

PROFESSIONAL DEVELOPMENT AND TRAINING COURSES

AERA's Professional Development and Training Committee and Professional Development Program are sponsoring a series of courses to be held in conjunction with the 2007 Annual Meeting. The courses are organized to meet specific training needs and to transmit research, development and evaluation skills.

Admission to sessions is strictly limited to ticket holders. Tickets may be purchased in advance as part of Pre-Registration or on-site at the Ticket Booth at the Sheraton Chicago Hotel & Towers in the registration area on a first-come, first-served basis. Mini-Courses are conducted during the Annual Meeting.

Extended Courses

1. A Developmental Approach for Research on Professional Development Schools

Directors: Jane E. Neapolitan, Towson University; Jeanne L. Tunks, University of North Texas; Alison L. Rutter, East Stroudsburg University

Instructors: Jenny Tuten, Hunter College; Gwen Benson, Georgia State University; William L. Curlette, Georgia State University; Dee M. Taylor, Georgia State University; Susan L. Ogletree, Georgia State University; Linda A. Catelli, Dowling College; Linda Symcox, California State University - Long Beach

Dates: Sunday, April 8, 11:00am - 6:00pm and Monday, April 9, 9:00am - 12:00pm

Location: The Fairmont Chicago, Ambassador Room, Second Level
Fee: \$90.00

Collaborative inquiry in professional development schools (PDS) has remained the least understood and used function of PDS. In light of the current emphasis on accountability and student achievement, many PDS partnerships are struggling in their efforts to design and implement research that is collaborative and practical in its implementation yet credible and meaningful in its design. This one-and-a-half-day course provides PDS administrators and practitioners with theoretical background and practical application approaches for bridging the gap between expectations for conducting research and the realities of partnership work. Participants will learn about (a) the current status of PDS research, (b) how inquiry is integrated into the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools, (c) PDS research studies conducted by participants from our 2006 extended course, and (d) practical approaches for designing and implementing inquiry projects compatible with the developmental stages of PDS partnerships. PDS administrators and practitioners are encouraged to form teams with researchers, with all participating in this course. Participants will also have an opportunity to draft ideas for PDS research studies, receive feedback, share, and network with other PDS researchers. Finally, participants will be encouraged to use the PDS Research Special Interest Group's website as a resource for networking on proposals for the 2008 AERA Annual Meeting.

2. A Hands-On Introduction to Latent Class Models, Mixture Rasch Models, and Diagnostic Mixture Models

Director: Matthias von Davier, Education Testing Service
Date: Sunday, April 8, 9:00am - 5:00pm

Location: The Fairmont Chicago, Regent Room, Third Level
Fee: \$75.00

This course provides a hands-on introduction to a variety of models for analyzing achievement test and questionnaire data. These models include the Rasch model, latent class analysis, mixture item response theory models, and mixtures of diagnostic models (i.e., mixtures of multidimensional latent trait models). Differences between the models will be explained and related to the appropriate choice of a model for different types of substantial research hypotheses.

3. Accessing and Analyzing National Databases in Education

Director: Terrell Lamont Strayhorn, University of Tennessee

Date: Sunday, April 8, 9:00am - 5:00pm and Monday, April 9, 8:00am - 4:00pm

Location: The Fairmont Chicago, State Room, Second Level
Fee: \$90.00

This extended course provides graduate students and emerging and continuing scholars with information and skills to access and analyze national databases on education provided by various education research centers. The course is designed to be intentionally interactive and will consist of hands-on activities, group dialogue, teamwork, and independent exercises to facilitate participants' understanding of the course content. Participants will be trained on data from widely used sources, such as the National Assessment of Educational Progress (NAEP), the National Educational Longitudinal Study (NELS), High School and Beyond (HSB), and the Integrated Postsecondary Education Data System (IPEDS), to name a few. Technical issues associated with analyzing data from complex design surveys will be discussed, including design effects, sample weights, and missing data analysis.

4. Assessment Design—How to Make Inferences About Learning: Hands-On Experience With the PADI Design System

Directors: Cathleen A. Kennedy, University of California - Berkeley

Instructors: Robert J. Mislevy, University of Maryland; Angela Haydel DeBarger, SRI International; Futoshi Yumoto, University of Maryland/Abt Associate Inc.; Lawrence P. Gallagher, SRI International; Lawrence Hamel, CodeGuild, Inc.; Michelle M. Riconscente, University of Maryland; Mark R. Wilson, University of California - Berkeley; Daisy Rutstein, University of Maryland

Date: Sunday, April 8, 9:00am - 6:00pm

Location: The Fairmont Chicago, Chancellor Room, Third Level
Fee: \$75.00

This course presents a framework and tools to design an assessment system in which meaningful inferences about student progress and status can be drawn. The framework is particularly useful when assessment data involve multiple interrelated measures and/or sequential responses. The course will help participants understand the inferential structures that underlie all assessments, how to evaluate such structures, and how to design structures that make sense of student responses consistent with a particular assessment purpose. Participants who bring laptops with WiFi capability (or CAT-5 cables) will be able to use the PADI software; others can design using print documents.

