Tuesday Morning, May 4, 2010

Tuesday, 7:00 am

Governance Meetings and Events

63.001. AERA Open Business Meeting. AERA Governance; Governance Session
Colorado Convention Center, Street Level, Room 401
8:15 am to 9:45 am
Chairs:
Carol D. Lee, Northwestern University
Felice J. Levine, American Educational Research Association

Tuesday, 7:30 am

Governance Meetings and Events

63.010. Conceptualizing the Role of the Professional Practice Doctorate in Promoting Leadership in Public Service Institutions. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
8:15 am to 10:15 am
Chair:
Sharon H. Ulanoff, California State University - Los Angeles
Participants:
Contextualizing the Professional Practice Doctorate. David G. Imig, University of Maryland
The Professional Practice Doctorate in Education. Lois Andre Bechely, California State University - Los Angeles; Sharon H. Ulanoff, California State University - Los Angeles
The Professional Practice Doctorate in Law. Rachel Moran, University of California - Berkeley
The Professional Practice Doctorate in Nursing. Arlene Sperhac, Rush University
Participants:
Lois A. Weinberg, California State University - Los Angeles
Matthew M. Mars, California State University - Los Angeles
Jennifer L. Hart, University of Missouri - Columbia
Discussants:
Beverly J. Irby, Sam Houston State University
Rafael Luna-Alecio, Texas A&M University
Chris M. Golde, Stanford University

Division Sessions

Sheraton, Plaza Concourse Level, Governor’s Square 14
8:15 am to 10:15 am
Chair:
RoSusan D. Barkee, The University of Mississippi
Participants:
Achieving Educational Equity Through Data-Based Inquiry: Lessons From SAM-NYC. Joan E. Talbert, Stanford University; Helen A. Scharff, Baruch College - CUNY
Leading Data Use in Schools: How Is It Being Done, and Does It Matter? Kenneth A. Leithwood, OISE/University of Toronto; Stephen E. Anderson, University of Toronto; Tiiu Strauss, Brock University
Make or Buy? Alternative Strategies for Improving Chronically Underperforming Schools. Donald J. Peurach, Michigan State University; Joshua L. Glazer; The Rothschild Foundation
School-Intermediate Partnerships as School Improvement Reform: Leverage, Learning, and Legitimacy. Jennifer E. Kim, Teachers College, Columbia University
Understanding Change Processes in Complex School Organizations to Create Technology-Enriched Learning Communities. Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Jean Cate, University of Oklahoma
The Relationship Between Raising Test Scores and Improving Instruction in...
Middle School Subject-Matter Departments. Heinrich A. Mintrop, University of California - Berkeley

Discussant: Sharon D. Kruse, The University of Akron

63.012. Transforming and Supporting Urban Education. Division A - Administration Organization & Leadership; Paper Session

Sheraton, Plaza Concourse Level, Governor’s Square 11
8:15 am to 9:45 am

Chair: Linda P. Rose, University of California - Los Angeles

Participants:
- Fostering Department Chair Instructional Leadership Capacity Through Communities of Practice: A Strategy for Sustainable High School Reform. Hans W. Klar, University of Wisconsin - Madison
- Searching for Experts: Identifying the Substrate of Principals’ Learning-Centered Leadership Expertise. Jason Huff, Vanderbilt University; Ellen B. Goldring, Vanderbilt University
- Staffing the Classrooms: How Urban Principals Make Teacher Hiring Decisions. Mimi Engel, Vanderbilt University; Maida A. Finch, Vanderbilt University
- Supporting Early-Career Principals in Transforming Urban High Schools. Samuel Paul Whalen, University of Illinois - Chicago; Martha Hebert, University of Illinois - Chicago
- A Systems Approach to Educational Reform: Differences in Role Group Perceptions. Richard James Correnti, University of Pittsburgh; Jennifer Zolners Sherer, University of Pittsburgh; Mary Besterfield-Sacre, University of Pittsburgh; Patricia Magruder, University of Pittsburgh; Zahi Kisa, University of Pittsburgh; Lauren B. Resnick, University of Pittsburgh

Discussant: Pamela A. Mason, Harvard University

63.013. Extraordinary Politics: Civic Education, Youth Culture, and the School Curriculum. Division B - Curriculum Studies cosponsored with SIG-Grassroots Community & Youth Organizing for Education Reform and SIG-Critical Issues in Curriculum and Cultural Studies; SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium Colorado Convention Center, Street Level, Room 112
8:15 am to 10:15 am

Chair: Joel Westheimer, University of Ottawa

Participants:
- Curriculum, Digital Media, and Youth Political Participation in the 2008 Presidential Election. Joseph E. Kahne, Mills College
- Extraordinary Politics: Civic Education, Youth Culture, and the School Curriculum. Joel Westheimer, University of Ottawa; Kristina Rae Llewellyn, University of British Columbia
- Theorizing Post-Colonial Studies for/in Education. Binuya Sabedi, The Ohio State University; Rohad Santos Coloma, OISE/University of Toronto; Jeong-Eun Rhee, Long Island University - C.W. Post Campus; Sharon S. Subrookndah, Bowling Green State University; Stephanie Diava, University of Texas - Arlington
- Human Capital in the U.S., United Kingdom, Taiwan, Hong Kong, Singapore, and Japan. Ruth L. Peach, University of Wisconsin - Madison; Theodore A. Lightfoot, University of Illinois - Chicago; Chao-Ling Tseng, The Hong Kong Institute of Education; I-Fang Lee, The Hong Kong Institute of Education; Samuel Alejandro Azocar, University of Wisconsin - Madison

Discussant: Diana E. Hess, University of Wisconsin - Madison

63.014. International Perspectives on Curriculum Studies. Division B - Curriculum Studies cosponsored with SIG-International Studies, International Relations Committee and SIG-Postcolonial Studies and Education; SIG-Critical Issues in Curriculum and Cultural Studies; Paper Session Colorado Convention Center, Street Level, Room 110
8:15 am to 10:15 am

Chair: Rowena Xiaoqing He, Harvard University

Participants:
- Conceptualizing Social Studies as Critical Global Citizenship Education: A Case Study of Singapore as a Nation-State and/or Transnational Hub. Mark C. Baildon, Centre for Research in Pedagogy and Practice; James S. Damicco, Indiana University
- Korea’s Reunification Curriculum: Understanding South Korean Teenager Views. Marylee F. Rambaud, Boston University; Yoo Jin Chung, Boston University
- Muslim Students’ Identity Construction in Eastern China: Post-Colonial Critique. Yuxiang Wang, Purdue University; John J. Phillion, Purdue University
- Teachers and the Discourse of Nationalism in Taiwan. I-Huei Lee, University of Texas - Austin
- Press, Parents, and Populist Politics: “Exploring Masculinities” in the Irish Post-Primary Curriculum. James P. Gleeson, University of Limerick; Orla McCormack, University of Limerick
- Multicultural Education in Korea: Its Development, Remaining Issues, and Global Implications. Won Pyo Hong, Hankuk University of Foreign Studies

63.015. Investigating Inquiry Learning in the Science Classroom. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 102
8:15 am to 9:45 am

Chair: Janice Koch, Hofstra University

Participants:
- A Place and a Time for Expository Instruction During Inquiry Learning? Alexander Rachel, University of Munich; Christof Wecker, University of Munich; Eva Heran-Diér, University of Munich; Christine Waldner, University of Munich; Hartmut Waesner, University of Munich; Frank Fischer, University of Munich
- What Can Students Learn by Comparing Rather Than Isolating Variables? Kevin McElhany, University of California - Berkeley; Marcia Linn, University of California - Berkeley
- Scaffolding Symmetric Participation in Collaborative Inquiry: A Knowledge Community Approach. Hedieh Najafi, OISE/University of Toronto; James D. Slotta, University of Toronto
- Favorable Expectation of Scientific Inquiry: Understanding by Doing? Middle School Students’ Understandings About Inquiry and Their Abilities to Do Inquiry. Eunyoung Ko, National-Louis University; Byoung-Suk Kim, Roosevelt University; Norman G. Lederman, Illinois Institute of Technology

Discussant: Martina Nieswand, Illinois Institute of Technology

63.016. Mr. Vetro: Assessing a Collective Simulation Framework. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 205
8:15 am to 9:45 am

Chair: Alex Regenning, AgentSheets Inc.

Participants:
- Mr. Vetro, a Collective Simulation Cyber-Learning Infrastructure for Science Education. Andri Ioannidou, AgentSheets Inc.
- The Influence of a Cardiopulmonary Computer Simulation on Teacher Practice and Opportunities for Student Inquiry. Lisa Luhn Feldman, St. Helena High School
- Collective Simulations as a Context for Student Scientific Inquiry: Effects on Student Attitudes and Beliefs Toward Science. David C. Webb, University of Colorado - Boulder
- A Comparative Analysis of Student Learning With a Collaborative Computer Simulation of the Cardiopulmonary System. Diane Keyser, University of California - Berkeley

Discussant: Vic Spitzer, University of Colorado

63.017. Techniques to Improve Memory and Recall. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 106
8:15 am to 9:45 am

Chair: Bret Igo, Clemson University

Participants:
- Intellectual, Academic, and Cognitive Growth in Children as a Function of Domain-Specific Working Memory Subgroups. Xinhu Zhang, University of California - Riverside; Olga Y. Jerman, Frostig Center; H. Lee Swanson, University of California - Riverside
- An Investigation of the Influence of World View on Selective Recall From a Text. Benjamin Robert Forsyth, Michigan State University
- Note Taking, Cognitive Load, and Word Recall in Different Media Environments. Lin Lin, University of North Texas; Chris William Bigenho, University of North Texas
53.018. Engaging the People’s Memory: Reforming Education Today
Using Lessons From the Past. Division F - History and Historiography
copresented with SIG-R_Research on the Education of Asian and Pacific Americans, SIG-R_Research Focus on Black Education; Symposium
Colorado Convention Center, Street Level, Room 108
8:15 am to 9:45 am
Chair: Walter R. Allen, University of California - Los Angeles
Participants:
If You Ain’t Got the Do Re Mi: The Political Economy of Migrant Education in Los Angeles in 1936. Jennifer Anne Crawford, University of California - Los Angeles
“As I Learn From You, I Guess You Learn From Me”: Civic Education Lessons From a Mississippi Freedom School Citizenship Curriculum. Nicole Miranda, University of California - Los Angeles
Discussant: William H. Watkins, University of Illinois - Chicago

Colorado Convention Center, Street Level, Room 707
8:15 am to 10:15 am
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
A Conceptual Tool for Studying and Teaching About Race, Culture, and Context. Eileen R.C. Parsons, University of North Carolina - Chapel Hill
The Do’s and Don’ts of Race: Learning to Be Black and a Good Person. Brenda Gayle Juarez, University of South Alabama; Darron Terry Smith, University of Utah
We Are Who We Study/Somos Los Que Estudiamos: An Exploratory Study of Chicana/o Educator’s Identities and Agency. Loretta Chavez, Metropolitan State College of Denver
White Men’s Racial Others and the Complex Social Production of Identity. Timothy J. Linsensie, University of Minnesota
“So What You’re Saying Is?”. Co-Constructing and Operationalizing Views of Language. Melinda J. McBee Orzulak, University of Michigan
Discussant: Bryan McKinley Jones Bravboy, Arizona State University

Colorado Convention Center, Street Level, Room 705
8:15 am to 10:15 am
Chairs: Donna E. Alvermann, University of Georgia
Sandra Schamroth Abrams, Saint John’s University
Participants:
Learning in and for the New Representative Landscape: Toward a Multiliteracies Approach. William Cope, University of Illinois; Mary Kalantzis, University of Illinois
Critical Pedagogy and Urban Youth. Cheryl A. McLean, Rutgers University
Collages of Identity: Popular Culture and Online Literacies. Bronwyn T. Williams, University of Louisville
Consumers as Learners, Learners as Consumers. Jennifer Roswell, Rutgers University
Virtual Artifacts: Video-Gaming and Identity (Re)Examined. Sandra Schamroth Abrams, Saint John’s University
Discussant: Kate Pahl, University of Sheffield

63.021. Implementing Best-Practice Methodology Given School Realities: Approaches From a Middle School Science Intervention Evaluation. Division H - Research, Evaluation and Assessment in Schools; Symposium Sheraton, Plaza Concours Level, Plaza Ballroom D
8:15 am to 9:45 am
Chair: Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania
Participants:
Translational Science of Cognitive Science in Middle School Science Curricula. Christian D. Schunn, University of Pittsburgh; F. Joseph Merlino, La Salle University; Jennifer G. Cromley, Temple University; Christine M. Masse, University of Pennsylvania; Nora Newcombe, Temple University; Timothy James Nokes, University of Pittsburgh
Designing a Mixed-Methods Evaluation to Measure the Impacts of Modified Middle School Science Curricula. Morgan S. Polikoff, University of Pennsylvania; Rebecca A. Maynard, University of Pennsylvania; Robert Boruch, University of Pennsylvania
Building Aligned Assessments for Middle School Science Teachers and Students. Katie Burga, University of Pennsylvania; Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania
Issues and Challenges in Measuring Fidelity of Implementation in Large-Scale Randomized Control Trials. Jennifer McKeen, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania
Discussants: William R. Penuel, SRI International
Iris R. Weiss, Horizon Research, Inc.

63.022. Measuring the Effects of Professional Development Programs on Student Achievement. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Sheraton, Plaza Concours Level, Plaza Ballroom E
8:15 am to 9:45 am
Chair: Neal D. Finkelstein, WestEd
Participants:
A Program Evaluation Design for the Nested Ecology of Elementary School Teachers and Students. Dana V. Diaconu, Boston College; Wallace Dominey, Rice University; Judy A. Radigan, University of Houston
Estimating the Impact of a Professional Development Program on Student Learning Using a Value-Added Model. Jennifer L. Green, University of Nebraska - Lincoln; Wendy M. Smith, University of Nebraska - Lincoln; Walter W. Stroup, University of Nebraska - Lincoln; Shuo Jiao, University of Nebraska - Lincoln; Ruth M. Heath, University of Nebraska - Lincoln
K-16 Professional Learning Communities: Impact of Engaging K-12 and University Faculty to Improve Teaching and Learning. Janet Nyakerario Mogusu, Jackson State University; Judith A. Monsaas, University System of Georgia
Learning Lab: Connecting Learning and Practice. Cynthia A. Tananis, University of Pittsburgh; Keith Trahan, University of Pittsburgh; Carola Ciminillo, University of Pittsburgh; Yuanxuan Wang, University of Pittsburgh; Rebecca Price, University of Pittsburgh; Tracy Pelkowski, University of Pittsburgh
Measuring the Effects of Collaboration and Professional Development on the Technology Integration in K-12 Classrooms. Melinda J. Mollette, North Carolina State University; Amy Overbay, North Carolina State University; Tricia Townsend, North Carolina State University; Kim Cohen, North Carolina State University; Jennifer L. Green, University of Pittsburgh; Christine M. Massey, Temple University
Discussants: Laura D. Mogus, University of Pennsylvania; M. W. Penuel, SRI International

63.023. Professional Development: Local Through Global Perspectives. Division I - Education in the Professions; Paper Session
Colorado Convention Center, Street Level, Room 710
8:15 am to 10:15 am
Chair: Sara Kim, University of Washington
Participants:
Performance of Physicians Trained Through the Research Pathway in Internal Medicine. Rebecca S. Lipner, American Board of Internal Medicine; Carola M. Jacobs, American Board of Internal Medicine; Eric S. Holmboe, American Board of Internal Medicine
Professional Education Through a Lifetime: A Study of the Learning of Engineers. Kevin J. Anderson, University of Wisconsin - Madison; Sandra Courter, University of Wisconsin
Discussants: Kim J. Cohen, North Carolina State University; Christopher J. Han, University of Massachusetts - Amherst

53.018. Engaging the People’s Memory: Reforming Education Today
Using Lessons From the Past. Division F - History and Historiography
copresented with SIG-R_Research on the Education of Asian and Pacific Americans, SIG-R_Research Focus on Black Education; Symposium
Colorado Convention Center, Street Level, Room 108
8:15 am to 9:45 am
Chair: Walter R. Allen, University of California - Los Angeles
Participants:
If You Ain’t Got the Do Re Mi: The Political Economy of Migrant Education in Los Angeles in 1936. Jennifer Anne Crawford, University of California - Los Angeles
“As I Learn From You, I Guess You Learn From Me”: Civic Education Lessons From a Mississippi Freedom School Citizenship Curriculum. Nicole Miranda, University of California - Los Angeles
Discussant: William H. Watkins, University of Illinois - Chicago
Beyond Description: An Exploration of Experienced Archivists’ Knowledge and Searching Skills. Denise Anthony, University of Denver
Globalization of Professional Education: A Case Study of the Planning Process of an International Multi-Institutional Degree. Mary Allison Witt, University of Illinois
Dental Student Professional Identity Formation: Themes Illustrative of Developmental Stage Differences. Verna E. Monson, University of St. Thomas; Muriel J. Bebeau, University of Minnesota
Effects of Individual Determinants on Feedback-Seeking Behavior and Professional Development: Janine van der Rijt, Maastricht University; Win H. Gijseelaars, Maastricht University; Piet Van den Bossche, Maastricht University; Mien Segers, University Maastricht, Flevob; Margaretha W. J. Van De Wiel, Maastricht University
Discussant: Dorthea H. Jain, American Board of Psychiatry and Neurology, Inc.

