Where Does It Take Place? How Does It Occur? Why Is It Important? Heli Ruokamo, University of Lapland; Sxana Korva, University of Lapland; Marijama Kangas, University of Lapland
Difficult Teaching in Treacherous Times: A Critical Reflective Essay on Teaching Theorizing in Qualitative Research. Duncan Waite, Texas State University - San Marcos; Michelle Holcomb, Texas State University
Looking for Youth Voice in Their Absence: A Microethnographic Analysis of a Mentor and Instructor Meeting. Michelle B. Bass, University of Wisconsin - Madison
Paint, Construct, or Knit Your Research Proposal: Using Arts-Based Self-Study Methods to Teach Qualitative Research. Anastasia P. Samaras, George Mason University

Tuesday, 10:15 am

Governance Meetings and Events

64.001. AERA Orientation for New Council Members - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Third Level, Mineral Hall B
10:15 am to 12:05 pm
Chair: Kris D. Gutierrez, University of Colorado - Boulder

Tuesday, 10:35 am

Governance Meetings and Events

65.001. Educational Researcher - Closed Editorial Board Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Limestone
10:35 am to 12:05 pm

AERA Sessions

65.010. Education and Building World-Class Educators, Leaders, and Workers - Research Knowledge and Perspectives from Around the World. AERA Session cosponsored with World Education Research Association; Invited Session
Colorado Convention Center, Street Level, Room 107
10:35 am to 12:05 pm
Chair: Eva L. Baker, University of California - Los Angeles; Incoming President, World Education Research Association
Participants:
Educational Leadership and Reforms in the Asian Pacific - A Paradigm Shift and Preparedness for Globalization. Tin Cheong Cheng, The Hong Kong Institute of Education; President-Elect, World Education Research Association
Education and Training for the Workforce - Lessons from Mexico in Preparing for Unequal Labor Markets and Real-world Jobs. Maria de Ibarrola, Centro de Investigación y Estudios Avanzados
Doctoral Education and Nation Building - Perspectives from Pakistan. Nelofer Halai, The Aga Khan University, Institute for Educational Development
Committee Sessions

65.011. The Rhythm, the Rhyme, and the Reason: The Education of Black Girls and Women in Community Spaces. Committee on Scholars and Advocates for Gender Equity in Education; Demonstration/Performance
Sheraton, Plaza Concourse Level, Governor’s Square 14
10:35 am to 12:05 pm
Chair:
James D. Anderson, University of Illinois - Urbana-Champaign
Participants:
Ruth Nicole Brown, University of Illinois - Urbana-Champaign
Durell M. Callier, University of Illinois - Urbana-Champaign
Chamara J. Kwakye, University of Illinois - Urbana-Champaign
Claudine Olivia Taaffe, University of Illinois - Urbana-Champaign
Discussant:
Shyvon Sheree Berry, University of Illinois - Urbana-Champaign

Division Sessions

65.012. School Leadership in Context. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 14
10:35 am to 12:05 pm
Chair:
Alex J. Bowers, University of Texas - San Antonio
Participants:
Challenging Romantized Notions of the Modern Black Principal: An Ethnographic Study Using Theories of Self-Hatred. Muhamad Khalifa, University of Texas - San Antonio
Perceptions of School Leaders: Gender Bias and the Impact on School Climate and Student Achievement. Joe D. Nichols, Indiana University/Purdue University at Fort Wayne; Get W. Nichols, Fort Wayne Community Schools; John Kline, Fort Wayne Community Schools
Reconciliating the Past and the Future: Ethnopedagogic Leadership in Inuit Schools. Claire Marie Lapointe, Laual University; Lyse Langlois, Laual University; David Montpetit, Laual University
State-Level Politics in a Southeastern State: Complicating the Deliberative Desires of Educational Leaders. Curtis Anthony Brewer; Clemson University; Bradley W. Carpenter, University of Texas - Austin; Seth Young, Clemson University

Sheraton, Plaza Concourse Level, Governor’s Square 12
10:35 am to 12:05 pm
Chair:
Rick R. McCown, Duquesne University
Participants:
Building the Foundation for Data-Based Decision Making in a School-University Leadership Preparation Partnership. Steve P. Myran, Old Dominion University; Karen Sanzo Crum, Old Dominion University
School Systems’ Practices of Controlling Socialization During Principal Succession: An Organizational Socialization Theory. Edwin Glenn Bengston, University of Georgia; Oksana Parylo, University of Georgia; Sally J. Zepeda, University of Georgia
State Data Systems for Principal Quality: A Pilot Look at 16 States. Leslie Hazel Bussey; Southern Regional Education Board; Justin M. Bathun, University of Kentucky; Edward J. Fuller, University of Texas - Austin; Nancy M. Sanders, Washington State University - Vancouver
Use of Online Cases to Develop Administrative Decision Making. Pamela D. Tucker, University of Virginia; Sara L. Dexter, University of Virginia
Views and Values: Understanding How Teachers View Aspects of Teacher Leadership and How School Context Relates to Their Views. C. Robert Maxfield, Oakland University; Julia B. Smith, Oakland University

65.014. Tomorrow’s Promise: The Role of Teacher Leaders and the Influence of School Characteristics. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 11
10:35 am to 12:05 pm
Chair:
Michael C. Johaneck, University of Pennsylvania
Participants:
Developing and Improving Models for Supporting Mathematics Teacher Leaders. Rebekah Elliott, Oregon State University; Elham Kazemi, University of Washington; Kristin Lessee, Oregon State University; Megan M. Kelley-Petersen, University of Washington; Cathy Carrell, WestEd; Judith E. Mumme, WestEd
Preparing Teacher Leaders: The Impact of a Cohort-based, Job-Embedded, Blended Teacher Leadership Program. Dorene D. Ross, University of Florida; Alyson J. Adams, University of Florida; Elizabeth Bondy, University of Florida; Nancy F. Dana, University of Florida; Colleen R. Swain Packer, University of Florida
Teacher Leadership for Student Learning: “Where Are We Now?”. Philip Emery Poekert, University of Florida; Raquel Diaz, University of Florida; Matthew Olson, University of Florida; Magdi Castaneda, University of Florida; Sylvia Boynton, University of Florida
Teacher Leadership in Urban School Renewal. Clare Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto; Tiffany Harris, OISE/University of Toronto; Yola Cleovoulou, OISE/University of Toronto

65.015. Critical Approaches to Race, Ethnicity, and Indigeneity in Curriculum Research: Problems of Identification and Methodology. Division B - Curriculum Studies; Paper Session
Colorado Convention Center, Street Level, Room 110
10:35 am to 12:05 pm
Chair:
Tiripulavanan G. Ganes, Arizona State University
Participants:
Academic Rigor: Differences in High School Course Difficulty Among Ethnic Subgroups and Its Implications for College Performance. Jeffrey Nagle Wyatt, The College Board; Andrew Wiley, The College Board
Collaborating With Dine’ Youth Through an Indigenous Social Constructionist Methodology to Define Community. Hollie Kudago, Purdue University
Critical Race Praxis Counterstories: From Urban Schools to the Ivory Tower and Back Again. Colette Nkoyi Cann, Vassar College; Eric J. Demedeoera, Clark University
Using Multisited Ethnography to Explore Youth Racial Identities From Popular Culture. Kristen Ali Eglinton, University of Cambridge
They Will Break Your Camera and Push You Out of the Village: An Inquiry and Reflection Upon a Complex, Diverse, and Multimethod Study in Rural Pakistan. Ania Lattif, University of North Carolina - Greensboro
Discussant:
M. Francyne Huckaby, Texas Christian University

65.016. Investigating Relationships Between Mathematics Curriculum and Student Learning. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 112
10:35 am to 12:05 pm
Chair:
Beatriz E. Quintos, University of Maryland
Participants:
A Meta-Analysis of the Relationship Between High School Mathematics Curricula and College Mathematics Performance. Michael R. Harwell, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota; Amanuel Gebri Medhanie, University of Minnesota - Twin Cities; Thomas P. Post, University of Minnesota; Brandon Lebeau, University of Minnesota
Benefits of Inquiry-Based Learning for Undergraduate College Mathematics Students. Maria-Lisa Hassi, University of Colorado - Boulder; Sandra Laureus, University of Colorado - Boulder
Scaling Up Successful Interventions in Diverse Environments: Longitudinal Analyses of an Early Math Intervention. Douglas H. Clements, University at Buffalo - SUNY; Christopher B. Wolfe, University at Buffalo - SUNY
Discussant:
Jeffrey M. Chappin, University of Rochester

65.017. MathemaTechs: Technology in Mathematics Education. Division C - Learning and Instruction; Paper Session
65.019. Pedagogical Issues in Science Education. Division C - Learning and Instruction; Paper Session. Colorado Convention Center, Street Level, Room 106. 10:35 am to 12:05 pm.

Chair: Erin Marie Furtak, University of Colorado - Boulder.

Participants:
- Revisiting Pedagogical Content Knowledge Construct: A Critical Analysis. HsingChi von Bergmann, University of Calgary; Saïqa Azam, University of Calgary.
- Effects of an Integrated Instructional Model for Accelerating Student Achievement in Science and Reading Comprehension in Grades 1-2. Michael R. Vitale, East Carolina University; Nancy Romance, Florida Atlantic University.
- Secondary Science Teachers’ Written Feedback Practice in Student Notebooks. Min Li, University of Washington; Jennifer Ann Quynn, University of Washington; Maria Arceli Ruiz-Primo, University of Colorado - Denver; Tammy Quinn Tasker; University of Washington; Jim Mirelle, FACET Innovations; Ruth Ann Anderson, FACET Innovations.

Discussant: Maria Varelas, University of Illinois - Chicago.


Chair: Alison M. Castro Superfine, University of Illinois - Chicago.

Participants:
- Longitudinal Study of Classroom Connectivity in Promoting Mathematics and Science Achievement: Years 1-3. Karen E. Irving, The Ohio State University; Stephen J. Pape, University of Florida; Douglas Owens, The Ohio State University; Louis Abrahamson, Better Education Foundation; David Silver, University of California - Los Angeles; Christy Kim Boccardi, University of California - San Francisco; Yehdi Sanaan, The Ohio State University.
- Virtual Manipulatives and the Dynamic Linking of Multiple Representations. Carmen Julia Petrick, University of Texas - Austin; Taylor Martin Martin, University of Texas - Austin; Stephanie Baker Peacock, University of Texas - Austin.
- Helping Students Make Mathematics Connections: Collaborative Visualizations in Smart Classrooms. Michelle Lui, OISE/University of Toronto; Mike Tissenbaum, University of Toronto; James D. Slotta, University of Toronto.

Discussant: David Henry Uttal, Northwestern University.