5. Basics of Digital Data Collection and Analysis for Qualitative Researchers: Software and Hardware for Text, Audio, and Video

Directors: Judith Preissle, University of Georgia; Leslie D. Edwards, Urban Science/Technology for All, Inc.

Date: Sunday, April 8, 9:00am - 5:00pm

Location: The Fairmont Chicago, Crystal Room, Third Level

Fee: \$75.00

This course (a) explores digital hardware (e.g., recorders, cameras, storage) and software (e.g., HyperResearch, ATLAS/ti, Transcribe, Transana), (b) examines research projects in which technology assisted in data collection and analysis using a variety of approaches (e.g., ethnography, case study, narrative analysis), and (c) discusses how to select among the products available given time, resources, skills, and context. Participants will receive media samples, a notebook of resources for each technology, and one year of follow-up e-mail support. Participants are encouraged to bring their laptops, arrive an hour early, and install samples of software shown in this course.

6. Common Methodological Errors in Multivariate Statistics and How to Avoid Them

Directors: Deborah L. Bandalos, University of Georgia; Adeya Powell, University of Georgia; Tung-Hsing Hsiung, National Taitung University; Meggen R. Boehm, University of Georgia

Instructors: Stephen Olejnik, University of Georgia; Carl J. Huberty, University of Georgia; Lisa Lix, University of Manitoba; Scott E. Maxwell, University of Notre Dame; Ralph O. Mueller, George Washington University; Gregory R. Hancock, University of Maryland

Date: Sunday, April 8, 9:00am - 5:30pm

Location: Hotel Inter-Continental Chicago, Exchange, Eleventh Floor

Fee: \$100.00

The widespread availability of advanced computer programs has resulted in the proliferation of studies using multivariate statistical methods. However, many journal reviewers and applied researchers were trained when these methods were in their infancy and guidelines for their use were not well established. Additionally, recent developments in methodological research have challenged earlier guidelines, but this research has primarily been published in journals not easily accessible to most researchers. The purpose of this course is to provide information on avoiding common methodological flaws in analysis of variance (ANOVA) and multivariate analysis of variance, discriminant analysis, repeated-measures ANOVA, multiple regression, exploratory factor analysis, and structural equation modeling.

7. Designing and Implementing Randomized Field Trials of Interventions in Schools

Directors: Jeanne Marie Poduska, American Institutes for Research; George W. Bohrnstedt, American Institutes for Research

Instructors: C. Hendricks Brown, University of South Florida; Linda Chinnia, Baltimore City Public Schools; Michael S. Garet, American Institutes for Research; Sheppard Kellam, American Institutes for Research

Date: Sunday, April 8, 9:00am - 6:00pm

Location: Hotel Inter-Continental Chicago, Grand Ballroom, Seventh Floor

Fee: \$90.00

Randomized field trials are receiving increasing attention as a method of assessing the causal effects of educational interventions. This full-day course is designed to provide participants with an opportunity to examine some of the fundamental issues involved in designing and implementing randomized field trials. Although the merits of random assignment are widely understood, there are considerable costs and challenges involved in designing and implementing high-quality randomized trials in educational settings. The course reviews some of these challenges and focuses on ways of addressing them. The course draws on large-scale field trials that the American Institutes for Research is currently conducting.

8. Designing and Validating Assessments for Research: A Practical Roadmap From Conceptual Framework to Work Plan

Directors: Nicole Shechtman, SRI International; Geneva D. Haertel, SRI International; Lawrence P. Gallagher, SRI International; Ken Rafanan, SRI International

Date: Sunday, April 8, 9:00am - 5:30pm

Location: The Fairmont Chicago, Moulin Rouge, Lobby Level

Fee: \$90.00

This course helps researchers foster best practices in developing valid, evidence-based research instruments for assessing content knowledge as part of a larger intervention or evaluation study. Topics include the various types of validity, methods for evidentiary validity arguments, an overview of relevant psychometric methods, and practicalities and resource trade-offs of validation. There will be a series of presentations and discussions around actual assessments. Participants will receive a sourcebook of assessment best practices, practical resources, and references. Participants who have their own assessment needs will leave with work plans for developing and validating their instruments. A conceptual understanding of inferential statistics is prerequisite.