63.024. Supporting High School Students in College Courses: Findings From Three Studies. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 105
Chair: Katherine L. Hughes, Teachers College, Columbia University
Participants:
Dual Enrollment Within a CTE Pathway: Supporting College-Going Among Students in Technical Fields. Katherine L. Hughes, Teachers College, Columbia University; Linsey N Edwards, Community College Research Center, Melinda Mechur Karp, Columbia University
Scaffolding and Supporting the College Experience: A Case Study of Middle College High School at Contra Costa College. Elizabeth Barnett, Teachers College, Columbia University
Toward a Model of Comprehensive Student Supports in Early-College High Schools. Andrea Venezia, WestEd
Discussant: Thomas R. Bailey, Teachers College, Columbia University

63.025. The Influence of College Selectivity and Student Engagement on Educational Outcomes and Early-Career Earnings. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 103
8:15 am to 9:45 am
Participants:
College Selectivity and Student Outcomes: An Investigation of the University of California’s Guaranteed Transfer Option. Michal Kurlaender, University of California - Davis; Eric Grodsky, University of Minnesota
College Student Engagement and Early Career Earnings: Differences by Gender, Race/Ethnicity, and Academic Preparation. Shuoing Hu, Florida State University; Gregory C. Wolski, National Opinion Research Center at the University of Chicago
Student Characteristics of Merit Aid Recipients: Structural and Human Agency Determinants. Allison S. Ambrose, St. Ambrose University
Drop Out or Transfer Out: Unraveling the Impact of Financial Aid on Students’ College Departure Pattern. Dongbin Kim, The University of Kansas
Discussant: Laura W. Perna, University of Pennsylvania

63.026. Preservice Teachers’ Identities and Dispositions. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 704
8:15 am to 9:45 am
Chair: Avonne Alzate, Empire State College - SUNY
Participants:
Discourse and Positioning as Lenses Into the Relationship Between Beginning Teacher Identities and Student Opportunities. Laura C. Hanford, University of New Mexico
Immigrant Mothers: Resilience, Perseverance, and the Construction of New Identities. Leila Flores-Duenas, University of New Mexico; Rosemary Kubia Fessinger, University of New Mexico
Multiplicity of Teacher Identities: How One Preservice Teacher Negotiated Conflicting Discourses of Teacher Education. Anne Svenson Tichnor, University of Iowa
Photo-Elicitation as a Tool to Understand and Develop Preservice Teacher Professional Identity: An International Exploration. Robert Wiggins, Oakland University; Nancy M. Brown, Oakland University; David Mark Second, Oakland University; Phil Nauloh, University of Western Sydney
Preservice Teachers’ Understanding of and Interaction With Dispositions. Rita Nawrocki-Chabin, Alverno College; Lee Breese, Alverno College
Discussant: Paula Rivera Elliott, Wheelock College

63.027. Social Justice Pedagogy Through Self-Reflection on Race, Gender, and Class. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 706
8:15 am to 10:15 am
Chair: Rhoda Freelon, University of California - Los Angeles
Participants:
Real Talk on the Block(les): Cultivating a Collective of Teachers as Intellectuals, Artivists, and Humans. Gerald T. Reyes, University of California - Berkeley
Urban School Teaching in the Eye of the Storm: Discussing Psychological and Physical Stressors That May Lead to Minority Teacher Attrition. Diana Moreno, University of California - Los Angeles
Discussant: David O. Stovall, University of Illinois - Chicago

63.028. State Reform in an Era of Accountability and Innovation. Division L - Educational Policy and Politics; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 10
8:15 am to 9:45 am
Chair: Carolyn D. Harrington, Florida State University
Participants:
An Untapped Resource: University Students as State-Level, Public Higher-Education Lobbyists. Elizabeth (Beth) Ann Tankersley-Baskhead, University of Missouri - Columbia; Barbara K. Townsend, University of Missouri - Columbia
Blending Accountability and Support: Reorienting State Leadership for Learning Improvement. Brenda Hood, University of Washington; Michael S. Knapp, University of Washington; Margaret L. Plecki, University of Washington
Charter School Formation in Florida. Ruth Storm Feick, Florida State University
Does the Quest for Policy-Relevant Data Create Paperwork in Schools? Findings From a State Paperwork Reduction Initiative. Susan E. Kochan Teddlie, University of Louisville - Louisville; Sharon Pol, Pol and Associates

SIG Sessions

63.029. Issues in Catholic Education. SIG-Catholic Education; Paper Session Colorado Convention Center, Street Level, Room 107
8:15 am to 9:45 am
Chair: Thomas C. Hunt, University of Dayton
Participants:
A Qualified Sociopolitical Consciousness: Moving Toward a Theory of Culturally Responsive Pedagogy for Catholic Schools. Christian Dallavis, University of Notre Dame
Motivation and Job Satisfaction of Catholic School Teachers. John Convey, The Catholic University of America
Pastors’ Views of Parents and Their Role in Catholic Schools. James Mario Frabatt, University of Notre Dame; Anthony C. Holler, University of Notre Dame; Ronald J. Nazzi, University of Notre Dame; Heidi Rocha, Cathedral Academy; Laura Cassel, University of Notre Dame
The Advantages of Single-Sex Catholic Education for Latino and African American Boys in Nativity-Miguel Schools. L. Mickey Fenzel, Loyola University

"Exodus": Exploring the Phenomenon of Leaving Teaching Early in Catholic Schools. Aubrey Janice Scheepner, Boston College

63.030. Statistics and Effect Sizes in Experimental Designs. SIG-Educational Statisticians; Paper Session Colorado Convention Center, Street Level, Room 104
8:15 am to 9:45 am
Chair: Guoli Zhang, East Carolina University
Participants:
- Analysis of Variance: Do You Know What Your Statistical Software Is Actually Doing? Jian Li, The Ohio State University; Richard G. Lomax, The Ohio State University
- Multiple Comparison Procedures Revisited. Chao-Ying J. Peng, Indiana University; Sang-Hak Lee, Indiana University; Ye-Chih Steven Huang, Clemson University; Yiran Dong, Indiana University; Katherine Rybak-Webb, Indiana University; Andrew Clinton Cornett, Indiana University; Yoo-Jean Jonie Lee, Indiana University; Elizabeth Ann Lundgren, Indiana University
- Comparison of Methods for Estimating Confidence Intervals for Eta and Omega Squared Effect Sizes. William Holmes Finch, Ball State University; Brian F. French, Washington State University
- Assessing Classification Accuracy of Clinical Significance Methods. Rhonda K. Kowalchuk, Southern Illinois University - Carbondale; Ron A. Cizer, University of Wisconsin - Milwaukee; Stephen M. Saunders, Marquette University
- Power and Sample-Size Estimation in Experimental Designs. Chao-Ying J. Peng, Indiana University; Haiying Long, Indiana University; Serdar Albaci, Indiana University - Bloomington
Discussants:
- Andrew J. Kolstad, National Center for Education Statistics

63.031. Weathering the Storm of Change: Opportunities for Family and Consumer Sciences. SIG-Family and Consumer Sciences; Paper Session Colorado Convention Center, Street Level, Room 703
8:15 am to 10:15 am
Chair: Dana K. Bush, Eastern Kentucky University
Participants:
- A Perfect Storm or Never Say Die: Home Economics Education in British Columbia. M. Gole Smith, University of British Columbia; Mary-Leah De Zwart, Okanagan University College
Discussants:
- Maryanne Doherty-Poirier, University of Alberta

63.032. Research on Motivation and Achievement in Underrepresented Minority Groups. SIG-Motivation in Education; Paper Session Colorado Convention Center, Street Level, Room 603
8:15 am to 9:45 am
Chair: Michelle R. Riconscen, University of Southern California
Participants:
- Achievement Beliefs and School Engagement in Low-Income Adolescents: A Mixed-Methods Study. Janine Bempcehat, Wheelock College; David J. Sherhoff, Northern Illinois University; Jian Li, Brown University; Susan D. Holloway, University of California - Berkeley; Amanda L. Arendsz, University of California - Berkeley
- Intracultural Differences in Latino Students’ Academic Motivational Orientations and Theories of the Purposes of Schooling. Eric William Hamilton, University of Washington
- When Motivation Does Not Translate Into Achievement: The Case of English-Language Learners. Lauren Elizabeth Mus-Gillette, University of Maryland; Fani Lauermann, University of Michigan; Stuart A. Karabenick, University of Michigan; Annemarie M. Conley, University of California - Irvine
Discussants:
- Michelle R. Riconscen, University of Southern California

63.033. Promoting Faculty Diversity: Examining a Successful National Summer Institute at the University of Denver. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Symposium Colorado Convention Center, Street Level, Room 602
8:15 am to 9:45 am
Chair: Caroline Setello Viernes Turner, Arizona State University
Participants:
- Franklin A. Traut, University of Denver
Discussants:
- Fernando Guzman, University of Denver
- Janet Lopez, University of Colorado - Denver

63.034. Moving Into the Academy as Narrative Inquirers: School Stories. SIG-Narrative Research; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 16
8:15 am to 10:15 am
Chair: Mary F. Rice, Brigham Young University
Participants:
- Preservice Teachers’ School Stories: A Systemsworld/Lifeworld Analysis. Miriam Hirsch, Yeshiva University
- Narratives of Meaning From the Education Doctorate Pursued and Completed by Women in Middle Adulthood. Jo Ann Marie Bamdas, Florida Atlantic University
- The Secret Between Storytelling and Retelling: Tea, School, and Narrative. Jie Jia, Louisiana State University - Baton Rouge
- Queering Silence: A Narrative Look at the Parallel Stories of LGBT and hard-of-Hearing Students in the Education Setting. Dastine Thomas, University of Houston
Discussants:
- Janice Huber, University of Regina
- Debbie A. Pushor, University of Saskatchewan

63.035. The Familial Perspective in Storied Lives. SIG-Narrative Research; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 12
8:15 am to 10:15 am
Chair: Angela Lopez Pedrana, University of Houston - Clear Lake
Participants:
- Of Chopsticks, an Umbrella, and Butter: Attending to a Child’s Family Stories and How They Shape Her Classroom Curriculum Making. Jennifer Mitton, Bilken University - Ankara, Turkey; Anne E. Murray-Orr, Saint Francis Xavier University
- Stories My Mother Told Me: Methodological Considerations in Researching Your Family. Maria K.E. Lahman, University of Northern Colorado; Boni Hamilton, University of Northern Colorado; Randy Larkins, University of Northern Colorado
- Tensions, Contradictions, and Competing Agendas: Teachers/Parents Negotiating Differences Alongside Their Children and Their Students. Jennifer Christine Nelson, University of Nebraska - Lincoln
- Poverty/Working-Class Mothers Raising Upper-Middle-Class Children. Ramona Maile Cani, Brigham Young University; Jill Michelle Manning, Los Angeles Unified School District - California; Mohr Haryedar Bhave, New York University; Cecilia Santiago Weight, Brigham Young University
Discussants:
- Nona M. Lyons, University College Cork
- M. Shaun Murphy, University of Saskatchewan

63.036. Postcards on Interknowledge: Decolonizing Researchers on the Postcolonial and Back. SIG-Postcolonial Studies and Education; Symposium Colorado Convention Center, Street Level, Room 702
8:15 am to 10:15 am
Chair: Eve Tuck, SUNY - College at New Paltz
Participants:
- Interrogating the Coloniality of Being: Between Continental Philosophies and Trickster Hermeneutics. Troy Richardson, Cornell University
- The Post-Colonial Ghetto: Questions of Decolonization With Respect to Urban
63.037. Unpacking Mathematical Understanding. SIG-Research in Mathematics Education; Symposium Colorado Convention Center, Street Level, Room 708
8:15 am to 9:45 am

Chair: Karen A. Koehler, University of Colorado - Denver

Participants:
- Toward a Foundation of Mathematics Education. Patrick W. Thompson, Arizona State University
- Focusing on Developmental Understandings and How They Are Generated. Martin A. Simon, New York University
- Understanding Reconceptualized for the Mathematical Sciences in the Twenty-First Century. Jere Confrey, North Carolina State University

Discussant: Anna Serpinska, Concordia University

63.038. Questioning the Ecology of Teacher Education Through Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session Colorado Convention Center, Street Level, Room 711
8:15 am to 10:15 am

Chair: Ann K. Schulte, California State University - Chico

Participants:
- Becoming a Teacher Educator: Why We Do It, and What It Is Like. Ronnie L. Davey, University of Canterbury
- Through Others’ Eyes: Toward a Deeper Understanding of Our Principles of Practice. Alicia R. Crowe, Kent State University; Amanda K. Berry, Monash University
- Exploring the Tensions of Teacher Education Through Collaborative Self-Study. Arlene Grier, Nipissing University; Christina Grant, Nipissing University; Maria Cantalini-Williams, Nipissing University; Mary Lynn Tesser, Nipissing University; Rick Denton, Nipissing University; Jeff Bunstead, Nipissing University; Keith Quigg, Nipissing University
- Morality, Candor, and the Learner: Ethical Care in Student-Teaching Supervision. Muffet Gesell Trout, University of Minnesota
- An Ecological Perspective of Knowledge Transfer in Teacher Education. Carrie Enyoung Hong, William Paterson University; Salika A. Lawrence, William Paterson University

Discussant: Mary P. Manke, University of Wisconsin - River Falls

Division and SIG Roundtables

63.039. Roundtable Session 44: Roundtable Session Colorado Convention Center, Lower Level, Korbell Ballroom 2
8:15 am to 9:45 am

63.039-1. After Queer Theory: LGBTQ Lives and Educational Justice Movements. SIG-Queer Studies cosponsored with Division B - Curriculum Studies; Roundtable Session
Chair: Elise Paradis, Stanford University

Participants:
- Political Socialization and Citizenship Education. Jillian Carter Ford, Emory University
- Reframing the Fields: Engaging Queer Theory in New/Old Contexts. Sandra Schmidt, University of South Carolina
- Feeling Angry? Researching Affect in Educational Justice Activism. Erica R. Meiners, Northwestern University; Therese M. Quinn, School of the Art Institute of Chicago

63.039-2. Cognition and Assessment Roundtable Session. SIG-Cognition and Assessment; Roundtable Session
Chair: Joanna Sandra Gorin, Arizona State University

Participants:
- Cognitive Diagnostic Analysis of TIMSS 2007 Using the DINA Model: A Multilevel Comparison of High-, Average-, and Low-Performance Countries. Yoon Soo Park, Teachers College, Columbia University; Young-Sun Lee, Teachers College, Columbia University; Kyong Mi Choi, University of Iowa
- Compensation Processes for Parameter Estimation Under Q-Matrix Misspecification for Diagnostic Classification Models. Andre A. Rupp, University of Maryland
- Using Neural Network Analysis to Define an Efficient Method of DINA Model Estimation for Small Sample Sizes. Zhao Shu, University of North Carolina Greensboro; Robert Henson, University of North Carolina - Greensboro; John T. Wilse, University of North Carolina - Greensboro

63.039-3. Diverse Perspectives on Parental Involvement. SIG-Family, School, Community Partnerships; Roundtable Session
Chair: Horace R. Hall, DePaul University

Participants:
- (Re)Constructing Home and School: Immigrants, Agency, and the (Un)Desirability of Bridging Multiple Worlds. Faibiene Doucet, New York University
- Cultural and Linguistic Alchemy: Mining the Resources of Spanish-Speaking Children and Families Receiving Early-Intervention Services. Victoria Isabel Puig, Montclair State University
- The Role of the Parent Liaison in Integrating Cultural Practices in Family Literacy Programs for Latino Immigrants. Hengameh Kermani, University of North Carolina; Helena A. Janes, California State University - Stanislaus

63.039-4. Early Childhood Programs That Can Make a Difference. SIG-Early Childhood; Roundtable Session
Chair: Virginia C. Shipman, University of New Mexico

Participants:
- Descriptive Study of a Prosocial Classroom Management Program in 24 Urban Head Start Centers. Jerome Freiberg, University of Houston; Stacey Michelle Templeton, University of Houston; Katrina Borders, University of Houston; Uvelia Ann Cimeros, University of Houston
- Education Intensity and the Academic Benefits of Attending Preschool. Reva M. Fish, Buffalo State College - SUNY
- The Benefits of a Full-Inclusion Preschool Program on Academic and Social Preparation for Kindergarten. Lori Sortino-Williams, Upland Unified School District; Susan R. Warren, Azusa Pacific University; Richard S. Martinez, Azusa Pacific University; Leland Levi Simmons, Pomona Unified School District; James Timothy Noffke, Azusa Pacific University; Rae-Seong Park, Azusa Pacific University
- Managing Caring: Organizational Context and Its Influence on Family Partnerships in Formal Child-Care Settings. Anne Douglass, University of Massachusetts - Boston
- Preschoolers at Risk for Obesity: The Role of Early Environments and Impacts on Development. Abigail M. Jewkes, Hunter College - CUNY; Anthoula Poulakos, The Graduate Center - CUNY

63.039-5. Effects and Experiences of Teachers. SIG-Sociology of Education; Roundtable Session
Chair: Carolyn J. Riehl, Teachers College, Columbia University

Participants:
- Counterfactual Models of Teacher Effects: The Effects of Teacher Education on Student Academic Performance. Guan Kang Sow, National Taiwan Normal University; Chi Ning Chang, National Taiwan Normal University
- School Reform, Teacher Networks, and Instructional Change. David Diehl, Stanford University
- Teacher Characteristics and Race/Ethnic and Economic Disparities in Academic Achievement at the Start of Elementary School. Madlene P. Hamilton, Rice University
- The Correlates and Consequences of Within-School Teacher Undersupply. Vanessa Ann Keeler, Michigan State University

63.039-6. Examining the Early Childhood Experiences of Minority and Culturally and Linguistically Diverse Children. SIG-Early Childhood; Roundtable Session
Chair: Katherine G. Hayes, Los Angeles Unified School District - California

