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

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:
Lalitha M. Vasudevan, Teachers College, Columbia University
Participants:
On Audience and Other Literacies. Andrea Lunsford, Stanford University
Youth, Learning and the Digital Afterlife. Elisabeth M. Soep, Youth Radio

Sunday, 8:15 am

Governance Meetings and Events

42.001. AERA Affirmative Action Council - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Capitoll Ballroom 4
8:00 am to 12:00 pm
Director:
Patria A. Alexander, University of Maryland
Instructors:
Sandra Michelle Loughlin, University of Maryland
Emily M. Grossnickle, University of Maryland
Krista R. Maes, 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
Sofie 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, Capitoll Ballroom 2
8:00 am to 12:00 pm
Directors:
Valerie J. Janesick, University of South Florida
Carolyn N. Stevenson, Kaplan 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

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

40.010. 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

Sunday, 8:15 am

Goverment Meetings and Events

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

Presidential Sessions

42.010 A. Common Core Standards: Ecological Challenges to and Opportunities for Improving Education for All. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom ID
8:15 am to 9:45 am
Chair: Thomas B. Corcoran, Teachers College, Columbia University
Participants: Leticia Barrera, Logan Square Neighborhood Association
Chris Munnich, 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. Resnick, 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
Colorado Convention Center, Lower Level, Korbel Ballroom 4 AB
8:15 am to 9:45 am
Chair: Alfredo J. Artiles, Arizona State University
Participants: Kimberly Grenshaw, University of California - Davis
Gloria J. Ladson-Billings, University of Wisconsin - Madison
Kris D. Gutierrez, University of Colorado - Boulder

Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF
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, Goteborg University

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

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 Riondon, 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-Crandall
Performing an Archive of Resistance: Challenging Normative Life Narratives
42.017. Perspectives From the Margins: Globalization, Decolonization, and Liberation, Division B - Curriculum Studies cosponsored with SIG-Critical Issues in Curriculum and Cultural Studies, SIG-Critical Educators for Social Justice and SIG-Postcolonial Studies and Education, SIG-Indigenous Peoples of the Americas; Paper Session

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 Centue Richards, Arizona State University
Friends or Foes? Understanding the Real Differences between Global and Multicultural Education. Elizabeth E. Heilmann, 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. Kirthbiq, Nandagopal, Stanford University; Karl Anders Ericsson, Florida State University
Designing and Learning: Understanding How Students Solve and What Students Learn From Design Challenges. Xornam S. Apudoe, University of San Francisco; Christian D. Schunn, University of Pittsburgh
Students’ Use of Multiple Strategies for Spatial Thinking in Chemistry. Minjung Rye, University of Maryland - College Park; Mike Stieff, 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

Levis, 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; Lisa Chopra Haldar, University of California - Berkeley; Meghan S. Shaughnessy, University of Michigan; Yasmin A. Stabkhian, 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. Stabkhian, University of California - Berkeley; Lisa 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. Stabkhian, University of California - Berkeley; Lisa Chopra Haldar, University of California - Berkeley; Ying Zheng, University of California Berkeley

Discussants:
Hooman Bass, University of Michigan
Tad Watanebe, 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; Evgenii 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 Moo, 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; Sunshine Campbell, University of Washington
Teacher Knowledge Deeply Bound in the Context of Practice: Using an Activity-Theoretical Perspective. Cheryl Ann Madeira, OISE/University of Toronto; James D. Slotta, University of Toronto
The Impact of Teacher Education Programs on Preservice Teacher Beliefs About Student Motivation. Paige Shalter Brueening, Capital University; Lynley H. Anderman, The Ohio State University
Does Motivation Count? An Experimental Study on the Accuracy of Judgments on Students’ Achievement. Johann Kaiser, University of Kiel; Anna Sudkamp, University of Kiel; Jens Moeller, University of Kiel

Discussant: Tim Urdan, Santa Clara University

42.022. Using Scaffolded Collaboration, and Small Groups to Enhance Learning, Division C - Learning and Instruction; Paper Session
42.026. Moving a Profession Forward to Implement 21st-Century School Counseling Models. Division E - Counseling and Human Development; Symposium
Colorado Convention Center, Street Level, Room 708
8:15 am to 10:15 am
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. Utenendorf, 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
Colorado Convention Center, Street Level, Room 108
8:15 am to 9:45 am
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 Pessoa, Universidade Federal De Mato Grosso Do Sul; Fabiani 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
**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; Yijing Ni, Chinese University of Hong Kong
- Impact of Curriculum Reform: Evidence of Student Learning Outcomes in China. Yijing Ni, Chinese University of Hong Kong; Qiong Li, Beijing Normal University; Xiaojing 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 Palaatability 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 Zaslow, 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. Farrar, Vanderbilt University; Mark W. Ligsey, 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 Schuwirth, 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
- “That Would Make a Great Qualifying Exam Question”: Engineering Expert Institutional Bias Surrounding Complex Problems. Stephanie Rivale, University of Texas - Austin; Taylor Martin, University of Texas - Austin; Kathy J. Schmidt, University of Texas - Austin; Kenneth R. Diller, University of Texas - Austin

The Second Time Around: An Observation on Retest Effects for Oral Examinations. Mark R. Raymond, National Board of Medical Examiners; Uliana A. Luciv-Dubas, National Board of Medical Examiners

**Validity and Reliability of the Maastricht Clinical Teaching Questionnaire:** Factors Influencing Effective Clinical Teaching. Renee Sluijter, Maastricht University; Diana Dolmans, Maastricht University; Irke H. A. P. Wulffhagen, Maastricht University; Arno Muijtjens, University of Maastricht; Jeroen J.G. Van Merrienboer, Maastricht University; Albert Schepbier, 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; Paper Session

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 Runiam, Iowa State University
- Seizing Their Second Chance: Successful Nontraditional Students With Disability at a Community College. Kathryn I. Scrogie, 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
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: Obyan A. Poon, University of California - Los Angeles Participants: Latino Students’ Degree Attainment: A Longitudinal Examination. Marybeth Walpole, Rowan University; Carmen Nevida 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 Subjectivity, Identity, and Space: Methodological Issues in Narratives of Successful African American Women at Predominately White Institutions. Christina S. Haynes, The Ohio State University 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 Holsapple, University of Michigan; Julie Renee Posselt, University of Michigan Discussant: Julie Lopez Figueroa, 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. Chyran Galucci, University of Washington; Michelle DeVoogt Van Lare, University of Washington; Irene H. Yoon, University of Washington; Beth E. Boartright, 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 Deter, 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: Teacher Education Matters: A Study of U.S. Mathematics Teacher Preparation in an International Context. William H. Schmidt, Michigan State University 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. Whitaker, 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. Lan-Ying Chou, Diwan College of Management; Martha J. Lisz, Kent State University; Eunsook Hyan, University of Massachusetts - Boston Discussant: Todd S. Havoley, 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: Moving Vision Toward Reality: Eight New Urban Teachers’ Experiences With Induction Coaching. Wendy L. Gardner, National-Louis University 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, Michigan State University; Ben Pogodzinski, University of Virginia; Mark R. Love, Policy Studies Associates, Inc.
Assessing Teacher Tenure. Sarah Winchell, Michigan State University; Gary Sykes, Michigan State University
Approaches to Annual Performance Assessment. Mary M. Kennedy, Michigan State University
Judging Teachers: The Law of Teacher Dissmissals. Diana Pullin, Boston College
Discussants:
David K. Cohen, University of Michigan
Linda Darling-Hammond, Stanford University

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. Debbie 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:

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. McElroy, Arizona State University; Emily Rydel Ackman, Arizona State University
Is Racial Segregation in Charter Schools Deepening? Jn 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. Ecker, Indiana University; Letitia Basford, Hamline University; Mary Jiron Belgarde, University of New Mexico
Discussant:

42.045. Chinese Philosophy, Culture, and Peace Education. SIG-Confucianism, Taoism, and Education; Symposium
Colorado Convention Center, Street Level, Room 206
8:15 am to 10:15 am
Chair: Jing Lin, University of Maryland
Participants:
Confucius’ Teaching of Virtues and Implication on World Peace and Peace Education. Jing Lin, University of Maryland; Yingyi Wang, University of Maryland - College Park
Chinese Language, Philosophy, and Wisdom of Peace. Yingyi Wang, University of Maryland - College Park; Ai Zhang, Richard Stockton College of New Jersey; Buijiang Xu, East China Normal University; Jing Lin, University of Maryland; Rebecca L. Oxford, University of Maryland
Chinese Philosophy, Arts, and Human-Nature Oneness. Chuning Cai, University of Maryland - College Park; Jing Lin, University of Maryland
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 Linville, Colby College
Negotiating Gender and Sexuality in High School Classrooms. Susan Walker Woolley, University of California - Berkeley
“Flaunt 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 Jurov, University of Colorado - Boulder
The Partner School Initiative: Developing a Service-Learning Model for an Elementary Teacher Education Program. Emily D. Davall, 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, Ponderosa Elementary School; Marie Hammon, Ponderosa Elementary School; Joel Palmer, Bryan Elementary School; Mike Uphus, Selicie 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. Jiaxin 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. Goulah, DePaul University
Lifting the Roots: The Concept of Experience in Environmental Education. Jay Weddell Roberts, Earlham 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 Lukasik, University of Illinois - Chicago
What the Ontological Realm Offers Place-Based Education Theory: Educating Within Place. Douglas David Karrow, 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 Concourse 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, Leannia 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 Concourse Level, Plaza Ballroom E
8:15 am to 10:15 am
Chair: Eve Tuck, SUNY - College at New Paltz
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. Maaka, University of Hawaii
Participants:
Journeying Aishinhaua Mino-Bimaadiziwin (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. Haia Tomlins Jahneke, Massey University; Annemarie Gillies, Massey University
Views of Maori Language and the Whanganui Dialect Among Elders of Ngati Ruaka/Ngati Hine. Raviri Stephen Tinirau, Massey University; Rachael Pare Kataraina Tinirau, Massey University
Discussants:
Pohai L. Kukea-Shultz, University of Hawaii
Bryan McKinley Jones Brayboy, Arizona State University

42.056. Fostering Online Communication and Collaboration. SIG-Instructional Technology; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 8
8:15 am to 9:45 am
Chair: Anne Todd Otenbreit-Leftwich, 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; Ruchi Mehta, University at Albany - SUNY; Sedef Uzuner, University at Albany - SUNY; Anna Valentinoina Valtcheva, 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. Doris U. Bolliger, University of Wyoming; Sapanworn Supanakorn, University of Wyoming; Christine Boggs, University of Wisconsin
Critical Factors of Learning Persistence in Cyber-Education. Sanyoung Joung, Kookmin University; Hye Ri Choi, Ewha Womans University; Kim Gu Yun, Ewha Womans University; Yi Young Hee, Ewha Womans University; Su Mi Kim, Ewha Womans University
Discussant:
Brent G. Wilson, University of Colorado - Denver

42.057. John Dewey Society Paper Session. SIG-John Dewey Society; Paper Session
Sheraton, Plaza Concourse 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; Johan Olhman, 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. Boorstoom, 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
42.061. 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

Participants:
- Complicating Voice in a Refusal to “Let Participants Speak for Themselves.” Lisa A. Mazzei, 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

Discussants:
- Maenette K. P. Benham, Michigan State University
- Roland W. Mitchell, Louisiana State University

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

Discussants:
- James Martin McCabe Hartwick, University of Wisconsin - Whitewater
- William H. Jeynes, California State University - Long Beach

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. Rachel L. Brooks, Northwestern University
- Comparisons of Athletes’ Academic Outcomes Across Sports. Elaine Croft McKenzie, Northwestern University

Discussant: Jennifer L. Hoffman, University of Washington

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

Discussant: Catherine Snow, Harvard 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. Heath Sikes, 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 Sun, University of South Florida
- What Demotivates Students in Physical Education? A Cost Perspective. Xíhe Zhu, Old Dominion University; Ang Chen, University of North Carolina - Greensboro

Discussant: Inez C. Rovegno, The University of Alabama

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 Wohlsetter, University of Southern California
- The Relationship Between School Climate and School Performance. Sarah J. Gareau, 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; Diana Luminita Mindrila, University of South Carolina; Anita 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 Drousy, Louisiana State University; A. J. Guarino, Auburn University

Discussant: Jacob Travis Walker, Mississippi State 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
ESL Students. Jia (Jean) Li
Educational Equity in Linguistically Diverse Classrooms: Mediating Academic Language Learning Among Language-Minority and Language-Majority Students. Melinda E. Martin-Beltran, University of Maryland - College Park
Preparing English Language Learners for the Mainstream: Case Studies of Two ESL Teachers. Megan Madigan Peery, University of Maryland
Re-Designated Fluent English Proficient Students: Closing the Academic Achievement Gap? Yulia Andalayaeva, University of Louisville; Thomas R. Trett; University of Louisville
Discussant: Theresa Y. Austin, University of Massachusetts - Amherst