9. Designing Research: Exploring Complementary Methods in Education Research

Directors: Judith L. Green, University of California - Santa Barbara; Gregory Camilli, Rutgers, The State University of New Jersey; Patricia B. Elmore, Southern Illinois University; Audra Skukauskaite, Texas A&M University - Corpus Christi

Instructors: Terry Piggott, Loyola University; Lesley A. Rex, University of Michigan; Margaret E. Goertz, University of Pennsylvania; Jan Nesper, Virginia Polytechnic Institute and State University; Annette M. Henry, University of Washington; Kathryn M. Borman, University of South Florida; Kathy E. Green, University of Denver; Stephen W. Raudenbush, University of Chicago; Anthony Onwuegbuzie, University of South Florida; Kathleen M. T. Collins, University of Arkansas; Nancy L. Leech, University of Colorado at Denver and Health Sciences Center; David M. Bloome, Ohio State University; James Greeno, University of Pittsburgh; Eileen Coppola, Rice University; Laurie Katz, Ohio State University; Marnie Haneda, Ohio State University; Rebecca Kantor, Ohio State University; MinJeong Kim, Ohio State University

Date: Sunday, April 8, 10:00am - 6:30pm and Monday, April 9, 8:00am - 12:00pm

Location: Hotel Inter-Continental Chicago, Renaissance Ballroom, Fifth Floor

Fee: \$125.00*

This one-and-a-half-day course provides opportunities for researchers to explore ways of mapping a field and using research designs within complementary research traditions. Participants will explore research designs with contributors to AERA's *Handbook of Complementary Methods in Education Research*. The course focuses on four areas of research design: (a) programs of research: mapping knowledge accumulation in a field from a complementary methods perspective; (b) randomized design, hierarchical linear modeling, and mixed-methods research; (c) ethnography, qualitative methods, and cross-case analysis; and (d) discourse analysis, video analysis, and historical studies. All participants will attend the session on programs of research and complementary methodology issues and will select one of the three clusters focusing on complementary research methodology. Each methodology cluster will present three different yet complementary traditions for designing new and innovative approaches to the study of complex education issues. Participants will be brought together at the end of the session to discuss ways of using complementary methods and teaching with the *Handbook of Complementary Methods in Education Research*.

* Course fee includes a copy of the handbook.

10. Early Childhood Surveys at the National Center for Education Statistics: The ECLS and NHES Programs

Director: Chris Chapman, National Center for Education Statistics

Instructors: Elvira G. Hausken, National Center for Education Statistics; Jennifer E. Park, National Center for Education Statistics; Gail M. Mulligan, National Center for Education Statistics; Amy H. Rathbun, Education Statistics Services Institute/American Institutes for Research

Date: Sunday, April 8, 9:00am - 5:00pm

Location: Hotel Inter-Continental Chicago, King Arthur Court, Third Floor

Fee: \$75.00

This course provides an overview of tools needed to use data from two programs at the Institute of Education Sciences' National Center for Education Statistics: the Early Childhood Longitudinal Studies and the National Household Education Surveys. This course focuses on how these surveys measure home learning and educational experiences from birth through eighth grade. Study design and technical issues relevant to data use will be presented, and computer demonstrations of software that assists users in preparing data for analyses will be provided. The course highlights how the surveys complement each other. The course is for advanced graduate students, college and university faculty members, researchers, and analysts with a solid understanding of statistics.

11. Strengthening Teacher Education Research: An Interactive Seminar

Directors: Marilyn Cochran-Smith, Boston College; Mary (Kim) K. Fries, University of New Hampshire

Instructors: Christine E. Sleeter, California State University - Monterey Bay; Ana Maria Villegas, Montclair State University; Kenneth Zeichner, University of Wisconsin - Madison

Date: Sunday, April 8, 9:00am - 5:00pm and Monday, April 9, 9:00am - 12:00pm

Location: The Fairmont Chicago, Gold Room, Second Level

Fee: \$125.00*

This one-and-a-half-day professional development course is based on the work of the AERA Panel on Research and Teacher Education, which concluded its work with the 2005 publication *Studying Teacher Education*. This course is for junior scholars who seek assistance in developing and strengthening empirical research on teacher education. It focuses on identifying areas in which strong empirical research is needed, conceptualizing studies, using common research instruments and tools, and linking individual studies to larger research programs. Seminar participants work on their own research problems in group discussions facilitated by senior scholars in teacher education.

