

14.013. Division B: Graduate Student Seminar (Day 2) - By**Invitation Only.** Division B-Curriculum Studies

Marriott, Indiana, Sixth Floor

9:00 am to 11:55 am

14.014. Division B: New Faculty Mentoring Seminar (Day 2).

Division B-Curriculum Studies

Marriott, Iowa, Sixth Floor

9:00 am to 11:55 am

14.015. Division B: Senior Scholar Seminar (Day 2).

Division B-Curriculum Studies

Marriott, Michigan, Sixth Floor

9:00 am to 11:55 am

14.016. Division G Tour: Identity Development and the Arts as Tools to Promote Academic Achievement: Telpochcalli Elementary School and the National Museum of Mexican Art.

Division G-Social Context of Education

Telpochcalli School and The National Mexican Museum of Art,

Assembly Hall

9:00 am to 11:00 am

Monday, 10:30 am

AERA Governance Meetings and Events

15.001. AERA Task Force on Ethics - Closed Meeting.

AERA

Sheraton, Executive Center, Parlor E, Level 3

10:30 am to 12:30 pm

Chairs: *Gloria J. Ladson-Billings, University of Wisconsin - Madison;**Felice J. Levine, American Educational Research Association*

Monday, 12:00 pm

AERA Governance Meetings and Events

16.001. AERA Council of Editors - Closed Business Meeting.AERA
Hyatt, Skyway Conference Center, Room 273, East Tower - Blue Level

12:00 pm to 2:00 pm

Chair: *Bruce Thompson, Texas A&M University*Participant: *Pamela A. Moss, University of Michigan***16.002. AERA Postdoctoral Fellows Program Preconference Closed Meeting.**

AERA

Fairmont, Regal Room, B (Lower) Second Level

12:00 pm to 2:00 pm

16.010. GSC Division C Fireside Chat: Good Work in a Global**Context.** Graduate Student Council

Hyatt, Regency Ballroom, Section A, West Tower - Gold Level

12:00 pm to 1:30 pm

Chairs: *Juan M. Barrientos, New York University; Dana K. Manning,**Texas Tech University*Participants: *Howard E. Gardner, Harvard Graduate School of**Education; Marcelo M. Suarez-Orozco, New York University***16.011. GSC Division F Fireside Chat: Writing History for Public Consumption.**

Graduate Student Council

Hyatt, Regency Ballroom, Section D, West Tower - Gold Level

12:00 pm to 1:30 pm

Chairs: *Lori J. Rhodes, Stanford University; Katherine V. Sedgwick,*
*University of Pennsylvania*Participant: *Jonathan L. Zimmermann, New York University***16.012. Educational Leaders for Social Justice: Lessons From****the Trenches.** Division A-Administration, Organization, and Leadership

Marriott, Houston, Fifth Floor

12:00 pm to 2:00 pm

Chair: *Colleen A. Capper, University of Wisconsin - Madison*Participants: *Latish C. Yeboa, University of Wisconsin - Madison;**Martin Scanlan, Marquette University; Michelle D. Young,**University of Texas - Austin; Deborah Hoffman, University of**Wisconsin - Madison; Donald J. Fraynd, Chicago Public Schools;**Ann Yehle, Madison Metropolitan School District***16.013. Modeling School Systems: An Engineering Approach to Improving Student Learning Outcomes.**

Division A-

Administration, Organization, and Leadership

Marriott, Chicago Ballroom, Section D - Fifth Floor

12:00 pm to 1:30 pm

Chair: *Lauren B. Resnick, University of Pittsburgh*

Participants:

Building School System Causal Models to Engage Districts in

Identifying Measurable Indicators and to Evaluate Strategies to

Address Student Outcomes. *Mary Besterfield-Sacre, University**of Pittsburgh; Matthew M. Mehalik, Renee M. Clark, University**of Pittsburgh*

Issues of Equity in a Systemic Modeling Approach to District

Reform: Input and Output Variables. *Erica Halverson, University**of Wisconsin - Madison*

Working With School District Leaders to Build a Normative Model

of the K-12 School System. *Jennifer Z. Sherer, University of**Pittsburgh*

Building District Alignment Using System Mapping: A Comparison

of Two District Approaches to Improving Student Achievement.

*Matthew M. Mehalik, University of Pittsburgh*Discussants: *James P. Spillane, Northwestern University; Adam**Gamoran, University of Wisconsin - Madison; Richard Elmore,**Harvard Graduate School of Education***16.014. Can LGBTQ + Schools = Safe? Film and Interactive Panel.**

Division B-Curriculum Studies

Marriott, Great America, Sixth Floor

12:00 pm to 1:30 pm

Chair: *Erica R. Meiners, Northeastern Illinois University*Discussants: *Salome Chasnoff, Beyondmedia Education; Zaida**Sanabia, Beyondmedia Education; Shannon Kenney, Coalition for**Education on Sexual Orientation; Amina Chaudhri, University of**Illinois - Chicago/Beyondmedia Education***16.015. Coconstruction of Curriculum as Community Building.**

Division B-Curriculum Studies

Marriott, Illinois, Sixth Floor

12:00 pm to 1:30 pm

Chair: *Vicki Ross, Northern Arizona University*

Participants:

Visualizing Communities. *Vera F. Caine, University of Alberta*

A Dynamic Intersection: Social Studies Curriculum, Engaging

Pedagogy, and the Middle School Classroom. *Catherine A.**Franklin, City College of New York*

Teacher Professional Development: Building a Bridge Through

a Learner-Centered Curriculum in Graduate School. *Karen L.**Weller, Mary A. Kayler, Leo C. Rigsby, George Mason University*

Teachers' Perspectives and Attitudes to Student-Centered Education.

*Martha Armida Fabela, Universidad Autónoma de Nuevo Leon*Discussant: *Jeong-Hee Kim, Kansas State University*

16.016. Intersections, Interpretations, Interventions:**Poststructuralist Curriculum Theory.** Division B-Curriculum Studies

Marriott, Denver, Fifth Floor

12:00 pm to 2:00 pm

Chair: *Jerry L. Rosiek, University of Alabama*

Participants:

Beyond the Binaries: Engaging Hybrid Identities and Interstitial Locations in Curriculum and Teaching. *Nina Asher, Louisiana State University*Breaking the Gender Dichotomy: The Case for Transgender and Intersex Education in School Curriculum. *Kand S. McQueen, Indiana University*Gender Relationships in Science Curricula, 1980-1990. *Elizabeth F. Macedo, State University of Rio De Janeiro*The Interpretation of Dreams: Ladson-Billings, Freud, and Derrida. *Kyle A. Greenwalt, University of Minnesota*Discussant: *Susan Talburt, Georgia State University***16.017. 21st-Century Literacy: A Symposium in Honor of Michael Pressley.** Division C-Learning and Instruction

Hyatt, Columbus Hall, Section G, East Tower - Gold Level

12:00 pm to 1:30 pm

Chair: *Elizabeth R. Albro, Institute of Education Sciences*

Participants:

Defining Online Reading Comprehension: Using Think Aloud Verbal Protocols to Refine a Preliminary Model of Internet Reading Comprehension Processes. *Donald J. Leu, University of Connecticut; David P. Reinking, Clemson University; Amy R. Carter, Clemson University; Jill M. Castek, University of Connecticut; Julie L. Coiro, University of Connecticut; Laurie A. Henry, University of Connecticut; Athena Lentini, University of Connecticut; Jacquelyn A Malloy, Clemson University; Caroline C. Mills, Clemson University; Angela M. Rogers, Clemson University; Lisa Zawilinski, University of Connecticut*Skills for the Twenty-First Century: Supporting Digital Literacy in the Classroom. *Cornelia Brunner, Shelley Pasnik, Margaret A. Honey, Center For Children and Technology*Learning How to Learn in Digital Literacy Environments: The Role of Just-In-Time Representational and Strategic Coaching Supports in Developing 5th-Grade Bilingual and Monolingual Students' Vocabulary. *Bridget Dalton, Center for Applied Special Technology; Patrick Proctor, Boston College; Catherine Snow, Harvard Graduate School of Education; Kristen Robinson, Center for Applied Special Technology; Elaine Mo, Harvard Graduate School of Education; Marla R. Ucelli, Annenberg Institute for School Reform; Ge Vue, Center for Applied Special Technology; Sabrina Neuberger, Center for Applied Special Technology*Assessing Multiple - Text Digital Literacy Skills. *Susan R. Goldman, Kimberley Gomez, Kimberly A. Lawless, Meryl W. Bertenthal, Michael Manderino, Shaunna Macleod, Jason Lawrence Braasch, University of Illinois - Chicago*Discussant: *Donna E. Alvermann, University of Georgia***16.018. A Developmental Perspective on Literacy Skill.** Division C-Learning and Instruction

Hyatt, McCormick, West Tower - Silver Level

12:00 pm to 1:30 pm

Chair: *Nathalie Cote, Belmont Abbey College*

Participants:

Adolescents' Experience Doing Homework: Associations Among Context, Quality of Experience, and Social-Emotional Outcomes.

Lee Shumow, Jennifer A. Schmidt, Hayal Kackar, Northern Illinois University

Assessing Reasoning Through Writing: Developing and Examining Approaches Based on Psychological and Linguistic Theories.

*Suzanne M. Swiderski, University of Iowa*Creating the Engaging Reading Classroom: Instructional Practices That Support Autonomy and Conceptual Learning. *Kathleen C. Perencevich, Catholic University of America*Latino Parental Aspirations and Literacy Practices Related to Children's Reading Engagement. *Gustavo Loera, University of Southern California; Robert S. Rueda, University of Southern California*Testing the Fit of the DIME Model of Reading Comprehension With Undergraduate Students. *Jennifer G. Cromley, Temple University; Lindsey E. Snyder, Temple University*Discussant: *Nele McElvany, Max Planck Institute for Human Development***16.019. A Symposium on Taking Science to School: Learning and Teaching Science in Grades K-8.** Division C-Learning and Instruction

Hyatt, San Francisco, West Tower - Gold Level

12:00 pm to 1:30 pm

Chair: *Jean Moon, National Academies*Participants: *Andrew W. Shouse, National Research Council; Richard A. Duschl, Rutgers, The State University of New Jersey; Leona Schauble, Vanderbilt University; Thomas B. Corcoran, University of Pennsylvania*Discussant: *John D. Bransford, University of Washington***16.020. Alignment Between Science Curriculum and Assessment: A Comparison Between the U.S. and Selected Asian Countries.** Division C-Learning and Instruction

Hyatt, Columbus Hall, Section A, East Tower - Gold Level

12:00 pm to 1:30 pm

Chair: *Xiufeng Liu, State University of New York - Buffalo*Participants: *Kimberly L. Bilica, State University of New York - Buffalo; Ling L. Liang, La Salle University; Xiufeng Liu, State University of New York - Buffalo; BaoHui Zhang, Nanyang Technological University*Discussant: *Andrew C. Porter, Vanderbilt University*Discussant: *Andrew C. Porter, Vanderbilt University***16.021. Beliefs and Emotions About Becoming and Being a Teacher.** Division C-Learning and Instruction

Hyatt, DuSable, West Tower - Silver Level

12:00 pm to 2:00 pm

Chair: *Anne Christiane Frenzel (Zirngibl), University of Munich*Participants: *Paul A. Schutz, University of Texas - San Antonio; Ji Yeon Hong, University of Georgia; Dionne Cross, University of Georgia; Lars-Erik Malmberg, University of Oxford; Helen M. G. Watt, Monash University; Paul W. Richardson, Monash University; Nicole Tysvaer, University of Michigan; Anne Christiane Frenzel (Zirngibl), University of Munich; Thomas Goetz, University of Munich; Caitlin Scott, Cleveland State University; Rosemary E. Sutton, Cleveland State University*Discussant: *Reinhard Pekrun, University of Munich*Discussant: *Reinhard Pekrun, University of Munich*Discussant: *Reinhard Pekrun, University of Munich*Discussant: *Reinhard Pekrun, University of Munich*Discussant: *Reinhard Pekrun, University of Munich***16.022. Examining Aspects of Children's Reading Literacy: PIRLS 2001 - IEA's Study of Fourth-Grade Reading Literacy in 35 Countries.** Division C-Learning and Instruction

Hyatt, Grand Suite 5, East Tower - Gold Level

12:00 pm to 1:30 pm

Chair: *Michael O. Martin, International Study Center*

Participants:

Children's Processes of Reading Comprehension: Results From

the PIRLS 2001 Study of Reading in the Fourth Grade in 35 Countries. *Ina V.s. Mullis, Boston College*

Examining Gender and the Home Environment Fostering Literacy in PIRLS 2001 Countries. *Kathleen Trong, Boston College*

A Comparison of Fourth Graders' Academic Self-Concepts and Attitudes Toward Reading, Mathematics, and Science in PIRLS and TIMSS Countries. *Ann M. Kennedy, Boston College*

Discussant: *Patrick A. Gonzales, National Center for Education Statistics*

16.023. Examining the Promises and Complexities of Teaching Mathematics for Social Justice in Latino/a Contexts. Division C-Learning and Instruction

Hyatt, Grand Suite 3, East Tower - Gold Level

12:00 pm to 1:30 pm

Chair: *Julia M. Aguirre, University of California - Santa Cruz*

Participants:

Integrating Social Justice Into a University Preservice Mathematics Methods Course: A Latina Mathematics Educator's Perspective.

Julia M. Aguirre, University of California - Santa Cruz

Using Students' "Generative Themes" in Teaching Mathematics

for Social Justice. *Patricia Buenrostro, University of Illinois*

- Chicago; *Eric H. Gutstein, University of Illinois - Chicago; Phi*

Pham, Downtown Charter School; Joyce Sia, Greater Lawndale School for Social Justice

Teaching Mathematics for Social Justice With Elementary Latino/a Students in an Afterschool Setting. *Marta Civil, Javier Diez-*

Palomar, Ksenija Simic, Erin Turner, Maura Varley, University of Arizona

Curriculum Tensions in Teaching Mathematics for Social Justice

in a Diverse Urban Middle School Classroom. *Erin Turner,*

University of Arizona

Discussant: *Rochelle Gutierrez, University of Illinois - Urbana-Champaign*

16.024. Technology Research: Collaborative and Community Experiences With Online Communication Tools. Division C-Learning and Instruction

Sheraton, Arkansas, Level 2

12:00 pm to 2:00 pm

Chair: *Bromwyn E. Stuckey, University of Wollongong*

Participants:

Building Knowledge Through Online Conversations: A Theoretical Framework With Design Implications. *Alyssa F. Wise, Indiana University; Thomas M. Duffy, Indiana University*

Collaborating in Distance Education: Does It Lead to Knowledge Building? *Olivia A. Robertson, OISE/University of Toronto; Jim Hewitt, OISE/University of Toronto*

The Use of E-Conferencing Tools for Online Instruction. *Shufang Shi, State University of New York - Cortland; Blaine Victor*

Morrow, Palomar College, CA

Blended Learning via Blogging: The Impacts of Blogs on Student Perceptions Toward Social Interaction and Learning Satisfaction.

Yimei Lin, National Chung Cheng University; Xin-Ru Lu,

National Chung Cheng University

The Challenges and Successes of Wikibookian Experts and Wikibook Novices: Classroom and Community Collaborative

Experiences. *Suthiporn Sajjanroj, Indiana University; Curtis J. Bonk, Indiana University; Mimi Miyoung Lee, University of*

Houston; Meng-Fen Lin, University of Houston

Discussants: *Margaret M. Riel, Pepperdine University/SRI; Linda G. Polin, Pepperdine University*

16.025. Thinking Through Representations: A Knowledge-in-Pieces Epistemological Perspective. Division C-Learning and Instruction

Hyatt, Columbus Hall, Section C, East Tower - Gold Level

12:00 pm to 2:00 pm

Chair: *David Hammer, University of Maryland*

Participants:

Representational Competence From a Knowledge-in-Pieces

Perspective. *Rozy Brar, University of California - Berkeley;*

Mariana Levin, University of California - Berkeley

Using Knowledge-in-Pieces to Inform Case-Study Methods When

Investigating Students' Use of Drawn Representations of Areas.

Andrew G. Izsak, University of Georgia

Designing for Abstraction and Knowledge-in-Pieces. *Dave Pratt,*

University of Warwick (U.K.)

Understanding Natural Harmonic Oscillation Through the Mediation

of Representations. *Orit Parnafes, Tel Aviv University*

Microworld Representations as Mediators of Incremental

Knowledge Transfer. *Joseph F. Wagner, Xavier University*

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

16.026. Measuring Student Growth. Division D-Measurement and Research Methodology

Marriott, Chicago Ballroom, Section A - Fifth Floor

12:00 pm to 2:00 pm

Chair: *Andrew A. White, Institute of Education Sciences*

Participants:

A Distributionwide View of High-Stakes Test Score Trends. *Andrew*

Dean Ho, University of Iowa; Tracey Magda, University of Iowa

An Exploration of Methods for Evaluation of Individual and School

Progress at the Subscale Level. *Chingwei D Shin, Pearson*

Educational Measurement

Evaluating the Validity of Status and Growth Measures in State

Accountability Systems. *Joseph J. Stevens, University of Oregon;*

Keith Zvoch, University of Nevada - Las Vegas

Testing the Assumptions of the Dual Discrepancy Model Using a

Growth Mixture Model. *Joseph Betts, University of Minnesota*

Discussant: *G. Gage Kingsbury, Northwest Evaluation Association*

16.027. Merging Growth With Accountability: Conceptualization, Implementation, and Consequences. Division D-Measurement and Research Methodology

Marriott, Chicago Ballroom, Section B - Fifth Floor

12:00 pm to 2:00 pm

Participants:

Growth Toward Standards: A Comparison of Three Models. *Harold C. Doran, American Institutes for Research*

A Potential Outcomes' Approach to Conceptualizing Growth and

School Effectiveness. *J. Lockwood, RAND Corporation*

Educational Growth Charts: A Means for Communicating Change.

Damian W. Betebenner, Boston College

A Value/Transition Table Approach to Accountability, Using

Growth. *Joseph A. Martineau, Michigan Department of*

Education

A Test of the Systemic Validity of a Value-Added Assessment

System. *Daniel F. McCaffrey, RAND Corporation*

Discussant: *Henry I. Braun, ETS*

16.028. Culture and Change in the History of Higher Education.

Division F-History and Historiography

Swissôtel, Vevey, Third Floor

12:00 pm to 2:00 pm

Chair: *Teri Lynne Castelow, University of Memphis*

Participants:

Creating the College Man: American Mass Magazines, College, Cultural Capital, and the Transformation of Middle Class Masculinity, 1893-1915. *Daniel Andrew Clark, Indiana State University*

Fundraising for Change in the Black College Community. *Marybeth Gasman, University of Pennsylvania; Noah Daniel Drezner, University of Pennsylvania*

How Soft Power Worked Through Higher Education: A Historical Case Study of the University of Illinois-Urbana-Champaign, 1900-1960. *Carol Huang, City College of New York*

On the Margins: A Collective Portrait of Women Professors at the University of New Zealand, 1912-1961. *Tanya Fitzgerald, Unitec Institute of Technology*

Weighing In: Catholic Women-Religious and the National Catholic Educational Association, 1916-1934. *Ann Marie Ryan, Loyola University - Chicago*

Discussant: *Susanna Calkins, Northwestern University*

16.029. “(Re)Connecting With Diverse Families”: Engaging in Partnerships That Lead to Curriculum Transformations.

Division G-Social Context of Education
Hyatt, Addams, West Tower - Silver Level
12:00 pm to 1:30 pm

Chair: *Patrick C. Manyak, University of Wyoming*

Participants:

Home Visits as Contexts for Teacher Learning From/With Families. *Maria Luiza Dantas, University of San Diego*

Networks of Support: Learning From the Other Teachers in Children’s Lives. *Susi Long, University of South Carolina; Dinah Volk, Cleveland State University*

Issues in Funds of Knowledge Teaching and Research: Key Concepts From a Study of Appalachian Families and Schooling. *Ellen McIntyre, University of Louisville*

How Knowledge Counts: Families and Their Lived Experiences as Resources for Academic and Social Action. *Beth V. Yeager, University of California - Santa Barbara; Ralph Adon Cordova, University of California - Santa Barbara*

Discussant: *Patrick C. Manyak, University of Wyoming*

16.030. Research on the Front Porch: Scholarship and Practice in Intercollegiate Athletics. Division G-Social Context of Education

Hyatt, Horner, West Tower - Silver Level
12:00 pm to 1:30 pm

Participant:

Research on the Front Porch: Scholarship and Practice in Intercollegiate Athletics. *Jennifer L. Hoffman, University of Washington; William Broussard, University of Arizona; James S. Antony, University of Washington; Sara Lopez, University of Washington; Barbara Osborne, University of North Carolina - Chapel Hill*

16.031. Developing Assessment Measures. Division I-Education in the Professions

Marriott, Chicago Ballroom, Section F - Fifth Floor
12:00 pm to 2:00 pm

Chair: *Rebecca A. Baranowski, American Board of Internal Medicine*

Participants:

Validation of an Assessment Tool for Aseptic Technique in Resident Physicians. *Monica L. Lyson, University of Michigan; Stanley J. Hamstra, University of Michigan; Lisa Colletti, University of Michigan Medical School*

Expert Panel Validation of a Research Integrity Culture and Climate

Measure. *Carol R. Thrush, University of Arkansas; Jim Vander Putten, University of Arkansas - Little Rock; Carla Gene Rapp, Duke University; Patricia S. O’Sullivan, University of California - San Francisco; Katherine Berry, Ouachita Baptist University; Carolyn Pearson, University of Arkansas - Little Rock*

One Size Doesn’t Fit All: Examination of a Clinical Teaching Instrument Used for Faculty Assessment. *S. Beth Bierer, Cleveland Clinic Foundation; Alan L. Hull, Cleveland Clinic Lerner College of Medicine of CWRU*

How to Create a Concept Inventory: The Thermal and Transport Concept Inventory. *Mary A. Nelson, University of Colorado; Monica R. Geist, University of Northern Colorado; Ronald L. Miller, Colorado School of Mines; Ruth A. Streveler, Purdue University; Barbara M. Olds, Colorado School of Mines*

Discussant: *P. K. Imbrie, Purdue University*

16.032. A Brave New World: Researching and Understanding the Net Generation Through Their Eyes. Division J-Postsecondary Education

Marriott, Cook, Third Floor
12:00 pm to 1:30 pm

Participants:

MyNetwork: Understanding the Links and Texts of College Students’ New Literacies. *Dana Wilber Cammack, Montclair State University*

Situating the Net Gen: Exploring the Role of Technology in the Social Identity of College Students. *Sarah Lohnes, Teachers College, Columbia University*

Learning Designs: Tapping the Technology Fluency of the Net Generation. *Donna DeGennaro, Montclair State University*

Discussant: *Charles K. Kinzer, Teachers College, Columbia University*

16.033. A Driving Force: Community Partnership Strategies for Using Data to Improve Postsecondary Access and Success Among Underrepresented Students. Division J-Postsecondary Education

Marriott, Dupage, Third Floor
12:00 pm to 1:30 pm

Chair: *Maricela Oliva, University of Texas - San Antonio*

Participants:

The “What” and “Whither” of Partnerships for College Access and Success and Data Use. *Donald Earl Collins, Academy for Educational Development; Alexandra T. Weinbaum, Academy for Educational Development*

Use of Data by Chattanooga-Hamilton County Public Education Foundation: Identifying Success Pathways. *Debra L. Vaughan, Public Education Foundation; Susan Street, College Access Center*

Improving Program Design and Policy Development: The Use of Data by the San Antonio Education Partnership. *Gilberto Ramon, San Antonio Education Partnership; Robert E. Zeigler, San Antonio College*

Evaluating Partnerships for College Access and Success: Process and Findings on Data Use in Initiative. *Marcela Gutierrez-Mayka, OMG Center for Collaborative Learning; Margaret Guk, OMG Center for Collaborative Learning*

Discussant: *Maricela Oliva, University of Texas - San Antonio*

16.034. Adjunct/Faculty Learning Communities in Higher Education: Enhancing Program Quality, Building Collaboration, and Developing Praxis. Division J-Postsecondary Education

Marriott, Huron, Tenth Floor
12:00 pm to 1:30 pm

Chair: *Constance K. Bond, Mercy College*

Participants: *Elina Lampert-Shepel, Mercy College; Jacob Easley, Mercy College; Howard Miller, Mercy College; Linda Tribuzio, Mercy College; Susan Mariano-Lapidus, Mercy College; John Jenkins, NTL Institute for Applied and Behavioral Sciences; Jessica Nauiokas, Charter School Resource Center; William Walters, Mercy College*

16.035. Admission, Preparation, and Retention of Minority

Candidates in Teacher Education. Division K-Teaching and Teacher Education
Hyatt, Ogden, West Tower - Silver Level
12:00 pm to 1:30 pm

Participants:

Retention of First-Generation, Mexican-American Paraprofessionals in Teacher Education: The Juggling Act of Nontraditional Students. *Amanda Morales, Margaret Gail Shroyer, Kevin Murry, Kansas State University*

Study of Future Science Teachers' Academic Histories in a Postdegree Teacher Education Program. *Tony Pascuzzo, University of Calgary; HsingChi W. von Bergmann, University of Calgary*

Teacher Education Program Components and Teacher Retention: Evidence From SASS, 1999. *Jijun Zhang, University of Maryland - College Park; Ann L Nutter, University of Maryland; Donna L. Wiseman, University of Maryland*

The Road Now Taken: Minority Candidates' Experiences of the Admissions Process in a Canadian Teacher Education Program. *Virginia Stead, OISE/University of Toronto*

Understanding Undergraduates' Decisions to Enter Teacher Preparation and Pursue a Teaching Career as "Careership". *Dorothea M. Anagnostopoulos, Crystal Gail Lunsford, Kevin C. Roxas, Michigan State University*

Discussant: *Kathleen Topolka Jorissen, Western Carolina University*

16.036. Deconstructing Preservice Teachers' Biases and Cultural Ideologies.

Division K-Teaching and Teacher Education
Hyatt, Stetson Conference Center, Suite E, West Tower - Purple Level
12:00 pm to 1:30 pm

Chair: *Jody Z. Priselac, University of California - Los Angeles*

Participants:

Fostering Understanding of Institutional Oppression Among Preservice Teachers. *Nora E. Hyland, Rutgers, The State University of New Jersey; Kimberly A Heuschkel, Rutgers, The State University of New Jersey*

The ABCs for Preservice Teacher Cultural Competency Development. *Jewell E. Cooper, University of North Carolina - Greensboro; Ye He, University of North Carolina - Greensboro*

Can We Make Use of Tensions and Contradictions in Community Experiences to Improve Teacher Education? *Valerie L. Farnsworth, University of Wisconsin - Madison*

Preservice Teachers' Beliefs and Assumptions About Diverse Students While Participating in a Study-Buddy Program. *Deborah S. Brown, West Chester University; Fanni Liu Coward, University of Alabama - Huntsville*

Strengthening Early Childhood Teacher Preparation: Integrating Assessment, Curriculum Development, and Instructional Practice in Student Teaching. *Gillian D. McNamee, Erikson Institute; Jie-Qi Chen, Erikson Institute*

Discussant: *Lee A. Bell, Barnard College*

16.037. Mentoring for Professional Development.

Division K-Teaching and Teacher Education

Hyatt, Toronto, West Tower - Gold Level

12:00 pm to 2:00 pm

Chair: *Cynthia L. Carver, Michigan State University*

Participants:

Facilitating Mentoring Experiences With Video-Based Portfolios. *Craig Erschel Shepherd, Peter Rich, Richard E. West, Michael J. Hannafin, Arthur M. Recesso, University of Georgia*

Mentoring Self-Efficacy: An Examination of Mentor Roles and Responsibilities. *Kendra Hall, Robert V. Bullough, Roni Jo Draper, Leigh K. Smith, Brigham Young University*

Using Mentoring as a Tool to Increase Teacher Retention and Influence Student Outcomes. *Deborah Leachman Slawson, Lyle H. Davis, Ying Huang, University of Memphis*

An Analysis of Beginning Teachers', Mentors', and Principals' Perceptions of the Blum Mentoring Program. *LaJerne Terry Cornish, Goucher College*

The Role of Preparation in Teacher Retention. *Nancy C D Zeller, East Carolina University; Guili Zhang, East Carolina University*

A Dialogic Approach to Evaluate the Effectiveness of Teacher Engagement Within Online Professional Communities. *Diane Hui, Washington University - St. Louis*

Discussant: *Stephen H. Fletcher, University of California - Santa Cruz*

16.038. Preparing Alternately Certified Mathematics Teachers With an Understanding of Urban Students' Lives: The Case of the NYC Teaching Fellows.

Division K-Teaching and Teacher Education
Hyatt, Columbus Hall, Section I, East Tower - Gold Level
12:00 pm to 1:30 pm

Chair: *Laurel A Cooley, Brooklyn College*

Participant:

Preparing Alternately Certified Teachers to Teach Conceptually Challenging Mathematics With an Understanding of Urban Students' Lives: The Case of the New York City Teaching Fellows Program. *Laurel A Cooley, Brooklyn College*

Participants: *Michael Meagher, Brooklyn College; Paula J. Fleshman, Girl Scouts of the U.S.A.; Laura M Gellert, City University of New York; Andrew M. Brantlinger, City University of New York; Eileen Donoghue, City University of New York - College of Staten Island; Haiwen Chu, The Graduate Center; Beverly Smith, City College of New York*

Discussant: *Nicholas M. Michelli, City University of New York*

16.039. Professional Development and Literacy.

Division K-Teaching and Teacher Education
Hyatt, Plaza Ballroom, Section A, East Tower - Green Level

12:00 pm to 2:00 pm

Chair: *Nancy Laine Marano, Southern Connecticut State University*

Participants:

Comparative Case Studies of the Effects of Teacher Professional Development in Disadvantaged Preschool Students' Emergent Literacy Growth. *Melissa J. Chapman, University of Iowa; Donald B. Yarbrough, University of Iowa*

Content Area Literacy: Building Teacher Expertise and Increasing Student Achievement. *Kimberly A. White-Smith, Chapman University; Sally O. Thomas, Chapman University; Roxanne Greitz Miller, Chapman University*

Examining the Complexities of "Kid Watching" in a Context for Teacher Inquiry. *K. Sunday Cummins, University of Illinois*

Professional Development for Teacher Leadership: Democracy Within and Across Secondary Schools for Teaching for Understanding. *Jennifer L. Snow-Gerono, Tanya Peters, Anne Gregory, Rosemary Palmer, Boise State University*

The Effects of Professional Development in Literacy on Secondary

Urban Teachers: A Cross-Case Analysis. *Julia Emig, Bard College MAT Program*

What Does It Take for Literacy Coaches to Function as Agents for Instructional Change? *Sarah E. Scott, University of Michigan*

Discussant: *Mary F. Roe, Washington State University*

16.040. Risking the Nation: Are Schools Ready for the Latino Majority? Division K-Teaching and Teacher Education

Sheraton, Chicago Ballroom, Section VI, Level 4

12:00 pm to 2:00 pm

Chair: *Alejandro Portes, Princeton University*

Participants: *Rosa Hernandez Sheets, Texas Tech University; Angela Valenzuela, University of Texas - Austin; Alma Perez, University of Texas - Austin; Patricia C. Gándara, University of California - Davis; Richard P. Duran, University of California - Santa Barbara; Pedro Portes, University of Georgia; Bernadette Bridget Musetti, University of Georgia; Paul H. Matthews, University of Georgia; Dora L. Salazar, Texas Tech University*

Discussants: *Luis C. Moll, University of Arizona; Kris Gutierrez, University of California - Los Angeles*

16.041. Social Identity and Race as Context and Complexity for Teacher Education. Division K-Teaching and Teacher Education

Hyatt, Atlanta, West Tower - Gold Level

12:00 pm to 2:00 pm

Chair: *Rosa Hernandez Hernandez Sheets, Texas Tech University*

Participants:

Exploring the Complexities of Social Identity and Teaching for Equity. *Andrew M. A. Allen, University of Windsor; Patrick Solomon, York University; Arlene Campbell, York University*

Antiracist Teaching, Identity, and Literacy: A Case Study of Preservice Teacher Learning. *Melissa Mosley, Washington University - St. Louis*

Identity, Coteaching, and the Freedom to Be Who You Are for an African-American Preservice Science Teacher. *Gale A. Seiler, University of Maryland - Baltimore County*

Listening to the Voices of Black and Minority Ethnic Teachers and Students: Lessons for a Quality Education for All. *Lorna Roberts, Manchester Metropolitan University; Carol Tomlin, Wolverhampton University*

Perspectives on Race: How Teacher-Education Context Matters. *Laura C. Haniford, California State University - Fullerton; Brian Girard, University of Michigan*

Resisting Negative Images and Stereotypes: A Latina Prospective Teacher's Story. *Terri L. Rodriguez, University of Wisconsin - Madison*

Discussant: *Theresa Montano, California State University - Northridge*

16.042. Teachers and Teaching in Diverse City Schools. Division K-Teaching and Teacher Education

Hyatt, Acapulco, West Tower - Gold Level

12:00 pm to 2:00 pm

Chair: *Vivienne Marie Baumfield, Institute of Education, University of London*

Participants:

Changing Views, Visions, and Voices: Teachers' Perceptions of Culturally Responsive Strategies for Urban Schools. *Alice P. Bartley, University of Maryland; Regina Young, University of Maryland - College Park; Jennifer Bacon, University of Maryland; Augustina Bryan, University of Maryland - College Park*

In It for the Long Haul: Career Trajectories of Urban Educators. *Ingrid Y. Seyer-Ochi, University of California - Berkeley*

Theoretical and Experiential Epiphanies: Learning to Understand Cultural Differences and Employ Culturally Responsive Pedagogy, an Autoethnography. *Frank Jason Feola, Cleveland State University*

White Female Teachers in a Predominantly Hispanic School: Bridging the Cultural Divide. *Crystal M. Soltero, University of Arizona*

16.043. Teachers' Shifting Attitudes, Beliefs, and Perspectives About Multicultural Education: Implications for Teacher Education. Division K-Teaching and Teacher Education

Hyatt, Burnham, West Tower - Silver Level

12:00 pm to 2:00 pm

Chair: *Tricia M. Gallagher-Geurtsen, Cutting Edge Education*

Participants:

Predictors of Multicultural Concerns, Beliefs, and Attitudes: A Survey of Preservice Teachers in Missouri. *Motoko Akiba, University of Missouri - Columbia; Hui Zhao, University of Missouri - Columbia; Eryca R. Neville, University of Missouri - Columbia; Peggy L. Placier, University of Missouri*

Preservice Teachers' Beliefs and Attitudes About Multicultural Education: Does Formal Preparation Make a Difference? *Yasar Bodur, Georgia Southern University; Vivian Fueyo, University of South Florida - St. Petersburg*

Preservice Teachers' Agreement With Tenets of Economic and Social Justice: Views From Two Institutions. *Thomas A. Lucey, Illinois State University; James D. Laney, University of North Texas*

Teachers' Perspectives on Pedagogies That Foster Transformative Learning in a Multicultural Education Course: From Color Blindness to Color Vision. *Omiunota N Ukpokodu, University of Missouri - Kansas City*

The Evolving Views of Preservice Teachers on Multicultural Curriculum and the Inclusive Classroom. *John Zack, University of Connecticut; Michael P. Alfano, University of Connecticut*

"Getting Too Heavy": Exploring Beginning Teachers' Assumptions About Young Children and Teaching for Social Justice. *Deirdre M. Kelly, University of British Columbia; Mary Brooks, University of British Columbia*

Discussant: *Pamela A. Taylor, Seattle University*

16.044. Teachers' Social Subjectivities and the Model of Teaching.

Division K-Teaching and Teacher Education

Hyatt, Columbus Hall, Section K, East Tower - Gold Level

12:00 pm to 2:00 pm

Chair: *Bridget Rebecca Amory, Morris Early Childhood Center*

Participants:

Cultural Intersections: The Reflective Practice of Conducting Research on Teachers and Religion. *Kimberly R. White, University of Wisconsin - Madison*

Frank McCourt's Teacher Man, Teachers' Stories, and Teacher Learning. *Renate Schulz, University of Manitoba*

The Portrayal of Teachers in Children's Fiction. *Nancy S. Niemi, Nazareth College; Nancy M. Brown, Oakland University; Julia B. Smith, Oakland University*

The Role of Reflective Practices in Growth and Development of the Advanced Teacher Candidates. *Yoon-Joo Lee, Brooklyn College; Min Sun Shin, Monmouth University*

16.045. Teaching Math and Science: Culturally Responsive and Equity-Focused Practices. Division K-Teaching and Teacher Education

Hyatt, Truffles, West Tower - Blue Level

12:00 pm to 1:30 pm

Chair: *Margaret L. Niess, Oregon State University*

Participants:

A Mathematics Teacher's Equity Practice in a School Committed to Community Connection and Social Change. *Susan Gregson, University of Illinois - Urbana-Champaign*

Teaching Practices and Interactions in Special Education Mathematics Classrooms. *Cynthia C. Griffin, University of Florida; Asha K. Jitendra, Lehigh University; Martha League, University of Florida*

Beginning Science and Mathematics Teachers' Views and Practices Connected to Equity: The Role of Induction. *Mary E. Brenner, University of California - Santa Barbara; Julie Bianchini, University of California - Santa Barbara*

How Might Questioning Practices Support Diverse Learners in a Reform-Oriented Mathematics Class? *Amy N. Parks, Michigan State University*

Culturally Responsive Approaches to Mathematics Teaching and Learning in Aboriginal Communities. *Cynthia C. Nicol, University of British Columbia; Jo-Ann Archibald, University of British Columbia; Heather J. Kelleher, University of British Columbia; Lee Brown, University of British Columbia; Vonnie Hutchingson, School District No. 50; Wendy S Nielsen, University of British Columbia; Jenipher Owuor, University of British Columbia*

Discussant: *Nithya Narayanaswamy Iyer, State University of New York - Oneonta*

16.046. Teaching Science: Practical and Pedagogical Content

Knowledge. Division K-Teaching and Teacher Education
Hyatt, Crystal Ballroom, Section A, West Tower - Green Level
12:00 pm to 1:30 pm

Chair: *Robert L. Blomeyer, Blomeyer & Clemente Consulting Services*

Participants:

Practical Knowledge in Teaching: Case Studies From Physical Science Classrooms. *Sara Labib Salloum, University of Illinois - Urbana-Champaign; Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign*

Beginning Biology Teachers' Perception of PCK and Their Application of PCK in Their Classes. *Sibel Uysal, Arizona State University; Selcen Kendir, University of Minnesota; Elizabeth Blake Lewis, Arizona State University; EunJin Bang, Arizona State University; Sharon Schleigh, Arizona State University; Jennifer Neakrese, Arizona State University; Julie A. Luft, Arizona State University; Gillian Roehrig, University of Minnesota*

Pedagogical Content Knowledge: Perspectives From the Science Classroom. *Christine L. Ure, Mary Dixon, Peter Ferguson, Julianne Moss, Kim Ann Senior, University of Melbourne*

Narrative Analysis as a Way of Understanding a Preservice Science Teacher's Pedagogical Content Knowledge. *Youngjin Song, University of Georgia*

Discussant: *Karen D. King, New York University*

16.047. The Power and Possibilities of Arts-Based Approaches to Teacher Education Research and Practice.

Division K-Teaching and Teacher Education
Hyatt, Columbus Hall, Section E, East Tower - Gold Level
12:00 pm to 1:30 pm

Chair: *Melisa S. Cahnmann, University of Georgia*

Participants:

Performing Teachers' Lives: A Critical Performative Approach to Teacher Education. *Melisa S. Cahnmann, University of Georgia; Mariana Souto-Manning, University of Georgia*

Musicality in Talk: A Key Element in Classroom Discourse as an

Environment for Learning. *Frederick D. Erickson, University of California - Los Angeles*

A Pedagogy of Embodiment: The Aesthetic Practice of Holistic Education in a Taiko Drumming Ensemble. *Kimberly A. Powell, Pennsylvania State University*

Connecting Visual Metaphor and Literacy in Teacher Education. *Richard E. Siegesmund, University of Georgia*

Participants: *Melisa S. Cahnmann, University of Georgia; Frederick D. Erickson, University of California - Los Angeles; Kimberly A. Powell, Pennsylvania State University; Richard E. Siegesmund, University of Georgia; Mariana Souto-Manning, University of Georgia*

Discussant: *Liora Bresler, University of Illinois*

16.048. The World of Educational Quality: International

Perspectives. Division K-Teaching and Teacher Education
Hyatt, Crystal Ballroom, Section C, West Tower - Green Level
12:00 pm to 1:30 pm

Chair: *Kathryn A. Newman, Grambling State University*

Participants:

Assessment of Training Needs of the Teachers of Technological Institutes of Higher Learning in Bangladesh. *Farzana Sultana, University of South Carolina; Shahjahan Mian Tapan, University of Dhaka; Hosne Ara Begum, University of Dhaka*

Diagnosing the Entry Behavior of First Graders in Ghanaian Primary Schools. *Rosalie M Romano, Ohio University*

Greening the Secondary School Curriculum in Ukraine: Investigating Teachers' Practices. *Oksana Bartosh, University of British Columbia*

Understanding the Potential of Education Reform in Primary School Classrooms in Mali: Teacher Perspectives. *Penelope A. Bender, Plan USA*

Discussant: *Cheng-Yao Lin, Southern Illinois University - Carbondale*

16.049. Analyses of Alternative Delivery: Vouchers, Charters, Decentralized, and Year-Round Schooling.

Division L-Educational Policy and Politics
Sheraton, Erie, Level 2
12:00 pm to 1:30 pm

Chair: *Henry Levin, Teachers College, Columbia University*

Participants:

Are Charter Schools Better Than Public Schools? Exploiting Private School Enrollment Trends to Study the Relative Valuation of Schools. *Joydeep Roy, Georgetown University; Rajashri Chakrabarti, Harvard University*

The Effect of Year-Round School on Academic Achievement. *Jake E. Stone, Simon Fraser University; Amery Dai Ling Wu, University of British Columbia*

The Relationship Between School Resources and Student Attainment in Secondary Schools in England. *Rosalind R. Levacic, Andrew Jenkins, Anna Vignoles, Rebecca Allen, Institute of Education, University of London*

Vouchers, Public School Response, and the Role of Incentives: Evidence From Florida. *Rajashri Chakrabarti, Harvard University*

Discussant: *Dominic J. Brewer, University of Southern California*

16.050. Policies and Politics of Credentialing.

Division L-Educational Policy and Politics
Sheraton, Colorado, Level 2
12:00 pm to 1:30 pm

Chair: *Jennifer K. Rice, University of Maryland - College Park*

Participants:

The Role of Preschool Teacher Credentials in Classroom Quality

and Children's School Readiness. *Steven Glazer, Sarah Avellar, John M. Love, Mathematica Policy Research, Inc.*

Alternatively Certified Teachers: Where They Come From, What They Teach, and Where They Go. *Lora A. Cohen-Vogel, Florida State University; Thomas M. Smith, Vanderbilt University*

How Well Do Standards-Based Teacher Evaluation Systems Identify High-Quality Teachers? *Sarah Archibald, University of Wisconsin - Madison*

Validity Evidence for the Certification of Teaching Excellence in Chile: A Pioneer Experience in Latin America. *Jorge Manzi, Carolina Susana Araya, Roberto González, Pontificia Universidad Católica de Chile; Eduardo Barros, David Bravo, Claudia Peirano, Janet Cadiz, Catholic University of Chile; David Torres, Pontificia Universidad Católica de Chile*

Discussant: *Duncan D. Chaplin, Mathematica Policy Research*

16.051. Policies of Inclusivity. Division L-Educational Policy and Politics
Sheraton, Huron, Level 2
12:00 pm to 1:30 pm

Chair: *Catherine A. Lugg, Rutgers, The State University of New Jersey*

Participants:

Education Laws and Policies and Their Relationship to School Climate for LGBT Students in the United States: An Examination of Safe School Legislation, "No Promo Homo" Laws, and Abstinence-Only Education Policies. *Elizabeth M. Diaz, Gay, Lesbian and Straight Education Network; Joseph G. Kosciw, Gay, Lesbian and Straight Education Network*

No Quality, No Equity: The Minimal Accessibility of Special Educators to Mathematics Reform in Chicago. *David Mayrowetz, University of Illinois - Chicago; Meghan Burke, University of Illinois - Chicago*

Standardizing the Marginalized: Examining the Impact of Standardization on Teaching Bilingual Children. *Lillian Vega Castaneda, California State University - Channel Islands; Sharon H. Ulanoff, California State University - Los Angeles*

Inclusion Policies and Practices for Students on the Autistic Spectrum in Secondary Mainstream Schools in the United Kingdom. *Sarah Lewis, University of Manchester; Neil Humphrey, University of Manchester*

Discussant: *Julie F. Mead, University of Wisconsin - Madison*

16.052. Identity Development Among Youth in Multiple Contexts. SIG-Adolescence
Swissôtel, Engelberg, Third Floor
12:00 pm to 2:00 pm

Chair: *Teresa J Rishel, Kent State University*

Participants:

Young Adolescents' Attitudes Toward School: The Effects of School Climate on Students in the United States and the United Kingdom. *Margaret Z. Booth, Mark A. Earley, Heather C. Sheehan, Bowling Green State University*

Extracurricular Participation in the Middle School Years: Are There Developmental Benefits for African-American and White Youth? *Jennifer A. Fredricks, Connecticut College*

The Tip of the Blade: Self-Injury Among Early Adolescents. *Moya Alfonso, University of South Florida*

Exploring the Relationship Between State Discipline Policies and Exclusionary Educational Practices for Adolescents. *Carol Anne Kochhar-Bryant, George Washington University; Jane Stephenson, George Washington University*

Locus of Control, Educational Aspirations, and Long-Term Goals: Racial Differences Among Adolescents. *Sharon K. McDonough,*

Glennelle Halpin, Gerald Halpin, Robin Terrell Taylor, Auburn University

16.053. Games, Learning, and Society. SIG-Advanced Technologies for Learning
Sheraton, Ontario, Level 2
12:00 pm to 1:30 pm

Chairs: *David W. Shaffer, University of Wisconsin - Madison; James Paul Gee, University of Wisconsin - Madison*

Participants:

Games as Designed Experience in Ideological Worlds. *Kurt D. Squire, University of Wisconsin - Madison*

Games for Thought: The Future of Education and How We Can Get There. *David W. Shaffer, University of Wisconsin - Madison*

Games as Social Systems Theory Testing: Games for Instructional Leadership. *Richard R. Halverson, University of Wisconsin*

Games as a Highly Visible Medium for the Study of Distributed, Situated Cognition. *Constance A. Steinkuehler, University of Wisconsin - Madison*

Discussant: *James Paul Gee, University of Wisconsin - Madison*

16.054. Associates for Research on Private Education - SIG Paper Session. SIG-Associates for Research on Private Education
Marriott, Indiana, Sixth Floor
12:00 pm to 2:00 pm

Participants:

Characteristics of "Great" School Heads. *Pearl R. Kane, Teachers College, Columbia University*

Curriculum Theorizing and Seventh-Day Adventist Education. *Pretoria G. St. Juste, Andrews University*

Spirituality in Higher Education: Opportunities for Curriculum. *Andrea Marie Baldwin, Andrews University*

Educational Quality as Demonstrated in an Innovative, Project-Based, Private Residential Secondary Program. *Randy J. Siebold, Josephine Esther Katenga, Virginia Mae Lonser, Andrews University*

16.055. Assessing the "World of Quality" in Educational Language Policy: Challenges and Opportunities. SIG-Bilingual Education Research
Swissôtel, Grand Ballroom, Section I - Ballroom Level
12:00 pm to 1:30 pm

Chairs: *Elana Shohamy, Tel Aviv University; Terrence G. Wiley, Arizona State University*

Participants:

Challenging Language Education Policies in Hawai'i. *Kathryn A. Davis, University of Hawai'i*

Migration, Language Policy, and Educational Practice in Ecuador. *Kendall King, Georgetown University*

Language Policy in Cambodia and the United States: Mutual Lessons. *Wayne E. Wright, University of Texas - San Antonio*

The Need to Connect Educational Research and Language Education. *Elana Shohamy, Tel Aviv University*

Toward Reframing the Language Policy Debate in the United States. *Terrence G. Wiley, Arizona State University*

Discussant: *Nancy H. Hornberger, University of Pennsylvania*

16.056. Complex Criticality in Educational Research. SIG-Chaos and Complexity Theories
Marriott, Chicago Ballroom, Section C - Fifth Floor
12:00 pm to 2:00 pm

Chair: *William E. Doll, Louisiana State University*

Participants:

Beyond Simple Order: Curriculum Politically Corrected. *Donna Trueit,*

Emergence: A Complexity-Based Critical Logic for Education?