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
Colorado Convention Center, Street Level, Room 701
8:15 am to 9:45 am
Chair: Mary Lynn Hamilton, The University of Kansas
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
Colorado Convention Center, Street Level, Room 208
8:15 am to 10:15 am
Chair: Robert E. Bletcher; California State University - Channel Islands
Participants: Measuring Community Service Self-Efficacy: Cross-Validating the Psychometric Properties of CSSES Inventory. Hayyan Bai, University of Central Florida; Trae Stewart, University of Central Florida
Social Justice: Achieving Sustainable Outcomes From Service-Learning Experiences. Susan Benigni Cipolle, Benilde-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. Machtmes, 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
Colorado Convention Center, Street Level, Room 406
8:15 am to 9:45 am
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-Riechel, University of British Columbia; Eva Oberle, University of British Columbia; Molly Stewart Lavlor, 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. Galla, 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 Kitti, University of California - Los Angeles
Discussants: Courtney A. Vaughn, University of Oklahoma
David C. Berliner, Arizona State University

42.071. Mathematics in Special Education. SIG-Special Education Research; Paper Session
Colorado Convention Center, Street Level, Room 204
8:15 am to 9:45 am
Chair: Brian A. Botte, 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. Jindra, 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
Colorado Convention Center, Street Level, Room 703
8:15 am to 10:15 am
Chair: Anne McCrary 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: Maya 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
Sheraton, Plaza Concource Level, Plaza Court 5
8:15 am to 10:15 am
Chair: Michael S. Green, Hudson Valley Community College
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 Fang, University of North Texas
Discussants:

42.074. Supervision, Evaluation, and Data: Observations on Coherence, Convergence, and Meaning. SIG-Supervision and Instructional Leadership;
SUNY; Hibajene Monga Shandom, Buffalo State College - SUNY

Developing Socially Just Personas Through Critical-Service Learning: White Preservice Teachers Confront Homelessness and Inequality. Bradley J. Porfilio, Levis 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. Mullen, 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 Hoverton, 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. Zhangtang 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

**42.077-4. Classroom Practices in Teacher Education and K-12 Classrooms.** 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 Profession. Joanne E. Cooper, University of Hawai’i; Dannelle 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 Wahlenberth, University of California - Davis; Steven Z. Athanases, 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

**Division and SIG Roundtables**

**42.077. Roundtable Session 21; Roundtable Session**

Colorado Convention Center, Lower Level, Korbel Ballroom 2

8:15 am to 9:45 am

Chair: Sylvia Cleden-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 Shandom, Buffalo State College - SUNY

Chair: Jojie A. Galozy, 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, Olhoe Lee, University of Miami
Science Education and TESOL: A Collaborative Professional Development Model for Alternative Certification Teacher Induction. Angela M. Kelly, Lehman College - CUNY, Jose 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. Scherff, 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. Keles, Queens College - CUNY
Becoming an Academic Bullshitter. Elizabeth Anne Daigle, University of Georgia
“No 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. Vicki 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 Maudecci, 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 Mashi, Gordon College of Education - Haifa, Israel; Andrea Beiniche, University of Wuerzburg
Emotions as an Advocacy in Teaching for Social Justice. Elizabeth M. Dutro, University of Colorado; Andrea Bien, University of Colorado - Boulder; Victoria Nevarez, University of Colorado - Boulder; Kristen Lewis, Boulder High School; Megan Henning, McEwain Elementary

42.077-10. Exploring Issues of Diversity and Equity in Preservice Learning. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Edward J. Bruntnieker, Colorado State University
Participants:
Agreement With Tenets of Economic and Social Justice: Views From Preservice Teachers at Four Universities. Thomas A. Lucey, Illinois State University; James D. Laney, University of North Texas; Melissa Cowart, Texas Woman’s University; Duane M. Giannangelo, The University of Memphis
Decentering Preservice Teacher Identities and Ideologies: Mediated Language Immersion as a Form of Trauma Pedagogy. John Settjale, University of Connecticut; Milides Gort, University of Miami; Robert Ceglie, Mercer University; Carolina Aracelo Guerra, University of Connecticut
Opportunities and Challenges Involved 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 Letsky, University of Illinois - Urbana-Champaign; Eurydice B. Bauer, University of Illinois - Urbana-Champaign; Christina P. Demicco, 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 Aramovnaova, 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 Copik, 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. Sechter, 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 Jouan Won, University of Missouri; Seounghee Han, University of Missouri

42.077-13. Improving Teaching Through Technology: The Digitization of Teacher Professional Development. Division K - Teaching and Teacher Education; Roundtable Session

Chair:
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. Haiping 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? Lemmi 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 Hang, University of Minnesota; Jihoon Ryu, 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; Davia 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 Shanghai 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 Jantz, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte; Scott Patrick Kissau, University of North Carolina - Charlotte
42.078-2. Breaking Through: Black Women Navigating Educational Leadership and Higher Education. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Bridget R. McCurtis, 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 Cherie 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 Robison, Harvard University
New York City Inquiry Teams: Developing Teacher Identity and Communities of Practice. Lambina Milesa, 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
Learning Through Collaboration: Teacher Descriptions of Team Work. Candice Bocalla, WestEd

42.078-4. Change Through Conversation: Instructional Leadership in Action. Division A - Administration Organization & Leadership; Roundtable Session
Chair: James P. 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; Shawn 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 Dehart, 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 Ohwolle, 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 Schmida, 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. Waks, 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:
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

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

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 Balles, Walden University; Lisa Welter-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 Barberà, 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
Leadership. Gary D. Nye, Frisco Independent School District; Judith A. Adkisson, 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: Xiuxiao 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 Khojasteh, 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: Augustine 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. Schull, 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 Lehlo, University of Denver

4.079. Poster Session 6. Poster Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3
8:15 am to 9:45 am

4.079-1. 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. Dynon, University of Victoria
3. Beyond Demographics: The Significance of Parental Involvement in Explaining Children's Behavior in Elementary School. Tametria 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 Cobbs, 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. Juliana 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; Natalya Petroff, The Graduate Center - CUNY; Bruce Douglas Homer, 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 L2 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 Andreu, Norwalk La Mirada Unified School District Head Start; Linh 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. Oltfon, University of Nevada - Las Vegas; Gregory Schraw, University of Nevada - Las Vegas; Nicholas Kehrweid, University of Nevada - Las Vegas; William M. Young, University of Nevada - Las Vegas
21. Cheating Perceptions and Prevalence Across Academic Settings. Kelly Hon, University of Nebraska; Kenneth A. Kiesow, 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; Ruping Yuan, Mississippi State University
24. Determinants of High School Optional Course Participation and

26. The Effect of Sex and Race on STEM Majors’ Level of Stereotype Threat and Course Grades. Patricia Vorndran, Temple University; Jacqueline Tanaka, Temple University; Jennifer G. Cromley, Temple University; Erin McNamara Horvat, Temple University

27. The Role of Language Learners’ Identities and Power Dynamics on Their Willingness to Communicate. Sayung Pak, University of Washington


29. Those Who Choose to Procrastinate: Achievement Goal, Motivation, Study Strategy, and Test Performance Among College Students. Li Cao, University of West Georgia

30. School Factors as Moderators of the Relationships Between Self-Control and Student Outcomes. Ana Carolina Uneeche, University of Florida; Patricia T. Ashton, University of Florida

31. Attachment and Curiosity. Thomas G. Reio, Florida International University; Joanne Saunders-Reio, University of Maryland

42.079-4. Poster Session: Issues in Learning Environments, Division C - Learning and Instruction; Poster Session

Posters:

32. A Proposed Method for Converting Squadron Officer School Into a Blended-Learning Course With Live, Virtual, and Constructive Simulations. Michael Charles Mayrath, Harvard University; Shelagh M. B. O’Hare, University of Texas - Austin

33. Revisiting the Effects of Corrected Errors. Alexandra Saravanos, Teachers College, Columbia University; Jin Kwonata, Teachers College, Columbia University; Mihwa 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-Heon Cho, Kent State University - Stark; Hui-Hsien Tsai, Empire State College - SUNY; Hui Su, University of Missouri

35. Changes Experienced During Year 1 of an NSF GK-12 Program: A Mixed-Methods Study. Darrelle C. Morison, Texas Tech University; Xiaobo Shen, Texas Tech University; Jennifer A. Wilhelm, University of Kentucky


37. Cognitive Consequences of Making Computer-Based Learning Activities More Game-Like. Krista E. DeLeeuw, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara

38. Ecologies of Representation: The Curriculum of Museum Spaces. Elee Wood, Indiana University/Purdue University at Indianapolis; Robert James Helfenstein, 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, University of California - 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, Universidad Autonoma de Madrid; Benjamin Garcia Gigante, Universidad Autonoma de Madrid

43. Watch and Learn: Tuning in to Young Children’s Social Interactions With and Around Television. Therese 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. Hinclama, Syracuse University; Kelly Chandler-Olcott, Syracuse University; Bryan Crandall, Syracuse University; Carol Willard, Syracuse University; Kathleen 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 Brasich, 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; Yasuhiro Ozuru, University of Illinois - Chicago

48. Cognitive Processes of Knowledge Construction From Information Text in African American and European American Adolescents. Susan Lutz Klauada, University of Maryland - College Park; John T. Guthrie, University of Maryland; Cassandra Sheidar Coddington, 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, Inc.; Terri Meade, Education Development Center/Center for Children and Technology; Emily Midlohas, Educational Development Center, Inc.

54. The Avid Adolescent Reader Revisited: Gender Difference and Its Linkage to Family Literacy. Su-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. Mccullister, 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. Goodwin, 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 Viruru, Qatar University; Karen L. Kelly, Supreme Education Council of Qatar; Fatima Al-Maaddadi, Qatar University


63. Examining Reading Achievement for English Learners: A Multiple-Cohort Study. Hyo Jin Lim, University of Southern California
AERA Governance; 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 Yussin, 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

AERA 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
Lawrence 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
Shela 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, cosponsored 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
Participants:
Complications in Conducting Research Internationally. Melissa S. Anderson, University of Minnesota
When is an IRB Exempt Study Really Exempt: Evidence from a National Sample of IRBs within an International Study? William H. Schmidt, Michigan State University
IRB Review and International Research: Complying with the Spirit of the Participant Protection Regulations. Tora Bikson, RAND Corporation
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

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. Ar Zuibi, 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  

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 Knowledge 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/for 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

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. Kahn wai Ng, 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

Division Sessions

Sheraton, Plaza Concourse Level, Governor’s Square 14  
10:35 am to 12:05 pm  
Chair: Catherine A. Lagg, Rutgers University  
Participants:  

Sheraton, Plaza Concourse 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 I. Honig, University of Washington  
Investing in Instructional Improvement and Equity in Urban Schools. Margaret L. Pleck, University of Washington

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 - Ar lington  
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

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 Huckaby, Texas Christian University  
Participants:  
Carter G. Woodson: Contributions to Curriculum Studies and African American History. LaGarrett Jarriel King, University of Texas; Anthony L. Brown, University of Texas - Arlington  
Perspectives on Developing Political Consciousness: Lessons From the Civil Rights Movement. Dionne Duns, Indiana University; Mahaunage 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 Fischele, Indiana University; Eam Ja 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 Ketelhut, Temple University; Catherine C. Schifer; Temple University; Deepthi Madugowler; Temple University; Zoe Freeman, Temple University; Yousu 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
Discussants:
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:
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 Glogge, University of Freiburg, Germany; Rolf Schiwonke, University of Freiburg; Lars Holzäpfel, Educational University Freiburg; Matthias Nückles, 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; Kamran 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-Zwieg, 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 Kihyan Ryoo, University of California - Berkeley
Relationship Between “Form” and “Content” in Science Writing Among English-Language Learners. Okhee 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. Väcke, Ghent University, Belgium; Tonghong 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 Roy Arwood, University of California - Berkeley
“I 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.

Discussant: Dale H. Schunk, University of North Carolina - Greensboro

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

Chair: Suzanne Lane, University of Pittsburgh
Participants:
- Buddhathip Sukhatharanon, National University of Singapore
- Shouvik Kundu, International Centre for Theoretical Physics
- Andrew Smeeth, University of Sydney
- Patricia E. Harris, Illinois State University
- Ann F. Camilli, Educational Testing Service
- Laura Weidman, Prufrock Press

43.031. Beyond Borders: Race, Gender, and Geographies.

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 Dehl, OISE/University of Toronto


Chair: Aida Hurtado, University of California - Santa Cruz
Participants:
- Mother-Daughter Educational Programs and Anzaldúa’s Borderlands. Karina Cervantes, University of California - Santa Cruz
- Aspiring to Profess: Chicana Ph.D. Students’ Aspirations of Tenure-Track Careers. Rebecca Bursiaga, University of California - Davis
- Safe Spaces in the Borderlands: Using the Social Engagement Model to Facilitate Napantha. 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. Minul 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?