Chair: Lonnie L. Rowell, University of San Diego.

Participants:
- Changing the World of Students With Quality School Counseling Programs. Beverly J. Irby, Sam Houston State University; Mary Richter, Sam Houston State University.
- Working the System: School Counselors Aligning to Advantage. Susan Stillman, Northeaster University; Feilby University; Northern Arizona University.
- Reenvisioning the Role of the School Counselor in the School Community. Mary Beth Schrefl, Saint John’s University; Louisa N. Rivera, Queens College - CUNY.

College Student Perceptions of Their High School Counselors: The Impact of Specific Counselor Actions. John L. Rausch, John Carroll University; Mary Bridget Mathews, John Carroll University; Danielle A. Goldstein, John Carroll University.

Comprehensive School Counseling Programs and Accountability: The Relationship Between the ASCA National Model and Assessment Scores. Jane Barker, MCREL; Jessica C. Allen, University of Colorado.

65.022. Religious Education in Multiple Contexts: Secularization, Segregation, and Cold War Capitalism. Division F - History and Historiography; Paper Session. Colorado Convention Center, Street Level, Room 108. 10:35 am to 12:05 pm.

Chair: Ann Marie Ryan, Loyola University Chicago.

Participants:

65.023. Activism as Scholarship: Does It Have a Home in the Academy? Division G - Social Context of Education; Symposium. Colorado Convention Center, Street Level, Room 705. 10:35 am to 12:05 pm.

Chair: Lisa Patel Stevens, Boston College.

Participants:
- Activist-Scholars of Color and the Sustainability of Local Community Memberships. Benji Chang, University of California - Los Angeles.
- “I Am My Child’s First Teacher”: Hip-Hop Mother Literacy(ies) as Praxis. Marcelle M. Haddis, Syracuse University.

65.024. The Complex Ecology of Language Ideologies in Schools. Division G - Social Context of Education; Symposium. Sheraton, Plaza Concours Level, Governor’s Square 17. 10:35 am to 12:05 pm.

Chair: David J. Clarke, University of Melbourne.

Participants:
- Multitheoretic Research Synthesis: Synthesizing Research Findings of the Same Events Obtained Through Different Theoretical Perspectives. Li Hua Xi, University of Melbourne; David J. Clarke, University of Melbourne.
Colorado Convention Center, Street Level, Room 711
10:35 am to 12:05 pm

Chair:
Ramon Antonio Martinez, University of California - Los Angeles

Participants:
“It’s Not Perfect English But It’s English”: Revealing and Remediating Nondominant Students’ Language Ideologies. Danny Cortez Martinez, University of California - Los Angeles
Competing Language Ideologies of Latino and African American Students in a Dual-Immersio Classroom. Ursula S. Aldana, University of California - Los Angeles
A Continua of Language Ideologies Across Time: A Case Study of Five Elementary Students in a Spanish-English Dual-Language Program in Central Texas. Minda M. Lopez, Texas State University - San Marcos
Reading the World in Spanglish: Hybrid Language and Ideological Contestation in a Sixth-Grade English Language Arts Classroom. Ramon Antonio Martinez, University of California - Los Angeles

Discussant:
Norma E. Gonzalez, The University of Arizona

65.025. Understanding the Complexities of Inclusive Education From a Comparative Perspective: How Cultural Histories Shape the Ways That Schools Respond to Multiple Forms of Diversity. Division G - Social Context of Education, Structured Poster Session
Colorado Convention Center, Street Level, Room 607
10:35 am to 12:05 pm

Chair:
Elizabeth Kozleski, Arizona State University

Participants:
1. Equity and Inclusive Education in Austria: A Comparative Analysis. Mikael Luciak, University of Vienna
2. Inclusion and Social Disadvantage in the English Education System: The Role of Area-Based Initiatives. Alan Dyson, University of Manchester
3. Turkish Students in German Schools: Disparities in Academic Achievement in Schools in the Federal Republic of Germany. Rolf Werning, University of Hanover
5. Challenges and Responses to Inclusive Education in Sweden: Mapping Issues of Equity, Participation, and Democratic Values. Girma Berhanu, University of Gothenburg
6. Introduction: Historical Trajectories and Theoretical Commitments. Elizabeth Kozelski, Arizona State University
7. U.S.: Time and Space in the Analysis of Equity in Inclusive Education. Federico R. Waitoller, Arizona State University
8. Commentary. Eduardo Mosqueda, University of California - Santa Cruz
9. Equity in Inclusive Education in South Africa. Petra Engelbrecht, North-West University, South Africa

Discussant:
Ray Mcdermott, Stanford University

65.026. International Perspectives on Assessment for Educational Accountability. Division H - Research, Evaluation and Assessment in Schools, Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom D
10:35 am to 12:05 pm

Chair:
Zsuzsanna R. Szabo, Rensselaer Polytechnic Institute

Participants:
Diagnostic Assessment and Education Accountability. Diane Hui, University of Hong Kong
The Role of Accountability Systems in Driving School Improvement: A Case Study. Michael J. Flieck, Natrona County School District - Wyoming
Educational Accountability in Ireland. Eugene Wall, Mary Immaculate College
Holding Accountability Assessment Systems Educationally-Accountable. Michael Michell, University of New South Wales

Discussant:
Joseph M. O’Reilly, Mesa Public Schools

65.027. Policy Implementation, Funding, and Research on Title III Accountability and English Language Acquisition. Division H - Research, Evaluation and Assessment in Schools, Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom E
10:35 am to 12:05 pm

Chair:
Jennifer A. O’Day, American Institutes for Research

Participants:
State of the States: An Overview of Title III Implementation. James E. Taylor, American Institutes for Research; Andrea Ramsey, Independent Consultant; Courtney Tanehurnam, American Institutes for Research; Andrea Boyle, American Institutes for Research

Discussant:
Elizabeth Eisner, U.S. Department of Education

65.028. Investigating Professional Instruction: Explorations, Misconceptions, and Perceptions. Division I - Education in the Professions; Paper Session
Colorado Convention Center, Street Level, Room 710
10:35 am to 12:05 pm

Chair:
Glen P. Rogers, Alverno College

Participants:
Playful Exploration to Improve Design. Doris C. Zahner, Stevens Institute of Technology; Jeffrey V. Nickerson, Stevens Institute of Technology; Barbara Tversky, Stanford University and Columbia University; James E. Corter, Teachers College, Columbia University
Can Instruction Reinforce Misconceptions? Preliminary Evidence From a Study With Advanced Engineering Students. Daizi Yang, Purdue University; Ruth A. Streuer, Purdue University; Ronald L. Miller, Colorado School of Mines
Confronting Misconceptions in Introductory Physics on the Path to Engineering Careers. Reagan Curtis, West Virginia University; Bax ton Lewis, West Virginia University; Gary Wim, West Virginia University
Student Attirition in Problem-Based Learning: Tutor and Student Perceptions on Student Progress. Rinske Franssen, Maastricht University; Wim H. Gijswelaer, Maastricht University; Jan Niijhuis, Maastricht University

Discussant:
Margaret E. Malloch, Victoria University - Australia

65.029. Politics and Policy Innovation in Higher Education. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 103
10:35 am to 12:05 pm

Chair:
Bradley Curs, University of Missouri - Columbia

Participants:
Interests and Allocations: An Analysis of the Impact of Interest Groups on State Funding of Higher Education. David Allen Tandberg, Pennsylvania Department of Education; Michael K. McLendon, Vanderbilt University
State Funding of Higher Education. David Allen Tandberg, Pennsylvania Department of Education; Michael K. McLendon, Vanderbilt University; Barbara Tversky, Stanford University; Gary Wim, West Virginia University