Deborah Osberg, University of Exeter

The Power Behind the Claim That We “Understand”. *Sarah*

Smitherman Pratt, University of North Carolina - Greensboro

Moral Dimensions of Postmodern Criticality in Complexity

Research. *M. Jayne Fleener, Louisiana State University*

Dialogic and the Emergence of Criticality in Complex Group

Processes. *Donald L. Gilstrap, University of Oklahoma*

Literary Design, Complexity, and Critical Consciousness. *Brent*

Davis, University of Alberta; Dennis J. Sumara, University of Alberta

Studenting and Curriculum at a Good Elementary School: A Recipe for Success. *Walter S. Gershon, Kent State University*

Discussant: *Gert J. Biesta, University of Exeter*

16.057. Gatekeepers and Groundskeepers: Charter School

Authorizers’ Role in the Charter School Sector. SIG-Charter

School Research and Evaluation

Swissôtel, Grand Ballroom, Section II - Ballroom Level

12:00 pm to 1:30 pm

Chair: *Lauren M. Rhim, Public Impact*

Participants: *Sandra M. Vergari, State University of New York - Albany;*

Gregory Richmond, National Association of Charter School

Authorizers; Louann Beirlien Palmer, Western Michigan University;

Priscilla Wohlstetter, University of Southern California

Discussant: *Lauren M. Rhim, Public Impact*

16.058. Assessment in Support of Learning: Effects of Keeping

Learning on Track on Teachers and Students. SIG-Classroom Assessment

Sheraton, Superior, Level 2

12:00 pm to 1:30 pm

Chair: *Cynthia Tocci, ETS*

Participants:

Supporting the Leaders of “Keeping Learning on Track” Teacher Learning Communities. *Judith Z. Ellsworth, University of Wyoming; M. Cecilia Martinez, Rutgers, The State University of New Jersey; Ignacia Perugorria, Rutgers, The State University of New Jersey; Christine Lyon, ETS; E. Caroline Wylie, ETS*

How Formative Assessment Ideas Translate From Theory to Practice in Classrooms. *Judith Z. Ellsworth, University of Wyoming; M. Cecilia Martinez, Rutgers, The State University of New Jersey;*

Ignacia Perugorria, Rutgers, The State University of New Jersey; Christine Lyon, ETS; E. Caroline Wylie, ETS; Marnie R. Thompson, ETS

Diagnostic Questions: Impact on Students. *E. Caroline Wylie, ETS;*

Lynnette K. Mawhinney, Temple University; Joseph Ciofalo, ETS

Keeping Learning on Track: Impact on Student Learning. *Russ*

Brown, Cleveland Municipal School District; Donna G. Snodgrass, Cleveland Municipal School District; Marnie R. Thompson, ETS; E. Caroline Wylie, ETS; Dylan R. Wiliam, Institute of Education, University of London

Discussant: *Rosita E. Apodaca, University of Pittsburgh*

16.059. Analyzing Preservice Teacher Preparation Experiences

Within Constructivist Learning Environments. SIG-

Constructivist Theory, Research and Practice

Swissôtel, Grand Ballroom, Section III - Ballroom Level

12:00 pm to 1:30 pm

Chair: *Laurance Joseph Splitter, Hunter College*

Participants:

An Ethnographic Exploration of Preservice Teachers’ and Faculties’ Resistance to Constructivist Pedagogy. *Carolyn Frances Chryst, State University of New York - Oneonta*

Creating an Account of Institutional Practice: An Analysis of One

Professional Teacher Education Licensure Program. *Rachel A*

Harrington, Oregon State University

Modeling the Model: The Use of Classroom Talk in Teaching

Socioconstructivist Pedagogy and Historical Thinking. *Caroline*

Cecelia Sullivan, University of Texas - Austin

Discussant: *Patrick M. Jenlink, Stephen F. Austin State University*

16.060. Advancing Social Justice in Education: Expanding the

Conversation. SIG-Critical Educators for Social Justice

Marriott, Lakeview, Second Floor

12:00 pm to 1:30 pm

Chair: *Anne Fairbrother, State University of New York - Oswego*

Participants:

Critical Mathematics Pedagogy: Three Teachers’ Beginning Journey. *David W. Stinson, Carla R. Bidwell, Christopher C. Jett, Ginny*

C. Powell, Mary M. Thurman, Georgia State University

Art for Social Change: How the Arts Function as Critical Education. *Marit Dewhurst, Harvard Graduate School of Education*

Rounding ‘Em Up on the East Side of the Wild West: Four Pillars or

One Big Corral? *Erin J. Graham, University of British Columbia*

Unburning the Cross: Lifting the Veil on Christian Privilege

and White Supremacy: Building Multicultural Educational/

Workplace Settings. *Chris Clark, University of Maryland - College Park*

Discussant: *Virginia M. Lea, Sonoma State University*

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16.061. Add Water and Stir: Rethinking Race and Class in School.

SIG-Critical Examination of Race, Ethnicity, Class, and Gender in Education

Marriott, Chicago Ballroom, Section G - Fifth Floor

12:00 pm to 1:30 pm

Chair: *Susan Sze, Niagara University*

Participants:

An Investigation of Race, Gender, and Socioeconomic Status

on Nationwide Fifth-Grade Science Performance. *Kathryn*

Kohlhaas, University of Houston - Victoria; Hsin-Hui Lin,

University of Houston - Victoria; Kwang-Lee Chu, Harcourt

Assessment, Inc.

Becoming American: How Race, Culture, and Gender Influence the

Ways Vietnamese Immigrant Students Construct Citizenship. *Diem T. Nguyen, University of Washington*

Diem T. Nguyen, University of Washington

Rethinking Resistance: Interpreting Infrapolitics at an Urban High

School. *Maryann Dickar, New York University*

Two Pictures of Asian-American Students and Parents: The Role of

Social Class in the Educational Experiences of Asian-Americans. *Soomin Sohn, State University of New York - Buffalo*

Soomin Sohn, State University of New York - Buffalo

Discussant: *Fabienne Doucet, New York University*

16.062. Art Through a Critical Lens: Picasso in Children’s Work.

SIG-Critical Perspectives on Early Childhood Education

Sheraton, Missouri, Level 2

12:00 pm to 2:00 pm

Participants:

Children as Experts: Researching Children’s Perspectives of a

Museum Space. *Susan B. Dockett, University of Western Sydney;*

Robert W. Perry, University of Western Sydney

Critical Theory and the Art of Teaching Art: Research/Teaching

Nexus. *Felicity Anne McArdle, Queensland University of Technology*

Felicity Anne McArdle, Queensland University of Technology

Draw Me a Picture: Interpretations of Students’ Drawings About

Standardized Testing. *Annapurna Ganesh, Arizona State University*

Annapurna Ganesh, Arizona State University

Discussant: *Lucinda G. Heimer, University of Wisconsin - Madison*

16.063. Locating the Self and the Other: Questioning Disability and Identity. SIG-Disability Studies in Education
Fairmont, Moulin Rouge, Lobby Level
12:00 pm to 1:30 pm

Participants:

Questioning Me/Them/We: Attempting to Cross Borders Through Autoethnography. *David J. Connor, Hunter College*

The Curriculum of Schizophrenia. *Carolyn K. Pajor, University of Illinois - Chicago*

Rethinking Competence: A Close Reading of the Autobiographies of Individuals With Autism. *Christine Elaine Ashby, Syracuse University; Julie N. Causton-Theoharis, Syracuse University*

Discussant: *Jan W. Valle, City College of New York*

16.064. Assessment for Teaching and Learning in Early Childhood Classrooms. SIG-Early Education and Child Development
Hyatt, Regency Ballroom, Section C, West Tower - Gold Level
12:00 pm to 1:30 pm

Chair: *Jie-Qi Chen, Erikson Institute*

Participants:

Bridging: A Tool to Link the Child Assessment With Teaching and Learning Processes. *Gillian D. McNamee, Erikson Institute*

Diversity Is the Rule Rather Than the Exception in Describing Young Children's Learning Profiles. *Jie-Qi Chen, Erikson Institute*

Examining Process Dimensions of Children's Learning. *Ann L. Masur, Erikson Institute*

Development of Pedagogical Content Knowledge in Early Childhood Teachers. *Luisiana Malendez, Erikson Institute*

Discussant: *Barbara T. Bowman, Erikson Institute*

16.065. Managing, Locating, and Theorizing Human-Nature/Ecological Relationships. SIG-Ecological and Environmental Education
Sheraton, Ohio, Level 2
12:00 pm to 1:30 pm

Chair: *Justin S. Dillon, King's College - London*

Participants:

Management of Human-Nature Relationships in Environmental Education Resources. *Joan M Chambers, University of Alberta; Patricia M. Rowell, University of Alberta*

Farming and Land Management as Resources for Environmental Education. *Revital Tali Tal, Technion - Israel Institute of Technology*

Student Knowledge of the Relationships Between Human Actions and Environmental Systems. *Blakely K. Tsurusaki, Michigan State University; Charles W. Anderson, Michigan State University*

Down to Earth: Locating Ecology and Environmental Education Close to Home. *M. Gale Smith, University of British Columbia*

Discussants: *Robert Coulter, Missouri Botanical Garden; Arjen E. Wals, Wageningen University*

16.066. Monte Carlo Simulation Studies I: Empirical Evaluations of Statistics' Functioning and Data Generation Programs. SIG-Educational Statisticians
Inter-Continental, Burnham, Eighth Floor
12:00 pm to 2:00 pm

Chair: *Lisa Lix, University of Manitoba*

Participants:

Factors Influencing the Mixture Index of Model Fit in Contingency Tables. *C. Mitchell Dayton, University of Maryland; Xuemei Pan, University of Maryland - College Park*

Investigating the Robustness of Levene's F-Test for Homogeneity

of Variance Under Varying Conditions. *David W Nordstokke, University of British Columbia; Bruno D. Zumbo, University of British Columbia*

Pairwise Multiple Comparison Procedures: Inference by Eye With Overlapping Confidence Intervals. *Flaviu A. Hodis, Southern Illinois University - Carbondale; Rhonda K. Kowalchuk, Southern Illinois University - Carbondale*

Numerical Computing and Graphics for the Power Method Transformation. *Todd Christopher Headrick, Yanyan Sheng, Flaviu A. Hodis, Southern Illinois University - Carbondale*

Correcting the Squared Canonical Correlation Coefficient for Bias. *Lesley F. Leach, University of North Texas; Robin K. Henson, University of North Texas*

Discussant: *Michael Seaman, University of South Carolina*

16.067. Fighting Terrorism Since 1492: Exploring the Terrain of Indigenous Knowledge in the Academy. SIG-Indigenous Peoples of the Pacific
Marriott, Avenue Ballroom, Fourth Floor
12:00 pm to 2:00 pm

Chair: *Gary Sherwood Krug, University of Hawai'i - Manoa*

Participants:

Reimagining Them and Us: Working With Indigenous Knowledge in the Postcolonial University. *Celia E. Haig-Brown, York University*

Learning and Healing: A Decolonizing Research Methodology. *John H. Hodson, Brock University*

Continuing Education in Genocide. *Deb O'Rourke, York University*

Valuation and Collaboration: Aboriginal Knowledge and the University. *Adam Pulpan, York University; Mina Rumbolt, York University*

Legitimizing Indigenous Knowledge. *Arshi Dewan, York University*

Living, Breathing, and Walking the Sacred: The Struggle With Sharing Anishinaabe Ways of Knowing in the Academy. *Brent D. L. Debassige, York University*

Discussants: *Graham H. Smith, University of British Columbia; Sharon Nelson-Barber, WestEd*

16.068. Ubiquitous Computing in Education: Invisible Technology, Visible Impact. SIG-Instructional Technology
Inter-Continental, Sullivan, Eighth Floor
12:00 pm to 2:00 pm

Chair: *Karen P. Swan, Kent State University*

Participant:

Ubiquitous Computing in Education: Invisible Technology, Visible Impact. *Mark A. van 't Hooft, Kent State University; Karen P. Swan, Kent State University*

Participants: *Michael J. Berson, University of South Florida; Issaou Gado, Cleveland State University; Naomi Hupert, Education Development Center; Sarah Price, Interact Lab University of Sussex; Edward Dieterle, Harvard Graduate School of Education*

Discussant: *Mark A. van 't Hooft, Kent State University*

16.069. Challenges and Innovations in Large-Scale Assessment. SIG-Large Scale Assessment
Sheraton, Michigan, Level 2
12:00 pm to 1:30 pm

Chair: *Joanna Sandra Gorin, Arizona State University*

Participants:

A Method to Verify the Translation of Standard-Based Content Assessments. *Alexis A. Lopez, Second Language Testing, Inc.*

Educational Quality in Regions That Are Divided: Proficiency by State Lines. *Mark Hogrebe, Washington University - St. Louis; Lydia Kyei-Blankson, Washington University - St. Louis*

No Dey Show for Face: Large-Scale Assessment of Primary School Learning in Nigeria. *Denis A. Mildon, Consultant; Gilles Maurice Fournier, Educator Management and Assessment*

Simpson's Paradox in Reporting Statewide Assessment Results. *Shungwon Ro, Thomson Prometric; Ernest C. Davenport, University of Minnesota; James S. Terwilliger, Minnesota Department of Education; George A. Henly, Minnesota Department of Education*

Discussants: *Stuart R. Kahl, Measured Progress; Carole J. Gallagher, WestEd*

16.070. Leadership for School Improvement in an Era of Accountability. SIG-Leadership for School Improvement
Fairmont, Crystal Room, Third Level
12:00 pm to 1:30 pm

Chair: *Shana Goldwyn, Florida State University*

Participants:

Data Use, Misuse, and Misunderstanding: The Potential of Double-Loop Learning for Improving Student Achievement. *Peggy H. Burke, Central Michigan University; Janet A. Chrispeels, University of California - San Diego; Alan J. Daly, University of California - San Diego*

Exploring the Impact of Teachers' Participation in an Assessment-Standards Alignment Study. *Andrea B. Martone, University of Massachusetts - Amherst*

Relationship Between School Performance and Elements of School Culture. *Theodore J. Kowalski, University of Dayton; Kathleen Herrmann, University of Dayton*

Sustaining Emergent Efficacy: Mediating the Implementation of Federal Education Policy. *Vicki Logan Myers, University of Missouri*

Discussant: *Tricia Browne-Ferrigno, University of Kentucky*

16.071. Teacher Preparation, Teaching, and Morality. SIG-Moral Development and Education
Marriott, Halsted, Fourth Floor
12:00 pm to 2:00 pm

Chair: *Alan J. Reiman, North Carolina State University*

Participants:

Teaching Teachers to Care: Preparing Teachers for the Moral Dimensions of Teaching. *Colette Rabin, Mills College*

Judgment Level or Regurgitation: Analyzing the Moral Disposition of Teacher Candidates. *Lisa E. Johnson, Winthrop University*

Different Perspectives on Moral Education? *Yvonne A.M. Leeman, University of Amsterdam; Willem L. Wardekker, Vrije Universiteit - Amsterdam*

The Moral Role of Teachers Investigated: What Did We Learn? *Eees A. Klaassen, Radboud University Nijmegen*

Discussant: *Helen R. Stiff-Williams, Regent University*

16.072. Ethics and Educational Theory. SIG-Philosophical Studies in Education
Inter-Continental, Exchange, Eleventh Floor
12:00 pm to 1:30 pm

Chair: *Denise Egea-Kuehne, Louisiana State University*

Participants:

Academic Integrity Reconsidered. *Charles L. Howell, Minnesota State University - Moorhead*

Asking a Different Question: A Prolegomenon to a Problematization of Youth Ethics. *Lynda Stone, University of North Carolina - Chapel Hill*

Critical Wisdom: What It Is, How We Can Measure It, Why We Should Teach It. *James T. Fahey, Rensselaer Polytechnic Institute; Katherine H. Voegtle, College of Saint Rose*

John Dewey, Nel Noddings, Emmanuel Levinas, and Martin Buber: Radical Alterity Goes to School. *Donald Blumenfeld-Jones, Arizona State University*

Discussant: *Delores D. Liston, Georgia Southern University*

16.073. Conditions for Effective Federal Policy in Education: Implications for the Reauthorization of NCLB. SIG-Politics of Education
Inter-Continental, King Arthur Court, Third Floor
12:00 pm to 1:30 pm

Chair: *Gary A. Orfield, University of California - Los Angeles*

Participants: *Gail Sunderman, Harvard University; Michael W. Kirst, Stanford University; Linda Darling-Hammond, Stanford University; Elizabeth H. DeBray-Pelot, University of Georgia; Kenneth Wong, Brown University; Peter McWalters, Rhode Island State Department of Education*

16.074. Educational Measurement Applications I. SIG-Rasch Measurement
Hyatt, Field, West Tower - Silver Level
12:00 pm to 2:00 pm

Chair: *Gene A. Kramer, American Dental Association*

Participants:

A Study of Confidence and Accuracy Using the Rasch Modeling Procedures. *Insu Paek, ETS; Lazar Stankov, ETS; Jihyun Lee, ETS; Mark R. Wilson, University of California - Berkeley*

A Comparison of Traditional and IRT Scoring Rules for Time-Limit Tests. *Margo G.H. Jansen, University of Groningen; Margaretha P.C. van der Werf, RION Institute for Educational Research; Hans Kuyper, University of Groningen*

Comparing Parameter Recovery Accuracy Between the Rasch Testlet Model and the One-Parameter Multilevel Testlet Model. *Wei He, Michigan State University; Hong Jiao, Harcourt Assessment, Inc.; Shudong Wang, Harcourt Assessment, Inc.;*

Chueh-An Hsieh, Michigan State University

Optimizing Item Pool Characteristics to Control Item Exposure in a Computerized Adaptive Test. *Cherdsak Iramaneerat, University of Illinois - Chicago; John A. Stahl, Promissor, Inc.*

Transferring IRT Scale Scores Using an Equipercenile Linking Method. *Daeryong Seo, Harcourt Assessment, Inc.; Husein M. Taherzadeh, Harcourt Assessment, Inc.*

Using the Rasch Measurement Model and the Bookmark Standard-Setting Procedure to Establish Cutscores on the STOU-TBS Test. *Sungwon Ngudgratoko, Michigan State University; Ratchaneekool Pinyopamuwat, Sukhothai Thammathirat Open University; Naline Na Nakorn, Sukhothai Thammathirat Open University*

Discussant: *Jon S. Twing, Pearson Educational Measurement*

16.075. Down in the Delta: Improving Mathematics Education for African-American Students in the Rural South. SIG-Research Focus on Black Education
Hyatt, New Orleans, West Tower - Gold Level
12:00 pm to 1:30 pm

Participants:

Building Teacher Capacity: Mathematics Professional Development in a Rural School District. *Angiline Powell, University of Memphis*

The "Bottom Line": Student Achievement in the Delta Math Project (Year 1). *Louis A. Franceschini, University of Memphis*

What's So "Special" About This Project? Mathematics Professional Development and Classroom Inclusion. *Angiline Powell, University of Memphis; Celia Rousseau Anderson, University of Memphis*

Politics and Policy: Factors Advancing and Constraining Mathematics Reform in a Rural District. *Lisa M. Watts, University of Memphis*

Like Fish Out of Water: Reflections of "Urban" Faculty in a Rural Setting. *Celia Rousseau Anderson, University of Memphis; Lisa M. Watts, University of Memphis*

Discussant: *Robert Q. Berry, University of Virginia*

16.076. Research on Learning and Assessment of Algebraic

Concepts. SIG-Research in Mathematics Education

Hyatt, Regency Ballroom, Section B, West Tower - Gold Level
12:00 pm to 1:30 pm

Chair: *Andrew B. Polly, University of North Carolina - Charlotte*

Participants:

Cognitive Demand of Mathematical Tasks and Assessment Performance of First-Year Algebra Students. *Glenda A. Breaux, Michigan State University; Gail Burrill, Michigan State University*

Prospective Elementary and Middle Teachers' Knowledge of Linear Functions. *Zhixia You, University of Nevada - Reno; Yeping Li, Texas A&M University*

Representational and Object Understanding of Mathematical Entities: The Case of Function. *Mary Kathleen Heid, Pennsylvania State University; Ismail O. Zembat, Hacettepe University*

16.077. Literacy Development in Second and Foreign Languages.

SIG-Second Language Research

Hyatt, Plaza Ballroom, Section B, East Tower - Green Level
12:00 pm to 2:00 pm

Chair: *Cheryl J. Serrano, Lynn University*

Participants:

Integrativity and Instrumentality in ESL Writing Acquisition. *Zhaohui Sheng, University of Missouri - Columbia*

Field-Dependent/Independent Cognitive Style and Task Format on Second Language Reading Test Performance. *Man Cao, Wuhan University of Technology; Yihua Hong, University of Toronto*

AES Feedback Versus Teacher Feedback Assigned to ESL Essays. *Semire Dikli, Florida State University*

Timed Writing and Adult ESL Learners: An Investigation of L1 Use in Invention Strategies. *Eleni N. Pappamihel, University of North Carolina - Wilmington; Florin Marius Mihai, University of Central Florida; Takayuki Nishimata, Florida State University*

When "Skills" Are Not Enough: Learning Social Practices in an Academic Writing Class for English Language Learners. *Karen P. Macbeth, Ohio State University*

Discussant: *Shih-Chieh Chien, University of Cambridge*

16.078. Service Learning as a Means for Addressing K-12 Needs:

Technology and Students With Disabilities. SIG-Service

Learning and Experiential Education

Swissôtel, Fribourg, Third Floor
12:00 pm to 2:00 pm

Participants:

An Evaluation of the Importance and Use of the Elements of Effective High School Service Learning Programs That Include Students With and Without Disabilities. *Adelle Renzaglia, University of Illinois - Urbana-Champaign; Stacy Kim Dymond, University of Illinois; Euljung Chun, University of Illinois - Urbana-Champaign*

From SBA to HEKA: An Examination of Community Service Learning Practices in Three African-Centered Schools. *Ayesha Imani, Imhotep CHS*

Service-Learning Projects for K-12 Student Technology Access and

Social Justice in Developing Countries. *Pamela A. Redmond, University of San Francisco; Stephen K. Morris, University of San Francisco*

What Does the Research Say About Students With Disabilities and Service Learning? *Delsue Frankson, Palm Beach Central High School; Ann I. Nevin, Florida International University*

16.079. Education in International and Cross-National Context.

SIG-Sociology of Education

Marriott, Kane, Third Floor

12:00 pm to 1:30 pm

Chair: *Floyd M. Hammack, New York University*

Participants:

Emerging Patterns of Stratification and Educational Access in South Africa: A Demand-Side Perspective. *Lori Diane Hill, University of Michigan*

Exploring Social Class Compositional Effects on Educational Achievement With Fuzzy Set Methods: A British Study. *Barry Cooper, University of Durham; Judith Glaesser, Durham University*

Institutionalizing Educational Ideologies: Organizational Control of Classroom Instruction in China. *Tanja C. Sargent, Rutgers, The State University of New Jersey*

The Cloak of Equality: Educational Opportunity in Gender-Segregated National Education Systems. *Alexander W. Wiseman, University of Tulsa*

The Global Institutionalization of English Instruction in Primary and Secondary Curricula. *Yun-Kyung Cha, Hanyang University; Seung-Hwan Ham, Michigan State University*

Discussant: *Gillian M. Hampden-Thompson, American Institutes for Research*

16.080. Trends in Service Delivery Based on Special Education Student Characteristics.

SIG-Special Education Research

Swissôtel, William Tell Theatre, Second Floor

12:00 pm to 2:00 pm

Participants:

Do Student Characteristics Predict Pullout in Dutch Special Education? *Harrie Velderman, Educational Consultant; Huub Everaert, Hogeschool van Utrecht*

Investigation of the Special Education Needs and Special Problems of British Columbian Students Over Time Using Both Population-Based and Case-Study Data. *Jennifer E. V. Lloyd, University of British Columbia; Lori G. Irwin, University of British Columbia*

School Psychology Services: Are They Changing? *Lynne Rooth Golomb, Loyola University - Chicago; Nancy Scott, National Lewis University; Breeda McGrath, Loyola University; Ella Farmer, Loyola University; Anna Rawlings, Loyola University*

The Effect of Finland's Intervention Model on the Prevalence of Students With Disabilities. *Tiina Itkonen, California State University - Channel Islands; Markku T. Jahmukainen, University of Helsinki*

Discussant: *Thomas Kluwin, Gallaudet University*

16.081. Spirituality and Education: Paper Session I.

SIG-Spirituality and Education

Hyatt, Crystal Ballroom, Section B, West Tower - Green Level

12:00 pm to 1:30 pm

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

Participants:

Black Spirit, Black Response-Ability: The Transformative Power of African Spiritual Praxis for Research and Teaching. *Cynthia B. Dillard, Ohio State University*

Social Constructions of Spirituality: A Grid and Group Explanation of Spirituality in Selected Educational Environments. *Ed Harris, Oklahoma State University*

The Art of Being Human and the Science of Life: A Narrative of a Waldorf Educator's Professional Knowledge. *Mary Beattie, University of Toronto; Darrell Dobson, OISE/University of Toronto; Gail Thornton, University of Toronto; Laura Hegge, OISE/University of Toronto*

The Spiritual Lives of Public School Teachers: The Inner Life of the Teacher. *James Martin McCabe Hartwick, University of Wisconsin - Whitewater*

"Leading to Transgress": Interpreting the Leadership of African American Female Principals in the Context of a Womanist Theology. *Noelle Witherspoon, University of Alabama*

16.082. Modeling Issues in Structural Equation Modeling. SIG-Structural Equation Modeling
Marriott, Bucktown, Second Floor
12:00 pm to 2:00 pm

Chair: *Walter L. Leite, University of Florida*

Participants:

The Reliability Paradox in Structural Equation-Modeling Fit Indices. *Gregory R. Hancock, University of Maryland; Ralph O. Mueller, George Washington University*

RMSEA and P-Value Curve: Two-Dimensional Approach in Assessing and Reporting Goodness of Fit in SEM. *Xiaoxu LI, Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong; Herbert W. Marsh, University of Oxford*

Using MIMIC Models to Describe the Performance of Fit Indices. *John T. Willse, University of North Carolina - Greensboro*

Type I Error and Power of MANOVA: A Comparison of Traditional and SEM-Based Approaches. *Samuel B. Green, Arizona State University; Marilyn S. Thompson, Arizona State University*

Model Specification Searches Using Cross-Validation Indices. *Tiffany Ann Whittaker, University of Texas - Austin; George A. Marcoulides, California State University - Fullerton*

Discussant: *Lee M. Wolfle, Virginia Polytechnic Institute and State University*

16.083. Influences on Self-Regulated Learning. SIG-Studying and Self-Regulated Learning
Fairmont, Embassy Room, Second Level
12:00 pm to 1:30 pm

Chair: *Lori Price Aultman, University of Georgia*

Participants:

Examining University Students' Perceptions of Learning and Self-Regulation. *Gayle E. Mullen, Midwestern State University; Jane C. Owen, Midwestern State University; Mary K. Tallent-Rummels, Texas Tech University*

Impact of Process-Based Metacognitive Prompts on Regulation and Outcome of Self-Regulated Learning. *Hubertina Thillmann, University of Duisburg - Essen; Joachim Wirth, University of Duisburg - Essen; Josef Kuensting, University of Duisburg - Essen*

Self-Regulated Help-Seeking and Professional Development. *Carl J. Ohlson, Pennsylvania State University; Dorothy H. Evensen, Pennsylvania State University*

Discussant: *Leonard B. Bliss, Florida International University*

16.084. Technology Beyond School Walls. SIG-Technology as an Agent of Change in Teaching and Learning
Marriott, Iowa, Sixth Floor
12:00 pm to 2:00 pm

Chair: *Margaret D. Roblyer, University of Tennessee - Chattanooga*
Participants:

Educational Technology Into the Community: Undergraduate Teacher Education Students and Refugee Families. *Cathy Cavanaugh, University of North Florida; Elinor A. Scheirer, University of North Florida*

Understanding Students' Perspectives: High School Students' Use of Media at Home and at School. *Janet Tworek, University of Calgary*

Observational Findings From a Web-Based Intelligent Tutoring System: Elimination of Racial Disparities in an Undergraduate Behavioral Statistics Course. *Xiange Hu, University of Memphis; Jason K. Luellen, Vanderbilt University; Theresa M. Okwumabua, University of Memphis; Yonghong Jade Xu, University of Memphis; Lun Mo, University of Memphis*

Engaging Young Adolescents by Connecting With the World: Technology, Integrative Learning, and Teacher Change. *John M. Downes, University of Vermont*

Discussant: *Joke M. Voogt, University of Twente*

16.085. Steeped in Reality: A Community-Based Model of Urban Teacher Preparation. SIG-Urban Learning, Teaching, and Research

Marriott, Northwestern, Sixth Floor

12:00 pm to 1:30 pm

Chair: *Amana Hanks, St. Louis Teacher Enhancement Partnership*

Participants:

The Community-Based Model of Teacher Education. *Amana Hanks, St. Louis Teacher Enhancement Partnership; Susan M. Catapano, University of Missouri - St. Louis*
Community-Based Projects In Action. *Tracy Reynolds, University of Missouri - St. Louis*

Increasing Content Knowledge, Community Connections, and Technology in Teaching: E-Portfolio Reviews. *Kim Hyunsook Song, University of Missouri - St. Louis; Michelle Mathews, University of Missouri - St. Louis*

Transformational Moments for Teacher Candidates. *Sarah Huisman, University of Missouri - St. Louis; Susan M. Catapano, University of Missouri - St. Louis*

Developing and Implementing a New Teacher Mentoring Program. *Tracy Reynolds, University of Missouri - St. Louis; Sarah Huisman, University of Missouri - St. Louis*

Discussant: *Jane Fleming, University of Illinois - Chicago*

16.086. Writing and Literacies and Culturally and Linguistically Diverse Students. SIG-Writing and Literacies
Marriott, Chicago Ballroom, Section H - Fifth Floor
12:00 pm to 2:00 pm

Chair: *Joanne C. Larson, University of Rochester*

Participants:

"Teenage Addiction": Adolescent Girls Drawing Upon Popular Culture Texts as Mentors for Writing in an After-School Writing Club. *Emily Skinner, College of Charleston*

A Korean High School English Language Learner's Transitions Across In- and Out-of-School Writing. *Yungjoo Yi, University of Alabama; Alan Hirvela, Ohio State University*

How Diverse Learner Populations Negotiate Academic Literacies: Two Qualitative Studies in a North American University. *Lisya Seloni, Ohio State University; Cathryn Read Crosby, Ohio State University*

Through Students' Eyes: Using Photography to See City Students' Relationships to Literacy. *Kristien Marquez-Zenkov, Cleveland State University*

Understanding Process Writing in a Multicultural and Multilingual

Classroom of Young Adolescent Learners. *Cynthia C. Reyes, University of Vermont*

Developing Writing Competencies in a Second Language: An Examination of the WIDA Document and Its Guiding Principles. *Christina Madda, University of Illinois - Chicago; Kathryn Glasswell, University of Illinois - Chicago*

Discussant: *Sarah J. McCarthey, University of Illinois - Urbana-Champaign*

16.087. Democratic Citizenship in Education - Paper Discussion II.

SIG-Democratic Citizenship in Education
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

1. The Role of Thinking in Times of Uncertainty and War: Civic Education and Cognitive Research From Sputnik to the Present. *Tamara L. Shreiner, University of Michigan*
2. Understanding for Teaching: Democracy in Action. *Karon N. Lecompte, Vanderbilt University - Peabody College*
3. Voices and Empowerment in a Democratically Constructed Elementary School Classroom: A Participatory Action Research Study of Our Beliefs. *Bob Rogan, North Georgia College and State University*

16.088. Instruction, Motivation, Curriculum, and Experiences in Music Education. SIG-Music Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

4. Elementary Music Teachers Instructing Hispanic English-Language Learners: Issues of Educational Quality. *Kathy L. Scherler, Midwestern State University*
5. Value Reinforcement Theory: Examining Motivational Influences in Elementary and Middle School Students. *Veronica O. Sichivitsa, University of North Carolina - Charlotte*
6. Brazilian Student Self-Narratives: Curriculum and Musical Experiences. *Ana Lucia de Marques e Louro, Universidade Federal de Santa Maria*

16.089. Issues and Insights Into Family, School, and Community Partnerships II. SIG-Family, School, Community Partnerships

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

7. An Evaluation of the Parent Collaboration Project: A School-Family Partnership for Literacy Achievement. *Michelle V. Porche, Wellesley Centers for Women; Dan Pallante, Ohio EDC; Stephanie Ross Harris, Wellesley Centers for Women*
8. An Examination of Stakeholder's Perceptions of the Collaborative Reform Process Utilized Within a School-Linked Integrated Partnership. *Cynthia Herrmann Baker, Touchstone Counseling, LLC; Barbara Nell Martin, Central Missouri State University*
9. Waiting in the Wings: An Examination of Secondary Schools' Resistance to Authentic Partnerships With Parents. *Rema Ella Reynolds, University of California - Los Angeles; Tyrone C. Howard, University of California - Los Angeles*

16.090. Issues of Design and Learning. SIG-Education, Science and Technology

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

10. Investigating the Tacit Problem-Solving Strategies of Novice Designers: Implications for Science Teaching and Learning. *Xornam S. Apedoe, University of Pittsburgh; Christian D.*

Schunn, University of Pittsburgh

11. Not a Command Performance? An Examination of K-8 Approaches to Programming Instruction. *Zrinka Bilusic, University of California - Los Angeles*

12. Using Design/Making Activities to Enhance Fourth-Graders' Successful Intelligences and Science Achievement. *Chao-Ti Hsiung, National Taipei University of Education; Tung-Hsiung Hsiung, National Taitung University; Myui-Ji Chen, Li Nong Elementary School, Taiwan*

16.091. Law and Education - SIG Roundtable Session. SIG-Law and Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

13. Cyber-Libel and Cyber-Bullying: Can Schools Protect Student Reputations and Free Expression in Virtual Environments? *Shaheen Shariff, McGill University; Leanne Michelle Johnny, McGill University*
14. Fourth Amendment Protections at Risk? Examining the Link Between Police Involvement in Student Searches and School Demographics. *Mario Sergio Torres, Texas A&M University; Michael O'Brien, Millersville University; Jacqueline A. Stefkovich, Pennsylvania State University*

16.092. Measurement Issues. SIG-Rasch Measurement

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

15. Stability of Rasch Scales Over Time. *Catherine S. Taylor, University of Washington; Yoonsun Lee, Office of Superintendent of Public Instruction*
16. A Phenomenology of Quantity for Social Science Applications. *William P. Fisher, Avatar, International, Inc.*
17. Thinking Mathematically: Eavesdropping on the Complicated Conversations in Probabilistic Models. *Sharon G. Solloway, Bloomsburg University*

16.093. Multicultural/Multiethnic Education: Exploring Diverse Dimensions of Multicultural or Multiethnic Education in the Real World. SIG-Multicultural/Multiethnic Education: Research, Theory, and Practice

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

18. A Cross-Cultural Study of Epistemological Beliefs and Moral Judgment. *Steve P. Myran, Old Dominion University; Zhongtang Ren, Old Dominion University*
19. Curriculum and Contestation: Globalizing Literature in a Multiethnic High School. *Lori D. Ungemah, Teachers College, Columbia University*
20. A Protocol for Identifying Disabilities in English Language Learners. *Skip Cleavinger, Warren County Public Schools; Doris L. Redfield, Edvantia, Inc.*

16.094. Religion and Education: An International Potpourri. SIG-Religion and Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Chair: *Tanya Field Meyer, National Institute of Divine Science*

Tables:

21. An Educational Innovation as a Moral Endeavor in a Cooperative Jewish-Arab Village in Israel. *Grace Feuerwerker, University of Toronto*

22. Leading for Change: A Buddhist Perspective. *Susan Francis Carson, Grand Valley State University*
23. Religion and Conception of Educational Research Quality: Science and Islamization of Knowledge in Southeast Asia. *Brandon K. Vaughn, Florida State University; Jeffrey A. Milligan, Florida State University*

16.095. SIG PBL Roundtables: Designing Effective PBL Problems.

SIG-Problem-Based Learning

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

24. Critical Thinking and Evidence-Based Practice in PBL Tutorial Groups: A Critical Case Study. *Joanne Bortone, Sacred Heart University*
25. Designing a Problem-Based Learning Module on Educational Theories for Lecturers (Faculty) in Higher Education. *Geraldine M. O'Neill, University College - Dublin*
26. Designing Teaching Dilemmas for Problem-Based Professional Development. *Jamie Mikeska, Michigan State University; Matthew J. Koehler, Michigan State University; Ayelet Weizman, Michigan State University; Mary A. Lundeberg, Michigan State University*

16.096. Structural Equation Modeling - Paper Discussions I. SIG-

Structural Equation Modeling

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

27. Coefficient Alpha and SEM Estimates of Reliability. *Yanyun Yang, Arizona State University; Samuel B. Green, Arizona State University*
28. Do the Latent Profiles of College Students' Psychological Well-Being Change? An Application of Latent Transition Analysis. *Pamela K. Kaliski, James Madison University; Sara J. Finney, James Madison University; Craig K. Enders, Arizona State University*
29. The Impact of Participants' Mobility on the Multilevel, Latent-Growth Curve Model. *Wen Luo, Texas A&M University; Oiman Kwok, Educational Psychology; Victor L. Willson, Texas A&M University*

16.097. Structural Equation Modeling - Paper Discussions II. SIG-

Structural Equation Modeling

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

30. Modeling Dynamic Functional Neuroimaging Data Using Structural Equation Modeling. *Larry R. Price, Texas State University - San Marcos*
31. The Effects of Nonnormality on Multiple Group Latent Variable Path Modeling. *Susan Hutchinson, University of Northern Colorado; Jamis Perrett, University of Northern Colorado*

16.098. Supervision and Leadership for Educational Quality. SIG-

Supervision and Instructional Leadership (formerly Instructional Supervision)

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Chair: *Suzanne Schwarz McCotter, Millersville University*

Tables:

32. Instructional Leaders' Perceptions of Educational Quality: Analyses of Professional Development Plans. *Dayle Ann Upham, Florida Gulf Coast University; Perry A. Cook, University of Wisconsin - Stevens Point*

33. The Supervisory Trust Account. *Daniel Gutmore, Seton Hall University; Charles P. Mitchel, Seton Hall University*

34. Wisdom-Centered Instructional Leadership and Accountability. *Rose M. Ylimaki, State University of New York - Buffalo; Leslie J. McClain-Ruelle, University of Wisconsin*

Discussants: *Raymond W Francis, Central Michigan University; Julie Horine Edmister, Bowling Green State University; Beverly J. Irby, Sam Houston State University*

16.099. Teachers' Work in Three Continents: Some Current Issues.

SIG-Teachers' Work/Teacher Unions

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:00 pm to 12:40 pm

Chair: *Ronald E. Butchart, University of Georgia*

Tables:

35. Teacher Workload and Effective Teaching: What Do Teachers Think? *Jenny Wilkinson, Australian Council for Educational Research; Elizabeth Kleinhenz, Australian Council for Educational Research; Lawrence C. Ingvarson, Australian Council for Educational Research*
36. Teachers Work in the New Regime of Online Student Reporting. *Mary-Lee Judah, Rockyview School Division; Jean-Claude Couture, Alberta Teachers' Association*
37. Globalization of the Teacher Workforce: Quality and Management of Overseas-Trained Teachers in the U.K. Education System and Their Impact on Teaching and Learning. *Ohwen McNamara, University of Manchester; Sarah Lewis, University of Manchester; John O. Howson, Education Data Surveys; Almut Sprigade, Education Data Surveys*

Discussant: *Christopher Stapel, University of Kentucky*

16.100. Action Research Paper Discussions 2. SIG-Action Research

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

1. Legitimizing New Living Standards of Judgment in the Academy Through Action Research: A Pedagogy of the Unique and a Web of Betweenness. *Margaret Farren, Dublin City University; Yvonne Crotty, Dublin City University*
2. Six Thoughts on the History and Approaches to Action Research: Can They Guide Future Use and Directions? *Charlie Naylor, British Columbia Teachers Federation*
3. Student Teachers' Reflections on Action Research. *Debby M. Zambo, Arizona State University; Ron Zambo, Arizona State University*
4. The Effect of Classroom Format on FCAT Reading Scores for Sixth Graders in a Palm Beach County, Florida, Middle School. *Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University*
5. Using Action Research to Assess the Effectiveness of Cognitively Guided Instruction in a School District Serving Native American Students. *Judith E. Hanks, University of Wisconsin - Oshkosh*

16.101. Assessment, Accountability, and Teacher Education.

Division K-Teaching and Teacher Education

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

6. Assessing Teacher Preparation Programs: Implications of Four Data Sources for Accreditation and Program Improvement. *Shirley R. Lal, California State University - Dominguez Hills; Mary C. Esposito, California State University - Dominguez Hills;*

Carrie A. Blackaller, California State University - Dominguez Hills; Susan A. Tucker, E & D Associates

7. Assessing the Impact of Content-Specific Coursework for Teaching Literacy on Middle Student Achievement Through a Teacher-Preparation Partnership in a High-Need Urban School System. *Belinda Gimbert, Ohio State University; Dean S. Cristol, Ohio State University; Michael Mustain, Chesapeake Public Schools; Shana L. Pribesh, Old Dominion University; Neil Stamm, Newport News Public Schools*
8. Assessing Video Assessments. *Janet I. Hecsh, California State University - Sacramento; Susan O'Hara, California State University - Sacramento*
9. Intersecting Teacher Preparation and Evidence of Student Learning: Examining Teacher Education Policy in Practice. *Kim Wieczorek, Nazareth College; Kathleen M. Daboll-Lavoie, Nazareth College; Ellen Contopidis, Nazareth College*
10. Renditions of Educational Quality in NCLB and Its Affiliated Teacher Education Policies. *Barbara L. Bales, University of Wisconsin - Milwaukee*
11. Research in Your Own Kitchen: Ethical Dilemmas of Studying Your Own Colleagues and Institution. *Hilary Gehlbach Conklin, University of Georgia*

16.102. Curriculum Issues. Division B-Curriculum Studies

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

12. Taiwan's New Citizenship Curriculum: School Practices and Challenges. *Shiowlan Doong, National Taiwan Normal University*
13. Curriculum Critique in Rhetorical Terms. *Lynn Fendler, Michigan State University*
14. Two Traditions in the Social Studies Curriculum for the Elementary Grades. *Beverly Milner Bisland, Queens College - City University of New York*
15. Assessing the Impact of an Antibias Curriculum for Preschool Students. *Vicki Silva, University of California - Los Angeles; Anne E. Marshall, University of California - Los Angeles*
16. Primary Schoolchildren's Safe and Unsafe Use of the Internet: An Exploratory Study. *Martin M. Valcke, Ghent University; Tammy Schellens, Ghent University; Hilde Van Keer, Ghent University*
17. The Sand Diaries: Exploring Narrative, Learning, and Identity in a Saudi Arabian Women's College. *Anastasia Kamanos, Royal University for Women*