Participants:
- Emergence of Gaps in Early Academic Skill Acquisition Among Preschoolers.
63.039-7. Historical Perspectives on Black Education: Acknowledging Transgressions and Forging New Frontiers. SIG-Research Focus on Black Education; Roundtable Session
Chair: Jeanine E. Dongua-Eason, St. John Fisher College
Participants:
- Crossing Over: Narratives of Successful Border Crossings of African American Teachers During Desegregation. Renarta H. Tompkins, Coastal Carolina University
- Dual Schools, Dual Spaces, and Complex Competing Identities: A Historical Ethnographic Narrative of Race and Class Transitioning Across Changing Ecological Boundaries, 1954-1974. Shirley Marie McCarthur, University of Missouri - Kansas City; Loyce E. Caruthers, University of Missouri - Kansas City; Donna Marie Davis, University of Missouri - Kansas City
- If Fordice Was the Law of the Land: Mississippi Higher Education Without Dual Schools, Dual Spaces, and Complex Competing Identities: A Historical Narrative. Okal A. Holley, University of North Carolina - Charlotte
- Public Historically Black Colleges and Universities. John Michael Lee Jr., The College Board; M. Christopher Brown, Fisk University
- Black History Inc. Sells Black History Through Wal-Mart. LaGarrett Jarriel King, University of Texas; Anthony L. Brown, University of Texas - Austin

63.039-8. How Teachers, Designers, and Fans Think About Games and Learning. SIG-Media, Culture, and Curriculum; Roundtable Session
Chair: Ruth C. Gannon-Cook, DePaul University
Participants:
- Analysis of Preservice Teachers' Dispositions Toward Using Video-Game Clips to Enrich Classroom Ecologies. Ann Haley-Mackenzie, Miami University; Tyler S. Bruins, Miami University
- Fandom for Fandom's Sake: Games and a New Critical Media Literacy. Sean C. Duncan, Miami University
- Professional Game Designers' Deliberative and Reflective Actions. Alice J. Robison, Arizona State University

63.039-9. Indigenous Peoples of the Americas SIG: Autoethnography, Cultural Identity, and Listening to Teachers. SIG-Indigenous Peoples of the Americas cosponsored with Division K - Teaching and Teacher Education; Roundtable Session
Chair: Geni Cowan, California State University - Sacramento
Participants:
- Cultural Identity: Influences on Indigenous Leadership. Wayne Johnson, Oklahoma State University; Bernita L. Krumm, Oklahoma State University
- Honoring the Voices and Experiences of First Nations Teachers. Deirdre M. Smith, Ontario College of Teachers
- Humility as the Researcher's Stance When Studying With Indigenous People: A Storied Autoethnography. Suzanne Soohoo, Chapman University

63.039-10. Issues in Teacher Education for Early Childhood Educators. SIG-Early Education and Child Development; Roundtable Session
Chair: Blythe F. Hinitz, The College of New Jersey
Participants:
- The Whole Child Left Behind: Creativity in a “Time of Testing.” Holly McCartney Pence, James Madison University; Doris M. Martin, James Madison University
- Uncovering the Complexities of Creating an Online M.Ed. Program for Early Childhood Educators. Nancy J. Perry, Arizona State University; Billie J. Enz, Arizona State University
- Use of Productive Questions by Preservice Teachers in Early-Childhood Classrooms. Linda M. Fitzgerald, University of Northern Iowa; Rachel A. Dengler, University of Northern Iowa

63.039-11. Reading and Severe Cognitive Disabilities. SIG-Special Education Research; Roundtable Session
Chair: Laura T. Sanchez Fowler, Texas State University - San Marcos
Participants:
- Comparison of Single-Subject Meta-Analysis Methods Applied to Instruction for Students With Significant Disabilities. Lynn A. Ahlgrim-Delzell, University of North Carolina - Charlotte
- Predictors of Literacy for Students With Significant Cognitive Disabilities. Claudia P. Flowers, University of North Carolina - Charlotte; Lynn A. Ahlgrim-Delzell, University of North Carolina - Charlotte; Jordan N. Baker, University of North Carolina - Charlotte; Diane M. Brower, University of North Carolina - Charlotte
- The Development of Word Identification and Mathematical Reasoning Skills in Students With Down Syndrome. David Most, Colorado State University; Deborah Fidler, Colorado State University

63.039-12. Response to Intervention. SIG-Special Education Research; Roundtable Session
Chair: Lauren I. Katzman, Boston University
Participants:
- Collaboration and Response to Intervention: Interconnections and Perceptions From Teachers. Jane M. Leatherman, Indiana University/Purdue University at Fort Wayne
- Individually Tailored Reading Intervention Through Brief Experimental Analysis: An Evidence-Based Approach to Prevent Disproportionality. Tracy S. Catalde, Chapman University; Michael D. Ellis, University of the Pacific

63.039-13. Roundtable 2: Complexities of Achievement in Curriculum and Cocurricular Activities for Race, Ethnicity, Class, and Gender. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Chair: Shirley Lucille Malone-Fenner, Wheelock College
Participants:
- Advanced Placement Courses and American Indian Performance. George W. Moore, Sam Houston State University; John R. Slate, Sam Houston State University
- Alone on the Mountain Top: Scientists' Reflections on Race, Education, and Access to Science Careers. Bryan A. Brown, Stanford University; Bryan Henderson, Stanford University; Sabra Gray, Stanford University
- Centering Race/Ethnicity in a Social Studies Content Course: A Case Study. Anand R. Marvi, Teachers College, Columbia University
- Chinese American Students' Participation in an Ethnic Student Organization and Its Influence on Identity Production. Koyung Soon, University of Texas - Austin

63.039-14. Roundtable 3: Complexities of Critical Race Theory in Education Through the Lens of a Postracial Era. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Chair: Wardell Johnson, Eastern Kentucky University
Participants:
- Applying Critical Race Theory to Examine Texas State-Mandated Tests by Race, Class, and Gender for the Years 1993-2009. Patricia J. Larke, Texas A&M University; Gwendolyn C. Webb-Johnson, Texas A&M University - College Station; Donald Collins, Prairie View A&M University; Earnestyne LaShonne Walter-Sullivan, Prairie View A&M University; Donald Easton-Brooks, University of North Texas; JemimahLexa, Texas A&M University
- “From Their Perspective”: An Examination of Critical Race Theory and Microaggressions Within Parent-School Relationships That African American Middle-Class Parents Experience. Rema Ella Reynolds, University of California - Riverside
Beyond Narrowed Social Construction of People's Identity; Toward a Politics of Racial and Ethnic Diversity. Pierre W. Orelus, New Mexico State University - Las Cruces; Romina Aristel Pacheco, NMSU

63.039-15. Roundtable 7. SIG-Workplace Learning; Roundtable Session
Chair: Alan John Brown, University of Warwick
Participants:
Self-Determination in Daily Work-Life. Christian Hartesv, Regensburg University
Followers of Fashion or Leaders of Profession: Professional Doctorates and Workplace Learning. Margaret E. Malloch, Victoria University - Australia
Integrative Review of the Literature on Work Analysis With Implications for Workplace Learning. Richard Torraco, University of Nebraska - Lincoln

63.039-16. Rural Education SIG; Roundtable 3. SIG-Rural Education; Roundtable Session
Chair: Anna Latif, University of North Carolina - Greensboro
Participants:
A Decade of Partnering for Universal Pre-Kindergarten: New York State and Its Rural Communities. John W. Sipple, Cornell University; Hope Casto, Cornell University; Lisa McCabe, Cornell University
Reducing Summer Setback With Rural Middle School Students Who Participate in an Online Learning Community. Robert J. Wilson, The Ohio State University
Assessing the Impact of 21st-Century Rural School Consolidation: The Nebraska Experience. Jeanne L. Surface, University of Nebraska - Omaha; Kay Anne Keiser

63.039-17. Second Language Research SIG; Roundtable 4: Factors in Second Language Learning; SIG-Second Language Research; Roundtable Session
Chair: Fernando Naiditch, Montclair State University
Participants:
The Relationship Between Teacher and Peer Support and English Language Anxiety: A Gender Perspective. Shufen Huang, Texas A&M University; Zohreh R. Eslami, Texas A&M University - College Station; Rou-Jui Sophia Hu, Cheng Shiu University
Aptitude-Treatment Interaction Effects on the Learning of Grammar Rules: A Latent Growth Curve Analysis. Fenfang Hwu, University of Cincinnati; Wei Pan, University of Cincinnati; Shuyan Sun, University of Cincinnati
Exploring Motivational Factors in College Students’ Foreign Language Acquisition. Dan Su Austin; William Y. Lan, Texas Tech University; Tara A. Stevens, Texas Tech University; Hansel Burley, Texas Tech University

63.039-18. Shifting Positionality in Qualitative Inquiry. SIG-Qualitative Research; Roundtable Session
Chair: Heather M. Pleasants, The University of Alabama
Participants:
Minimizing Symbolic Violence While Doing Qualitative Research on Systemic Trauma. Rosemary C. Reilly, Concordia University
Outside in and Inside out: Shifting Positionalities in Fieldwork. Jenny Gordon, Binghamton University - SUNY
The Ins and Outs of Qualitative Research. Anne E Stebbins, York University

63.039-19. Social Critique, Participation, and Study of and With Video Games. SIG-Media, Culture, and Curriculum; Roundtable Session
Chair: Mica Pollock, Harvard University
Participants:
Media Use in Secondary Social Studies Classrooms: A Reality Check. Trenia L. Walker, Texas Tech University
Mobile Phones for Mobile Learning: The Geo-Historian Project. Mark A. van ’t Hooft, Kent State University; Thomas McNeal, Kent State University
Social-Cultural Video Game Critique. Alan Amory, University of Johannesburg

63.039-20. Teaching and Learning in Virtual Environments. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session
Chair: Brian C. Nelson, Arizona State University
Participants:
War Stories: Using a Virtual Contextual Environment to Support Student Writing for Students With Learning Disabilities. Elizabeth S. Simpson, University of Wyoming; Michelle Buchanan, University of Wyoming
Virtual Tutor Training: Learning to Reach in a Multi-User Virtual Environment. Lee L. Mason, Utah State University; Tae Keun Jeon, Utah State University; Peter Blair, Utah State University; Nancy K. Glomb, Utah State University

63.039-21. Teaching and Learning in the Context of Qualitative Research. SIG-Qualitative Research; Roundtable Session
Chair: Becky M. Atkinson, The University of Alabama
Participants:
A Case Study of Students’ Views of Learning: What Is It? Where Does It Take Place? How Does It Occur? Why Is It Important? Heli Ruokamo, University of Lapland; Szana Korva, University of Lapland; Marjaana Kangas, University of Lapland
Difficult Teaching in Treacherous Times: A Critical Reflective Essay on Teaching Theorizing in Qualitative Research. Duncan Waite, Texas State University - San Marcos; Michelle Holcomb, Texas State University
Looking for Youth Voice in Their Absence: A Microethnographic Analysis of a Mentor and Instructor Meeting. Michelle B. Bass, University of Wisconsin - Madison
Paint, Construct, or Knit Your Research Proposal: Using Arts-Based Self-Study Methods to Teach Qualitative Research. Anastasia P. Samaras, George Mason University

Tuesday, 10:15 am

Governance Meetings and Events

64.001. AERA Orientation for New Council Members - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Third Level, Mineral Hall B
10:15 am to 12:05 pm
Chair: Kris D. Gutierrez, University of Colorado - Boulder

Tuesday, 10:35 am

Governance Meetings and Events

66.001. Educational Researcher - Closed Editorial Board Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Limestone
10:35 am to 12:05 pm

AERA Sessions

66.010. Education and Building World-Class Educators, Leaders, and Workers - Research Knowledge and Perspectives from Around the World. AERA Session cosponsored with World Education Research Association; Invited Session
Colorado Convention Center, Street Level, Room 107
10:35 am to 12:05 pm
Chair: Eva L. Baker, University of California - Los Angeles; Incoming President, World Education Research Association
Participants:
The Role of Education and Intellectual Capital Creation in National Development and Societal Change. Ibrahim Ahmad Bajunid, INTI-UC Laureate International Universities, Regional Center for Educational Planning
Educational Leadership and Reforms in the Asian Pacific - A Paradigm Shift and Preparedness for Globalization. Tin Cheong Cheng, The Hong Kong Institute of Education; President-Elect, World Education Research Association
Education and Training for the Workforce - Lessons from Mexico in Preparing for Unequal Labor Markets and Real-world Jobs. Maria de Ibarrola, Centro de Investigación y Estudios Avanzados
Doctoral Education and Nation Building - Perspectives from Pakistan. Nelofor Halai, The Aga Khan University, Institute for Educational Development
Tuesday Morning, May 4, 2010

Committee Sessions

65.011. The Rhythm, the Rhyme, and the Reason: The Education of Black Girls and Women in Community Spaces. Committee on Scholars and Advocates for Gender Equity in Education; Demonstration/Performance
Colorado Convention Center, Lower Level, Korbels Ballroom 1 D
10:35 am to 12:05 pm
Chair: James D. Anderson, University of Illinois - Urbana-Champaign
Participants:
Ruth Nicole Brown, University of Illinois - Urbana-Champaign
Durrell M. Callier, University of Illinois - Urbana-Champaign
Chamara K. Kwakye, University of Illinois - Urbana-Champaign
Claudine Olivia Taaffe, University of Illinois - Urbana-Champaign
Discussant: Shyvon Sheree Berry, University of Illinois - Urbana-Champaign

65.012. School Leadership in Context. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 14
10:35 am to 12:05 pm
Chair: Alex J. Bowers, University of Texas - San Antonio
Participants:
Challenging Romantically Noted Dominions of the Modern Black Principal: An Ethnographic Study Using Theories of Self-Hatred. Muhammad Khalifa, University of Texas - San Antonio
Perceptions of School Leaders: Gender Bias and the Impact on School Climate and Student Achievement. Joe D. Nichols, Indiana University-Purdue University at Fort Wayne; Get W. Nichols, Fort Wayne Community Schools; John Kline, Fort Wayne Community Schools
Reconciliating the Past and the Future: Ethnopedagogic Leadership in Inuit Schools. Claire Marie Lapointe, Laval University; Lyse Langlois, Laval University; David Montpetit, Laval University
State-Level Politics in a Southeastern State: Complicating the Deliberate Desires of Educational Leaders. Curtis Anthony Brewer, Clemson University; Bradley W. Carpenter, University of Texas - Austin; Seth Young, Clemson University

Sheraton, Plaza Concourse Level, Governor’s Square 12
10:35 am to 12:05 pm
Chair: Rick R. McCown, Duquesne University
Participants:
Building the Foundation for Data-Based Decision Making in a School-University Leadership Preparation Partnership. Steve P. Myran, Old Dominion University; Karen Sanzo Crum, Old Dominion University
School Systems’ Practices of Controlling Socialization During Principal Succession: An Organizational Socialization Theory. Edwin Glenn Bengston, University of Georgia; Oksana Purylo, University of Georgia; Sally J. Zepeuda, University of Georgia
State Data Systems for Principal Quality: A Pilot Look at 16 States. Leslie Hazel Bussey, Southern Regional Education Board; Justin M. Bathun, University of Kentucky; Edward J. Fuller, University of Texas - Austin; Nancy M. Sanders, Washington State University - Vancouver
Use of Online Cases to Develop Administrative Decision Making. Pamela D. Tucker, University of Virginia; Sara L. Dexter, University of Virginia
Views and Values: Understanding How Teachers View Aspects of Teacher Leadership and How School Context Relates to Their Views. C. Robert Mayfield, Oakland University; Julia B. Smith, Oakland University

65.014. Tomorrow’s Promise: The Role of Teacher Leaders and the Influence of School Characteristics. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 11
10:35 am to 12:05 pm
Chair: Michael C. Johaneck, University of Pennsylvania
Participants:
Developing and Improving Models for Supporting Mathematics Teacher Leaders. Rebekah Elliott, Oregon State University; Elham Kazemi, University of Washington; Kristin Lesseig, Oregon State University; Megan M. Kelley-Petersen, University of Washington; Cathy Carnell, WestEd; Judith E. Mumme, WestEd
Preparing Teacher Leaders: The Impact of a Cohort-based, Job-Embedded, Blended Teacher Leadership Program. Dorene D. Ross, University of Florida; Alyson J. Adams, University of Florida; Elizabeth Bondy, University of Florida; Nancy F. Dana, University of Florida; Colleen R. Swain Packer, University of Florida
Teacher Leadership for Student Learning: “Where Are We Now?”. Philip Emery Poekert, University of Florida; Raquel Diaz, University of Florida; Matthew Olson, University of Florida; Magali Castaneda, University of Florida; Sylvia Boynton, University of Florida
Teacher Leadership in Urban School Renewal. Clare Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto; Tiffany Harris, OISE/University of Toronto; Yoia Cleovoulou, OISE/University of Toronto

65.015. Critical Approaches to Race, Ethnicity, and Indigeneity in Curriculum Research: Problems of Identification and Methodology. Division B - Curriculum Studies; Paper Session
Colorado Convention Center, Street Level, Room 110
10:35 am to 12:05 pm
Chair: Tirupalavanam G. Ganesh, Arizona State University
Participants:
Academic Rigor: Differences in High School Course Difficulty Among Ethnic Subgroups and Its Implications for College Performance. Jeffrey Nagle Wyatt, The College Board; Andrew Wiley, The College Board
Collaborating With Diné Youth Through an Indigenous Social Constructionist Methodology to Define Community. Hollie Kudago, Purdue University
Critical Race Praxis Counterstories: From Urban Schools to the Ivory Tower and Back Again. Colette Nkoyi Cann, Vassar College; Eric J. Demideuamea, Clark University

65.016. Investigating Relationships Between Mathematics Curriculum and Student Learning. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 102
10:35 am to 12:05 pm
Chair: Beatriz E. Quintos, University of Maryland
Participants:
A Meta-Analysis of the Relationship Between High School Mathematics Curricula and College Mathematics Performance. Michael R. Harwell, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota; Amanuel Gebri Medhanie, University of Minnesota - Twin Cities; Thomas P. Post, University of Minnesota; Brandon Lebeau, University of Minnesota
Benefits of Inquiry-Based Learning for Undergraduate College Mathematics Students. Maria-Lisa Hassi, University of Colorado - Boulder; Sandra Lauser, University of Colorado - Boulder
Scaling Up Successful Interventions in Diverse Environments: Longitudinal Analyses of an Early Math Intervention. Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY; Mary Elaine Spinler, University at Buffalo - SUNY; Christopher B. Wolfe, University at Buffalo - SUNY