Discussant:
Luciana Dar, University of California - Riverside

Colorado Convention Center, Street Level, Room 706
10:35 am to 12:05 pm

Chair:
Laura J. Valdziel, University of Massachusetts

Participants:
Traveling Into the Classroom: A New Model of ESL Professional Development. Eva Ponte, University of Hawaii - Manoa
Scaffolding ESL Students’ Learning Through Their First Languages and Cultures. Christina Higgins, University of Hawaii
“Telling the Story From the Inside”: An Autoethnographic Account of Field Supporters. Priit Sandhu, University of Hawaii; Anne Jun, University of Hawaii - Manoa
65.031. Beliefs and Conceptions of Bilingual and English Language Learners: The Impact of Teacher Education. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 603
10:35 am to 12:05 pm
Chair: Wei Gu, Grand Valley State University
Participants: Ruth Harman, University of Georgia - Athens; Jeff M. R. Duncan-Andrade, San Francisco State University; Patrick Camangian, University of San Francisco; Larry C. Bryant, Clayton State University; Kim A. Overton, University of Georgia
Preparing Secondary Teachers to Educate English Language Learners: The Necessity for Content-Specific Strategies and Observations. Babetta M. Benken, California State University - Long Beach; Susan Gomez-Zwiep, California State University - Long Beach; Huang T. Nguyen, California State University - Long Beach; Karen Hakim-Batt, California State University - Long Beach
Qué Yo Pregunte, ¿Qué? Bilingual Preservice Teachers Reflecting on Their Use of Questions. Zulmaris Diaz, University of Texas - Pan American; J. Joy Esquierdo, University of Texas - Pan American; Michael Whittacre, University of Texas - Pan American; Jose Agustin Ruiz-Escalante, University of Texas - Pan American
65.032. Beliefs, Strategies, and Approaches Related to Inclusive Classroom Ecologies. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 704
10:35 am to 12:05 pm
Chair: Marlene J. Darwin, American Institutes for Research
Participants: Building Community in Diverse Classrooms: A Look at Three Fifth-Grade Inclusive Classrooms. Brenda Diane Doster, Eastern Michigan University; Classroom Management Strategies in a Cotutored Primary School Classroom: A Qualitative Case Study. Ansu Maria Btvivara, University of Jyvaskyla; Findings From the Implementation of an RTI Model for Pre-K: The Recognition and Response Project. Ellen S. Peiser-Feinberg, University of North Carolina - Chapel Hill; Virginia Bayesse, University of North Carolina - Chapel Hill
General Elementary Teachers' Perceptions on Developing “Interventionist” Beliefs and Practices. Michelle Nicole Pompeyo, University of Western Ontario; I'm Dually Certified. So Who Am I and What Difference Does It Make? Melody J. Shank, University of Southern Maine; Jean C. Whitney, University of Southern Maine
Discussant: Larry C. Bryant, Clayton State University
65.033. Connecting the Critical With Our Compassion and Consciousness: Social Justice Education and Saving Students' Lives. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 702
10:35 am to 12:05 pm
Chair: Patrick Camangian, University of San Francisco
Discussant: Jeff M. R. Duncan-Andrade, San Francisco State University
65.034. The Imperative Ingredient? The Promise and Challenge of Sociocultural Knowledge on Teaching and Teacher Education. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 112
10:35 am to 12:05 pm
Chair: Arnetha F. Ball, Stanford University
Participants: What Is Sociocultural Knowledge, and Why Does It Matter for Teaching and Teacher Education? Keffreylin D. Brown, University of Texas - Austin; Knowing Race in the Classroom: Historicizing Racial Knowledge, Teachers, and Teacher Education. Anthony L. Brown, University of Texas - Austin; The Alchemy of School Subjects and the Problematic of Teacher Education. Thomas S. Popkewitz, University of Wisconsin; What Teachers Can Learn From Youth Coaches: The Intersection of Sociocultural Knowledge and Personal Knowledge. Nailah Suad Nasir, University of California - Berkeley
Discussant: Joyce E. King, Georgia State University
65.035. Teacher Compensation Reform: Lessons From Texas. Division L - Educational Policy and Politics; Paper Session Sheraton, Plaza Concourse Level, Governor's Square 10
10:35 am to 12:05 pm
Chair: Ed W. Wiley, University of Colorado - Boulder
Participants: “More Than Merit”: Compensation as a Catalyst for Systemic Reform. Heather Zavodsky, University of Texas; Elizabeth Barkowski, University of Texas; Michael Volonino, Institute for Public School Initiatives; Brett Turner, Institute for Public School Initiatives; Risk Aversion and the Design of Teaching Incentive Pay. Jane Arnold Lincove, University of Texas - Austin; Priscilla Aguiro Garza, Texas Education Agency; Making Sense of Performance Pay; Teachers' and Policymakers' Interpretations of Compensation Reform. Karen S. Herbert, University of Texas - Austin; Merit Pay Plans in Texas’ GEEG Pilot Program: Impact on Teachers and Learning Communities. Colby Meyers, Vanderbilt University; Learning Point Associates
Discussant: H. Alix Gallagher, SRI International
65.036. Using Test Scores to Evaluate Accountability Policies. Division L - Educational Policy and Politics; Paper Session Sheraton, Plaza Concourse Level, Governor's Square 16
10:35 am to 12:05 pm
Chair: Derek C. Briggs, University of Colorado
Participants: Effects of Native-Language Assessment Accommodations on the Mathematics Achievement of Kindergarten and First-Grade English Learners. Joseph Paul Robinson, University of Illinois - Urbana-Champaign; Unfulfilled Promises of NCLB Test-Driven Accountability Policy: Comparative Interrupted Time-Series Analyses of 1990-2007 NAEP State Reading and Math Assessment Data. Jackyung Lee, University at Buffalo - SUNY; Todd Reeves, Boston College; An Experimental Study of the Effects of Monetary Incentives on 12th-Grade NAEP Reading Assessment. Henry J. Braun, Boston College; Irwin Kirsch, ETS; Kentaro Yamamoto, ETS; The Role of State Student Achievement Tests in Standards-Based Reform. Morgan S. Polikoff, University of Pennsylvania; Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania; John L. Smithson, Wisconsin Center for Education Research
Discussant: Scott F. Marion, National Center for Improvement of Educational Assessment
SIG Sessions
65.037. Knowledge, Histories, Language, and Discourse/Dialogue in Indigenous Communities. SIG-Indigenous Peoples of the Americas; Paper Session Colorado Convention Center, Street Level, Room 707
10:35 am to 12:05 pm
Chair: Katrina Kapamaokaokole Oliveira, University of Hawaii
Discussants:
65.038. Thinking With Deleuze in Qualitative Research: Methodological Lines of Flight. SIG-Qualitative Research, Symposium
Colorado Convention Center, Street Level, Room 205
10:35 am to 12:05 pm
Chair: Lisa A. Mazzei, Gonzaga University
Participants:
Desire Undone: Productions of Privilege, Power, and Voice. Lisa A. Mazzei, Gonzaga University
Proceeding from the Middle: Deterioralizing Plateaus of Addiction, Disease, and U.S. Drug Policy. Kate McCoy, SUNY - College at New Paltz
Facing Deleuze: Affect in Education and Research. Maggie MacLure, Manchester Metropolitan University
“Technological Assemblages”: Computers, Machines, and Researching Virtual Learning Worlds. Avelia Youngblood-Jackson, Appalachian State University
Valuing the Irreconcilable: Desire, Deleuze, and Daring to Walk Away. Eve Tuck, SUNY - College at New Paltz
Discussant: Eve Tuck, SUNY - College at New Paltz

65.039. Video Analysis as a Method for Developing Preservice Teachers’ Beliefs About Teaching and Their Understanding of Children, Pedagogy, and Assessment. SIG-Research in Mathematics Education, Symposium
Colorado Convention Center, Street Level, Room 703
10:35 am to 12:05 pm
Chair: Herbert P. Ginsburg, Teachers College, Columbia University
Participants:
Designing a Video Library and a Web Environment for Learning About Early Childhood Mathematics Education. Janet G. Eisenband, Teachers College, Columbia University; Michael D. Preston, Columbia University
The Impact of Video Analysis on Teacher Perceptions of Self-Efficacy: An Analysis of Reflections and Self-Ratings. Deborah Rosenfeld, Teachers College, Columbia University; Herbert P. Ginsburg, Teachers College, Columbia University
Using Guided Experiences With Video to Understand Children’s and Teachers’ Thinking. Amy Oh Dolan, Teachers College, Columbia University; Michael D. Preston, Columbia University
Using the Clinical Interview Method to Examine Children’s Mathematical Thinking. Cecilia Arias, Rutgers University; Roberta Y. Schorr; Rutgers University; Lisa B. Warner, Rutgers University
Discussant: James W. Stigler, University of California - Los Angeles

65.040. Rethinking Disability: Identification Procedures. SIG-Special Education Research, Paper Session
Colorado Convention Center, Street Level, Room 602
10:35 am to 12:05 pm
Chair: Lani Florian, University of Aberdeen
Participants:
Special Achievements: Comparing Standardized Test Profiles of Special Needs Students and Regular Education Students. Lai Kwan Pei, University of Louisiana - Lafayette
Disability Studies in Education: The Need for a Plurality of Perspectives on Disability. Susan E. Baglieri, Long Island University; Jan W. Valle, City College of New York - CUNY; David J. Connor; Hunter College - CUNY; Deborah J. Gallagher, University of Northern Iowa
A Pre- and Perinatal Model for Autism Spectrum Disorder Predictors: Results Identified in a Nationally Representative Sample. David E. Thomson, Baylor University; Lucy Barnard-Break, Baylor University
An Intervention-Based Approach to the Identification and Treatment of Adolescents at Risk for Emotional/Behavioral Disorders. Ramon B. Barreras, Azusa Pacific University; Lizzy Z. Ruiz, Azusa Pacific University
Discussant: Jeffrey A. Anderson, Indiana University

Tuesday Afternoon, May 4, 2010
Committee Sessions

66.011. Transcendent Leadership and Technology Output in the Caribbean, Latin America, and Asia. International Relations Committee; Paper Session
Colorado Convention Center, Street Level, Room 401
12:25 pm to 1:55 pm
Chair: David A. Urias, Drexel University
Participants:
Revealing the Essential Qualities of the High Performing Principals: Experiences of the Jamaican School System. Donna L. Hutton, University of the West Indies
The Role of Technology in Developing Country Classrooms: ICT-Using Schools in Chile, India, and Turkey. Daniel Light, Education Development Center/Center for Children and Technology
Transcendence of the Synergistic Leadership Theory to Leaders in East Asian Cultures. Lingling Yang, Sam Houston State University; Beverly J. Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University

Division Sessions

66.012. School Context and Its Impact on Student Performance. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 14
12:25 pm to 1:55 pm
Chair: Hanne B. Mawhinney, University of Maryland - College Park
Participants:
Dropout Factories and Student Maturication: An Investigation of Promoting Power and College Readiness. Thomas Christopher West, NORC at the University of Chicago; Gregory C. Woltka, National Opinion Research Center at the University of Chicago; Mark E. Engberg, Loyola University Chicago
Homework Emotion Management at the Secondary School Level: A Multilevel Analysis. Jiaying Xu, Mississippi State University; Ruiping Yuan, Mississippi State University
Taking Dual Enrollment Deeper: The “Forgotten Middle” in a Tenth Grade Classroom. Jack Leonard, University of Massachusetts - Boston
Using Multilevel Structural Equation Modeling to Explore How Schools Affect Students’ Dropout Decisions. Susan Rotermund, University of California - Santa Barbara
The Racial “Opportunity Costs” of Academic Success for Students of Color: Is It Worth It? Terah Taliq Vezzant Chambers, Texas A&M University; Kristin S. Huggins, Texas A&M University - College Station; Leslie Ann Locke, Texas A&M University; Rhonda Michelle Fowler, Texas A&M University

66.013. School Leadership With, for, and Within Communities. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
12:25 pm to 1:55 pm
Chair: Sylvia Mae Roberts, City College of New York - CUNY
Participants:
Grief Leadership by School Administrators: Interventions to Promote Healing After a Fatal School Shooting. Rosemary C. Reilly, Concordia University; Linda Kay, Concordia University
Cross-Cultural Analysis of Principal Preferred Influence Tactics and Targeted Goals. Ibrahim Duyar, University of Arkansas - Little Rock
Discussant:
Viki L. Monteron, Sonoma State University

66.014. Transformational Leaders for Transformed Schools. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 11
12:25 pm to 1:55 pm
Chair: Laurence B. Bogess, Miami University
Participants:
The Effect of Leadership Styles Among School Principals on Teacher Motivation. Ori Yedl, Hebrew University, Jerusalem; Guy Roth, Ben-Gurion University of the Negev
The Impact of Distributed Leadership on Secondary School Improvement Efforts. Joan L. Buttrum, University of Delaware; Eric Pizzini, University of Delaware
Transformational Leadership: Factor Structure of the Multifactor Leadership Questionnaire. Fred C. Lunenburg, Sam Houston State University
Organizational Routines as a Mechanism for Building Instructional Coherence and Social Capital. Jennifer Zolners Sherer, University of Pittsburgh
Discussant:
Sharon D. Kruse, The University of Akron

Colorado Convention Center, Street Level, Room 112
12:25 pm to 1:55 pm
Chair: William H. Schubert, University of Illinois - Chicago
Participants:
Exile Curriculum. Ming Fang He, Georgia Southern University
Decolonizing Curriculum. Nina Asher, Louisiana State University
Curriculum of Difference. Ruben Gaztambide-Fernandez, OISE/University of Toronto
Engaging Curriculum. Brian D. Schultz, Northeastern Illinois University
Indigenizing the Curriculum. Sandy Grande, Connecticut College
Curriculum of Resistance. Therese M. Quinn, School of the Art Institute of Chicago; Erica R. Meiners, Northeastern Illinois University
Curriculum of Sista Talk. Rochelle Brock, Indiana University - Northwest
Discussants:
William H. Schubert, University of Illinois - Chicago
Janet L. Miller, Teachers College, Columbia University
William H. Watkins, University of Illinois - Chicago