* Course fee includes a copy of *Studying Teacher Education*.

12. An Ecological Framework for Examining Learning and Development as Cultural Practices

Directors: Carol D. Lee, Northwestern University; Kris Gutierrez, University of California - Los Angeles; Beth M. Warren, TERC
Instructors: Na'ilah Suad Nasir, Stanford University; Rebecca Mejía Arauz, Instituto Tecnológico y de Estudios Superiores de Occidente; Arnetha F. Ball, Stanford University; Megan Bang, Northwestern University; Bryan Brayboy, University of Utah; Bryan A. Brown, Stanford University; Maricela Correa-Chavez, University of California - Los Angeles; Susan R. Goldman, University of Illinois - Chicago; Noel Eneedy, University of California - Los Angeles; Danny B. Martin, University of Illinois - Chicago; Douglas Medin, Northwestern University; Judit N. Moschkovich, University of California - Santa Cruz; Marjorie F. Orellana, University of California - Los Angeles; Barbara Rogoff, University of California - Santa Cruz; Ann Rosebery, TERC; Margaret Beale Spencer, University of Pennsylvania; Ellen Cei-Der Wang, Northwestern University

Date: Sunday, April 8, 9:00am - 5:30pm

Location: The Fairmont Chicago, International Ballroom, Second Level

Fee: \$125.00

This course examines what is entailed in an ecological framework for examining learning and development as a cultural process. It aims to provide participants with analytic and conceptual tools for research on learning and development that examines the micro- and macro- level contexts that aid and constrain opportunities to learn. Specifically, the course will examine (a) differences between static and dynamic concepts of identity and competence; (b) phenomenological theories that account for how perceptions of people and settings influence the formation of goals and the exertion of effort, including influences of macro-level policies and belief systems; (c) how cognitive processes and social and emotional sense making are intertwined; and (d) a range of cultural variation in how the above play out as people, particularly youth, learn (or do not learn) how to navigate across cultural settings. Participants will examine existing data sets using coordinated multidisciplinary theoretical constructs and analytical methods and will develop researchable questions and research designs that take ecological perspectives on learning as cultural practices.

13. The Qualitative Analysis of Video: A Practical Guide, Part I

Directors: Kay Uchiyama, Colorado State University; David Woods, Wisconsin Center for Education Research

Date: Monday, April 9, 8:00am - 12:00pm

Location: The Fairmont Chicago, International Ballroom, Second Level

Fee: \$40.00 (\$85.00 for Parts I and II)

Video recording is a powerful and increasingly popular qualitative data source. This two-part course focuses on applying qualitative analysis techniques to video data. Part I is a stand-alone mini-course. Participants will apply their knowledge of qualitative analysis to video data. The instructors will describe techniques for analyzing this rich, but often overwhelming, data source. There are no prerequisites, but familiarity with qualitative data analysis is desirable. Part II extends Part I. The session focuses on the hands-on application of information presented in Part I using Transana (<http://www.transana.org>). Software is provided, but laptops and headphones are required. Participants need basic computer skills.

14. The Qualitative Analysis of Video: A Practical Guide, Part II

Directors: Kay Uchiyama, Colorado State University; David Woods, Wisconsin Center for Education Research

Date: Monday, April 9, 8:00am - 12:00pm

Location: The Fairmont Chicago, International Ballroom, Second Level

Fee: \$85.00 for Parts I and II (Part I is a prerequisite for Part II)

Video recording is a powerful and increasingly popular qualitative data source. This two-part course focuses on applying qualitative analysis techniques to video data. Part I is a stand-alone mini-course. Participants will apply their knowledge of qualitative analysis to video data. The instructors will describe techniques for analyzing this rich, but often overwhelming, data source. There are no prerequisites, but familiarity with qualitative data analysis is desirable. Part II extends Part I. The session focuses on the hands-on application of information presented in Part I using Transana (<http://www.transana.org>). Software is provided, but laptops and headphones are required. Participants need basic computer skills.

Mini-Courses

15. Advanced Hands-On Exploration of NAEP Data on the Web

Director: Debra Kline, ETS

Instructors: Catherine Trapani, ETS; Tatyana Petrovicheva, ETS; Daniel Sadley, ETS; Stephen Szyszkiewicz, ETS

Date: Tuesday, April 10, 8:00am - 12:00pm

Location: The Fairmont Chicago, Regent Room, Third Level

Fee: \$45.00

This course is designed for researchers interested in NAEP data. The NAEP Data Explorer is a powerful Web tool that provides customized tables of NAEP results gathered since 1990. It provides an intuitive approach to selecting data that requires minimal knowledge about NAEP. This advanced course, a sequel to one presented at the 2006 Annual Meeting, guides participants in a fuller examination of the data, focusing on the plethora of data linking student performance with teacher and school characteristics. The course is structured around hands-on learning and active participation and includes a short demonstration of the system's features, including regression capability. Full participation requires a laptop with a wireless card for Internet access.