16.103. Division G, Section 4: Roundtable I. Division G-Social Context of Education

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

18. Arresting Student Misbehavior: The Overlap of Justice and Education. *Stacey L. Brame, University of West Florida*
19. Examining Institutional Resources for the Academic Success of Homeless Children. *Laurie MacGillivray, University of Memphis; Amy L. Ardell, University of Southern California; Margaret S. Curwen, University of Southern California*
20. Idealized Visions From Behind Bars: Prisoners' Perspectives on School Change. *Ali A. Carr-Chellman, Luis C. Almeida, Brian Robert Beabout, Husra Tulay Gursoy, Pennsylvania State University*

21. Technical Assistance as Mediating Structure: A Cultural-Historical Cartography of Minority Placement in Special Education. *Elizabeth Kozleski, National Institute For Urban School Improvement; Alfredo J. Artilles, Arizona State University; David Gibson, simSchool*
22. The Mystery of Inequity: Modeling the Influences of Intergenerational Access on the Development of Intellectual Competence. *Ezekiel J. Dixon-Roman, Fordham University*

16.104. Paper Discussions. Division J-Postsecondary Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

23. A Case Study of Faculty Views of Shared Governance in the Academic Workplace in Flux. *Suzanne C. MacDonald, University of Akron; Huey-Li LI, University of Akron*
24. Collegewide Electronic Data Management and Assessment: An Exploratory Case Study of System Implementation. *Susan B. Trimble, Deborah Thomas, Kent A. Rittschof, Donna Colson, Georgia Southern University*
25. Portraying Tuition and College Costs: A Thematic Analysis of State Newspaper Coverage. *Michael N. Bastedo, Christopher Aaron Baldwin, Elias Morrel-Samuels, University of Michigan*
26. Professional Ethical Identity Development and Community College Leadership. *Sharon K. Anderson, Clifford P. Harbour, Timothy G. Davies, Colorado State University*
27. The Role of Accountability in Regional Accreditation Policy Manuals. *Sharon Karkehabadi, College of William & Mary*
28. An Exploratory Study of Fundraising by African-American Athletic Directors. *Brian O. Brown, Drake University; Vicki J. Rosser, University of Missouri - Columbia; Margaret Grogan, University of Missouri - Columbia*
29. Providing University Leadership to Envision and Develop Partnerships With Schools in High-Need Communities. *Mehmet Dali Ozturk, Arizona State University; Eugene E. Garcia, Arizona State University*

16.105. Teachers, Teaching, and Uses of Writing and Literacies in Teacher Preparation. SIG-Writing and Literacies

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

30. Exploring Reading and Writing Media Through Multiple Literacies: Teachers Discovering Media Production. *Melda N Yildiz, William Paterson University; Anil Rakicioglu, Abant Izzet Baysal University*
31. From Package to Practice: Examining the Ad Hoc in a Statewide Early Literacy Program. *Christina R. Davidson, Central Queensland University*
32. Making Connections: The Nature and Occurrence of Links in Literacy Teaching and Learning. *Judy M. Parr, Stuart McNaughton, Meaola Amituanai Toloa, Shelley MacDonald, Mei Kuin Lai, University of Auckland*
33. Preservice Teacher Literacy Narratives: A Critical Development Approach. *Darlene Ciuffetelli-Parker, Brock University*
34. Social Construction of the Academic Essay in Teacher Candidates: Connecting Speaking and Writing. *Eileen Kennedy, Hostos Community College - The City University of New York*
35. The Benefit of Authoring "How-to" Books to Reduce the Writing Apprehension of Secondary Preservice Teachers. *Peggy Daisey, Eastern Michigan University*

16.106. Teaching in Educational Administration: Perspectives

on Preparation Processes. SIG-Teaching in Educational Administration

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

36. Just Thinking, Reflecting, and Acting in Schools: Teaching Future Leaders. *Diana Faulkner Ryan, Saint Xavier University; Susan J. Katz, Roosevelt University*
37. Preparation to Practice: Establishing the Pathway From Principal Preparation to School Improvement. *Margaret E. Barber, Lehigh University*
38. Quality, Quantity, or Both? An Educational Leadership Preparation Program's Journey Through the Perfect Storm. *Harold Lloyd Holloman, William Arthur Rouse, Marjorie Ringle, Lynn K. Bradshaw, East Carolina University*
39. Establishing Collaborative School-Family-Community Relationships: An Interdisciplinary Approach to Leadership Preparation. *Madeline M. Hafner, University of Utah*
40. Journey Mapping the Principal Internship: A Longitudinal Study of Habits of Mind. *Donna Cooner, Colorado State University; Ellyn M. Dickmann, Colorado State University*
41. Preparation of School Leaders Using Metaphors to Link Theory and Practice. *Bobbie J. Greenlee, University of South Florida; Darlene Y. Bruner, University of South Florida*

16.107. Adult Education Across International Contexts: Exploring Issues Through a Case-Study Approach. SIG-Adult Literacy and Adult Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

1. Dialogic Management in Adult Education: A Case Study From Spain. *Itxaso Tellado, Northern Illinois University*
2. Quality Not Quantity: Connecting Learning and Self-Esteem in Adult Students. *Wendy M Knightley, University of Cambridge*

16.108. Educational Neuroscience: Research Studies I. SIG-Brain, Neurosciences, and Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

3. Integrating Psychometrics and Psychophysiology in the Study of Teachers' Anxieties Toward Teaching and Learning Mathematics. *Stephen R. Campbell, Radcliffe A. Siddo, Shoaleh Bigdeli, Simon Fraser University*
4. Neural Substrates of Gf Abilities That Support Human Learning: An fMRI Study. *Hiromi Masunaga, California State University - Long Beach; Ryuta Kawashima, Tohoku University; John L. Horn, University of Southern California; Yuko Sassa, Tohoku University; Atsushi Sekiguchi, Tohoku University*

16.109. Foucault, Marx, Gramsci, and Justice in Society and Schools: The Role of Math and English Literacies in the Construction of "Authentic" Citizenships. SIG-Foucault and Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

12:00 pm to 12:40 pm

Chair: *Dominique E Johnson, Temple University*

Tables:

5. On (the Absent Imperative of) Justice in Foucault? *Stephen Thorpe, Griffith University - Gold Coast*
6. Foucault, Marx, Governmentality, and Neoliberalism: Developing a Critical Understanding of Recent State and Federal Reforms. *David W. Hursh, University of Rochester*
7. The Role of the Intellectual in Critical Curriculum: Comparing Michel Foucault and Antonio Gramsci. *Joseph Zanoni, University of Illinois - Chicago*
8. Critical and Spatial Ethnographic Practices and the Brave New School. *Kathleen M. Gallagher, OISE/University of Toronto; Caroline Ann Fusco, University of Toronto*
9. Turning Surveillance Inward: Interrogating Mathematical Identities Through Self-Surveillance. *Donna Kotsopoulos, University of Western Ontario*
10. Immigration, Literacy, and the Urban School: Effects of Policies for Competing in the Global Economy. *Brenda L. Spencer, University of Alberta*
11. Technologies and Truth Games: A Methodological Approach for Analyzing Literacy Instruction. *Dawnene D. Hassett, University of Wisconsin - Madison*
12. Historicizing the Subject of English. *Jory J. Brass, University of Cincinnati*
13. The Portrayal of Theory as a Neutral-Sovereign in Education Research: An Analysis of Theory in Scientific Research in Education. *Mark Alexander Constatas, Cornell University*

16.110. School Community, Climate, and Culture - Paper Discussions/Roundtables. SIG-School Community, Climate and Culture

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

12:00 pm to 12:40 pm

Tables:

14. School Ethos and Best Practices. *Linda L. Baker, State University of New York - Albany; Kristen C. Wilcox, State University of New York - Albany*
15. Parent-Teacher Partnerships: Removing Borders Between School and Community Cultures. *Horace R. Hall, DePaul University*
16. Characteristics of Successful Schools: A School Climate Survey. *Stacie Ann Hudgens, Learning Point Associates; Everett V. Smith, University of Illinois - Chicago*
17. Statistical Analysis of Public School Students' Attitudes Toward School Climate. *John Invy Jean, Southern Connecticut State University; Brian K. Perkins, Southern Connecticut State University*
18. No Parents Left Behind: Analyzing the Parents' Guide in Missouri. *Pei-Ling Lee, University of Texas - Austin; Laarni Decena Goma, University of Missouri - Columbia; Theera Haruthaithanasan, ELPA-University of Missouri - Columbia*
19. The Lasting Impact of Bullying. *Lisa Pescara-Kovach, University of Toledo*
20. Teachers as Adult Learners Engaged in Social Reflection and Risk-Taking Behaviors. *Linda E. Robinson, University of Connecticut; Robert D Hannafin, University of Connecticut*
21. The Effect of School on Student, Parent, and Teacher Responses to a Character Education Measure: Hierarchical Linear Modeling. *Stephen A. Sivo, University of Central Florida; Edward Hamilton Robinson, University of Central Florida; Shannon Ray, Nova Southeastern University; B. Grant Hayes, University of Central Florida*

22. Educator Quality: What Makes a Teacher Ideal. *Alandra S. Weller-Clarke, Benedictine University; Diana Booth, Benedictine University; Keith Carroll, Benedictine University*
23. Sophomore Perceptions of Prescription Drug Abuse. *Janette Harvey, Benedictine University; Alandra S. Weller-Clarke, Benedictine University; Keith Carroll, Benedictine University*

16.111. Technology in Teaching and Learning. SIG-Technology as an Agent of Change in Teaching and Learning

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

24. Using Research and Evaluation to Improve Online Courses: Is It a Case of Organizational Learning? *Cassandra Lewis, University of Maryland; Husein Abdul-Hamid, University of Maryland, University College; Yumyun Dai, University of Maryland, University College*
25. Assessing the Technology Proficiency of College Faculty. *Corenna C. Cummings, Deborah Kalkman, Jason Michael Underwood, Nancy DeFrates-Densch, William M. Boelcke, Agnes E Conway, Northern Illinois University*
26. Computer-Supported Peer Review and Writing. *Ya-Chin Tsai, National Chiayi University; Wayne H. Slater, University of Maryland*
27. Development and Application of Weblog-Based Portfolio for Student Teachers. *Hsueh-Hua Chuang, Graduate Institute of Education, National Sun Yat-sen University; Han-Chin Liu, Graduate Institute of Educational Technology, National Chiayi University; Chi-Jen Huang, National Chiayi University*
28. Going Wiki in Online Technology Education Courses: Promoting Online Learning and Service Learning Through Wikis. *Pam Page Carpenter, North Carolina State University; Edward Roberts, North Carolina State University*
29. LegSim: Piloting a Web-Based Virtual Legislature in High School. *Ruth M. Fruland, University of Washington; John D. Wilkerson, University of Washington*
30. The Effects of Barriers and Enabling Factors, Homophily, and Technical Support on Instructional Support Time. *Doug Hearnington, Kennesaw State University; Neal B. Strudler, University of Nevada - Las Vegas*

16.112. The Personality of Giftedness: Identification to Talent Development. SIG-Research on Giftedness and Talent

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
12:00 pm to 12:40 pm

Tables:

31. Can Personality Add to the Accuracy of Gifted Identification? *Carol A. Carman, University of Houston - Clear Lake*
32. Developing Talent in the Performing Arts: Forging Connections Between Gifted Education and Performing Arts Education. *Bess B. Worley, Gloucester County Public Schools, VA*
33. Educator Perceptions of "Giftedness" and Those Who Would Benefit From Gifted Services. *Stephen T Schroth, Knox College*
34. Emotional Intelligence and Gifted and Talented Children. *Carmen Ferrandiz, University of Murcia; Mercedes Ferrando Prieto, University of Murcia; Rosario Bermejo, Alicante University; Maria Dolores Prieto, Murcia University; Cristina Sánchez, Murcia University*
35. Examining the Perfectionism Among Athletically and Musically Talented Adolescents. *Sari Johanna Mulla, University of Helsinki*

36. Utilizing Discriminant Analysis to Examine Fears in Gifted Children. *Jacalyn Tippey, Education Consultant; Joy J Burnham, University of Alabama*
37. "All Must Have Prizes": Challenging the Gifted and Talented Paradigm. *Janet Dyson, University of Hertfordshire*

Monday, 12:50 pm

17.010. Examining Intersectionality in Research. SIG-Critical Examination of Race, Ethnicity, Class, and Gender in Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

1. Breaking the Silence: Toward a Model of Culturally Competent Pedagogy for African-American Teachers of Latino Students. *Daniella Ann Cook, University of North Carolina - Chapel Hill*
2. Connecting Critically Raced Pedagogies of the Home With Educational Resilience. *Lirio Patton, University of Wisconsin - Madison*
3. Latino Critical Theory and La Frontera: New Perspectives for Researchers. *Stace Rierson, Winona State University*
4. Planning for Disaster: Education Policy in the Wake. *Clyde Winters, Governor State University/Bennett CPS*
5. The Impact of Population Diversification on Historically Black Colleges and Universities: Examining Institutional, County, and State Factors. *Brandon D. Daniels, University of Wisconsin - Madison*
6. Narratives of Minority Status Among Highly Involved Black Parents. *Marlene Sophia Munn-Joseph, Hofstra University*

17.011. Innovative Uses of Instructional Technologies for Addressing Persistent Problems. SIG-Instructional Technology

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

7. The Effects of Spatial Contiguity Within Computer-Based Instruction of Group-Personalized, Two-Step Mathematics Word Problems. *Christi A. Harter, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado*
8. Bridging the Cultural Divide: Using Technology Projects to Promote Peace. *Charalambos Vrasidas, CARDET; Christiana Aravi, CARDET; Michalinos Zembylas, Open University of Cyprus/Michigan State University*
9. Change and Context: A Five-Year Overview of Two 1:1 Programs. *Saul Rockman, Rockman Et Al; Kay Sloan, Rockman Et Al*
10. Cross-Disciplinary Team Learning and Support. *Scott Schaffer, Purdue University; Kimfong Lei, Purdue University; Lisette Reyes, Purdue University*
11. Employing Analogous Mappings When Using a Computer Game as a Simulation Intervention in Education. *Preston Parker, Utah State University*
12. Interactive Textware: Design and Use of a Hybrid Paper/Digital Textbook. *Kevin M. Carr, George Fox University*
13. An Exploratory Study of Feedback in a Blended-Delivery Virtual Program. *Maura J. Pereira, Indiana University; Lynn Violet Clark, Indiana University - Bloomington*

17.012. Multiple Perspectives of CSR Implementation. SIG-Comprehensive School Reform

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

14. Implementation and Achievement Progress: One District's

Success With Comprehensive School Reform. *Chloe R. Hutchinson, Learning Point Associates; Stacie Ann Hudgens, Learning Point Associates*

15. Leadership Distribution as Prescribed by the Leading Comprehensive School Reform Models. *Camille Rutherford, Brock University*
16. Spinning Wheels: Representations of Implementation in Comprehensive School Reform. *Leslie Santee Siskin, New York University; Marian A. Robinson, Consortium for Policy Research in Education*
17. Strategies for Improving School Health and Reducing Student Discipline Problems. *Jon C. Marshall, Marshall Consulting; Sarah D. Caldwell, International Learning Services, Inc.*
18. Texas Study of the Comprehensive School Reform Grant Program: Interim Report. *Ali Piccucci, Resources for Learning; Tracy Laughlin, Resources for Learning; Lauren Sartain, University of Chicago*
19. Changes in Students' Attitudes Toward Literacy: A Case Study of a Literacy Collaborative School. *Linda Caswell, Abt Associates Inc.*

17.013. Places of Learning in "Women in Fish": Refocusing on the Contemporary Play. SIG-Arts and Inquiry in the Visual and Performing Arts in Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:50 pm to 1:30 pm

Chair: *Celeste Snowber, Simon Fraser University*

Table:

20. Places of Learning in "Women in Fish": Refocusing on the Contemporary Play. *Mia Perry, University of British Columbia*

Discussant: *Theresa Rogers, University of British Columbia*

17.014. RTI and English Language Learners. SIG-Special Education Research

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:50 pm to 1:30 pm

Table:

21. A Case Study of RTI Implementation Across Three Elementary School Sites. *Kimy Liu, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*

17.015. Session A. Creativity and Teaching: Multinational and Reflective Studies. SIG-Arts and Learning

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:50 pm to 1:30 pm

Chair: *Robin A. Mello, University of Wisconsin - Milwaukee*

Tables:

22. Chinese Children and Two Caldecott Award Picture Books. *Fongyun Lee, University of Northern Colorado; Linda J. Button, University of Northern Colorado*
23. How Singapore Adolescents Emerge From the Whirlpool of Artistic Learning. *Koon-Hwee Kan, Kent State University*
24. Perceiving, Experiencing, and Appreciating the Arts: Folk Pedagogy in Two Elementary Schools in Taiwan. *Yu-Ting Chen, University of Illinois - Urbana-Champaign; Daniel J. Walsh, University of Illinois - Urbana-Champaign*
25. Revisiting Drawing: Possibilities for Drawing Within a Visual Culture and Postmodern-Informed Art Education. *Nadine M. Kalin, University of British Columbia*
26. What Does It Mean to Be an Art Teacher? *Kathleen A. Unrath, University of Missouri - Columbia*
27. "Creativity Is Our Hope": A Multinational Exploration of Creativity in Drama/Theatre Education. *Laura A. McCammon, University of Arizona; Aud Berggraff Sæbø, University of*

Stavanger; Larry O'Farrell, Queens University

28. The Impact of Arts Integration on English Language Learners. *Patricia L. Saraniero, University of San Diego; Merryl R. Goldberg, California State University - San Marcos*

17.016. Teaching Eighth-Grade Students With Learning Disabilities to Use Diagrams to Solve Word Problems. SIG-Special Education Research

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:50 pm to 1:30 pm

Table:

29. Teaching Eighth-Grade Students With Learning Disabilities to Use Diagrams to Solve Word Problems. *Delinda van Garderen, University of Missouri - Columbia*

17.017. Technology Research: Paper Discussion Session 2. Division C-Learning and Instruction

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

30. Across Classroom Contexts, How Does the Hanging With Friends, Velocity Style! Module Support Students' Ability to Calculate and Graph Velocity? *Erika Dawn Tate, University of California - Berkeley; Jason Finley, University of California - Los Angeles*
31. Technology-Based History Instruction for Students With and Without Disabilities: Is a Little Enough? *Cynthia M. Okolo, Michigan State University; Carol Sue Englert, Michigan State University; Emily C. Bouck, Purdue University; Anne Heutsche, Michigan State University; Carrie Anna Courtad, Michigan State University*
32. An Investigation Into True Technology Implementation. *Kelly F. Glassett, University of Utah; Lynne R. Schrum, George Mason University*
33. Effectiveness of Carnegie Learning's Cognitive Tutor© in Algebra I: A Report of a Randomized Experiment in the Maui School District. *Jessica Villaruz Cabalo, Empirical Education Inc.; Minh-thien Vu, Empirical Education Inc.*
34. Examining a Model of Teachers' Technology Adoption Decisionmaking. *Barry Robert Brahier, Infinite Campus, Inc.*
35. Infusing Technology Into Multicultural Education Programs: Research in Teacher Education. *Hyesung Park, Winona State University; Rhea R. Walker, Winona State University*
36. Technology and Student Performance in Texas Public Schools. *Jennifer Wivagg, University of Texas - Austin*
37. The Effect of Collaborative Concept Mapping on Learning, Problem Solving, and Learner Attitude. *Hong Gao, Florida State University; Susan Carol Losh, Florida State University; E. Shen, Florida State University; Jeannine E. Turner, Florida State University; Rong Yuan, Defense Language Institute*

17.018. Intersecting Identities: Discourse, Identity, and Achievement in Diverse Populations. Division G-Social Context of Education

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

1. "We Fail Because They Don't Listen": Discourse of Dissension Expressed by African-American Secondary Students. *Ayanna F. Brown, Vanderbilt University*
2. Academic Resilience in African-American Students: A Study of Recovery From Proximal Risk. *Sylvia Yvonne Taylor, Emory University*

3. Exploring the Intersection of Social Class and Gender in Literature Circle Discussions. *Lane W. Clarke, Northern Kentucky University*
4. Race, Identity, and Achievement: Mapping the Social-Cultural Terrain of Academic Identification in Classroom Life. *Peter C. Murrell, Northeastern University*
5. Gendered Disparities: Family and Achievement Among Children of Immigrants. *Cynthia Feliciano, University of California - Irvine*
6. Diversity Within: How Armenian Students' Identification Problematises Cultural Explanations of School Success or Failure. *Artineh Samkian, University of California - Los Angeles*
- Discussants: *Donyell Lakishka Roseboro, Southern Illinois University - Edwardsville; Nicelma J. King, University of California - Davis; Ila Deshmukh Towery, Tufts University; Gloria Antricia Gibson, State University of New York - Buffalo; Carli R. Kyles, University of Nevada - Las Vegas; Rebecca K. Scheckler, Radford University*
- 17.019. Methodological Issues in Survey Research as Applied in Educational Settings.** SIG-Survey Research in Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
12:50 pm to 1:30 pm
Chair: *Lynda S. Idleman, Idleman & Associates*
Tables:
7. Mail and Web Surveys: A Comparison of Demographic Characteristics and Response Quality When Respondents Self-Select the Survey Administration Mode. *Dawn M. Mackety, Brooks Applegate, Paula D. Kohler, Western Michigan University*
8. Enhanced Reporting of Survey Data: A Psychometric Approach. *Andrew Swanlund, Stacie Ann Hudgens, Chloe R. Hutchinson, Learning Point Associates*
9. Measuring Individual Preferences for Counselor Characteristics. *Jennifer Ann Weber, University of Kentucky; Kelly D. Bradley, University of Kentucky*
10. Methodological Aspects of Educational Survey Research: A Brief Historical Review. *Gunapala Edirisooriya, Youngstown State University*
11. Square Pegs in Round Holes: Are We Using the Appropriate Statistical Methods to Evaluate the NSSE and Other Surveys? *Jeanine L. Romano, University of Tampa; Jeffrey D. Kromrey, University of South Florida; James T. Coraggio, University of South Florida; Jeffrey Skowronek, University of Tampa; Linda Devine, University of Tampa*
12. E-Learning Systems as Research Platforms: Results From the Networked Education Database (NED) Project. *Gary J. Natriello, Matthew Pittinsky, Hui Soo Chae, Anthony Cocciolo, Teachers College, Columbia University*
- 17.020. Research on the Education of Asian- and Pacific-Americans - Paper Discussion 2.** SIG-Research on the Education of Asian and Pacific Americans
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
12:50 pm to 1:30 pm
Tables:
13. What Causes Asian-American High Academic Achievement? Family and Cultural Perspectives. *Wei Wen Chen, University of California - Santa Barbara*
14. Remembering the 1.5 Generation: Korean-American Experiences in School. *Heekyong Teresa Pyon, University of Illinois - Urbana-Champaign*
15. Filipino and Laotian Perspectives of the Model Minority Stereotype: A Case Study Examination. *Renee R. Mudrey, University of Akron*
16. Family Responsibilities in Pacific Island Cultures: A Conflict of Values Around Education? *Katherine T. Ratliffe, University of Hawai'i*
17. Promoting School Success and College Access for Asian-Americans and Pacific Islanders Through Heritage Language Education. *Roderick N. Labrador, University of Hawai'i - Manoa*
18. Languages, Identities, and Learning to Teach: A Collective Reflection Among Four Asian Women. *Young Ah Lee, Ohio State University; Fusako Yoneda, Ohio State University; Shwu-Meei Chen, Thunghai University, Taiwan; Chien-Ni Chang, Ohio State University*
- 17.021. School University Collaborative Research Partnerships in Action.** SIG-School-University Collaborative Research
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
12:50 pm to 1:30 pm
Tables:
19. University, Public School, and Students' Families' Collaborative Partnership: Analyzing the Project "Helping Our Kids." *Maria da Graca N. Mizukami, Aline M. Reali, Claudia Reyes, Emilia Lima, Regina Tancredi, Roseli Mello, Federal University of Sao Carlos*
20. GraSUS: Professional Development in Mathematics and Science Through School-University Collaboration. *Lisa M Montplaisir, North Dakota State University; William O. Martin, North Dakota State University; Debra J. Tomanek, University of Arizona; Dogan Comez, North Dakota State University; Kim McVicar, North Dakota State University; Canan Bilen, North Dakota State University*
21. A District-University Research Partnership Model. *Marco A. Munoz, Jefferson County (Ky) Public Schools; Paul A. Winter, University of Louisville; Patricia Diane Ricciardi, Clemson University*
22. Conducting Research That Practitioners Think Is Useful. *Robert Martin Reardon, Virginia Commonwealth University*
23. Performing Action, Observing Reaction: Technology Integration Through Teacher-Researcher Collaboration. *Chinwe H. Ikpeze, St. John Fisher College*
24. Bringing College-Level Curriculum Into the High School Setting: Educational Technology, Dual-Enrollment Programs. *Sharmar Siebenthal, University of Michigan - Flint; Jeff P. Kupperman, University of Michigan - Flint; Gary Weisserman, West Bloomfield High School/University of Michigan - Flint*
- 17.022. Second and Foreign Language Education Research - Paper Discussions, Session II.** SIG-Second Language Research
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
12:50 pm to 1:30 pm
Tables:
25. A Novice Learner's Mediating Tools in Acquiring English. *Ching-Fen Wu, National Chiayi University*
26. A Qualitative Study: How Does Video Task-Based Teaching Change Chinese High School Students' EFL Classroom Interaction? *Jingbo Huang, Teachers College, Columbia University*
27. Adult ESL Learners in the "Hot Seat": Ad-Hoc Conductive Feedback in Grammar Instruction. *Florin Marius Mihai, University of Central Florida; Justin Edward Jernigan, Florida State University*
28. Building Bridges: Using Dual-Language Books in the Kindergarten Classroom. *Rahat Naqvi, University of Calgary*
29. When Objectives Collide: An Activity-Oriented Approach to

Second-Language Classroom Interaction. *Serpil Saadet Sonmez, Florida State University*

30. The Relationship Between EFL Learners' Self-Efficacy Beliefs and English Performance. *Huei-Yu Chen, Florida State University; Deborah J. Hasson, Florida State University*

17.023. Service Learning Impacts. SIG-Service Learning and Experiential Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

31. Academic Service Learning as a Strategy Promoting Student Success. *Raymond W Francis, Central Michigan University*
32. Case Study Comparison of Service-Learning Influence: University Students and Community Citizens. *Reese H. Todd, Texas Tech University*
33. Factors Influencing the Decision of College Students to Become Mentors of Small Children: Preliminary Results. *Hansel Burley, Catherine Polydore, Arturo Olivarez, Doug D. Hamman, Eli Boroda, Texas Tech University*
34. Helping Others and Helping Oneself: A Review of Service Learning Programs. *Christine I. Celio, Loyola University - Chicago; Joseph Durlak, Loyola University - Chicago; Roger P. Weissberg, University of Illinois - Chicago*
35. Project HOPE: Using Service-Learning to Link Classroom to Community. *Rachel Sutz Pienta, Wakulla High School; Nancy Floyd Richardson, Wakulla High School*
36. Service-Learning Research: A Review of the Last 25 Years. *Robert D. Shumer, University of Minnesota*

17.024. What Constitutes the Exceptional Educator? Self-Study Exponents Reflect on Learning and Teaching, Practice, and Pedagogy. SIG-Self-Study of Teacher Education Practices
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

37. A Teacher Educator Engages Student Teachers' Hearts and Minds in the Struggle to Address (Il)literacy in Content-Area Classrooms. *Christianna L. Alger, San Diego State University*
38. Exceptional Educators: Understanding the Dimensions of Their Practice. *Avraham A. Cohen, University of British Columbia; Marion Porath, University of British Columbia*
39. Experiencing Self-Study Research: Students' Perspective. *Ayesha Bashiruddin, Aga Khan University, Institute for Educational Development*
40. Self-Study Networks: Scaffolding the Generative Capacity of Teacher Leaders. *Roger B. Peckover, Suzanne Peterson, Pat Christiansen, Marilyn Jacobson, Saint Mary's University of Minnesota*
41. Voyeurisms and Validations: Initiating and Sustaining a Self-Study Group in a Teacher Education Faculty. *Garry F. Hoban, Pauline Harris, Irina Verenikina, Doug Reid, Lisa Kervin, Deslea Konza, Raelene Anderson, Edward O. Booth, Dianne Allen, Honglin Chen, University of Wollongong*
42. What Does Students' Silence "Say"? Learning to "Read" Our Teacher Education Students. *Carolyn P. Panofsky, Rhode Island College; Lesley Bogad, Rhode Island College*
Discussants: *Mary P. Manke, University of Wisconsin - River Falls; Cynthia Ann Lassonde, State University of New York - Oneonta; Barbara A. Henderson, San Francisco State University; Rosemary Anne Turner-Bisset, Middlesex University; Patience A. Sowa, Rockhurst University; Colleen M. Conway, University of Michigan*

17.025. Contextual and Personal Variables in the Process of Career Development. SIG-Career Development
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

1. A Longitudinal Model of Educational Attainment and Career Development. *Jon D. Miller, Northwestern University; Linda G. Kimmel, Northwestern University; Beatriz C. Clewell, Urban Institute*
2. College Students' Career Development: The Process of Becoming Aware of "Self". *SungAh Bae, University of Illinois - Urbana-Champaign; Klaus Witz, University of Illinois - Urbana-Champaign*
3. Closing the Achievement Gap: Affective Correlates of Effective High School Transition. *Amanda Smith, University of Wisconsin - Milwaukee; Scott H. Solberg, University of Wisconsin - Milwaukee*
4. Contextual Factors Influencing Canadian South Asian Young Women Selecting a Career in the Sciences. *Priya Subra Mani, University of Manitoba*

17.026. Gender Issues in Higher Education. SIG-Research on Women and Education
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

5. A Hidden Form of Harassment: Workplace Bullying Among Faculty. *Jaime R. Lester, Old Dominion University*
6. "It's Not Like I Have an Agenda or Anything": Ideology, Identity, and Retreat Among Young, White Female Preservice Teachers. *Sally Campbell Galman, University of Massachusetts - Amherst*
7. Whose Web of Knowledge Is It Anyway? The Impact of Feminist Articles on the Field of Higher Education. *Jennifer L. Hart, University of Missouri - Columbia; Amy S. Metcalfe, University of British Columbia*
8. Teaching Graduate Students to Become Effective Protégés. *Linda J. Searby, University of Alabama - Birmingham; Jenny S. Tripses, Bradley University*
9. Graduate Student Response to a Gender-Issues-in-Education Course. *Lynda R. Wiest, University of Nevada - Reno*
10. Gender-Related Differences in Student Achievements in Primary Teacher Education. *Gerda Geerdink, Vocational University of Arnhem and Nijmegen; Theo C. M. Bergen, Radboud University Nijmegen; Hetty Dekkers, Non-presenter/promotor*

17.027. Hispanic Research Issues - SIG Roundtable (Session 1). SIG-Hispanic Research Issues
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
12:50 pm to 1:30 pm

Tables:

11. Making Education Available, Affordable, and Accessible: Discourses of Educational Equity in Struggle for Higher Education. *Armando L. Trujillo, University of Texas - San Antonio*
12. A Community College Case Study: Exploring Transfer Outcomes for Latino Students. *Oscar Armando Medina, University of California - Berkeley*
13. Access to the University of California for Graduates of California Low-API High Schools. *Lisa Chavez, Gabino Arredondo, Patricia Baquedano-Lopez, University of California - Berkeley*

14. Cholo to “Me”: From Peripherality to Practicing Student Success for a Chicano Former Gang Member. *Reynaldo Reyes III, University of Texas - El Paso*
15. Classroom Learning Environment and Instructional Differences Between Resilient and Nonresilient Hispanic Students. *Hector H. Rivera, University of Houston; Hersh C. Waxman, Texas A&M University*
16. Listening to Voices of Latina/o Youths: Secondary Latina/o Students’ Knowledge and Perceptions About American Citizenship. *Drinda Benge Cherukuri, North Carolina State University*

17.028. Interests, Politics, and Policy. Division L-Educational Policy and Politics

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

12:50 pm to 1:30 pm

Tables:

17. New Labour Education Policy and the Rise of School Leadership in England. *Helen Gunter, University of Manchester; Gillian Forrester, University of Manchester*
18. More Boots on the Ground: The Expansion of the Junior Reserve Officers’ Training Corps. *Ross Emmerson Collin, University of Wisconsin - Madison*
19. The Landscape of Homeschooling Regulation: Ideals and Realities. *Robert Kunzman, Indiana University*

17.029. International Perspectives on Literature Learning: Literature SIG. SIG-Literature

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

12:50 pm to 1:30 pm

Tables:

20. Building Really Useful Engines: Thomas the Tank Engine’s New Curriculum. *Jacqueline Bach, Louisiana State University*
21. Conversational Genres as Teaching: Four Conversational Genres in the Teaching of Literature. *Eva Hultin, Orebro University*
22. Embracing Ambiguity: Dialogic Methods in Secondary English Classrooms. *Mary Suzanne Ladky, Trent University*
23. Portrayal of Themes and Topics in the Literary and Visual Arts: The Case of Textbooks for Learning Literature. *Yael Poyas, Haifa University; Billie Eilam, University of Haifa*
24. Preservice Poetry Teaching: Can the Pursuit of “Quality” Also Embrace Creativity? *Sue Dymoke, University of Leicester*
25. The Resurgence of Literature? The Place of Literature in the Teaching of English After 10 Years of Domination by the Literacy Strategy. *Andrew C. Goodwyn, University of Reading*

17.030. Moral Education Roundtables II. SIG-Moral Development and Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

12:50 pm to 1:30 pm

Tables:

26. An Investigation Into the Ethical Development of Undergraduate Peer Tutors. *Margaret Pobywajlo, University of New Hampshire - Manchester*
27. Analyzing Approaches to Moral Education. *Matthew N. Sanger, Idaho State University; Richard Douglas Osguthorpe, Boise State University*

28. Faculty Perceptions and Actions to Promote Academic Integrity. *Sandra G. Nadelson, University of Nevada - Las Vegas*
29. Making a Case for Morally Good Teaching and Morally Good Teachers. *Richard Douglas Osguthorpe, Boise State University*
30. Patterns and Connections: The Teacher’s Role in Moral Classrooms in Kindergarten. *Martha J. Lash, Kent State University*
31. Preservice Teachers’ Conceptions of Character Education and Civic Education. *Richard Douglas Osguthorpe, Boise State University; Cheryl A. Franklin, Boise State University*

17.031. Teachers, Professional Learning, and Educational Reform. SIG-Educational Change

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

12:50 pm to 1:30 pm

Tables:

32. Building a Professional Learning Community: A Way of Teacher Participation in Mexican Public Elementary Schools. *Manuel Flores Fahara, Tecnologico de Monterrey; Ma. Guadalupe Rodriguez Bulnes, Universidad Autónoma de Nuevo Leon; Magda Garcia Quintanilla, Universidad Autónoma de Nuevo Leon*
33. Creating Professional Learning Communities in Schools: Professional Development for Teacher Collaboration With a Focus on Learning. *Camelia Naguib, Ofelia Huidor, Monica Monique Sanchez, University of California - Los Angeles*
34. Disequilibrating Concerns in Professional Development Implementation. *Benjamin Haywood Dotger, Syracuse University*
35. Reform Barriers for University Faculty. *Charles R. Henderson, Western Michigan University; Melissa H. Dancy, University of North Carolina - Charlotte*
36. Responding to New Populations of Students. *Jo Bennett, University of Texas - Austin*
37. Teachers’ Adaptations to English-Only Legislation. *Maria Teresa Sanchez, Boston College*

17.032. The Lives and Careers of Teachers. SIG-Lives of Teachers

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

12:50 pm to 1:30 pm

Tables:

38. A Biography of Rosalind Ragans: Influencing Art Programs Through ArtTalk. *Nicole Renai Harper, Georgia Southern University*
39. Improving an Urban School District Through a Graduate Degree Program for Inservice Teachers: A Study of Teacher Change. *James A. Muchmore, Western Michigan University; Sue Poppink, Western Michigan University; Gary E. Marx, Eastern Michigan University; Anne Rea Kopy, Oak Park Public Schools; Ronald A. Crowell, Western Michigan University*
40. Journey of the Hare or the Tortoise? The Learning Trajectories of Undergraduate and Postgraduate Student Teachers. *Kathleen Martina Horgan, Mary Immaculate College*
41. Lives of Second-Career Teachers: Competing Discourses. *Susan G. Schroeder, Medaille College - Buffalo, NY*
42. No Turning Back: The Tipping Point in Teachers’ Life Histories. *Kurt Clausen, Nipissing University; Shirley Van Nuland, University of Ontario Institute of Technology*
43. Portrait of an Alternative School: Exploring Teacher-Student Relationships. *Debra L. Yates, Albertson College of Idaho*

Monday, 1:00 pm

AERA Governance Meetings and Events

18.001. AERA 2006-2007 Council Meeting. AERA

Sheraton, Mayfair, Level 2

1:00 pm to 3:45 pm

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

18.010. Conducting and Evaluating Research That Responds to Legal Challenges to K-12 and Higher Education Race-Conscious Policies. Professional Development Training

Fairmont, Chancellor Room, Third Level

1:00 pm to 5:00 pm

 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
18.011. Empowerment Evaluation Workshop. Professional

Development Training

Fairmont, Regent Room, Third Level

1:00 pm to 5:00 pm

 Director: *David M. Fetterman, Stanford University*
18.012. Professional Development Workshop for OERL (Online Evaluation Resource Library). Professional Development

Training

Fairmont, Ambassador Room, Second Level

1:00 pm to 5:00 pm

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

 Instructors: *Edys S. Quellmalz, Daniel R. Zalles, Robert F. Murphy,*
Judi Fusco, Melissa J. Koch, SRI International; Deh-I Hsiung,
National Science Foundation; Thomas Gaffney, SRI International
18.013. The Qualitative Analysis of Video: A Practical Guide, Part II. Professional Development Training

Fairmont, International Ballroom, Second Level

1:00 pm to 5:00 pm

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

Monday, 2:15 pm

19.010. Linguistic Human Rights (LHR) and Language Discrimination in Education. Presidential Session

Sheraton, Chicago Ballroom, Section VI, Level 4

2:15 pm to 3:45 pm

 Chair: *Francois V. Tochon, University of Wisconsin - Madison*

Participants:

Language Discrimination in Education: A Brief Introduction.

Francois V. Tochon, University of Wisconsin - Madison

English, French, and the Disappearance of African Languages.

Hassimi O. Maiga, Askya Mohammed Center for Education and Research

Revitalizing Indigenous Languages: The Contribution of

 Collaborative Research in Sociolinguistics. *Jose Antonio Flores*
Farfan, Centro de Investigaciones y Estudios Superiores en Antropología Social

Recovering From Language Slavery: The New Recognition of

 Creole in French West Indies Teacher Education. *Christian Alin, Institut Universitaire de Formation des Maitres de Lyon*

The Linguistic Human Rights of the Deaf Students: Another

 Apartheid. *Timothy Reagan, University of the Witwatersrand*

 Discussants: *Rakesh Bhatt, University of Illinois - Urbana-Champaign;*
Martha A. Montero-Sieburth, University of Massachusetts - Boston
19.011. Critical Perspectives on the "Boy Crisis" in U.S. Schools.

Committee on Scholars and Advocates for Gender Equity

(SAGE)

Marriott, Chicago Ballroom, Section F - Fifth Floor

2:15 pm to 3:45 pm

 Chair: *Mark B. Tappan, Colby College*

Participants:

"Reading Isn't Fun": Boys, Schools, and the Shame of Reading.

Todd Dixon, Teach For America

Which Boys? Which Girls? Gender, Social Class, and the Politics of

 the "Boy Crisis". *Mary L. Madden, University of Maine; Lyn M.*
Brown, Colby College

From "SpongeBob" to the "Mook": Media, Masculinity, and the

 "Boy Crisis". *Mark B. Tappan, Colby College; Keegan Albaugh,*
Colby College

 Discussant: *Marcus B. Weaver-Hightower, University of North Dakota*
19.012. GSC Division E Fireside Chat: The Personal Meets
Professional - Intersections of Lived Identities Within the
Culture of Academe. Graduate Student Council

Hyatt, Regency Ballroom, Section B, West Tower - Gold Level

2:15 pm to 3:45 pm

 Chairs: *Seleena D. Smith, University of Oklahoma; Rebecca Joan*
Hurst, University of Oklahoma

 Participants: *Namok Choi, University of Louisville; Dorothy L.*
Espelage, University of Illinois; Patricia L. Hardre, University
of Oklahoma; Velma Lapoint, Howard University; James W.
Lichtenberg, University of Kansas

19.013. International Perspectives on Quality Educational Research That Supports Students' Learning in Reading and Mathematics. International Relations Committee

Sheraton, Mississippi, Level 2

2:15 pm to 3:45 pm

 Chair: *Debra L. Panizzon, University of New England*

Participants:

Current Research Supporting the Development of Improved Literacy

and Numeracy Skills in Low-Achieving Students: An Australian

 Experience. *John E. Pegg, University of New England; Debbie*
Efthymiades, Northern Territory Department of Education,
Employment and Training; Anne Bellert, CEO Lismore Diocese

Phonological Awareness and Rapid Word Recognition Training With

 Adult Neoliterates in Burkina Faso. *James Royer, University of*
Massachusetts - Amherst

The Development of an Example of Intervention Research in

 Australian Schools. *Lorraine J. Graham, University of New*
England; Jennifer Hudson Thomas, SiMERR

Progress in the Development of an Integrated, Computer-Based

 Assessment and Intervention System. *Rachel E. Wing, University*
of Massachusetts

 Discussant: *Helen Abadzi, The World Bank*
19.014. Linking Research and Activism for Social Justice in
Chicago: An Invitation to Dialogue. Social Justice Action

Committee

Marriott, Chicago Ballroom, Section C - Fifth Floor

2:15 pm to 3:45 pm

 Chair: *Jeannie Oakes, University of California - Los Angeles*

Presentations:

Teachers for Social Justice Chicago.

Chicago Area Curriculum Exchange.
Kenwood Oakland Community Organization.