66.016. Grace Lee Boggs, Vincent Harding, and Ella Baker: Remembering and Learning From the Curriculum of Civil Rights. Division B - Curriculum Studies cosponsored with SIG-Biographical and Documentary Research; Symposium
Colorado Convention Center, Street Level, Room 110
12:25 pm to 1:55 pm
Chair: William C. Ayers, University of Illinois - Chicago
Participants:
The Curriculum of Civil Rights, Detroit Summer, and the Boggs Center. Grace Lee Boggs, Detroit Summer, The Boggs Center
The Curriculum of Civil Rights, SCLC, SNCC, and CORE. Vincent Harding, Iff School of Theology
Ella Baker and the Black Radical Tradition. Barbara Ransby, University of Illinois - Chicago
Discussants:
Julia Putnam, Boggs Center
Charlie Cobb, Journalist & Organizer

66.017. Measurement and Oral Reading. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 104
12:25 pm to 1:55 pm
Chair: Angela Renee Hairrell, Texas A&M University
Participants:
Exploring the Relationship Between Chinese Reading Fluency and Reading Comprehension in Third-Grade Students in Taiwan. I-Chung Lu, National Pingtung University of Education, Taiwan; Jung-Feng Huang, National Pingtung University of Education
Effects of Variations of Text Preview on the Oral Reading of Second-Grade Students. Susan R. Massey, University of Miami
Use of Oral Reading Measures to Monitor the Progress of Chinese-Speaking Students.
66.018. Multimedia Learning. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 106 12:25 pm to 1:55 pm Chair: Brent Igo, Clemson University Participants: A Meta-Analysis of Verbal Redundancy in Multimedia Learning Environments. Oluosa Olalekan Adesope, Simon Fraser University; John Cale Nesbit, Simon Fraser University Designing Interactivity in Multimedia Learning Environments. Ruth N. Schwartz, New York University; Jan L. Plass, New York University; Michael Nick, New York University Multimedia Learning and Attentional Guidance in Primary Schools. Simone Herrlinger, Research Group & Graduate School, Teaching & Learning of Science; Tim Nicas Hoeffler, University of Kiel; Maria Opfermann, Duisburg-Essen University; Detlev Leumer, Duisburg-Essen University An Eye Movement Analysis of the Spatial Contiguity Effect in Multimedia Learning. Cheryl I. Johnson, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara Using Animation to Promote Learning With Multiple Representations: The Case for Guiding Visual Attention With Virtual Peers. Roxana Moreno, University of New Mexico; Martin Reiselein, Arizona State University; Gamze Ozogul, Arizona State University Does Pretraining Format Predict Learning With Educational Technology? Lisa Ferrara, University of Utah; Kirsten R. Butcher, University of Utah

66.019. New Learning Ecologies Prompted by One-to-One Technology Programs. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 203 12:25 pm to 1:55 pm Chair: Hiller A. Spires, North Carolina State University Participants: School Laptop Programs. Andrew A. Zucker, The Concord Consortium Netbooks and Open Source Software in One-to-One Programs. Mark Warschauer, University of California - Irvine Learning to Teach With One-to-One Technologies: Insights From the Analysis of Teachers' Learning Ecologies. Karin S. Forssel, Stanford University; Bridg J.S. Barron, Stanford University Toward a New Learning Ecology in 1:1 Learning Environments: Theory Into Practice. John K. Lee, North Carolina State University; Karen F. Helblelbrands, North Carolina State University; Hiller A. Spires, North Carolina State University; Carl A. Young, North Carolina State University; Eric N. Wiebe, North Carolina State University Discussant: Chris J. Dede, Harvard University


66.021. Reading for Understanding: Where We Were, Where We Are, Where We Need to Be. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 710 12:25 pm to 1:55 pm Chair: Jonna M. Kalitowicz, The Pennsylvania State University Participants: Tracking the Knowledge-Comprehension Relationship. Gina Cerretti, University of Colorado - Boulder; Jacqueline Barber, University of California - Berkeley; Marco A. Bravo, Santa Clara University; Seth Michael Corrigan, LHS/University of California - Berkeley; Suzanna J. Lopez, University of California - Berkeley The Structure Strategy: A Program of Intervention-Based Research in Reading Comprehension of Expository Text. Bonnie J. F. Meyer, The Pennsylvania State University; Kaosalai K. Wijekumar, The Pennsylvania State University; Pu-Wa Lei, The Pennsylvania State University; Yu-Chu Lin, The Pennsylvania State University; Melissa N. Ray, The Pennsylvania State University Developing Internet Reciprocal Teaching: An Intervention Designed to Teach the New Literacies of Online Reading Comprehension. Donald J. Leu, University of Connecticut; Greg McVerry, University of Connecticut; Ian O'Byrne, University of Connecticut; Lisa Zawilinski, University of Connecticut; Heidi Everett-Cocapardo, University of Connecticut Panelist Summary: Theoretical Developments in Reading Comprehension Research. Patricia A. Alexander, University of Maryland Panelist Summary: Multiple Representations and Text Sources in Reading Comprehension Research. Susan R. Goldman, University of Illinois - Chicago Panelist Summary: Assessment of Key Constructs and Variables in Reading Comprehension Research. P. David Pearson, University of California - Berkeley


66.023. STEM Career Development: Lessons Learned From the NSF ITEST Program. Division E - Counseling and Human Development; Symposium Colorado Convention Center, Street Level, Room 708 12:25 pm to 1:55 pm Chair: Michael Barnett, Boston College Participants: Sheron Mark, Boston College Michael Barnett, Boston College David L. Blustein, Boston College Daphne D. Minner, Education Development Center, Inc. Katherine L. Hayden, California State University - San Marcos
66.024. Race and Activism in Urban Schools. Division F - History and Research; Paper Session
Colorado Convention Center, Street Level, Room 108
12:25 pm to 1:55 pm
Chair: Dorothy Shipp, Baruch College - CUNY
Participants:
- The Harrison High School Walkouts of 1968: Struggle for Equal Schools and Chicanismo in Chicago. Jaime Alanis, University of Illinois - Urbana-Champaign
Discussant: Ruben Cano, University of Colorado - Boulder

Colorado Convention Center, Street Level, Room 711
12:25 pm to 1:55 pm
Chair: Dorinda Joy Carter Andrews, Michigan State University
Participants:
- School-Level Administrators and the Black-White Divide. Rachele Andrea DiMeglio, Michigan State University
- Mind the Gap: The Parental Role in Narrowing the Achievement Gap. Annis N. Brown, Michigan State University
- Nurturing the Home-School Connection: One Teacher’s Strategies for Closing the Achievement Gap With English-Language Learner Refugees in a Suburban High School. Mary Lou Turnbull, East Lansing Public Schools
Discussant: John B. Diamond, Harvard University

66.026. Transitions: Schooing and Learning Across Space and Time. Division G - Social Context of Education; Symposium
Colorado Convention Center, Street Level, Room 705
12:25 pm to 1:55 pm
Chair: Jorge L. Solis, University of California - Santa Cruz
Participants:
- Daily Classroom Transitions as Units of Analysis: Perspectives From a Bilingual Classroom. Será Jean Hernandez, University of California - Berkeley
- Bringing the In-Between Up Front and Center: Learning During Routine School Transitions. Ariana Mangaul Figueroa, University of California - Berkeley; Patricia Baquedano-Lopez, University of California - Berkeley
- Preparing to Transitions: The Construction of a College-Going Classroom. Gabiño Arredondo, University of California - Berkeley
- Schooling and Learning From Jerusalem to New York: Transitions in the Construction of Transdiasporicity. Shlomy Kattan, University of California - Berkeley
Discussant: K. Wayne Yang, University of California - San Diego

Sheraton, Plaza Concourse Level, Plaza Ballroom D
12:25 pm to 1:55 pm
Chair: Sue Rigney, U.S. Department of Education
Participants:
- The Affirmative Position. W. James James Popham, University of California - Los Angeles
- The Negative Position. John Fremer, Caveon Test Security

66.028. NCLB 5 Years Later: Trends and Trade-Offs in Five States. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom E
12:25 pm to 1:55 pm
Chair: Maida A. Finch, Vanderbilt University
Participants:
- Achievement in Low-Stakes Subjects During the NCLB Years: The Case of West Virginia 2004-2007. Amanda M. Ochoa, Vanderbilt University
- “Eras of Accountability”: Student Achievement in Colorado. Maida A. Finch, Vanderbilt University
- NCLB Effects in Minnesota. Jangmin Lee, Vanderbilt University
- Trends and Trade-offs: The Effects of No Child Left Behind in Georgia. Ryan Balch, Vanderbilt University
- NCLB in Illinois: Efficiency and Trade-offs. Peter Trabert Goff, Vanderbilt University
Discussant: Martin West, Brown University

66.029. Investing in Access and Success: Exploring Outreach Students’ Experiences Into the College Years. Division J - Postsecondary Education; Symposium
Colorado Convention Center, Street Level, Room 103
12:25 pm to 1:55 pm
Chair: Melissa Ann Martinez, University of Texas - Austin
Participants:
- Navigating the Higher-Education Pipeline: The Potential of Peers as Institutional Agents. Erica K. Yamamura, Texas State University - San Marcos
- A Longitudinal Exploration of a School-University Partnership’s Impact on African American Students’ College-Going Outcomes. Ifeoma A. Amah, University of California - Los Angeles
- Institutional Mechanisms That Facilitate Transition to College: Impact of Targeted Orientation Programs on High School Outreach Participants in California. Fanny P. Yeung, University of California - Los Angeles
Discussant: Erica K. Yamamura, Texas State University - San Marcos

66.030. Making Institutions Work for Students: Community Colleges’ Use of Data to Improve Student Success. Division J - Postsecondary Education; Symposium
Colorado Convention Center, Street Level, Room 105
12:25 pm to 1:55 pm
Chair: Thomas Brock, MDRC
Participants:
- Building a Culture of Evidence to Increase Community College Student Success: Findings From Implementation Research on Achieving the Dream. Elizabeth Marie Zachary, MDRC; Davis Jenkins, Comm College Research Center
- Influences on Building a Culture of Evidence: Findings From a Survey of Faculty and Administrator Data Use. Davis Jenkins, Teachers College, Columbia University; Monica Reid Kerrigan, Teachers College, Columbia University
- Building It From the Ground Up: Case Studies of Guilford Technical Community College and El Paso Community College. Elizabeth Marie Zachary, MDRC; Genevieve Orr, MDRC