65.017. MathemaTechs: Technology in Mathematics Education. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 104
10:35 am to 12:05 pm

Chair: Alison M. Castro Superfine, University of Illinois - Chicago
Participants: Longitudinal Study of Classroom Connectivity in Promoting Mathematics and Science Achievement: Years 1-3. Karen E. Irving, The Ohio State University; Stephen J. Pape, University of Florida; Douglas Owens, The Ohio State University; Louis Abrahamson, Better Education Foundation; David Silver, University of California - Los Angeles; Christy Kim Boccardi, University of California - San Francisco; Yehli Suan, The Ohio State University
Virtual Manipulatives and the Dynamic Linking of Multiple Representations. Carmen Julia Petrick, University of Texas - Austin; Taylor Martin Martin, University of Texas - Austin; Stephanie Baker Peacock, University of Texas - Austin
Water Works: Toward Embodied Coherence in Instructional Design. Timothy Water
Helping Students Make Mathematics Connections: Collaborative Visualizations in Smart Classrooms. Michelle Lui, OISE/University of Toronto; Mike Tissenbaum, University of Toronto; James D. Slotta, University of Toronto

Discusssant: David Henry Uttal, Northwestern University

65.018. Measuring Implementation in Large-Scale Studies of Reading Interventions. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 203 10:35 am to 12:05 pm

Chair: Anne McGill-Franzen, The University of Tennessee
Participants: The Collaborative Strategic Reading Study and Implementation Fidelity. John H. Hitchcock, Ohio University; Joseph A. Dumont, Instructional Research Group; Chuck Wilkins, Edvance Research, Inc.; Anja Kurki, American Institutes for Research; Russell M. Gersten, Instructional Research Group; Monika Townsend, University of Virginia
The Early-Reading Professional Development Study and Implementation Fidelity. Anja Kurki, American Institutes for Research
The Thinking Reader Software Intervention Study and Implementation Fidelity. Kathryn V. Drummond, American Institutes for Research; Teresa Garcia Duncan, American Institutes for Research; Courtney C. Zmich, American Institutes for Research
The Enhanced Reading Opportunities Study and Implementation Fidelity. Courtney C. Zmich, American Institutes for Research; Terry S. Salinger, American Institutes for Research; Kathryn V. Drummond, American Institutes for Research

65.019. Pedagogical Issues in Science Education. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 106 10:35 am to 12:05 pm

Chair: Erin Marie Furtak, University of Colorado - Boulder
Participants: Revisiting Pedagogical Content Knowledge Construct: A Critical Analysis. HsingChi von Bergmann, University of Calgary; Saiaa Azam, University of Calgary
Effects of an Integrated Instructional Model for Accelerating Student Achievement in Science and Reading Comprehension in Grades 1-2. Michael R. Vitale, East Carolina University; Nancy Romance, Florida Atlantic University
Secondary Science Teachers’ Written Feedback Practice in Student Notebooks. Min Li, University of Washington; Jennifer Ann Quinn, University of Washington; Maria Arcadi Ruiz-Primo, University of Colorado - Denver; Tammy Quinn Tasler; University of Washington; Jim Muntrel, FACET Innovations; Ruth Ann Anderson, FACET Innovations

Discusssant: Maria Varelas, University of Illinois - Chicago

65.020. The Challenge of Synthesis: Methodological, Theoretical, and Domain-Related Inclusivity. Division D - Measurement and Research Methodology cosponsored with SIG-Qualitative Research; Symposium

Sheraton, Plaza Concourse Level, Governor’s Square 17 10:35 am to 12:05 pm

Chair: David J. Clarke, University of Melbourne
Participants: Methodologically Inclusive Research Synthesis. Harsh Suri, Monash University
Multitheoretic Research Synthesis: Synthesizing Research Findings of the Same Events Obtained Through Different Theoretical Perspectives. Li Hua Xu, University of Melbourne; David J. Clarke, University of Melbourne

Discusssant: Anna Sjard, University of Haifa

65.021. School Counseling: Consumer Perceptions, Expert Judgment About Role, and Demonstrated Effectiveness. Division E - Counseling and Human Development; Paper Session Colorado Convention Center, Street Level, Room 708 10:35 am to 12:05 pm

Chair: Lonnie L. Rowell, University of San Diego
Participants: Changing the World of Students With Quality School Counseling Programs. Beverly J. Irby, Sam Houston State University; Mary Nicter, Sam Houston State University
Working the System: School Counselors Aligning to Advantage. Susan Stillman, Northcentral University; Fielding University, Northern Arizona University
Revisiting the Role of the School Counselor in the School Community. Mary Beth Schanfer, Saint John's University; Lourdes M. Rivera, Queens College - CUNY
College Student Perceptions of Their High School Counselors: The Impact of Specific Counselor Actions. John L. Rausch, John Carroll University; Mary Bridget Mathews, John Carroll University; Danielle A. Goldstein, John Carroll University
Comprehensive School Counseling Programs and Accountability: The Relationship Between the ASCA National Model and Assessment Scores. Jane Barker, McLREL; Jessica C. Allen, University of Colorado

65.022. Religious Education in Multiple Contexts: Secularization, Segregation, and Cold War Capitalism. Division F - History and Historiography; Paper Session Colorado Convention Center, Street Level, Room 108 10:35 am to 12:05 pm

Chair: Ann Marie Ryan, Loyola University Chicago
Participants: From Christian Evidences to a Spiritual Atmosphere: The Turn to Extracurricular Religion, 1850-1930. Katherine V. Sedgwick, University of Pennsylvania
Prayer, Faith, and Community Exploring a Black Catholic School in the Segregated South, 1894-1965. Katrina M. Sanders, University of Iowa
Church and Market in Milwaukee: Rev. Virgil Blum’s Crusade for School Vouchers, 1956-1990. Jim Carl, Cleveland State University

Discusssant: James C. Carper, University of South Carolina

65.023. Activism as Scholarship: Does It Have a Home in the Academy? Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 705 10:35 am to 12:05 pm

Chair: Lisa Patel Stevens, Boston College
Participants: Activist-Scholars of Color and the Sustainability of Local Community Memberships. Benji Chang, University of California - Los Angeles
“I Am My Child’s First Teacher”: Hip-Hop Mother Literacy(ies) as Praxis. Marcelle M. Haddix, Syracuse University
“Muddy Waters”: Conducting Race-Conscious Research in a Postracial Moment. Kafi D. Kumasi, Wayne State University
“I Know Where My Voice Belongs”: The Methodological Musings and Political Commitments of a Black Woman/Artist/Scholar/Activist in the Academic Industrial Complex. Ruth Nicole Brown, University of Illinois - Urbana-Champaign

Discusssant: Sheraton, Plaza Concourse Level, Governor’s Square 17

65.024. The Complex Ecology of Language Ideologies in Schools. Division G - Social Context of Education; Symposium
Colorado Convention Center, Street Level, Room 711  
10:35 am to 12:05 pm

Chair:  
Ramon Antonio Martinez, University of California - Los Angeles

Participants:  
“His Is Not Perfect English But It’s English”: Revealing and Remediating Nondominant Students’ Language Identities. Danny Cortez Martinez, University of California - Los Angeles  
Competing Language Identities of Latino and African American Students in a Dual-Immerssion Classroom. Urmada S. Aldana, University of California - Los Angeles  
A Continua of Language Identities Across Time: A Case Study of Five Elementary Students in a Spanish-English Dual-Language Program in Central Texas. Minda M. Lopez, Texas State University - San Marcos  
Reading the World in Spanglish: Hybrid Language and Ideological Contestation in a Sixth-Grade English Language Arts Classroom. Ramon Antonio Martinez, University of California - Los Angeles

Discussant:  
Norma E. Gonzalez, The University of Arizona

65.025. Understanding the Complexities of Inclusive Education From a Comparative Perspective: How Cultural Histories Shape the Ways That Schools Respond to Multiple Forms of Diversity, Division G - Social Context of Education, Structured Poster Session  
Colorado Convention Center, Street Level, Room 607  
10:35 am to 12:05 pm

Chair:  
Elizabeth Kzoeklesi, Arizona State University

Participants:  
1. Equity and Inclusive Education in Austria: A Comparative Analysis. Mikael Luciafi, University of Vienna  
2. Inclusion and Social Disadvantage in the English Education System: The Role of Area-Based Initiatives. Alan Dyson, University of Manchester  
3. Turkish Students in German Schools: Disparities in Academic Achievement in Schools in the Federal Republic of Germany. Rolf Werning, University of Hanover  
5. Challenges and Responses to Inclusive Education in Sweden: Mapping Issues of Equity, Participation, and Democratic Values. Girma Berhanu, University of Gothenburg  
6. Introduction: Historical Trajectories and Theoretical Commitments. Elizabeth Kzoeklesi, Arizona State University  
7. U.S.: Time and Space in the Analysis of Equity in Inclusive Education. Federico R. Waitoller, Arizona State University  
8. Commentary. Eduardo Mosqueda, University of California - Santa Cruz  
9. Equity in Inclusive Education in South Africa. Petra Engelbrecht, North-West University, South Africa

Discussant:  
Ray Mc Cormott, Stanford University

65.026. International Perspectives on Assessment for Educational Accountability, Division H - Research, Evaluation and Assessment in Schools, Symposium  
Sheraton, Plaza Concourse Level, Plaza Ballroom D  
10:35 am to 12:05 pm

Chair:  
Zsuzsanna R. Szabo, Rensselaer Polytechnic Institute

Participants:  
Diagnostic Assessment and Education Accountability. Diane Hui, University of Hong Kong  
The Role of Accountability Systems in Driving School Improvement: A Case Study. Michael J. Plcek, Narrown County School District - Wyoming  
Educational Accountability in Ireland. Eugene Wall, Mary Immaculate College  
Holding Accountability Assessment Systems Educationally Accountable. Michael Michell, University of New South Wales

Discussant:  
Joseph M. O’Reilly, Mesa Public Schools

65.027. Policy Implementation, Funding, and Research on Title III Accountability and English Language Acquisition, Division H - Research, Evaluation and Assessment in Schools, Symposium  
Sheraton, Plaza Concourse Level, Plaza Ballroom E  
10:35 am to 12:05 pm

Chair:  
Jennifer A. O’Day, American Institutes for Research

Participants:  
State of the States: An Overview of Title III Implementation. James E. Taylor, American Institutes for Research; Andrea Ramsey, Independent Consultant; Courtney Tannebaum, American Institutes for Research; Andrea Boyle, American Institutes for Research  

Discussant:  
Elizabeth Eisner, U.S. Department of Education

65.028. Investigating Professional Instruction: Explorations, Misconceptions, and Perceptions, Division I - Education in the Professions, Paper Session  
Colorado Convention Center, Street Level, Room 710  
10:35 am to 12:05 pm

Chair:  
Glen P. Rogers, Alverno College

Participants:  
Playful Exploration to Improve Design. Doris C. Zahner, Stevens Institute of Technology; Jeffrey V. Nickerson, Stevens Institute of Technology; Barbara Tversky, Stanford University and Columbia University; James E. Cotter, Teachers College, Columbia University  
Can Instruction Reinforce Misconceptions? Preliminary Evidence From a Study With Advanced Engineering Students. Daizhi Yang, Purdue University; Ruth A. Streveler, Purdue University; Ronald L. Miller, Colorado School of Mines  
Confronting Misconceptions in Introductory Physics on the Path to Engineering Careers. Reagan Curtis, West Virginia University; Braxton Lewis, West Virginia University; Gary Wam, West Virginia University  
Student Attirition in Problem-Based Learning: Tutor and Student Perceptions on Student Progress. Rinske Franssen, Maastricht University; Win H. Gijseelaers, Maastricht University; Jan Nijhuis, Maastricht University

Discussant:  
Margaret E. Malloch, Victoria University - Australia

Colorado Convention Center, Street Level, Room 103  
10:35 am to 12:05 pm

Chair:  
Bradley Curs, University of Missouri - Columbia

Participants:  
Interests and Allocations: An Analysis of the Impact of Interest Groups on State Funding of Higher Education. David Allen Tandberg, Pennsylvania Department of Education; Michael K. McLendon, Vanderbilt University; Eric R. Ness, University of Georgia  
Beating the Odds: When Higher Education Wins in Tough Times. David J. Weerts, University of Minnesota

Discussant:  
Luciana Dar, University of California - Riverside

Colorado Convention Center, Street Level, Room 706  
10:35 am to 12:05 pm

Chair:  
Laura A. Voldvieveo, University of Massachusetts

Participants:  
Traveling Into the Classroom: A New Model of ESL Professional Development. Eva Ponte, University of Hawaii - Manoa  
Scaffolding ESL Students’ Learning Through Their First Languages and Cultures. Christina Higgins, University of Hawaii  
“Telling the Story From the Inside”: An Autoethnographic Account of Field Supporters. Priti Sandhu, University of Hawaii; Anne Jun, University of Hawaii - Manoa
Discussant: 
Bath Harman, University of Georgia - Athens

65.031. Beliefs and Conceptions of Bilingual and English Language Learners: The Impact of Teacher Education. Division K - Teaching and Teacher Education; Paper Session 
Colorado Convention Center, Street Level, Room 603 
10:35 am to 12:05 pm 

Chair: 
Wei Gu, Grand Valley State University 

Participants: 
Explorations of Preservice Teaching: A Comparative Case Study of ESL and Non-ESL Endorsed Teacher Candidates’ Knowledge and Pedagogical Practices. Deborah Romero, University of Northern Colorado; Elizabeth A. Franklin, University of Northern Colorado 
Guideposts and Roadblocks: Charting the Path to Transformation in a Cultural Immersion Field Experience. Kelly Sassi, North Dakota State University; Gary L. Ketterling, North Dakota State University; Katherine Bertolini, North Dakota State University; Denise K. Lajimodiere, North Dakota State University; Kim A. Overton 
Preparing Secondary Teachers to Educate English Language Learners: The Necessity for Content-Specific Strategies and Observations. Babette M. Benken, California State University - Long Beach; Susan Gomez-Zwiep, California State University - Long Beach; Huang T. Nguyen, California State University - Long Beach; Karen Hakim-Batt, California State University - Long Beach 
Qué Yo Pregunto ¿Qué? Bilingual Preservice Teachers Reflecting on Their Use of Questions. Zulmaris Diaz, University of Texas - Pan American; J. Joy Esquierdo, University of Texas - Pan American; Michael Whitacre, University of Texas - Pan American; Jose Agustín Rico-Escalante, University of Texas - Pan American 

65.032. Beliefs, Strategies, and Approaches Related to Inclusive Classroom Ecologies. Division K - Teaching and Teacher Education; Paper Session 
Colorado Convention Center, Street Level, Room 704 
10:35 am to 12:05 pm 

Chair: 
Marlene J. Darwin, American Institutes for Research 

Participants: 
Building Community in Diverse Classrooms: A Look at Three Fifth-Grade Inclusive Classrooms. Brenda Diane Doster, Eastern Michigan University 
Classroom Management Strategies in a Cotaught Primary School Classroom: A Qualitative Case Study. Amma Maria Bativalua, University of Javakyla 
Findings From the Implementation of an RTI Model for Pre-K: The Recognition and Response Project. Ellen S. Feisner-Feinberg, University of North Carolina - Chapel Hill; Virginia Bayesse, University of North Carolina - Chapel Hill 
General Elementary Teachers’ Perceptions on Developing “Interventionist” Beliefs and Practices. Michelle Nicole Pompea, University of Western Ontario 
I’m Dually Certified. So Who Am I and What Difference Does It Make? Melody J. Shank, University of Southern Maine; Jean C. Whitney, University of Southern Maine 

Discussant: 
Larry C. Bryant, Clayton State University 

Colorado Convention Center, Street Level, Room 702 
10:35 am to 12:05 pm 

Chair: 
Patrick Camangian, University of San Francisco 

Participants: 
Using Critical Compassionate Intellectualism to Battle the State and Save the Lives and Culture Souls of Our Children. Augustine Francis Romero, Tucson Unified School District 
Sustainable Social Justice Teaching: Collaborative Support for Transformational Resistance. Nicholas Simon Henning, California State University - Fullerton 
Learning to Teach and Teaching to Learn: How Peer and Near-Peer Mentoring Supports the Development of New Social Justice Educators. Bree Picower, New York University 

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

65.034. The Imperative Ingredient? The Promise and Challenge of Sociocultural Knowledge on Teaching and Teacher Education. Division K - Teaching and Teacher Education; Paper Session 
Colorado Convention Center, Street Level, Room 112 
10:35 am to 12:05 pm 

Chair: 
Arnetha F. Ball, Stanford University 

Participants: 
What Is Sociocultural Knowledge, and Why Does It Matter for Teaching and Teacher Education? Keefreyin D. Brown, University of Texas - Austin 
Knowing Race in the Classroom: Historicizing Racial Knowledge, Teachers, and Teacher Education. Anthony L. Brown, University of Texas - Austin 
The Alchemy of School Subjects and the Problematic of Teacher Education. Thomas S. Popkewitz, University of Wisconsin 
What Teachers Can Learn From Youth Coaches: The Intersection of Sociocultural Knowledge and Personal Knowledge. Nailah Suad Nasir, University of California - Berkeley 

Discussant: 
Joyce E. King, Georgia State University 

65.035. Teacher Compensation Reform: Lessons From Texas. Division L - Educational Policy and Politics; Paper Session 
Sheraton, Plaza Concourse Level, Governor’s Square 10 
10:35 am to 12:05 pm 