19.015. Educational Leadership: Identity Orientation and Cultural Responsiveness. Division A-Administration, Organization, and Leadership

Marriott, Iowa, Sixth Floor
2:15 pm to 3:45 pm

Chair: *Thomas L. Alsbury, North Carolina State University*

Participants:

“Is That a Wedding Ring?” A Look at the Panopticons of Identity Politics Lived by Closeted Gay School Administrators Serving Homophobic Communities. *Autumn K. Tooms, Kent State University*

A Diverse Group of Principals in High-Performing Schools Using a Relational Identity Orientation to Improve Academic Achievement for Students of Color and Economically Disadvantaged Students. *Nick Cormier, Park University; Bret D. Cormier, University of Texas - Austin*

Latino Principal Racial Identity: Supporting and Inhibiting School Contexts. *Frank Hernandez, Iowa State University*

Schooling con Cariño: Leadership for Culturally Responsive Schools. *Mary E. Gardiner, University of Idaho - Boise; Carolyn Hondo, University of Idaho; Yolanda Sapien, University of Idaho - Boise*

Discussant: *Jeffrey S. Brooks, Florida State University*

19.016. Examining How Ethics, Motivation, Intentionality, and Communication Are Elements in Principal Leadership Preparation. Division A-Administration, Organization, and Leadership

Marriott, Kansas City, Fifth Floor
2:15 pm to 3:45 pm

Participants:

Applying Goal Orientations in an Exploration of Student Motivations in the Domain of Educational Leadership. *Daniel Lawrence McCollum, University of Houston - Clear Lake; Lawrence T. Kajs, University of Houston - Clear Lake*

Language as an Indicator of Principals' Intentionality. *Joanne R. Chesley, University of North Carolina - Greensboro; Larry Canady, University of North Carolina - Greensboro*

Special Education Experience: Do Principals Need It to Get a Job? *Pamela Hudson Baker, George Mason University; Susan C. Bon, George Mason University*

The Forgotten Dimension of Communication: Examining the Listening Skills of School Administrators. *Jerry Woods, North East Independent School District; Alan R. Shoho, University of Texas - San Antonio; Page A. Smith, University of Texas - San Antonio*

The Impact of the TERA Ethics Training Program on Educational Administrators' Professional Development. *Lyse Langlois, Université Laval; Claire M. Lapointe, Faculté des Sciences de L'Éducation-Université Laval; Lucie Heon, Université Laval*

Discussant: *Madeline M. Hafner, University of Utah*

19.017. Examining and Supporting Teacher Quality. Division A-Administration, Organization, and Leadership

Marriott, Chicago Ballroom, Section D - Fifth Floor
2:15 pm to 3:45 pm

Chair: *Beverly J. Irby, Sam Houston State University*

Participants:

Examining the Relationship Between Principal Attributes and School-Level Teacher Quality in Texas. *Edward J. Fuller, University of Texas - Austin; Michelle D. Young, University of*

Texas - Austin; Bruce D. Baker, University of Kansas
Teachers' Zone of Self-Efficacy: Which Students Get Included, Which Students Get Excluded, and, More Importantly, Why? *Kathryn Bell McKenzie, Texas A&M University; Ricardo Lozano, Texas A&M University*

School-Level Leadership and Organization: Affecting the Practice and Quality of Teaching. *Daria E. Buese, University of Maryland; Linda R. Valli, University of Maryland*

Network Embeddedness of New Teachers: The Social Networks That Influence Mood Contagion, Enculturation, and Support. *Ted R. Purinton, National-Louis University; Daria C. Waetjen, University of Southern California*

Academic Emphasis Among Teachers and Its Influence on Student Achievement: A Multilevel Examination. *Daniel Berebitsky, Roger D. Goddard, David Michael Leahy, Christine Neumerski, Serena Jean Salloum, University of Michigan*

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

19.018. Findings From the Survey Phase of the International Successful School Principalship Project. Division A-Administration, Organization, and Leadership

Marriott, Lakeview, Second Floor
2:15 pm to 3:45 pm

Chair: *Christopher W. Day, University of Nottingham*

Participants: *David M. Gurr, University of Melbourne; Conny*

Bjorkman, Mid Sweden University; Lawrence George Drysdale, University of Melbourne; Helen Margaret Goode, University of Melbourne; Jonas Hoog, Centre for Principal Development; Olof Johansson, Umeå University; Lauri Johnson, State University of New York - Buffalo; John Krejsler, Danish University of Education; Jorunn Moller, University of Oslo; Leif Moos, Danish University of Education; Bill Mulford, University of Tasmania; Guri Skedsmo, University of Oslo; Kam-cheung Wong, University of Hong Kong; Rose M. Ylimaki, State University of New York - Buffalo

19.019. Aesthetic Perspectives on Curriculum. Division B-Curriculum Studies

Marriott, Los Angeles, Fifth Floor
2:15 pm to 3:45 pm

Chair: *Thomas Carl Turner, Arizona State University*

Participants:

Drama (Post) Structures: Performing Identities Within and Outside Drama Worlds. *Sarah Jane Twomey, University of British Columbia; Carmen Medina, University of British Columbia*

Experiences From Aesthetic Learning in Mathematics: What Difference Does It Make in Teacher Education? *Anna Palmer, Institute of Education, Stockholm*

Playing for the Curriculum Cup: Aesthetic Literacies in World Educational Policy and Implementation. *Kedrick P. A. James, University of British Columbia*

Wherefore Art Thou? Recovery of the Self Through a Pedagogy of the Blues. *Shirley J Wade McLoughlin, Keene State College*

Discussant: *Teresa J Rishel, Kent State University*

19.020. Bordered Landscapes of Critical Issues in Literacy Education: Community, Collaboration, Self-Determination, and Sovereignty. Division B-Curriculum Studies

Marriott, Illinois, Sixth Floor
2:15 pm to 3:45 pm

Chair: *Kyle D. Shanton, New Mexico State University*

Participants:

Cultural Literacy in Bilingual Education Con Entendimiento. *Maria D. Mercado, New Mexico State University*

Reading the (De)Colonized World: Cultural Literacy for Laguna Pueblo Students. *Jeanette Haynes Writer, New Mexico State University*

Challenging Freedom: Critical Literacy for Rural Students. *Heather A. Oesterreich, New Mexico State University*

Critical Literacies "Para Los Niños" in the Borderlands. *Kyle D. Shanton, New Mexico State University*

19.021. Adaptive Expertise: Its Development and the Role of

Transfer. Division C-Learning and Instruction

Hyatt, Acapulco, West Tower - Gold Level

2:15 pm to 3:45 pm

Chair: *John D. Bransford, University of Washington*

Participants: *Vanessa Svihla, University of Texas - Austin; Taylor Martin, University of Texas - Austin; Nancy J. Vye, University of Washington; Stephanie D. Rivale, University of Texas - Austin; Anthony Petrosino, University of Texas - Austin; Karen Rayne, University of Texas - Austin; Drue J. Gawel, University of Washington; Susan K. Mosborg, University of Washington; Joan M.T. Walker, Long Island University; Leslie R. Herrenkohl, University of Washington; Brigid J. S. Barron, Stanford University; Veronique Mertl, University of Washington; Timothy Kieran O'Mahony, University of Washington; Kenneth R. Diller, University of Texas; Baba Kofi A. Weusijana, Northwestern University; Na'ilah Suad Nasir, Stanford University; Emma M. Mercier, Stanford University*

Discussants: *Valerie Crawford, SRI International; Sean P. Brophy, Vanderbilt University*

19.022. Afterschool: A Context for Investigating the Language and Cultural Resources of Latinos/as in Mathematics.

Division C-Learning and Instruction

Hyatt, Addams, West Tower - Silver Level

2:15 pm to 3:45 pm

Chair: *Lena Licon Khisty, University of Illinois - Chicago*

Participants:

The Afterschool: Shifting Paradigms for Latinos/as Learning Mathematics. *Hector Morales, University of Illinois - Chicago; Javier Diez-Palomar, University of Arizona*

Cross-Generational Mathematics Learning in an Afterschool Setting: The Interdependence of Context, Networks, and Resources. *Eugenia Vomvoridi-Ivanovic, University of Illinois - Chicago; Maura Varley, University of Arizona*

Changing Preservice Teachers' Perceptions of Mathematics Education With Latinos/as Through Afterschool Experiences. *Ksenija Simic, University of Arizona; Javier Diez-Palomar, University of Arizona*

Discussant: *Olga A. Vasquez, University of California - San Diego*

19.023. An In-Depth Analysis of Achievement Goals and Emotions: Implications for Theory and Practice.

Division C-Learning and Instruction

Hyatt, Columbus Hall, Section A, East Tower - Gold Level

2:15 pm to 3:45 pm

Chairs: *Lisa A. Limmenbrink-Garcia, Duke University; Reinhard Pekrun, University of Munich*

Participants:

Achievement Goals and Students' Discrete Achievement Emotions: A Theoretical Model and Prospective Field Studies. *Reinhard Pekrun, University of Munich; Andrew J. Elliot, University of Rochester; Markus A. Maier, University of Munich*

Reactions to Challenge: The Interplay Between Achievement Goal Orientations and Affect. *Lisa A. Limmenbrink-Garcia, Duke University; Diana F. Tyson, Duke University*

Processing Information and Generating Solutions to Problem Tasks:

The Contribution of Achievement Goals, Self-Efficacy, and Affective States. *Mary D. Ainley, University of Melbourne*

Goal Priming and the Emotional Experience of Students With and Without Attention Deficit Disorder: An Application of the Emotional Stroop Paradigm. *Georgios D. Sideridis, University of Crete; Maria Siakali, University of Crete; Maria Georgiou, University of Crete; Ioanna Irakleous, University of Crete*

Achievement Goals Predicting Affective Change Over Time. *David E Conroy, Pennsylvania State University; Lindsey H. Schantz, Pennsylvania State University*

Discussant: *Avi Kaplan, Ben Gurion University*

19.024. Beyond Measuring Up: Using TIMSS to Examine Why the United States Is Being Left Behind in Mathematics.

Division C-Learning and Instruction

Hyatt, Burnham, West Tower - Silver Level

2:15 pm to 3:45 pm

Chair: *Hans Wagemaker, International Association for the Evaluation of Educational Achievement*

Participants:

TIMSS 2003 Achievement in Mathematics Cognitive Domains. *Ina V. S. Mullis, Boston College*

Examining the Problem-Solving Achievement of U.S. Eighth-Grade Students in TIMSS 2003. *Alka Arora, Boston College*

What the United States Has Learned About Mathematics Achievement From Four Decades of International Assessments. *Michael O. Martin, International Study Center*

Discussants: *Graham Ruddock, NFER; Valena White Plisko, U.S. Department of Education/NCES*

19.025. New Learning Technologies: Affordances for Authoring, Assessment, and Research.

Division C-Learning and Instruction

Hyatt, DuSable, West Tower - Silver Level

2:15 pm to 3:45 pm

Chairs: *Janice Gobert, Concord Consortium; James D. Slotta, University of Toronto*

Participants:

Through the Looking Glass and What We Found There: A Logging Infrastructure for Investigating Students' Inquiry Processes. *Janice Gobert, Barbara C. Buckley, Paul Horwitz, Concord Consortium*

Consistency and Change in High School Students' Exploration of Connected Chemistry Models. *Sharona T. Levy, University of Haifa; Uri J. Wilensky, Northwestern University*

New Opportunities for International Exchanges: When They're Worth It, and How Can We Help Them Succeed? *James D.*

Slotta, University of Toronto; Doris Jorde, University of Oslo

CIEL: Setting the Stage for Integrated Inquiry Learning. *Wouter R. van Joolingen, University of Twente; Ton de Jong, University of Twente; Sarah A. Manlove, University of Twente*

Investigating Students' Behaviors, Patterns, and Learning in a Multi-User Virtual Environment Designed Around Inquiry. *Jody E. Clarke, Harvard Graduate School of Education; Diane Jass Ketelhut, Temple University; Brian C. Nelson, Arizona State University; Benjamin Eric Erlandson, Arizona State University; Edward Dieterle, Harvard Graduate School of Education; Chris J. Dede, Harvard University*

Enabling Technologies From the Pittsburgh Science of Learning Center. *Kenneth R Koedinger, Carnegie Mellon University*

Using Intelligent Tutoring to Support Educational Research: The ASSISTments Platform. *Jozsef Patvarczki, Kai Rasmussen, Michael Pucaro, Mingyu Feng, Leena Razaq, Neil T Heffernan, Worcester Polytechnic Institute*

Discussants: *James W. Pellegrino, University of Illinois - Chicago; Roy D. Pea, Stanford University*

19.026. Novel Interfaces for Education: Dynamic and Virtual Reality Modalities. Division C-Learning and Instruction
Hyatt, New Orleans, West Tower - Gold Level
2:15 pm to 3:45 pm

Chair: *Eric N. Wiebe, North Carolina State University*

Participants:

Students' Conceptions of Congruency Through the Use of Dynamic Geometry. *Gloriana Gonzalez, University of Michigan; Patricio G. Herbst, University of Michigan*

Effects of Desktop Virtual Reality on Learner Performance and Confidence in Learning Environment Mastery: A Pilot Study. *Lynna J. Ausburn, Oklahoma State University; Floyd B. Ausburn, Oklahoma State University*

Using a 3D Virtual Environment to Foster College-Community Connections. *Clement Chau, Tufts University; Marina U. Bers, Tufts University*

Discussant: *Eva E. Toth, Duquesne University*

19.027. Transcending Space and Time: International Perspectives on the Use of Technology in Education. Division C-Learning and Instruction
Hyatt, Grand Suite 5, East Tower - Gold Level
2:15 pm to 3:45 pm

Chair: *Yuliang Liu, Southern Illinois University*

Participants:

Identity Characteristics of Power-Users-of-Technology Youth. *Susan A. Yoon, University of Pennsylvania; Rachel Throop, University of Pennsylvania*

Building Online Global Communities of Inquiry in Middle Schools: Two Perspectives. *Allan Zahara, Athabasca University; Winifred Hunsburger, OISE/University of Toronto*

Teacher Belief and Practice: Investigating the Technology Integration of Taiwanese High School Teachers. *Chao-hsiu Chen, University of Texas - Austin; Todd C. Reimer, University of Texas - Austin*

Multisite Videoconferencing Between Developed and Less-Developed Countries to Build and Sustain Educational Research Collaborations. *Virginia L. Gordon, Robert A. Lecusay, Michael Cole, University of California - San Diego*

Discussant: *Thomas C. Reeves, University of Georgia*

19.028. Linking/Scaling Issues. Division D-Measurement and Research Methodology
Marriott, Bucktown, Second Floor
2:15 pm to 3:45 pm

Chair: *Jerry L. Gorham, ETS*

Participants:

Evaluation of Calibration/Linking Approaches to Mixed-Format Writing Assessments. *Kooghyang Ro Um, Pearson Educational Measurement; Dong-In Kim, CTB/McGraw-Hill; Ahmet Turhan, Pearson Educational Measurement*

A Comparison of Fixed Common-Precalibrated Parameter Method, Linking Separate Calibration, and Concurrent Calibration for Linking Different Groups. *Zhonghua Zhang, Chinese University of Hong Kong; Yujing Ni, Chinese University of Hong Kong*

Examining Linking Item Diagnostic Tools With Noisy Data. *Seon-Hi Shin, Harcourt Assessment, Inc.; Yoonsun Lee, Office of Superintendent of Public Instruction; Michael J. Young, Harcourt Educational Measurement*

Use of Proficiency Scaling to Provide Test-Level Diagnostic Information. *Rochelle S. Michel, Florida International University*

Discussant: *Dianne Henderson-Montero, ETS*

19.029. Mixed Methods in Educational Research. Division D-Measurement and Research Methodology
Marriott, Cook, Third Floor
2:15 pm to 3:45 pm

Chair: *Thomas Greckhamer, Louisiana State University*

Participants:

Mixed Methods and Missing Metaphors. *Howard A. Smith, Queen's University*

Mixed-Methods Literacy Research: Creative and Quantum. *Marzieh Hassantafaghodtari, University of Ottawa*

Mixed-Method Analytic and Integration Strategies in the Study of School Success in Challenging Circumstances. *Eunice Eunhee Jang, Monique Bernadette Herbert, Dawn Pollon, Pia Russell, OISE/University of Toronto*

Text Mining in Qualitative Data Analysis: A Collaboration. *Karen D. King, New York University; Tasha Inniss, Spelman College*

Discussant: *Mirka E. Koro-Ljungberg, University of Florida*

19.030. Multidimensional Item Response Theory. Division D-Measurement and Research Methodology
Marriott, Dupage, Third Floor
2:15 pm to 3:45 pm

Chair: *Jennifer E. V. Lloyd, University of British Columbia*

Participants:

A New Goodness-of-Fit Index for the Multidimensional Item-Response Model. *Shu-chuan Kao, Michigan State University; Mark D. Reckase, Michigan State University*

Hierarchical Multidimensional IRT Models. *Yanyan Sheng, Southern Illinois University - Carbondale; Steven J. Osterlind, University of Missouri*

Investigating the Validity of Customized Norms From a Multidimensional Item Response Theory Perspective. *Xiaohui Zhao, University of Iowa; Tim Miller, ACT, Inc.*

Modeling Cross-Grade Construct Shift Using Multidimensional Item Response Theory. *Tianli Li, Michigan State University; Mark D. Reckase, Michigan State University; Joseph A. Martineau, Michigan Department of Education*

The Effects of Nonorthogonality in Multidimensional Item Response Theory Linking. *Haniza Yon, ETS; Corwin S. Sullivan, Harvard University*

Discussant: *Brian T. Habing, University of South Carolina*

19.031. Standard Setting and Proficiency Classification. Division D-Measurement and Research Methodology
Marriott, Chicago Ballroom, Section B - Fifth Floor
2:15 pm to 3:45 pm

Chair: *Linda A. Bond, CTB/McGraw-Hill*

Participants:

Nonparametric, IRT-Based Approach to Validating Cutscore. *Abdullah A. Ferdous, Measured Progress; Barbara S. Plake, University of Nebraska - Lincoln*

An Adaptive Scoring Protocol to Enhance Accuracy of Performance Classification. *Mark Jonathan Darby, University of North Carolina - Greensboro; Matthew David Finkelman, Measured Progress; Michael L. Nering, Measured Progress*

Assessing Consequences of Varying Response Probability Values on Achievement via Multinomial Logistic Regression. *Canda D. Mueller, Applied Measurement Professionals; Vicki D. Peyton, University of Kansas*

Estimating Classification Consistency and Classification Accuracy With Pattern Scoring. *Dong-In Kim, CTB/McGraw-Hill; Karen Barton, CTB/McGraw-Hill; Jungnam Kim, University of Iowa*

Using Person Fit in a Body of Work Standard Setting. *Matthew David Finkelman, Measured Progress; Wonsuk Kim, Measured Progress*

Discussant: *Samuel A. Livingston, ETS*

19.032. Adult Development Issues. Division E-Counseling and Human Development
Swissôtel, Engelberg, Third Floor
2:15 pm to 3:45 pm

Chair: *Patricia A Jennings, Garrison Institute*

Participants:

Career Development in the Workplace. *Daniel Troy Sutor, University of Kansas; Karen D. Multon, Charles Decedue, JoAnn Smith, Marvin Hunt, Jean Redeker, Karen Krumme, University of Kansas*

Peer and Instructor Relations, Attachment, Curiosity, and Learning Among Adults. *Thomas G. Reio, University of Louisville; Joanne Sanders-Reio, University of Maryland*

Quality of Work Life and Perceived Mission Effectiveness Among Firefighters. *Randy K. Macon, University of Oklahoma - Tulsa; Chan M. Hellman, University of Oklahoma*

Validity of the Faith Maturity Scale: Accumulating Evidence. *David B. Simpson, Valparaiso University; Jody L. Newman, University of Oklahoma; Dale R. Fuqua, Oklahoma State University*

Discussant: *Joseph M. Petrosko, University of Louisville*

19.033. Understanding George Herbert Mead's Contribution to the Development of Pragmatism in Education. Division F-History and Historiography
Swissôtel, Vevey, Third Floor
2:15 pm to 3:45 pm

Chair: *Gert J. Biesta, University of Exeter*

Participants: *Gert J. Biesta, University of Exeter; Daniel Troehler, University of Zurich; Thomas S. Popkewitz, University of Wisconsin - Madison; David F. Labaree, Stanford University; Eric Bredo, University of Virginia*

19.034. Re(Examining) Relationships Among Latina/o and Indigenous Young Adults Within Educational Contexts. Division G-Social Context of Education
Hyatt, Horner, West Tower - Silver Level
2:15 pm to 3:45 pm

Chair: *David A. Quijada, University of Utah*

Participants:

Diasporic Education: Newcomer Youths' Reflections on Their Schooling Experiences and Possible Academic Success. *Leticia Alvarez, University of Wyoming*

Pueblo Youth Re(examine) How Educational Policies Impact Identity Development. *Patricia Del Carmen Quijada, University of Texas - San Antonio*

Latino Adolescents' High School Social Integration and Subsequent Involvement in Higher Education. *Rebecca M. Callahan, University of Georgia*

Taking My Community With Me: Successes and Challenges of Tribal College Science Majors in Mainstream Universities. *Tiffany S. Lee, University of New Mexico*

Discussant: *David A. Quijada, University of Utah*

19.035. Researchers in Education Working - Visually, Digitally, Spatially. Division G-Social Context of Education
Hyatt, San Francisco, West Tower - Gold Level
2:15 pm to 3:45 pm

Participants:

Researching Education Visually, Digitally, Spatially. *Julianne Moss, University of Melbourne*

Looking Through the Lens of a Camera in the Early Childhood Classroom. *Narelle Lemon, University of Melbourne*
Boys' Assemblages of Learning. *Gerald Bain King, University of Melbourne; Julianne Moss, University of Melbourne*
Real Policy, Real Change: Transforming Secondary School Cultures Through Image-Based Research. *Suzanne Barbara Carrington, Queensland University of Technology*

19.036. Schooling Against Oppression and for Social Justice in Local Contexts. Division G-Social Context of Education
Hyatt, Columbus Hall, Section C, East Tower - Gold Level
2:15 pm to 3:45 pm

Participants:

Locating Bias in Elementary Classrooms: An Analysis of Classroom Interaction in Language Arts. *R. L'Heureux Lewis, University of Michigan*

What's the Difference Between an "A" and an "A"? High School Students' Conceptions of "Good Work." *Matthew Laurence Goldwasser, Consortium for Policy Research in Education; Amy Bach, University of Pennsylvania*

Art Education in Women's Prisons: Lessons From the Inside. *Candace H. Lacey, Nova Southeastern University*

"They Were Just Trying to Get Rid of Me": School and the Co-construction of Dropout. *Tara Marie Brown, University of Maryland - College Park; Louie F. Rodriguez, Florida International University*

Detracking in Middle School Science: An Analysis at the Institutional, Classroom, and Individual Levels. *Mary Antony Bair, Grand Valley State University*

19.037. Shoptalk in the Classroom. Division G-Social Context of Education
Hyatt, Grand Suite 3, East Tower - Gold Level
2:15 pm to 3:45 pm

Chair: *Yolanda Majors, University of Illinois - Chicago*

Participants:

"Don't Send Her to Her Daddy": Teaching and Learning in Community Context. *Yolanda Majors, University of Illinois - Chicago*

"No Matter What Color They Are, They Should Still Be Our Kids": Cultural Formats Traversing School and Community. *Jung E. Kim, University of Illinois - Chicago*

Community-Based Cultural Socialization Among Urban Adolescents: Repertoires of Practice for Interpreting Word and World. *Sana Ansari, University of Illinois - Chicago*

19.038. The Early Education of Immigrant Children in the United States: Adaptations and Implications. Division G-Social Context of Education
Hyatt, Columbus Hall, Section G, East Tower - Gold Level
2:15 pm to 3:45 pm

Chair: *Angela E. Arzubigiaga, Arizona State University*

Participants: *Angela E. Arzubigiaga, Arizona State University; Delia Tamara Fuster, Arizona State University; Cristy Salazar, Arizona State University; Jennifer Adair, Arizona State University; Joseph J. Tobin, Arizona State University; Ariana Mangual, University of California - Berkeley; Laurie Mireles, University of California - Berkeley*

Discussant: *Bruce Fuller, University of California - Berkeley*

19.039. A K-20 Perspective on the "Nation's Highest Honor" for Mathematics and Science Teaching Excellence. Division H-School Evaluation and Program Development
Marriott, Houston, Fifth Floor
2:15 pm to 3:45 pm

Chair: *Glenn F. Nyre, Westat, Inc.*

Participants: *Joseph McInerney, Westat, Inc.; Katylee Hoover, Westat, Inc.; Myles Boylan, National Science Foundation; Celeste Pea, National Science Foundation*

Discussant: *Conrad G. Katzenmeyer, University of Central Florida*

19.040. Evaluating Literacy Programs in Urban Settings. Division

H-School Evaluation and Program Development

Marriott, Denver, Fifth Floor

2:15 pm to 3:45 pm

Chair: *Sue P. Rasher, OER Associates*

Participants:

A Multilevel, Multisite Outcomes-by-Implementation Evaluation of the Voyager Universal Literacy System. *Keith Zvoch, University of Nevada - Las Vegas; Larry Letourneau, University of Nevada - Las Vegas; Joseph J. Stevens, University of Oregon*

An Evaluation of the Reading Recovery Intervention Program in an At-Risk Urban Setting. *Anna W. Grehan, University of Memphis; Lynn W Harrison, University of Memphis; John A. Nunnery, Old Dominion University; James Carl Wohlleb, Little Rock School District; Karen Dejarrette, Little Rock School District; Ed R. Williams, Little Rock School District; Steven M. Ross, University of Memphis; Linda Dorn, University of Arkansas - Little Rock*

Can Brain Research and Computers Improve Literacy? A Randomized Field Trial of Fast ForWord Language. *Geoffrey D. Borman, University of Wisconsin - Madison; James G Benson, University of Wisconsin - Madison*

Reading First: Year 2 Formative Evaluation and Research Study Results. *Anna W. Grehan, University of Memphis; John A. Nunnery, Old Dominion University; Ying Huang, University of Memphis; Steven M. Ross, University of Memphis; Guler Boyraz, University of Memphis*

The Starfall Reading Program: An Evaluation of a Web-Based Beginning Reading Program. *Mya L Martin-Gleam, Mid-continent Research for Education and Learning; Helen S. Apthorp, Mid-continent Research for Education and Learning*

Discussant: *Karen Banks,*

19.041. Reading First: Findings From Three National Studies.

Division H-School Evaluation and Program Development

Marriott, Great America, Sixth Floor

2:15 pm to 3:45 pm

Participants:

The U.S. Department of Education's Perspective. *Beth Franklin, U.S. Department of Education, Policy and Program Studies Services*

Findings From the Analysis of State K-3 Reading Standards and Assessments. *Beth Franklin, U.S. Department of Education, Policy and Program Studies Services*

The Reading First Implementation Evaluation: First-Year Survey Results and Student Reading Achievement. *Beth A. Boulay, Abt Associates Inc.; Marc Moss, Abt Associates Inc.*

Findings From the Study of Reading First and Special Education Participation Rates. *Eleanor L. Johnson, Social Science Research Group*

19.042. Professional Learning for Negotiating Expertise Across

Professional Boundaries. Division I-Education in the

Professions

Marriott, Huron, Tenth Floor

2:15 pm to 3:45 pm

Chair: *Sten Ludvigsen, University of Oslo*

Participants:

Artifact Creation: The Role of Moebius Strip Expertise in the Creative Industry. *D. Guile, Institute of Education, University of London*

On the Making of Networked Expertise: Developing Webs of Signification Across Organizational Boundaries. *Geoff F. Hayward, Oxford University; Ioanna Kinti, Oxford University*
Enhancing Expertise Through Interagency Working. *Anne Edwards, Oxford University*

Participants: *Geoff F. Hayward, Oxford University; Anne Edwards, Oxford University; Ioanna Kinti, Oxford University; D. Guile, Institute of Education, University of London*

Discussant: *King D. Beach, Florida State University*

19.043. Academic Success: Motivation, Remediation, and

Validation. Division J-Postsecondary Education

Marriott, Printers Row, Second Floor

2:15 pm to 3:45 pm

Chair: *Tatiana Melguizo, University of Southern California*

Participants:

A Tale of Two Systems: Race, Inequality, and Remediation. *Tara L Parker, University of Massachusetts - Boston; Leticia T. Bustillos, University of Southern California*

Multivariate Analysis: Age, Self-Regulated Learning, and Academic Performance Among Community College Developmental Education Students. *Douglas Bailer, Northeast Alabama Community College; Leslie Henrickson, Touro University International*

Opening Pandora's Box: A Multicase Study of the Motivations of Developmental Reading Students in Community College. *Diane Dieckmeyer, University of Southern California; Myron H. Dembo, University of Southern California*

Validation Experiences and Persistence Among Community College Students. *Elisabeth Barnett, Teachers College, Columbia University*

Discussant: *Barbara K. Townsend, University of Missouri - Columbia*

19.044. Book Symposium: Privilege and Diversity in the Academy,

Frances A. Maher and Mary Kay Tetrault. Division J-

Postsecondary Education

Marriott, Chicago Ballroom, Section H - Fifth Floor

2:15 pm to 3:45 pm

Chair: *Susan F. Semel, City College of New York*

Participants:

The Rationalization of the University: Stanford University, the World University System, and the Challenges of Diversity. *Francisco O. Ramirez, Stanford University*

Equity and Excellence in Higher Education: Rutgers University-Newark and the Challenges of Diversity. *Alan R. Sadovnik, Rutgers, The State University of New Jersey*

Race, Gender, and Diversity in Higher Education: The University of Michigan and the Challenges of Diversity. *Carla D. O'Connor, University of Michigan*

Discussants: *Frances A. Maher, Wheaton College; Mary Kay Thompson Tetrault, University of Portland*

19.045. The Impact of Ending Affirmative Action: Evidence

and Implications of a Decade of Experience. Division J-

Postsecondary Education

Marriott, Avenue Ballroom, Fourth Floor

2:15 pm to 3:45 pm

Chair: *Christopher Edley, Jr., University of California - Berkeley*

Participants:

UC Admissions, Proposition 209, and the California Master Plan.

Saul Geiser, University of California - Berkeley

The Demography of Higher Education in the Wake of Affirmative Action. *Eric Grodsky, University of California - Davis*

Winners and Losers: Changes in Texas University Admissions Post-Hopwood. *Mark Long, University of Washington*

College Destinations for Freshmen Admitted to the University of California: Fall 2005. *Susan Wilbur, University of California*

Discussant: *Gary A. Orfield, University of California - Los Angeles*

19.046. "Should I Stay or Should I Go?" Attrition and Job Satisfaction and Teachers. Division K-Teaching and Teacher Education

Hyatt, McCormick, West Tower - Silver Level

2:15 pm to 3:45 pm

Participants:

Before Burnout: Principled Leavers of High-Poverty Schools. *Doris A. Santoro Gomez, Bowdoin College; Lisa Morehouse, San Francisco Unified School District*

Elementary Teachers' Perceptions on Job Satisfaction and Retention. *Beverly A. Perrachione, Truman State University; George J. Petersen, California State Polytechnic University; Vicki J. Rosser, University of Missouri - Columbia*

High-Stakes Testing and Teacher Motivation: A Discriminant Analysis. *Carolyn Pearson, University of Arkansas - Little Rock; Sherri Zimmerman, University of West Florida*

Teacher Resiliency in High-Attrition Urban Schools. *Andrew M. Sokatch, New Teacher Project*

19.047. Deliberating About Social Justice: Why Must It Be an Explicit Goal of Teaching and Teacher Education? Division K-Teaching and Teacher Education

Hyatt, Columbus Hall, Section E, East Tower - Gold Level

2:15 pm to 3:45 pm

Participants:

Deliberating About Social Justice: Why Must It Be an Explicit Goal of Teaching? Teacher Education? *Nona M. Lyons, University College - Cork*

Quality in Social Justice Teacher Education: A Sample Meta-Analysis. *Vicki K. LaBoskey, Mills College*

Education Quality Related to Social Justice: What Does NCATE Got to Do With It? *Ann K. Schulte, California State University - Chico*

Teaching for Social Justice: Documenting the Process. *Helen Freidus, Bank Street College of Education*

Discussant: *D. Jean Clandinin, University of Alberta*

19.048. Dispositions Reexamined Among Preservice Teachers. Division K-Teaching and Teacher Education

Hyatt, Stetson Conference Center, Suite E, West Tower - Purple Level

2:15 pm to 3:45 pm

Chair: *Jennifer J. Mueller, University of Wisconsin - Milwaukee*

Participants:

Dispositions, Diversity, and Dichotomies: Confronting Ethnocentrism and Imposed Morality in Preparing Diverse Teacher Candidates. *Honorine D. Nocon, University of Colorado - Denver; Deanna J. Sands, University of Colorado - Denver*

Developing Moral Sensibility in Preservice Teachers. *Sharon M. Chubbuck, Marquette University; Terry J. Burant, Marquette University; Joan L. Whipp, Marquette University*

Lesson Study in an Initial Teacher Education Program: Challenges and Benefits. *Caroline Chassels, University of Toronto*

Dispositions Reconsidered: Teacher Candidates' Beliefs About Their Own Learning as Predictors of Beliefs About Teaching. *Allison J. Kelaher Young, Andrea L. Beach, Elizabeth S Bradshaw, Michele McGrady, Western Michigan University*

Discussant: *Kenneth James Fasching-Varner, Ohio State University*

19.049. On the Distribution and Equity Effects of Pedagogical Quality: Implications for Teacher Education. Division K-Teaching and Teacher Education

Hyatt, Columbus Hall, Section I, East Tower - Gold Level

2:15 pm to 3:45 pm

Chair: *M. Bruce King, University of Wisconsin - Madison*

Participants:

On the Social Distribution of Pedagogical Quality. *Thomas Griffiths, University of Newcastle; Wendy Anne Amosa, University of Newcastle*

An Examination of the Relationship Between the Quality of Pedagogy and Student Achievement. *James G. Ladwig, University of Newcastle; Max Smith, New South Wales, Department of Education*

Equity Effects of a Multidimensional Model of Pedagogy. *Wendy Anne Amosa, University of Newcastle; James G. Ladwig, University of Newcastle*

Variations in Pedagogical Quality and Their Social Effects: Implications for Teacher Education. *Jennifer M. Gore, University of Newcastle; Thomas Griffiths, University of Newcastle*

Discussant: *Mark A. Berends, Vanderbilt University*

19.050. Preparing Leaders and Teachers for Diversity in Schools. Division K-Teaching and Teacher Education

Hyatt, Hong Kong, West Tower - Gold Level

2:15 pm to 3:45 pm

Chair: *Annette M. Henry, University of Washington*

Participants:

Ana Maria Villegas, Montclair State University; Jennifer Robinson, Montclair State University; Lila Jacobs, California State University - Sacramento; Pia I. Wong, California State University - Sacramento; Margarita I. Berta-Avila, California State University - Sacramento; Lisa Yvette William-White, California State University - Sacramento; Harold M. Murai, California State University - Sacramento

19.051. Stitching the Seams: Toward a Broad View of Teachers' Learning, Development, and Expertise. Division K-Teaching and Teacher Education

Hyatt, Ogden, West Tower - Silver Level

2:15 pm to 3:45 pm

Chair: *Renee T. Clift, University of Illinois - Urbana-Champaign*

Participants:

Researching Teacher Education: Reflection and Its Influence on Theory Through Practice. *J. John Loughran, Monash University*

After Graduation - What? *Renee T. Clift, Raul A. Mora, Patricia E. Brady, University of Illinois - Urbana-Champaign*

Teacher Learning and Professional Development: A Situated Perspective. *Hilda Borko, University of Colorado - Boulder*

Diagnosing the Teacher Quality Problem: The Role of Occupational and Organizational Context. *Richard Ingersoll, University of Pennsylvania*

Discussant: *Kenneth Zeichner, University of Wisconsin - Madison*

19.052. Strategies and Implications to Inform and Improve Preservice Teacher Preparedness. Division K-Teaching and Teacher Education

Hyatt, Wright, West Tower - Silver Level

2:15 pm to 3:45 pm

Chair: *Neelam Kher, Michigan State University*

Participants:

A Conceptual Analysis of the Teacher Work Sample: Implications for Teaching, Revising the Prompt, and Making Program Improvements. *John E. Henning, University of Northern Iowa; Frank Kohler, University of Northern Iowa*

Alternative Teacher Certification: An Opportunity and Responsibility to Certify Critically Conscious Teachers. *Debra B. Erikson, University of Illinois - Urbana-Champaign*

Investigating Preservice Teachers' Dispositions About Elementary Students' Diversity to Inform Teacher Preparation Programs. *Kimberly A. Rombach, State University of New York - Cortland*

Teacher Education Program Admission Criteria, Student Teaching, and Preservice Teacher Preparedness. *Catherine Casey, OISE/University of Toronto; Ruth A. Childs, OISE/University of Toronto*

Using an Evidence-Based Assessment System to Demonstrate Candidate Quality in a Preservice Teacher Education Program. *Jan Weiss, Pacific Lutheran University; Jan Lewis, Pacific Lutheran University*

Discussant: *Jody Z. Priselac, University of California - Los Angeles*

19.053. Teaching for New Times: Challenges and Tensions in Teacher Education and Teacher Research. Division K-Teaching and Teacher Education
Hyatt, Toronto, West Tower - Gold Level
2:15 pm to 3:45 pm

Participants: *Alan D. Amtzis, College of New Jersey; Patricia C. Paugh, University of Massachusetts - Amherst; Alexandra M. Miletta, City College of New York; K. Nicola Williams, George Mason University; Elizabeth Anne Robinson, University of Massachusetts - Amherst*

Discussants: *Robert A. Fecho, University of Georgia; Sandra Hollingsworth, San José State University*

19.054. The Practices of Critical Literacy in Urban Classrooms: From Case Studies to Grounded Theory. Division K-Teaching and Teacher Education
Hyatt, Columbus Hall, Section K, East Tower - Gold Level
2:15 pm to 3:45 pm

Chair: *Ernest D. Morrell, University of California - Los Angeles*

Participants:

One Narrative, Multiple Versions, Infinite Interpretations: Reading "The Cay" Through Critical Literacy and Global Concepts.

Jodene M. Kersten, California State Polytechnic University

Rewriting the Pages of Our Lives: Urban Youth Reclaiming Their Voices Through the Spoken Word. *Shiv Desi, University of California - Los Angeles*

That Which the Soul Lives By: Critical Literacy and Critical Pedagogy in an Urban Secondary English Classroom. *Stacie Tate, University of Massachusetts - Amherst*

Honoring Home Literacies: An Examination of English Educators' Practices. *Paula Carbone, University of California - Los Angeles; Rema Ella Reynolds, University of California - Los Angeles*

Discussant: *K. Wayne Yang, University of California - San Diego*

19.055. The Problem of Wide-Scale Implementation of Effective Use of Information and Communication Technologies for Instruction: Activity Theory Perspectives. Division K-Teaching and Teacher Education
Hyatt, Crystal Ballroom, Section A, West Tower - Green Level
2:15 pm to 3:45 pm

Chair: *Barry J. Fishman, University of Michigan*

Participants:

Case Study 1: Tracking Adoption and Nonadoption of ICT Activities

by Teachers. *Robert J. Bracewell, Carmen Sicilia, Jonghwi Park, I-Pei Tung, McGill University*

Case Study 2: Evaluation of a Student-Owned Laptop Program in a Secondary School. *Therese Laferriere, Laval University*

Case Study 3: Iterative Cycles of Transformation in a Student-Owned Teacher Education Program. *Paul E. Resta, University of Texas - Austin*

Discussant: *Barry J. Fishman, University of Michigan*

19.056. The Professional Life Cycle of a Teacher: International Perspectives From Longitudinal Studies. Division K-Teaching and Teacher Education
Hyatt, Truffles, West Tower - Blue Level
2:15 pm to 3:45 pm

Chair: *Peter A. Youngs, Michigan State University*

Participants:

Choosing Initial Teacher Preparation (ITP) in England: Why Student Teachers Undertake ITP and Why They Choose Particular ITP Pathways. *Ange Malderez, University of Leeds; Andrew Hobson, University of Nottingham; Louise Tracey, University of Nottingham; R. Pell, University of Leeds*

Choosing to Become a Secondary Teacher in New Zealand: Findings From a National Study. *Ruth Kane, University of Ottawa; Sylvie Fontaine, Université du Québec - Outaouais*

Student Teachers' Experiences of Undertaking and Withdrawing From Initial Teacher Preparation in England. *Andrew Hobson, University of Nottingham; Ange Malderez, University of Leeds; Gary Chambers, University of Leeds; Louise Tracey, University of Nottingham*

Induction Into the Profession: Findings From New Zealand Beginning Teachers. *Glenda Anthony, Massey University; Mavis Haigh, University of Auckland; Beverley Bell, University of Waikato; Ruth Kane, University of Ottawa*

"AKO": Being a Teacher, Being a Learner, Being Part of a Learning Profession. *Marie Cameron, New Zealand Council for Educational Research; Robyn Baker, New Zealand Council for Educational Research; Susan Lovett, Christchurch College of Education*

Discussant: *Susan M. Johnson, Harvard University*

19.057. The World of Educational Quality: Emerging Issues in Social Justice, Culture, and Gender. Division K-Teaching and Teacher Education
Hyatt, Crystal Ballroom, Section C, West Tower - Green Level
2:15 pm to 3:45 pm

Chair: *Ceola Ross Baber, University of North Carolina - Greensboro*

Participants:

Getting to Know You: Cross-Cultural Pen Pals to Expand Children's World View. *Hibajene Monga Shandomo, State University of New York - Buffalo*

How Do You Live It? Novice Teachers' Constructions of Social Justice Teaching. *Tyrone C. Howard, Cynthia Pineda, Kendra L. Weber, University of California - Los Angeles; Sara Dolezal Kersey, Michigan State University*

New Visions for Early Childhood Teacher Education: Attending to Family, Culture, and Community. *Erin E. O'Connor, Elizabeth P. Quintero, Francesco G Pignatosi, David Cohen, Helen Friedlander, Pat Romandetto, New York University*

Rethinking Teacher Education: The Role of Gender in a Multicultural Context. *Tonda Liggett, Washington State University - Vancouver*

Discussant: *Cynthia A. Tyson, Ohio State University*

19.058. Assessing the Quality of Educational Research.

Division

L-Educational Policy and Politics

Sheraton, Colorado, Level 2

2:15 pm to 3:45 pm

Chair: *Michael A. Peters, University of Illinois - Urbana-Champaign*

Participants:

Research Quality in Education and the Republic of Science. *Michael A. Peters, University of Illinois - Urbana-Champaign*A Comparison of National Systems of Research Quality: The United Kingdom, Australia, and New Zealand. *Tina Besley, California State University - San Bernardino*Internationalization and the Assessment of Research Quality in Education. *Fazal A. Rizvi, University of Illinois*Problems for Indigenous Research and Education Policy in Times of Globalization. *James D. Marshall, University of Auckland and University of North Carolina - Chapel-Hill*Participants: *Michael A. Peters, University of Illinois - Urbana-Champaign; Tina Besley, California State University - San Bernardino; Fazal A. Rizvi, University of Illinois; James D. Marshall, University of Auckland and University of North Carolina - Chapel-Hill*Discussant: *Lynda Stone, University of North Carolina - Chapel Hill***19.059. Can No Child Left Behind Improve Access to Highly****Qualified Teachers?** Division L-Educational Policy and Politics

Sheraton, Erie, Level 2

2:15 pm to 3:45 pm

Chair: *Beatrice F. Birman, American Institutes for Research*

Participants:

Do NCLB's Teacher Quality Provisions Ensure High Quality and Equity? *Beatrice F. Birman, Mengli Song, Kwang Suk Yoon, Kerstin A. Carlson Le Floch, American Institutes for Research*State Actions to Reduce Teacher Quality Gaps. *Cynthia Prince, CCSSO*Statewide Assessment and Accountability Policies of the 1990s and Instructional Quality in Low-Income Schools. *Meredith Phillips, University of California - Los Angeles; Jennifer Flashman, University of California - Los Angeles*Has NCLB Improved Teacher and Teaching Quality for Disadvantaged Students? *Laura M. Desimone, Peabody College, Vanderbilt University; Thomas M. Smith, Vanderbilt University; David Frisvold, University of Michigan*Discussants: *Joan Baratz-Snowden, American Federation of Teachers; Mary M. Kennedy, Michigan State University***19.060. Education Research That Makes a Difference: Who****Produces It and What Can We Learn From Their Successes?**

Division L-Educational Policy and Politics

Marriott, McHenry, Third Floor

2:15 pm to 3:45 pm

Chair: *Janice H. Earle, National Science Foundation*

Participants:

Knowledge Production in the Public Interest: The Role of Collectives in the Conduct and Accumulation of Educational Research. *Barbara L. Schneider, Michigan State University; Sarah-Kay McDonald, University of Chicago; Sarah Stewart Makela, University of Chicago; David C. Schalliol, University of Chicago*Assessing the Impacts of Knowledge-Producing Organizations. *Kevin L. Brown, Data Research and Development Center*Bridging the Gap Between Scientifically Based Education Research and Evidence-Based Education: The Need and Prospects for Translational Research. *Sarah-Kay McDonald, University of Chicago*Discussants: *Larry V. Hedges, Northwestern University; Colm O'Muircheartaigh, University of Chicago***19.061. Increasing the Rigor and Relevance of District Evaluations Through Federal Policy: Do Randomized Experiments Fill the Bill?**

Division L-Educational Policy and Politics

Sheraton, Chicago Ballroom, Section VIII, Level 4

2:15 pm to 3:45 pm

Chair: *Jane David, Bay Area Research Group*

Participants:

The District Motivation and Design Constraints of Experimental Evaluations. *Denis Newman, Empirical Education Inc.*Challenges in Implementing Randomized Experiments to Support School District Decision Making. *Jane David, Bay Area Research Group; David Greene, Bay Area Research Group*Conceptions of Evidence-Based Practice in School Districts: Where Do Experimental Methods Fit In? *Cynthia E. Coburn, University of California - Berkeley; Joan E. Talbert, Stanford University*Conducting Random Assignment Studies in Education: Lessons for Knowledge Building. *James J. Kemple, MDRC*Discussants: *Joseph M. O'Reilly, Mesa Public Schools; Michael W. Stetter, Delaware Department of Education***19.062. Informing School Reform: The Role of Research in Shaping Chicago Small High School Reform.**

Division L-Educational

Policy and Politics

Sheraton, Huron, Level 2

2:15 pm to 3:45 pm

Chair: *Joseph E. Kahne, Mills College*

Participant:

Implementation and Outcomes: A Study of Small High Schools in Chicago. *Susan E. Sporte, William David Stevens, Maria Luisa de la Torre, Consortium on Chicago School Research*Participants: *Meredith I. Honig, University of Washington; Pat Ford, Chicago High School Redesign Initiative*Discussant: *John Q. Easton, Consortium on Chicago School Research***19.063. Bilingual Education From the Top Down to the Bottom Up: Policy, Leadership, and Practices in New York City.**

SIG-

Bilingual Education Research

Swissôtel, Grand Ballroom, Section I - Ballroom Level

2:15 pm to 3:45 pm

Participants: *Victoria Hunt, Teachers College, Columbia University; Tatyana Kleyn, City College of New York; Kate Menken, City University of New York***19.064. Educational Neuroscience: Philosophy and Theory.**

SIG-

Brain, Neurosciences, and Education

Sheraton, Michigan, Level 2

2:15 pm to 3:45 pm

Chair: *Read M. Diket, William Carey University*

Participants:

A Proposed Theory of the Neurological Limitations of Cognitive Transfer. *Michael Atherton, University of Minnesota*An Embodied View of Mind-Body Correlates. *Stephen R. Campbell, Simon Fraser University; Kerry Handscomb, Simon Fraser University*The Somatic Appraisal Model of Affect: A Framework for Neuropedagogy. *Kathryn Elizabeth Patten, Simon Fraser University***19.065. Computer-Mediated Communication and Communities.**

SIG-Computer and Internet Applications in Education

Sheraton, Executive Center, Parlor F, Level 3

2:15 pm to 3:45 pm

Chair: *Theo Bastiaens, Fernuniversität in Hagen*

Participants:

Moderating Skills in Synchronous, Computer-Mediated Discussions. *Shufang Shi, State University of New York - Cortland; Punya Mishra, Michigan State University; Curtis J. Bonk, Indiana University; Sophia Tan, Coastal Carolina University*

Perceptions and Practice: Preparing Our Future Teachers for Diverse Schools Through Online Learning Communities. *Lynne R. Schrum, George Mason University; Mary D. Burbank, University of Utah; Rosemary Capps, University of Utah*

Preservice Teachers' Perceptions of Instant Messaging in Two Educational Contexts. *Aaron Doering, University of Minnesota; Cynthia J. Lewis, University of Iowa; George Veletsianos, University of Minnesota; Kristen Michelle Nichols, University of Minnesota*

Discussant: *Steven R. Terrell, Nova Southeastern University*

19.066. Cooperative Learning in University Settings. SIG-Cooperative Learning: Theory, Research and Practice
Swissôtel, Grand Ballroom, Section II - Ballroom Level
2:15 pm to 3:45 pm

Chair: *David W. Johnson, University of Minnesota*

Participants:

Achieving 21st-Century Student Outcomes From Innovation Implementation. *Maria Lourdes De Hoyos, University of Texas; Shirley Hord, Southwest Educational Development Lab; Paul E. Resta, University of Texas - Austin; Carlos Enrique Gonzalez Negrete, University of Texas - Austin; Lazaro Barajas, Instituto Tecnológico y de Estudios Superiores de Monterrey; Gene E. Hall, University of Nevada - Las Vegas*