66.031. Pathways to Postsecondary Education for Youth in Poverty: Developing a Critical Research Agenda. Division J - Postsecondary Education; Symposium
Colorado Convention Center, Street Level, Room 107
12:25 pm to 1:55 pm
Chairs:
- Daniel Gilbert Solorzano, University of California - Los Angeles
- Amanda L. Dainos, University of California - San Diego
66.032. Coaching and Mentoring Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 704 12:25 pm to 1:55 pm
Chair: Matt Omasta, Providence College
Participants:
Coached Rehearsals in Preservice Teacher Education: What’s Coachable? Sarah E. Scott, University of Pittsburgh; Susanna Latham Benko, University of Pittsburgh
Conceptualizing the Roles and Responsibilities of Mentor Teachers. Brandon M. Butler, University of Georgia; Alexander Cuencia, University of Georgia
Cooperating Teachers Influence New Teachers’ Strategies to Achieve Hoped-For and Avoid Feared Possible Selves. Doug D. Hamman, Texas Tech University; Hansel Burley, Texas Tech University
Peer Feedback in Preservice Teacher Education: Different Approaches and Different Effects. Tseas Bodea, Georgia Southern University; Lorraine Gilpin, Georgia Southern University; Kathleen M. Crawford, Georgia Southern University
Socializing Interns to the Teaching Profession: Making the Most of the Principal’s Role. Cynthia L. Carver, Michigan State University; Patricia S. Bills, Michigan State University
Discussant: Jeffrey Stuart Kaplan, University of Central Florida

66.033. Cultural Relevance and Critical Pedagogy: Diversity and Equity in Mathematics and Science Education. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 702 12:25 pm to 1:55 pm
Chair: Dajonna A. Hill, William Paterson University
Participants:
A Question of Equity: Mathematics in an Indigenous Secondary School Setting in Aotearoa/New Zealand. Brian Tweed, Massey University College of Education; Pania Denise Te Maro, Victoria University of Wellington
An Integrated Model of Caring Teaching Practices for Multicultural Mathematics Classrooms. Robin Margaret Averill, Victoria University of Wellington College of Education
Cultural Relevance in Science Pedagogy: Results of an Action Research Network. Mistilina D. Sato, University of Minnesota; Stacy A. Ernst, University of Minnesota
Exploring Urban Mathematics Teachers’ Engagement With and Resistance to Critical Pedagogy. Lidia Gonzalez, York College - CUNY; Andrew M. Brantlinger, University of Maryland
Fostering Spaces of Student Ownership in Middle School Science. Tara O’Neill, University of Hawaii - Manoa
Discussant: Christopher Burke, University of Michigan - Dearborn

66.034. Examining the Paradoxes, Metaphors, and Privatization in Teacher Education Policies. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 603 12:25 pm to 1:55 pm
Chair: Barbara L. Bales, University of Wisconsin - Milwaukee
Participants:
Politics, Policy, and Professional Development: The New Education Privatization and the Contested Terrain of In-Service Teacher Education. Christopher B. Crowley, University of Wisconsin - Madison
Responsibly Just Engagement: Designing Systems and Frameworks for High-Quality Teaching. Jennifer L. Snow, Boise State University; Anne Gregory, Boise State University; Faith Beyer Hansen, Boise State University; A. J. Zenkert, Boise State University
Student Swirl in a Teacher Preparation Program. Melissa B. Rivers, Arizona State University; Carol Christine, Arizona State University; Elaine Surbeck, Arizona State University
The Emancipatory or Reregulated Road? Rethinking the Paradoxical Effects of Conducting Action Research in Taiwan. Hui-Chun Tsai, National Taiwan Normal University; Tung-Hsiang Hsiao, National Taiwan University
“Race to the Top” Versus Stopping to Think: Metaphors in Teachers’ Talk and National Policy. Marcy B. Wood, The University of Arizona; Marta Civil, The University of Arizona
Discussant: Gilberto Q. Conchas, University of California - Irvine
Creating Inclusive and Diverse Learning Environments: An Examination of Best Practice for Educating Graduate Students of Color. Franklin A. Taitt, University of Denver; Danielle Ferioli Salick, University of Denver

66.038. Young People From Diverse Sociocultural Contexts Negotiating Their Identity and Motivation for Schooling. SIG-Motivation in Education; Symposium Chair: Diane L. Schallert, University of Texas - Austin Participants:
Mary M. McCaslin, The University of Arizona
Imbricating Korean-Heritage Language Learners’ Motivational Processes
“Why Come to School?” A Qualitative Study of Mexico City High School Students’ Academic Motivation. Icela Pelayo, University of Southern California; Michelle M. Riconcente, University of Southern California Agency and Self Processes in the Motivation of Ninth Graders in Academic and Athletic Domains. Althea Louise Woodruff, Del Valle Independent School District
Imbricating Korean-Heritage Language Learners’ Motivational Processes and Situated Identities Through Critical Discourse Analysis. Jung-In Kim, University of Colorado - Denver; Tae Hee Kim, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin
Discussant: Mary M. McCaslin, The University of Arizona

66.039. Retooling Assessment and Evaluation Procedures. SIG-Special Education Research; Paper Session Chair: Diane L. Schallert, University of Texas - Austin Participants:
Correlates of Student Performance on an Alternate Assessment Based on Alternate Achievement Standards. Meagan Karvonen, Western Carolina University; Melinda Rogers, Western Carolina University; Charlene Turner, Wyoming Department of Education; Claudia P. Flowers, University of North Carolina - Charlotte; Bill Herrera, Wyoming Department of Education
Curriculum-Based Measures for Monitoring Progress of Beginning Writers. Kristen L. McMaster, University of Minnesota; Seungsoo Yeo, University of Minnesota; Viveca Victoria Braganza, University of Minnesota; Stanley L. Deno, University of Minnesota; Troy Ellis, University of Minnesota
Investigation of Science Inquiry Items for Use on an AA-MAS Using Cognitive Lab Methodology. Tannniee S. Dickenson, University of South Carolina - Columbus; Karen J. Price, University of South Carolina; Heather Bennett, University of South Carolina; Joanna Angelina Gilmore, University of South Carolina; John R. Payne, University of South Carolina
Discussant: Jose Blackorby, SRI International

Division and SIG Roundtables

66.040. Roundtable Session 45; Roundtable Session Chair: Mary Catherine Breunig, Brock University Participants:
(D)Constructing Conservation Education in Canada’s Mountain Parks. Karen Petkau, York University
In Search of a Model of Competences for Education for Sustainable Development in Teacher Education. Franz Rauch Rausch, University of Klagenfurt; Regina Steiner, Forum Environmental Education
The Impact of an Urban Ecology Course on Students’ Scientific Learning, Environmental Awareness, and Stewardship. Erin A. Hashimoto-Martell, Boston College; Katherine L. McNeill, Boston College; Emily M. Hoffman, Urban Ecology Institute

66.040.2. Critical Literacy and Expression in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session Chair: Mariana Souto-Manning, Teachers College, Columbia University Participants:
Multimodal Literacy Narratives: Weaving the Threads of Young Children’s Identity Through the Arts. Marni Binder, Ryerson University
“Miguel Es un Artista!” Seeking Methodological Space for Children’s Multimodal Expression. Lorraine Theresa Falchi, Teachers College, Columbia University; Ysaaca Axelrod, Teachers College, Columbia University; Celia Genishi, Columbia University
Narrative Development as Language Socialization: Rethinking Discourse Styles in the Early Childhood Classroom. Minjueng Kim, University of Massachusetts - Lowell

66.040.3. Diverse Educator Perspectives on Pedagogy and Achievement Within Early Childhood Settings. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session Chair: Joseph J. Tobin, Arizona State University Participants:
Korean Immigrant Caregivers’ Perspectives on Their Children’s Behaviors. Jinho Kim, Duquesne University
Preschool as Language Apprenticeship: How Teachers Induct Young Children Into the Discourse of School Through Informal Interactions. Rebecca Shira Light, New York University
Positive and Significantly High Correlations of Teachers Ranking With Students’ Actual Standardized Test Performance: What Does This Mean?. Annapurna Ganesh, Mesa Community College; David C. Berliner, Arizona State University; Joseph M. O’Reily, Mesa Public Schools; Johnny Thieken, Arizona State University

66.040.4. Diverse Sexualities, Education, and New Technologies. SIG-Queer Studies; Roundtable Session Chair: Liesel Ehresöhn, University of Pretoria Participants:
LGBT Youths’ Online Communities: Factors Predicting Participation. Elise Paradis, Stanford University
Using Animations on Mobile Phones in HIV/AIDS Peer Education With Men Who Have Sex With Men. Christopher Walsh, The Open University
Addressing GLBT Issues in K-12 Schools: A Session With Graduate Students in Education. Lynda R. West, University of Nevada - Reno; Cynthia H. Brock, University of Nevada - Reno; Julie L. Pennington, University of Nevada - Reno

66.040.5. Exploring Literacy(ies) and Discourse Practices: Sociocultural Perspectives. SIG-Language and Social Processes; Roundtable Session Chair: John Wesley White, University of North Florida Participants:
“Reading Strong”: Performing Literacy, Masculinity, and Identity in an Urban Eighth-Grade Classroom. Grace Enriquez, Lesley University
Critical Literacies, Discursive Practices, and Situated Privilege. Sara Lewis-Bernstein Young, University of Massachusetts
Expanding Literacies With Students: Youth Participatory Action Research in a School-Based Setting. Jennifer M. King, University of Rochester

66.040.6. Factors Influencing Adults’ Educational Practices and Participation. SIG-Adult Literacy and Adult Education; Roundtable Session Chair: Cristine A. Smith, University of Massachusetts - Amherst Participants:
From GED to College: Patterns of Participation in Postsecondary Education Programs. Jihi Zhang, American Council on Education, GED Testing Service
Literacy Practices, Beliefs, and Attitudes of College Students. Amy E. Covill, Bloomsburg University of Pennsylvania
The Impact of GED Testing Policies on Test Performance and Test-Taking Rates. Amanuel Gebri Medhanie, University of Minnesota - Twin Cities
66.040-7. Learner Attitudes and Identities in Virtual Worlds and Game Environments. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Chair: Diane Jass Ketelhut, Temple University

Participants:

Effects of Modern Educational Game Play on Attitudes Toward Mathematics, Mathematics Self-Efficacy, and Mathematics Achievement. Albert Dieter Ritzhaupt, University of North Carolina - Wilmington; Heidi J. Higgins, University of North Carolina - Wilmington; S. Beth Alfred, University of North Carolina - Wilmington