Chair: Patricia Gurin, University of Michigan
Participants:
- Intergroup Dialogue and Students’ Beliefs About Group Inequalities. Gretchen E. Lopez, Syracuse University; Linda Carter Galbato, Syracuse University
- Pedagogical and Communication Processes in Learning About Inequalities. Biren Ramesh Nagda, University of Washington; Chloe Guiru-Sands, University of Maryland; Aiesha Mustajja, University of Michigan; Shundae Marie Osuna, University of Michigan
- Listening as a Pathway to Insight About Power and Privilege. Molly Keehn, University of Massachusetts; Jane Mildred, Westfield State College; Ximena Zuniga, University of Massachusetts - Amherst; Keri DeLong, University of Massachusetts - Amherst; Martha La Stassen, University of Massachusetts - Amherst

Discussant: Nicholas Andrew Sorensen, University of Michigan

43.034. Does Interim Assessment Make a Difference? Early Findings From IES-Funded, Randomized, Controlled Trials.

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

Discussant: Sean W. Mulvenon, University of Arkansas

43.035. Field Experience as a Pathway: Beliefs, Perceptions, and Expectations.

Chair: Kamini Jaipal, 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 Bowser 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 Wyoming; Ines Contreras, Pontificia Universidad Católica de Chile; María Cristina Solís, Pontifical 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.

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
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 Nkoi Cunn, Vassar College
Lessons From the Soccer Field. Eric J. Dewenaenae, 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 Tatro, Michigan State University

Participants:
Educational and Scientific Importance of Study. Maria Teresa Tatro, Michigan State University; John R. Schwille, Michigan State University; Lawrence C. Ingvarson, 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 Tatro, Michigan State University; Kirl Bankos, 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 Zenkov, George Mason University

Participants:
Professional Development Schools and Social Justice: Studies of School-University Partnerships Committed to the Highest Ideals of Equity. Kristien Zenkov, 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

Participants:
Faith as Filter? Teachers’ Decision Making About Controversy in the Classroom. Jennifer H. James, Kent State University
Teaching Ethics in Social Studies: New Zealand Teachers’ and Learners’ Perceptions of Issues and Needs. Andrea Milligan, Victoria University of Wellington, New Zealand
Controversy Three Ways: What Students Experience and Learn From Racially Charged Deliberations in Three Contexts. Diana E. Hess, University of Wisconsin - Madison; Paula Mccray, University of Wisconsin - Madison

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

Participants:
Critical Reflection: Concept and Assessment. Katrina Liu, University of Wisconsin - Madison
Frustrating or Formative? E-Portfolios as Tools for Critical Reflection in Elementary Teacher Education. Bryn Jaastad, University of Wisconsin - Madison
Community Engagement as a Catalyst for Critical Reflection and Activism. Mary Klehr, Madison Metro School District/University of Wisconsin - Madison

Discussant: Linda R. Vulli, 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

Participants:
Teaching Race, Diversity, and Social Justice in “White Space”. Darrell Cleveland, Richard Stockton College
Committed: Insanity, Madness, and Teaching in the Ruins of Race. Denise M. Tulaferro Bazile, Miami University
Christian Hegemony and Subjugated Sexualities: “Only Death Will Tell!” Warren Jay Blumenfeld, Iowa State University
Using Appreciative Inquiry to Facilitate Change Toward Embracing Diversity and Social Justice. Lisa D. Hobson, Prairie View A&M University

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 Multiethic 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 Santos-Manning, Teachers College, Columbia University

43.044. Linguistic and Multilingual Pedagogies for Inclusion and Equity. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 708 10:35 am to 12:05 pm

Chair: Sherrye Minyard, University of Kentucky

Participants:
Pedagogies for Inclusion and Equity in Multilingual Classrooms. David A. Barnard, University of North Carolina - Charlotte
Teaching for Equity in Multilingual Classrooms. Jennifer A. Harvey, University of Wisconsin - Milwaukee

Discussant: Sherrye Minyard, University of Kentucky
**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:
- Valerie F. Kinloch, The Ohio State University
- Cathy Stasz, RAND Corporation
- Robert A. Maranto, University of Arkansas

**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. Lora A. Cohen-Vogel, Florida State University; Stacey A. Rutledge, Florida State University
- Detracking: Research and Recommendations. 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

**43.046. 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, Sooamyang 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. Motooko Akiba, University of Missouri - Columbia; LaLa Ganiyeva, University of Missouri - Columbia
- International Determinants of Private School Attendance. David Joseph Rutkowski, Indiana University; Leslie Rutkowski, Indiana University
- Variables Affecting Student Achievement Among Countries With Excellence and Equity: Finland, Japan, Canada, and Korea. Junyeop Kim, Hongik University; So-Young Park, Sooamyang Women’s University; Kisan Sung, The Catholic University of Korea; Eun Hye Ham, Michigan State University; Byeongcheol Min, Korean Educational Development Institute
- Mass Incarceration: Exploring Neoliberalism, Literacy, Poverty, and the Rise in Black Women’s Incarceration. Dominique T. Clup, 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. Hungxia Shan, OISE/University of Toronto
- The Parent Orientated, the Work Oriented, 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

**43.047. Nothing About Us Without Us! Engaging Youth Leadership in Public Education Decision Making.** SIG-Adolescence and Youth Development; Invited Session

**SIG Sessions**

**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 B. Mullinix, Teaching Learning and Technology Group
Participants:
- Social Organization of the Individualistic Communication “Culture” in Engineering Workplaces in Canada. Hungxia Shan, OISE/University of Toronto
- The Parent Orientated, the Work Oriented, 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
- Social Organization of the Individualistic Communication “Culture” in Engineering Workplaces in Canada. Hungxia Shan, OISE/University of Toronto
- The Parent Orientated, the Work Oriented, 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

**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

**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
The text on the page appears to be a program for a conference or event, listing various sessions, papers, and discussions. It includes topics such as employability, career development, and multicultural education. The sessions are categorized by themes and include information about the presenters, institutions, and specific topics they are addressing. The layout is typical of a conference schedule, with times, locations, and titles of the presentations clearly listed.
43.057. 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 Kulm, 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 Making 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 Jane Stewart, University of California - Santa Barbara
- Culture in the Making: Virtually Shaping Relationships in a Hybrid Online Course. Anita Crane, 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 Inglese-Sinicrope, University of California - Santa Barbara; Christopher Bolza, University of California - Santa Barbara
Discussants: Lecia G. Panay, University of Nevada - Las Vegas; Carl L. Kleeck, 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 Popham, University of California - Los Angeles
- Robert C. Cour, 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
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. Jazmine 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 U tal, 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. Özlem 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:
- 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. Irby, 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 Parker-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. Gouzouasis, 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
Helpful Association and the Spatial Dimensions of Circumspedition 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 Concourse Level, Governor’s Square 9
10:35 am to 12:05 pm
Chair: Dorothy Shippy, 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. Bogess, 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

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. Mathis-Padua, University of California - Los Angeles
Viewing Pinay Vocational Identity Through a Feminist Lens. Chiara Chestina 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 Norton, 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
Participants:
Who Benefits? The Impact of Diversity Experiences on Social Agency by Race. 
Yen Ling Shek, University of California - Los Angeles

“Becoming Good Girls”: The Socialization and Racialization of Asian American, Female High School Students. Rowena A. Robles, Loyola Marymount University

Asian American College Students Remaking Space and Remaking Race. Michelle Samura, University of California - Santa Barbara

The Experiences of Asian American Doctoral Students of Color at Elite Universities with Racial Trauma. Kimberly A. Truong, University of Pennsylvania

A Call to Action for a National AAP Education Policy Organization. Oyian A. Poon, University of California - Los Angeles

Discussant:
Sharon S. Lee, University of Illinois - Urbana-Champaign

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. Margarettha P.C. Van Der Werf, GHON, Institute for Educational Research; Marie-Christine J. Opdenakker, University of Groningen; Hans Kooper, University of Groningen

The Size of School Effects in Growth Curve Models. Bieke De Fraine, Catholic University of Leuven; Annumedem 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-Jong 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 Ray Jansens-Pennell, Arizona State University; Samuel Digangi, Arizona State University; Charles Keguro, Arizona State University

Comparing Japanese and American Inquiry-Based Science Practices in Middle Schools. Sachiko Tosa, Wright State University


Discussant:
Kenneth G. Tobi, The Graduate Center - CUNY

43.076. Measuring Implementation Fidelity in SEL Programing. 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 Catsambis, Queens College - CUNY

Participants:
Influence or Selection? Peer Poverty and Student Test-Score Growth. Douglas L. Laun, 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; Guillermo E. Mont, University of Notre Dame; William Carbonaro, University of Notre Dame

Discussant:
Fabian T. Pfeffer, University of Wisconsin - Madison
43.078. Inclusion: Efficacy in Classrooms and Society. SIG-Special Education Research; Paper Session
Colorado Convention Center, Street Level, Room 204
10:35 am to 12:05 pm
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 Chua Chuvana, 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-Teaching History; Paper Session
Colorado Convention Center, Street Level, Room 606
10:35 am to 12:05 pm
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 Gulen, 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. Buildon, 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 as an Agent of Change in Teaching and Learning; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court I
10:35 am to 12:05 pm
Chair:
Deborah Lowther, The University of Memphis
Participants:
The Conditions, Processes, and Consequences of Laptop Integration in Algebra I Classrooms. Walter F. Heincke, 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 - Catalonia
Discussant:
Neal Strudler, University of Nevada - Las Vegas
43.081. Adult Literacy Experiences. Division G - Social Context of Education; Roundtable Session
Chair:
Silvia Cecilia Nogueron, 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 a Transnational 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. Joellen Elizabeth Coryell, University of Texas - San Antonio; M. Carolyn Clark, Texas A&M University
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.” Rucheeva V. Kulikarni, 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 Skuharekaitė, 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 Gorlewski, 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 Maan, 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. Chan, 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 Wisconsin; Maylan A. Dunn-Kennedy, 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; Hyun Kyoung Ro
Understanding Gender Gap in Research Productivity in Faculty of Science and Engineering. Wenfan Tan, 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; Janece Brooke Both 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. Elee 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. Bonus-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 Kiiwila 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. Edeljee, Saint Joseph’s College
Participants: A Conceptual Approach to Understanding Superior Outcomes for Learners in Blended-Online Environments. Peter Shea, University at Albany - SUNY; Teni 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 Ziefle; 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 Cui, University of Alberta; Mary Rodota 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; Breuna 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; Mariilla 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; Chew-Chun Chiu, University of Florida
Creating a Virtual Community of Practice Among Graduate Social Work Students. Jayne Swance, Southern Illinois University; Laura Dresch Zeman, Southern Illinois University; Judy Ellen Doktor, Purdue University Calumet
Meeting Star Researchers: The Long-Term Impact of Graduate Students Meeting Nobel Laureates. Erin Mehalic 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
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 Vernes Turner, Arizona State University; Juan Carlos Gonzalez, California State University - Fresno; Kathleen Wong (Law), 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 Cutsforth, 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 McIlvain, School of Education
Participants:
Combating Stereotypes and Prejudices in a Higher-Education Confictual Venue: A Case Study. Zehavi Gros, Bar-Ilan University
Female Marriage Immigrants’ Human Rights in South Korea: What Can Peace Education Do? Soonjung 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 Oosu 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.
43.082-4. Females Negotiating Learning in Higher Education. SIG-Research on Women and Education; Roundtable Session

Chair: Rosalind Pjeaux 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
- Exploiting 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 Stou, 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. Rui Cheng, Nazareth College
- American Asian 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 Ardashева, 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

Chair: Tingpalavanam 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. Dornan, Australian Catholic University
- Generating Caring Professor-Student Relationships Through Course Activities. Denise M. McDonald, University of Houston - Clear Lake; Kent Alan Dvoll, University of Houston - Clear Lake
- Preservice Teachers’ Perceptions of Technology-Integrated Learning Environments: Assessing Patterns of Teaching and Learning. Myint Swe Kyne, 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
- 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. Lary Daffin, New York University
- A Theoretical Framework for Exploring Dropout Rates in Urban Schools. Obid Norman, Morgan State University; Stephen B. Plank, Johns Hopkins University; Rachel E. Durham, Johns Hopkins University; Elizabeth N. Farley-Ripple, University of Delaware; Patrice Juliet Pinder, Morgan State University
- Framing African American Students’ Success and Failure in Urban Settings: A Typology for Change. Marilyn 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 Baker, 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
Chair: William G. Wraga, University of Georgia

Participants:
- Developing and Improving Scholarly Productivity Through a Women’s Professional Learning Community. Eileen S. Johnson, Oakland University; Caryn M. Wells, Oakland University
- “Teaching With Popular Culture”: Understanding Challenges From Early-Childhood Preservice Teachers’ Perspectives. Lena Lee, Miami University
- What’s the Problem With a “Rigorous Academic Curriculum”? William G. Wraga, University of Georgia