Chair: 
Ed W. Wiley, University of Colorado - Boulder 

Participants: 
“More Than Merit”: Compensation as a Catalyst for Systemic Reform. Heather Zavadsky, University of Texas; Elizabeth Barkowski, University of Texas; Michael Volomirino, Institute for Public School Initiatives; Bret Turner, Institute for Public School Initiatives 
Risk Aversion and the Design of Teaching Incentive Pay. Jane Arnold Lincove, University of Texas - Austin; Priscilla Aguino Garza, Texas Education Agency 
Making Sense of Performance Pay; Teachers’ and Policymakers’ Interpretations of Compensation Reform. Karen S. Herbert, University of Texas - Austin 
Merit Pay Plans in Texas’ GEEG Pilot Program: Impact on Teachers and Learning Communities. Colby Meyers, Vanderbilt University, Learning Point Associates 

Discussant: 
H. Alix Gallagher, SRI International 

65.036. Using Test Scores to Evaluate Accountability Policies. Division L - Educational Policy and Politics; Paper Session 
Sheraton, Plaza Concourse Level, Governor’s Square 16 
10:35 am to 12:05 pm 

Chair: 
Derek C. Briggs, University of Colorado 

Participants: 
Effects of Native-Language Assessment Accommodations on the Mathematics Achievement of Kindergarten and First-Grade English Learners. Joseph Paul Robinson, University of Illinois - Urbana-Champaign 
Unfilled Promises of NCLB Test-Driven Accountability Policy: Comparative Interrupted Time-Series Analyses of 1990-2007 NAEP State Reading and Math Assessment Data. Jackyung Lee, University at Buffalo - SUNY; Todd Reeves, Boston College 
An Experimental Study of the Effects of Monetary Incentives on 12th-Grade NAEP Reading Assessment. Henry J. Braun, Boston College; Irwin Kirsch, ETS; Kentaro Yamamoto, ETS 
The Role of State Student Achievement Tests in Standards-Based Reform. Morgan S. Polikoff, University of Pennsylvania; Andrew C. Porter, Member, National Research Council Panel; University of Pennsylvania; John L. Smithson, Wisconsin Center for Education Research 

Discussant: 
Scott F. Marion, National Center for Improvement of Educational Assessment 

Colorado Convention Center, Street Level, Room 707 
10:35 am to 12:05 pm 

Chair: 
Katrina Kapaanakalaokeola Oliveira, University of Hawaii 

SIG Sessions
Participants: Designing Language Revitalization: Discourse and Ojibwe Language. Mary Hermes, University of Minnesota - Duluth
Knowledge and Learning Visually Portrayed by Amazonian Indigenous Teacher Education Students. Gunilla Holm, University of Helsinki; Tuia Veintie, University of Helsinki
Shared Horizons: A Dialogue Between Indigenous and Western Science. Marc Roderick Higgins, Lakehead University, Canada
Tribal School Academic Success With Reading First and a School-Wide K-12 Writing Assessment Program. Judith M. Pancoschar, Northern Michigan University; Kristinna M. Hansen, Nah Tah Wah School Public Academy; Susan Mielcarek, Nah Tah Wah School Public Academy.
Unknown Histories: The Early Days of Formal Schooling for Indigenous Peoples in Alaska. Diane B. Hirschberg, The University of Alaska - Anchorage; Rosita Worl, Sealaska Heritage Institute, The University of Alaska - Southeast
Discussant: Angela M. Jaime, University of Wyoming

**65.038. Thinking With Deleuze in Qualitative Research: Methodological Lines of Flight.** SIG-Qualitative Research; Symposium
Colorado Convention Center, Street Level, Room 205
10:35 am to 12:05 pm
Chair: Lisa A. Mazzei, Gonzaga University
Participants: Desire Undone: Productions of Privilege, Power, and Voice. Lisa A. Mazzei, Gonzaga University
Proceeding from the Middle: Deterritorializing Plateaus of Addiction, Disease, and U.S. Drug Policy. Kate McCoy, SUNY - College at New Paltz
Facing Deleuze: Affect in Education and Research. Maggie MacLure, Manchester Metropolitan University
“Technological Assemblages”: Computers, Machines, and Researching Virtual Learning Worlds. Alecia Youngblood Jackson, Appalachian State University
Valuing the Irreconcilable: Desire, Deleuze, and Daring to Walk Away. Eve Tuck, SUNY - College at New Paltz
Discussant: Eve Tuck, SUNY - College at New Paltz

**65.039. Video Analysis as a Method for Developing Preservice Teachers’ Beliefs About Teaching and Their Understanding of Children, Pedagogy, and Assessment.** SIG-Research in Mathematics Education; Symposium
Colorado Convention Center, Street Level, Room 703
10:35 am to 12:05 pm
Chair: Herbert P. Ginsburg, Teachers College, Columbia University
Participants: Designing a Video Library and a Web Environment for Learning About Early Childhood Mathematics Education. Janet G. Eisenband, Teachers College, Columbia University; Michael D. Preston, Columbia University
The Impact of Video Analysis on Teacher Perceptions of Self-Efficacy: An Analysis of Reflections and Self-Ratings. Deborah Rosenfeld, Teachers College, Columbia University; Herbert P. Ginsburg, Teachers College, Columbia University
Using Guided Experiences With Video to Understand Children’s and Teachers’ Thinking. Amy Oh Dolan, Teachers College, Columbia University; Michael D. Preston, Columbia University
Using the Clinical Interview Method to Examine Children’s Mathematical Thinking. Cecilia Arias, Rutgers University; Roberta T. Schorr, Rutgers University; Lisa B. Warner, Rutgers University
Discussant: James W. Stigler, University of California - Los Angeles

**65.040. Rethinking Disability: Identification Procedures.** SIG-Special Education Research; Paper Session
Colorado Convention Center, Street Level, Room 602
10:35 am to 12:05 pm
Chair: Lai Kwan Pei, University of Louisiana - Lafayette
Participants: Disability Studies in Education: The Need for a Plurality of Perspectives on Disability. Susan E. Baglieri, Long Island University; Jan W. Valle, City College of New York - CUNY; David J. Connor, Hunter College - CUNY; Deborah J. Gallagher, University of Northern Iowa
A Pre- and Perinatal Model for Autism Spectrum Disorder Predictors: Results Identified in a Nationally Representative Sample. David E. Thomson, Baylor University
An Intervention-Based Approach to the Identification and Treatment of Adolescents at Risk for Emotional/Behavioral Disorders. Ramon B. Barreras, Azusa Pacific University; Lizy Z. Ruiz, Azusa Pacific University
Discussant: Jeffrey A. Anderson, Indiana University

**65.041. Teachers’ and Parents’ Roles in Fostering Self-Regulation.** SIG-Studying and Self-Regulated Learning; Paper Session
Colorado Convention Center, Street Level, Room 105
10:35 am to 12:05 pm
Chair: Douglas F. Kauffman, University of Nebraska - Lincoln
Participants: Parents’ Reports of Their Middle School Children’s Academic Self-Regulation. Peggy P. Chen, Hunter College - CUNY; Timothy J. Cleary, University of Wisconsin - Milwaukee
Fostering Historical Thinking Skills Using Hypermedia Environments: The Role of Self-Regulated Learning. Jeffrey A. Greene, University of North Carolina; Cheryl Mason Bolick, University of North Carolina - Chapel Hill; Jane Robertson, University of North Carolina
Fostering Self-Regulation Phases Differentially in Pedagogical Web-Based Learning. Bracha Kramarski, Bar-Ilan University
Self-Regulatory Training for Helping Students With Learning Disabilities to Learn Mathematics. Yvreong Kang, Wittenberg University; Christopher K. Vundervelde, University of Iowa; John Marshall Reese, Korea University

**65.042. Where the Rubber Meets the Road: Operationalizing Culturally Responsive Teacher Education.** SIG-Urban Learning, Teaching, and Responsive Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 401
10:35 am to 12:05 pm
Chair: Dan Battey, Rutgers University
Participants: Challenging White Students to Consider Race and Class: Some Practical Possibilities. Kerri A. Ulucci, University of Massachusetts
Using Technology for Storytelling in an Urban Education Course for Preservice Teachers. Joanna Goode, University of Oregon
Professional Development as a Tool for Building Culturally Responsive Education: Lessons From a Middle School. Joi A. Spencer, University of San Diego

**Tuesday, 12:25 pm**

**Presidential Sessions**

**66.010. Ecological Risks, Resiliency, and the Achievement Gap: Toward a Comprehensive Agenda for the 21st Century.** Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
12:25 pm to 1:55 pm
Chair: Phillip J. Bowman, University of Michigan
Participants: A. Wade Boykin, Howard University; Vivian L. Gadsden, University of Pennsylvania; Diana T. Slaughter Defoe, University of Pennsylvania
Discussants: Michael T. Nettles, ETS; Stephen W. Raudenbush, University of Chicago
Committee Sessions

66.011. Transcendent Leadership and Technology Output in the Caribbean, Latin America, and Asia. International Relations Committee; Paper Session Colorado Convention Center, Street Level, Room 401 12:25 pm to 1:55 pm
Chair: David A. Urias, Drexel University
Participants:
- Revealing the Essential Qualities of the High Performing Principals: Experiences of the Jamaican School System. Dinselli M. Hutton, University of the West Indies
- The Role of Technology in Developing Country Classrooms: ICT-Using Schools in Chile, India, and Turkey. Daniel Light, Education Development Center/Center for Children and Technology
- Transcendence of the Synergistic Leadership Theory to Leaders in East Asian Cultures. Lingling Yang, Sam Houston State University; Beverly J. Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University

Division Sessions

66.012. School Context and Its Impact on Student Performance. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 14 12:25 pm to 1:55 pm
Chair: Hanne B. Mawhinney, University of Maryland - College Park
Participants:
- Dropout Factory and Student Matriculation: An Investigation of Promoting Power and College Readiness. Thomas Christopher West, NARC at the University of Chicago; Gregory C. Wohniak, National Opinion Research Center at the University of Chicago; Mark E. Engberg, Loyola University Chicago
- Homework Emotion Management at the Secondary School Level: A Multilevel Analysis. Jianzhong Xu, Mississippi State University; Ruiping Yuan, Mississippi State University
- Taking Dual Enrollment Deeper: The “Forgotten Middle” in a Tenth Grade Classroom. Jack Leonard, University of Massachusetts - Boston
- Using Multilevel Structural Equation Modeling to Explore How Schools Affect Students’ Dropout Decisions. Susan Rotermund, University of California - Santa Barbara
- The Racial “Opportunity Costs” of Academic Success for Students of Color: Is It Worth It? Terah Talei Venzant Chambers, Texas A&M University; Kristin S. Huggins, Texas A&M University - College Station; Leslie Ann Locke, Texas A&M University; Rhonda Michelle Fowler, Texas A&M University

66.013. School Leadership With, for, and Within Communities. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 12 12:25 pm to 1:55 pm
Chair: Sylvia Mae Roberts, City College of New York - CUNY
Participants:
- Grief Leadership by School Administrators: Interventions to Promote Healing After a Fatal School Shooting. Rosemary C. Reilly, Concordia University; Linda Kay, Concordia University
- Whether Curriculum Leadership and Development in a Conservative Era? Rose M. Ylumak, The University of Arizona
- Cross-Cultural Analysis of Principal Preferred Influence Tactics and Targeted Goals. Ibrahim Diyar, University of Arkansas - Little Rock
Discussant: Viki L. Monteria, Sonoma State University

66.014. Transformational Leaders for Transformed Schools. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 11 12:25 pm to 1:55 pm
Chair: Laurence B. Bogess, Miami University
Participants:
- The Effect of Leadership Styles Among School Principals on Teacher Motivation. Ori Eyal, Hebrew University, Jerusalem; Guy Roth, Ben-Gurion University of the Negev
- The Impact of Distributed Leadership on Secondary School Improvement Efforts. Joan L. Buttram, University of Delaware; Eric Pizzini, University of Delaware
- Transformational Leadership: Factor Structure of the Multifactor Leadership Questionnaire. Fred C. Lunenburg, Sam Houston State University
- Organizational Routines as a Mechanism for Building Instructional Coherence and Social Capital. Jennifer Zolners Sherer, University of Pittsburgh
Discussant: Sharon D. Krause, The University of Akron

66.015. Curriculum Possibilities: Beyond Marginalized Voices and Neglected Traditions. Division B - Curriculum Studies cosponsored with SIG-Indigenous Peoples of the Americas, SIG-Indigenous Peoples of the Pacific and Committee on Scholars of Color in Education, Division G - Social Context of Education; Symposium Colorado Convention Center, Street Level, Room 112 12:25 pm to 1:55 pm
Chair: William H. Schubert, University of Illinois - Chicago
Participants:
- Exile Curriculum. Ming Fang He, Georgia Southern University
- Decolonizing Curriculum. Nina Asher, Louisiana State University
- Curriculum of Difference. Ruben Gaztambide-Fernandez, OISE/University of Toronto
- Engaging Curriculum. Brian D. Schultz, Northeastern Illinois University
- Indigenizing the Curriculum. Sandy Grande, Connecticut College
- Curriculum of Resistance. Therese M. Quiro, School of the Art Institute of Chicago; Erica R. Meiners, Northeastern Illinois University
- Curriculum of Sista Talk. Rochelle Brock, Indiana University - Northwest
Discussants:
- William H. Schubert, University of Illinois - Chicago
- Janet L. Miller, Teachers College, Columbia University
- William H. Watkins, University of Illinois - Chicago

66.016. Grace Lee Boggs, Vincent Harding, and Ella Baker: Remembering and Learning From the Curriculum of Civil Rights. Division B - Curriculum Studies cosponsored with SIG-Biographical and Documentary Research; Symposium Colorado Convention Center, Street Level, Room 110 12:25 pm to 1:55 pm
Chair: William C. Ayers, University of Illinois - Chicago
Participants:
- The Curriculum of Civil Rights, Detroit Summer, and the Boggs Center. Grace Lee Boggs, Detroit Summer, The Boggs Center
- The Curriculum of Civil Rights, SCLC, SNCC, and CORE. Vincent Harding, Iff School of Theology
- Ella Baker and the Black Radical Tradition. Barbara Ransby, University of Illinois - Chicago
Discussants:
- Julia Putnam, Boggs Center
- Charlie Cobb, Journalist & Organizer

66.017. Measurement and Oral Reading. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 114 12:25 pm to 1:55 pm
Chair: Angela Renee Hairrell, Texas A&M University
Participants:
- Exploring the Relationship Between Chinese Reading Fluency and Reading Comprehension in Third-Grade Students in Taiwan. I-Chung Lu, National Pingtung University of Education, Taiwan; Jang-Fung Huang, National Pingtung University of Education
- Effects of Variations of Text Preview on the Oral Reading of Second-Grade Students. Susan R. Massey, University of Miami
- Use of Oral Reading Measures to Monitor the Progress of Chinese-Speaking
Tuesday Afternoon, May 4, 2010

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Chair: Shu-Hsuan Kang, National Taiwan Normal University
The Role of Reading Growth in the Performance in English and Spanish of Spanish-Speaking English Learners. Doris Luft Baker; Yonghan Han Park, University of Oregon; Scott K. Baker, Pacific Institutes for Research
Discussant: Elizabeth Ann Harn, University of Oregon

66.018. Multimedia Learning. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 106
12:25 pm to 1:55 pm
Chair: Brent Igo, Clemson University
Participants:
A Meta-Analysis of Verbal Redundancy in Multimedia Learning Environments. Oluola Olatunbosun Adegbe, Simon Fraser University; John Cale Nesbit, Simon Fraser University
Designing Interaction in Multimedia Learning Environments. Ruth N. Schwartz, New York University; Jan L. Plass, New York University; Michael Nick, New York University
Multimedia Learning and Attentional Guidance in Primary Schools. Simone Herrlinger, Research Group & Graduate School, Teaching & Learning of Science; Tim Nicas Hoefler, University of Kiel; Maria Opfermann, Duisburg-Essen University; Detlev Leunert, Duisburg-Essen University
An Eye Movement Analysis of the Spatial Contiguity Effect in Multimedia Learning. Cheryl L. Johnson, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara
Using Animation to Promote Learning With Multiple Representations: The Case for Guiding Visual Attention With Virtual Peers. Roxana Moreno, University of New Mexico; Martin Reisleisten, Arizona State University; Gamze Ozogul, Arizona State University
Does Pretraining Format Predict Learning With Educational Technology? Lisa Ferrara, University of Utah; Kirsten R. Butcher, University of Utah

66.019. New Learning Ecologies Prompted by One-to-One Technology Programs. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 203
12:25 pm to 1:55 pm
Chair: Hiller A. Spires, North Carolina State University
Participants:
School Laptop Programs. Andrew A. Zucker, The Concord Consortium
Netbooks and Open Source Software in One-to-One Programs. Mark Warschauer, University of California - Irvine
Learning to Teach With One-to-One Technologies: Insights From the Analysis of Teachers’ Learning Ecologies. Karin S. Forssell, Stanford University; Brigid J.S. Barron, Stanford University
Toward a New Learning Ecology in 1:1 Learning Environments: Theory Into Practice. John K. Lee, North Carolina State University; Karen F. Hollebrands, North Carolina State University; Hiller A. Spires, North Carolina State University; Carl A. Young, North Carolina State University; Eric N. Wiebe, North Carolina State University
Discussant: Chris J. Dede, Harvard University

66.020. Online Learning Research: Improving the Status Quo. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 205
12:25 pm to 1:55 pm
Chair: Marianne Bakia, SRI International
Participants:
Limitations of Experimental and Quasi-Experimental Studies as a Guide to Practice in Online Learning. Barbara M. Means, SRI International; Robert F. Murphy, SRI International; Yüke Toyama, SRI International
Advancing a Methodology for Comparing Alternative Distance Education Designs. Robert M. Bernard, Concordia University
Using Educational Data Systems to Support Policy-Relevant Online Learning Research. Marianne F. Bakia, SRI International; Kyra Caspary, SRI International
Data for Understanding Virtual School Practice. Cathy Cavanaugh, University of Florida
Structure of Virtual School Data Systems for Informing Practice. Thomas A. Clark, TA Consulting; Cathy Cavanaugh, University of Florida
Discussant: Bernadette Adams Yates, U.S. Department of Education