Virtual Orientation Environment: A Pilot Study of Participant Attitudes and Experiences. Chris William Bigenho, University of North Texas; Anjum Najmi, University of North Texas; Mohammed Ajami, University of North Texas

Dance Dance Education: Revolution and Rites of Passage, Identity Construction, and Sustaining Engagement. Brock R. Dabbs, University of Minnesota

The Effects of Avatar Representations and Social Interactions on Perseverance in an Online, Three-Dimensional Virtual World. Ugochi Cynthia Acholonu, Stanford University

66.040-8. Methodological Dimensions of Biographical and Documentary Research. SIG-Biographical and Documentary Research; Roundtable Session

Chair: Pamela J. Konkol, University of Illinois - Chicago

Participants:

Confronting the Mirror: Painting a Portrait of Tension in Teacher Preparation. Pamela J. Konkol, University of Illinois - Chicago; Christina Madda, University of Illinois - Chicago; Isabel Nanez, Concordia University - Chicago

Job Nelson: Early Aboriginal Bandmaster. George H. Buck, University of Alberta; Thomas James Dust, University of Alberta

Opposing Dominant Discourse: Identity Construction as an Active Process. Simcon M. Stumne, University of California - Los Angeles; Dana Soljaga, Concordia University - Chicago

The Road to Restoration: How Rosenwald School Life Histories Brought a Community Together. Ronald Martin Knorr, Clemson University; Mindy Spearman, Clemson University

From “Research” to Fiction: Interpretations, Critiques and Possibilities for Biographical Research From the “Margins”. Dianna Moreno, University of California - Los Angeles; P. Zituali Morales, University of California - Los Angeles; Sasie Moses Abajian, University of California - Los Angeles; Sandra Ann Martin, The University of Arizona; Shirin Vossoughi, University of California - Los Angeles

66.040-9. Multiple Identities for Blacks in Math, Science and Technology. SIG-Research Focus on Black Education; Roundtable Session

Chair: Tose S. Fashola, Johns Hopkins University

Participants:


Differential Gender Effects of a STEM-Based Intervention: An Examination of the African American Researchers in Computing Sciences Program. Donald Jeffrey Bale, Michigan State University; Jerlando F. L. Jackson, University of Wisconsin - Madison; Juan E. Gilbert, Clemson University; Aimee Moore, University of California - Los Angeles; A. M. Jackson, University of California - Los Angeles; Sandra Ann Martin, The University of Arizona; Kevin Vossoughi, University of California - Los Angeles

66.040-10. Music Education SIG Roundtable Session III. SIG-Music Education; Roundtable Session

Chair: Kathryn J. Roulston, University of Georgia

Participants:

NBPTS as Professional Development for K-12 Music Teachers. Stephanie Standerfer

School String Teaching in Two Cultures: The U.S. and the United Kingdom. Rhin Yee Lo, Indiana University

The Effects of Integrated Music Instruction on Academic Achievement Among Students in Arts-Based School Reform. Michael Allen Raiber, University of Oklahoma


66.040-11. Parents, School Choice, and Studying New Orleans. SIG-School Choice; Roundtable Session

Chair: Courtney A. Bell, ETS

Participants:

A Tale of Two Districts: The Geography of Access and School Choice in Post-Katrina New Orleans. Peter Carl Weitzel, University of Illinois - Urbana-Champaign; Christopher A. Lubinski, University of Illinois - Urbana-Champaign

Parental Characteristics and Differential Criteria for School Choice. Wang Jun Kim, Michigan State University; Seung-Hwan Han, Michigan State University; Sung Ki Kim, Hynapsung University


66.040-12. Prejudice, Melancholia, and Aesthetic Sensibility in Education. SIG-Philosophical Studies in Education; Roundtable Session

Chair: Craig A. Cunningham, National-Louis University

Participants:

Curricular Melancholia: The Singularity of Student Identity in the Common Space of the School. Jessica Lee Hochman, Pratt Institute; James Stilivaggio, Iona College


Ethics, Aesthetic Sensibility, and Moral Education: Educating for an Ethical Life. Donald Blumenfeld-Jones, Arizona State University

66.040-13. Roundtable 8. SIG-Workplace Learning; Roundtable Session

Chair: John M. Dirks, Michigan State University

Participants:

A Pilot Study on Multimedia Case-Based Learning System on Career Planning. Ingobo Huang, Teachers College, Columbia University

Development of Innovations in Consultancy Teams. Maria Ruppach, University of Regentsburg; Regina H. Mulder, University of Regentsburg

The Convergence of Human Resource Fields and Implications for Human Performance Technology. Yonjoo Cho, Indiana University - Bloomington

66.040-14. Rural Education SIG: Roundtable 5. SIG-Rural Education; Roundtable Session

Chair: Donald Jeffrey Bale, Michigan State University

Participants:

Project STEEM: Promoting Participation in STEM Careers Among Rural Youth. Cynthia L. Schneider, University of Texas - Austin; Kerri O’Connor, Texas A&M University - Commerce; Richard Kreminski, Texas A&M University - Commerce; Lesley F. Leach, University of Texas - Austin

Should I Stay or Should I Go? Institutional Type as a Causal Factor for Appalachian Outmigration. Christopher Stapel, University of Kentucky


Upward Bound Math/Science Researches Water Quality: Place-Based Education, “Critical Pedagogy of Place,” and “Cultural Commons.” John Maddaus, University of Maine


Chair: Donald Jeffrey Bale, Michigan State University

Participants:

Implementing an English as a Second Language Institute in Higher Education. Maria Guadalupe De La Colina, Texas State University - San Marcos; Barbara H. Davis, Texas State University - San Marcos
Uncovering the Implications of Language Policies on ELLs’ Academic Performance in California, Arizona, and Texas. Pei-Ling Lee, University of Texas - Austin; Gloria C. Lenor, University of Texas - Austin
“Strangers Among Us”: Communicating Across Cultures in American Classrooms. Fernando Naiditch, Montclair State University

Chair: Noni Mendoza-Reis, San Jose State University
Participants: Writing Tribulations: The Schooling Debt Takes Its Toll on Latino Graduate Students. Romelia Hurtado-De-Vivas, Eastern New Mexico University; Myriam N. Torres, New Mexico State University
Latino Males in the Postsecondary Pipeline. Kristin M. Venegas, University of Southern California; Adrian H. Huerta, University of Southern California; Sheila Marie Sanchez, University of Southern California; Carmen Soto, University of Southern California; Ryan J. Davis, University of Maryland
Shaping Aspirations, Awareness, and Academics: Pipeline Lessons From the “New Latino South.” Paula Jane Mellon, University of Georgia; Paul H. Matteson, University of Georgia; Pedro R. Portes, University of Georgia
Ecological Factors Affecting Urban Middle School Hispanic Students’ College and Career Aspirations. Judy Ann Hostrup, Texas A&M University; Siewe Qi, Texas A&M University; Jacqueline Stillsiano Stillsiano, Texas A&M University - College Station; Heesh C. Waxon, Texas A&M University

66.040-17. The “Shock Doctrine” in Education: The State We’re in and Alternative Visions. SIG-Paulo Freire, Critical Pedagogy, and Emancipation, Roundtable Session
Chair: Erna Jean Sims, Sonoma State University
Participants: Concocting Crises to Create Consent: The Importance of the “Shock Doctrine” to Understanding Current Educational Policy. Virginia M. Lea, Gettysburg College
Whose Schools Are These, Anyway? American Dream or Nightmare—Countering Corporatization, Standardization, and Privatization of Schools in California. Roberta A. Allquist, San Jose State University
Teacher Performance Assessment: A Response to Manufactured Schooling and Societal Crises. Ann Berlak, San Francisco State University
Manufactured Consent: The Chicana/o Communities’ Infatuation With Charter Schools. Theresa Montano, California State University - Northridge

Chair: Stefanie A. Deluca, Johns Hopkins University
“I Guess I Have No Other Choice”: Navigating the Intersection of Choice, Small Schools, and Special Education. Sarah Butler Jessen, New York University
What We Have Learned About Small-School Reform. Stefanie A. Deluca, Johns Hopkins University

Chair: Eric Grodsky, University of Minnesota
Participants: Same Buildings, Different Students? New York City’s Small Schools Experiment. Jennifer Jennings, Harvard University/New York University; Aaron Pallas, Teachers College, Columbia University
Redesigned Schools, Redesigned Roles: Unanticipated Consequences of the Teacher-Advisor Role in Small High Schools. Katherine L. Philippo, Loyola University Chicago
What Have We Learned About Small Schools? Eric Grodsky, University of Minnesota

Tuesday, 12:30 pm

Governance Meetings and Events

67.001. AERA 2011 Annual Meeting Program Committee - Closed Meeting.
AERA Governance; Governance Session

Tuesday, 1:00 pm

AERA Sessions

68.010. AERA-Foundation for Child Development (FCD) Institute on Connecting Education Research to Policy - Closed Institute (Day 1 of 2).
Hyatt Regency, Fourth Level, Capitol Ballroom 3
1:00 pm to 7:00 pm
Chair: George L Wimberly, American Educational Research Association

Tuesday, 2:15 pm

Division Sessions

69.010. The Ecology of Leadership: Contextual Influences and Theory. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
2:15 pm to 3:45 pm
Chair: Frances K. Kochan, Auburn University
Participants: Redesigning the Human Ecology of Educational Leadership: Changing the Prepares as Well as the Prepared. Rick R. McCown, Duquesne University; Connie M. Moss, Duquesne University; Gretchen Givens Generett, Duquesne University; Peter M. Miller, Duquesne University
Roles and Responsibilities of Instructional Leaders in Urban Reform: A 7-Year Longitudinal Study of Literacy Coaches. Catherine Mary Weber, University of Illinois - Chicago; Taffy E. Raphael, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago; Mary Pat Sullivan, University of Illinois - Chicago; Marianne George, University of Illinois - Chicago
Tethering One’s Self to the Pole of Utility: A Deweyan Critique of Recent Shifts in Leadership Preparation. Donna A. Breaux, Georgia State University
Toward Understanding the Cultural Ecology of Leadership Preparation: An Ethnographic Study. Patrick M. Jenlink, Stephen F. Austin State University