16. An Introduction to Hierarchical Linear Modeling With R

Director: J. Kyle Roberts, Baylor College of Medicine

Date: Tuesday, April 10, 1:00pm - 5:00pm

Location: The Fairmont Chicago, International Ballroom, Second Level

Fee: \$40.00

The purpose of this course is to introduce the basic principles of multilevel and hierarchical linear modeling by illustrating the basic two-level model as well as the multilevel repeated-measures model. In this training session, participants learn how to fit the base/null/unconditional model (multilevel ANOVA), as well as fixed-and random-effects models using the free software package R. Participants should have a basic understanding of statistics and regression. Participants are encouraged to bring laptops, as free software (R) will be distributed and illustrated.

17. Analysis of Missing Data

Director: Craig K. Enders, Arizona State University

Date: Wednesday, April 11, 8:00am - 12:00pm

Location: The Fairmont Chicago, International Ballroom, Second Level

Fee: \$40.00

There have been substantial methodological advances in the area of missing data analyses during the past 25 years. Two missing data techniques, maximum likelihood (ML) and multiple imputation (MI), are currently considered "state of the art" in the methodological literature. The purpose of this course is to familiarize participants with ML and MI and to demonstrate the use of these techniques using widely available software packages. It emphasizes the application of ML and MI, with the goal that participants leave the training session with the background knowledge and skills to appropriately apply these techniques in their own research.

18. Beyond the IRB: Case-Based Research Ethics

Directors: Pauline E. Ginsberg, Utica College; Donna M. Mertens, Gallaudet University

Instructor: Mary L. Brydon-Miller, University of Cincinnati

Date: Tuesday, April 10, 8:00am - 12:00pm

Location: The Fairmont Chicago, Ambassador Room, Second Level

Fee: \$35.00

This course takes a case-study approach to the understanding of research ethics beyond those aspects treated in the Belmont Report and the typical institutional review board proposal. Specific topics to be addressed include community partnerships, the contributions and needs of indigenous communities, and the influence of personal characteristics of researchers on ethical issues in the formulation of research questions, the choice of research methods, the effectiveness of data collection, and the analysis and interpretation of results. The course is intended for active researchers at all levels and facilitated by authors and editors of the forthcoming *The Handbook of Social Ethics* (2008).

19. Conducting and Evaluating Research That Responds to Legal Challenges to K - 12 and Higher Education Race-Conscious Policies

Director: Patricia Marin, Civil Rights Project, Harvard University

Instructors: John T. Yun, University of California - Santa Barbara; Angelo Ancheta, Santa Clara University School of Law; Stella M. Flores, Harvard Graduate School of Education; Erica Frankenberg, Harvard Graduate School of Education

Date: Monday, April 9, 1:00pm - 5:00pm

Location: The Fairmont Chicago, Chancellor Room, Third Level

Fee: \$35.00

Ongoing legal challenges to race-conscious policies make it necessary to continue to document the relevance of diversity in K - 12 and higher education settings. This interactive course, for new and seasoned researchers, discusses the latest status of the law regarding race-conscious enrollment policies in K - 12 and higher education, current legal challenges, studies that have been used in recent legal cases, and research questions that still need answers.

20. Using the AERA Standards for Reporting on Empirical Social Science Research

Directors: Judith L. Green, University of California – Santa Barbara; Richard P. Duran, University of California – Santa Barbara; Larry V. Hedges, Northwestern University; Pamela A. Moss, University of Michigan

Date: Tuesday, April 10, 1:00pm - 5:00pm

Location: The Fairmont Chicago, Regent Room, Third Level

Fee: \$35.00

This course focuses on the new *Standards for Reporting on Empirical Social Science Research* in AERA Publications adopted by AERA Council in June 2006. These standards are directed to authors, editors, reviewers, and readers to advance excellence in reporting on empirical research. The course focuses on the purposes and value of such standards and how to use them in the craft of reporting on research. Specific examples of transparent and well warranted reporting are considered for different modes of inquiry and methods of analysis. Participants will be encouraged to ask questions, discuss issues, and raise some of the challenges they experience in preparing research reports (when modification of the research is no longer an option). Instructors for the course served on the AERA task force that developed the draft standards.