66.021. Reading for Understanding: Where We Were, Where We Are, Where We Need to Be. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 710
12:25 pm to 1:55 pm
Chair: Donna K. Kalidowich, The Pennsylvania State University
Participants:
Tracking the Knowledge-Comprehension Relationship. Gina Cervetti, University of Colorado - Boulder; Jacqueline Barber, University of California - Berkeley; Marco A. Bravo, Santa Clara University; Seth Michael Corrigan, LHS/University of California - Berkeley; Suzanna J. Lopez, University of California - Berkeley
Developing Internet Reciprocal Teaching: An Intervention Designed to Teach the New Literacies of Online Reading Comprehension. Donald J. Leu, University of Connecticut; Greg McVerry, University of Connecticut; Ian O’Byrne, University of Connecticut; Lisa Zawilinski, University of Connecticut; Heidi Everett-Cocapardo, University of Connecticut
Panelist Summary: Theoretical Developments in Reading Comprehension Research. Patricia A. Alexander, University of Maryland
Panelist Summary: Multiple Representations and Text Sources in Reading Comprehension Research. Susan C. Goldman, University of Illinois - Chicago
Panelist Summary: Assessment of Key Constructs and Variables in Reading Comprehension Research. P. David Pearson, University of California - Berkeley

66.022. Test Design and Item Selection Issues in Adaptive Testing. Division D - Measurement and Research Methodology; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 17
12:25 pm to 1:55 pm
Chair: Michael G. Jodoin, National Board of Medical Examiners
Participants:
Comparing Item Selection and Ability Estimation Methods in Multidimensional Adaptive Testing With and Without Nuisance Dimensions. Qi Diao, CTB/McGraw-Hill; Mark D. Reckase; Michigan State University; Win J. Van Der Linden, CTB/McGraw-Hill
An Alternative to Stocking-Lewis Conditional Item Exposure Control in CAT. Yehmei Chien, Pearson; Chingwei D. Shih, Pearson; Walter D. Way, Pearson
Computerized Adaptive Testing for the Rasch Testlet Response Model With Ability-Based Guessing. Sheng-Tun Huang, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education
Panel D3 Variations in the Multistage Test Using the Mixed-Format Tests. Jiseon Kim, University of Texas - Austin; Hyewon Chung, John Jay College of Criminal Justice - CUNY; Barbara G. Dodd, University of Texas - Austin
An Investigation of the Optimal Test Design for Multistage Testing Using the Generalized Partial Credit Model. Lynn Chen, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin
Discussant: Hua-Hua Chang, University of Illinois - Urbana-Champaign

66.023. STEM Career Development: Lessons Learned From the NSF ITEST Program. Division E - Counseling and Human Development; Symposium Colorado Convention Center, Street Level, Room 708
12:25 pm to 1:55 pm
Chair: Michael Barnett, Boston College
Participants:
Sherron Mark, Boston College
Michael Barnett, Boston College
David L. Blustein, Boston College
Daphne D. Minner, Education Development Center, Inc.
Katherine L. Hayden, California State University - San Marcos
66.024. Race and Activism in Urban Schools. Division F - History and
Histiorography cosponsored with SIG-Urban Learning, Teaching, and
Research; Paper Session
Colorado Convention Center, Street Level, Room 108
12:25 pm to 1:55 pm
Chair: Dorothy Shipp, Baruch College - CUNY
Participants:
K. Wayne Yang, University of California - San Diego
Schooling and Learning From Jerusalem to New York: Transitions in the Construction
of Transdiasporicity.
Jorge L. Solis, University of California - Santa Cruz
Navigating the Higher-Education Pipeline: The Potential of Peers as Institutional
Agents. Erica K. Yamamura, Texas State University - San Marcos
African American Students’ College-Going Outcomes. Ifeoma A. Amah, University of California - Los Angeles
Institutional Mechanisms That Facilitate Transition to College: Impact of
Targeted Orientation Programs on High School Outreach Participants in
California. Fanny P. Yeung, University of California - Los Angeles
Discussant: Martin West, Brown University

66.025. The Politics of Voice and Implementation: Perspectives of Key
Stakeholders on Closing the Achievement Gap in a Predominantly
White Suburban School District. Division G - Social Context of Education; Symposium
Colorado Convention Center, Street Level, Room 711
12:25 pm to 1:55 pm
Chair: Dorinda Joy Carter Andrews, Michigan State University
Participants:
School-Level Administrators and the Black-White Divide. Rachele Andrea
DiMeglio, Michigan State University
Mind the Gap: The Parental Role in Narrowing the Achievement Gap. Annis N.
Brown, Michigan State University
Race and Transitions Around Achievement: Teachers’ Language Use in Addressing
the Achievement Gap in a Suburban School District. Dorinda Joy Carter-
Andrews, Michigan State University
Nurturing the Home-School Connection: One Teacher’s Strategies for Closing
the Achievement Gap With English-Language Learner Refugees in a
Suburban High School. Mary Lou Turnbull, East Lansing Public Schools
Discussant: John B. Diamond, Harvard University

66.026. Transitions: Schooling and Learning Across Space and Time. Division
G - Social Context of Education; Symposium
Colorado Convention Center, Street Level, Room 705
12:25 pm to 1:55 pm
Chair: Jorge L. Solis, University of California - Santa Cruz
Participants:
Daily Classroom Transitions as Units of Analysis: Perspectives From a Bilingual
Classroom. Seru Jean Hernandez, University of California - Berkeley
Bringing the In-Between Up Front and Center: Learning During Routine School
Transitions. Ariana Mangual Figueroa, University of California - Berkeley; Patricia Baquedano-Lopez, University of California - Berkeley
Preparing to Transition: The Construction of a College-Going Classroom. Gabino
Arredondo, University of California - Berkeley
Schooling and Learning From Jerusalem to New York: Transitions in the Construction
of Transdiasporicity. Shomý Kattan, University of California - Berkeley
Discussant: K. Wayne Yang, University of California - San Diego

66.027. Measurement Versus Instruction: A Formal Debate About the
Instructional Sensitivity of Accountability Tests. Division H - Research,
Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom D
12:25 pm to 1:55 pm
Chair: Sue Rigney, U.S. Department of Education
Participants:
The Affirmative Position. W. James James Popham, University of California - Los Angeles
The Negative Position. John Fremer, Caveon Test Security

66.028. NCLB 5 Years Later: Trends and Trade-Offs in Five States. Division H -
Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom E
12:25 pm to 1:55 pm
Chair: Maida A. Finch, Vanderbilt University
Participants:
Achievement in Low-Stakes Subjects During the NCLB Years: The Case of West
“Eras of Accountability”: Student Achievement in Colorado. Maida A. Finch, Vanderbilt University
NCLB Effects in Minnesota. Jungmin Lee, Vanderbilt University
Trends and Trade-offs: The Effects of No Child Left Behind in Georgia. Ryan
Balch, Vanderbilt University
NCLB in Illinois: Efficiency and Trade-offs. Peter Trabert Goff, Vanderbilt University
Discussant: Martin West, Brown University

66.029. Investing in Access and Success: Exploring Outreach Students’
Experiences Into the College Years. Division J - Postsecondary Education;
Symposium
Colorado Convention Center, Street Level, Room 103
12:25 pm to 1:55 pm
Chair: Melissa Ann Martinez, University of Texas - Austin
Participants:
Navigating the Higher-Education Pipeline: The Potential of Peers as Institutional
Agents. Erica K. Yamamura, Texas State University - San Marcos
A Longitudinal Exploration of a School-University Partnership’s Impact on
African American Students’ College-Going Outcomes. Ifeoma A. Amah, University of California - Los Angeles
Institutional Mechanisms That Facilitate Transition to College: Impact of
Targeted Orientation Programs on High School Outreach Participants in
California. Fanny P. Yeung, University of California - Los Angeles
Discussant: Erica K. Yamamura, Texas State University - San Marcos

66.030. Making Institutions Work for Students: Community Colleges’ Use
of Data to Improve Student Success. Division J - Postsecondary Education;
Symposium
Colorado Convention Center, Street Level, Room 105
12:25 pm to 1:55 pm
Chair: Thomas Brock, MDRC
Participants:
Building a Culture of Evidence to Increase Community College Student Success: Findings From Implementation Research on Achieving the Dream. Elizabeth
Marie Zachry, MDRC; Davis Jenkins, Comm College Research Center
Influences on Building a Culture of Evidence: Findings From a Survey of Faculty
and Administrator Data Use. Davis Jenkins, Teachers College, Columbia
University; Monica Reid Kerrigan, Teachers College, Columbia University
Building It From the Ground Up: Case Studies of Guilford Technical Community
College and El Paso Community College. Elizabeth Marie Zachry, MDRC; Genevieve O’Ri, MDRC

66.031. Pathways to Postsecondary Education for Youth in Poverty: Developing
a Critical Research Agenda. Division J - Postsecondary Education;
Symposium
Colorado Convention Center, Street Level, Room 107
12:25 pm to 1:55 pm
Chairs:
Daniel Gilbert Solorzano, University of California - Los Angeles
Amanda L. Datnow, University of California - San Diego
66.032. Coaching and Mentoring Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 704
12:25 pm to 1:55 pm
Chair: Matthew Omasta, Providence College
Participants:
Coached Rehearsals in Preservice Teacher Education: What’s Coachable? Sarah E. Scott, University of Pittsburgh; Susanna Latham Benko, University of Pittsburgh
Conceptualizing the Roles and Responsibilities of Mentor Teachers. Brandon M. Butler, University of Georgia; Alexander Cueva, University of Georgia
Cooperating Teachers Influence New Teachers’ Strategies to Achieve Hoped-For and Avoid Feared Possible Selves. Doug D. Hamman, Texas Tech University; Hansel Burke, Texas Tech University
Peer Feedback in Preservice Teacher Education: Different Approaches and Different Effects. Yasar Bodur, Georgia Southern University; Lorraine Gilpin, Georgia Southern University; Kathleen M. Crawford, Georgia Southern University
Socializing Interns to the Teaching Profession: Making the Most of the Principal’s Role. Cynthia L. Carver, Michigan State University; Patricia S. Bills, Michigan State University
Discussant: Jeffrey Stuart Kaplan, University of Central Florida

66.033. Cultural Relevance and Critical Pedagogy: Diversity and Equity in Mathematics and Science Education. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 702
12:25 pm to 1:55 pm
Chair: Djanna A. Hill, William Paterson University
Participants:
A Question of Equity: Mathematics in an Indigenous Secondary School Setting in Aotearoa/New Zealand. Brian Tweed, Massey University College of Education; Pania Denise Te Maro, Victoria University of Wellington
An Integrated Model of Caring Teaching Practices for Multithetic Mathematics Classrooms. Robin Margaret Averill, Victoria University of Wellington
Cultural Relevance in Science Pedagogy: Results of an Action Research Network. Mistilina D. Sato, University of Minnesota; Stacy A. Ernst, University of Minnesota
Exploring Urban Mathematics Teachers’ Engagement With and Resistance to Critical Pedagogy. Lida Gonzalez, York College - CUNY; Andrew M. Brantlinger, University of Maryland
Fostering Spaces of Student Ownership in Middle School Science. Tara O’Neill, University of Hawaii - Manoa
Discussant: Christopher Burke, University of Michigan - Dearborn

66.034. Examining the Paradoxes, Metaphors, and Privatization in Teacher Education Policies. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 603
12:25 pm to 1:55 pm
Chair: Barbara L. Bales, University of Wisconsin - Milwaukee
Participants:
Politics, Policy, and Professional Development: The New Education Privatization and the Contested Terrain of In-Service Teacher Education. Christopher B. Crowley, University of Wisconsin - Madison
Responsibly Just Engagement: Designing Systems and Frameworks for High-Quality Teaching. Jennifer L. Snow, Boise State University; Anne Gregory, Boise State University; Faith Beyer Hansen, Boise State University; A. J. Zenkert, Boise State University
Student Swirl in a Teacher Preparation Program. Melissa B. Rivers, Arizona State University; Carol Christine, Arizona State University; Elaine Surbeck, Arizona State University
The Emancipatory or Reregulated Road? Rethinking the Paradoxical Effects in Conducting Action Research in Taiwan. Hui-Chun Tsai, National Taiwan Normal University; Ting-Hsung Hsiung, National Taiwan University
“Race to the Top” Versus Stopping to Think: Metaphors in Teachers’ Talk and National Policy. Marty B. Wood, The University of Arizona; Marta Civil, The University of Arizona
Discussant: Gilberto Q. Conchas, University of California - Irvine

66.035. The Complex Ecologies of School-Based Professional Development in Diverse School Settings. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 706
12:25 pm to 1:55 pm
Chair: Tambra O. Jackson, University of South Carolina
Participants:
Happily Ever After? Limits and Possibilities of Professional Development for Equity in Diverse Cultural Contexts. Gloria S. Boutte, University of South Carolina; George Lee Johnson, South Carolina State University
Nature-Based Inquiry: The Role of Geographic and Cultural Relevancy in the Teaching and Learning of Science. Mary E. Earkin, Plymouth State University; Doug Earkin, Plymouth State University
Reflections on Developing a Clinical Site for Teacher Learning at a Predominantly Black, Urban Elementary School. Tambra O. Jackson, University of South Carolina
Teaching Preservice Courses on Site: Insights Into Practice, Literacy, and the Complexities of Professional Development. Tasha Marie Tropp Laman, University of South Carolina; Erin Miller, University of South Carolina
Discussant: Etta R. Rollins, University of Southern California

66.036. What Makes Some Principals More Effective Than Others? Division L - Educational Policy and Politics; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 16
12:25 pm to 1:55 pm
Chair: Eileen Lai Hong, Stanford University
Participants:
Principal Time-Use and School Improvement. Daniel Klasik, Stanford University
Triangulating Principal Effectiveness: How Perspectives of Parents, Teachers, and Assistant Principals Identify the Central Importance of Managerial Skills. Jason A. Grissom, University of Missouri
Effective Principals: Using Student Achievement to Measure Principal Performance. Tara Betelle, Stanford University
Strategic Retention: The Role of the Principal in Retaining Some Teachers and Counseling Out Others. Rekha Buls, Stanford University
Discussants: James P. Spillane, Northwestern University
Dominic J. Brewer, University of Southern California

SIG Sessions

66.037. Contesting the Myth of a “Postracial Era”: The Continued Significance of Race in Graduate Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Colorado Convention Center, Street Level, Room 707
12:25 pm to 1:55 pm
Chair: Franklin A. Tuitt, University of Denver
Participants:
Armoring for Ascent to the Academy: Black Male and Black Female Faculty Reflections on the Graduate Student Experience. Kimberly Griffin, The Pennsylvania State University; Richard J. Reddick, University of Texas - Austin
A Sense of Trust: Through the Eyes of African American Doctoral Students. Zelda DeBoyes, University of Denver
Creating Inclusive and Diverse Learning Environments: An Examination of Best Practice for Educating Graduate Students of Color. Franklin A. Taitt, University of Denver; Danielle Ferioli Salick, University of Denver

66.038. Young People From Diverse Sociocultural Contexts Negotiating Their Identity and Motivation for Schooling. SIG-Motivation in Education; Symposium Colorado Convention Center, Street Level, Room 703 12:25 pm to 1:55 pm Chair: Diane L. Schallert, University of Texas - Austin Participants: Rural Indigenous Adolescents’ Transition to Secondary School: A Cultural Perspective on State-Environment Fit. Michael J. Middleton, University of New Hampshire; Eleanor Diane Abrams, Department of Education, University of New Hampshire; Judy H. Tang, University of New Hampshire; Juliann Benson, University of New Hampshire; Chiung-Fen I. Yen, Providence University

“Why Come to School?” A Qualitative Study of Mexico City High School Students’ Academic Motivation. Icela Pelayo, University of Southern California; Michelle M. Riconscente, University of Southern California Agency and Self Processes in the Motivation of Ninth Graders in Academic and Athletic Domains. Althea Louise Woodruff, Del Valle Independent School District

Imbricating Korean-Heritage Language Learners’ Motivational Processes and Situated Identities Through Critical Discourse Analysis. Jung-In Kim, University of Colorado - Denver; Tae Hee Kim, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin

Discussant: Mary M. McCaslin, The University of Arizona

66.039. Retooling Assessment and Evaluation Procedures. SIG-Special Education Research; Paper Session Colorado Convention Center, Street Level, Room 602 12:25 pm to 1:55 pm Participants: Correlates of Student Performance on an Alternate Assessment Based on Alternate Achievement Standards. Meagan Karvonen, Western Carolina University; Melinda Rogers, Western Carolina University; Charlene Turner, Wyoming Department of Education; Claudia P. Flowers, University of North Carolina - Charlotte; Bill Herrera, Wyoming Department of Education Curriculum-Based Measures for Monitoring Progress of Beginning Writers. Kristen L. McMaster, University of Minnesota; Xiaoxing Du, University of Minnesota; Seoungsoo Yoo, University of Minnesota; David Parker, University of Minnesota; Viveca Victoria Braganza, University of Minnesota; Stanley L. Deno, University of Minnesota; Troy Ellis, University of Minnesota

Investigation of Science Inquiry Items for Use on an AA-MAS Using Cognitive Lab Methodology. Tammiee S. Dickenson, University of South Carolina - Columbia; Karen J. Price, University of South Carolina; Heather Bennett, University of South Carolina; Joanna Angelina Gilmore, University of South Carolina; John R. Payne, University of South Carolina

Discussant: Jose Blackorby, SRI International

66.040. Roundtable Session 45: Roundtable Session Colorado Convention Center, Lower Level, Korbel Ballroom 2 12:25 pm to 1:55 pm