Hope as a Predictor of Performance of Graduate-Level Cooperative Groups in Research Methodology Courses. *Kathleen M. Collins, University of Arkansas; Anthony J. Onwuegbuzie, University of South Florida; Qun G. Jiao, Baruch College*

The Effects of Cooperation Scripts and Technology on Cooperative Learning. *Guan-Yu Lin, University of Missouri - Columbia; James M. Laffey, University of Missouri; Kristin A. Buss, University of Missouri - Columbia; Xinxin Huang, University of Missouri - Columbia*

Effectiveness of Cooperative Learning on Hispanic Developmental Reading: Students' Reading Achievement and Attitude. *Angelica Fuentes, Paula Parson, Bobbette M. Morgan, University of Texas - Brownsville*

Postsecondary Students' Confidence in Perspective-Taking on Gender Socialization Issues During Structured Controversy. *Judith M. Puncochar, Northern Michigan University; Susan Roehrich, University of Minnesota; Anna Kerr, Northern Michigan University*

Discussant: *Laurie Stevahn, Seattle University*

19.067. Critical Examination of Race, Class, and Gender in Postsecondary Education. SIG-Critical Examination of Race, Ethnicity, Class, and Gender in Education
Marriott, Chicago Ballroom, Section G - Fifth Floor
2:15 pm to 3:45 pm

Chair: *Chris Clark, University of Maryland - College Park*

Participants:

A Racial Cultural Perspective: African-American Women Participating in an Online Course Setting. *Jianxia Du, Mississippi State University; James D. Anderson, University of Illinois - Urbana-Champaign; James H. Adams, Mississippi State University*

Examining the Applicability of an Integrated Conceptual Model to the Study of Postsecondary Educational Aspirations Across

Racial/Ethnic Groups. *Michelle Asha Cooper, University of Maryland - College Park*

Lessons From the Front Line: Teaching About Race in Postsecondary Classrooms. *Beverly-Jean M. Daniel, York University*

The Identification of Categories and Forms of Transformational Resistance: A Study of Chicana College Students. *Valerie Talavera-Bustillos, California State University - Los Angeles*
Discussant: *Eboni M. Zamani, Eastern Michigan University*

19.068. The Transformation of Traditional Educational Practices: Historical and Migration Perspectives. SIG-Cultural-Historical Research
Swissôtel, Grand Ballroom, Section III - Ballroom Level
2:15 pm to 3:45 pm

Chair: *Barbara Rogoff, University of California - Santa Cruz*

Participants:

A Cultural/Historical Examination of Schooling in Organizing Mayan Childhood. *Maricela Correa-Chavez, University of California - Los Angeles; Barbara Rogoff, University of California - Santa Cruz*

Cultural Continuities and Transformations in Western and Indigenous Mexican Practices. *Behnosh Najafi, University of California - Santa Cruz; Rebecca Mejía Arauz, Instituto Tecnológico y de Estudios Superiores de Occidente; Barbara Rogoff, University of California - Santa Cruz*

Mexicano Immigrants Building Engagement With U.S. Schools. *Richard P. Duran, University of California - Santa Barbara; Graciela Fernandez, University of California - Santa Barbara; Megan Lange, Latin American and Iberian Studies Program*
Reconstructing Educational Practice After Migration. *Mariette Haan, de, University of Utrecht; Inge Wissink, University of Utrecht*

Managing Others' Learning: Teacher Strategies Versus Informal Assistance. *Ruth Paradise, Centro de Investigacion y de Estudios Avanzados; Rebecca Mejía Arauz, Instituto Tecnológico y de Estudios Superiores de Occidente; Katie G. Silva, Amy Luree Dexter, Barbara Rogoff, University of California - Santa Cruz*

19.069. Intersections: Dis/ability, Gender, Race, and Class. SIG-Disability Studies in Education
Fairmont, Moulin Rouge, Lobby Level
2:15 pm to 3:45 pm

Participants:

"These People Are Messing With My Baby": Schools and the Intersection of Race and Autism. *Susan A. Hetherington, University of Rochester*

"The Special Ed. Girl": (En)gendering Disability Experiences of Urban Working Class Women of Color. *David J. Connor, Hunter College; Beth A. Ferri, Syracuse University*

Discourses of Essentialism: Implications for Disabled African-Americans and Their Schooling. *Dymaneke D. Mitchell, University of Alabama*

Discussant: *Susan E. Baglieri, Teachers College, Columbia University*

19.070. Authentic Early Literacy Assessment: Providing a More Accurate Picture of Young Children's Knowledge and Their Classroom Environment. SIG-Early Education and Child Development
Hyatt, Regency Ballroom, Section C, West Tower - Gold Level
2:15 pm to 3:45 pm

Chair: *Andrea DeBruin-Parecki, High/Scope Educational Research Foundation*

Participants:

Assessment of Early Literacy Skills Through Storybook Reading. *Andrea DeBruin-Parecki, High/Scope Educational Research Foundation*

Assessing Preschoolers' Invented Spelling. *Donald J. Richgels, Northern Illinois University*

Extending the Usefulness of the ELLCO: Using Videography, Digital Imaging, and Computer Technology. *Cynthia Gehrie, ROLL Early Reading First Project; Elizabeth Landerholm, Northeastern Illinois University*

Participant: *Marijata C. Daniel-Echols, High/Scope Educational Research Foundation*

Discussant: *Susan B. Neuman, University of Michigan - Ann Arbor*

19.071. Examining the Role of Philanthropy in Connecting Education Research to Broader Public Policy Debates on School Finance Reform. SIG-Education and Philanthropy Sheraton, Chicago Ballroom, Section X, Level 4
2:15 pm to 3:45 pm

Chair: *Ida Oberman, Springboard Schools*

Participants: *Jorge L. Ruiz-de-Velasco, Stanford University; Rick Miller, California Department of Education; Cyrus Driver, Ford Foundation*

Discussant: *Norm Fruchter, Annenberg Institute for School Reform*

19.072. Leadership and School Reform. SIG-Educational Change Fairmont, Embassy Room, Second Level
2:15 pm to 3:45 pm

Chair: *Lori E. Scroggs, Bradley University*

Participants:

External Agent Support to K-12 Schools: Principals' Perceptions on Educational Change. *Susan R. Warren, Azusa Pacific University; Beth Brigante Higbee, San Bernardino County Superintendent of Schools*

Leadership Practices and Results in Underperforming Schools. *Pamela D. Tucker, University of Virginia; Michael Salmonowicz, University of Virginia*

Measuring Comprehensive Reform as Social Change: Issues at the Nexus of Qualitative and Quantitative Data Analysis. *Darnella Davis, Cosmos Corporation*

Planning to Change: Strategic Planning and Comprehensive School Reform. *Camille Rutherford, Brock University*

Discipline Innovation: Application of the Next Practice Methodology to System Reform. *David S. Jackson, National College for School Leadership; Valerie Hannon, DfES Innovation Unit*

Discussant: *Circe L. Stumbo, West Wind Education Policy, Inc.*

19.073. Examining Teaching in Higher Education at the Level of the Individual Instructor. SIG-Faculty Teaching, Evaluation and Development Inter-Continental, Burnham, Eighth Floor
2:15 pm to 3:45 pm

Chair: *Elaine Romberg, University of Maryland Dental School*

Participants:

Disciplinary Differences in Implicit Conceptions of Authenticity in University Teaching Held by Educators and Undergraduate Students: A Repertory Grid Study. *Carolin Kreber, University of Edinburgh; Monika Klampfleiter, University of Edinburgh; Velda McCune, University of Edinburgh; Sian Bayne, University of Edinburgh; Miesbeth Knottenbelt, University of Edinburgh*

The Instructional Design of a First-Year Graduate Teaching Assistant: A Case Study. *Jingli Cheng, Indiana University*

The Judicious Professor: A Learner-Centered Philosophy for

Teaching and Learning in Higher Education. *Paul H. Gathercoal, California Lutheran University*

The Relationship Between Faculty Teaching Stress and Faculty Characteristics. *Te-Sheng Chang, National Hualien University of Education*

Discussant: *Ruth C. Gannon-Cook, DePaul University*

19.074. Innovative Multilevel Models for Program Evaluations With Complex Intervention and Data Structures. SIG-Hierarchical Linear Modeling Marriott, Chicago Ballroom, Section A - Fifth Floor
2:15 pm to 3:45 pm

Chair: *Brian Gong, Center for Assessment*

Participants:

Applying Multilevel Discrete-Time Hazard Analysis to Extended Program Evaluations With Cross-Classified Data Structures. *Pete G. Goldschmidt, University of California - Los Angeles; Denise Huang, University of California - Los Angeles*

Teacher Effect Change Model: Latent Variable Regression 5-Level Hierarchical Model. *Kilchan Choi, University of California - Los Angeles*

Implementation Matters: The Effect of "Connected Classroom" Technology and Conditions for Successful Implementation. *Hye Sook Shin, University of California - Los Angeles; Christy Kim Boscardin, University of California - Los Angeles*

Methodological Challenges of Studying the Causal Effect of Different Treatment Doses: The Impact Evaluation of an Afterschool Program. *Marjorie H. Chinen, University of California - Los Angeles*

Discussant: *Michael H. Seltzer, University of California - Los Angeles*

19.075. Latino Voices From the Field. SIG-Hispanic Research Issues Sheraton, Ontario, Level 2
2:15 pm to 3:45 pm

Chair: *Craig A. Hughes, Central Washington University*

Participants:

A Chicana Looking Out, Looking In: The Methodological Implications of Insider Research on Educational Studies in Racially and Ethnically "Other" Communities. *Christina Chavez, California State Polytechnic University*

Disproportionate Enrollment of Females at Higher Education Institutions in Puerto Rico. *Victor E. Bonilla, Annette G. Lopez de Mendez, Madelyn E. Cintron, Rosa L. Roman, Solangel Ramirez, University of Puerto Rico*

Financial Aid Online: Practices and Perceptions of Low-Income, Urban, Latino High School Students. *Kristan M. Venegas, University of Nevada - Reno; Pedro Villarreal, Pennsylvania State University*

Fostering a Latino Academic Consciousness: Fourth-Grade Students' Experiences in a College Preparatory Curriculum. *Miguel G. Lopez, University of San Francisco; Claudia Maria Canzales, University of San Francisco*

Discussant: *Lourdes Diaz Soto, University of Texas - Austin*

19.076. Alternative Perspectives on the World of Educational Quality: Speaking Out Across Borders of Tribal Sovereignty, Nationalism, and Democracy. SIG-Indigenous Peoples of the Americas Inter-Continental, Exchange, Eleventh Floor
2:15 pm to 3:45 pm

Chair: *Timothy Begaye, Arizona State University*

Participants: *Carolyn A Bordeaux, University of St. Thomas; Sandy M. Grande, Connecticut College; Graham H. Smith, University of British Columbia; Eve Tuck, City University of New York*

19.077. Instructional Media: Issues, Investigations, and Impact.

SIG-Instructional Technology
Inter-Continental, Holabird, Eighth Floor
2:15 pm to 3:45 pm

Chair: *Ronald D. Zellner, Texas A&M University*

Participants:

The HIV Is Still a Big-Deal Project, Online: The Effective Design and Evaluation of a Dramatic Video Vignette. *Francine B. Shuchat-Shaw, New York University; Mary Ann Chiasson, Medical and Health Research Association of NYC*

The Effects of Time-Compressed Audio on Learner Performance and Satisfaction. *Neil Gomes, Albert Dieter Ritzhaupt, Ann E. Barron, University of South Florida*

Effects of the PowerPoint Presentation Software in College Teaching. *Yukiko Inoue, University of Guam*

Does Editing Digital Video Encourage Deeper Thinking About Personal Teaching Episodes? *Brendan D. Calandra, Georgia State University; Laurie Dias, Georgia State University; John K. Lee, North Carolina State University; Dana L. Fox, Georgia State University*

Discussant: *Roberto Joseph, Hofstra University*

19.078. Anthropologies and Ethnographies of Education

Worldwide. SIG-International Studies
Sheraton, Ohio, Level 2
2:15 pm to 3:45 pm

Chair: *Kathryn M. Anderson-Levitt, University of Michigan - Dearborn*

Participants: *Kathryn M. Anderson-Levitt, University of Michigan - Dearborn; Christoph Wulf, Free University of Berlin; Maria Rosa Neufeld, University of Buenos Aires; Francesca Gobbo, University of Turin*

Discussant: *Rodney K. Hopson, Duquesne University*

19.079. The John Dewey Society Annual Symposium: The Way Out of the Educational Confusion. SIG-John Dewey Society

Fairmont, Gold Room, Second Level
2:15 pm to 3:45 pm

Chair: *Larry A. Hickman, Southern Illinois University - Carbondale*

Participants: *David C. Berliner, Arizona State University; Susan H. Fuhrman, Teachers College, Columbia University; Peter S. Hlebowitsh, University of Iowa; Daniel Tanner, Rutgers, The State University of New Jersey; William G. Wraga, University of Georgia*

19.080. Mentoring Practices Session 1: Retaining Faculty and Students. SIG-Mentorship and Mentoring Practices

Marriott, Kane, Third Floor
2:15 pm to 3:45 pm

Chair: *Susan J. Thomas, IBM*

Participants:

An Exploration of Beginning Teacher Mentoring in the Context of Teacher Standards. *Tom Ganser, University of Wisconsin - Whitewater; Ulla Lindgren, Umeå University*

Conceptions of Mentoring Among Senior Faculty at a Research-Intensive University. *Susanna Calkins, Northwestern University; Gregory J. Light, Northwestern University*

Refocusing the Mentoring Dialogue: Best Practices for Retaining Students of Color. *James Coaxum, Rowan University; Catherine Mack, Cumberland County College*

Discussant: *Ruben Garza, Texas State University - San Marcos*

19.081. Exemplary Curricula and Practice in Middle Grades Education. SIG-Middle-Level Education Research

Fairmont, Crystal Room, Third Level
2:15 pm to 3:45 pm

Chair: *Francine C. Falk-Ross, Northern Illinois University*

Participants:

Making Writing Visible: Using a Cognitive Model to Analyze Teacher Candidates' Written Descriptions to Mathematical Tasks. *David K. Pugalee, University of North Carolina - Charlotte; Patricia Douville, University of North Carolina - Charlotte*

New Literacies for New Middle School Teachers: An Ongoing Case Study. *William R. Kist, Kent State University*

Literacy Motivation and School/Nonschool Literacies Among Students Enrolled in a Middle School ESOL Program. *Elizabeth G. Sturtevant, George Mason University; Grace Kim, George Mason University; Constanza Loriz, George Mason University*

Making Middle Grades Work Through Arts Integration. *Howard Victor Coleman, University of North Carolina - Wilmington*

Discussant: *Mary F. Roe, Washington State University*

19.082. Conceptual Frameworks for Character Education. SIG-Moral Development and Education

Marriott, Michigan State, Sixth Floor
2:15 pm to 3:45 pm

Chair: *Jay W. Brandenberger, University of Notre Dame*

Participants:

Developmental Science and the Conceptual Framework for Character Education. *Daniel K. Lapsley, University of Notre Dame*

Character Education in Public Schools: The Quest for a Suitable Ontology. *Craig A. Cunningham, National-Louis University*

Cultivating Good Character: An Integrative Approach. *Darcia F. Narvaez, University of Notre Dame*

Discussant: *Theresa A. Thorkildsen, University of Illinois - Chicago*

19.083. Curricular Concerns in Music Education. SIG-Music Education

Marriott, Indiana, Sixth Floor
2:15 pm to 3:45 pm

Chair: *Mark R. Campbell, State University of New York - Potsdam*

Participants:

Charter Schools: Embracing or Excluding the Arts? *James R. Austin, University of Colorado; Joshua Alexander Russell, University of Colorado - Boulder*

Reconfiguring Curriculum Development in Music Education. *Janet R. Barrett, Northwestern University*

The Role of the Music Specialist in an Integrated Curriculum. *Charlene Elizabeth Dell, University of Oklahoma; Nancy H. Barry, University of Oklahoma, School of Music; Michael A. Raiber, University of Oklahoma; Bryan L. Duke, University of Central Oklahoma; Diane H. Jackson, University of Central Oklahoma*

Discussant: *Sandra L. Stauffer, Arizona State University*

19.084. Philosophical Approaches to Problems in Professional Education for Teachers. SIG-Philosophical Studies in Education

Inter-Continental, King Arthur Court, Third Floor
2:15 pm to 3:45 pm

Chair: *Matthew P. Pamental, Northern Illinois University*

Participants:

Future Teachers? Teacher Candidates? Prospective Teachers?

Examining the Split Identities of Preservice Teachers. *Jacqueline Bach, Louisiana State University*

Teacher Quality and the Spectacle of Fear: The Mythology of Contemporary School Reform. *David Andrew Granger, State University of New York - Geneseo*

The Positive Nature of Uncertainty: A Discussion on the Philosophy of Education as a Quality Discipline. *Justin G York, University of Illinois - Urbana-Champaign*

The Quandry of a Professional Ethos for Educators: Professional Ethics or Disposition Development? *Pamela J. Konkol, University of Illinois - Chicago*

Discussant: *Christine L. McCarthy, University of Iowa*

19.085. Aced Out: Censorship of Qualitative Research in the Age of “Scientifically-Based Research.” SIG-Qualitative Research Inter-Continental, Renaissance Ballroom, Fifth Floor
2:15 pm to 3:45 pm

Participants: *Deborah A. Ceglowski, University of North Carolina - Charlotte; Nancy Higgins, Donald Beasley Institute; Jude MacArthur, Donald Beasley Institute; Leah Goldstein Moses, The Improve Group*

Discussant: *Frederick D. Erickson, University of California - Los Angeles*

19.086. An Investigation of the Freedom School Way: Community, Culture, and Commitment for Black Children’s Education. SIG-Research Focus on Black Education
Hyatt, Atlanta, West Tower - Gold Level
2:15 pm to 3:45 pm

Chair: *Charles M. Payne, Duke University*

Participants:

Harambee as a Generator of Positive Emotional Energy for Teens at an Urban Freedom School. *Gale A. Seiler, University of Maryland - Baltimore County*

A Summer of Service, A Lifetime of Commitment: Learning to Teach in Freedom Schools. *Tambra O. Jackson, University of South Carolina*

Telling Their Side of the Story: Mississippi Freedom Schools and the Educational Development of Black Students. *Kersha Smith, City University of New York*

Discussants: *Theresa Perry, Wheelock College; Violet J. Harris, University of Illinois - Urbana-Champaign*

19.087. Research on Mathematics Teachers and Professional Development. SIG-Research in Mathematics Education
Hyatt, Regency Ballroom, Section A, West Tower - Gold Level
2:15 pm to 3:45 pm

Chair: *Tonya Bartell, University of Delaware*

Participants:

Supporting Teachers in Situating Children’s Mathematical Thinking Within Their Lived Experience. *Mary Q. Foote, Queens College - City University of New York*

Mathematical Caring Relations in Action. *Amy J. Hackenberg, Portland State University*

Teachers’ Views and Experiences of Multiple Curriculum Reforms in Mathematics. *Shirley Mary Yates, Flinders University*

19.088. Qualitative Research on Democratic Citizenship Education: Constructing an Agenda for Future Research. SIG-Research in Social Studies Education
Hyatt, Plaza Ballroom, Section A, East Tower - Green Level
2:15 pm to 3:45 pm

Chair: *Judith Pace, University of San Francisco*

Participants:

Variations in Teaching for Citizenship in 12th-Grade Government Classes. *Judith Pace, University of San Francisco*

Constructing Political Identity: Youth-Led Civics Education at an Urban Continuation High School. *Kysa Nygreen, University of California - Santa Cruz*

Developing a Passion for Politics: Urban Youth Find Their Voices in Chicago. *Janet S. Bixby, Lewis & Clark College*

19.089. Women’s Colleges Respond to the Challenge of Coeducation. SIG-Research on Women and Education
Sheraton, Arkansas, Level 2
2:15 pm to 3:45 pm

Chair: *Leslie Miller-Bernal, Wells College*

Participants:

Women’s Colleges Over Time. *Leslie Miller-Bernal, Wells College*
Texas Women’s University: Coeducation and the Challenges of Maintaining a Mission Primarily for Women. *Claire L. Sahlin, Texas Woman’s University*

The Demise of Mundelein College: Benefits for Loyola University? *Prudence A. Moylan, Loyola University - Chicago*

Simmons College: Preparing Women for “An Independent Livelihood” in the 20th Century. *Susan L. Poulson, University of Scranton*

Participant: *Leslie Miller-Bernal, Wells College*

Discussant: *Ann Harrington, Loyola University - Chicago*

19.090. STL-SIG Symposium: Formal and Informal Assessment in Science. SIG-Science Teaching and Learning
Marriott, Navy Pier, Tenth Floor
2:15 pm to 3:45 pm

Chair: *Kamini Jaipal, Brock University*

Participants:

Assessing the Effectiveness of an Inquiry-Based Simulation Designed to Promote Students’ Conceptual Understanding of Genetics. *France Gagnon, University of British Columbia*

Assessment of Students’ Conceptual Systems of Force and Motion: A Characterization of Thagard’s Conceptual Change Model. *Rodelyn Padua Stoeber, College Universitaire de Saint-Boniface; Jazlin Ebenezer, Wayne State University*

Examining and Validating Preservice Science Teachers’ Electronic Portfolio Experiences. *Sufian Abdelnabi Forawi, University of Akron; Xin Liang, University of Akron*

Measuring Reform-Oriented Instructional Practice in Science: Reliability and Validity of an Innovative, Portfolio-Based Approach. *Jose-Felipe Martinez-Fernandez, RAND Corporation; Brian Stecher, RAND Corporation; Hilda Borko, University of Colorado - Boulder*

Using Formative Assessment to Improve Achievement in General Chemistry. *Susan Ann Jansen Varnum, Joseph P. Du Cette, John Schiller; Mark Schwartz, Judith C. Stull, Donald D. Titus, Lynne Roberts, Temple University*

Discussant: *Allan Feldman, University of Massachusetts*

19.091. Bilingual and Bicultural Learners: Language Development and Maintenance. SIG-Second Language Research
Hyatt, Plaza Ballroom, Section B, East Tower - Green Level
2:15 pm to 3:45 pm

Chair: *Soyoung Lee, Fordham University*

Participants:

Maintaining One’s Heritage Language: A Multiple Case Study of Additive Bilinguals. *Jin-Sook Lee, University of California - Santa Barbara*

Transitions to Biliteracy: Beyond Spanish and English. *Kathy Escamilla, Sue Hopewell, Diana Geisler, University of Colorado - Boulder*

Monolingual to Bilingual: English Speakers Who Become Successful World Language Users. *Mary E. Curran, Rutgers, The State University of New Jersey*

Second Language Acquisition in School and Out of School. *Olaf Koeller, Humboldt University - Berlin; Ulrich Trautwein, Max-Planck Institute for Human Development; Jurgen Baumert, Max-Planck Institut Fuer Bildforschung*

Discussant: *Shih-Chieh Chien, University of Cambridge*

19.092. Accountability Texas Style: Student Outcomes and Experiences in a High-Stakes Testing Context. SIG-Sociology of Education

Marriott, Chicago Ballroom, Section E - Fifth Floor
2:15 pm to 3:45 pm

Chair: *Linda McSpadden McNeil, Rice University*

Participants:

Introduction. *Linda McSpadden McNeil, Rice University*

School Games: Does Playing the System Affect Students' Academic Achievement? *Jennifer Booher-Jennings, Columbia University; Andrew A. Beveridge, Queens College - City University of New York*

Tracking the Loss of Low-Income and Urban Minority Students Under a High-Stakes Accountability Policy. *Julian Vasquez-Heilig, University of Texas - Austin*

The Accountability System's Back Door: Raising School Ratings by Losing Low-Income and Minority Youth. *Judy A. Radigan, Rice University*

Additive Pressures: The Multiple Effects of the Texas Accountability System on High School Students' Experience in School and Their Persistence to Graduation. *Eileen Coppola, Rice University*

Where Do We Go From Here? *Linda Darling-Hammond, Stanford University*

Discussant: *Linda Darling-Hammond, Stanford University*

19.093. Implications of Instructional Approaches for Comprehension by Students With Disabilities. SIG-Special Education Research

Swissôtel, William Tell Theatre, Second Floor
2:15 pm to 3:45 pm

Participants:

A Comparative Analysis of Number Sense Instruction in Traditional and Reform-Based Mathematics Textbooks. *Sheetal Sood, Lehigh University; Asha K. Jitendra, Lehigh University*

Chess as an Affective, Cognitive, and Academic Enhancer for Students With Physical or Developmental Cognitive Disabilities. *Saahoon Hong, University of Minnesota; William M. Bart, University of Minnesota*

Teaching Conceptual, Model-Based, Word-Problem-Story Grammar to Enhance Mathematics Problem Solving. *Yanping Xin, Purdue University; Ben Wiles, Purdue University; Yuying Lin, Purdue University; Xiaoning Zheng, Purdue University*

Constructivist Learning and Science Self-Efficacy of Deaf and Hard-of-Hearing Students Studying Earth Science. *Patricia J. Jepson, University of Connecticut; Michele L. Cooke, University of Massachusetts; Mary Ellsworth, Modern Secondary School for the Deaf*

The Impact of Inclusion on the Language and Literacy of AAC Users: A Comparative Study. *Amy H. Staples, University of Northern Iowa; Beth E. Foley, Utah State University*

Discussant: *Stan E. Scarpati, University of Massachusetts - Amherst*

19.094. Urban Teachers: Collaboration in Practice. SIG-Urban Learning, Teaching, and Research
Marriott, Lincolnshire, Sixth Floor
2:15 pm to 3:45 pm

Participants:

Are We There Yet? Perspectives From Partners in a Community of Practice. *Susan M. Catapano, University of Missouri - St. Louis*

Urban Teacher Retention: The Impact of University-School Partnerships. *Sara Ewell, University of North Carolina - Chapel Hill*

Using the Video Case Method in Teacher Education Programmatic

Assessment. *Paula A. Magee, Indiana University - Purdue University - Indianapolis; Jennifer M. Conner, Indiana University - Purdue University - Indianapolis*

19.095. Writing as a Social Practice: Pedagogies That Engage Multigenres and Multiple Viewpoints. SIG-Writing and Literacies

Marriott, Halsted, Fourth Floor
2:15 pm to 3:45 pm

Chair: *Mary M. Juzwik, Michigan State University*

Participants:

Effects of Collaborative Planning on the Representation of Multiple Viewpoints in Persuasive Essays. *Rebecca Adelman, George Fox University*

Multigenre Papers as Critical Ontologies: Implications for Writing Pedagogy as Transformative Practice. *David L. Carlson, Hunter College*

Righting Writing: What the Social Accomplishment of Error Correction Tells About School Literacy. *Christina R. Davidson, Central Queensland University*

What Do Children Write in Science Lessons? Examining the Genre Set of Primary-Grade Science Instruction. *Sheryl L. Honig, University of Illinois - Chicago*

Discussant: *Caroline T. Clark, Ohio State University*

19.096. Charter School Research and Evaluation - SIG Paper Discussion (Session 2). SIG-Charter School Research and Evaluation

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

1. Do Traditional Public Schools Benefit From Charter School Competition? Evidence From Michigan. *Yongmei Ni, Michigan State University*
2. Understanding the Origin of Charter School "Best Practices." *Vanessa Eleni Kass, University of Connecticut; Casey D. Cobb, University of Connecticut*
3. Charter School Board Composition and School Performance. *Charisse Atibagos Gulosino, Teachers College, Columbia University; Elif Sisli Ciamarra, New York University*
4. Beyond the Charter School House Door: Teacher-Perceived Autonomy. *Marytza A. Gawlik, Wayne State University*

19.097. Developments in Multiple Intelligences. SIG-Multiple Intelligences: Theory and Practice

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

5. Instructional Practices of Elementary Teachers in Schools That Use Multiple Intelligences Theory. *Nithya Narayanaswamy Iyer, State University of New York - Oneonta; Suzanne Wegener Soled, University of Cincinnati*
6. A Study on the Bridge of Music Intelligence to Chinese Comprehension: Hope and Limitation? *Wei-Yu Liu, National Hualien University of Education*
7. Development of Emotional Intelligence in College Students: Cross-Sectional Analysis of Latent Structure and Means. *Zeng Xiaofang, James Madison University*
8. DISCOVER in Lebanon: A Pilot Study. *Ketty M. Sarouphim, Lebanese American University*

Discussant: *Ken E. Martin, University of Cincinnati*

19.098. Division G, Section 1: Roundtable Session I. Division G-Social Context of Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

9. African Heritage and Latina Student Engagement. *Ericka J. Fisher, College of The Holy Cross*
10. Orgullo y Respeto: Chicago Elementary Students Speak on Immigration Policies in Classroom Contexts. *Jacquelin Arroyo, University of Illinois - Chicago; Yesenia Gonzalez, University of Illinois - Chicago; Della R. Leavitt, University of Illinois - Chicago*
11. Secondary Teachers' Treatment of Muslim Identity and Multiculturalism in a Changing World. *Sapna V. Taggar, University of Michigan - Flint*
12. Teacher Identities: Negotiating Structures of Whiteness and Professionalism. *Caryn C. Terwilliger, Bloomsburg University*
13. The Influence of Cumulative Risk on Language Development in At-Risk Children. *Christine R. Hughes, University of Miami; Laura Bolzani Dinehart, Florida International University; Dionne Dobbins, The Finance Project; Marygrace Yale-Kaiser, University of Miami*
14. Why Afterschool Jobs Matter for Black and Brown Youth. *Pamela Ellis, Stanford University*

19.099. Educational Measurement Applications II. SIG-Rasch Measurement

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

15. Analysis of Study Skills: Self-Efficacy of Hong Kong High School Students. *Qiong Fu, University of Illinois - Chicago; Man-Tak Yuen, University of Hong Kong; Everett V. Smith, University of Illinois - Chicago*
16. Defining the Profession: A Job Task Analysis for the Federation of State Massage Therapy Boards. *Donna J. Surges Tatum, Meaningful Measurement, Inc.; Johnna Gueorguieva, University of Illinois - Chicago*
17. Development of a Diagnostic Reading Assessment Battery Using Rasch Measurement. *Kim H. Koh, Nanyang Technological University; Susan Bee-yen Gwee, National Institute of Education - Singapore*

19.100. Educational Statisticians' Eclectica: Multilevel Modeling Applications and an Evaluation of SIBTEST. SIG-Educational Statisticians

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

18. Improving the Quality of Use of Educational Achievement Data. *Sean W. Mulvenon, University of Arkansas; Ross Santy, U.S. Department of Education*
19. An Exploration of the Relationship Between Selected Models of School Effectiveness and School Demographics. *Jessica A. Goldstein, Ann A. O'Connell, Peter Behuniak, University of Connecticut*
20. A Multilevel Longitudinal Study on the Effects of the Success Challenge Programs on Student Retention. *Haiyan Bai, University of Central Florida; Wei Pan, University of Cincinnati*
21. Growth Models in the Age of Educational Reform: Understanding the Policy and Math. *Sean W. Mulvenon, University of Arkansas*
22. Varying the Regression Correction in SIBTEST to Better Remove Impact and Bias. *Alan J. Klockars, University of Washington; Shin-Ping Tsai, University of Washington*

19.101. Issues and Insights Into Family, School, Community Partnerships I. SIG-Family, School, Community Partnerships

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

23. Bridging Parent-Family Partnerships Through Preservice, Internship, and Inservice Connections. *Margaret M. Ferrara, University of Nevada - Reno*
24. Building Bridges to Avoid Troubled Waters: Teaching Family-School Partnership Skills to Doctoral Preservice School Psychologists. *Marjorie R. Leon, National-Louis University*
25. Discrete Distance and Unquestioning Support: Understanding Korean Parents' Perception of Parent Involvement in the United States. *Ko Eun Kim, Hoewook Chung, Soowon Lee, University of Wisconsin - Madison*
26. Immigrant Children's Learning and Schooling From Grandparents' Perspectives. *Shijing Xu, OISE/University of Toronto*
27. Classroom Parental Involvement at the Elementary Level: A Qualitative Study of Teachers' Motivations and Practices. *Rollande Deslandes, Université du Québec - Trois-Rivières; Lucie Paratte, Université du Québec - Trois-Rivières; Carol Landry, Université Laval*

19.102. Issues in Hierarchical Linear Modeling. SIG-Hierarchical Linear Modeling

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

28. Comparing Univariate and Multivariate, Multilevel Meta-Analysis Methods. *Sema Kalaian, Eastern Michigan University; Rafa Kasim, Kent State University*
29. Construction of School Characteristics Using Multilevel Confirmatory Factor Analysis. *Ellen D'Haenens, Jan A. van Damme, Patrick Mjl Onghena, Katholieke Universiteit Leuven*
30. Distributed Multilevel Modeling. *David Afshartous, University of Miami; George Michailidis, University of Michigan*
31. Imputation Methods for Missing Data in HLM. *Anne Catherine Black, University of Connecticut*

19.103. Issues in Large-Scale Assessment. SIG-Large Scale Assessment

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

32. A Preequating Study Using Large-Scale Assessment Data. *Che-Ming A. Lau, Harcourt Assessment, Inc.; Alvaro J. Arce-Ferrer, Harcourt Assessment, Inc.; Michael J. Young, Harcourt Educational Measurement; Jennifer Escobar, Harcourt Assessment, Inc.; John F. Olson, Harcourt Assessment, Inc.*
33. Gender and Cultural Unity and Diversity in PISA 2003 Mathematics Items. *Leslie Rutkowski, University of Illinois; David Joseph Rutkowski, University of Illinois*
34. Missing Data in Large-Scale Assessments: A Confirmatory Factor Analysis of the TIMSS 2003 Scores. *Ha Phan, University of South Florida; Jeffrey D. Kromrey, University of South Florida*
35. The Effects of Participation in a Credit-by-Examination Program on Postsecondary Behavior. *Sheryl F Rosenthal, Fordham University; Sandra M. Barbuti, The College Board; Deanna Lynn Morgan, The College Board*

19.104. Learning in Educational Psychology Contexts. SIG-Teaching Educational Psychology

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Chair: *Virginia Navarro, University of Missouri - St. Louis*

Tables:

36. Enhanced Self-Regulation and Teacher Quality: One Teacher's Journey of Cognitive Conflict and Conceptual Change. *Connie M. Moss, Duquesne University; Sarah E. Peterson, Duquesne University; Natalie Wetzel, Western Jefferson Hills School District*
37. Mentoring Cadets in an Educational Psychology Course With Air Officer Commanders at a Military Academy: A Descriptive Study. *Andy D. Katayama, Mark Jordan, Camilo Guerrero, Kailin Tuscano, U.S. Air Force Academy*
38. Teaching Educational Psychology to Students in the New Millennium. *Darlene DeMarie, University of South Florida*

19.105. The Effects of School Culture and Student Achievement.

Division A-Administration, Organization, and Leadership
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

39. Cultural Capital for Diverse High School Students' Transition to College: Implications for School Principals. *Brad W Kose, University of Illinois - Urbana-Champaign; Steven R. Aragon, University of Illinois - Urbana-Champaign*
40. Education for Polity: An Argument Against Democracy. *Robert W. Howard, University of Washington - Tacoma*
41. School Choice in South Korea: The Effect of High School Equalization Policy (HSEP). *YouGeon Lee, University of Wisconsin - Madison; Kyung keun Kim, Korea University; Soo-Yong Byun, University of Minnesota*

19.106. Career and Technical Education - SIG Roundtable Session.

SIG-Career and Technical Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
2:15 pm to 2:55 pm

Chairs: *Edgar I. Farmer, Pennsylvania State University; Richard M Joerger, University of Minnesota*

Tables:

1. Rigorous Curriculum: The Neoconservative Challenge to Career and Technical Education. *Richard D. Lakes, Georgia State University*
2. Evaluation of Leadership Development and Program Improvement: A 15-Year Study. *James Patrick Greenan, Purdue University*
3. Preparing for the Future: Understanding the Changes of E-Learning and Career Technical Education in Globalization. *Hyosun Kim, Ohio State University*
4. The Impact of Career and Technical Education on Dropouts. *James R. Stone, National Research Center for Career and Technical Education - University of Minnesota; Oscar Alfredo Aliaga, National Research Center for Career and Technical Education-University of Minnesota*

19.107. Charter School Research and Evaluation - SIG Paper Discussion (Session 1). SIG-Charter School Research and Evaluation

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

5. A Study of Bay Area KIPP Schools: Findings From Analyses of Student Achievement. *Alejandra M. Lopez, SRI International; Katrina R. Woodworth, SRI International; Jane David, Bay Area Research Group; Roneeta Guha, SRI International*
6. Charter School Facility Financing in California: Opportunities

and Obstacles. *Joanna R. Smith, University of Southern California; Meriam Jill Wells, Charter Schools Development Center*

7. Finding the Fit: Preferences of North Carolina's Charter and Traditional Public School Leaders When Making Teacher Hiring Decisions. *Erin Grogan, Michigan State University*
8. "Why Isn't My Teaching Good Enough?" The Journey of Charter School Educators Seeking Certification. *Laura Reynolds-Keefer, University of Michigan*

19.108. Crossing Borders (1): From Environmental Education Teaching to Evaluation. SIG-Ecological and Environmental Education

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

9. From the University to the Kindergarten: Environmental Pedagogy in the U.S.-Mexico Border Area. *Rodolfo Rincones, University of Texas - El Paso; Sandra Bustillos-Duran, Universidad Autónoma de Ciudad Juarez*
10. Teaching Sustainability: Connecting the Environment, the Economy, and Society. *William M. Timpson, Brian Dunbar, Gailmarie Kimmel, Brett Bruyere, Peter Newman, Colorado State University; Hillary Mizia, Consultant*
11. Crossing Academic Boundaries: What Does It Mean to Practice Transdisciplinary Teaching in Postgraduate Environmental Education? *Sherie L. Mc Clam, Center for Equity & Innovation in Early Childhood; Emma Maria Flores, University of Washington*
12. Using Evaluation Data to Redesign an Ecology Center. *Robert Coulter, Missouri Botanical Garden; Rachel Becker-Klein, PEER Associates; Michael Duffin, PEER Associates*
13. "MEERA" - A Web-Based Clearinghouse for Advancing Environmental Education Evaluation. *Michaela T. Zint, School of Natural Resources and Environment*

Discussants: *J. William Hug, Montana State University; Annelise Carleton-Hug, Montana State University; Jutta Nikel, University of Bath; Julia T. Broussard, Harvard University; Michael J. Brody, Montana State University*

19.109. Democratic Citizenship in Education - Paper Discussion I. SIG-Democratic Citizenship in Education

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

14. Exploring the Links Among Civic Education, Civic Knowledge, and Democratic Participation. *Rodolfo Espino, Arizona State University; Michael Jensen, Arizona State University*
15. Learning to Participate: How Students Appropriate the Tools for Authentic Participation. *Angela Booker, Stanford University*
16. Preparing Democratic Citizens: Certain Classroom Conversations. *Kathryn M. Obenchain, University of Nevada - Reno; Julie L. Pennington, University of Nevada - Reno; Angela Orr, Washoe County School District*
17. Programs for Democratic Citizenship Education in Latin America: A Critical Overview. *Bradley A. Levinson, Indiana University; Juan Berumen, Indiana University*
18. Quality Participation and Deliberative Democratic Practices. *Brooke Michael Shannon, Wright State University; Graham E. Higgs, Columbia College of Missouri; John Budd, University of Missouri*
19. Rethinking a Deliberative Context for Teacher Education From

the Aims of Citizenship Education in the New Québec Education Program. *Marc-Andre Ethier, Université de Montréal; David Lefrançois, Université du Québec - Trois-Rivières*

19.110. Engaging and Educating Learners With Media. SIG-Media, Culture and Curriculum
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

2:15 pm to 2:55 pm

Chair: *David G. Darts, New York University*

Tables:

20. "I Threw a Party and 5 Million People Showed Up": A Website Owner and Operator as Model for New Literacies Teaching. *Kelly M Keegan, D'Youville College*
21. Cross-Cultural, Computer-Mediated Communication: Does Gender Make a Difference? *Wei-Hsin Lu, University of Missouri - Columbia; Hsinyi Peng, National Chiao Tung University; Po-Ya Chuang, National Chiao Tung University*
22. Engaging in Media Pedagogies With Media Myths/Mediated Meanings. *Radha - Iyer, Queensland University of Technology*
23. Media/Arts/Critical Literacy Curriculum: Learning and Teaching in the Jail School. *Eleanor Binstock, National-Louis University; Pierre Tchetgen, Teaching in Technology Consultant*
24. The Importance of Audience and Agency to Represent: Urban Youth Media Producers in the Bay Area. *Linda Charmaraman, Wellesley Centers for Women*
25. Videogames and Interactive Art: New Genres and a New Era in Media Education. *Kylie A. Pepler, University of California - Los Angeles*

Discussant: *Heather M. Pleasants, University of Alabama*

19.111. Research Studies in Music Education. SIG-Music Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

2:15 pm to 2:55 pm

Tables:

26. A Case Study in Multiple IRB Interactions: A Call to Question in Educational Research. *Linda C. Thornton, Pennsylvania State University*
27. Teaching Music in Illinois: A Survey. *Roseanne K. Rosenthal, Vandercook College of Music*
28. Preparing Doctoral Students for Their Roles as Music Teachers. *Susan Wharton Conkling, Eastman School of Music; Warren Henry, University of North Texas*
29. The Relationships Among Interpersonal Communication Skills, Teaching Effectiveness, and Conducting Effectiveness of Music Education Students. *Lisa R Hunter, State University of New York - Buffalo*

19.112. Varieties of Technology Experiences: Performance Support, Virtual Advising, Instructional Help, and More. SIG-Design and Technology

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

2:15 pm to 2:55 pm

Tables:

30. A Case Study of an Interdisciplinary Approach to Developing a Virtual Manipulative. *Linda Merillat, ALTEC; Richard Branham, University of Kansas*
31. A Study of Students' Motivation, Gender Bias, and Their Relationship in Design and Technology Education in Singapore. *Che Ming Yau, National Institute of Education; Yi Lin Wong, National Institute of Education*
32. An Outcome Evaluation of a Virtual Advising Program for

First-Year College Students. *Bryant Hutson, University of North Carolina - Greensboro; Ye He, University of North Carolina - Greensboro*

33. Development Research of a Teacher's Performance Support System: The Practices of Design, Development, and Evaluation. *Wei Chen Hung, Northern Illinois University; Ifeng Jeng, Indiana University; Feng-Ru Sheu, Indiana University*
34. Emotional Design in Multimedia Learning. *Chaoyan Dong, New York University*
35. Raising Learner Expectations by Improving Instructional Help. *Russell T. Osguthorpe, Brigham Young University; Kent Edward Robinson, Brigham Young University*

19.113. Aesthetics of Instruction: Meaning and Assessment in the Arts. SIG-Arts and Learning

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

2:15 pm to 2:55 pm

Chair: *J. David Betts, University of Arizona*

Tables:

1. A Thing of Beauty: Students Search for Beauty Locally and Globally Through Art and Literacy. *Morna M. McDermott, Towson University; Nancy Rankie Shelton, University of Maryland - Baltimore*
2. Connecting Assessment, Aesthetics, and Meaning-Making in a General Education University Theatre Course. *Robin A. Mello, University of Wisconsin - Milwaukee*
3. Case Study Research: Examining Cutting-Edge Virtual Visual Art Programs. *Joanna Miriam Black, University of Manitoba*
4. Instructional Supervision as Aesthetic: Attending to the Art of Observation and Reflection. *Zach Kelehear, University of South Carolina*
5. Lessons Learned: The Rise and Fall of an Arts Integration School. *Brenda M. Wheat, University of North Carolina - Wilmington; Howard Victor Coleman, University of North Carolina - Wilmington*
6. Benefits and Pitfalls of Attempts to Quantitatively Measure Academic Learning Through Arts-Integrated Instruction. *Lynn A. Waldorf, Waldorf & Associates*
7. The Arts as an Instructional Strategy to Improve Self-Regulation in the Classroom. *Barry A. Oreck, Long Island University*

19.114. Merging Media, Culture, and Curriculum. SIG-Media, Culture and Curriculum

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

2:15 pm to 2:55 pm

Chair: *Jennifer April Sandlin, Texas A&M University*

Tables:

8. An Examination of Latent Threads and Themes in the Catalyst, 1969-1971. *Christina Blasingame, Dee Brown, Texas Tech University; Lee S. Duemer, Birgit Green, Belinda Richardson, Texas Tech University*
9. Boys to Men: Pedagogies of Black Male Masculinity in the Film "Boyz n the Hood." *Regina Young, University of Maryland - College Park*
10. Citizen Journalism: The Future of News? *Mark A. van 't Hooff, Kent State University*
11. Conflicting Goals, Changing Outcomes: The Impact of Teacher Feedback on Professional Development. *Aimee Dorr, Valerie Hall, Sandra M. Irlen, University of California - Los Angeles*
12. Contemporary Constructions of English Texts: A Departmental Case Study of Secondary English Domains. *Lydia Brauer, Valparaiso University*

13. Facilitating Inquiry Virtually: A Look at Professional Development and Inquiry-Based Learning Online. *Aliya E. Holmes, St. John's University*

14. Making the True Story of Education: The Media Constructing Education Policy. *Matilda Wiklund, Orebro University*

Discussant: *Pilar Lacasa, University of Alcalá*

19.115. Perspectives in American Indian Education. SIG-Indigenous Peoples of the Americas
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

15. Closing the Distance: Partnering With the Indigenous Peoples on Whose Lands We Earn Our Living. *Diane M. Caracciolo, Adelphi University*
16. Leadership for Inclusive Education: A Case Study of School Leadership and Special Education in a Tribally Controlled School. *Susan C. Faircloth, Pennsylvania State University; Susan C. Bon, George Mason University*
17. Muscogee (Creek) Women's Perceptions of Leadership. *Barbara B. Kawulich, University of West Georgia*
18. Project MAISA: Building Quality in American Indian Schools. *Dana E. Christman, Raphael M. Guillory, Maria Luisa Gonzalez, Anthony R. Fairbanks, New Mexico State University*
19. Results of the 2005 National Indian Education Study, Part II. *Frances Stancavage, American Institutes for Research; Taslima Rahman, U.S. Department of Education; Donna Sabis-Burns, Office of Indian Education*
20. Politics, Power, and the Social Construction of American Indians in Four Southwestern States' Higher Education Strategies. *Viola Fuentes, Arizona State University*
21. Reading Intervention for Navajo Elementary School Children. *Amy Morris, University of Nevada - Las Vegas; Ralph E. Reynolds, University of Nevada - Las Vegas*