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. Shion-Feng Chen, National Pingtung University of Education; Shui Wang, University of Maryland
- Effect of Refined Subtest Selection on DIMTEST Performance With an Application to Nonsimple Structure Multidimensionality. Jessalyn 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; Cathleen 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. Tiansong, 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 Michels, ETS
- The Effectiveness of Equating Plans for Maintaining Scale for Constructed-Response Tests in Assessment Programs. Terram 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 Chrost, 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 Dawn Sowatsky
- Polyphonic Research Design: Employing Dialogue to Enhance Qualitative Research. Vicki S. Collet, University at Buffalo - SUNY; Michelle R. Cininelli, 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 Gasmann, 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 Scowser, Utah State University; Mary Ann Parlin, Utah State University; Marion Jensen, Utah State University; Tom Caswell, Utah State University
- Middle School, High School, and Community College Students’ Self-Reported Impressions About Learning Game Design, Programming, and Web 2.0 Skills in a Workshop-Based Learning Environment. Idit Harel Caperton, World Wide Workshop Foundation; Rebecca Reynolds, World Wide Workshop Foundation

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. Flicek, Natrona Country School District - Wyoming; Trevor Mahlam, 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
Formative Assessment Strategies Employed by Highly Effective Teachers. Angi K. Baker, University of Cincinnati

“My Teacher’s Judgment Matters More Than Mine”: Comparing Teacher and Student Perspectives on Self-Assessment Practices in the Classroom. Lois Ruth Harris, University of Auckland; Gavin T. Brown, The Hong Kong Institute of Education

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; Louis 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. Dimitor M. Dimitrov, George Mason University
Investigation of Rasch Measurement Precision Depending on the Number of Dichotomous Items. Anatoly Andreyevich Maslak, 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 Gros, Teachers College, Columbia University; George Santti, 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:
1. A Dispositions Model for a Bilingual Transition to Teaching Program. David A. Walker, Northern Illinois University; Terry Borg, Northern Illinois University
2. Teaching English-Language Learners: Identifying Dispositions Needed by ESL and Bilingual Education Preservice Teachers. Alfredo H. Benavides, Texas Tech University; Eva Midozache, Texas Tech University; William De Rasez De Guyenne, Texas Tech University
3. Undergraduate Education and 21st-Century Skills: A Case of Relevance. Beatriz Maccia Gomez-Estern, Pablo de Olavide University - Seville, Spain; Angelica Marcello, University of California - San Diego; Olga A. Vasquez, University of California - San Diego
4. 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; Elsa 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 Ememogu, 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 Manson, The Literacy & Numeracy Secretariat, Ministry of Education
16. Influences of the Structure of an English Language Test on Teachers’ Content Representations. Sultan Turkan, 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 Alguno, 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. Kowes, 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
25. Lives of Teachers in Communities of Practice: The Ecology of Partnering for Change in the Workplace. David Michael Jackson, Saint Mary’s University of Minnesota; Roger B. Peckover, Saint Mary’s University of Minnesota
26. Teaching as We Wish We Had Been Taught: Experiential Narratives on Educational Apprenticeship. Mark L. Seaman, Stephen F. Austin State University
27. The Family Trade: Experiences of Belonging to a Multigenerational Family of Educators. Mindy L. Craig-Dorrough, Southeastern Louisiana University
28. The Impact of Early Mentoring on the Development and Growth of a School District’s Chief Education Officer. Shirley Van Nuland, University of Ontario Institute of Technology

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, Lubbock Christian University
32. Measurement of Whole-Class Behavior: A Validity Study. Steven Lee, The University of Kansas; Julia S. Shufelt, The University of Kansas; Jeaveen Neudheris, 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-Fei 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 Matsasovich, 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. Yongqian 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; Yakhkhir Anastayia, 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 Jin 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; Weihua 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 - EdiBROn

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 McCleusky Prieto, City University New York; Nancy Elyda Canella, Saint John’s University; Paul M. Miller, Saint John’s University; C. John Tarer, 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 Kapustka, DePaul University
53. Perception of a Professional Development Schools Partnership at West Virginia University. Heiko ter Haseborg, West Virginia University; Lucretia Hieder-Larimore, West Virginia University; Amy Love, West Virginia University; Sararose Lynch, West Virginia University; Trina Moore, West Virginia University; Miriam Roth, West Virginia University; Reagan Curtis, West Virginia University
54. The Effect of StrengthsQuest® Instruction on the Development of Professional Development School Candidates’ Strengths as Teachers. Jeanne 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; Mihyeon Kim, College of William and Mary
58. Female Academic Olympians: Pursuing Equity. Sharon Anne O’Connor-Petruso, 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. June Tan; Mary Anne Heng, Nanyang Technological University, Singapore
60. Expanding the Developmental Trajectory of Literacy Education for Preservice Teachers. Saara Ansari, University of Illinois - Chicago; Jung E. Kim, University of Illinois - Chicago
61. Inquiring Into Equity: Using the Equity Audit as a Starting Point for Socially Just Practitioner Inquiry. Susan L. Groenne, The University of Tennessee - Knoxville; Andrea J. Stairs, University of Southern Maine; Jessica Edsbaugh, Austin-East High School/Magnet School; John Duck, The University of Tennessee
62. Learning to Attend to Culturally and Linguistically Diverse Learners Through Data in Preservice Teacher Inquiry. Steven Z. Athanas, University of Illinois - Chicago
43.084-14. School Choice Decision Making: Parent Resource Centers to Increase Parent Involvement. SIG-School Choice; Poster Session

Poster:
66. School-Choice Decision Making: Parent Resource Centers as an Agent to Increase Parental Involvement. Heshbon Orieno Wao, University of South Florida; Reginald S. Lee, University of South Florida; Susan C. Forde, University of South Florida; Roger Villamor, 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 LGBTQFAQ Center. Eric D. Tenan, University of Northern Colorado; Maria K. Lohman, 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:
69. 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, Athlone 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 Yun, 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, Fundacion Evolucion; Cecilia Rodriguez, 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. Phye, Iowa State University

76. Videoconferencing as a Technology to Support Distance Learning: A Cultural Perspective. Yhsuan Chen, National Taiwan University of Science and Technology; Chir-Chung Tiai, 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. Daquuan Li, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Carol Lu, Columbia University; Seokmin Kang, Teachers College, Columbia University

78. Teaching and Learning in Diverse Populations in Complex Political Ecologies. SIG-Cultural Studies; Poster Session

Poster:
79. Teaching and Learning in Diverse Populations in Complex Political Ecologies. Saravanan Gopinathan, National Institute of Education, Nanyang Technological University, Singapore; Berte 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. Flinters, 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 Mullin, 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. Klecka, University of Nevada - Las Vegas
12. Professional Development in Education. Jim O’Brien, University of Edinburgh; Alex Alexandrou, Freelance Academic
14. Learning, Media and Technology. Margaret M. Riel, 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

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 Chairs:
Nicole C. Miller, Mississippi State University
Janice Hansen, University of California - Irvine
Participant:
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 Condiffe 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. Tuit, University of Denver
Amy S. Metcalfe, University of British Columbia
Laura L. 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:
Aaliyah 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. Muñiz, University of Manchester
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. Bredekoven, University of Wisconsin - Madison
Paula A. Cordeiro, University of San Diego
Participants:
Helene Arkestig, Umea University
Paul T. Begley, The Pennsylvania State University
Tim Goddard, University of Calgary
Olof Johansson, Umea University
Lyse Langlois, Laval University
Yvonne A.M. Leeman, University of Windesheim
Betsy M. Merchant, University of Texas - San Antonio
Robert J. Starvatt, Boston College
Anita Traversee, National Leadership School
Allan Walker, The Chinese University of Hong Kong
Discussants:

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, Waiau High School; Katrina Guerrero, Millani High School
Triangulating the Possibilities of Educational Partnerships: Decolonizing Curriculum, Teacher Training, and Leadership Development, Allison Tintiangco-Cubales, San Francisco State University; Arlene Das-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 Tiia Taylor, Southern Ute Tribe
Jason Firestone, Jefco Public Schools
John Gritt, 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
Who Is Guilty of What? The Anti-Detective and the Critical Researcher, Peter M. Appelbaum, Arcadia 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:
Construcst 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 Okaspinian 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 Willian Conley, The University of Memphis
Collaborative Think-Aloud Lessons for Teaching Online Reading Comprehension, Julie Ciofo, University of Rhode Island
Discussants:
Annemarie S. Palincsar, 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:
- African American and Latino Students Earning High Algebra Scores: Diverse Practices and Equity Concerns. Michael H. Davis, University of California - Berkeley; Shirley Lee, University of California - Berkeley
- Breaking the Boundaries of Mathematics Learning: One Community of Practice in a Latino School. Beatrice E. Quintos, University of Maryland
- English-Language Learners’ Problem Solving in Spanish Versus English. Rebecca Ambrose, University of California - Davis; Marta Molina, University of Grenada
Discussant: Judith N. Moschlovich, University of California - Santa Cruz

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. Zumbrunn, 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 Durr, Capital University; Michael Yough, 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 Iget, Mid-continent Research for Education and Learning; Helen S. Anthorp, Mid-continent Research for Education and Learning; Sarah Gopalani, 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 Wientjes, Stanford University
- A Cross-Age Peer Tutoring Program to Promote Vocabulary. Rebecca Deffes 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. Lipsky, University of Miami
Discussant: Michael D. Coyne, University of Connecticut

44.032. An Expanded Look Into DIF. Division D - Measurement and Research; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 14
12:25 pm to 1:55 pm
Chair: Michael E. Walker, ETS

Participants:
- The Effects of Non-Normal Distributions on the Mantel-Haenszel and Logistic Regression Procedures for Differential Item Functioning Detection. Jason C. Immekus, California State University - Fresno
- A Comparison of DIF Effect Estimators in the Investigation of DIF in Polytomous Items. Karina Gattamorta Gattamorta, University of Miami
- The Performance of Imputation on the Detection of Differential Item Functioning. Huey-Ing Tsou, National University of Taiwan; Pei-Ming Chiung, National University of Taiwan
- Evaluation of the Mantel-Haenszel Procedure for Detecting Differential Item Functioning in Large-Scale Assessments Using True DIF Criteria. Huaiqin Ann Hu, Data Recognition Corporation; Xiaowen Zhu, University of Pittsburgh; Jeff Thalberg, Data Recognition Corporation
- Which Differential Item Functioning Indicator to Believe: The Rasch Model as a Method for Providing Evidence of Implementation Generalizability in a Randomized Control Trial. Andrew P. Swanson, Learning Point Associates; Trisha Hinojosa, Learning Point Associates; Megan Brown, Learning Point Associates; Brenna O’Brien, Learning Point Associates; Kelly Ann Hallberg, Northwestern University
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 I. Ruiz-Prum, 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 Nicole 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. Shorenna Sadasziglishvili, National Curriculum and Assessment Center; Peter Van Rijn, Cito; Simon Janushia, National Curriculum and Assessment Center; Theo Bertzenishivili, National Curriculum and Assessment Center; Mzia Tsereteli, 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
Participants:
- Dimensionality in Reading Comprehension Assessments: Confirmatory Factor Analytic Approach. Youngsoon So, University of California - Los Angeles
- Measurement of Early Literacy Skills: A Factor Analytic Investigation of Phonological Awareness Literacy Screening for Preschool. Monika Townsend, University of Virginia; Timothy R. Konold, University of Virginia
- The Factor Structure of the CBIS-II-Readiness Assessment. Chad M. Gotch, Washington State University; Brian F. French, Washington State University
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

Participants:
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:
Documenting Discourses Across Time: Negotiating Literacy and Schooling in One Family. Catherine F. Compton-Lilly, University of Wisconsin - Madison
Observe in Time and Space: Three Families and Their Artificial Histories. Jennifer Rossell, 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. Beatriz 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:
I 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
Sara Polack, 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 Orthofer; 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 Fenton, 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:
Antonette D. Shroter, University of Iowa

Participants:
Developing a Dropout Early-Warning System for Middle and High Schools: Applied Research in Five Urban School Districts. Mary Beth Cello, 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 J. Poulatinne, Gonzaga University; Heather Veed, Gonzaga University

Discussant:
Kyndra 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. Leanza 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: Yen 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; Madeleine Clark Mavrogordato, Vanderbilt University
How Does Money Help? Students’ View of a Monetary Incentive. Heather D. Washington, University of Virginia; Josh Prentke, 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 B. Rogers, Jobs for the Future