66.040-1. Conservation, Stewardship, and Education for Sustainable Development. SIG-Ecological and Environmental Education; Roundtable Session Chair: Mary Catherine Breuning, Brock University Participants: (De)Constructing Conservation Education in Canada’s Mountain Parks. Karen Petkau, York University In Search of a Model of Competences for Education for Sustainable Development in Teacher Education. Franz Rausch Rausch, University of Klagenfurt; Regina Steiner, Forum Environmental Education The Impact of an Urban Ecology Course on Students’ Scientific Learning, Environmental Awareness, and Stewardship. Erin A. Hashimoto-Martell, Boston College; Katherine L. McNeill, Boston College; Emily M. Hoffman, Urban Ecology Institute


66.040-3. Diverse Educator Perspectives on Pedagogy and Achievement Within Early Childhood Settings. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session Chair: Joseph J. Tobin, Arizona State University Participants: Korean Immigrant Caregivers’ Perspectives on Their Children’s Behaviors. Jinhee Kim, Duquesne University Preschool as Language Apprenticeship: How Teachers Induct Young Children Into the Discourse of School Through Informal Interactions. Rebecca Shira Light, New York University Positive and Significantly High Correlations of Teachers Ranking With Students’ Actual Standardized Test Performance: What Does This Mean? Annapurna Ganesh, Mesa Community College; David C. Berliner, Arizona State University; Joseph M. O’Reilly, Mesa Public Schools; Johnny Thiec, Arizona State University


66.040-5. Exploring Literacy(ies) and Discourse Practices: Sociocultural Perspectives. SIG-Language and Social Processes; Roundtable Session Chair: John Wesley White, University of North Florida Participants: “Reading Strong”: Performing Literacy, Masculinity, and Identity in an Urban Eighth-Grade Classroom. Grace Enriquez, Lesley University Critical Literacies, Discursive Practices, and Situated Privilege. Sara Lewis-Bernstein Young, University of Massachusetts Expanding Literacies With Students: Youth Participatory Action Research in a School-Based Setting. Jennifer M. King, University of Rochester

66.040-7. Learner Attitudes and Identities in Virtual Worlds and Game Environments. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session
Chair: Diane Jass Ketelhut, Temple University
Participants:
Effects of Modern Educational Game Play on Attitudes Toward Mathematics, Mathematics Self-Efficacy, and Mathematics Achievement. Albert Dieter Ritzhaupt, University of North Carolina - Wilmington; Heidi J. Higgins, University of North Carolina - Wilmington; S. Beth Alfred, University of North Carolina - Wilmington
Virtual Orientation Environment: A Pilot Study of Participant Attitudes and Experiences. Chris William Bigenho, University of North Texas; Anjum Najmi, University of North Texas; Mohammed Alajmi, University of North Texas
Dance Dance Education: Revolution and Rites of Passage, Identity Construction, and Sustaining Engagement. Brock R. Dabells, University of Minnesota
The Effects of Avatar Representations and Social Interactions on Perseverance in an Online, Three-Dimensional Virtual World. Ugochi Cynthia Acholonu, Stanford University

66.040-8. Methodological Dimensions of Biographical and Documentary Research. SIG-Biographical and Documentary Research; Roundtable Session
Chair: Pamela J. Konkol, University of Illinois - Chicago
Participants:
Confronting the Mirror: Painting a Portrait of Tension in Teacher Preparation. Pamela J. Konkol, University of Illinois - Chicago; Christina Madda, University of Illinois - Chicago; Isabel Nanez, Concordia University - Chicago
John Nelson: Early Aboriginal Bandmaster. George H. Buck, University of Alberta; Thomas James Dust, University of Alberta
Opposing Dominant Discourse: Identity Construction as an Active Process. Simcon M. Stumme, University of California - Los Angeles; Dara Soljaga, Concordia University - Chicago
The Road to Restoration: How Rosenwald School Life Histories Brought a Community Together. Ronald Martin Knorr, Clemson University; Mindy Spearman, Clemson University
From “Research” to Fiction: Interpretations, Critiques and Possibilities for Biographical Research From the “Margins”. Dianna Moreno, University of California - Los Angeles; P. Zitadi Morales, University of California - Los Angeles; Szcie Moses Ahujia, University of California - Los Angeles; Sandra Ann Martin, The University of Arizona; Shirin Vossoughi, University of California - Los Angeles

66.040-9. Multiple Identities for Blacks in Math, Science and Technology. SIG-Research Focus on Black Education; Roundtable Session
Chair: Toks S. Fashola, Johns Hopkins University
Participants:
Cognitive paradoxes: A bipartisan collective approach to urban science pedagogy. Feni S. Ohulga. The Graduate Center - CUNY
Different Gender Effects of a STEM-Based Intervention: An Examination of the African American Researchers in Computing Sciences Program. Jerralda F. L. Jackson, University of Wisconsin - Madison; Juan E. Gilbert, Clemson University; Lavar Jovan Charleston, University of Wisconsin - Madison; Konnis Goshia, Clemson University
Examining Mathematics Achievement While Implementing a Critical Pedagogy. The Algebra Project. Lecretia A. Buckley, Jackson State University; Herbert Brown, Lanier High School
Making the Invisible Visible: African American Students as Mathematical Learners. Crystal A. Hill, Indiana University/Purdue University at Indianapolis

66.040-10. Music Education SIG Roundtable Session III. SIG-Music Education; Roundtable Session
Chair: Kathryn J. Roulston, University of Georgia
Participants:
NBPTS as Professional Development for K-12 Music Teachers. Stephanie Standerfer
School String Teaching in Two Cultures: The U.S. and the United Kingdom. Rin Xie Lo, Indiana University

The Effects of Integrated Music Instruction on Academic Achievement Among Students in Arts-Based School Reform. Michael Allen Raiber, University of Oklahoma

66.040-11. Parents, School Choice, and Studying New Orleans. SIG-School Choice; Roundtable Session
Chair: Courtney A. Bell, ETS
Participants:
A Tale of Two Districts: The Geography of Access and School Choice in Post-Katrina New Orleans. Peter Carl Weitzel, University of Illinois - Urbana-Champaign; Christopher A. Lubienski, University of Illinois - Urbana-Champaign
Parental Characteristics and Differential Criteria for School Choice. Wang Jun Kim, Michigan State University; Seung-Hwan Ham, Michigan State University; Sung Ki Kim, Hanyang University

66.040-12. Prejudice, Melancholia, and Aesthetic Sensibility in Education. SIG-Philosophical Studies in Education; Roundtable Session
Chair: Craig A. Cunningham, National-Louis University
Participants:
Curricular Melancholia: The Singularity of Student Identity in the Common Space of the School. Jessica Lee Hochman, Pratt Institute; James Stillingwagon, Iona College
Ethics, Aesthetic Sensibility, and Moral Education: Educating for an Ethical Life. Donald Blumenfeld-Jones, Arizona State University

66.040-13. Roundtable 8. SIG-Workplace Learning; Roundtable Session
Chair: John M. Dirks, Michigan State University
Participants:
A Pilot Study on Multimedia Case-Based Learning System on Career Planning. Imebo Huang, Teachers College, Columbia University
Development of Innovations in Consultancy Teams. Maria Rupprecht, University of Regensburg; Regina H. Mulder, University of Regensburg
The Convergence of Human Resource Fields and Implications for Human Performance Technology. Yonjoo Cho, Indiana University - Bloomington

66.040-14. Rural Education SIG: Roundtable 5. SIG-Rural Education; Roundtable Session
Chair: Brian Robert Beabout, The University of New Orleans
Participants:
Project STEEM: Promoting Participation in STEM Careers Among Rural Youth. Cynthia L. Schneider, University of Texas - Austin; Kerri O’Connor, Texas A&M University - Commerce; Richard Kreminski, Texas A&M University - Commerce; Lesley F. Leach, University of Texas - Austin
Should I Stay or Should I Go? Institutional Type as a Causal Factor for Appalachian Outmigration. Christopher Stapel, University of Kentucky
Upward Bound Math/Science Researches Water Quality: Place-Based Education, “Critical Pedagogy of Place,” and “Cultural Commons.” John Maddux, University of Maine

Chair: Donald Jeffrey Bale, Michigan State University
Participants:
Implementing an English as a Second Language Institute in Higher Education. Maria Guadalupe De La Colina, Texas State University - San Marcos; Barbara H. Davis, Texas State University - San Marcos
Uncovering the Implications of Language Policies on ELLs’ Academic Performance in California, Arizona, and Texas. Pei-Ling Lee, University of Texas - Austin; Gloria C. Lenoir, University of Texas - Austin “Strangers Among Us”: Communicating Across Cultures in American Classrooms. Fernando Naiteh, Montclair State University

66.040.16. Supporting Academic Success for Secondary and Postsecondary Latino Students. SIG-Hispanic Research Issues; Roundtable Session
Chair: Noni Mendoza-Reis, San Jose State University
Participants:
- Writing Tribulations: The Schooling Debt Takes Its Toll on Latino Graduate Students. Romelia Hurtado-De-Vivas, Eastern New Mexico University; Myriam N. Torres, New Mexico State University
- Latino Males in the Postsecondary Pipeline. Kristan M. Venegas, University of Southern California; Adrian H. Huerta, University of Southern California; Sheila Marie Sanchez, University of Southern California; Carmen Soto, University of Southern California; Ryan J. Davis, University of Maryland
- Shaping Aspirations, Awareness, and Academics: Pipeline Lessons From the “New Latino South.” Paula Jean Mellom, University of Georgia; Paul H. Matthess, University of Georgia; Pedro R. Portes, University of Georgia
- Ecological Factors Affecting Urban Middle School Hispanic Students’ College and Career Aspirations. Judy Ann Hostrup, Texas A&M University; Siewei Qi, Texas A&M University; Jacqueline Stillsano Stillsano, Texas A&M University - College Station; Hersh C. Waxon, Texas A&M University

66.040.17. The “Shock Doctrine” in Education: The State We’re in and Alternative Visions. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Chair: Erma Jean Sims, Sonoma State University
Participants:
- Conceiving Crises to Create Consent: The Importance of the “Shock Doctrine” to Understanding Current Educational Policy. Virginia M. Lea, Gettysburg College
- Whose Schools Are These, Anyway? American Dream or Nightmare—Countering Corporatization, Standardization, and Privatization of Schools in California. Roberta A. Allquist, San Jose State University
- Teacher Performance Assessment: A Response to Manufactured Schooling and Societal Crises. Ann Berlak, San Francisco State University
- Manufactured Consent: The Chicano/a Communities’ Infatuation With Charter Schools. Theresa Montano, California State University - Northridge

66.040.18. Unanticipated Consequences of the Small Schools Movement I. SIG-Sociology of Education; Roundtable Session
Chair: Stefanie A. Deluca, Johns Hopkins University
Participants:
- “I Guess I Have No Other Choice”: Navigating the Intersection of Choice, Small Schools, and Special Education. Sarah Butler Jessen, New York University
- What We Have Learned About Small-School Reform. Stefanie A. Deluca, Johns Hopkins University

66.040.19. Unanticipated Consequences of the Small Schools Movement II. SIG-Sociology of Education; Roundtable Session
Chair: Eric Grodsky, University of Minnesota
Participants:
- Same Buildings, Different Students? New York City’s Small Schools Experiment. Jennifer Jennings, Harvard University/New York University; Aaron Pallas, Teachers College, Columbia University
- Redesigned Schools, Redesigned Roles: Unanticipated Consequences of the Teacher-Advisor Role in Small High Schools. Katherine L. Phillips, Loyola University Chicago
- What Have We Learned About Small Schools? Eric Grodsky, University of Minnesota

Tuesday, 1:00 pm

AERA Sessions

68.010. AERA-Foundation for Child Development (FCD) Institute on Connecting Education Research to Policy - Closed Institute (Day 1 of 2).
Hyatt Regency, Fourth Level, Capitol Ballroom 3
1:00 pm to 7:00 pm
Chair: George L. Wimberly, American Educational Research Association

Tuesday, 2:15 pm

Division Sessions

69.010. The Ecology of Leadership: Contextual Influences and Theory. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
2:15 pm to 3:45 pm
Chair: Frances K. Kochan, Auburn University
Participants:
- Redesigning the Human Ecology of Educational Leadership: Changing the Preparers as Well as the Prepared. Rick R. McCown, Duquesne University; Connie M. Moss, Duquesne University; Gretchen Givens Generett, Duquesne University; Peter M. Miller, Duquesne University
- Roles and Responsibilities of Instructional Leaders in Urban Reform: A 7-Year Longitudinal Study of Literacy Coaches. Catherine Mary Weber, University of Illinois - Chicago; Taffy E. Raphael, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago; Mary Pat Sullivan, University of Illinois - Chicago; Marianne George, University of Illinois - Chicago
- Tethering One’s Self to the Pole of Utility: A Deweyan Critique of Recent Shifts in Leadership Preparation. Donna A. Broussard, Georgia State University
- Toward Understanding the Cultural Ecology of Leadership Preparation: An Ethnographic Study. Patrick M. Jenlink, Stephen F. Austin State University

69.011. The Impact of Leadership in School Organizations. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 14
2:15 pm to 3:45 pm
Chair: Daniel M. Miller, North Carolina Agricultural and Technical University
Participants:
- How Teachers Perceive Their Job Satisfaction: Influenced by Their Principals’ Behaviors and Attitudes Related to Race and Gender. Deneca Winfrey Avant, Illinois State University
- Lesbian, Gay, Bisexual, and Transgender Educators’ Perceptions of Principal Support, Inclusive Policies, and Safety. Tiffany York, York County School of Technology
- Principal Influence and Faculty Trust: The Organizational Hand That Fits the Efficiency Glove. Page A. Smith, University of Texas - San Antonio; Betty M. Merchant, University of Texas - San Antonio; Adrian Flores, Northside Independent School District
- The Impact of School Leaders’ Perceptions of Retirement Systems on Their Employment Decisions. Robert Kevin Toutkoulian, University of Georgia; Martha M. McCarthy, Indiana University; Justin M. Bathon, University of Kentucky
- The Relationship Among Principal Use of Power, School Organizational Climate, and School Effectiveness in Taiwan. Gowo-Jen Lin, National Chianghua University of Education; Shou-Mann Liu, National Normal Taiwan University; Yao-Jung Lin, National Chianghua University of Education; Chich-Hung Wang, National Chianghua University of Education; Hui-Wen Teh, National Chianghua University of Education

Tuesday, 12:30 pm

Governance Meetings and Events

67.001. AERA 2011 Annual Meeting Program Committee - Closed Meeting.
AERA Governance; Governance Session

Hyatt Regency, Third Level, Granite BC
12:30 pm to 5:00 pm
Participants:
Cynthia M. Chambers, University of Lethbridge
Bryan McKinley Jones Brayboy, Arizona State University
Nirmala Erevelles, The University of Alabama
Kevin K. Kumashiro, University of Illinois - Chicago
Heather Sykes, OISE/University of Toronto
Hanuel K. Wright, University of British Columbia
Erica R. Meiners, Northeastern Illinois University
Discussants:
Annette M. Henry, University of Washington
William C. Ayers, University of Illinois - Chicago

69.013. The Pedagogy and Promise of Truth Tellin’: Critical Perspectives in Our Own Image and Interests. Division B - Curriculum Studies; Symposium
Colorado Convention Center, Street Level, Room 112
2:15 pm to 3:45 pm
Chair:
Arnetta F. Ball, Stanford University
Participants:
Seeing It for Themselves: Teaching the Truth to Urban Youth. Patrick Camangian, University of San Francisco
Block Biz: Liberatory Education and Truth Telling in Chicago. David O. Stovall, University of Illinois - Chicago
Don’t Be No Punk: What Is a Pedagogy of Hope and Love in Times Like These? Jeff M. R. Duncan-Andrade, San Francisco State University
Discussant:
Arnetta F. Ball, Stanford University

69.014. Learning With Visual Displays and Diagrams. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 102
2:15 pm to 3:45 pm
Chair:
Roger S. Taylor, Vanderbilt University
Participants:
Relationships Among Visuospatial Skills, Knowledge, and Reasoning With Science Diagrams. Anthony C. Perez, Temple University; Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University; Jacqueline Tanaka, Temple University; Shannon Fitzugh, Temple University
Teaching Effective Use of Diagrammatic Reasoning in Biology. Jennifer G. Cromley, Temple University; Anthony C. Perez, Temple University; Shannon Fitzugh, Temple University; Jacqueline Tanaka, Temple University; Nora Newcombe, Temple University; Theodore W. Wells, Temple University
Effects of Instruction and Spatial Ability on Learning From Direct-Manipulation Animation. Margaret Chan, Teachers College, Columbia University
Learning Abstract Science Knowledge Using Animations and Visual Cuing. Lijia Lin, Arizona State University; Robert K. Atkinson, Arizona State University
Discussant:
Linda Lohr, Northern Colorado

69.015. Or So You Claim! What Claims Do Our Methodologies Allow? A Town Meeting. Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 205
2:15 pm to 3:45 pm
Chairs:
Jonna M. Kulikowich, The Pennsylvania State University
Rayne A. Sperring, The Pennsylvania State University
Participants:
The Purpose and Scope of the American Educational Research Journal. Allan L. Wigfield, University of Maryland - College Park
The Purpose and Scope of Contemporary Educational Psychology. Patricia A. Alexander, University of Maryland
The Purpose and Scope of Educational Psychologist. Gale M. Sinatra, University of Nevada - Las Vegas
The Purpose and Scope of Educational Psychology Review. Daniel H. Robinson, University of Texas
The Purpose and Scope of the Journal of Experimental Education. P. Karen Murphy, The Pennsylvania State University
The Purpose and Scope of the Journal of Educational Psychology. Arthur C. Gruesser, The University of Memphis