19.116. Sit Around a Table and Talk About Educational Theory With These Philosophers. SIG-Philosophical Studies in Education
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
2:15 pm to 2:55 pm

Chair: *Michael G. Gunzenhauser, University of Pittsburgh*

Tables:

22. Learning Science: The Very Idea. *Liam Rourke, Athabasca University; Norm Friesen, Simon Fraser University*
23. Michel Serres and Silence: The Role of Language in the Classroom. *Hillary Procknow, Louisiana State University*
24. Rhetoric for Research: Rhetorical Studies as an Epistemological Alternative to Social Sciences for Classroom Inquiry. *Lynn Fendler, Michigan State University*
25. The Implications of Knowledge by Presence for Educational Philosophy and Educational Practices. *Sayed Mohsen Fatemi, University of British Columbia*
26. Welcoming Eros to Pedagogy. *Alexandra Fidyk, National-Louis University*
27. Complementary Educational Visions of Tagore and Dewey: Implications for Contemporary Education. *Francis A. Samuel, Dowling College*
28. Dialogue and the Limits of Violence: Some Thoughts on Responsible Action. *Yusef Waghid, Department of Education Policy Studies, South Africa*

19.117. Teachers, Students, and the Place of Instructional Technology. SIG-Instructional Technology
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
2:15 pm to 2:55 pm

Tables:

29. Students' Perception of Social Presence and Its Influence on Their Learning in an Online Environment: A Case Study. *Eummi Shin Kim, Northern Illinois University*
30. Student Teachers' Perspectives on Using Information Technology for Teaching and Learning in Their Classrooms: A Singapore Study. *Doris Choy, National Institute of Education; Angela Fl Wong, Singapore National Institute of Education; Ping Gao, National Institute of Education - Singapore*
31. The Intersection of Learner Characteristics and Technology Capabilities: Implications for Online Learning. *Barbara J. Dray, Melissa Miskiewicz, Alexia Rodriguez Thompson, Sarita Samora, State University of New York - Buffalo*
32. Examining the Impact on Academic Performance of Online Learners Using Systematically Designed, Confidence-Building Tactics and Confidence-Enhancing E-Mails. *Jason Huett, University of West Georgia; Leslie Moller, University of South Dakota*
33. The Role of Creativity in the Design Experience of Instructional Design and Development Graduate Students. *Gregory Neil Clinton, University of Georgia*
34. Using Myers-Briggs Personality Preferences to Understand Different Online Teaching Styles. *Maria D. Avgerinou, DePaul University; Anne L. Russell, Queensland University of Technology*
35. Research-Oriented Faculty Members and Course Management Systems: Factors That Influence the Adoption and Use of Instructional Technologies. *Reginald D'Silva, University of British Columbia*

Monday, 3:05 pm

20.010. Analyses of Principal and Teacher Practices: A Roundtable. Division L-Educational Policy and Politics
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

1. Teacher-Led Reform and Contextual Influences. *Gina U. Barclay-McLaughlin, University of Tennessee - Knoxville; Susan Benner, University of Tennessee; Susan Newsom, University of Tennessee; Elizabeth Toth, Knox County Public Schools*
2. Do Principals Matter for Effective Teachers' Professional Development (TPD)? *Kyoung Oh Song, Michigan State University*
3. Teacher Unions and the Distribution of Student Achievement: A Multilevel Approach. *Joshua M. Cowen, University of Wisconsin*

20.011. Educational Reform in the Age of Accountability: System, School, and Teacher Perspectives. SIG-Educational Change
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

4. A Leveraged Emergent Approach to School-Based Change in a Systemic Transformation Effort. *Charles M. Reigeluth, Indiana University*

5. Canon and Capacity: How Prepared Are Schools to Use Evidence to Inform Decisionmaking? *Judy M. Parr, University of Auckland; Helen S. Timperley, University of Auckland*
6. Conversations Across Cultures: Chinese and American Perspectives on Curriculum, Creativity, Culture, and Conformity. *Clydia Forehand, Tulsa (OK) Public Schools; M. Jayne Fleener, Louisiana State University*
7. Do Principals Take National Policy Language Seriously? The Swedish Case. *Monika Tornsen, Umeå University*
8. Examining Loose Coupling in the Professional Culture of Charter Schools: Issues of Leadership and Equity. *Lucretia Peebles, Loyola Marymount University*
9. "Have We Really Changed?": An Initial Approximation to Describe Structural Change in System-Wide Initiatives. *Eduardo Flores-Kastanis, Tecnológico de Monterrey; Gabriela Fariás, Tecnológico de Monterrey; Ileana Ruiz, Tecnológico de Monterrey Campus Monterrey*

20.012. Higher Education Access and Attainment. Division L- Educational Policy and Politics
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

10. Market Versus Affirmative Action in College Admissions: Are They in Conflict? *Edward P. St. John, Anna Chung, Britany Affolter-Caine, University of Michigan*
11. The Role of Community Colleges in Bachelor Degree Attainment and Teacher Labor Supply. *Michelle Reininger, Stanford University*
12. Variation in Returns to College Degree by Gender and Transfer Status. *Po Yang, Teachers College, Columbia University*

20.013. Making Connections: Linking Out-of-School Time Programs to Academic Achievement and Parent Involvement. SIG-Out-of-School Time
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

13. An Exploratory Study on Effective Practices in Afterschool Math and Reading Programs. *Denise Huang, University of California - Los Angeles; Deborah Donnelly, SEDL; Jerry O. Elder, Southwest Educational Development Lab; Joe Parker, SEDL; Catherine F. Jordan, Southeast Educational Development Lab; Errin McComb, SERVE; Eve McDermott, Northwest Regional Educational Lab; Danette Parsley, Mid-continent Research for Education and Learning; Arthur Smith, WGBH, Educational Productions*
14. Linking 21st-Century Community Learning Centers to School Day Classrooms. *Tara S. Donahue, Michigan State University*
15. Afterschool Science: Strategies for Assessing Project-Based Science. *Kabba E. Colley, George Mason University; Wesley Pitts, City University of New York*
16. Afterschool Parents Learn to Be Problem Solvers: An Unintended Twist. *Judith F. McVarish, St. John's University; Margot Ely, New York University*
17. Crafting an Internal Evaluation for Out-of-School Time: Applying Theory to University Transition Programs. *Brianna Kennedy, University of Southern California*
18. Investigating Out-of-School-Time Experiences: Background, Attitudes, Values, and Beliefs. *Michael C. Rodriguez, Taeho Jung, Yukiko Maeda, Anna Hernandez, University of Minnesota*

20.014. Mentoring Practices Paper Discussion 2: A Diversity of Perspectives. SIG-Mentorship and Mentoring Practices
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
3:05 pm to 3:45 pm

Chair: *Karen Hamlin, Willamette University*

Tables:

19. Implementing a Leadership Course and Mentor Model for Students Involved in the National Student Nurses' Association. *Elaine A. Gardner, University of Arkansas; Cheryl K. Schmidt, University of Arkansas for Medical Sciences, College of Nursing*
20. It Takes a Village to Raise a Volunteer Mentor: Exploring Mentor Training, Support, and Self-Efficacy. *Karyl Jacqueline Shand Askew, University of North Carolina*
21. Mentoring: A Solution to At-Risk Behavior? Lessons Learned From a Tribal Early-Learning Opportunities Program. *Annie Woo, Northwest Regional Educational Lab*
22. My Sister's Keeper: Mentoring for Black Women in the World of Academia. *Lynette Danley Land, University of Utah; Lori Denise Patton, Iowa State University; Chamara Kwakye, University of Illinois - Urbana-Champaign; Sharon Holmes, Binghamton University*
23. On Becoming Educational Researchers: The Importance of Cogenerative Mentoring. *Judith B. Harris, Tamara Lynn Freeman, Pamela Aerni, College of William & Mary*
24. Proximal Mentoring: Model for Implementation in Graduate Studies. *Susan Gunn, Leann G. Putney, Ralph E. Reynolds, Peggy Perkins, University of Nevada - Las Vegas*

Discussant: *Horace R. Hall, DePaul University*

20.015. Moral Education Roundtables I. SIG-Moral Development and Education
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

25. Addressing the Relationships Among Authenticity, Nonprejudice, Moral Judgment, and Volunteerism. *William Pitt Derryberry, Western Kentucky University; Ryan Mulvaney, Kentucky Wesleyan College; Jeff Brooks, Indiana University - South Bend; Chris Chandler, Western Kentucky University*
26. Analyzing the Mechanisms of Bandura's Theory of Moral Disengagement With Acts of Physical and Sexual Aggression in a College-Age Population. *Jessica Ashley Carroll, University of Alabama*
27. Comparing Middle School Learning Motivations With Ethical Attitudes and Behaviors. *Jenny L Vaydich, Vladimir T. Khmelkov, Darcia F. Narvaez, University of Notre Dame*
28. Relating Economic Contexts to Social Convention and Moral Understandings. *Alan B. Bates, Illinois State University; Thomas A. Lucey, Illinois State University*
29. Storytelling Events as Vehicles for Moral Deliberation. *Cheryl A Hunter, Indiana University*
30. Studying Children's Social Understanding Through Literature: A Practice-Embedded Method. *Bernadette Hickman Maynard, Harvard Divinity School; Robert L. Selman, Harvard University*

20.016. Motivation in Education - SIG Paper Discussion Session I. SIG-Motivation in Education
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

31. Motivating Students: Etic and Emic Considerations. *Marianna E. Richardson, Seattle Pacific University*
32. Do African-American and White Students Conceptualize Achievement Goals Differently? A Measurement Invariance Study. *Carol L. Barry, Jilliam Nadine Joe, Hilary Lynne Kissel, Sara J. Finney, James Madison University*
33. Value-Based Motivation for Physical Activity and Physical Education: A Case of College Students in China. *Xinlan Liu, Southeastern University*
34. Testing a Model of Student Persistence for Doctoral Students at Historically Black Colleges and Universities. *Carol A Hedgspeth, Howard University*
35. Multidimensional Appraisal Processes in Technology-Based Scenarios. *Evan Straub, Ohio State University*
36. Identifying Self-Regulatory Factors That Influence the Academic Achievement Motivation of Underprepared College Students. *Seth Randall Langley, University of Minnesota; William M. Bart, University of Minnesota*
37. What Do We Mean by "Apathy"? Comparing Research-Based Conceptualizations With "Folk" Descriptions of School-Related Apathy in Middle and High School Students. *Michelle M Riconscente, University of Maryland*

20.017. Narrative Conceptualizations. SIG-Narrative and Research
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

38. Americanizing Identities: A Case Study From German-Americans in the Rural Midwest. *Maris Thompson, University of California - Berkeley*
39. Collaborative Identities: Understanding Teacher Identity Formation Through Story Sharing. *David W. Schaafsma, University of Illinois; Gian S. Pagnucci, Indiana University of Pennsylvania; Edel M. Reilly, Indiana University of Pennsylvania; Randi Dickson, Queens College*
40. Equity! Whose Truth Is It? Mothers of Public School Children Seek to Understand Their Mis/Fit in Their Children's School Lives. *Connie Lynn White, California State University - Northridge*
41. Reflection and Fluency: Evidence of Quality in an Established Teacher Preparation Partnership. *Cathy K. Zeek, Lasell College; Carole L. Walker, Texas A&M University - Commerce*
42. Singing Through Terror and Hope. *Loretta Niebur Walker, Weber State University*
43. Teachers as Curriculum Makers and Metaphor Makers: A Knowledge Community Experience. *Dixie K. Keyes, Arkansas State University*

20.018. Qualitative Inquiry In and Through the Arts. SIG-Arts-Based Educational Research
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
3:05 pm to 3:45 pm

Chair: *Donal O Donoghue, Mary Immaculate College*

Tables:

44. A Balancing Act: Walking a Qualitative Line in a Quantitative World. *Laura Janelle Royster, University of North Carolina - Chapel Hill*
45. The Dynamics of Formative Assessment Demand Artistic Vision. *Margaret A. Macintyre Latta, University of Nebraska - Lincoln; Gayle A. Buck, Indiana University*
46. Uses of Poetry Clusters in Qualitative Inquiry. *Lynn Butler-*

Kisber, McGill University; Ramona Parkash-Puni, McGill University

20.019. An Intellectual Cafe of Ideas About Race, Class, Gender, and Sexuality in Curriculum Studies. Division B-Curriculum Studies
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

1. A Developing Framework for Understanding the Meaning and Impact of Education for Liberation. *Susan Wilcox, The Brotherhood/Sister Sol; Tara Mack, The Brotherhood/Sister Sol*
2. Diversifying Science? The Undergraduate Science Education of Federal Minority Scholars. *Eva Ritter, University of California - Riverside*
3. Explorations in the Politics of Gender Equity Curriculum in Taiwan. *Ming-Jane Chuang, National Taipei University of Education*
4. Just Who Do You Think You Are? Latina Teacher Candidates Struggle for a Place in Teacher Education. *Mary Louise Gomez, University of Wisconsin - Madison*
5. Teaching Race: Making the Invisible Concrete. *Yolanda Sealey-Ruiz, New York University*

20.020. Division A Roundtable Session. Division A-Administration, Organization, and Leadership
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

6. A Study of School Teams: Democratically Functioning or Malfunctioning. *Lynn H. Doyle, Old Dominion University; Carl E. Hanssen, Western Michigan University; Deann Huinker, University of Wisconsin - Milwaukee*
7. Adoption of an Instructional Management System: Factors Promoting Integration. *Erin K. Jurgensen, Catherine C. Schifter, Rebecca J. Thompson, Temple University*
8. An Examination of Teacher Self-Efficacy in the Inclusion Classroom. *Douglas Charles Arnold, East Stroudsburg Area School District; Alan M. Levine, Marywood University; Lois K. Draina, Marywood University; Ann M. Jablonski, Marywood University*
9. Exploring School Effects on the College Preparation of California High School Students. *Sukkyung You, University of California - Santa Barbara*
10. Factors Affecting Teaching Style in Block-Scheduled Classrooms. *Linda Schoen Giddings, South Carolina Department of Education*

20.021. International Studies in Mathematics Education. Division C-Learning and Instruction
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

11. A Longitudinal Analysis of Immigrants' Math Performance and Class Arrangement. *Mido Chang, Virginia Polytechnic Institute and State University; Kusum Singh, Virginia Polytechnic Institute and State University*
12. A Meta-Analysis of Studies on U.S. and Chinese Mathematics Achievement and Implications for U.S. Mathematics Education Reform. *Jian Wang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas*
13. Seeking Understanding and Making Connections: Mathematical Tasks in English, French, and German Textbooks. *Birgit Pepin, University of Manchester; Linda Haggarty, The Open University*

14. The Mathematical Content of and Discourse Surrounding Students' Errors in U.S. and Chinese Elementary Instruction. *Lucia M. Flevaris, Ohio State University; Megan Schleppenbach, University of Illinois; Michelle Perry, University of Illinois; Linda M. Sims, University of Illinois - Urbana-Champaign*
15. Beliefs of University Teachers of Mathematics: Revisited as Epistemological World Views. *Guenter Toerner, University of Duisburg - Essen; Bettina Roesken, University of Duisburg - Essen*

20.022. Papers on Educational Research Using National Datasets.

SIG-Advanced Studies of National Databases

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

16. A Comparative Analysis of Academic Orientation and Reading Literacy Between Voluntary and Involuntary Minority Students: The Case of African-American and Black-Immigrant Students. *Shelby G. Gilbert, Florida International University; Marvin P. Dawkins, University of Miami*
17. An Examination of the Relationship Between Professional Development and Teacher Turnover. *Stacy Johnson Erickson, University of Oregon*
18. The Impact of Technology Use on Low-Income and Minority Students' Academic Achievement. *Byron C. Havard, University of West Florida; Jianxia Du, Mississippi State University*
19. Excellence Through Diversity: HLM Analysis of Productivity and Satisfaction in Minority Faculty. *Wenfeng Yan, Indiana University of Pennsylvania*
20. Who Is Conducting Teacher Research? *Karen L. Yanowitz, Arkansas State University; Debbie L. Hahs-Vaughn, University of Central Florida*

20.023. Spirituality and Education: Roundtables 2. SIG-Spirituality and Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

21. Assessment and Development of Moral Character in Higher Education. *Sandra G. Nadelson, University of Nevada - Las Vegas*
22. Neuroscience Perspective on Spirituality and Education. *Linda B. Caviness, La Sierra University*
23. Reconceptualizing Spirituality in Light of Educating Young Children. *Kathleen I. Harris, Kent State University*
24. The Moral of Marlon: A Rhizomatic Analysis of Naughty Moments in Kindergarten. *Sheri L. Leafgren, Kent State University; Richard P. Ambrose, Kent State University*
25. The Role of Spirituality in the Lives of Individuals With Asperger's Syndrome. *Janet Elaine Graetz, Oakland University; Nick Dubin, Doctoral Student Center for Humanistic Studies*

20.024. Studies of Vocabulary Instruction and Acquisition. SIG-Vocabulary

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
3:05 pm to 3:45 pm

Tables:

26. "Sounds Right," "Makes Sense": A Case Study of Vocabulary and Writing Composition in a Fifth-Grade Reading-Writing Classroom. *Christine Ann Mallozzi, University of Georgia; James F. Baumann, University of Georgia; Donna B. Ware, Athens-Clarke County Schools*
27. Books in Preschools: What Kinds of Vocabulary Learning

Opportunities Do They Provide? *Heidi A. Mesmer, Oklahoma State University*

28. Learning Word Meanings From Reading Scientific Texts: An Inquiry Into the Processes of Vocabulary Acquisition. *Yu-Min Ku, National Central University; Wan-Chen Chang, National Central University*
29. Using Rasch Measurements to Analyze the Difficulty of Target Words and Preschoolers' Vocabulary Ability From Read-Alouds. *Cynthia B. Leung, University of South Florida - St. Petersburg*
30. Using Television to Expand the Vocabulary of Beginning Readers. *Daniel H. Shanahan, Sirius Thinking, Ltd.*

20.025. Classroom Assessment Research II. SIG-Classroom Assessment

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
3:05 pm to 3:55 pm

Tables:

1. Can Morning Snack Improve Test Performance? *Jessica L. Sammons, Cedarville University; Chi-En Hwang, Cedarville College*
2. Educational Leaders' Perceptions About Ethical Assessment Practices. *Robert L. Johnson, University of South Carolina; Susan Green, Winthrop University; Do-Hong Kim, University of North Carolina - Charlotte; Nakia S. Pope, Winthrop University*
3. Essential Classroom Assessment Knowledge and Skills of School Leaders: A Professional Development Agenda. *Janet K. Pilcher, University of West Florida; Robin Lague, University of West Florida; Carla Thompson, University of West Florida*
4. Information-Based Educational Practice in the Classroom: Lessons Learned From a Statewide Initiative. *Daniel M. Jesse, RMC Research Corporation; Julie Rae O'Brian, University of Colorado - Denver; R. Marc Brodersen, RMC Research Corporation*
5. The Effect of Testing Accommodation on the Performance of Deaf Students on a Standardized Mathematics Test. *Fawzy A. Ebrahim, Florida Atlantic University*
6. The Principal's Role in Assessment Reform. *Brian W. Noonan, University of Saskatchewan; Pat Renihan, University of Saskatchewan*

20.026. Division G, Section 1: Roundtable Session II. Division G-Social Context of Education

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
3:05 pm to 3:55 pm

Tables:

7. Conflating "Sex" and "Gender" in Educational Research: How Unclear We Are and Why It Matters. *Howard Glasser, Michigan State University; John P. Smith, Michigan State University*
8. Evaluating Model of Learning in ESL Reading Domain: The Effect of Knowledge, Language Proficiency, and Strategic Processing on Cognitive Performance in Reading. *Qun Guan, Florida State University; Wanjin Meng, China National Institute for Educational Research; Chia-I Chen, Florida State University*
9. Quality Perceptions in a Samoan Preschool. *Brenda Mary Sherley, Victoria University of Wellington*
10. Social Movement Theory and Curriculum Contention: Challenger Strategies and School Responses. *Steven Paul Camicia, University of Washington*
11. Teacher Practices and School Status: Does School Status Correlate With First-Year Teacher Classroom Performance? *Jessie Nichole Kosorok, Thomas L. Good, Mary M. McCaslin, University of Arizona*

12. What Makes Teachers Reflect to Improve Their Practice? Reflective Practice in a Social Organizational Context. *Susanne S. Croasdaile, Virginia Commonwealth University*

20.027. ELL and Students With Disabilities in Large-Scale Assessments. SIG-Inclusion and Accommodation in Large-Scale Assessment

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
3:05 pm to 3:55 pm

Tables:

13. A Comparison of Performance of ELL and Non-ELL Students on an Achievement Test. *Agnes S. Stephenson, Harcourt Assessment, Inc.; Michelle Boazeman, Harcourt Assessment, Inc.*
14. Alternate Assessment Results Among a National Sample of Students With Disabilities. *Anne-Marie Knokey, SRI International; Renee Cameto, SRI International*
15. An Analysis of Virginia's Plain English Mathematics Standard of Learning for Students With Disabilities. *Julie A. Crawford, George Washington University*
16. Culturally Appropriate Context: Unlocking the Potential of Response to Intervention for English Language Learners. *Yaoying Xu, Virginia Commonwealth University; Elizabeth R. Drame, University of Wisconsin - Milwaukee*
17. EL Assessment: The Role of Academic Language in System Alignment. *Martha I. Irene Martinez, University of Oregon; Leanne R. Ketterlin-Geller, University of Oregon*
18. Examining the Factorial Equivalence of Accommodations on a Statewide Science Achievement Test. *Do-Hong Kim, University of North Carolina - Charlotte; Christina Schneider, South Carolina Department of Education; Theresa G. Siskind, South Carolina Department of Education*
19. Reading Achievement for ELLs With Disabilities Across Years. *Debra A. Albus, NCEO/ University of Minnesota*

20.028. Research in Reading and Literacy II. SIG-Research in Reading and Literacy

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
3:05 pm to 3:55 pm

Tables:

20. The Effect of Attending Kindergarten on Literacy Performance in First Grade. *Evelyn A. O'Connor, Adelphi University*
21. A Portraiture of a Mexican-American's Use of Literacy. *Robert M. Vanderburg, Claflin University; Shakir London, Claflin University*
22. A Qualitative Examination of Kindergarten Students' Reading Behaviors. *Tulay Atay-Turhan, Middle East Technical University; Zubeyde Dogan, Florida State University*
23. Becoming Self-Regulated Readers: A Longitudinal Study of the Development of Young Children's Strategy Use. *Linda E. Martin, Ball State University; Sherry E. Kragler, University of South Florida - Lakeland*
24. Early Reading Predictors of Literacy Achievement for English Learners: A Longitudinal Study. *Deborah Mi Oh, California State University - Los Angeles; Diane S. Haager, California State University - Los Angeles; Michelle P. Windmueller, PLUS Project*
25. What's Possible for First-Grade, At-Risk Literacy Learners Receiving Early Intervention Services. *Janet Bufalino, Shippensburg University; Chuang Wang, University of North Carolina - Charlotte; Francisco Gomez-Bellenge, National Data Evaluation Center*

20.029. Research on Bilingualism and Bilingual Education. SIG-Bilingual Education Research

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
3:05 pm to 3:55 pm

Chair: *Adelina Victoria Alegria, Occidental College*

Tables:

26. Parent's Guide to Early Second Language Acquisition: Spanish/English. *Aileen A. Hale, Boise State University*
27. A Successful Case of Language-Minority Education: A Slovenian High School in Italy. *Carla Paciutto, Western Illinois University*
28. Integrating Content and Language Acquisition Through Developing Library Classrooms for a Multilingual Spanish School. *Cynthia R. Houston, Western Kentucky University*
29. Korean Heritage Language Education in Phoenix: Challenges, Recommendations, and Prospects. *Byeong-keun You, Arizona State University*
30. Latino Parents' Attitudes Toward Bilingual Education. *Pete Farruggio, University of Texas - Pan American*
31. Los Colores de la Familia: Cultural Metaphors in Latino Parental Involvement. *C. Ruth Bosch, Wayne State University*

20.030. Teacher and Student Perspectives and Beliefs About Classroom Management. SIG-Classroom Management

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
3:05 pm to 3:55 pm

Tables:

32. A Comparison of Teachers' Families' Child-Rearing Practices and Their Later Preferences for (Orientation Toward) a Classroom Discipline Model. *Cynthia A. Lundeen, Florida State University; Charles H. Wolfgang, Florida State University*
33. Attitudes and Beliefs Regarding Classroom Control: Is There a Relationship With Teachers' Sense of Efficacy? *Nancy K. Martin, University of Texas - San Antonio; Zenong Yin, University of Texas - San Antonio; Hayley J. Mayall, Northern Illinois University*
34. Differential Achievement and Classroom Task Structures. *Esin Acar, University of Illinois - Urbana-Champaign*
35. Perspectives on Caring in the Classroom: Do They Vary According to Ethnicity or Grade Level? *Tracey L. Garrett, Rider University; Terri Rothman, Monmouth University; Jason J. Barr, Monmouth University*
36. Teachers' Perceptions of Classroom Management Beliefs in Elementary Schools. *Aslihan Uludag, Florida State University; Zafer Unal, University of South Florida - St. Petersburg*
37. Peer Group Processing Model: Adolescent Peer Group Orientation and Its Influence on School Conduct. *Perry Thomas LaRoque, University of Wisconsin - Madison*

20.031. Teaching in Educational Administration: Perspectives on Preparation Outcomes. SIG-Teaching in Educational Administration

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
3:05 pm to 3:55 pm

Tables:

38. Who Chooses the Vision for the Principalship? Another Effort to Promote Collaboration and Partnerships. *John C. Daresh, University of Texas - El Paso*
39. Confronting the Unknown: Principal Preparation Training in Issues Related to Special Education. *Pamela S. Angelle, University of Tennessee; Lisa Bilton, University of Tennessee*

40. How Principals Use Emotional Intelligence to Reflect Upon and Improve Their Performance. *Judith Kerrins, California State University - Chico; Kay S. Cushing, University of Arizona*
41. How New Principals Solve Problems of Practice. *Faye E. Patterson, University of Tennessee - Knoxville*
42. Leadership Learning: What Happens After They Get the License? *Kevin Fahey, Salem State College*
43. Educational Quality Indicators in Principal Preparation: Cues From State Demographics on New Principals. *Patricia Diane Ricciardi, Clemson University; Jane C. Lindle, Clemson University*

Monday, 4:05 pm

AERA Governance Meetings and Events

21.001. AERA Committee on Scholars of Color in Education - Closed Meeting. AERA

Sheraton, Illinois Executive Boardroom, Level 2
4:05 pm to 5:35 pm

Chairs: *Beverly M. Gordon, Ohio State University*

21.002. AERA SIG Leadership Seminar I. AERA

Hyatt, Grand Suite 3, East Tower - Gold Level
4:05 pm to 5:35 pm

Chairs: *Schuyler W. Huck, University of Tennessee - Knoxville; Barbara B. Levin, University of North Carolina - Greensboro; Phoebe H. Stevenson, American Educational Research Association*

21.003. AERA Task Force on Data Sharing - Closed Meeting. AERA

Sheraton, Executive Center, Parlor B, Level 3
4:05 pm to 6:05 pm

Chair: *James D. Anderson, University of Illinois - Urbana-Champaign*

21.010. Brains, Genes, and Environments: New Findings on Nature and Nurture and Challenges for Education Research.

Presidential Session
Sheraton, Chicago Ballroom, Section VIII, Level 4
4:05 pm to 5:35 pm

Chair: *Michael J. Feuer, National Research Council*

Participants:

Self-Control and the Developing Brain: Implications for Education. *Philip Zelazo, University of Toronto*

IQ-Environment Reciprocal Effects and the Meaning of General Intelligence. *William Dickens, Brookings Institution*

Discussant: *Adam Gamoran, University of Wisconsin - Madison*

 **21.011. Internationalizing Conceptions of Quality.**

Presidential Session
Hyatt, Columbus Hall, Section K, East Tower - Gold Level
4:05 pm to 5:35 pm

Chair: *Susan H. Fuhrman, Teachers College, Columbia University*

Speaker:

Barry McGaw, University of Melbourne

Discussants: *Patricia C. Gándara, University of California - Davis;*

David C. Berliner, Arizona State University

21.012. International Research Collaborations and the Digital Highway: Possibilities, Innovations and Challenges. AERA

Sessions co-sponsored with Organization of Institutional Affiliates
Hyatt, Columbus Hall, Section C, East Tower - Gold Level
4:05 pm to 6:05 pm

Chairs: *Jane Close Conoley, University of California - Santa Barbara; Gerald Sroufe, American Educational Research Association*

Participants:

Connecting the Research World: Global Community Building and Collaboration. *James Dolgonas, Corporation for Education Network Initiatives in California*

Linking University Communities in Innovative Learning Opportunities: The Thematic School Approach to Professional Development for Researchers. *David M. Bloome, Ohio State University; Judith L. Green, University of California - Santa Barbara; Maria L. Castanheira, Federal University of Minas Gerais; Olga A. Vasquez, University of California - San Diego*

Reaching Teachers and Researchers in New Ways Within and Outside Brazil: CEALE's Portal and Literacy Initiatives. *Maria L. Castanheira, Federal University of Minas Gerais*

Researching Learning Beyond Disciplinary Borders: Introduction to CICERO Projects. *Kristiina P. Kumpulainen, University of Helsinki; Leena Krokfors, University of Helsinki*

Challenges to Success in Technology Support, Inter-Professional Communication, and Cross-platform Connectivity. *Richard P. Duran, University of California - Santa Barbara; Stephanie Couch, Corporation for Education Network Initiatives in California*

Challenges for the Future for AERA and Research Collaborations. *Darryl Hall, Ohio State University*

21.013. Graduate Student Council (GSC) Orientation to the Annual Meeting. Graduate Student Council

Hyatt, Grand Ballroom, Section B, East Tower - Gold Level
4:05 pm to 5:35 pm

Chairs: *Hugo Garcia, Claremont Graduate University; Stacy L. Dezutter, Washington University - St. Louis*

21.014. Division A: New Members' Reception. Division A-Administration, Organization, and Leadership

Sheraton, Superior, Level 2
4:05 pm to 6:05 pm

21.015. Educational Leadership and Spirituality: Creating a Relevant Research Paradigm. Division A-Administration, Organization, and Leadership

Marriott, Houston, Fifth Floor
4:05 pm to 5:35 pm

Participant:

Educational Leadership and Spirituality: Creating a Relevant Research Paradigm. *Michael E. Dantley, Miami University; Colleen A. Capper, University of Wisconsin - Madison; Khaula Murtadha, Indiana University - Purdue University - Indianapolis; Carolyn M. Shields, University of Illinois - Urbana-Champaign; Robert J. Starratt, Boston College*

21.016. Exploring the Complex Chain Linking Leadership to Student Learning. Division A-Administration, Organization, and Leadership

Marriott, Chicago Ballroom, Section B - Fifth Floor
4:05 pm to 5:35 pm

Chair: *Kenneth A. Leithwood, OISE/University of Toronto*

Participants:

Efficacy, Trust, and Leadership for Student Learning: A Multivariate Analysis. *Kyla L. Wahlstrom, University of Minnesota; Karen R. Seashore, University of Minnesota*

The Effects of Total Leadership on Student Achievement. *Blair Mascall, OISE/University of Toronto; Kenneth A. Leithwood, OISE/University of Toronto*

Patterns of Leadership Distribution and Student Achievement. *Stephen E. Anderson, University of Toronto; Suzanne M. Stiegelbauer, Southwest Texas State University - San Marcos;*

Kenneth A. Leithwood, OISE/University of Toronto; Shawn Moore, OISE/University of Toronto

Principals' Perceptions of Stakeholder Influence in Decisionmaking: Explaining the Gap Between Participatory Theory and Practice. *Karen R. Seashore, University of Minnesota; Molly Gordon, University of Minnesota*

21.017. Curriculum-Leadership: Homo(genized), Bi(furcated), Trans(ferred). Division B-Curriculum Studies
Marriott, Wisconsin, Sixth Floor
4:05 pm to 5:35 pm

Chair: *Encarnacion Rodriguez, Saint Joseph's University*
Participants: *Michael Patrick O'Malley, University of Central Florida; Louise A. Allen, South Carolina State University; Patrick Slattery, Texas A&M University; Jeanne F. Brady, Saint Joseph's University; Jennifer L. Milam, Texas A&M University*

21.018. Developing Social Justice Mathematics Curriculum in a Chicago Public School. Division B-Curriculum Studies
Marriott, O'Hare, Tenth Floor
4:05 pm to 5:35 pm

Chair: *Eric H. Gutstein, University of Illinois - Chicago*
Participants: *Patricia Buenrostro, University of Illinois - Chicago; Phi Pham, Downtown Charter School; Joyce Sia, Greater Lawndale School for Social Justice; Eric H. Gutstein, University of Illinois - Chicago*

21.019. Media in the Classroom: Friend or Foe? Division B-Curriculum Studies
Marriott, Watertown, Tenth Floor
4:05 pm to 5:35 pm

Chair: *Marc Lamont Hill, Temple University*
Participants:
Interrogating Racialized Representations in Popular Culture. *James D. Trier, University of North Carolina - Chapel Hill*
Understanding Community: A Nonlinguistic Research Methodology for Revealing and Analyzing Student and Community Needs and Strengths. *Nancy VanKannel-Ray, Midwest Educational Reform Consortium (MERC) GEAR-UP; Esther M. Newlin-Haus, Midwest Educational Reform Consortium (MERC) GEAR-UP*
Connecting With Literature: Using a DVD Reading Aid to Enhance Engagement in Secondary English Classrooms. *Ginger Goldman Malin, DePaul University*
How Do We Know? Students Examine Issues of Credibility With a Multimodal Text. *Mark C. Baidon, National Institute of Education; James S. Damico, Indiana University; Gerald Campano, Indiana University*
Discussant: *Cathy C. Leogrande, Lemoyne College*

21.020. Reexamining Secondary Education in America: Celebrating the 75th Anniversary of the Eight-Year Study. Division B-Curriculum Studies
Marriott, Chicago Ballroom, Section C - Fifth Floor
4:05 pm to 5:35 pm

Chair: *William Schubert, University of Illinois - Chicago*
Participants: *Robert V. Bullough, Brigham Young University; Janet L. Miller, Teachers College, Columbia University; Craig Kridel, University of South Carolina; William C. Ayers, University of Illinois - Chicago; Ann Lieberman, Carnegie Foundation for the Advancement of Teaching*
Discussant: *Kate B. Rousmaniere, Miami University*

21.021. Sources of a Social Justice-Infused Curriculum. Division B-Curriculum Studies
Marriott, Denver, Fifth Floor
4:05 pm to 6:05 pm

Chair: *Denise Egea-Kuehne, Louisiana State University*
Participants:

Changing Pedagogy: Teachers' Conceptions and Practices of Social Justice Education. *Magda Lewis, Queen's University*
Critical Reflexivity and Democratic Relations: The Potential of a Curriculum of Story and Storytelling. *Amrita Zahir, University of Washington - Bothell*
Curricular Social Justice Enactments in Beginning Teachers' Classrooms. *Ruchi Agarwal, Shira Eve Epstein, Rachel Oppenheim, Celia J. Oyler, Debbie J. Sonu, Teachers College, Columbia University*
Mobilizing Anger for Social Justice: The Politicization of Emotions in Education. *Michalinos Zembylas, Open University of Cyprus/ Michigan State University*

Discussant: *Thandeka K. Chapman, University of Wisconsin - Milwaukee*

21.022. Affordances for Learning in Multimedia Learning Environments. Division C-Learning and Instruction
Hyatt, Toronto, West Tower - Gold Level
4:05 pm to 6:05 pm

Chair: *Ton de Jong, University of Twente*
Participants:

"Getting the Picture": The Effects of Representational Format on Combinatorics Learning. *Bas Kolloffel, Ton de Jong, Tessa Eysink, University of Twente*
How to Optimize Learning From Animated Expert Models. *Pieter Wouters, Fred Paas, Jeroen J. G. van Merriënboer, Open Universiteit Nederland*
Learning With Hypermedia: The Influence of Representational Formats and Different Levels of Learner Control. *Maria Opfermann, Knowledge Media Research Center; Peter Gerjets, Knowledge Media Research Center; Katharina Scheiter, University of Tuebingen*
Multirepresentational Solutions, an Integration Aid, and Scaffolding Self-Explanation Prompts All Foster Understanding. *Kirsten Regine Berthold, ETH Zürich; Rolf Schwonke, University of Freiburg; Alexander Renkl, University of Freiburg*
Representations in Multimedia Learning Arrangements: An Analysis Across Instructional Approaches. *Tessa Eysink, University of Twente; Ton de Jong, University of Twente*
Discussants: *Richard E. Mayer, University of California - Santa Barbara; John Sweller, University of New South Wales*

21.023. Different Perspectives on Problem Solving and Learning. Division C-Learning and Instruction
Hyatt, Columbus Hall, Section E, East Tower - Gold Level
4:05 pm to 6:05 pm

Chair: *Katharina Scheiter, University of Tuebingen*
Participants:

Prompting Students to Justify Their Responses While Problem Solving: A Nested, Mixed-Methods Study. *Mary C. Bodvarsson, St. Cloud State University*
Relationship of Cognitive Abilities, Cognitive Styles, and Learning Preferences and Their Effect on Multimedia Learning. *Roxana Moreno, University of New Mexico; Jan L. Plass, New York University*
The Effect of Different Types of Worked Examples on Student Learning and Transfer of a Problem-Solving Task. *Xiaoxia Huang, Robert A. Reiser, Zane Olin, Florida State University*
The Influence of Self-Efficacy on Problem-Solving Efficiency. *Bob Hoffman, University of Central Florida; Gregory Schraw, University of Nevada - Las Vegas*

Learning With Multirepresentational Worked-Out Examples: What Eye Movements Can Tell Us - A Pilot Study. *Rolf Schwonke, University of Freiburg; Kirsten Regine Berthold, ETH Zürich; Alexander Renkl, University of Freiburg*

Problem-Solving Strategies in the Context of Video Games. *Sheryl F Rosenthal, Fordham University; Fran C. Blumberg, Fordham University; John D. Randall, Rutgers, The State University of New Jersey*

Discussant: *Katharina Scheiter, University of Tuebingen*

21.024. Online and Offline Investigations of Student Interactions in Learning. Division C-Learning and Instruction
Hyatt, DuSable, West Tower - Silver Level
4:05 pm to 5:35 pm

Chair: *Yuan-Chung (Joan) Lang, University of Southern California*

Participants:

Argumentation Vee Diagrams Enhance Argument/Counterargument Integration in Writing Opinion Essays. *E. Michael Nussbaum, University of Nevada - Las Vegas*

Help-Seeking Attitudes and Behaviors Among Graduate Students in Online Courses: An Examination of Students' Interactions With Resource Lists and Frequently Asked Questions (FAQs). *Melissa Kelly, University of West Florida; L. K. K. Curda, University of West Florida*

Instructor Credibility and Learner-Centered Practices. *Stacy McNeill, College of the Ozarks; Cynthia J. MacGregor, Missouri State University; Robert Lewis Watson, Missouri State University*

Interpersonal Knowledge in Virtual Seminars. *Oliver Diekamp, Ludwig-Maximilians University - Munich; Birgitta Maria Kopp, Ludwig-Maximilians University - Munich; Heinz Mandl, University of Munich*

Self-Determination Theory Revisited: Autonomy, Belongingness, and Psychological Adjustment. *Mark J. Van Ryzin, University of Minnesota*

Discussant: *Harold F. O'Neil, University of Southern California*

21.025. Technology Research: A Survey of the Research of the Use of Games in Education. Division C-Learning and Instruction
Sheraton, Arkansas, Level 2
4:05 pm to 6:05 pm

Chair: *Meredith K. DiPietro, University of Florida*

Participants:

Computer and Video Gaming and IT Proficiency: An Exploratory Study. *Elisabeth R. Hayes, University of Wisconsin - Madison*

Computer-Based Game Playing Within Alternative Classroom Goal Structures on Fifth-Graders' Math Learning Outcomes: Cognitive, Metacognitive, and Affective Evaluation and Interpretation. *Fengfeng Ke, University of New Mexico*

Thinklets for Mathematics Education: Reusing Computer Game Characteristics in Educational Software. *Vincent Jonker, Freudenthal institute, Utrecht University*

The Acquisition of Skill and Expertise in Massively Multiplayer Online Games. *Peter G. Schrader, University of Nevada - Las Vegas; Michael McCreery, University of Nevada - Las Vegas*
Learning in One's Own Imaginary World. *Xin Bai, John B. Black, Lance Vikaros, Jonathan Vitale, Daoquan Li, Qing Xia, Seokmin Kang, Sungbong Kim, Teachers College, Columbia University*

Discussants: *Robert L. Bangert-Drowns, State University of New York - Albany; Kurt D. Squire, University of Wisconsin - Madison*

21.026. Advances in Alignment Analysis as a System Measure and a Change Measure. Division D-Measurement and Research Methodology
Hyatt, Plaza Ballroom, Section B, East Tower - Green Level
4:05 pm to 5:35 pm

Chair: *Rolf K. Blank, Council of Chief State School Officers*

Participants: *Andrew C. Porter, Vanderbilt University; John Smithson, Wisconsin Center for Education Research; Christopher Woolard, Ohio Department of Education; A. C. Colares, Wisc Center for Education Research*

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

21.027. Research Design Meets Real-World Educational Contexts. Division D-Measurement and Research Methodology
Marriott, Chicago Ballroom, Section A - Fifth Floor
4:05 pm to 6:05 pm

Chair: *Andrew A. White, Institute of Education Sciences*

Participants:

An Investigation of Design and Analysis Issues Confronted by Group Randomized Studies. *Jessaca K. Spybrook, University of Michigan*

Heterogeneity of Impact Estimates in Group Randomized Trials: Sensitivity of Inferences About Differential Treatment Impacts to Modeling Assumptions. *Andrew P. Jaciw, Stanford University; Xin Wei, Stanford University*

Propensity Score Models for School-Level Assignment Using Penalized Maximum Likelihood Estimation and Optimal Matching. *Stephen Gerard Schilling, University of Michigan; Yevgeniya Kleyman, University of Michigan*

Selection of Comparison Schools for South Carolina's Reading First, Using Match It With Follow-Up HLM Analysis. *Tammiee S. Dickenson, University of South Carolina - Columbia; Jessalyn Smith, University of South Carolina; Joanna Angeline Gilmore, University of South Carolina; Robert L. Johnson, University of South Carolina*

Using the Multiple Sets of Matched Samples and Statistical Controls to Evaluate a Reading Intervention Program. *Yu Nu Yang, Prince George's County Public Schools; Yuan Hwang Li, Prince George's County Public Schools*

Measuring the Black-White Achievement Gap in Racially Isolated Schools. *Terran Leon Brown, University of California - Santa Barbara; Rebecca Zwick, University of California - Santa Barbara*

Discussant: *Edward W. Wiley, University of Colorado - Boulder*

21.028. Cultural and Ethnic Studies. Division E-Counseling and Human Development
Swissôtel, Engelberg, Third Floor
4:05 pm to 5:35 pm

Chair: *Sherryl B. Graves, Hunter College*

Participants:

A Comparative Study of the Relationship Between Separation-Individuation and Adjustment in White and South Asian College Undergraduates. *Anita Sankar, State University of New York - Buffalo*

Shame and Guilt in Response to Academic Failure: Evidence From Cross-Cultural Research. *Temí Bidjerano, State University of New York - Albany*

Stories of Achievement: Tanzanian Street and Nonstreet Children's Understandings of Education. *Priya Gersappa Nalkur, Harvard Graduate School of Education*

White Racial Identity as a Function of Emotional Intelligence. *Sachin Jain, University of Texas - Pan American; Mary Alice Bruce, University of Wyoming*

Discussant: *Cynthia A. Hudley, University of California - Santa Barbara*

21.029. Life Stories and School Life, 1840 to 1960. Division F-History and Historiography

Swissôtel, Vevey, Third Floor
4:05 pm to 6:05 pm

Chair: *Scott Alan Metzger, Pennsylvania State University*

Participants:

“Today Is My Examination Day. Oh, Dear!” Teacher Assessment in 19th-Century New England. *Jo Anne Preston, Tufts University*
Building the Polyglot Boardinghouse: The Heyday of Public Bilingual Schooling in the United States, 1840-1880. *Paul Joseph Ramsey, Indiana University*

The Home Front: Women’s Writing, Education, and the Civil War. *Lucy E. Bailey, Oklahoma State University*

The Story Untold: Understanding the Life Stories of Six African-American Women. *Lowell Kent Davis, Indiana University*

Dual Emancipations: Constructing Modern Spaces for Women’s Lives as Teachers in Black Schools, 1861-1876. *Ronald E. Butchart, University of Georgia*

Discussant: *Mary Rose McCarthy, Pace University*

21.030. Resisting Racialized Identities. Division G-Social Context of Education

Hyatt, Grand Suite 5, East Tower - Gold Level

4:05 pm to 5:35 pm

Chair: *Jite Eferakorho, Indiana University - Purdue University - Indianapolis*

Participants:

Managing Whiteness: Racialized Performances and Pedagogies of “Successful” White Teachers in Predominantly Black Classrooms. *Heather A. Harding, Annenberg Institute for School Reform*

Critical Racial Awareness, Racialized Aspects of School Culture, and Academic Achievement: Listening to the Voices of Black High School Students. *Daren Graves, Simmons College*

“Proving Myself”: Countering Stereotype Threat in a Predominantly White High School. *Dorinda Joy Carter, Michigan State University*

Whose Life Is It? Cultural Models of Self-Determination. *David W Leake, University of Hawai’i - Manoa*

Discussant: *Dorinda Joy Carter, Michigan State University*

21.031. Rethinking Language and Literacy Learning in Globalized Contexts. Division G-Social Context of Education

Hyatt, Columbus Hall, Section A, East Tower - Gold Level

4:05 pm to 5:35 pm

Chair: *Wan Shun Eva Lam, Northwestern University*

Participants:

Changing Communicative Relationships, Revised Pedagogical Priorities. *Suresh Canagarajah, Baruch College*

Language, Literacy, and Learning With Transnational-Diaspora Media. *Wan Shun Eva Lam, Northwestern University; Enid Rosario, Northwestern University*

Translocal Hip-Hop Music, Cantonese Verbal Art, Informal Literacies, and Critical Public Pedagogies. *Angel Lin, Chinese University of Hong Kong*

Multiliteracies, Identity, and “Pop-Cosmopolitanism” in Online Fanfiction Spaces. *Rebecca Black, University of California - Irvine*

Local Articulations in Transcultural Communication Environments. *Steven Thorne, Pennsylvania State University*

Discussants: *Carmen Luke, University of Queensland; Michele Knobel, Montclair State University*

21.032. Refugees and Schooling: Resiliencies and Traumas. Division G-Social Context of Education

Hyatt, Field, West Tower - Silver Level

4:05 pm to 5:35 pm

Chair: *Gunilla Holm, Western Michigan University*

Participants:

Perceptions of the United States: Ethics and Influences in a Digital Video Program for New Immigrant Children. *Sandra S. Andrews, Samuel DiGangi, Angel Kay Jannasch-Pennell, Arizona State University*

Understanding the Resiliency and Academic Success of Refugees From Limited/Interrupted Formal-Schooling Backgrounds. *Anne P. Dahlman, Minnesota State University*

Tales of Trauma: The Immigrant and Refugee Experience in an Inner-City School in Toronto. *Grace Feuerverger, University of Toronto*

Who Really Wants “The Poor, the Tired, and the Huddled Masses” Anyway? Individualized Responses of Teachers to Refugee Students in Public School Classrooms. *Kevin C. Roxas, Michigan State University*

Discussant: *Vivian Louie, Harvard Graduate School of Education*

21.033. Spatial Analyses of Educational Inequality: Examining Evidence on Race, Class, Power, and Place in Public Schools.