Participants:
The Reverse Gender Gap and Higher Education in the Philippines. Yoshiko Nozaki, University at Buffalo - SUNY; Maria Sloan Lew, University at Buffalo - SUNY
Negotiating Higher-Education Choices, Marriage, and Career: Women Undergraduate Students in India. Rina Arockiasamy, University at Buffalo - SUNY
Women’s “Choice” and Higher Education in Japan. Tomoko Torsiwa, 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
“1 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 Kindel, University of Missouri - Kansas City
Teacher Candidates’ Preconceptions of Urban Schools, Majority-Minority Schools, and High-Poverty Schools and Students. Rachel M.B. Collong, University of Dayton; Connie L. Bowman, University of Dayton; Janet L. D. Donen, 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 Class. 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. Whiting, University of Colorado - Boulder; Kent E. Seidel, University of Denver; Therese Piddick, Denver Public Schools; Heidi B. Barker, University of Colorado; Todd C. Reiner; 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. Sleeter, 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. Sleeter, 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
Sherraton, Plaza Concourse 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: Linnea 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 Niigato, 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 Engage With Complex School Ecologies. Sharon M. Ravitch, University of Pennsylvania; John Baker, University of Pennsylvania; Peter Kurtloff, 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
Discussant: 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: C. Cyress Brunner, 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
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-Alecio, 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; Lucia A. Sotero-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 Walchowski, Texas A&M University; Beverly J. Irby, Sam Houston State University; Fadhal Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Sharylon D. Pollard-Duradola, Texas A&M University; Patricia Goodson, Texas A&M University
Discussant: 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 Hazle Bussey, Southern Regional Education Board; Heather Boggs Sass, Southern Regional Education Board
Online Occupational Education in Community Colleges: Prevalence and Contextual Factors. Rod Githens, University of Louisville; Fashaad Crawford, University of Louisville; Timothy Michael Sauer, University of Louisville: Kimberly Maloney, 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

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
Discussants: William E. Doll, Louisiana State University; 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 Munez, Parent U-Turn
Placing Urban Parents at the Center of Teacher Education and Urban School Reform. Anthony Collaton, 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 Jurusaitis-Harbinson, Hofstra University
Education Transformation in Post-Soviet Countries: Cultural Scripts and New Regimes of Value. Maira Mukabeyeva, 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 Karanuha, University of South Florida
Participants:
Individual Rights, Legislative Duties, and Judicial Review of Educational Adequacy. Scott R. Baue, University of Kentucky
Constructing Policy: Legislative Riders as Strategy in Developing Federal Education Legislation. Kenne A. Dibner, Michigan State University
The Potential Impact of Social Science Research on Legal Issues Surrounding Single-Sex Classrooms and Schools. Stephanie D. McCall, Teachers College; Suzanne E. Echle, 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 Syahibhan, Indiana University
Leveling Up in Singapore Schools: Adoption and Adaptation of Game-Based Learning. Steven J. Zaiker, 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; Garlie 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-Leadership 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 A. Gooden, University of Texas - Austin; Michelle D. Young, University Council for Education Administration / University of Texas; Ann O. Doherty, University of Texas; Elizabeth Joan Goodrow, 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 Sanzo 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 Duerriyah, The
Ohio State University; Detra Price-Dennis, University of Texas - Austin
Images, Narratives, and Literature Discussions: Immigrant Children’s Responses to “the Arrival.” Carmen M. Martinez-Roldan, University of Texas - Austin; Sarah Newcomer, Arizona State University
Interpretative Discourses in Television Media as Cultural Texts: Storying in Glocalized Spaces. Carmen L. Medina, Indiana University - Bloomington
Discussant: Marjorie Faulstich Orellana, University of California - Los Angeles

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

44.065. Maximizing Meaningful Inclusion of English-Language Learners on NAEP: Recommendations of the Technical Advisory Panel on Uniform NAEP Rules for English-Language Learners. SIG-NAEP Studies; Symposium
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. Linquist, 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; Josefina V. Tinajero, 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 Hooff, Kent State University; Annette Kreutzer, Research Center for Educational Technology; Ken Rafaun, 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; Sheldon 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. Chin, Pearson; Jason L. Meyers, Pearson; Hong Wang, University of Pittsburgh
Innovative Items: Memorability and Cognitive Processing: A Pilot Study. Anne L. Wendl, National Council of State Boards of Nursing; J. Christine Harmes, 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 Imperceptible: 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. Hanin Rashid, Rutgers University; Traci L. English-Clarke, University of Pennsylvania; Lynda B. Ginsburg, 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 Aithen, 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 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: Tere Clark, Commission on Teacher Credentialing

44.072. Safe Schools and Communities. SIG-Safe Schools and Communities; Paper Session 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; Mehmet Dail Ozturk, 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 Suraana, 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 Evaluation of the Safe School Ambassadors Program: A Student-Led Approach to Reducing Mistreatment and Bullying in Schools. Alexander White, Texas State University - San Marcos; Katherine Raczynski, University of Georgia; Christopher J. Pack, Community Matters Discussant: Horace R. Hall, DePaul University

44.073. School Climate, School Improvement, and Student Success. SIG-School Community, Climate, and Culture; Paper Session Chair: Liesel Ebersohn, University of Pretoria Participants: How Factors of School Climate Affect Student Dropout, Regardless of a School’s Size. Jacob Sale Werbow, 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. Akateri 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


44.076. Web 2.0: Research Issues, Results, and Future Directions. SIG-Technology as an Agent of Change in Teaching and Learning; Invited Session Chair: Lynne Schrum, George Mason University Participants: Chris J. Dede, Harvard University Daniel T. Hickey, Indiana University Donald J. Leu, University of Connecticut Diane J. Kastel, Temple University Discussant: 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 Chair: Xenia Huddioannou, The Pennsylvania State University Participants: Considering Contemporay 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 Bloome, The Ohio State University; Alan Hirlvex, 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. Kaminiski, Clemson University; Sarah Hunt-Barron, Clemson University Teachers’ Orientations Toward Writing. Sarah J. McCarthy, University of Illinois - Urbana-Champaign; Yeonsun Ellei Ro, University of Illinois - Urbana-Champaign; Damisile Mklzire, University of Illinois - Urbana-Champaign
**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. Srilaka Naraian, 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
- 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. Sang 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:
- Boys 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

**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 Kundu, University of North Texas
- Measuring the Teaching Self-Efficacy of Science, Technology, Engineering, and Math Graduate Teaching Assistants. Sue Ellen Dechenne, 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” Secondclass Classrooms: Teachers’ Adaptive Responses to English Learners. Dafney Blanca Dubach, University of California - Berkeley

**44.078-9. Postcoloniality, Race, Gender, and Transnationalism. SIG-Postcolonial Studies and Education; Roundtable Session**
Chair: Romina Aribel Pacheco, NMSU
Participants:
- From the “Rest” to the West: The Echoing Voice of a Dissident Transnational Subject. Pierre W. Orelas, 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 Mincic, 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 Wananga o Awanuiarangi
- Exploring a Culturally Responsive Curriculum for a High School Science Class in Hawaii. Lorinda Lee Forster, University of Hawaii; Pauline W. U. Chinn, University of Hawaii - 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, Pardee 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
- 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 Abram, 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 Cox, 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. Taturn, Dowing 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. Rowheaa 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; Iiene R. Berson, 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: Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Faith Melonie Sproul, University of Pennsylvania; Rachael Anne Levy, University of Sheffield; Debra Watkins, University of Birmingham; Shana L. Pribesh, Old Dominion University; Margaret M. Plunkett, Monash University; Rodney H. Clarke, Northwestern University; William J. Zilliacus, University of Helsinki; Allen J. Storno, National Council of Teachers of English; Mark M. Blishen, University of Toronto

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 Dyyon, Monash University; Margaret M. Plunkett, Monash University; Considering Moral Intelligence as Part of a Holistic Education. Rodney H. Clarke, Northwestern 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 Purylo, 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 Glantz, Yeshiva University; The Joint Effects of Peer Coaching and the Traditional Student Teaching Triad With Versus Without Adequate Peer-Coaching Preparation: A Comparative Study. Hsiu-Lien Lu, Georgia Southern University

44.079-6. International Education and Globalization. SIG-International Studies; Roundtable Session
Chair: Yukari Okamoto, University of California - Santa Barbara; Donald K. Sharpes, Arizona State University
Participants: International Education Explored in One Midwestern State. Debora Hinderliter Orloff, 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 Spoel, Montana State College Community College; Laura Tepper, Baker College of Owosso; Susan Tons, 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, Washington State University; 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. Moughamian, 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. Zifalai Morales, University of California - Los Angeles; Dianna Moreno, University of California - Los Angeles; Providing Equitable Instruction for High School English Learners: Teacher Candidates Define and Design Equity. Annette M. Daoud, California State University - San Marcos
The Creation of a Guide for Elementary School for the Mayas of Yucatan, Mexico. Juan Carlos Mijangos-Noh, Universidad Autónoma de Yucatan, Mexico; Pedro J. Canto-Herrera, Universidad Autónoma de Yucatán, Mexico

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 Gijbels, University of Antwerp; Peter Van Petegem, University of Antwerp - EduBOn; Liesje Coertjans, University of Antwerp
- Without Competent Trainers, No Apprenticeship Quality: What Is Required? Sarah Heinzner, 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 Wither; 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. Sunae Akaba, The University of Kansas
- Code Theory Revisited. Konstantin Kooiougountzis, University of Gothenburg, Sweden; Göran Patriksson, University of Gothenburg
- Southern School Desegregation and the 2008 Presidential Election: A State-Level Analysis. Jomills 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 Pruhm, University of Miami

44.079-10. Stress and Coping in Education Paper Discussions. SIG-Stress and Coping in Education; Roundtable Session
Chair: Kimberlee Bethany Bonura, 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. Zuzsanna R. Szabo, Rensselaer Polytechnic Institute; Mihai Marian, University of Oradea
- Factors Predicting Teacher-Perceived Levels of Stress During Complex Curriculum Change in a Secondary School. Virginia Mae Lomner, Bethel College

44.080. Roundtable Session 28; Roundtable Session
Sherraton, 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; Dannyang Wang, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin
- Bayesian Estimation of the Four-Parameter IRT Model Using Gibbs Sampling. Yan Yan 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: Coach as Poor Teacher. Brian Todd Garey, 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 Ruyen, 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 Tancredi, Federal University of Sao Carlos; Maria Da Graça N. Mitzukami, Presbytery 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 V. Freemeyer, Indiana Wesleyan University; David Arnold, Indiana Wesleyan University; Sarah Freemeyer, Purdue University

44.080-4. Interactive Design Elements in Online Education. SIG-Online Teaching and Learning; Roundtable Session
Chair: Dave L. Edbyburn, 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 Saravas, Columbus University; Matthew Curin, Teachers College, Columbia University; Alexandra Saravas, Teachers College, Columbia University; Seungoh Paek, Teachers College, Columbia University; Reshan Richards, Teachers College, Columbia University; Charles K. Kueper, 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 Y. Oh, ETS
Participants:
- The Use of Different Matching Criteria for Differential Item Functioning Analysis With Formula-Scored Tests. Xuan Tien, ETS; Neil J. Dorans, ETS; Jianjun 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. Polkoff, 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. Houck, 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 Pittenger, University of Minnesota

Computer Use and Perceived Course Effectiveness: Is the Relationship Changing Over Time? Rana Taimin, Hamdan Bin Mohammad e-University; Gretchen Lowerison, Concordia University - Montreal; Richard F. Schmidt, 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. Judd Fusco, SRI International; Sarah Haavind, Lesley University; Julie Remold, SRI International; Patricia Schank, SRI International

A Practical Look Into Designing Online Communities of Practice. Suzan Koseoglu, 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. Katina 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, CIMO

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. Iserhagen, 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 Commonplace 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. Kovalski, 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 Hawaii - 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 Inquiries. John Lawrence Beneze, OSUE/University of Toronto; Margaret M. Bent, OSUE/University of Toronto; Erin Sperling, OSUE/University of Toronto; Steve J. Alspor, 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. Steve Alsop, York University

An Online Social Annotation Tool for English Education. Chamnin 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. Paul, The Ohio State University

Proposed Theory of Developing Synergistic Knowledge. Christopher 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; Sunay 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 Jablonski, Education Development Center, Inc.; Tzur Karelitz, Education Development Center, Inc.