69.016. University-Based Blended and Online Learning Environments. Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 106
2:15 pm to 3:45 pm
Chair:
J. Michael Blobhier, Northern Arizona University
Participants:
A Comparison of Student Satisfaction and Value of Academic Community Between Blended and Online Sections of a University-Level Educational Foundations Course. Richard C. Overbaugh, Old Dominion University
Christine E. Nickel, Old Dominion University
Pedagogical Methods in College Online Courses. Jae-Eun Russell, University of Iowa; Kathy L. Schuh, University of Iowa
Revisiting the Graduate Seminar Through Blended Online Learning. Michael Power, Laval University; Norman Davis Vaughan, Mount Royal University; Annie St-Jacques, Laval University
Web-Based Graduate Education: An Examination of Approaches and Student Experiences. Felisha Herrera, University of California - Los Angeles; Alicia Fedelina Chavez, University of New Mexico; Fengfeng Ke, University of New Mexico
Graduate Learners’ Task Understanding in Online Environments Equipped With Topic Map Indexes: A Mixed-Method Exploration. Kamran Shadhi, Concordia University; Vivek Venkatesh, Concordia University

69.017. Gaining Ground in the Middle Grades: Why Some Schools Do Better. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom D
2:15 pm to 3:45 pm
Chair:
Trish Williams, EdSource
Participants:
Gaining Ground in the Middle Grades: A Framework for Investigation of Middle-Grades Schooling Practices. Michael W. Kirst, Stanford University; Trish Williams, EdSource; Matt Rosin, EdSource
Design and Analysis of a Large-Scale Middle-Grades Survey. Edward H. Haertel, Stanford University; Jesse D. Levin, American Institutes for Research
Gaining Ground in the Middle Grades: Findings and Significance of a Large-Scale Survey of Middle-Grades Practices. Trish Williams, EdSource; Michael W. Kirst, Stanford University; Edward H. Haertel, Stanford University; Bill Padia, Education Consultant; Mary Perry, EdSource; Matt Rosin, EdSource; Jesse D. Levin, American Institutes for Research
Discussants:
Neal D. Finkelson, WestEd
Brian Secker, RAND Corporation

69.018. Statewide High School Exit Examinations in Europe: Empirical Analyses of the Effects of the Implementation. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom E
2:15 pm to 3:45 pm
Chair:
Katharina Maag Merki, University of Zurich
Participants:
Statewide Exit Examinations in European OECD-States: A Review of Different High School Exit Examination Procedures. Esther Dominique Klein, University of Duisburg-Essen; Isabell van Ackeren, University of Mainz, Institute of Education
How Does the Implementation of Statewide Exit Exams Affect Teaching, Learning, and Student Achievement? Katharina Maag Merki, University of Zurich; Daniela Jaeger, University of Zurich; Monika Holmeier, University of Zurich; Eckhard J. Klieme, Deutsches Institut fuer Internationale Paedagogische Forschung
The Impact of Different Patterns of Exit Examinations on the Arrangement of Tasks. Svenja Ma Kaehn, University of Duisburg-Essen
Task Analysis With Item Response Models of Exit Examinations in Mathematics in an International Comparison. Nadja Pfuhl, Technische Universität Dortmund; Miriam Gebauer, Technische Universität Dortmund; Wilfried Bos, University of Dortmund
Discussants:
Daniel M. Koretz, Harvard University
Benjamin Levin, OISE/University of Toronto

69.019. Teaching and Learning Diversity in the Classroom: The Assessment
of Diversity Courses in Higher Education. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 105 2:15 pm to 3:45 pm

Chair: Darnell G. Cole, University of Southern California

Participants:
- Assessing the Impact of Diversity Courses on Students’ Values, Attitudes, and Beliefs. Matthew Nelson, University of Southern California; Darnell G. Cole, University of Southern California
- Measuring the Impact of Diversity Courses on Students’ Cross-Racial Interactions. Wendy Stewart, University of Southern California; Melora A. Sundt, University of Southern California
- The Impact of Diversity Courses on Minority Student Leadership Identity Development. Emily Caviglia, University of Southern California; Patricia E. Tobey, University of Southern California
- Examining the Relationship Between Ethnic Identity and Minority Students’ Choice of Undergraduate Diversity Course. Karen Ravago, University of Southern California; Tiffany Jones, University of Southern California
- How Do Diversity Courses Impact the Knowledge and Understanding of International Students on U.S. Diversity Issues and Contribute to Intergroup Peer Relationships? Sonja Daniels, University of Southern California; Patricia E. Tobey, University of Southern California

Discussant:
- Thomas F. Nelson Laird, Indiana University

69.020. The Influence of State Policies and Funding on Community College Outcomes. Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 103 2:15 pm to 3:45 pm

Chair: Angela Diane Bell, West Virginia Higher Education Policy Commission

Participants:
- Equality, Equity, and Efficiency in Higher-Education Finance: An Examination of Community College Funding in California. Luciana Dar, University of California - Riverside
- Regression Discontinuity as a Promising Evaluation Technique: An Application to Basic Skills Math. Tatiana Melguizo, University of Southern California
- State Policies and Community College Students: Did 1980s Policies Targeted Toward High School Students Improve Their Subsequent Postsecondary Attainment? James G. Benson, University of Wisconsin - Madison

Discussant:
- Peter Riley Bahr, University of Michigan

69.021. Understanding Complex Ecologies of African American Legislators by Advancing Educational Research and Practice. Division J - Postsecondary Education; Symposium Colorado Convention Center, Street Level, Room 107 2:15 pm to 3:45 pm

Chair: Terrell Lamont Strayhorn, University of Tennessee

Participants:
- The Evolving Challenges of Black College Students: New Insights for Research and Practice. Terrell Lamont Strayhorn, University of Tennessee
- Choosing College as a Life-or-Death Decision: First-Generation African American Women’s Reflections on College Choice. Rachelle Wilke-Wagner, University of Nebraska
- Focusing on Achievement: African American Student Persistence in the Academy. Fred Arthur Bonner, Texas A&M University - College Station
- Triple Threat: Challenges and Supports of Black Gay Men at Predominantly White Campuses. James M. Devita, University of Tennessee - Knoxville; Amanda M. Blakewood, University of Tennessee; Terrell Lamont Strayhorn, University of Tennessee
- College-Bound Sons: Exploring Parental Influences on the Pre-Entry Attributes of Black Males. Darryl B. Holloman, Columbus State University
- Mentoring and African American Undergraduates’ Perceptions of Academic Success. Tonya N. Saddler, Marywood University
- How Supportive Campus Environments and Peer Interactions Promote African American Student Success. Robert Terry Palmer, Morgan State University; Belinda B. McFeeters, Center for Creative Leadership

69.022. Examining Culture and Community in Teacher Education. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 704 2:15 pm to 3:45 pm

Chair: Cathy C. Leogrande, Le Moyne College

Participants:
- Community-Based Learning in Teacher Preparation: A Critical Review. Carl R. Egner, University of Wisconsin - Madison
- Learning to Teach Within a Coteaching Community of Practice: A Composite of Micro-Communities and Whole-Community Networks. Jennifer Gallo-Fox, Loyola University Maryland
- Preparing Teachers for Cross-Cultural Communication: Application of Appreciative Inquiry in Teacher Education. Ye He, University of North Carolina - Greensboro; Bryant Hutson, University of North Carolina - Greensboro
- Teacher Educators off Campus and on Campus. Elaine Munthe, University of Stavanger

Using Structure and Culture as a Tool for Examining the Redesign of Student Teacher Supervision: A Cross-Case Analysis. Adrian R. Rodgers, The Ohio State University

Discussant:
- Rita Navrotsky-Chabini, Alverno College

69.023. Professional Learning: Inquiries and Opportunities for Teacher Development. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 702 2:15 pm to 3:45 pm

Chair: Daren Graves, Simmons College

Participants:
- The Teacher Education Research Network: A Vehicle for Research Capacity Building and Professional Learning. Marion Jones, Liverpool John Moores University; Olwen McNamara, University of Manchester; Jean M.F. Murray, University of East London; Grant Edward Stanley, Liverpool John Moores University
- Using Collaborative Inquiry With Student Teachers to Support Teacher Professional Development. Ivan Cheng, California State University - Northridge
- Peer Coaching as a Strategy for Teacher and School Improvement. Rosa L. Rivera-McCutchen, Baruch College - CUNY; Helen A. Scharff, Baruch College - CUNY; Joan E. Talbert, Stanford University
- Opportunities for Teacher Learning in the U.S.: What Do the SASS Data Tell Us? Linda Durling-Hammond, Stanford University; Ruth Chung Wei, Stanford University; Stelios Orphanos, Frederick University; Frank M. Adamson, Stanford University

Discussant:
- Emory Marc Petchauer, Lincoln University

SIG Sessions

69.024. Examining Themes and Practices in Adult Education and Literacy. SIG: Adult Literacy and Adult Education; Paper Session Colorado Convention Center, Street Level, Room 401 2:15 pm to 3:45 pm

Chair: Steven Richard Yussen, University of Minnesota

Participants:
- A Decennium Perspective of Adult and Continuing Education in the U.S.: An Examination of Key Frameworks and Themes of the 2010 Handbook. Carol E. Kasvorn, North Carolina State University; Amy D. Rose, Northern Illinois University; Jovita M. Ross-Gordon, Texas State University - San Marcos
- Changes in Reading Practices and Perceptions in Low-Literacy-Level Adult Learners. Jane R. Shore, ETS; Jennifer Lentini, ETS; John P. Sabatini, ETS; Steven Holtzman, ETS
- John Dewey, Everett Dean Martin, and the Formative Years of the American Adult Education Movement. Michael Day, University of Wyoming; Clifford P. Harbour, University of Wyoming
- Relative Effectiveness of Reading Intervention Programs for Adults With Low Literacy. John P. Sabatini, ETS; Jane R. Shore, ETS; Hollis Scarborough

Discussant:
- M. Cecil Smith, Northern Illinois University

69.025. Toward an Understanding of Undocumented School Communities:
**Issues in Education Impacting Undocumented Latino Families. SIG-Critical Educators for Social Justice; Symposium**

Colorado Convention Center, Street Level, Room 108

2:15 pm to 3:45 pm

Chair: Edward M. Olivos, University of Oregon

Participants:

Towards an Understanding of Undocumented Latino Parents in School Communities: Parental Engagement in High Schools. Pablo Cortes Ramirez, San Diego State University


Oscar Jimenez-Castellanos, Arizona State University

Analyzing the Education of Newcomer Immigrant Youth: A Comparative Analysis of Traditional and Nontraditional Settings. Amanda Matus, San Diego State University/Claremont Graduate University

Discussant: Oscar Jimenez-Castellanos, Arizona State University

**69.026. Walking the Walk? Examining the Cultural Responsiveness of Six Elementary Teachers Through Their Literacy Practices in Diverse Classrooms. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium**

Colorado Convention Center, Street Level, Room 706

2:15 pm to 3:45 pm

Chair: Karen Schuster Webb, Alliant International University

Participants:

Examining the Cultural Responsiveness of an Appalachian Teacher Through Literacy Practices With a Biracial Fourth Grader. Sherry W. Powers, Western Kentucky University

Walking the Walk? Examining the Cultural Responsiveness of a Veteran Elementary Teacher With an African American Special-Needs Student Through Literacy Practices in a Diverse Classroom. Angela J. Cox, Georgetown College

An Investigation of the Literacy Instructional Practices of Two Culturally Responsive African American Teachers. Tiffany Renee Wheeler, Transylvania University

Effects of Culturally Responsive Teaching Practices on the Literacy Learning of Latino Students. Miriam Elizabeth Stroder, Western Kentucky University

Discussant: Deneese L. Jones, Longwood University

**69.027. Transformations: Inquiry and the Reshaping of Practice in Early Childhood Education. SIG-Early Education and Child Development; Symposium**

Colorado Convention Center, Street Level, Room 707

2:15 pm to 3:45 pm

Chair: Gail P. Perry, National Association for the Education of Young Children

Participants:

Transformation in Community: Honing Early Childhood Practice in a Diverse Learning Community. Cynthia Ballenger, Brookline Teacher Research Seminar

Transformation in Preservice Learning: Building a Learning Community. Andrew J. Strennoll, South Dakota State University

Transformation in Program: Using Action Research to Inform the Practice of Teacher Education. Frances O’Connell Rust, Erikson Institute (on leave)

Discussant: J. Amos Hatch, The University of Tennessee

**69.028. Teacher Perceptions, Teacher Training, and School Leadership in a Global Context. SIG-International Studies; Paper Session**

Colorado Convention Center, Street Level, Room 110

2:15 pm to 3:45 pm

Chair: Gustavo E. Fischman, Arizona State University

Participants:

Between Respect and Devotion: Taiwanese Teachers’ Perceptions of Job Satisfaction and Attitudes Toward Educational Reforms. Yi-Ching Chiang, The Pennsylvania State University; Roger C. Shouse, The Pennsylvania State University

Transfer, Adaptation, and Integration of Student Teaching Abroad Experiences. Binbin Jiang, Kennesaw State University; Robert A. DeVillar, Kennesaw State University

Discussant: Kim H. Hyun, San Francisco State University

**69.029. Perseverance of the In-Service Music Teacher. SIG-Music Education; Paper Session**

Colorado Convention Center, Street Level, Room 110

2:15 pm to 3:45 pm

Chair: Andrea L. Tyler, Miami University of Ohio

Participants:

Power-Sharing Practices of Cooperating Music Teachers. Tami J. Drevus, The University of Arizona


Trust Comes First, Then the Violin: Sustaining a Commitment to Music Teaching in a High-Poverty School. Susan Wharton Conkling, Eastman School of Music

Views and Experiences of Music Teachers in Schools Not Making Adequate Yearly Progress: Complexities of Changing Roles. Chad West, University of Michigan

Discussant: Sandra L. Stauder, Arizona State University

**69.030. Teacher Knowledge: Influences and Impact. SIG-Research in Mathematics Education; Paper Session**

Colorado Convention Center, Street Level, Room 708

2:15 pm to 3:45 pm

Chair: Karen A. Koehler, University of Colorado - Denver

Participants:

The Influence of Mathematical Knowledge for Teaching on Task Implementation. Rebecca N. Mitchell, Boston College; Heather C. Hill, Harvard University

Chinese and U.S. Elementary Preservice Teachers’ Knowledge of Curriculum for Mathematics Teaching: An Exploratory Study. Tingting Ma, Texas A&M University; Gerald Kadm, Texas A&M University

Teacher’s Emerging Understanding of Fractions: Division as Proportional Reasoning in Professional Development. Chandra H. Orell, University of Massachusetts - Dartmouth; Erik D. Jacobson, University of Georgia; Zandra U. De Araujo, University of Georgia

Using Video to Measure Teacher Knowledge: Exploring the Relationship Between Teacher Knowledge, Teaching Practice, and Student Learning. Nicole B. Kersting, The University of Arizona; Karen B. Givvin, University of California - Los Angeles; James W. Stigler, University of California - Los Angeles; Rossella Santagata, University of California - Irvine

Discussant: Sarah Theule Lubinski, University of Illinois


Colorado Convention Center, Street Level, Room 705

2:15 pm to 3:45 pm

Chair: Deborah L. Tidwell, University of Northern Iowa

Participants:

“Teaching for a Living”: The Impact of Teaching on Enrollment at Institutions of Higher Learning. Barbara A. Henderson, San Francisco State University; Helen H. Hyun, San Francisco State University

Engaging Educators in Representing Their Knowledge in Complex Ecologies and Cultures of Inquiry. Jacqueline D. Delong, Brock University - Ontario, Canada

A Cross-Continent Collaboration: Seeking Community to Support Critical Inquiry in Teacher Education. Valerie A. Allison-Roan, Susquehanna University; Susan E. Elliott-Johns, Nipissing University; Karen L. Petersen, Dixie State College; Laurie A. Ramirez, Appalachian State University

Qualifying Our International Research Using Self-Study as a Qualitative Research Genre. Anastasia P. Samaras, George Mason University; Hafdis...
Wednesday Morning, May 5, 2010

69.032. Nonlinear Models, Missing Data Estimation, and Composite Factors in SEM. SIG-Structural Equation Modeling; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 17
2:15 pm to 3:45 pm

Chair: Hongwei Yang, University of Kentucky
Participants:
- An Evaluation of Nonlinear SEM Reliability Coefficient. Yanyun Yang, Florida State University; Samuel B. Green, Arizona State University
- A Comparison of Methods for Estimating Quadratic Effects in Nonlinear Structural Equation Models. Jeffrey R. Harring, University of Maryland; Brandi A. Weiss, University of Maryland; Jui-Chen Hsu, University of Maryland
- Latent Variable Interaction: A Comparison of Standardized, Centered, and Normal Score Approaches. Jeffrey R. Harring, University of Maryland; Randall E. Schumacker, The University of Alabama
- Effects of EM, MI, and SRPI on SEM With Incomplete and Multivariate Nonnormal Data. Jian Li, The Ohio State University; Richard G. Lomax, The Ohio State University
- Interpretation of Parameters in Models With Composite Factors. Samuel B. Green, Arizona State University; Marilyn S. Thompson, Arizona State University

Discussant: Walter L. Leite, University of Florida

Wednesday, 8:00 am

AERA Sessions

70.010. AERA-Foundation for Child Development (FCD) Institute on Connecting Education Research to Policy - Closed Institute (Day 2 of 2). Hyatt Regency, Fourth Level, Capitol Ballroom 3
8:00 am to 11:00 am
Chair: George L. Wimberly, American Educational Research Association

70.011. AERA-World Education Research Association Council Meeting (Day 1 of 2). Closed Meeting.
Hyatt Regency, Fourth Level, Capitol Ballroom 1 & 2
8:00 am to 7:00 pm

Thursday, 8:00 am

AERA Sessions

71.010. World Education Research Association Council Meeting (Day 2 of 2). Closed Meeting.
Hyatt Regency, Fourth Level, Capitol Ballroom 1 & 2
8:00 am to 12:00 pm

71.011. World Education Research Association Executive Committee Meeting (Day 2 of 2). Closed Meeting.
Hyatt Regency, 1:30 pm to 5:30 pm