69.011. The Impact of Leadership in School Organizations. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 14
2:15 pm to 3:45 pm
Chair: Daniel M. Miller, North Carolina Agricultural and Technical University
Participants: How Teachers Perceive Their Job Satisfaction Is Influenced by Their Principals’ Behavior and Attitudes Related to Race and Gender. Deneca Winfrey Avant, Illinois State University
Lesbian, Gay, Bisexual, and Transgender Educators’ Perceptions of Principal Support, Inclusive Policies, and Safety. Tiffany Wright, York County School of Technology
Principal Influence and Faculty Trust: The Organizational Hand That Fits the Efficiency Glove. Page A. Smith, University of Texas - San Antonio; Betty M. Merchant, University of Texas - San Antonio; Adrian Flores, Northside Independent School District
The Impact of School Leaders’ Perceptions of Retirement Systems On Their Employment Decisions. Robert Kevin Toudoucheian, University of Georgia; Martha M. McCarthy, Indiana University; Justin M. Bathon, University of Kentucky
The Relationship Among Principal Use of Power, School Organizational Climate, and School Effectiveness in Taiwan. Gwo-Jen Lin, National Chung Hua University of Education; Show-Mann Liou, National Normal Taiwan University; Yao-Jung Lin, National Chung Hua University of Education; Chich-Hung Wang, National Chung Hua University of Education; Hui-Wen Jeh, National Chung Hua University of Education

69.012. Crip, Queer, and Brown: Repatriating and Repopulating Curriculum Studies. Division B - Curriculum Studies; Invited Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
2:15 pm to 3:45 pm
Chairs:
69.013. The Pedagogy and Promise of Truth Tellin': Critical Perspectives in Our Own Image and Interests. Division B - Curriculum Studies; Symposium Colorado Convention Center, Street Level, Room 112
2:15 pm to 3:45 pm
Chair: Arnetha F. Ball, Stanford University
Participants:
Seeing It for Themselves: Teaching the Truth to Urban Youth. Patrick Camangian, University of San Francisco
Block Biz: Liberatory Education and Truth Telling in Chicago. David O. Stovall, University of Illinois - Chicago
Don't Be No Punk: What Is a Pedagogy of Hope and Love in Times Like These? Jeff M. R. Duncan-Andrade, San Francisco State University
Discussant: Arnetha F. Ball, Stanford University

69.014. Learning With Visual Displays and Diagrams. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 102
2:15 pm to 3:45 pm
Chair: Roger S. Taylor, Vanderbilt University
Participants:
Relationships Among Visuospatial Skills, Knowledge, and Reasoning With Science Diagrams. Anthony C. Perez, Temple University; Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University; Jacqueline Tanaka, Temple University; Shannon Fitzhugh, Temple University
Teaching Effective Use of Diagrammatic Reasoning in Biology. Jennifer G. Cromley, Temple University; Anthony C. Perez, Temple University; Shannon Fitzhugh, Temple University; Jacqueline Tanaka, Temple University; Nora Newcombe, Temple University; Theodore W. Wills, Temple University
Effects of Instruction and Spatial Ability on Learning From Direct-Manipulation Animation. Margaret Chan, Teachers College, Columbia University
Learning Abstraction Science Knowledge Using Animations and Visual Cuing. Lijia Lin, Arizona State University; Robert K. Atkinson, Arizona State University
Discussant: Linda Lobe, Northern Colorado

69.015. Or So You Claim! What Claims Do Our Methodologies Allow? A Town Meeting. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 205
2:15 pm to 3:45 pm
Participants:
The Purpose and Scope of the American Educational Research Journal. Allan L. Wigfield, University of Maryland - College Park
The Purpose and Scope of the Contemporary Educational Psychology. Patricia A. Alexander, University of Maryland
The Purpose and Scope of the Educational Psychologist. Gail M. Sinatra, University of Nevada - Las Vegas
The Purpose and Scope of the Educational Psychology Review. Daniel H. Robinson, University of Texas
The Purpose and Scope of the Journal of Experimental Education. P. Karen Murphy, The Pennsylvania State University
The Purpose and Scope of the Journal of Educational Psychology. Arthur C. Gruesser, The University of Memphis

69.016. University-Based Blended and Online Learning Environments. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 106
2:15 pm to 3:45 pm
Chair: J. Michael Blocher, Northern Arizona University
Participants:
A Comparison of Student Satisfaction and Value of Academic Community Between Blended and Online Sections of a University-Level Educational Foundations Course. Richard C. Overbaugh, Old Dominion University; Christine E. Nickel, Old Dominion University
Pedagogical Methods in College Online Courses. Jae-Eun Russell, University of Iowa; Kathy L. Schuh, University of Iowa
Revisiting the Graduate Seminar Through Blended Online Learning. Michael Power, Laval University; Norman Davis Vaughan, Mount Royal University; Annie St-Jacques, Laval University
Web-Based Graduate Education: An Examination of Approaches and Student Experiences. Felisha Herrera, University of California - Los Angeles; Alicia Fedelina Chavez, University of New Mexico; Fengfeng Ke, University of New Mexico
Graduate Learners’ Task Understanding in Online Environments Equipped With Topic Map Indexes: A Mixed-Method Exploration. Kamrun Shaikh, Concordia University; Vivek Venkatesh, Concordia University

69.017. Gaining Ground in the Middle Grades: Why Some Schools Do Better. Division H - Research, Evaluation and Assessment in Schools; Symposium Sheraton, Plaza Concourse Level, Plaza Ballroom D
2:15 pm to 3:45 pm
Chair: Trish Williams, EdSource
Participants:
Gaining Ground in the Middle Grades: A Framework for Investigation of Middle-Grades Schooling Practices. Michael W. Kirst, Stanford University; Trish Williams, EdSource; Matt Rosin, EdSource
Design and Analysis of a Large-Scale Middle-Grades Survey. Edward H. Haertel, Stanford University; Jesse D. Levin, American Institutes for Research
Gaining Ground in the Middle Grades: Findings and Significance of a Large-Scale Survey of Middle-Grades Practices. Trish Williams, EdSource; Michael W. Kirst, Stanford University; Edward H. Haertel, Stanford University; Bill Padian, Education Consultant; Mary Perry, EdSource; Matt Rosin, EdSource; Jesse D. Levin, American Institutes for Research
Discussants: Neal D. Finkelstein, WestEd Brian Stecher, RAND Corporation

69.018. Statewide High School Exit Examinations in Europe: Empirical Analyses of the Effects of the Implementation. Division H - Research, Evaluation and Assessment in Schools; Symposium Sheraton, Plaza Concourse Level, Plaza Ballroom E
2:15 pm to 3:45 pm
Chair: Katharina Maag Merki, University of Zurich
Participants:
Statewide Exit Examinations in European OECD-States: A Review of Different High School Exit Examination Procedures. Esther Dominique Klein, University of Duisburg-Essen; Isabell van Ackeren, University of Mainz, Institute of Education
How Does the Implementation of Statewide Exit Exams Affect Teaching, Learning, and Student Achievement? Katharina Maag Merki, University of Zurich; Daniela Jaeger, University of Zurich; Monika Holmeier, University of Zurich; Eckhard J. Klieme, Deutsches Institut fuer Internationale Paedagogische Forschung
The Impact of Different Patterns of Exit Examinations on the Arrangement of Tasks. Snejja Ma Kaehn, University of Duisburg-Essen
Task Analysis With Item Response Models of Exit Examinations in Mathematics in an International Comparison. Nadja Pfluehl, Technische Universität Dortmund; Miriam Gebauer, Technische Universität Dortmund; Wilfried Bos, University of Dortmund
Discussants: Daniel M. Koretz, Harvard University Benjamin Levin, OISE/University of Toronto

69.019. Teaching and Learning Diversity in the Classroom: The Assessment
of Diversity Courses in Higher Education, Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 105 2:15 pm to 3:45 pm
Chair: Darnell G. Cole, University of Southern California Participants: Assessing the Impact of Diversity Courses on Students’ Values, Attitudes, and Beliefs. Matthew Nelson, University of Southern California; Darnell G. Cole, University of Southern California Measuring the Impact of Diversity Courses on Students’ Cross-Racial Interactions. Wendy Stewart, University of Southern California; Melora A. Sundt, University of Southern California The Impact of Diversity Courses on Minority Student Leadership Identity Development. Emily Caviglia, University of Southern California; Patricia E. Tobe, University of Southern California Examining the Relationship Between Ethnic Identity and Minority Students’ Choice of Undergraduate Diversity Course. Karen Ravago, University of Southern California; Tiffany Jones, University of Southern California How Do Diversity Courses Impact the Knowledge and Understanding of International Students on U.S. Diversity Issues and Contribute to Intergroup Peer Relationships? Sonya Daniels, University of Southern California; Patricia E. Tobe, University of Southern California Discussant: Thomas F. Nelson Laird, Indiana University


69.021. Understanding Complex Ecologies of African American Collegians by Advancing Educational Research and Practice, Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 107 2:15 pm to 3:45 pm Chair: Terrell Lamont Strayhorn, University of Tennessee Participants: The Evolving Challenges of Black College Students: New Insights for Research and Practice. Terrell Lamont Strayhorn, University of Tennessee Choosing College as a Life-or-Death Decision: First-Generation African American Women’s Reflections on College Choice. Rachelle Winkle-Wagner, University of Nebraska Focusing on Achievement: African American Student Persistence in the Academy. Fred Arthur Bonner, Texas A&M University - College Station Triple Threat: Challenges and Supports of Black Gay Men at Predominantly White Campuses. James M. Devita, University of Tennessee - Knoxville; Amanda M. Blakewood, University of Tennessee; Terrell Lamont Strayhorn, University of Tennessee College-Bound Sons: Exploring Parental Influences on the Pre-Entry Attributes of Black Males. Darryl B. Holloman, Columbus State University Mentoring and African American Undergraduates’ Perceptions of Academic Success. Tonya N. Saddler, Marywood University How Supportive Campus Environments and Peer Interactions Promote African American Student Success. Robert Terry Palmer, Morgan State University; Belinda B. McFeeters, Center for Creative Leadership

69.022. Examining Culture and Community in Teacher Education, Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 704 2:15 pm to 3:45 pm Chair: Cathy C. Leogrande, Le Moyne College Participants: Community-Based Learning in Teacher Preparation: A Critical Review. Carl R. Egner, University of Wisconsin - Madison Learning to Teach Within a Coteaching Community of Practice: A Composite of Micro-Communities and Whole-Community Networks. Jennifer Gallo-Fox, Loyola University Maryland Preparing Teachers for Cross-Cultural Communication: Application of Appreciative Inquiry in Teacher Education. Ye He, University of North Carolina - Greensboro; Bryant Hutson, University of North Carolina - Greensboro Teacher Educators off Campus and on Campus. Elaine Munthe, University of Stavanger Using Structure and Culture as a Tool for Examining the Redesign of Student Teacher Supervision: A Cross-Case Analysis. Adrian R. Rodgers, The Ohio State University Discussant: Ritu Navorocki-Chabin, Alverno College