21. Cultural Historical Activity Theory in the World of Educational Quality

Director: Ana Marjanovic-Shane, Cultural Educational Center “ZMAJ”

Instructors: Chrysoula K. E. Fantaousakis, Kean University; Natalia Gajdamaschko, Simon Fraser University; Kris Gutierrez, Center for Advanced Studies in the Behavioral Sciences; Artin Goncu, University of Illinois; Lois Holzman, East Side Institute for Group and Short-Term Psychotherapy; Elina Lampert-Shepel, Mercy College; Jay L. Lemke, University of Michigan; Eugene L. Matusov, University of Delaware; Kevin O’Connor, University of Rochester; Gail Richardson, New York University; Barbara Rogoff, University of California - Santa Cruz; Anna Stetsenko, New York University; Steven Thorne, Pennsylvania State University; Gordon Wells, University of California - Santa Cruz

Date: Tuesday, April 10, 8:00am - 12:00pm

Location: The Fairmont Chicago, International Ballroom, Second Level

Fee: \$40.00

This mini-course follows up courses offered at the AERA Annual Meeting in the past few years. Its purpose is to support graduate students’ research on current educational practices, their roles in defining quality in education, and the refinement of their research methodologies. The course introduces principles and paradigms of cultural historical activity theory as they pertain to the work of 14 instructors. The main goal of this year’s course is to explore the applicability of cultural historical activity theory in research regarding the quality of educational practices and learning activities. It will allow graduate students to interact with experts in the field and establish networks of continuing support for their studies. A small number of students will be paired with instructors on the basis of the compatibility of their research projects and the expertise of the instructors. They will have more intensive and more advanced interactions with the instructors regarding their own research projects.

22. Designing Qualitative Studies With a Racial/Ethnic Diversity Focus: A Pragmatic Approach

Directors: Denise O. Green, University of Nebraska - Lincoln; Lynette Danley Land, University of Utah

Instructors: Eun Young Kim, University of Illinois – Urbana-Champaign; Sherry Wang, University of Nebraska – Lincoln

Date: Thursday, April 12, 1:00pm - 5:00pm

Location: The Fairmont Chicago, Gold Room, Second Level

Fee: \$35.00

Given the changing racial and ethnic demographics in the United States and the social issues that accompany such changes, education researchers have an opportunity to develop qualitative studies that explicitly integrate a diversity focus while aiding our understanding of diverse populations and related phenomena. The purpose of this course is to present a pragmatic framework that incorporates racial and ethnic diversity into all aspects of the qualitative research process, including research questions, data collection, and analysis. Studies that exemplify aspects of this approach will also be presented. The format is a combination of minipresentations, discussion, and group exercises that are appropriate for graduate students as well as continuing scholars.

23. Educational and Research Opportunities Using the Head Start Family and Child Experiences Survey (FACES) Data

Director: Shawn Marie Pelak, University of Michigan

Instructors: Nicholas Zill, Westat, Inc.; Gary Resnick, Westat, Inc.

Date: Thursday, April 12, 8:00am - 12:00pm

Location: The Fairmont Chicago, Regent Room, Third Level

Fee: \$45.00

This course provides an overview on the use of the Head Start Family and Child Experiences Survey (FACES) data. FACES is an ongoing series of longitudinal studies of Head Start program characteristics and child outcomes, using nationally representative samples of Head Start programs, children, and families. The data sets are well suited for examining relationships between early care arrangements and educational program characteristics and measures of children’s cognitive development and social behavior during Head Start and in the initial years of elementary school. The data are available for secondary analysis through the workshop sponsor, Child Care and Early Education Research Connections. The course provides on the study design and instruments used in the 1997 and 2000 cohorts, as well as potential research questions and opportunities for further

analysis. While not required, participants are encouraged to bring a laptop with a fully charged battery and CD drive to the workshop to facilitate exploration of the dataset documentation.

24. Effect Sizes, Confidence Intervals, and Especially Confidence Intervals for Effect Sizes

Director: Bruce Thompson, Texas A&M University

Date: Tuesday, April 10, 1:00pm - 5:00pm

Location: The Fairmont Chicago, Ambassador Room, Second Level

Fee: \$35.00

This course is directed to expanding knowledge about effect sizes and their use. The 2001 edition of the American Psychological Association's Publication Manual (in formal agreement with 24 journals) states that reporting effect sizes is "almost always necessary" and that confidence intervals are the "best" reporting mechanism. The marriage of these techniques seems natural. New software for SPSS and Microsoft Excel overcomes the computational challenges in computing confidence intervals about effect sizes (<http://www.coe.tamu.edu/~bthompson>).