44.081-1. Applications of Multilevel Modeling. SIG-Hierarchical Linear Modeling; Poster Session

Papers:

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:
1. Faculty Sense of Religious Calling at a Christian University. James A. Swezy, Regent University

44.081-3. IRT Topies for Practitioners: IRT Assumptions, Model Fit, Local Dependence, and CAT. Division D - Measurement and Research Methodology; Poster Session

Papers:
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; Christine St-Onge, Laval University

7. Comparing PPM/C and the Parametric Bootstrap for Model Fit in IRT. Leslie A. Hendrix, University of South Carolina; Brian T. Habing, University of South Carolina

8. Consumer Reports on MULTLOG and PARSCALE. Sock-Ho Kim, University of Georgia; Subwoo 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 University; Bochum; Claudia Leopold, Muenster University; Detlev Leutner, Duisburg-Essen University


12. Interactive Whiteboard Technology Produces Very Small Gains in Elementary Students’ Self-Reported Motivation in Mathematics. Bruce Torff, Hofstra University; Rose Trotta, Hofstra University

13. Internet Use and Academic Achievement: An Investigation on Gender Difference. Yu-Yen Chen, National Tsing Hua University; Ting-Chih Fu, Institute of Sociology, Academia Sinica

14. 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; Xianhui Wang, University of Missouri; Janine Stichter, University of Missouri


26. Online Reading Comprehension Strategies Among Fifth- and Sixth-Grade General and Special Education Students. Hsin-Hui Chen, Millersville University

27. Orchestrating Human-Technology Interactions Through a Classroom-Based Design Experiment on Writing in a Web-Based Literacy Environment. Xianhui Wang, University of Missouri - Columbia; Matthew Schmidt, University of Missouri - Columbia; Hsin-Yuan Chen, Millersville 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. Christina St-Onge, Laval University; Keisha Dubuclet, Louisiana State University; Yiping Lou, Louisiana State 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, Inc.
44.081-7. 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. Kaptein, 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.


36. Can Motivation and Beliefs Scales Predict Classroom Performance? John L. Niefield, North Carolina State University; Li Cao, University of West Georgia; Lucy Shoes, 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 Changhua University of Education; J-Chang Chen, National Changhua 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.


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 Derous, Erasmus University Rotterdam.

42. The Nature of Epistemic Climate in Fourth Grade Classrooms. Florian C. Tadeo, University of Florida.

43. Characterizing and Measuring Epistemological Beliefs: The Four-Dimensional Approach. Winso 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 Bacher, University of Oklahoma.

45. Measuring Statistics Attitudes: Structure of the Survey of Attitudes Toward Statistics (SATS-36). Stijn Vanhoof, Catholic University of Leuven; Sofie Kuppers, Catholic University of Leuven; Ana Elisa Castro Sotos, Catholic University of Leuven; Lieven Al Verschaffel, Center for Instructional Psychology and Technology; Patrick MJ Ongena, 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 Fuji, University of Southern California; Katie Moulton, University of Southern California; Gisele Ragusa, University of Southern California; Yoon Joo Oh, University of Southern California; Jonathan Nakamoto, WestEd.

48. The Effect of Future Goals on College Students’ Motivation of Required Courses. Junji Lee, Florida State University; Jeanine E. Turner, Florida State University; Margareta Maria Pop, North Carolina State University.


50. Academic Self-Concept and Achievement in Young Children. Cathy Jun, 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; Ari 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; Ari 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 Paulick, University of Goettingen; Rainer Watermann, University of Goettingen; Matthias Nauckes, University of Freiburg.

54. The Confirmatory Factor Analysis Study of Scale of 2 × 2 Achievement Goal for Mathematics Learning in a National Sample of Taiwanese Junior High School Students. Wen-Yi Chou, National Chiao Tung University; Yi-Chen Yeh, National Chiao Tung University; Yu-Tzu Chiang, National Chiao Tung University; Fang-Ming Hwang, National Chiayi University.

55. The Influences of Cognitive Ability and Academic Achievement on Academic Self-Concept. Yi-Chen Yeh, National Chiao Tung University; Su-Kuang Chen; Fang-Ming Hwang, National Chiayi University; Sunny J.J. Lin, National Chiao Tung University; Chun-Hsien Lee, National Kaoshing Normal University.

56. Student Perceptions of Parental Expectations, Utility Value, Importance, Interest, and Academic Achievement Among East Asian American Adolescents. Yuon Joo Oh, University of Southern California; Myron H. Dembo, University of Southern California.


University; Ann A. O’Connell, The Ohio State University

67. Using Bilingual Examiners to Evaluate the Comparability of Different Language Versions of a Mathematics Exam. Tia M. Sukin, University of Massachusetts - Amherst; Stephen G. Sireci, University of Massachusetts; Saw Lon Ong, Malaysia Science 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 T EF
2:15 pm to 3:45 pm
Chair: Roy D. Pea, Stanford University
Participants: Naihah Suad 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: Tabbye 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 Condliffe 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-An 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

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 Tolmie, Institute of Education - London
4. Journal of Educational Administration and History. Helen Gunter, Manchester University
5. Journal of Early Childhood Teacher Education. Libby V. Morris, University of Georgia
6. Journal of Environmental Education. Alan Douglas Reid, University of Bath
7. Teachers and Teaching: Theory and Practice. Christopher W. Day, University of Nottingham
8. Comparative Education. Julian Elliot, University of Durham
10. Educational Media International. Charalampos Vrasidas, CARDET - University of Nicosia
12. Curriculum Studies. Gary R. Morrison, Old Dominion University
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. Libby V. Morris, University of Georgia
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 Hartieus, Regensburg University; Stephen Richard Billett, Griffith University; Australia; Bernadette Ohmer

45.018. Open Forum: Revising the AERA Ethical Standards and Strengthening Professional Guidance - Co-sponsored 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

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 Ombongo Ongaga, University of North Carolina - Wilmington, Mary Ombongo
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-Gegoo, University of California - Davis

Discussion: Darnell G. Cole, University of Southern California

Division Sessions

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 Kutsyuruba, 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

Discussion: 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

Division C - Learning and Instruction; Paper Session
2:15 pm to 3:45 pm
Colorado Convention Center, Street Level, Room 112

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 Berkvins, 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. Tappe, San Francisco State University; Susan Courrey, San Francisco State University

Using Equity Audits to Understand the Implicit Curriculum With Early-Childhood/Elementary Preservice Teachers. M. Francyne Huckaby, Texas Christian University; Michelle Ackels, Texas Christian University

Discussant:
- Elinor A. Scheirer, 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; Marilla D. Svinicki, University of Texas - Austin

Discussant:
- Paul J. 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:
- Gail 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 McAdermott, Stanford University; Luis C. Mold, The University of Arizona; Olga A. Vasquez, 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. Mogica, 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 Schechtman, 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 Judallah-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. Jonassen, 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 Exploratory Randomized Controlled Study. Matthew Newman Gaertner, University of Massachusetts - Amherst; Tia M. Sukin, University of Massachusetts - Amherst
- Evaluation of Item-Flagging Criteria and Anchor-Item Properties. C. Anderson, University of Illinois - Urbana-Champaign; Jadallah-Carucci, University of Illinois - Urbana-Champaign; Elizabeth Kirby, University of Illinois
- Are Undergraduates’ Perceptions of Choice and Instructional Structure Related to Perceived Autonomy, Emotions, and Self-Regulation? Hyunjin Kim, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin

Discussant:
- Stephen W. Raudenbush, University of Chicago

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,
Discusses:

45.030. Negotiating the Parameters of Education. Division F - History and
Historiography cosponsored with Division B - Curriculum Studies; Paper
Session
Colorado Convention Center, Street Level, Room 108
2:15 pm to 3:45 pm
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 Grauze, University of Florida

45.031. Checking Our Ideas/Attitudes at the Door: A Conversation Among New
Scholars About the Relationship of Theory and Praxis Involving Future
Research in Social Contexts of Education. Division G - Social Context of
Education; Invited Session
Colorado Convention Center, Lower Level, Four Seasons Ballroom 4
2:15 pm to 3:45 pm
Chairs: Samantha Wahome, The Ohio State University
Cecilia Henriquez, University of California - Los Angeles

45.032. Cross-Sector, Multidisciplinary Study of Regional Ecology of Youth
Well-Being: Pushing Boundaries on Mixed-Methods Educational
Research. Division G - Social Context of Education; Structured Poster
Session
Colorado Convention Center, Street Level, Room 607
2:15 pm to 3:45 pm
Chair: Gloria M. Rodriguez, University of California - Davis
Participants:
1. Healthy Youth, Healthy Regions: Mixing Methods and Crossing Disciplines to
Inform Regional Equity. Nancy Erbsheim, University of California - Davis
2. Listening to Youth: Using Youth-Produced Media to Understand Community
Conditions and Influence Change (Two Posters). Patsy Eubanks Owens, University of California - Davis; Alyssa Nelson, Youth in Focus; Kindra Montgomery, University of California - Davis; Jesika Maria Ross, University of California - Davis
3. Community Cultural Wealth Amidst School Disengagement: Ethnographies of Youth (Dis)Connection in the Sacramento Region. Rebeca Buriagua, 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
6. Mapping Distributions of Opportunity and Disparity: The Potential and
Challenge of Spatial Analysis in Education. Gloria M. Rodriguez, University of
California - Davis
Discussant: Tara J. Yosso, University of California - Santa Barbara

45.033. Multiple Language and Literacy Contexts From National and
International Perspectives. Division G - Social Context of Education; Invited Session
Colorado Convention Center, Street Level, Room 703
2:15 pm to 3:45 pm
Chair: Danling Fu, University of Florida
Participants:
Introducing “Papiamento” Into the Schools of Aruba. Richard Ruiz, The University of Arizona
The Impact of Shifting Policy Contexts: The Telling Case of the Change From Bilingual to English-Only Instruction in One Classroom (1991-2000). Judith L. Green, University of California - Santa Barbara
Language Revitalization and Maintenance in Indigenous Communities. Teresa L. McCary, Arizona State University
Discussant: David M. Bloome, The Ohio State University
2. Examining Student Differences in Two-Way Immersion Schools. Martha Irene Martinez, University of Oregon

3. Examining the Relationship of Ecological Factors With Decisions to Apply to and Attend College. Shaun 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 I - 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 Hanstra, 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: Ivonna 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 Naomi, ETS
Patrick Kylomen, ETS
Participants:
Criteria for Success in Education: A Multifaceted Model. Anastasiya A. Lipnevich, 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
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 Bong, Sam Houston State University; Anthony J. Ontwuegbuzie, 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 Walpole, 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

45.042. Division K Vice Presidential Address - Coming to Consensus in Teacher Education: What We Really Know That We Know. Division K - Teaching and Teacher Education; Invited Session Colorado Convention Center, Street Level, Room 605
2:15 pm to 3:45 pm
Chair: Christine E. Sleeter, California State University - Monterey Bay
Participant:
Coming to Consensus in Teacher Education: What We Really Know That We Know. Arnetta F. Ball, Stanford University

45.043. Division K: Professional Development: Preparing for Tenure and Promotion; and Is There Life After Tenure? 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

45.044. Managing Changing Student Populations: Tensions and Strategies. Division L - Educational Policy and Politics; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 15
2:15 pm to 3:45 pm
Chair: Gail Sudderich, The George Washington University
Participants:
Attendance and Student Performance. Ricardo D. Paredes, Pontifical Catholic University of Chile; Gabriel Ugarte, Universidad Católica de Chile
Community Mobilization and the Multietnic Politics of Urban Education: Integrating San Francisco Schools. Rand Quinn, Stanford University
45.045. Organizational and Social Capital Perspectives on Education Reform. Division L - Educational Policy and Politics; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 10
2:15 pm to 3:45 pm
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

Creative 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 Irri, University of Pittsburgh; William E. Bickel, 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

SIG Sessions

45.046. Capitalizing on the Expertise of Youth in Educational Research. SIG-Adolescence and Youth Development; Symposium
Colorado Convention Center, Street Level, Room 606
2:15 pm to 3:45 pm
Chairs: Lisa D. Delpit, Georgia State University; James Diego Vigil, University of California - Irvine

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. Daren Graves, Simmons College


What Can We Learn About Dropout From Continuation High School Latino Immigrant and Non-Immigrant Students? Eduardo Mosqueda, 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
Sheraton, Plaza Concourse Level, Plaza Court 4
2:15 pm to 3:45 pm
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 Chung, 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; Xiaoli Wen, National-Louis University; Jon Korfmaner, Erikson Institute; Debbie L. Hahs-Vaughn, University of Central Florida

45.048. Arts as Innovation for Reforming Practice. SIG-Arts and Learning; Paper Session
Colorado Convention Center, Street Level, Room 707
2:15 pm to 3:45 pm
Chair: Kelli Jo Kerr-Moran, Indiana University of Pennsylvania

Participants:
Recognizably Different: Assessing and Understanding Engagement in Arts-Based Whole-School Reform. Michael Allen Raiber, University of Oklahoma; Bryan L. Duke, University of Central Oklahoma; Charlene Elizabeth Dell, 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. Matthew Onusta, 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
Colorado Convention Center, Street Level, Room 704
2:15 pm to 3:45 pm
Chair: Gene R. Diaz, Lesley University