69.023. Professional Learning: Inquiries and Opportunities for Teacher Development, Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 702 2:15 pm to 3:45 pm Chair: Daren Graves, Simmons College Participants: The Teacher Education Research Network: A Vehicle for Research Capacity Building and Professional Learning. Marion Jones, Liverpool John Moores University; Olwen McNamara, University at Buffalo - SUNY; Grant Edward Stanley, Liverpool John Moores University Using Collaborative Inquiry With Student Teachers to Support Teacher Professional Development. Ivan Cheng, California State University - Northridge Peer Coaching as a Strategy for Teacher and School Improvement. Rosa L. Rivera-McCutchen, Baruch College - CUNY; Helen A. Scharff, Baruch College - CUNY; Joan E. Talbert, Stanford University Opportunities for Teacher Learning in the U.S.: What Do the SASS Data Tell Us? Linda Darling-Hammond, Stanford University; Ruth Chung Wei, Stanford University; Stelios Orphanos, Frederick University; Frank M. Adamson, Stanford University Discussant: Emily Marx: Petchauer, Lincoln University

SIG Sessions

69.024. Examining Themes and Practices in Adult Education and Literacy, SIG-Adult Literacy and Adult Education; Paper Session Colorado Convention Center, Street Level, Room 401 2:15 pm to 3:45 pm Chair: Steven Richard Yussen, University of Minnesota Participants: A Decennium Perspective of Adult and Continuing Education in the U.S.: An Examination of Key Frameworks and Themes of the 2010 Handbook. Carol E. Kasvorn, North Carolina State University; Amy D. Rose, Northern Illinois University; Jovita M. Ross-Gordon, Texas State University - San Marcos Changes in Reading Practices and Perceptions in Low-Literacy-Level Adult Learners. Jane R. Shore, ETS; Jennifer Lentini, ETS; John P. Sabatini, ETS; Steven Holtzman, ETS John Dewey, Everett Dean Martin, and the Formative Years of the American Adult Education Movement. Michael Day, University of Wyoming; Clifford P. Harbour, University of Wyoming Relative Effectiveness of Reading Intervention Programs for Adults With Low Literacy. John P. Sabatini, ETS; Jane R. Shore, ETS; Hollis Scarborough Discussant: M. Cecil Smith, Northern Illinois University

69.025. Toward an Understanding of Undocumented School Communities:
Issues in Education Impacting Undocumented Latino Families. SIG-Critical Educators for Social Justice; Symposium
Colorado Convention Center, Street Level, Room 108
2:15 pm to 3:45 pm

Chair:
Edward M. Olivos, University of Oregon

Participants:
Towards an Understanding of Undocumented Latino Parents in School Communities: Parental Engagement in High Schools. Pablo Cortes Ramirez, San Diego State University
Oscar Jimenez-Castellanos, Arizona State University
Analyzing the Education of Newcomer Immigrant Youth: A Comparative Analysis of Traditional and Nontraditional Settings. Amanda Matus, San Diego State University/Claremont Graduate University

Discussant:
Oscar Jimenez-Castellanos, Arizona State University

69.026. Walking the Walk? Examining the Cultural Responsiveness of Six Elementary Teachers Through Their Literacy Practices in Diverse Classrooms. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Colorado Convention Center, Street Level, Room 706
2:15 pm to 3:45 pm

Chair:
Karen Schuster Webb, Alliant International University

Participants:
Examining the Cultural Responsiveness of an Appalachian Teacher Through Literacy Practices With a Biracial Fourth Grader. Sherry W. Powers, Western Kentucky University
Walking the Walk? Examining the Cultural Responsiveness of a Veteran Elementary Teacher With an African American Special-Needs Student Through Literacy Practices in a Diverse Classroom. Angela J. Cox, Georgetown College
An Investigation of the Literacy Instructional Practices of Two Culturally Responsive African American Teachers. Tiffany Renee Wheeler, Transylvania University
Effects of Culturally Responsive Teaching Practices on the Literacy Learning of Latino Students. Miriam Elizabeth Strader, Western Kentucky University

Discussant:
Deneese L. Jones, Longwood University

69.027. Transformations: Inquiry and the Reshaping of Practice in Early Childhood Education. SIG-Early Education and Child Development; Childhood Education
Colorado Convention Center, Street Level, Room 707
2:15 pm to 3:45 pm

Chair:
Gail P. Perry, National Association for the Education of Young Children

Participants:
Transformation in Community: Honing Early Childhood Practice in a Diverse Learning Community. Cynthia Ballenger, Brookline Teacher Research Seminar
Transformation in Preservice Learning: Building a Learning Community. Andrew J. Streuvel, South Dakota State University
Transformation in Program: Using Action Research to Inform the Practice of Teacher Education. Frances O’Connell Rust, Erikson Institute (on leave)

Discussant:
J. Amos Hatch, The University of Tennessee

69.028. Teacher Perceptions, Teacher Training, and School Leadership in a Global Context. SIG-International Studies; Paper Session
Colorado Convention Center, Street Level, Room 110
2:15 pm to 3:45 pm

Chair:
Gustavo E. Fischman, Arizona State University

Participants:
Between Respect and Devotion: Taiwanese Teachers’ Perceptions of Job Satisfaction and Attitudes Toward Educational Reforms. Yi-Ching Chiang, The Pennsylvania State University; Roger C. Houe, The Pennsylvania State University
Transfer, Adaptation, and Integration of Student Teaching Abroad Experiences. Binbin Jiang, Kennesaw State University; Robert A. DeVillar, Kennesaw State University

Discussant:
University Challenges of Adopting the Use of Technology in Less Developed Countries: The Case of Cambodia. Jayson W Richardson, University of North Carolina - Wilmington
School Principal Profiles: Comparing Hungary and the U.S. Mary M. Chandler, Kennesaw State University; Tak C. Chan, Kennesaw State University; Timea Cseh, University of West Hungary

69.029. Perseverance of the In-Service Music Teacher. SIG-Music Education; Paper Session
Colorado Convention Center, Street Level, Room 104
2:15 pm to 3:45 pm

Chair:
Andrea L. Tyler, Miami University of Ohio

Participants:
Power-Sharing Practices of Cooperating Music Teachers. Tami J. Draves, The University of Arizona
Trust Comes First, Then the Violin: Sustaining a Commitment to Music Teaching in a High-Poverty School. Susan Wharton Conkling, Eastman School of Music
Views and Experiences of Music Teachers in Schools Not Making Adequate Yearly Progress: Complexities of Changing Roles. Chad West, University of Michigan

Discussant:
Sandra L. Staufer, Arizona State University

69.030. Teacher Knowledge: Influences and Impact. SIG-Research in Mathematics Education; Paper Session
Colorado Convention Center, Street Level, Room 708
2:15 pm to 3:45 pm

Chair:
Karen A. Koellner, University of Colorado - Denver

Participants:
The Influence of Mathematical Knowledge for Teaching on Task Implementation. Rebecca N. Mitchell, Boston College; Heather C. Hill, Harvard University
Chinese and U.S. Elementary Preservice Teachers’ Knowledge of Curriculum for Mathematics Teaching: An Exploratory Study. Tingting Ma, Texas A&M University; Gerald Kadm, Texas A&M University
Teachers’ Emerging Understanding of Fractions Division as Proportional Reasoning in Professional Development. Chandra H. Orell, University of Massachusetts - Dartmouth; Erik D. Jacobson, University of Georgia; Zandra U. De Araujo, University of Georgia
Using Video to Measure Teacher Knowledge: Exploring the Relationship Between Teacher Knowledge, Teaching Practice, and Student Learning. Nicole B. Kersting, The University of Arizona; Karen B. Givvin, University of California - Los Angeles; James W. Stigler, University of California - Los Angeles; Rossella Santagata, University of California - Irvine

Discussant:
Sarah Theule Lubinski, University of Illinois

Colorado Convention Center, Street Level, Room 705
2:15 pm to 3:45 pm

Chair:
Deborah L. Tidwell, University of Northern Iowa

Participants:
“Teaching for a Living”: The Impact of Teaching on Enrollment at Institutions of Higher Learning. Barbara A. Henderson, San Francisco State University; Helen H. Hyun, San Francisco State University
Engaging Educators in Representing Their Knowledge in Complex Ecologies and Cultures of Inquiry. Jacqueline D. Delong, Brock University - Ontario, Canada
A Cross-Continent Collaboration: Seeking Community to Support Critical Inquiry in Teacher Education. Valerie A. Allison-Roan, Susquehanna University; Susan E. Elliott-Johns, Nipissing University; Sandra L. Petersen, Dixie State College; Laurie A. Ramirez, Appalachian State University
Qualifying Our International Research Using Self-Study as a Qualitative Research Genre. Anastasia P. Samaras, George Mason University; Hafdis
Discussant: Kenneth Zeichner, University of Washington

69.032. Nonlinear Models, Missing Data Estimation, and Composite Factors in SEM. SIG-Structural Equation Modeling; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 17
2:15 pm to 3:45 pm
Chair: Hongwei Yang, University of Kentucky
Participants:
An Evaluation of Nonlinear SEM Reliability Coefficient. Yanyun Yang, Florida State University; Samuel B. Green, Arizona State University
A Comparison of Methods for Estimating Quadratic Effects in Nonlinear Structural Equation Models. Jeffrey R. Harring, University of Maryland; Brandi A. Weiss, University of Maryland; Jui-Chen Hsu, University of Maryland
Latent Variable Interaction: A Comparison of Standardized, Centered, and Normal Score Approaches. Jeffrey R. Harring, University of Maryland; Randall E. Schumacker, The University of Alabama
Effects of EM, MI, and SRPI on SEM With Incomplete and Multivariate Nonnormal Data. Jian Li, The Ohio State University; Richard G. Lomax, The Ohio State University
Interpretation of Parameters in Models With Composite Factors. Samuel B. Green, Arizona State University; Marilyn S. Thompson, Arizona State University
Discussant: Walter L. Leite, University of Florida

Wednesday, 8:00 am

AERA Sessions

70.010. AERA-Foundation for Child Development (FCD) Institute on Connecting Education Research to Policy - Closed Institute (Day 2 of 2).
Hyatt Regency, Fourth Level, Capitol Ballroom 3
8:00 am to 11:00 am
Chair: George L. Wimberly, American Educational Research Association

70.011. AERA-World Education Research Association Council Meeting (Day 1 of 2). Closed Meeting.
Hyatt Regency, Fourth Level, Capitol Ballroom 1 & 2
8:00 am to 7:00 pm

Thursday, 8:00 am

AERA Sessions

71.010. World Education Research Association Council Meeting (Day 2 of 2). Closed Meeting.
Hyatt Regency, Fourth Level, Capitol Ballroom 1 & 2
8:00 am to 12:00 pm

71.011. World Education Research Association Executive Committee Meeting (Day 2 of 2). Closed Meeting.
Hyatt Regency, 1:30 pm to 5:30 pm