Division G-Social Context of Education

Hyatt, Burnham, West Tower - Silver Level

4:05 pm to 5:35 pm

Chair: *Adrienne D. Dixon, Ohio State University*

Participants:

Urban/Suburban Differences in High School Attainment, 1940-1980. *John L. Rury, University of Kansas*

The Social Construction of Failing Schools and Its Self-Fulfilling Prophecy: A Spatial Analysis of “Urban Education” in New York City. *Amy Stuart Wells, Teachers College, Columbia University; Janelle T. Scott, New York University; Jacquelyn Nely Duran, Teachers College, Columbia University*

Disinvesting in Alameda Corridor High Schools: A Historical Spatial Analysis of the Impact of Changing Demographics on Public High Schools Along the Alameda Corridor. *Daniel Gilbert Solorzano, University of California - Los Angeles; Veronica Nelly Velez, University of California - Los Angeles*

The Spatial Politics of School Finance in Metropolitan Connecticut, 1945-2005. *Elisabeth Pennington, Trinity College; Emily Steel, Trinity College; Jack Dougherty, Trinity College - Hartford*

Discussants: *Michael W. Apple, University of Wisconsin; Mary Patillo, Northwestern University*

21.034. Improving Quality of Reporting: Editors’ Perspectives.

Division I-Education in the Professions

Marriott, Avenue Ballroom, Fourth Floor

4:05 pm to 6:05 pm

Chair: *Georges Bordage, University of Illinois*

Participants: *Geoffrey R. Norman, McMaster University; Jack R. Lohmann, Georgia Institute of Technology; Jerry A. Colliver, Southern Illinois University; Carol J. Burger, Virginia Polytechnic Institute and State University*

Discussant: *David A. Cook, Mayo Clinic College of Medicine*

21.035. Advancing Women in Science and Engineering. Division J-Postsecondary Education

Marriott, Dupage, Third Floor

4:05 pm to 5:35 pm

Chair: *Abigail J. Stewart, University of Michigan*

Participants: *Ruth Dyer, Kansas State University; Beth Montelone, Kansas State University; Diana Bilimoria, Case Western Reserve University; Danielle LaVaque-Manty, University of Michigan; Janet Malley, University of Michigan*

Discussant: *Abigail J. Stewart, University of Michigan*

21.036. Analysis Using Large Data Sets. Division J-Postsecondary Education
Marriott, Illinois, Sixth Floor
4:05 pm to 5:35 pm

Chair: *Angela Diane Bell, University of Georgia*

Participants:

Analyzing Trends in Higher Education Funding Using Curvilinear Regression. *W. Paul Vogt, Illinois State University; Edward R. Hines, Illinois State University*

Institutional Characteristics and Degree Completion Across Student and College Types. *Lisbeth Goble, Ann Person, James E. Rosenbaum, Northwestern University*

The Global Importance of the U.S. University Laboratory: A Network Analysis of University Patenting Activities. *Margaret M. Clements, Indiana University*

Investments in Graduate and Professional Degree Education: Impacts on State Workforce Productivity Growth. *Nasrin Fatima, EPI Canada*

Discussant: *Scott L. Thomas, University of Georgia*

21.037. Are Institutional Graduation Rates Valid Measures of Community College Performance? Division J-Postsecondary Education

Marriott, Huron, Tenth Floor
4:05 pm to 5:35 pm

Chair: *Thomas R. Bailey, Teachers College, Columbia University*

Participants: *Clifford Adelman, U.S. Department of Education; Laura Horn, MPR Associates, Inc.; Davis Jenkins, Community College Research Center, Teachers College, Columbia University*

21.038. Assessment of Student Learning: The Gradebook and Beyond. Division J-Postsecondary Education

Marriott, Great America, Sixth Floor
4:05 pm to 5:35 pm

Chair: *Beverly G. Dyer, University of Alabama*

Participants:

Grade Inflation in Higher Education: Does an "A" Grade Still Mean Excellent? *Sean W. Mulvenon, Michael Miller, Dan Ferritor, Jon Johnson, University of Arkansas*

Leadership and Learning to Build Collaborative Assessment: Common Sense, Craft, and Research-Oriented Approaches. *Dianne C. Gardner, Illinois State University*

Contradictions of Assessment for Learning in Higher Education. *Steinar Kvale, University of Aarhus*

Sources of Agreement and Disagreement in PhD Thesis Examination. *Allyson P. Holbrook, Sidney F. Bourke, Terry Lovat, Hedy Margaret Fairbairn, University of Newcastle*

Discussant: *Stephen Katsinas, University of Alabama*

21.039. Qualitative Longitudinal Findings on Effects of Teaching-Related Professional Development on STEM Doctoral Students and Postdocs. Division J-Postsecondary Education

Marriott, Kansas City, Fifth Floor
4:05 pm to 5:35 pm

Chair: *Norman L. Webb, University of Wisconsin - Madison*

Participants: *Susan B. Millar, Mark R. Connolly, Jana Bouwma-Gearhart, Shihmei Barger, University of Wisconsin - Madison*

Discussant: *Ann E. Austin, Michigan State University*

21.040. Research Across the Color Line: Challenges and Opportunities. Division J-Postsecondary Education

Marriott, Chicago Ballroom, Section H - Fifth Floor
4:05 pm to 5:35 pm

Participants: *Marybeth Gasman, University of Pennsylvania; Rachelle Winkle Wagner, University of Pennsylvania; MaryBeth Walpole,*

Rowan University; Clifton F. Conrad, University of Wisconsin - Madison

Discussant: *Deborah F. Carter, University of Michigan*

21.041. "Do I Make a Difference?" Teacher Self-Efficacy Studies.

Division K-Teaching and Teacher Education
Hyatt, San Francisco, West Tower - Gold Level
4:05 pm to 5:35 pm

Participants:

Speech-Language Pathologists' Efficacy Beliefs About Assessing the Language Skills of Language Minority Students. *Karen Patricia Harris, Kennesaw State University*

Teacher Self-Efficacy and Student Achievement: Improving Student Achievement at the High School. *Greg S. Goodman, Kathleen Murphy, Jonathan R. Brown, Brian E. Maguire, Deborah Ellermeyer, Patricia Kolencik, John Colantonio, Marilyn Howe, Sonja Heeter, Clarion University of Pennsylvania*

Teaching Practices and Efficacy Beliefs: A Replication Study of Novice Teachers in Grades 3 to 5. *Amanda Rabidue Bozack, Mary M. McCaslin, Thomas L. Good, University of Arizona*

21.042. Action Research and Reflective Inquiry as Multicultural Teacher Education. Division K-Teaching and Teacher Education

Hyatt, Wright, West Tower - Silver Level
4:05 pm to 5:35 pm

Chair: *Andrew M. A. Allen, University of Windsor*

Participants:

Centering Social Justice and Equity in Action Research: Pedagogical Challenges for Teacher Educators. *Kathryn G. Herr, Montclair State University; Jeremy N. Price, Montclair State University*

Creating Self-Reflective Multicultural Curriculum Through Autoethnography in Teacher Education. *Heewon Chang, Eastern University*

Culture and Classroom Management: Grounded Theory From a High-Poverty, Predominately African-American Elementary School. *Diane B. Marks, University of Florida*

Revisiting Multiculturalisms: Ethnographic and Autobiographic Research on Subjectivities, Personal Narratives, and Teacher Education. *Valerie F. Kinloch, Teachers College, Columbia University; En-Shu Liao, Teachers College, Columbia University*

Discussant: *Lee A. Bell, Barnard College*

21.043. Conceptualizing and Empirically Investigating Transformative Professional Development. Division K-Teaching and Teacher Education

Hyatt, Acapulco, West Tower - Gold Level
4:05 pm to 6:05 pm

Chair: *Jemie A. Whitcomb, University of Colorado - Boulder*

Participants: *Daniel Liston, Kimberly Bunning, Laura L. Aachee Susan Jurow, Kathryn L. Byrnes, Kimberly E. Geil, University of Colorado - Boulder*

Discussants: *Janet M. Alsup, Purdue University; Hilda Borko, University of Colorado - Boulder; Carol R. Rodgers, State University of New York - Albany*

21.044. Designing Teacher Learning to Develop Literacies in the Academic Disciplines. Division K-Teaching and Teacher Education

Hyatt, Columbus Hall, Section G, East Tower - Gold Level
4:05 pm to 5:35 pm

Chair: *Ruth Schoenbach, WestEd*

Participants:

Building Teacher Capacity for Responsive Teaching of Disciplinary Literacies Through Strategic Inquiry Engagements. *Cynthia L.*

Greenleaf, WestEd; Ruth Schoenbach, WestEd
 Disciplinary Literacy: Cognitive Apprenticeship for Secondary
 School Teachers and Students. *Lauren B. Resnick, Gaea*
Leinhardt, Anthony Robert Petrosky, University of Pittsburgh
 Becoming What We Are Not Yet: The Development of Teacher
 Expertise to Work With Adolescent English Learners. *Aida*
Walqui, WestEd

Discussant: *Judith Warren Little, University of California - Berkeley*

21.045. Engaging Learning Ecologies With Technology: Perceptions and Use of Time, Space, Digital Stories, and Technologies.

Division K-Teaching and Teacher Education
 Hyatt, Stetson Conference Center, Suite E, West Tower - Purple
 Level
 4:05 pm to 5:35 pm

Chair: *Joan E. Hughes, University of Minnesota*

Participants:

Beginning Teachers' Technology Use: First-Year Teacher
 Development and the Institutional Context of New Teachers'
 Instructional Technology Use. *Jon M. Clausen, Ball State*
University

How Preservice Teachers Perceive Their ICT Competencies. *Ruth*
Xiaoqing Guo, University of Ottawa

Retelling the Story: Official Tales of Technology and Head Start
 Teachers' Technophobia. *Arzu Arikan, Anadolu University*

Teaching With Technology: Does Teaching Experience Matter?
Jessica Erin Vick, University of Maryland; Roger Azevedo,
University of Memphis; Neil Hofman, University of Maryland

The Critical Mythology of Teacher Education. *Stefanie K. Kendall,*
Michigan State University; H James Garrett, Michigan State
University

Understanding Technology Adoption in Schools: A Social Approach.
Bo Yan, Michigan State University

Web 2.0: What Is It and How Can It Apply to Teaching and Teacher
 Preparation? *Rick J. Voithofer, Ohio State University*

Discussant: *Chrystalla Mouza, University of Delaware*

21.046. Grow Your Own Teachers in Illinois: Community Resources at Work in Local Schools.

Division K-Teaching and
 Teacher Education
 Funston Elementary School, Community Center
 4:05 pm to 7:35 pm

Chair: *Mark R. Warren, Harvard Graduate School of Education*

Participants:

Funds of Knowledge as a Basis for Producing High-Quality
 Teachers. *Joanna Brown, Logan Square Neighborhood*
Association

School Research Demonstrates the Need for GYO Teachers. *Diana*
G. Lauber, Cross City Campaign For Urban School Reform

The Evolution of GYO Teachers Illinois. *Anne Hallett, Grow Your*
Own Illinois

GYO Students at the University: A Network of Mutual Support.
Elizabeth A. Skinner, Chicago State University

Participants: *Luis C. Moll, University of Arizona; Angela Mojekwu,*
Illinois ACORN; Maureen Gilette, Northeastern Illinois University;
Brian D. Schultz, Northeastern Illinois University

21.047. Preparing Minority Students for Urban Teaching.

Division K-Teaching and Teacher Education
 Hyatt, McCormick, West Tower - Silver Level
 4:05 pm to 5:35 pm

Chair: *Cathryn Busch, Chicago State University*

Participants:

Urban Student Teaching: A Look at Inequity. *Timothy Harrington,*
Chicago State University

No One Said There Would Be Days Like This: Preparing Preservice
 Teachers for the Realities of Urban Teaching. *Nasihah Cirincione-*
Ulezi, Chicago State University

The Realities of Inclusion in Urban Settings. *Carl Lawson, Chicago*
State University

Thinking Versus Remembering: Preparing Minority Student
 Teachers Through an Inquiry-Based Program. *Lynne El-Amin*
Waheed, Chicago State University

Assessing Teacher Education Programs for Urban Schools. *Jerald L.*
Henderson, Chicago State University

21.048. Preparing Teachers for Dialectally Diverse Classrooms Through Sociolinguistic Approaches.

Division K-Teaching and
 Teacher Education
 Hyatt, Horner, West Tower - Silver Level
 4:05 pm to 5:35 pm

Participants:

Learning From Teaching: Effective Professional Development for
 Sociolinguistic Diversity. *Julie Sweetland, Stanford University/*
Center City Consortium

"My Dog Name Is Bear": How to Foster Mainstream Literacy in the
 Dialectally Diverse Classroom. *Rebecca Wheeler, Old Dominion*
University

Bridging Community and School Dialects: Linguistics-Based
 Teacher Professional Development in a Dialectally Diverse High
 School. *Amanda J. Godley, University of Pittsburgh*

Discussant: *Angela E. Rickford, San José State University*

21.049. Preparing Teachers for English Language Learners: Building on Students' Funds of Knowledge.

Division K-
 Teaching and Teacher Education
 Hyatt, Hong Kong, West Tower - Gold Level
 4:05 pm to 5:35 pm

Chair: *M. Beatriz Arias, Arizona State University*

Participants:

Sociocultural Framework for Teachers Working With ELLs. *M.*
Beatriz Arias, Arizona State University

University School Partnerships That Support Student Teachers.
Alexandria Terese Estrella, Arizona State University

Novice Teachers Learning to Teach ELLs. *Nancy Murri, Arizona*
State University

Coaching Student Teachers for ELLs. *Erminda Garcia, Isaac School*
District

Participants: *M. Beatriz Arias, Arizona State University; Alexandria*
Terese Estrella, Arizona State University; Erminda Garcia, Isaac
School District; Nancy Murri, Arizona State University

Discussant: *Eugene E. Garcia, Arizona State University*

21.050. Tight but Loose: Scaling Up Teacher Professional Development in Diverse Contexts.

Division K-Teaching and
 Teacher Education
 Hyatt, Columbus Hall, Section I, East Tower - Gold Level
 4:05 pm to 6:05 pm

Chair: *Joseph Ciofalo, ETS*

Participants:

Tight but Loose: A Conceptual Framework for School Reform.
Marnie R. Thompson, ETS; Dylan R. Wiliam, Institute of
Education, University of London

Teachers Driving Innovation in Assessment for Learning. *Diane*
Mardy, HoHoKus, NJ School District; Laura D. Goe, ETS

Keeping Learning on Track as a State-Sponsored Pilot Project. *Gail*
Taylor, Vermont Department of Education; Cynthia Tocci, ETS

Letting Go of the Reins: Learning About Scalability in the Context
 of One Districtwide Implementation. *Maureen Gannon, Math*

Science Partnership of Greater Philadelphia; Donna Cleland, Math Science Partnership of Greater Philadelphia; Christine Lyon, ETS

Keeping Learning on Track in New Teacher Induction. *Jeff Maher, St. Mary's County Public Schools; Dylan R. Wiliam, Institute of Education, University of London*

Keeping Learning on Track in an Urban District's Low-Performing Schools. *Donna G. Snodgrass, Cleveland Municipal School District; Marnie R. Thompson, ETS*

Scaling Up Across Diverse Contexts: Lessons Learned From Five Implementations of Keeping Learning on Track. *Judith Z. Ellsworth, University of Wyoming; Laura D. Goe, ETS; Dawn Leusner, ETS*

Discussant: *Michael Fullan, University of Toronto*

21.051. California School Finance and Governance: Getting Down to Facts. Division L-Educational Policy and Politics
Sheraton, Colorado, Level 2
4:05 pm to 5:35 pm

Participants: *Michael W. Kirst, Stanford University; Dominic J. Brewer, University of Southern California; Susanna Loeb, Stanford University*

Discussant: *Marshall S. Smith, William and Flora Hewlett Foundation*

21.052. Intentions and Tensions of Accountability Under No Child Left Behind. Division L-Educational Policy and Politics
Sheraton, Huron, Level 2
4:05 pm to 5:35 pm

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

Participants:

State Accountability Trends Under NCLB. *Ellen E. Forte, EdCount, LLC*

Balancing State Systems: Identification for Improvement and Support for Improvement. *Kerstin A. Carlson Le Floch, Jennifer A. O'Day, James E. Taylor, American Institutes for Research*

District Capacity to Assist Schools Identified for Improvement. *Christine L. Padilla, SRI International*

Accountability and Classroom Practices. *Laura S. Hamilton, Felipe Martinez, Brian Stecher, RAND Corporation*

Discussants: *Margaret E. Goertz, University of Pennsylvania; Xavier Botana, Chicago Public Schools*

21.053. Perspectives on the Adequacy and Equity of State School Funding. Division L-Educational Policy and Politics
Sheraton, Erie, Level 2
4:05 pm to 5:35 pm

Chair: *James W. Guthrie, Vanderbilt University*

Participants:

Estimating the Adequacy of School District Facilities: Evidence From Michigan. *David D. Arsen, Michigan State University; Thomas Davis, Michigan State University*

Vertical Equity and Adequacy in K-12 Finance and Costs of Improving Matriculation to Two- and Four-Year Colleges Across Educational Settings and Children. *Bruce D. Baker, University of Kansas; Scott L. Thomas, University of Georgia*

Balancing Equity and Local Control in the Wisconsin Educational Funding System, 1970-2005. *Deb Gurke, University of Wisconsin - Madison*

Reconciling State Aid and Property Tax Relief for Urban Schools: Birthing a New STAR in New York State. *Kieran M. Killeen, University of Vermont; Tae Ho Eom, Rutgers, The State University of New Jersey*

Discussant: *Douglas N. Harris, University of Wisconsin - Madison*

21.054. Challenges, Practices, and Contexts for Dual Immersion Programs. SIG-Bilingual Education Research
Swissôtel, Grand Ballroom, Section I - Ballroom Level
4:05 pm to 5:35 pm

Chair: *Margarita Gonzalez, University of California - Santa Barbara*
Participants:

Integration in Two-Way Immersion Education: Equalizing Linguistic Benefits for All Students. *Ester J. Dejong, University of Florida; Elizabeth R. Howard, Harvard Graduate School of Education*

Promoting Tolerance Among White and Latino Students: Longitudinal Sociocultural Benefits of a Dual-Immersion Bilingual Program. *Annette M. Daoud, California State University - San Marcos; Patricia L. Prado-Olmos, California State University - San Marcos*

Sustaining Dual-Language Programs: One Model School. *Iliana Alanis, University of Texas - San Antonio; Mariela A. Rodriguez, University of Texas - San Antonio*

The Influence of Oral Language on Biliteracy Development: Lessons From a Dual-Immersion Program. *Higinia Torres Rimbau, University of St. Thomas*

Toward an Expanded Understanding of Two-Way Bilingual Immersion Education. *Sharon A. Reyes, Loyola University - Chicago; Trina Lynn Vallone, Trinity Christian College*

Discussant: *Rafael Lara-Alecio, Texas A&M University*

21.055. Cooperative Learning K-12. SIG-Cooperative Learning: Theory, Research and Practice
Swissôtel, Grand Ballroom, Section II - Ballroom Level
4:05 pm to 5:35 pm

Chair: *Laurie Stevahn, Seattle University*

Participants:

Closing the Achievement Gap Through CLAD: Collaborative Learning Assessment Through Dialogue. *E. Frank Fitch, University of Cincinnati, Clermont College; Kathleen M. Hulgin, College of Mount St. Joseph*

Effects of Cooperative Learning on Elementary School Students' Achievement: A Meta-Analysis. *Cary James Roseth, David W. Johnson, Roger T. Johnson, Fang Fang, Caroline Lual Hilk, Michelle A. Fleming, University of Minnesota*

Fostering a Collaborative Knowledge-Building Culture: Early Successes and Difficulties. *Hyo-Jeong So, Nanyang Technological University*

Constructive Controversy: A Means to Increase Moral Development. *Michelle L. Tichy, St. Norbert College*

Acquiring Knowledge From Scientific Texts Through Graphic Organizers and Question Generation. *Angela M. O'Donnell, Rutgers, The State University of New Jersey*

Discussant: *James M. Mitchell, California State University - East Bay*

21.056. Against the Tyranny of Standardization: A Rethinking School Review of Three Critical Literacy Initiatives in Public School Settings. SIG-Critical Educators for Social Justice
Marriott, Indiana, Sixth Floor
4:05 pm to 5:35 pm

Participants:

La Escuela Fratney: Critical Literacy Within a Multicultural, Antiracist Curriculum. *Rita Tenorio, La Escuela Fratney, Milwaukee, WI*

The "Tech Squad" at W.E.B. Du Bois High School - Student Reporters Take on Social Justice Issues. *Larry Miller, W.E.B. Du Bois High School, Milwaukee, Wisconsin*

An Overview of the Struggle for Critical Literacy Instruction in Public Schools. *Wayne Au, University of Wisconsin - Madison*

“The Roving Readers” - Parental Empowerment Through Enriching Literacy Instruction. *David Paul Levine, University of North Carolina - Chapel Hill*

21.057. Negotiating Race and Class in a Middle School Context: 1980-2006. SIG-Critical Examination of Race, Ethnicity, Class, and Gender in Education
Marriott, McHenry, Third Floor
4:05 pm to 5:35 pm

Chair: *Adah L. Ward Randolph, Ohio University*

Participants:

“We Shouldn’t Rest on Our Laurels”: Class and Race in the 1980 Anderson School. *Diana T. Slaughter Defoe, University of Pennsylvania*

Effecting Organizational Change Favoring Racial Diversity: Critical Change Agent Seeks Consensus. *Carol Ann Stowe, Columbia College - Chicago*

From Silence to Speech: Making Space for Cross-Racial Dialogue in School. *Cory Stutts, Ancona Montessori School*

“It’s About Race... No It Isn’t!” Politics of Silence and Con/ Divergent Voices Constructing Youth Identities. *Enora R. Brown, DePaul University*

Discussants: *Barbara L. Schneider, Michigan State University; Adah L. Ward Randolph, Ohio University*

21.058. Challenges to Community: Lessons Learned? SIG-Critical Perspectives on Early Childhood Education
Sheraton, Mississippi, Level 2
4:05 pm to 6:05 pm

Participants:

Access Interrupted: Exploring the Social Organization of Community-Based Early Learning Programs. *Rosamund Kathryn Stooke, Simon Fraser University; Pamela J. McKenzie, University of Western Ontario; Suzanne Smythe, University of British Columbia*

Developing a Sense of Community: A Critical Look at a Cross-Cultural, Cross-National Early Childhood Center. *Diane E. Lang, Manhattanville College*

The Community Standard: Exploring the Disciplinary Power of Classroom Community Ideals in Early Childhood. *Debora B. Wisneski, University of Wisconsin - Milwaukee*

Discussant: *Valerie Polakow, Eastern Michigan University*

21.059. New Faculty, New Universities, New Roles: Responding to Changing Expectations. SIG-Faculty Teaching, Evaluation and Development
Inter-Continental, Burnham, Eighth Floor
4:05 pm to 5:35 pm

Chair: *Suzanne Young, University of Wyoming*

Participants:

Burning the Candle at Both Ends: Conflicting Expectations, Demands, and Values. *Barbara J. Johnson, Jackson State University*

Faculty Socialization Through a Learning Community. *Rod Rock, Saginaw Intermediate School District*

Improving Quality by Improving Learning in Education in Postapartheid South Africa. *Alette Delpont, Nelson Mandela Metropolitan University; Ana Naidoo, Nelson Mandela Metropolitan University; Jean E. McNiff, St. Mary’s University College*

Supporting Pretenure Faculty Through a Faculty Development Program. *Melissa J. Luna, Northwestern University; Gregory J. Light, Northwestern University*

Discussant: *Harriet R. Morrison, J. Sargeant Reynolds Community College*

21.060. State of the States and Provinces, 2007. SIG-Fiscal Issues, Policy and Education Finance
Marriott, Chicago Ballroom, Section F - Fifth Floor
4:05 pm to 6:05 pm

Chair: *Catherine C. Sielke, University of Georgia*

Participants: *Michael F. Addonizio, Wayne State University; Jack G. Blendinger, Mississippi State University; Mary L. Boscardin, University of Massachusetts - Amherst; Brian O. Brent, University of Rochester; Faith E. Crampton, University of Wisconsin - Milwaukee; Karen DeMoss, University of New Mexico; Merle J. Farrier, University of Montana; Lawrence S. Getzler, Virginia Department of Planning and Budget; Carolyn D. Herrington, University of Missouri - Columbia; Patrice Iatarola, Florida State University; Robert Charles Knoepfel, University of Kentucky; Barbara Y. Lacost, University of Nebraska - Lincoln; Jeff Maiden, University of Oklahoma; William J. Mathis, Rutland Northeast Schools; Comfort O. Okpala, North Carolina Agricultural and Technical State University; Gary Peevely, Tennessee State University; Frank Peters, University of Alberta; Lawrence O. Picus, University of Southern California; Margaret L. Plecki, University of Washington; Gary W. Ritter, University of Arkansas; David L. Silvernal, University of Southern Maine; Scott R. Sweetland, Ohio State University; Deborah A. Verstegen, University of Nevada; Linda R. Vogel, University of Northern Colorado*

21.061. Perspectives on Latino Education. SIG-Hispanic Research Issues
Marriott, Cook, Third Floor
4:05 pm to 6:05 pm

Chair: *William R. Black, Indiana University - Indianapolis*

Participants:

Resistance and Resilience: The Stories of Veteran Chicana Teacher Activists. *Joyce H. Burstein, California State University - Northridge; Theresa Montano, California State University - Northridge*

“This Is America and in America, We Speak English”: Linguistic Exclusion and Educational Denial. *Martha A. Montero-Sieburth, University of Massachusetts - Boston*

Methodological and Conceptual Challenges in Studies of Mexican-American Fathers. *Olivia N. Saracho, University of Maryland; Bernard Spodek, University of Illinois*

Preparing Teachers to Succeed With Latino Students and Families: Liberating Literacy Despite Oppressive Mandates. *Myriam N. Torres, New Mexico State University*

Discussant: *Toni Griego-Jones, University of Arizona*

21.062. Tools and Practice in Blended Learning Environments. SIG-Instructional Technology
Inter-Continental, Holabird, Eighth Floor
4:05 pm to 5:35 pm

Chair: *Gayle V. Davidson-Shivers, University of South Alabama*

Participants:

Understanding Effective Facilitation of Learning in a Blended Model of Instruction: The West Virginia Virtual Spanish Program. *Maura J. Pereira, Indiana University; Kay Sloan, Rockman Et Al*

Promoting a Synchronous Audio Interaction in a Blended Course. *Yun Jeong Park, Indiana University; Curtis J. Bonk, Indiana University*

Exploring Critical Factors Influencing Middle School Students’ Use of Web-Enhanced Tools in Science Classrooms. *Minchi Kim, New York University; Michael J. Hannafin, University of Georgia*

Optional Use of Lecture Resources: Resource Use, Examination Performance, and Attendance. *Mark D. Grabe, University of North Dakota*

Discussant: *Karen P. Swan, Kent State University*

21.063. Academic Performance of Students in Developing Countries Not Participating in International Testing: East Timor, India, Honduras, and Guatemala. SIG-International Studies

Sheraton, Ohio, Level 2

4:05 pm to 5:35 pm

Chair: *Jose-Felipe Martinez-Fernandez, RAND Corporation*

Participants:

Timor-Leste Education: From Independence to Sustained Improvement. *Pete G. Goldschmidt, University of California - Los Angeles*

Improving Secondary Education in India. *Christy Kim Boscardin, University of California - Los Angeles*

A Study of Grade 3 Students in Honduras: From the Perspectives of Students, Teachers, and Principals. *Jia Wang, Public Works, Inc.*

Equity and Student Achievement in Guatemala. *Marjorie H. Chinen, University of California - Los Angeles; Motoaki Hara, University of California - Los Angeles*

Discussant: *Kin Bing Wu, The World Bank*

21.064. The John Dewey Society Annual Lecture: Is Culture Responsible? Jane Addams Calls It to Account. SIG-John Dewey Society

Fairmont, Gold Room, Second Level

4:05 pm to 6:05 pm

Chair: *Larry A. Hickman, Southern Illinois University - Carbondale*

Participant: *Charlene Haddock Seigfried, Purdue University*

21.065. Moral Reasoning. SIG-Moral Development and Education
Marriott, Halsted, Fourth Floor

4:05 pm to 6:05 pm

Chair: *Victor Battistich, University of Missouri - St. Louis*

Participants:

The Relationships Among Moral Judgment Development, Developmental Phase, and Intermediate Concepts. *Stephen J. Thoma, University of Alabama; Muriel J. Bebeau, University of Minnesota*

Strengths and Weaknesses of the MJT: An Examination of Its Use With Samples in the United States. *Robert J. Colesante, Siena College; Donald A. Biggs, Siena College*

The Effect of Affect: Exploring the Relevance of Sadness and Anger to Macromoral Reasoning and Judgment. *William Pitt Derryberry, Western Kentucky University; Brian David Barger, Western Kentucky University; Jeff Brooks, Indiana University - South Bend; Ryan Mulvaney, Kentucky Wesleyan College*

Effects of Service Learning on the Moral Reasoning of College Students. *James M. Lies, University of Minnesota; Tonia Bock, University of St. Thomas; Jay William Brandenberger, University of Notre Dame*

Discussant: *Carla R. Monroe, University of Georgia*

21.066. Artistic Representations in Visual Narrative. SIG-Narrative and Research

Inter-Continental, King Arthur Court, Third Floor

4:05 pm to 5:35 pm

Chair: *Vera F. Caine, University of Alberta*

Participants:

Beating the Odds: "Storying" the Journey to Higher Education. *Jessica Geier, University of Texas - Austin; Susan Espinosa, University of Massachusetts*

Encounters of Ethos: Students' Experiences With the Chinese Film "To Live". *Chao Jia, OISE/University of Toronto; Carola Conle, University of Toronto*

Stories That Boys Tell: What Visual Narratives Can Reveal About Schooling and Masculinities. *Donal O Donoghue, Mary Immaculate College*

The Use of Animated Sketches in Constructing Narratives of Geometry Teaching. *Wendy Rose Aaron, University of Michigan; Patricio G. Herbst, University of Michigan*

Discussant: *Thomas E. Barone, Arizona State University*

21.067. Decolonization and Qualitative Inquiry. SIG-Qualitative Research

Inter-Continental, Renaissance Ballroom, Fifth Floor

4:05 pm to 5:35 pm

Chair: *Elsa M. Gonzalez Y Gonzalez, Texas A&M University*

Participants:

When Data Analysis Goes Awry: Decolonizing Qualitative Research in Transnational Contexts. *Kakali Bhattacharya, University of Memphis*

"Spanish Is a Loving Tongue ...": Performing Qualitative Research Across Languages, A Performance Piece. *Yvonna S. Lincoln, Elsa M. Gonzalez Y Gonzalez, Carmen Aroztegui-Massera, Texas A&M University*

Toward Performance Methodology: Crafting Research Tools From Local Knowledge. *Elizabeth Henning, Mpho Monareng, Wilhelm Van Rensburg, Sarah Johanna Gravett, University of Johannesburg*

Tales of a Latina Ethnographer: Race and Reflexivity in Qualitative Research. *Dalia Rodriguez, Syracuse University*

Discussant: *Lisa A. Mazzei, Manchester Metropolitan University*

21.068. Research in Social Studies Preservice and Inservice Teacher Education. SIG-Research in Social Studies Education

Hyatt, Plaza Ballroom, Section A, East Tower - Green Level

4:05 pm to 6:05 pm

Chair: *S. G. Grant, State University of New York - Buffalo*

Participants:

Correlates of Globalmindedness Among Elementary and Secondary Teacher Candidates. *Toni Fuss Kirkwood-Tucker, Florida Atlantic University; John D. Morris, Florida Atlantic University*

Framing Inquiry: A Case Study of Experienced Social Studies Teachers Conducting Teacher Research. *Meghan M. McGlimm Manfra, Old Dominion University*

Preparing Social Studies Teachers for the Middle Level: Promise and Problems in Two Divergent Pathways. *Hilary Gehlbach Conklin, University of Georgia*

Supports and Struggles in Teaching for Social Justice: Implications for Social Studies Teacher Educators. *Rahima C. Wade, University of Iowa*

Discussant: *Jada Kohlmeier, Auburn University*

21.069. Understanding Physical Education: Perspectives of Teachers and Principals. SIG-Research on Learning and Instruction in Physical Education

Marriott, Kane, Third Floor

4:05 pm to 5:35 pm

Chair: *Ben Paul Dyson, University of Memphis*

Participants:

Barriers to Teacher Engagement With Curricula and Students. *Pamela H Kulinna, Arizona State University; Donetta J. Cothran, Indiana University; Deirdra Bycura, Arizona State University; Char Darst, Arizona State University; Rachelle Jones, Arizona State University*

Folk Dance and Geography as Interdisciplinary Subject Matter: A Study of Negotiating Multiple-Cultural Communities. *Inez C. Rovegno, University of Alabama; Madeleine Gregg, University of Alabama*

Teachers' Perspectives on the Qualities and Roles of an Effective Mentor Teacher. *Donetta J. Cothran, Indiana University; Nathan A. McCaughtry, Wayne State University; Sarah Smigell, Wayne State University; Alex C. Garn, Indiana University; Pamela H. Kulinna, Arizona State University; Roberta E. Faust, Eastern Michigan University; Jeffrey Martin, Wayne State University*

Discussant: *Catherine D. Ennis, University of Maryland*

21.070. Collaboration and Cooperation in Self-Study Research: The Conversation Continues. SIG-Self-Study of Teacher Education Practices

Inter-Continental, Exchange, Eleventh Floor

4:05 pm to 6:05 pm

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

Participants:

Creating the Invisible Researcher: A Drama of Collaborative Self-Study. *Cynthia Ann Lassonde, Carolyn Frances Chryst, Zanna McKay, State University of New York - Oneonta*

Exploring Teaching, Learning, and Learning to Teach in Urban Settings Through Collaborative Conversations. *Francine P. Peterman, Cleveland State University*

Personal, Institutional, and Collective Self-Study: What Did We Learn About the Impact of Our Preservice Teacher Education Program Through Longitudinal Research? *Clare M. Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto*

Take Two: Meaningful Collaboration That Is Not Consensus or Even Consensus-Seeking: A Self-Study of Professional Learning. *Christine L. Canning, University of Northern Iowa; Jennifer Johnson, Augustana College; Linda M. Fitzgerald, University of Northern Iowa; Catherine M. Miller, University of Northern Iowa*

Takin' It to the Streets: A Collaborative Self-Study of Field-Based Teacher Education. *Jason K. Ritter, University of Georgia; Dave Powell, University of Georgia; Todd S. Hawley, The University of Georgia*

Discussant: *Kathryn M. Benson, Southern Arkansas University*

21.071. Characteristics of and Services for Students With

Disabilities. SIG-Special Education Research

Swissôtel, William Tell Theatre, Second Floor

4:05 pm to 5:35 pm

Participants:

Educational Experiences and Persistence in High School Among Individuals With Fetal Alcohol Spectrum Disorder. *Cheryll A. Duquette, Emma Stodel, Stephanie Elizabeth Fullarton, Karras Hagglund, University of Ottawa*

Preschoolers and Elementary-Age Children With Disabilities: Similarities and Differences in Characteristics, Services, and Levels of Functioning. *Elaine Carlson, Westat, Inc.; Jose Blackorby, SRI International*

Raising a Child With Intellectual Disabilities in Ethiopia: What Do Parents Say? *Chernet Tekle Weldeab, University of Oslo; Liv Randi Opdal, Professor Emerita, University of Oslo; Ann I. Nevin, Florida International University*

The Influence of School-Related Factors on the Friendships of At-Risk Youth. *Mary-Elizabeth Glass, Cheryl Hanley-Maxwell, Perry Thomas LaRoque, University of Wisconsin - Madison*

Working With Troubled Girls: A Synthesis of Quantitative Research and Results of Qualitative Analyses. *Elisabeth K. Hess, George Washington University; Esther Merves, George Washington University; Rebecca Metzger, Lower Marion Public Schools;*

Margaux Brown, George Washington University

Discussant: *Edward G. Fierros, Villanova University*

21.072. Spirituality in Teaching for Diversity and Equity in Secular Higher Education Settings: Interactive Session. SIG-Spirituality and Education

Marriott, Chicago Ballroom, Section E - Fifth Floor

4:05 pm to 6:05 pm

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

Participants: *Elizabeth Tisdell, Pennsylvania State University - Harrisburg; Laura I. Rendon, Iowa State University; Riyad Shahjahan, OISE/University of Toronto*

21.073. Robust Methods in Structural Equation Modeling. SIG-Structural Equation Modeling

Marriott, Bucktown, Second Floor

4:05 pm to 6:05 pm

Chair: *Rachel T. Fouladi, Simon Fraser University*

Participants:

Testing Latent Variable Interactions Under the Condition of Latent Variable Nonnormality: Applying Mattson's Method. *Shaojing Sun, Timothy R. Konold, Xitao Fan, University of Virginia*

New Structural Equation Modeling Method With Ordinal and Continuous Data Based on Maximum Pairwise Likelihood. *Juanmei Liu, University of California - Los Angeles; Peter M. Bentler, University of California - Los Angeles*

A Comparison of Three Techniques for Estimating Covariance Structures With Nonnormal Data. *Christine DiStefano, University of South Carolina; Michael Seaman, University of South Carolina*

A Structural Equation Model for Testing Whether Data Are Missing Completely at Random. *Craig K. Enders, Felix Thoemmes, Davood Tofghi, Arizona State University*

A Numerical Approach to the Categorization Effect on the Moments Estimates of the SEM Indicators. *Jaehwa Choi, George Washington University; Gregory R. Hancock, University of Maryland*

Discussant: *Stephen A. Sivo, University of Central Florida*

21.074. Students Learning With Technology: New Considerations.

SIG-Technology as an Agent of Change in Teaching and Learning

Marriott, Iowa, Sixth Floor

4:05 pm to 6:05 pm

Chair: *Robert H. Seidman, Southern New Hampshire University*

Participants:

Who Needs Textbooks? Exploring Reading and Writing Through Multiple Literacies. *Melda N. Yildiz, Gerri Mongillo, Kathleen Malu, Salika Lawrence, William Paterson University*

"Timber for President": Adventure Learning and Motivation.