Participants:
Collaborative Video Ethnography: Trust and the Ethics of Recounting Maya Narratives. Kryssi Staskidis, 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
Colorado Convention Center, Street Level, Room 701
2:15 pm to 3:45 pm
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. Holf, 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 Dubravskova 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; Sitha Ramdoss, University of Texas - Austin; Sherna B. Garcia, University of Texas
Voices on the Urban Leadership Academy: A Participatory Action Research Project. Zach McClure, 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 Michelson, 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. Aitwood, 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; Mohan Dev Pant, Southern Illinois University - Carbondale
Discussant: 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. Rocío 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 Bai, University of Wisconsin - Madison; Alfredo J. Artilles, 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 Knoeppel, 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

45.057. Critical Perspectives on the Precollege and College Experiences of Latino/a Students and Teachers. SIG-Hispanic Research Issues; Paper Session
Colorado Convention Center, Street Level, Room 712
2:15 pm to 3:45 pm
Chair: Silvia Cecilia Noguero, Arizona State University
Participants:
“You Know What It’s Like, Miss?”: Beyond College Access, a Tale of Multiple Selvess. Carmen Náñez Veloría, University of Massachusetts - Amherst
“You Teaching History on the Border”: Teachers Voice Their Views. Julio Noveoa, University of Texas - El Paso
The Uneven Race Neutral Admissions: Chicana Feminist Theory on Borderland Top 10% Access and Success. Cristóbal 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; Margarita Bianco, University of Colorado - Denver

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-Ann Archibald, University of British Columbia; Michelle E. Pidgeon, Simon Fraser University
Discussants: Graham H. Smith, Te Whare Wanganu a Awanuiarangi Bryan McKinley Jones Brayboy, Arizona State University William G. Demmert, Western Washington University

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

Chair: John I. Phillion, Purdue University
Participants:
The Greatest Story Never Told: Internationalizing the Curriculum and Alternative Reasons for Studying Abroad. Erik L. Malewski, Purdue University; John I. Phillion, Purdue University
Authority and Impression 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
Evoking Professionals: The Impact of Early-Career International Teaching Experiences on Teachers' Interpretations of Their Professional Selves. Barbara Garii, SUNY - College at Oswego

Discussant: Kenneth Content, 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

Chair: Damian Corbin Jenkins, Pepperdine University
Participants:
Language-Related Practices to Build Math Proficiency in Linguistically Diverse Schools. Mary P. Trncav, 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. Casasanta-Widera, Vanderbuilt 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-Case 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

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 Bairdington Brown, Texas A&M University; Rhonda Goosby, Texas A&M University; Judy Ann Hostrud, Texas A&M University; Yuan Hsuan Lee, Texas A&M University; Jacqueline Stillisano Stillisano, Texas A&M University - College Station; Hersh C. Woxman, Texas A&M University
Validating the Place-Based Learning and Constructivist Environment Survey (PLACEs) 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

Chair: Sheila L. Macrine, New Jersey City University
Participants:
Academic Capitalism: Westermizing the West. Joao Menelau Parasevka, University of Massachusetts - Dartmouth
Critical "Race" Theory and Marxism in Education: A Critique of Concepts and Statistics. Alpesh Maisaria, 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

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: ExaminingDoctoral Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session Colorado Convention Center, Street Level, Room 604

Chair: Eleni Okonomidou, 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

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
Technologies in Online Environments. Phil Ice, American Public University System; Angela M. Gibson, American Public University

Online Instructional Effort Measured Through the Lens of Teaching Presence in the Community of Inquiry Framework: A Reexamination of Measures and Approach. Peter Shea, University at Albany - SUNY; Jason Vickers, University at Albany - SUNY; Suzanne Hayes, Empire State College - SUNY

Understanding Complex Ecologies: A Longitudinal Investigation of Student Experiences in an Adventure Learning Program. George Telelisanos, University of Texas - Austin; Aaron Doering, University of Minnesota

Evaluating Modes of Teaching Observations: A Comparison of Face-to-Face and Remote Observations of Teacher Candidates. Tina Lane Heafner, University of North Carolina - Charlotte; Teresa Petty, University of North Carolina - Charlotte

Discussant:
Steven R. Terrell, Nova Southeastern University

45.067. Addressing the Methodological Boundaries of Duoethnography: Cyber Conversations, Artifacts, Ethics, Friendship, and Power. SIG-Qualitative Research; Symposium Colorado Convention Center, Street Level, Room 201
1:15 pm to 2:45 pm
Chair:
Richard D. Sawyer, Washington State University - Vancouver

Participants:
Using Hypertext to Increase Methodological Transparency and Rigor. Rick A. Breault, Kenosha State University
The Use of Artifacts in Stimulating Recall of the Complexities of a Changing World: A Review of Current Duo-Ethnographic Studies. Tonda Liggett, Washington State University - Vancouver; Joe Norris, Brock University; Richard D. Sawyer, Washington State University - Vancouver
Friendship and Duoethnography. Morna M. Mcdermott, Towson University; Nancy Rankie Shelton, University of Maryland - Baltimore County
Negotiating Power Differentials in Duo-Ethnographic Research Relationships. Darren E. Lund, University of Calgary

Discussant:
Deborah A. Ceglovski, Ball State University

45.068. Student Learning in Mathematics and Design of Learning Tasks. SIG-Research in Mathematics Education; Paper Session Colorado Convention Center, Street Level Room 708
1:15 pm to 2:45 pm
Chair:
Michael T. Battista, The Ohio State University

Participants:
Grappling With Negative Numbers: Uncertainty Is Progress. Laura Bofferding, Stanford University
Fifth-Grade Students’ Reinterpretations of Points on the Number Line as Fraction and Decimal Notations. Meghan M. Shaughnessy, University of Michigan
Experiencing and Resolving Cognitive Conflict Induced by the Infinite. Robert E. Ely, University of Idaho; Jodi Frost, University of Idaho

Thinking With Data: A Cross-Disciplinary Approach to Teaching Data Literacy and Proportionality. Philip J. Vahey, SRI International; Ken Rajanjan, SRI International; Karen P. Swan, University of Illinois - Springfield; Mark A. van ’t Hooft, Kent State University; Annette Krutetskii, Research Center for Educational Technology; Tina M. Stanford, SRI International; Charles Patton, SRI International
Evaluation of a Developmental Progression for Length Measurement Using the Rasch Model. Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY; Jeffrey E. Barrett, Illinois State University

Discussant:
Chandra H. Orrill, University of Massachusetts - Dartmouth

45.069. SIG-Research on Evaluation Invited Session: Political Contexts of Evaluation. SIG-Research on Evaluation; Invited Session Sheraton, Plaza Concourse Level, Plaza Court 6
1:15 pm to 3:45 pm
Chair:
Jana Z. Snow, University of California - Berkeley
Participant:
Linda S. Mahry, Washington State University - Vancouver

45.070. Instrumentation in Gifted Education. SIG-Research on Giftedness and Talent; Paper Session Colorado Convention Center, Street Level Room 206
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 McCrack, University of Connecticut; Del L. Siggel, 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 (CSSAS): Comparing the CSAS and the SAAS-R. D. Betty McCrack, University of Connecticut; Katherine Picho, University of Connecticut; Ugar Baslanti, University of Florida
The My Class Activities Instrument as Used in Saturday Enrichment Program Evaluation. Nielsen 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 Pandurajah, Georgia State University; Melissa Schoene, Georgia Perimeter College; Ellen Burns Hurst, Georgia State University
Creating Effective Scientific Inquiry Experiences. Paula A. Magne, Indiana University - Indianapolis; Natalie S. Barman, Indiana University/Purdue University at Indianapolis
Inquiry Science Instruction or Direct? William W. Cobern, 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 Balaschiano, 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:
Larsa 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
Investigating the Impact of Audio-Only Versus Audio-Enhanced Podcasts in Quality Preservice Teacher Preparation Programming. Juliet E. Hart, Arizona State University; Michael Kennedy, The University of Kansas; Ryan Kellem, The University of Kansas
Refocusing the Lens: Enhancing Elementary Special Education Reading Instruction Through Self-Evaluation. Brooke Pritchard, University of Colorado - Boulder; Anna Osipova, California State University - Los Angeles
Student Outcomes From the Integrated Curriculum Project (ICP3): Multimedia Anchored Instruction Integrating Language Arts and Social Studies at the Middle School Level. Herbert J. Rieth, University of Texas - Austin; Cathy...
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 Machtet Arcambault, 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 Fadde, Southern Illinois University
Introduction to Off-Hour TICL Demonstrations. Joseph M. Scandura, MERGE Research Institute

Discussant:
Peter Fadde, 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. Djianna 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 Rattermann, 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-Insiders: Growing Our Own Teachers for the Neighborhood. Djianna 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 Kozildas, 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 Schultz, 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; Leah D. Benin, Adelphi University; Robert A. Linne, 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 Jaroszewicz, Censo 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 Lorenza, 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-Murdock, Curriculum Designer

Discussant:
Linee 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

Participants:
Folk Culture and Video Games: Learning in “Living Labs.” Pilas Lacastra, University of Alcalá; Ana-Belen García-Varela, University of Alcalá; Laura Menijes, Universidad Nacional de Educación a Distancia; Rut Martínez Borda, University of Alcalá; Sara Cortes, University of Alcalá; Maria Rut García-Pernía, 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

Participants:
Addressing the Complexity of Sustainability in Higher Education: Toward an Alternative Research Perspective. Anne Williamson Bezbatchenko, New York 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 Srobel, 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
Connecting Understanding and Experience: Reflections From the Field. Shelby Lorraine Sheppard, 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-Serve-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; Jimmel Lui, Louisiana State University - Baton Rouge; Mark Dochterman, 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 Vison, 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 Biliterate: 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 Urtei, 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. Garn, Louisiana State University

Classroom Teachers’ Efficacy in Teaching Healthy Behavior Content. Pamela H. Kalina, Arizona State University; Donetta J. Cofran, Indiana University; Tiffany Ann Kloeppe, 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 Setting. Kathleen M. Armour, Loughborough University; Fiona Catherine Chambers, University College Cork; Kentel Makopoulou, Loughborough University

45.079-9. SEL Processes and Outcomes: Student Level. SIG-Social and Emotional Learning; Roundtable Session

Chair: Victoria Lee Blakeney, 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 P. Daunic, University of Florida; Stephen W. Smith, University of Florida; Cynthia W. Garvan, University of Florida
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 Domia, 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 Gibton, 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, Utrecht University; Mieke Brekelmans, Utrecht University; Theo Wubbels, Utrecht University
Teachers’ Expectations About Teacher-Student Interactions. Romi de Jong, Leiden University; Jan Van Tartwijk, Leiden University; Lettie Veldman, Leiden University; Nico Verloop, Leiden University; Theo Wubbels, Utrecht University

The Philosophy and Facilitation of Disciplinary Measures in Secondary Schools: Perspectives From Administrators. Brittaney N. Wilkinson, University of Kentucky; Bryan Hains, University of Kentucky

45.080-3. Decentering for Social Justice in Educational Leadership. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Michael E. Dantley, 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. Lattish 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; Lysdy Wade-Wooley, Queen’s University
Using Evaluation Findings to Inform Change Strategies: Response From Policy Makers. Carol Campbell, Stanford Center for Opportunity Policy in Education; David Fulford, 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; Afra Ahmed Horsi, Loyola College; Peter R. Litchka, Loyola University Maryland
Identity Work: Inquiry for Mindful Leadership in Challenging Contexts. Deborah L. Schuoler, 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-Koulash, 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; Cuijie Chen, OISE/University of Toronto
Perceptions and Practices of Inclusive School Principals: The Role of Leadership
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 Pirim, 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 Dareff, 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
Resituation 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. Mathis, 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; Corin Wixson, Georgia State University; Lisa Wells, Georgia State University; Devadrita Talapatra, Georgia State University; Tamika 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; Donna Spiker, SRI International
Student and School Predictors of High-Stakes Assessment in Science. Jaime Maerton-Rivera, University of Miami; Nicholas D. Myers, University of Miami; Ohkee 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 Vunder Horst, The Ohio State University; Hysokje Kwon, The Ohio State University
Evaluating Complementary Structural Models of Dynamic Change: Latent Differences Versus Piecewise Growth. Natalie Kezioi, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln
Autoregressive and Cross-Lagged Model for Two Repeated Measures: Task Time and Accuracy. Oktay Donmez, Florida State University; Saleyman Olug, Florida State University; Eric Glen Shokrski, 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:
45.080-17. Transformations in Middle-Grades Education. SIG-Middle-Level Education Research; Roundtable Session

Chair:

Penny B. Howell, University of Louisville

Participants:

- Reclaiming Camelot: Capturing the Reflections of Exemplary Middle School Teachers in an Age of High-Stakes Accountability. Darby Claire Delane, University of Florida; Nancy F. Dana, University of Florida
- Beyond Technology Integration: Meaning, Significance, and Engagement in the Middle Grades. John M. Downes, The University of Vermont; Penny A. Bishop, The University of Vermont
- Improving Academic Performance by Promoting the Relevance of the Core Curriculum: An Evaluation. Dennis Ornette, University of North Carolina - Chapel Hill; Roderick Rose, University of North Carolina - Chapel Hill; Patrick Akos, University of North Carolina - Chapel Hill; Hinckley Jones-Sangue, University of North Carolina - Chapel Hill
- Schools-to-Watch Principals: How They Make Sense of Their Roles. Keith Tiford, Illinois State University
- Assessing Common Patterns of Success: Lessons Learned in the Implementation of Required Middle-Level Student Advisory Programs. John M. Niska, Rhode Island College


Chair:

Jayson W Richardson, University of North Carolina - Wilmington

Participants:

- Building Superintendent Capacity for School System Success. Jim Brandon, University of Lethbridge; Rick Morrow, College of Alberta School Superintendents; Sig Schmold, College of Alberta School Superintendents
- Factors Contributing to Successful Transition Into the Role of a New Superintendent. Nancy Jones, Beeville ISD; Kamari Kouzekanani, Texas A&M University - Corpus Christi
- Trends and Issues Related to the Superintendency: Diversity, Attrition, and Increasing Standards and Mandates. Ellen H. Reames, Auburn University; Cynthia J. Reed, Auburn University

45.080-19. Ways of Thinking About Design and Instruction. SIG-Design and Technology; Roundtable Session

Chair:

Wayne A. Nelson, Southern Illinois University - Edwardsville

Participants:

- Design Education in the Studio: Iterations in the Work of Students Studying Instructional Graphics Design. Kennon M. Smith, Indiana University - Bloomington; Elizabeth Boling, Indiana University
- Dialogic Data Generation via a Restricted-Access Anonymous Discussion Forum. Wylie V. Easterling, Indiana University; Nilafar Korkmaz, Indiana University; Elizabeth Boling, Indiana University; Patricia L. Hardre, University of Oklahoma
- Learning Experience as Transaction: A Framework for Design. Brent G. Wilson, University of Colorado - Denver; Patrick E. Parrish, Cooperative Program for Operational Meteorology, Education and Training

45.080-20. What Drives Program Development? SIG-Learning and Teaching in Educational Leadership; Roundtable Session

Chair:

Bruce G. Barnett, University of Texas - San Antonio

Participants:

- Capitalizing on Teacher Instructional Leadership to Change Admissions Criteria and Improve Principal-Preparation Program Outcomes. Thomas Bellamy; University of Washington - Bothell; Tricia Browne-Ferrigno, University of Kentucky; Connie L. Fisher, University of Colorado - Denver; Rodney Muth, University of Colorado - Denver
- Preparing Leaders to Support Adult Development in Today’s Complex World: Transferring Classroom Learning to Practice. Eleanor E. Drago-Severson, Teachers College, Columbia University; Anila Asghar, Johns Hopkins University; Jessica Blum, Teachers College, Columbia University
- Reconceptualizing a Principal Qualification Program: A Narrative Approach to Policy Development. Deirdre M. Smith, Ontario College of Teachers

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. (Sometimes) 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:

- 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 Persoon, University of California - Berkeley
- 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; Dana Schneider, Duquesne University
- 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
- Epistemic Criteria for Good Scientific Models. William J. Pluta, Rutgers University; Clark A. Chinn, Rutgers University; Ravit Golan Duncan, Rutgers University
- Inscriptions in Science Classrooms: Negotiating the Material, Representational and Explanatory. Eve Manor, Vanderbilt University; Richard Lehrer, Vanderbilt University; Leona Schaadle, Vanderbilt University
- Misconstruals or More? The Interactions of Orbit Diagrams and Explanations of the Seasons. Victor R. Lee, Utah State University
- The Effect of Participation in a Research-Based Program on Student Understanding of How to Gather and Use Evidence to Support Explanations. Tammie Voitlander
- The Influence of Concept Mapping on Achievement in Biology: Considering Cognitive Abilities as Moderator. Marion Haugwitz, University of Duisburg-Essen; Angela Sandmann, University Duisburg-Essen; Elke Samfeth, University of Duisburg-Essen
- Young Children’s Evolving Explanations About Evolution. Uyen Adelyn Ly, University of California - Berkeley
- Young Children’s Thinking About Gears, Movement, and Space. Hebbah El-Moslimany, Rutgers University; Susan L. Golbeck, Rutgers University

45.081-3. Division J, Section 1: College Student Learning and Development Poster Session II. Division J - Postsecondary Education; Poster Session

Posters:

- Students’ Experiences With Televised Instruction. Sebnem Cilesiz, The Ohio State University
- Cross-Race Advising: The Relationship Between Black Doctoral Student Protégés and Their White Faculty Advisors. Marco J. Barker, Louisiana State University - Baton Rouge

45.081-4. Issues Impacting on Teaching Practices and Curriculum in Science Education. Division C - Learning and Instruction; Poster Session

Posters:
15. "All Have Tails, But Only Two Have Horns": Inventing an Intuitive Representation of Relatedness. Camilla Faye Manuk, Northwestern University; David Henry Utaal, 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; Carolynn Staude, 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. Macon Ann Beck, Purdue University; Kathryn S. Orvis, Purdue University
22. Supporting the Development of Young Students’ Models of Speed. Melissa Denby Kumar, University of California - Los Angeles
23. Teachers as Curriculum Developers: A Case Study of a University-School Partnership for the Development of Integrated Mathematics and Biology Modules. Romi Ellington, Morgan State University; Glenda M. Prime, Morgan State University
24. Teachers’ Open-Ended Questions in Early-Childhood Science Activities: How Often, When, and What Happens? Youngtu Lee, University of Virginia; Mable Kinzie, University of Virginia

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 Houshe, University of Louisville; Emma Thacker, 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 Heritages. Xyantu 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. Metcalfe, 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 Kakatozi, 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 - Bloomingston
36. Community-Articulated Need in the Literature on University Partnership: A New 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 Misuzuki, 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 Linder VanBerschot, 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 Oropesa, 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; J An 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. Shouping Hu, Florida State University; Ian Li Ma, Florida State University
53. Predictors of College Success and Retention in a Bio-Ecological Framework. Kristi Cordell-Munson, Angelo State University; Patricia T. Ashton, University of Florida; James Algina, University of Florida
54. The Influence of Alternative Instructional Methods on Student Retention in Postsecondary Biology Programs. Bjorn Welles, Michigan State University; Mary A. Lundeberg, Michigan State University; Mark Bergland, 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 Tosado-Acedov, Interamerican University of Puerto Rico-Metropolitán
55. Undergraduate Summer Science Research Programs: Is Impact Related to the Size of Home Institution? Rebekah Lui Kaletaka, Indiana University; Courtney Brown, Indiana University; Christina Russell, Indiana University
56. Understanding the Complex Pathways to Postsecondary Education for Young, Low-Income Mothers. Patricia Garcia, Office of Prevention Fund; Margo Gardner, Columbia University; Teresa Sommer, Northeastern University; Karen Freel, Office 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 Mechar
Sunday Evening, May 2, 2010

   Division C - Learning and Instruction, Poster Session
   Posters:
   58. A Comparison of NWF and WIF as First-Grade Screening Measures. Nathan H. Clemens, Texas A&M University; Edward Shapiro, Lehigh University
   59. A Meta-Analysis of Morphological Interventions in English: Effects on Literacy Achievement for School-Age Children. Ammanda P. Goodwin, University of Miami; Sooyoung Ahn, University of Miami
   60. A Meta-Analysis of the RTI Literature for Children at Risk for Learning Disabilities. Loan Tran, University of California - Riverside; Brenda D. Arellano, University of California - Riverside; H. Lee Swanson, University of California - Riverside
   61. Applying Computer Adaptive Testing to Continuous Progress Monitoring in Reading. Kevin E. Kalinowski; Patricia G. Mathes, Southern Methodist University; Joseph K. Torgesen, Florida Center for Reading Research
   62. Enhancing Interactive Read-Alouds With Tier 2 Instruction. Scott K. Baker, Pacific Institutes for Research, Lana Edwards-Santoro, Pacific Institutes for Research and Instructional Research Group; Francis J. Fien; Yonghan Han Park, University of Oregon
   63. Examining the Multiple Types of Talk During Book Talks to Shed Light on the Nature of Authentic Classroom Discussions. Xenia Hadjioannou, The Pennsylvania State University; Jane S. Townsend, University of Florida
   64. 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
   65. Exploring Space With Third Graders: Understanding Uses of Informational Texts Inside an Inquiry Unit. Beth Maloch, University of Texas - Austin; Anggie Zapata, University of Texas - Austin
   66. Negotiating First Graders’ Reading Stance: The Relationship Between Their Effortful and Aesthetic Constructions and Their Comprehension. Paola Piloneta, University of North Carolina - Charlotte; Stephen D. Hancock, University of North Carolina - Charlotte
   68. Repositioning Elementary Students: From “Struggling” Readers/Writers to Multimodal Literacy Learners. Francine Del Vecchio, Calhoun College
   69. Sharing Books for Vocabulary Learning With Children Attending Head Start. Autumn B. Waun, University of Notre Dame; Mary C. Wagner, University of Notre Dame, Jenea Galler, University of Notre Dame
   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; Polly Lee, Vigo County School Corporation
   73. Science Information Text Genre in the Primary Grades: An Ecological Framework for Classroom Instruction. Barbara Jean Peterson, University of South Florida

   Posters:
   74. A Comparison of Beginning Chinese Writing by American Students and Chinese Students: How Linguistic and Sociocultural Factors Affect Beginning Writing Development. Showing-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, 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. Bartee, The University of Mississippi
   Latish Chavous, University of West Florida - Milwaukee
   Paula 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
   George Theoharis, Syracuse University
   Judy A. Alston, Ashland University
   Rodney T. Oगोवा, University of California - Santa Cruz
   Kent E. Seidel, University of Denver
   Carl Byron Keys, University of Virginia
   Tirza White, Emory University

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:
47.014. 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: Todd W. Kent, Princeton University

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 Sheraton, Plaza Concourse Level, Governor’s Square 15 6:15 pm to 7:45 pm Participant: Tony Winger, Littleton Public Schools; Julie Carlson, Littleton Public Schools Participants: Jeffrey S. Beaudry, University of Southern Maine Lori J. Nebelsick-Guillett, NG Consulting

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: Jeannie Oakes, The Ford Foundation Ellen Condiffe 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
Sunday Evening, May 2, 2010

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 Kahukura Hokepa, The University of Auckland; Merata Kawaharu, University of Auckland; Apaera Ngahu, University of Auckland; Veronica Peria, University of Auckland; Avhina Rarivi, University of Auckland
Nana i ka Pukapuka: A Partnership to Improve Education for Indigenous Children. Ivahani Hodges, Nanakapono Elementary School; Margaret J. Maaka, University of Hawaii; Stephanie Furuta, University of Hawaii
Participants:
Katrina Kapaa-oakazekoa Oliveira, University of Hawaii
Kerry Laiana Wong, University of Hawaii - Manoa
Michelle E. Pidgeon, Simon Fraser University

Sheraton, Plaza Concourse Level, Plaza Court 8
6:15 pm to 8:15 pm
Participant:
Larry E. Sater, 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
Participants:
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 Sheraton, Plaza Concourse Level, Governor’s Square 9
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:
Natalia Pane, American Institutes for Research
Participants:
Cadle Hembphill, 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
Sheraton, Plaza Concourse Level, Governor’s Square 17
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 Sheraton, Plaza Concourse Level, Governor’s Square 19
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
Thu Suong Thi Nguyen, Indiana University - Indianapolis
Debra Bradley, Flinders University
Aia Intoual, Flinders University
Barbara Kameniar, University of Melbourne
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:
Sonja Niets, 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
Participant:
In Spite of This Old Devil Segregation: Professors and Professional Development in Segregated Schooling in the South. Vanessa Siddle Walker; Emory University

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

47.050. Research in Reading and Literacy SIG Business Meeting. Does American Educational Research Matter? Moving From Evidence to Action. SIG-Research in Reading and Literacy; Business Meeting Sheraton, Plaza Concourse Level, Governor’s Square 11 6:15 pm to 7:45 pm
Chairs:
Rosalind Horowitz, University of Texas - San Antonio
Wayne H. Slater, University of Maryland
Participant:
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
Anna K. Akofe, 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:
Berry 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

47.061. Systems Thinking in Education SIG Business Meeting and Think Tank. SIG-Systems Thinking in Education; Business Meeting Colorado Convention Center, Street Level, Room 712 6:15 pm to 7:45 pm

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

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Sunday, 7:45 pm

Division Sessions

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

SIG Sessions

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

Monday, 6:45 am

AERA Sessions

49.010. AERA-Grants Program Focus Group and Early Bird Breakfast. AERA Sessions; Invited Session Hyatt Regency, Third Level, Agate C 6:45 am to 8:00 am
Chair:
George L Wimberly, American Educational Research Association