25. Empowerment Evaluation Workshop

Director: David M. Fetterman, Stanford University

Date: Monday, April 9, 1:00pm - 5:00pm

Location: The Fairmont Chicago, Regent Room, Third Level

Fee: \$35.00

This course is directed to introducing colleagues to the empowerment evaluation approach, which places evaluation in the hands of program staff members and participants. It is designed to help them build capacity, enhance self-determination, and accomplish their goals and objectives. The course includes an introduction to three steps, helping group members (a) establish their mission, (b) take stock or assess where they are, and (c) plan for the future. Examples will include a \$15 million Hewlett-Packard project with African American, Latino, and Native American communities, as well as efforts ranging from Spain to New Zealand.

26. English Language Proficiency Assessment and Accountability Under NCLB Title III: Addressing Technical and Policy Challenges

Directors: Robert T. Linqanti, WestEd; Jamal Abedi, University of California - Davis

Instructor: Robert T. Linqanti, WestEd

Date: Wednesday, April 11, 8:00am - 12:00pm

Location: The Fairmont Chicago, Gold Room, Second Level

Fee: \$40.00

Title III of the No Child Left Behind Act of 2001 requires states to develop valid and reliable English-language proficiency assessments for English-language learners (ELLs) and use them to define, measure, and report on ELLs' progress toward and attainment of English-language proficiency goals. Implementing these mandates has generated significant challenges for states. This half-day professional development course shares cutting-edge research, policy analysis, and technical assistance by experts nationwide working on critical Title III issues facing policymakers, educators, and researchers. Representatives from four English-language proficiency assessment consortia review test development and implementation,

alignment to standards, and validation processes. Several states, including the largest ELL-enrolling state, share methods and research findings on implementing Title III's annual measurable achievement objectives. Structured, interactive discussions are included.

27. Evaluating Educational Collaboration Workshop

Director: Rebecca Gajda, University of Massachusetts - Amherst

Date: Thursday, April 12, 8:00am - 12:00pm

Location: The Fairmont Chicago, Gold Room, Second Level

Fee: \$35.00

"Collaboration" is a widely championed concept, commonly recognized as the foundation on which the capacity for addressing complex issues and reaching essential outcomes is predicated. However, it persists as a misunderstood and underempiricized construct. In this mini-course, participants will (a) come to recognize the principles and attributes of effective collaboration, (b) are shown how their interorganizational and intraorganizational partnerships can be quantitatively and qualitatively examined, and (c) are provided with strategies and tools for data collection, analysis, and reporting. Participants will learn how the methods and tools presented in this course are being used to evaluate a variety of PreK - 16 educational reform initiatives.

28. Getting Published: A Panel of Journal Editors and Emerging Scholars

Director: Patricia B. Elmore, Southern Illinois University

Date: Thursday, April 12, 8:00am - 12:00pm

Location: The Fairmont Chicago, International Ballroom, Second Level

Fee: \$35.00

In this course journal editors review the often implicit "rules" for writing an article, targeting a journal, submitting a manuscript, understanding the review process, deciphering the editor's letter, revising and resubmitting the manuscript, and regrouping after rejection. Productive emerging scholars share their experiences and strategies in building a research program and disseminating their research findings in prestigious refereed journals. Files of actual correspondence between authors and editors will be available for perusal in this training course. Question-and-answer sessions will be conducted by the panels of editors and emerging scholars.

29. Helping Doctoral Researchers Write With Authority

Directors: Pat Lorna Thomson, University of Nottingham; Barbara R. Kamler, Deakin University

Date: Thursday, April 12, 1:00pm - 5:00pm

Location: The Fairmont Chicago, Regent Room, Third Level

Fee: \$35.00

This mini-course aims to assist doctoral advisers and supervisors in developing writing-centered supervision. Many advisers find that their graduate students are consumed by writing anxieties and/or habitually produce dull, labored prose. This course offers a well theorized approach to writing with authority and clarity. It focuses on the literature review and the writing difficulties involved in locating the researcher and creating a mandate for research. The approach in the course is applicable to dissertation writing in general. Participants will gain experience with diagnostic and pedagogical strategies to

help doctoral students tackle the text work and identity work that are at the heart of the doctoral enterprise.

30. Qualitative Research for Quantitative Researchers

Director: Joseph A. Maxwell, George Mason University

Instructor: Earle Reybold, George Mason University

Date: Wednesday, April 11, 8:00am - 12:00pm

Location: The Fairmont Chicago, State Room, Second Level

Fee: \$35.00

The course is intended for researchers trained primarily in quantitative approaches to research who want to better understand qualitative research. It presents the most important differences between qualitative and quantitative research, the strengths and limitations of qualitative research, how to integrate qualitative and quantitative methods, and how to work productively with qualitative researchers. The format is interactive.

31. Professional Development Workshop for OERL (Online Evaluation Resource Library)

Directors: Geneva D. Haertel, SRI International; Melissa J. Koch, SRI International

Instructors: Edys S. Quellmalz, SRI International; Daniel R. Zalles, SRI International; Robert F. Murphy, SRI International; Judi Fusco, SRI International; Melissa J. Koch, SRI International; Deh-I Hsiung, National Science Foundation

Date: Monday, April 9, 1:00pm - 5:00pm

Location: The Fairmont Chicago, Ambassador Room, Second Level

Fee: \$45.00

OERL, the Online Evaluation Resource Library, provides project leaders and evaluators of math, science, and technology education research projects with a collection of evaluation resources they can use to plan, implement, and document evaluations. Materials in OERL have been implemented in projects funded by the National Science Foundation and are aligned with the *Program Evaluation Standards (2nd ed.)* prepared by the Joint Committee on Standards for Educational Evaluation (1994). This course introduces project leaders and evaluators to OERL and its resources. Participants will have hands-on experience finding resources and in-depth learning experiences using the website's professional development modules.

32. Reaching PreK - 12 Educational Practitioners Through Professional Book Publishing

Director: Robb Clouse, Corwin Press

Instructors: Douglas Rife, Corwin Press; Robb Clouse, Corwin Press; Jude Bowen, Paul Chapman Publishing

Date: Thursday, April 12, 8:00am - 12:00pm

Location: The Fairmont Chicago, State Room, Second Level

Fee: \$35.00

This course explains the benefits of professional book publishing (as opposed to academic, textbook, or journals) as a means of disseminating research and influencing PreK - 12 practitioners. Starting with a look at the publishing industry, the presenters will cover identifying the appropriate publisher and writing a

winning proposal. The course includes an overview of the editorial, production, marketing, and sales functions within a publishing house and how authors can work most effectively with publishers. The course includes small and large group discussions and interactive exercises. Participants leave with the outline of an individual publishing plan.

33. Self-Study Methodologies: Definitions, Theories, Methods and Research Practice

Directors: Stefnee E. Pinnegar, Brigham Young University; Mary Lynn Hamilton, University of Kansas

Date: Wednesday, April 11, 8:00am - 12:00pm

Location: The Fairmont Chicago, Crystal Room, Third Level

Fee: \$40.00

This course supports those interested in developing as self-study researchers to understand what self-study of professional practice entails, how its theoretical underpinnings guide this kind of research, and how to proceed in conducting self-studies. Using advanced pedagogical strategies, participants will be actively engaged in developing personal definitions, strategies, and understandings of self-study research practices, their own professional practice, and the nuts and bolts of conducting this kind of research. At the end of this course, participants will be prepared to move forward in systematically developing self-study research studies or programs. They will have developed questions to guide the study, strategies for taking next steps, and tools for designing and conducting self-studies as well as the tools for data analysis and reporting the understandings that emerge from self-study of professional practice.

34. Traditional and Non-Traditional Funding for Education Entrepreneurs: Demonstrating Educational Quality and Impact

Director: Kimberly Ochs, University of Oxford

Date: Thursday, April 12, 1:00pm - 5:00pm

Location: The Fairmont Chicago, State Room, Second Level

Fee: \$45.00

Educational philanthropists want to maximize the impact of their investment in innovative educational projects and research that is closely tied to the world of practice. Yet measuring and demonstrating impact, such as an improvement in educational quality, remains a challenge for both grant seekers and philanthropists. This course is designed for educational researchers and practitioners who are actively seeking funds to support their work. Looking beyond approaches to the "usual suspects" of grant makers (e.g., Spencer, the Ford Foundation), this mini-course guides participants through a practical toolkit divided into four sections: (a) a self-assessment of the objectives and goals of the research and/or project of the participant, (b) a report on research looking across the spectrum of organizations that fund educational projects and research, (c) a review of what they look for and how funders measure "return" and impact, and (d) revisiting the self-assessment and finding funds. The documentation/toolkit includes worksheets, guidelines, and an extensive reference section that was developed after researching the practices of educational philanthropists and entrepreneurs.