Eric Riedel, Walden University; Aaron Doering, University of Minnesota; Cassandra Scharber, University of Minnesota; David Ernst, University of Minnesota - Twin Cities

Technology Tools for Student Assessment: Preservice Teachers' Knowledge, Beliefs, and Assessment Practices in a Senior-Year, Onsite Program. *Jane L. Howland, University of Missouri; Judy Wedman, University of Missouri*

Using a Weblog as a Portfolio Tool to Support Self-Regulated Learning in Elementary School. *Iolie Nicolaidou, Concordia University; Johannes Strobel, Concordia University*

Discussant: *Walter F. Heinecke, University of Virginia*

21.075. TICL 1: Advances in Knowledge Representation. SIG-

Technology, Instruction, Cognition & Learning

Hyatt, Truffles, West Tower - Blue Level

4:05 pm to 6:05 pm

Chair: *Joseph M. Scandura, University of Pennsylvania*

Participants:

Closing the Gap in Knowledge Representation: From High-Level Conceptualizing in Instructional Science to Operational Instructional Systems. *Joseph M. Scandura, University of Pennsylvania*

The Role of Case-Based Reasoning in Ill-Structured Problem Solving. *David H. Jonassen, University of Missouri - Columbia*

The Use of Ontologies for eLearning Environments on the Semantic Web. *Gilbert Paquette, Tele-Universite*

Representing Growing Disposition Toward Participating in Scientific Practices. *Janet L. Kolodner, Georgia Institute of Technology*

21.076. Teacher Licensure Exam Performance and Student Achievement. SIG-Test Validity Research and Evaluation
Marriott, Chicago Ballroom, Section D - Fifth Floor
4:05 pm to 5:35 pm

Chair: *Herbert J. Walberg, University of Illinois - Chicago*

Participants:

Everyone's Doing It, But What Does Teacher Testing Tell Us About Teacher Effectiveness? *Dan Goldhaber, University of Washington*

Student Achievement and Passport to Teaching Certification in Elementary Education. *Joshua Boots, American Board for the Certification of Teacher Excellence*

Teacher Licensure Exams: ABCTE and ETS. *Duncan D. Chaplin, Steven Glazerman, Gail Baxter, Mathematica Policy Research, Inc.*

Participants: *Dan Goldhaber, University of Washington; Duncan D. Chaplin, Mathematica Policy Research; Joshua Boots, American Board for the Certification of Teacher Excellence*

Discussants: *Richard J. Tannenbaum, ETS; Drew H. Gitomer, ETS*

21.077. Quality in Educational Administration and Management. Commonwealth Council for Educational Administration and Management
Marriott, Chicago Ballroom, Section G - Fifth Floor
4:05 pm to 5:35 pm

Chair: *Charles Webber, University of Calgary*

Participants:

Authentic Leadership: A Critique of Benevolent Authority. *Erin Elizabeth Irish, OISE/University of Toronto*

Feeling Good: How Far Can the Experience of the Public Health Sector Inform Change Management in Education? *Summer Kenesson, University of Strathclyde*

The Risk of At-Risk Policy Processes: High-Stakes Accountability in School Leadership. *Michele Schmidt, Simon Fraser University*

Key Influences on Schools and Their Communities in Australia and Canada: Leadership Implications. *Charles Webber, University of Calgary; Bill Mulford, University of Tasmania*

21.078. Action Research Paper Discussions 1. SIG-Action Research
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
4:05 pm to 4:45 pm

Tables:

1. Action Research as Transitional Space for Preservice Teachers' Identity Construction. *Donna K. Phillips, George Fox University*
2. Action Research at the Center of Professional Development for Teachers of English Language Learners. *Sarah Anderson, Pamela R. Clinkenbeard, Anne Durst, University of Wisconsin - Whitewater*
3. Action Research in a Preservice Teacher Education Program: Effects Over Time on Five Variables. *Ron Zambo, Arizona State University; Debby M. Zambo, Arizona State University*

4. Assessing Intercultural Communicative Competence (IC3) Through Action Research. *Cathy Smeltzer Erb, Eastern Mennonite University; Daniel W. Wessner, Eastern Mennonite University*

5. Competing Discourses: Preservice Action Research as a Scaffold for Negotiating Student Teaching. *Kevin M. Carr, George Fox University*

6. Individualized and Context-Based Assessment. *Tsepo Jeremiah Majake, Bulumko Senior Secondary School; Jean E. McNiff, St. Mary's University College*

7. Investigating Educational Leadership Doctoral Candidates' Learning of Data-Driven Decisionmaking (DDDM). *Art W. Bangert, Montana State University*

21.079. Division G, Section 4: Roundtable IV. Division G-Social Context of Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
4:05 pm to 4:45 pm

Tables:

8. Intractable Difference, Strategic Essentialism, and Subversions That Matter: What the Postcolonial Subaltern Can Offer to Studies of Multiculturalism. *Thu Suong Thi Nguyen, University of Missouri - Columbia*
9. Parents and Students Exposing the Structural Inequalities of a University. *Alicia P. Rodriguez, University of Illinois - Urbana-Champaign; Iris Carrillo, University of Illinois; Veronica Kann, University of Illinois; Cathy Acevedo, University of Illinois*
10. The Construction of High School Space for Identity Development Among Heterosexual and LBQ Women. *Donna L. Imhoff, Community College of Allegheny County*
11. The Democratic Values of American Teachers. *Robert O. Slater, Texas A&M University*
12. The Israeli Educational System's Response to Current Societal, Economic, and Political Changes. *Miriam Ben-Peretz, University of Haifa; Billie Eilam, University of Haifa*
13. Title IX: An Examination of New Challenges to Gender Equality in Athletics. *Paul G Perrault, University of Michigan*
14. "Making Space" for Diverse Identities: Black Students' Critical Responses to Accountability Reform. *Lance Trevor McCready, Ontario Institute for Studies in Education of the University of Toronto; Terah T. Venzant, University of Illinois - Urbana-Champaign*

21.080. Power and Resistance in Discourses About Children: Questions and Paradoxes. SIG-Critical Perspectives on Early Childhood Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
4:05 pm to 4:45 pm

Tables:

15. Child Beating, Ethics, and the Construction of "the Other": Situating the Law From 1979 Against Child Beating in Some Swedish Emancipating and Normalizing Discourses. *Kajsa Elin Ohrlander, Institute of Education, Stockholm*
16. Countering the Standardization of Early Childhood Education. *Christopher P. Brown, University of Texas - Austin; Beth Smith Feger, University of Texas*
17. Global and Local Problematics of Vouchers: An Example of Educational Reform Discourses Toward Educational Quality. *I-Fang Lee, Hong Kong Institute of Education*
18. Lessons in Power and Privilege: The Effects of Race and Social Class on Peer Relationships. *Patricia G. Ramsey, Mount Holyoke College; Lauren Mednick, Mount Holyoke College*

19. "To Leave Family or to Live with Family? That is Problem": Young Korean Girls' Understanding of Marriage in Disney films. *Lena Lee, Ohio University - Athens*
20. Becoming Culturally Critically Conscious in an Urban Early Childhood Setting. *Miranda Lin, Florida State University*
21. Quality Conversations: Rethinking Child-Adult Conversations as Aesthetic Experiences. *Jeanne Marie Iorio, Teachers College, Columbia University*

21.081. Professional Development: Inclusion and Reflection.

Division K-Teaching and Teacher Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
4:05 pm to 4:45 pm

Tables:

22. Teacher Research as a Habit of Mind. *Gail V. Ritchie, George Mason University*
23. Development and Validation of an Instrument to Assess the Cultural Beliefs/Awareness of Urban Teachers. *Patricia Fay Walter-Roberts, Prathiba Natesan, Texas A&M University; Norvella P. Carter, Texas Southern University; Gwendolyn C. Webb-Johnson, Texas A&M University*
24. Including Children With Disabilities in the World of Educational Quality. *Glenda C. Moss, Indiana University - Purdue University - Fort Wayne; Jane M. Leatherman, Indiana University - Purdue University - Fort Wayne*
25. An Issue of Self-Agency: The Link Between Teacher Professionalism and Adaptation to Change. *Elizabeth A. Truesdell, California State Polytechnic University*
26. Shared Journey: A Novice Teacher's Struggle to Improve. *Margaret Schmidt, Arizona State University; Jelani A. Canser, Mesa Public Schools*
27. The Ruby Payne Debate: A Case Study of a High School Implementing the Ruby Payne Framework. *Beth Hatt, Illinois State University; Valentine Walker, Normal Community West High School*
28. Partnerships in Pedagogy: Refocusing Classroom Lenses. *Geoff Wake, University of Manchester; David Spendlove, University of Manchester; Andrew John Howes, University of Manchester*

21.082. Professional Development: Lesson Study and Teacher Learning.

Division K-Teaching and Teacher Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
4:05 pm to 4:45 pm

Tables:

29. Beginning Teacher Sustainability: An Examination of Induction and Enculturation Into the Profession. *Lorenzo Cherubini, Brock University; Louis M. Volante, Brock University*
30. Contextualization and Adaptation of Japanese Lesson Study: A Case of Lesson Study Implementation in Singapore. *Yanping Fang, National Institute of Education - Singapore; Christine Lee, Nanyang Technological University; Edmund Lim, Nanyang Technological University*
31. Evaluating the Numeracy Development Project: A Contextually Responsive Approach. *Sandi Lynn McCutcheon, Joanna Higgins, Brenda Mary Sherley, Victoria University of Wellington*
32. From Lesson Study to Lesson Link: Classroom-Based Professional Development. *Amy Susanne Teplin, Santa Monica-Malibu Unified School District; Cindy Kratzer, Santa Monica-Malibu Unified School District*
33. Lesson Study for Accessible Science. *Gillian M. Puttick, TERC; Karen Mutch-Jones, TERC; Erica Jablonski, Education Development Center; Daphne D. Minner, Education*

Development Center; Polly Hubbard, TERC; Marjorie Woodwell, TERC

34. Teacher Learning, Math Manipulatives, and Lesson Study: A Collective Case Study. *Laurel D. Puchner, Southern Illinois University; Ann R. Taylor, Southern Illinois University; Barbara D. O'Donnell, Southern Illinois University - Edwardsville*
35. Learning to Teach With Information Technology: Ten Preservice Teachers' Perspectives and Experiences Across Three Semesters. *Ping Gao, National Institute of Education - Singapore*

21.083. Professional Development: The Effects on Teaching and Learning Content.

Division K-Teaching and Teacher Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
4:05 pm to 4:45 pm

Tables:

36. Developing Communities of Practice Utilizing Lesson Study as a Vehicle for Technology Integration. *Janis Slater, University of Oklahoma; Jean Cate, University of Oklahoma*
37. Immersion in a Developing Country and Its Effects on the Identity of a Teacher Educator: A Study of Personal Reflections and Change. *Ken J. Winograd, Oregon State University*
38. Project ICAN: Linking Teachers and Students' Conceptions of the Nature of Science and Scientific Inquiry. *Norman G. Lederman, Illinois Institute of Technology; Judith S. Lederman, Illinois Institute of Technology; Byoung-Sug Kim, Roosevelt University; Eun-Kyung Ko, Illinois Institute of Technology*
39. The Effects of Teacher Development in Science on Student Achievement. *Rick Vanosdall, Tennessee State University; Larry V. Hedges, Northwestern University; Kathryn Sloane Weisbaum, University of Illinois - Urbana-Champaign*
40. The Impact of Long-Term Professional Development and Systemic Reform on K-16 Science Teaching and Learning. *Margaret Gail Shroyer, Teresa Northern Miller, Cecilia M Hernandez, Kansas State University*
41. The Influence of Job-Embedded Professional Development on Teaching and Learning in Writing. *Christopher H. Tienken, Rutgers, The State University of New Jersey*
42. The Role of Professional Development in Achieving Fidelity of Implementation in a Literacy Intervention Program. *Deanna D. Birdyshaw, University of Michigan; Elizabeth Crowe, Phyllis Underwood, Kay Wallace, Florida State University*

21.084. Advanced Applications of Multilevel Modeling Techniques.

SIG-Hierarchical Linear Modeling
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
4:05 pm to 4:45 pm

Tables:

1. A Multivariate, Multilevel Growth-Curve Analysis of Gender Differences in Academic Self-Concept and Language Achievement. *Bieke De Fraine, Jan A. van Damme, Patrick Mjl Onghena, Katholieke Universiteit Leuven*
2. Creating and Using Neighborhood Variables as Intake Characteristics of School in HLM to Predict Student Achievement. *Rebel Palm, University of New Mexico*
3. Growth Trajectory of Psychological Well-Being: A Study of Multiple Indicator, Multilevel Growth Modeling. *Yan Liu, Amery Dai Ling Wu, Bruno D. Zumbo, University of British Columbia*
4. Multilevel Modeling Analysis of the Effect of Master's Degree on Teacher Salary. *Qiu Wang, Michigan State University*
5. Post-Traumatic Stress Disorder and Standardized Assessment Processes Examined via Explanatory Item Response Theory. *Leslie Rutkowski, University of Illinois; Susan P. Proctor, Boston*

University School of Public Health; Jennifer Vasterling, Tulane Medical School

21.085. Crossings Borders (2): Examining and Reexamining Environmental Education Practice and Research. SIG-

Ecological and Environmental Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:05 pm to 4:45 pm

Tables:

6. Border Crossings: Art, Research, and Teaching in a Web-Based Hypermedia Project. *Marcia Diane McKenzie, University of British Columbia; Nora Timmerman, University of British Columbia*
7. Toward the Greening of Feminist Pedagogy: A Reexamination of Ecofeminism. *Huey-Li LI, University of Akron*
8. An Analysis of Sustainable Development Themes in Science Curriculum Standards. *Michelle Tenam-Zemach, Florida International University; Hilary C. Landorf, Florida International University*
9. Secondary Students' Understandings of Groundwater. *Daniel L. Dickerson, Old Dominion University; Amy B. Adcock, Old Dominion University*
10. "I'm Not an Environmental Activist": An Exploration of Identity and Commitment to Issues of Sustainability. *Tiffany M. Simons, Northwestern University*
11. "Sitting on an Old Grey Stone": Meditations on Emotional Understanding. *Bob Jickling, Lakehead University*

Discussants: *Arjen E. Wals, Wageningen University; Amy N. Cutter-Mackenzie, Monash University; Robert B. Stevenson, State University of New York - Buffalo; Mary Jeanne (M. J.) Barrett, Faculty of Education - University of Regina; Paul Hart, University of Regina; Alan Reid, University of Bath*

21.086. Hispanic Research Issues - Roundtable (Session 2). SIG-Hispanic Research Issues

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:05 pm to 4:45 pm

Tables:

12. Mexican-Origin Students' Perceptions of Their Parents' Contributions to Their Educations. *Pedro E. Nava, Ofelia Huidor, Veronica Nelly Velez, University of California - Los Angeles*
13. Silenced Struggles: The Experiences of Latina and Latino Undocumented College Students in California. *Lindsay Perez Huber, University of California - Los Angeles; Maria C. Malagon, University of California - Los Angeles*
14. Supportive Schooling: Latino Immigrant Students in a Quality Educational Environment. *Kristin Percy Calaff, University of Washington*
15. The Think-Aloud Method to Validate Evaluation Instruments With English- and Spanish-Speaking Youth. *Michael C. Rodriguez, University of Minnesota; Maria Pabon, University of Minnesota; David A. Tafur, University of Illinois - Chicago; Nydia F. de Alba-Johnson, University of Minnesota*
16. Two Worlds: Educators' Perspectives on the Educational Disparities of Latinas/os in Rural and Urban Communities. *Jose Villalba, University of North Carolina - Greensboro; Maria Brunelli, University of North Carolina - Greensboro*

21.087. Holistic Education Paper Discussions (2). SIG-Holistic Education (formerly 'Wholistic Education')

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:05 pm to 4:45 pm

Tables:

17. Social-Emotional Learning in Secondary English Education: Implications for Preparing Preservice Teachers. *David L. Carlson, Hunter College*
18. Teachers' Descriptions of the Negative Butterfly Effect: Holistic Implications for Understanding Classroom Dynamics. *Dan W. Rea, Georgia Southern University*
19. The Artful Doctoral Journey: Riding the Crests, Troughs, and Choosing Tack. *Gail Thornton, University of Toronto; Vicki Kelly, University of Toronto*
20. The Seven Liberal Arts in the 12th Century: A Preinstitutionalized Model of Holistic Education. *Elizabeth Seward, Independent Scholar*
21. What a Holistic Approach to Consciousness Reveals About Educational Quality. *Irina Yurievna Blekman, Reynolds School District*

21.088. Museums as Contexts for Learning: Families, Teachers, Teenagers, and Children. SIG-Informal Learning Environments Research

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:05 pm to 4:45 pm

Tables:

22. How Activity Structures Affect Family Conversations in Museums. *Camellia Wynona Sanford, University of Pittsburgh*
23. What's the Story? Using Children's Stories About Scientific Phenomena to Develop a Narrative-Based Science Exhibit. *Karen Peterman, Goodman Research Group, Inc.; Phyllis Newbill, Radford University; Katherine S. Cennamo, Mitzi Vernon, Virginia Polytechnic Institute and State University; Kathryn Franich, Goodman Research Group, Inc.*
24. Teenagers' Views on Learning in Science Centers. *Vaike Maria Fors, Lulea Technical University*
25. Longitudinal Outcomes of an Aquarium Visit in the Adult Members of Family Groups. *Adriana Briseno Garzon, University of British Columbia; David Anderson, University of British Columbia*
26. Learner-Centered Planning and Instruction: Using "Informal" Learning Environments to Promote Best Practices for Prospective Teachers. *Melissa J. Mercer-Tachick, Albion College*

21.089. Queer Studies - SIG Paper Discussion 2. SIG-Queer Studies (formerly Lesbian and Gay Studies)

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:05 pm to 4:45 pm

Tables:

27. Dykes Take Over: Urban Public School Lesbian Gangs as Responses to Homophobia and Sexual Harassment. *Dominique E Johnson, Temple University*
28. Pedagogical Practices and the Performance of Failure, or What Does Queer Knowledge Do? *Nishant Shahani, Washington State University*
29. Queer Perspectives on Mathematics Education. *Kathleen Rands, University of North Carolina - Chapel Hill*
30. Teaching "Out": Investigating the Effects of Queer Professor Disclosure Upon Student Evaluations of Professor Teaching. *Todd Jennings, California State University - San Bernardino*
31. The Workplace Climate of LGBT Teachers. *Nancy J. Smith, Millersville University; Cole Reilly, Pennsylvania State University; Tiffany Wright, Johns Hopkins University; Jennifer R. Esposito, Georgia State University*

21.090. World Perspectives on Peace, Human Rights, and Social Justice. SIG-Peace Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:05 pm to 4:45 pm

Chair: *Rita Verma, Adelphi University*

Tables:

32. A Factor Analysis of Worldmindedness: Preliminary Evidence for a Higher Order Structure. *Matt Vassar, Oklahoma State University*
33. Canadian and American Teachers' Perspectives About Human Rights Education (HRE). *Kevin Chin, McGill University*
34. Teaching Lives: Peace and Social Justice in Malawian Teacher Autobiographies. *Steve Lawrence Sharra, Michigan State University*
35. Remembering Mass Destruction in Rwanda: Teacher Candidate Perspectives. *Sara Matthews, University of Ottawa*
36. A Symbol of Peace and Peace Education: The Genbaku Dome in Hiroshima. *Kanako Ide, University of Illinois*

21.091. Examining the Development of Reflection and Assessment Practices Through Portfolios. SIG-Portfolios and Reflection in Teaching and Teacher Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level

4:05 pm to 4:45 pm

Tables:

1. Building a Plane While Flying It: Course Portfolio of Teaching the Self-Study Research Methodology. *Anastasia P. Samaras, Mary Adams-Legge, Deanna Breslin, Jennifer Magaha O'Looney, Kavita Mittapalli, Dawn Wilcox, George Mason University*
2. Exit Portfolio Assessment: A Facilitator for Growth in Knowledge, Skills, and Dispositions. *Hea-Jin Lee, Ohio State University; Leah Herner, Ohio State University - Lima*
3. Reflecting on Literacy Practices: Using Reflective Strategies in Online Dialogue and Written Reflective Summaries. *Joan Y. Pedro, University of Hartford; Ann Courtney, University of Hartford*
4. Enhancing Portfolio Development With Evidence-Based Decision Support Methods. *Craig Erschel Shepherd, University of Georgia; Michael J. Hannafin, University of Georgia; Arthur M. Recesso, University of Georgia*
5. Thinking About Classroom-Based Informal Assessment Practices in a Testing Climate. *Carole Janisch, Texas Tech University; Amma K. Akrofi, Texas Tech University; Xiaoming Liu, Pennsylvania State University - Harrisburg; Elizabeth Diaz-Cortez, Texas Tech University*
6. The World of Student Teachers' Professional Development: Appreciating Their Reflection in and on Action. *Annie Malo, University of Ottawa*

Discussants: *Denise M. McDonald, University of Houston - Clear Lake; Nathan Bond, Texas State University; Rebecca K. Fox, George Mason University*

21.092. Measuring and Monitoring Progress. SIG-Research Focus on Education in the Caribbean and Africa

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level

4:05 pm to 4:45 pm

Chair: *Rosemary Lukens Traore, University of North Carolina - Charlotte*

Tables:

7. A Framework for Understanding Decisionmaking Among High School Teachers in Kenya: Activity Theory Framework. *Mwarumba Mwavita, Oklahoma State University*

8. Cambiando la Cultura de Avalúo: From Compliance to Continuous Improvement at University of Puerto Rico-Mayagüez. *Sandra L. Dika, University of Puerto Rico - Mayaguez; Anand Sharma, University of Puerto Rico - Mayaguez*

9. Evolving Public Policies in Higher Education in SubSaharan Africa: The Case of Private Universities. *Kingsley Bany, Florida International University*

10. Exploring New Worlds: West Indian Undergraduate Students' Perceptions of Their Summer Research Program Experience. *Roy Anthony Charles, Rebecca A. Zulli-Lowe, Henry T. Frierson, University of North Carolina - Chapel Hill*

11. Measurement Issues in International Surveys in Educational Research: A Focus on SubSaharan Africa. *Gibbs Yanai Kanyongo, Duquesne University; Launcelot I. Brown, Duquesne University; Nyaradzo Mvududu, Seattle Pacific University*

12. Through the Looking Glass: Moving Beyond International Aid to National Possibilities in Nigerian Basic Education. *Denis A. Mildon, Consultant; Gilles Maurice Fournier, Educuan Management and Assessment*

Discussant: *Audrey P. Watkins, Western Illinois University*

21.093. Research in Mathematics Education: Discussion Paper Session 1. SIG-Research in Mathematics Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level

4:05 pm to 4:45 pm

Chair: *Jody Z. Priselac, University of California - Los Angeles*

Tables:

13. Effects of Curricular Change in a Freshman Applied College Algebra Course. *Robert Lee Mayes, University of Wyoming; Philip Chase, West Virginia University; Vennessa Walker, West Virginia University*
14. How Does Math Methods Instruction Differ at Teaching Colleges Versus Research Institutions? *Andrea M. Lachance, State University of New York - Cortland*
15. When It Comes to the Mathematical Experiences of African-Americans and Latinos, Race Matters. *Ebony Omotola McGee, University of Illinois - Chicago*
16. The Impact of Unbalanced Development Between Conceptual Understanding and Procedural Skills. *Ahyoung Kim, Linda S. Hernandez, M. Colleen Megowan-Romanowicz, James A. Middleton, Younsu Kim, Kateryna Ellis, Arizona State University*
17. Review of Research Methodology in Mathematics Education Research With a Focus on Mixed Methods, 1995-2005. *Lynn C. Hart, Susan L. Swars, Stephanie Z. Smith, Georgia State University*
18. Mathematics Pedagogical Practice in Singapore. *Ridzuan Abd Rahim, Nanyang Technological University; Yan Liu, Nanyang Technological University*

21.094. Research in Reading and Literacy IV. SIG-Research in Reading and Literacy

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level

4:05 pm to 4:45 pm

Tables:

19. Teachers' Experiences Using a "One Size Fits All" Remedial Reading Program. *Arlene Grierson, Brock University; Tiffany L. Gallagher, Brock University; Vera E. Woloshyn, Brock University*
20. A Portraiture of a Mexican-American's Use of Literacy. *Robert M. Vanderburg, Claflin University; Shakir London, Claflin University*
21. A Qualitative Examination of Kindergarten Students' Reading Behaviors. *Tulay Atay-Turhan, Middle East Technical University; Zubeyde Dogan, Florida State University*
22. Becoming Self-Regulated Readers: A Longitudinal Study of

the Development of Young Children's Strategy Use. *Linda E. Martin, Ball State University; Sherry E. Kragler, University of South Florida - Lakeland*

23. Early Reading Predictors of Literacy Achievement for English Learners: A Longitudinal Study. *Deborah Mi Oh, California State University - Los Angeles; Diane S. Haager, California State University - Los Angeles; Michelle P. Windmueller, PLUS Project*
24. What's Possible for First-Grade, At-Risk Literacy Learners Receiving Early Intervention Services. *Janet Bufalino, Shippensburg University; Chuang Wang, University of North Carolina - Charlotte; Francisco Gomez-Bellenge, National Data Evaluation Center*

21.095. Social Justice, Educational Practice, and Qualitative

Inquiry. SIG-Qualitative Research

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
4:05 pm to 4:45 pm

Tables:

25. Enhancing the Dynamics of Focus Group Interviews: Images and Stories of Aspiring Math Teachers. *Catherine D. Bruce, Trent University*
26. Videotaping Classrooms Using Head-Mounted Cameras on Students. *Kathryn B. Chval, University of Missouri; Oscar Chavez, University of Missouri - Columbia*
27. Cultivating Public Intellectuals in Newark: The ALI Youth Media Symposium. *Junius Williams, Rutgers, The State University of New Jersey; Yanique Taylor, Rutgers, The State University of New Jersey*
28. The Politics and Praxis of Poststructuralism in Education: Explorations of Theory and Methodology #1. *Jennifer Lee Lindsay, University of Washington*
29. The Politics and Praxis of Poststructuralism in Education: Explorations of Theory and Methodology #2. *Caryn C. Park, University of Washington*
30. The Politics and Praxis of Poststructuralism in Education: Explorations of Theory and Methodology. *Chris J Ward, University of Washington*

21.096. Social Studies Teaching and Learning: Lessons From the Field. SIG-Research in Social Studies Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
4:05 pm to 4:45 pm

Tables:

31. Deliberating Common Lessons: Preservice Teachers Explore Elementary Social Studies Teaching With Uncommon Results. *Sherry L. Field, University of Texas; Mary Lee Webeck, University of Texas - Austin; Brent E. Hasty, University of Texas - Austin; Karon N. Lecompte, Vanderbilt University - Peabody College; Janet E. Alleman, Michigan State University*
32. Native American Perspectives on Citizenship. *Leisa A. Martin, Florida State University*
33. Technology and Social Studies: Teacher Integration of Technology and Student Achievement. *Crystal Beshears, University of Arkansas - Fayetteville; Charles E. Stegman, University of Arkansas; Sean W. Mulvenon, University of Arkansas*
34. Two Perspectives on Interactive Social Studies Websites for Elementary Students. *Beverly Milner Bisland, Queens College - City University of New York; Michelle C. Fraboni, Queens College - City University of New York*
35. Why Don't They Teach About the Holocaust? Latvian Teachers on Instructional Impediments. *Thomas J. Misco, Miami University*
36. White Students' Resistance to Talking About Race. *Mary Pat Raupach, University of Cincinnati*

Monday, 4:55 pm

22.010. Applications of Mixed Methods Research: Multiple Perspectives. SIG-Mixed Methods Research

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
4:55 pm to 5:35 pm

Tables:

1. Applying Transformative Perspective in Mixed-Methods Research. *Nataliya V. Ivankova, Kecia C. Topping, Yoko Kawamura, University of Alabama - Birmingham*
2. Utilizing Cohen's Kappa to Establish Interrater Reliability for Nominal/Qualitative Data: Multiple Rater Procedures Exemplified. *John L. Rausch, John Carroll University*
3. Epistemology and Methodology for Evaluating Program Impact. *Niels C. Brouwer, ILS Graduate School of Education*
4. Outfitting Schools for Success: How 248 "Low-Performing" Schools in Texas Made the Grade. *Jonathan J. Doll, Texas A&M University*
5. Using Spectral Analysis and Phenomenological Inquiry to Develop Community-Based Suicide Prevention Programming. *Regina T. Praetorius, University of Texas - Arlington; Krisanna L. Machtmes, Louisiana State University*

22.011. Diverse Approaches to Peace Education. SIG-Peace Education

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
4:55 pm to 5:35 pm

Chair: *Edyth J. Wheeler, Towson University*

Tables:

6. A Case Study of the Implementation of an Anti-Bullying and -Teasing Program in Two Early Childhood Education Centers. *Blythe F. Hinitz, College of New Jersey*
7. Forgiveness for Adoptive Families With a Special-Needs Child. *Thomas W. Baskin, University of Wisconsin - Milwaukee; Paula Plasky, Adoption Resources of Wisconsin*
8. Fusing Peace Education, Art Education, and Content-Area Education: A Triadic Approach. *Shyrl Topp Matias, Punahou School*
9. Improving Academic Achievement Through Peace Education: A Study of a Recovering "Failed" (AYP) School District. *Linda Pickett, Debbie Snow, Susanne Chandler, University of Michigan - Flint*
10. Reflecting on Peace Education: Literature as a Lens for World Making. *Mary F. Wright, University of Minnesota - Duluth; Jean Myers Stevenson, University of Minnesota - Duluth*

22.012. Investigations of Middle Grades' Teachers and Students. SIG-Middle-Level Education Research

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
4:55 pm to 5:35 pm

Chair: *Kimberly J. Hartman, University of North Carolina - Charlotte*

Tables:

11. Professional Growth Toward Adaptive Expertise: Case Studies in Middle-Level Teacher Development. *David B. Strahan, Western Carolina University; Russell Binkely, Western Carolina University*
12. A Matter of Semantics: Supporting Teachers' Language and Vocabulary Instruction for Diverse Middle-Level Students. *Francine C. Falk-Ross, Northern Illinois University*
13. Discourse to Promote Understanding in Middle Grade Mathematics Classes. *Mary Patricia Truxaw, University of*

Connecticut; Thomas C. DeFranco, University of Connecticut

14. Relationships Among Elementary School Students' Epistemological Beliefs, Metacognitive Skills, and Constructivist Learning Environment Perceptions. *Mustafa Sami Topcu, Yuzuncu Yil University; Ozgul Yilmaz-Tuzun, Middle East Technical University*
15. "America is Confusing": The Schooling Experiences of Young Adolescent Immigrant and Refugee Students in One Small Town. *Kathleen Marie Brinegar, University of Vermont*

22.013. Location and Informal Learning Opportunities for Adults and Children. SIG-Informal Learning Environments Research
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

4:55 pm to 5:35 pm

Tables:

16. The Impact of Location on an Informal Learning Opportunity. *David Edward Morelock Bucy, Bucy Associates*
17. Motivated by Design: Making Meaning of Participant Movement in an Out-of-School Learning Environment. *D. Matthew Boyer, Michigan State University; Cherice M. Montgomery, Southeast High School; Carrie Anna Courtad, Michigan State University; Dean J. Grosshandler, Michigan State University; Punya Mishra, Michigan State University*
18. Mapping Stories: Video Games Hit the Trail. *John Martin, University of Wisconsin - Madison*
19. Can the "Time Machine" Teach? A Rapid Ethnography of Living History Sites. *Thomas Kluwin, Gallaudet University*
20. Examining Dialogue at Public Engagement Events on Socio-Scientific Issues Among Adults at ISIs: Methods and Findings. *Ellen McCallie, King's College - London*

22.014. Mentoring Practices Paper Discussion 1: Teacher

Preparation. SIG-Mentorship and Mentoring Practices

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

4:55 pm to 5:35 pm

Chair: *Luise P. McCarty, Indiana University*

Tables:

21. An Examination of Novice Science Teachers' Instructional Abilities as Perceived by Their Mentors. *Anita M. Greenwood, University of Massachusetts - Lowell; Kathy Shea, Nipmuc Regional High School*
22. Online Mentoring as a Tool for Professional Development of Novice and Experienced Teachers: A Brazilian Experience. *Aline M. Reali, Universidade Federal De Sao Carlos; Regina Tancredi, Federal University of Sao Carlos; Maria da Graca N. Mizukami, Federal University of Sao Carlos*
23. Reflective Practice in a Secondary Professional Development School: Connecting Mentors to Their Context. *Kami M. Patrizio, University of Vermont*
24. Building Mentorship Practices in Preservice Teacher Education: A Collaborative Approach to Early Field Experiences in a PDS Learning Community. *Lolly Templeton, Westfield State College*
25. Mentees' Perceptions of Technology Mentoring Designed to Address ISTE Standards. *Linda L. Larson, McNeese State University*

Discussant: *John C. Daresh, University of Texas - El Paso*

22.015. Queer Studies - SIG Paper Discussion 1. SIG-Queer Studies (formerly Lesbian and Gay Studies)

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

4:55 pm to 5:35 pm

Tables:

26. Becoming Part of the Team: A Critical Study of "Boys Being Boys". *Adam Howard, Hanover College*
27. Out in the Text: Queer Issues in Introduction to Education Textbooks. *Suzanne Fondrie, University of Wisconsin - Oshkosh*
28. Qu(e)er(y)ing the Policy-Suicide Nexus: The State and Education, and the Biopolitics of a Will to Live. *Erik L. Malewski, Purdue University*
29. Using Socially Constructed Memory to Design Holocaust Education for Queer Youth. *Daniel M. Cohen, Northwestern University*
30. Working With Transgendered Youth. *Markus Bidell, San Francisco State University; Chav Doherty, San Francisco State University; Laura Strom, San Francisco State University*

22.016. Selected Papers in the Politics of Education. SIG-Politics of Education

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

4:55 pm to 5:35 pm

Tables:

31. Excellence Versus Equity: Political Push and Pull in Education of Gifted Students. *Frances R. Spielhagen, Ph.D., Mount Saint Mary College; Elissa F. Brown, College of William & Mary*
32. Majoritarian Rule and Interest Convergence in Education Language Policy. *Lirio Patton, University of Wisconsin - Madison*
33. Metropolitan School Desegregation and Housing Integration. *Douglas E. Mitchell, University of California - Riverside; Michael Batie, University of California - Riverside*
34. Re-Christianizing Georgia's Schools: A Case Study of Gay-Straight Student Clubs. *Richard D. Lakes, Georgia State University*
35. The Culture of Fear and the Politics of Education. *Rick Ginsberg, University of Kansas*

22.017. A Roundtable of Curricular Policies. Division L-Educational Policy and Politics

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:55 pm to 5:35 pm

Tables:

1. Promise and Problems: An Analysis of the California Framework and Standards Tests for History-Social Science. *Bradley Fogo, Stanford University*
2. Strategies and Barriers to Educational Reform: Introducing School-Based Curriculum and Assessment for Learning. *Lai Wah Yu, Hong Kong Institute of Education*
3. Evaluation of the Texas Technology Immersion Pilot (eTxTIP): Findings From Year 2. *Kelly S. Shapley, Anita Givens, Daniel Sheehan,; Catherine Maloney, Briana Huntsberger, Fanny Caranikas-Walker, Texas Center for Educational Research*

22.018. Anxiety, Stress, and Coping Related to Learning. SIG-Stress and Coping in Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:55 pm to 5:35 pm

Tables:

4. Triune Model of Anxiety Reduction for Learning. *Shoaleh Bigdeli, Simon Fraser University; Heesoon Bai, Simon Fraser University*
5. Strategies Utilized by Gifted Students to Cope With Stress Associated With Participation in an International Baccalaureate

Program. *Elizabeth Shaunessy, Shannon M. Suldo, Jessica Michalowski, Robin Hardesty, Emily Shaffer, University of South Florida*

6. Juxtaposing Self-Compassion With Perceived Need for Support and Perceived Availability of Support in Understanding College Students' Well-Being. *Michelle Neely, Diane L. Schallert, Sarojani S. Mohammed, Rochelle A. Mendiola, Yu-Jung Chen, Rebecca Hsiang-Ning Chu, Laura M. Pelton-Sweet, University of Texas - Austin*
7. How the Stress of Immigration and Women's Poverty Affect Their Children's U.S. Education. *Rebecca A. Robles-Pina, Sam Houston State University*

22.019. Developing a Culture of Research: How a Private University Encouraged a Practitioner-Oriented Faculty to Write. SIG-Faculty Teaching, Evaluation and Development Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
4:55 pm to 5:35 pm

Table:

8. Developing a Culture of Research: How a Private University Encouraged a Practitioner-Oriented Faculty to Write. *Susan R. Studer, California Baptist University*

22.020. Investigations of Technology Use in and Models for Literacy Instruction. Division C-Learning and Instruction Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
4:55 pm to 5:35 pm

Tables:

9. Computer-Assisted Reading Tutoring: The Impact on Motivation and Engagement of Struggling Readers, Grades 2 and 3. *Deborah P. Berrill, Trent University*
10. Computer-Supported Contrasting Models. *Sang Kyung Kim, Pratt Institute*
11. Effects of Electronic Texts on the Independent Reading Comprehension of Second-Grade Students. *Cathy J. Pearman, Missouri State University; Shirley A. Lefever-Davis, Wichita State University; Kimberly Dawn McDowell, Wichita State University*
12. The Impact of Television Messages About Literacy on Young Children's Literacy Attitudes. *Annie Moses, Michigan State University*

22.021. Literacy and Meaning-Making Processes: Mediational Tools and Image-Text Relations. SIG-Cultural-Historical Research co-sponsored with SIG-Language and Social Processes Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
4:55 pm to 5:35 pm

Chair: *Jennifer A. Vadeboncoeur, University of British Columbia*

Tables:

13. Young L2 Learners' Literacies: Using Languages and Other Symbolic Tools in Playful Activities. *Mi Song Kim, McGill University*
14. Reading, Writing, Playing, and "Just Makin' Stuff": Nexus of Practice in School and Peer Cultures. *Karen E. Wohlwend, University of Iowa*
15. Concept Development in Action: Adolescent Development in One Student-Made Video From a Vygotskian Perspective. *Lara M. Beaty, City University of New York*
16. Constructing Meaning Through Image/Text Relations: New Texts, New Contexts, and Implications for Literacy Instruction.

Dawnene D. Hassett, University of Wisconsin - Madison; Melissa B. Schieble, University of Wisconsin - Madison
Discussant: *Carolyn P. Panofsky, Rhode Island College*

22.022. NAEP Special Studies Research. SIG-NAEP Studies (formerly Research Using NAEP Data)
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
4:55 pm to 5:35 pm

Chair: *Mandayam O. Thirunarayanan, Florida International University*
Tables:

17. Comparing State Performances on NAEP Using Profiles. *James S. Terwilliger, Minnesota Department of Education*
18. Grade Quality and Grade Inflation in High Schools. *Stephen Roey, Westat, Inc.; Janis D. Brown, U.S. Department of Education/NCES*
19. The Impact of the Hands-On Task on the NAEP Science Assessment Scale. *Dorota Staniewska, ETS; Deping Li, ETS; Steven Isham, ETS; Jason Baldeau, ETS*
20. The Path to Challenging Courses: Findings From the NAEP 2005 High School Transcript Study. *Joy Angeles Mordica, Westat, Inc.; Janis D. Brown, U.S. Department of Education/NCES; Stephen Roey, Westat, Inc.*

Discussant: *Young Chun, American Institutes for Research*

22.023. Research in Disability Studies in Education II. SIG-Disability Studies in Education
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
4:55 pm to 5:35 pm

Tables:

21. Exploring Intersectionality in Education: The Intersection of Gender, Race, Disability, and Class. *Amy J Petersen, University of Northern Iowa*
22. Social Understanding in Lived Experiences of Friendship. *Karin G Steiner, Steiner International*
23. The Social Construction of Deviance: Effects of Labeling Students With Learning Disabilities. *Dawn Berlin, California State University - Dominguez Hills*
24. Who Has the Power? Family and Professional Interactions in Special Education. *Azure D. Smiley, Indiana University; Jeffrey A. Anderson, Indiana University; Robert James Helfenbein, Indiana University - Indianapolis*

22.024. Research on the Superintendency. SIG-Research on the Superintendency
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
4:55 pm to 5:35 pm

Tables:

25. A Multicase Study of the Ethical Practices of Superintendents. *Sherry DeVore, Branson Public Schools; Barbara Nell Martin, Sandy L. Hutchinson, Michael Jinks, Central Missouri State University*
26. Servant Leadership: A Case Study of the Phenomenon in a K-12 School Setting. *Jason Anderson, Springfield R-12 Schools; Barbara N. Martin, University of Central Missouri; Gwen Burns, Springfield R-12 Schools*
27. The Effectiveness of the Superintendent as an Evaluator of Principal Performance. *Mary Lynne Derrington, Western Washington University*
28. The Woman in the Superintendent's Office: Oral Histories for Social Justice. *Valerie J. Janesick, University of South Florida*

22.025. Stages of Encounters in Postcolonial Pedagogic Practices.

SIG-Postcolonial Studies and Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:55 pm to 5:35 pm

Chair: *Hannah M. Tavares, University of Hawai'i - Manoa*

Tables:

29. A Postcolonial Engagement With U.S. Education (E)quality. *Jeong-Eun Rhee, Long Island University; Binaya Subedi, Ohio State University*
30. Memory Palimpsest Against Imperialist Nostalgia. *Miranda Christou, University of Cyprus*
31. Public Pedagogy, Troubled Time: Temporal Disruption in Postcolonial Popular Media. *Aliya M. Rahman, Purdue University; Sybil Durand, Purdue University*
32. Using Postcolonial Theory to Think Differently About Cultural Diversity Within Science Education. *Lyn Catherine Carter, Australian Catholic University; Philip C. Clarkson, Australian Catholic University*

22.026. Universal Design for Instruction Meets Adult Learning Theory in a Blended Online Preservice Teacher Course: Lessons and Challenges. SIG-Faculty Teaching, Evaluation and Development

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:55 pm to 5:35 pm

Table:

33. Universal Design for Instruction Meets Adult Learning Theory in a Blended, Online Preservice Teacher Course: Lessons and Challenges. *Linda E. Robinson, Robert D Hannafin, David Parker, University of Connecticut*

22.027. Urban Education: Practices to Increase Student**Achievement.** SIG-Urban Learning, Teaching, and Research

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:55 pm to 5:35 pm

Tables:

34. Silenced No More: Examining Reading Instruction Through the Eyes of Urban Teachers. *Monika Williams Shealey, Florida International University*
35. Picking the Perfect Picture Book: Selecting High-Quality, Urban-Themed Literature to Engage Beginning Readers. *Jane Fleming, University of Illinois - Chicago; Lisa Jordan, University of Missouri - St. Louis; Tracy Reynolds, University of Missouri - St. Louis; Ashley Smith, University of Illinois - Chicago*
36. Language, Power, Oppression, and Social Justice: The Enforced Use of a Non-Native Language as a Medium of Instruction: A Case-Study Approach to the Struggle for Educational Equity. *Judy Jackson May, Bowling Green State University*

22.028. Youth Identities, Diversity, and Equity in Out-of-School Time (OST) Programs. SIG-Out-of-School Time

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level

4:55 pm to 5:35 pm

Tables:

37. De-MIST-ifying Youth Programs: Postive Youth Development and Muslim Adolescents. *Shaza Khan, University of Rochester*
38. Through a New Looking Glass: Social Interactions of Adolescents With Disabilities Through an Educational/Sociological Perspective. *Rene E Wroblewski, St. Bonaventure University*

39. Web Identities and Digital Literacies in an Out-of-School Program. *James Marshall, University of Georgia; Donna E. Alvermann, University of Georgia*40. A Study of Equity in the Afterschool Environment. *Dana R. Fusco, York College***22.029. Beginning Teacher Mentoring and Induction.** SIG-Research on Teacher Induction

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level

4:55 pm to 5:35 pm

Tables:

1. Beginning Teacher Support: Disparities in Perceptions of Teachers and Administrators. *Shirley P. Andrews, Valdosta State University; Linda S. Gilbert, University of Georgia; Ellice P. Martin, Valdosta State University*
2. Internationally Educated Teachers: Bringing the World Into Public Education. *Ping Deters, OISE/University of Toronto*
3. Metaphors for Student Teaching. *Tom Ganser, University of Wisconsin - Whitewater*
4. Teacher Induction: New Venues/New Voices/New Values. *Carole L. Walker, Texas A&M University - Commerce; Cathy K. Zeek, Lasell College*
5. Teacher Retention and Teacher Induction: Longitudinal Study of a Beginning Teacher Support and Assessment Consortium. *Linda D. Scott Hendrick, University of California - Riverside; Deborah L. Huston, University of California - Riverside*
6. The Effects of Induction Support in Enhancing Professional Development and Preventing Attrition: A Longitudinal Study. *Maureen Killeavy, University College - Dublin; Sheelagh Mary Drudy, University College - Dublin*
7. The Role of State Policy on Variations in a New Teacher Support Program. *Stephen H. Fletcher, University of California - Santa Cruz; Adele C. Barrett, University of California - Santa Cruz*

22.030. Division G, Section 1: Roundtable Session III. Division G-Social Context of Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level

4:55 pm to 5:35 pm

Tables:

8. Are Financial Discourses Gendered? Explorations of Men's and Women's Sense-Making of Personal Finance. *Valerie L. Farnsworth, University of Wisconsin - Madison; Laura Black, Pauline S. Davis, Afroditi Kalambouka, Susan Ralph, Xin Shi, University of Manchester*
9. Fearing Peers and Trusting Friends: Relational Resistance in an Urban High School. *Susan Rakosi Rosenbloom, Drew University*
10. The Modification of Engineering-Efficacy Beliefs Through Advancement in an Engineering Curriculum: A Qualitative Investigation. *Mica Ann Hutchison, Deborah Follman, George Bodner, Purdue University*
11. Cultural and Social Capital Exemplars: Examining the Views of Teachers and Administrators in a Public School. *RoSusan D. Barte, University of Mississippi*
12. Learning to Construct Meaning Through Narrative Practice in the Social Context of Kindergarten. *Liv Gjems, Vestfold College University*
13. Procedural Practices in a Small, Student-Led Literacy Group Context. *Tanya M. Christ, State University of New York - Buffalo*
14. The Interactions Among Identity, Power, and Inclusive Practice in a Minority-Language School. *Carla Lisa DiGiorgio, University of Prince Edward Island*

22.031. Innovative Spaces, Places, and Themes in Writing Research. SIG-Writing and Literacies

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
4:55 pm to 5:35 pm

Tables:

15. "indnpride:" Online Spaces of Transnational Youth as Sites of Creative and Sophisticated Literacy and Identity Work. *Theresa A. McGinnis, Andrea Goodstein, Elisabeth Costa, Hofstra University*
16. Applying New Lenses: Building Confidence and Developing Skills in Struggling Student Writers. *Wendy J. Glenn, University of Connecticut*
17. From Hip-Hop to Reggaeton: New Literacies for New Generations. *Estanislado Stan Barrera, Kim Skinner, Nancy J. Nelson, Bryant Griffith, Texas A&M University - Corpus Christi*
18. No Child Left Behind and Writing Instruction: Views From Four States. *Sarah J. McCarthey, University of Illinois - Urbana-Champaign; Yeonsun Ellie Ro, University of Illinois - Urbana-Champaign*
19. Personhood and Negotiating Who I Am: "Writing Yourself" in an Afterschool Writing Program. *Mandy B. Smith, Samara D Madrid, David M. Bloome, Ohio State University*
20. Writing Outside the Lines: Exploring Kindergarten Children's Multimodal Writing Practices on "Pages" and "Screens." *Stephanie Anne Schmier, Marjorie Siegel, Stavroula Kontovourki, Teachers College, Columbia University*
21. Audience, Purpose, and Identity in Doctoral Student Writing. *Patricia D. Irvine, San Francisco State University*

22.032. Mathematics and Science Preservice Teachers' Perceptions, Concepts, and Skills in the Classroom. Division K-Teaching and Teacher Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
4:55 pm to 5:35 pm

Tables:

22. Adapting Lesson Study to Meet the Needs of Elementary Preservice Mathematics Students. *Patricia Margerm, York University; Margaret Sinclair, York University*
23. Different Conceptions of the Nature of Science Among Preservice Elementary Teachers of Two Countries. *Do-Yong Park, Illinois State University; Yong Bok Lee, Seoul National University of Education*
24. Improving Assessment Design and Accountability in School Mathematics: Preservice Teachers' Introduction to Formative Assessment Through the Use of Technology. *Guadalupe Carmona, University of Texas - Austin*
25. Preservice Science Teachers' Perceptions About Science Process Skills and Their Practices. *Sinan Ozgelen, Mersin University; Ozgul Yilmaz-Tuzun, Middle East Technical University*
26. The Mathematics Knowledge Expected of Preservice Middle School Teachers. *William S. Bush, Vivian R. Moody, Maggie B. McGatha, Vicki Lynn Wilson, Philip Johnston, University of Louisville*
27. The Teacher Education Reflective Seminar and the Professional Portfolio. *Stephanie Chitpin, University of Ottawa; Marielle Simon, University of Ottawa*
28. Using Performance Assessments to Guide Preservice Teacher Planning and Performance in the Mathematics Classroom. *Leigh A. van den Kieboom, Marquette University; Susan R. Monaghan, Marquette University*

22.033. Science Teaching and Learning (STL-SIG) - Paper

Discussion Session II. SIG-Science Teaching and Learning
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
4:55 pm to 5:35 pm

Tables:

29. Alternate Interview Strategies for Eliciting Children's Ideas About Science. *Ann Sherman, University of Calgary; A. Leo Macdonald, Saint Francis Xavier University*
30. Joining Forces: Recruiting Parent and Preservice Teacher Support and Involvement in Elementary School Science Partnerships. *Cynthia A. Lundeen, Florida State University; Sibel Kaya, Florida State University*
31. Newton's Misconceptions: The Personal Struggle to Understand Science. *Michael E. Martinez, University of California - Irvine; Brad Hughes, University of California - Irvine*
32. Primary Teachers' Narratives in the Development of Subject and Pedagogic Knowledge in Science. *David Stewart Heywood, Manchester Metropolitan University; Joan Parker, Manchester Metropolitan University*
33. Scientists' Willingness to Educate Students About Profit-Driven Science. *John L. Bencze, OISE/University of Toronto; Maurice DiGiuseppe, York University; G. Michael Bowen, Mount Saint Vincent University*
34. The Impact of Participating in Physics Olympics Competitions on Student Emotions and Motivations. *Rachel F. Moll, University of British Columbia; Samson M. Nashon, University of British Columbia; David Anderson, University of British Columbia*
35. Collaborative Learning in Science Discussions: Where the Whole Is More Than the Sum. *Ai Choo Jennifer Yeo, Nanyang Technological University; Seng Chee Tan, Nanyang Technological University; Yew-Jin Lee, National Institute of Education; Kok Sing Tang, Nanyang Technological University*

22.034. Student-4. Division J-Postsecondary Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
4:55 pm to 5:35 pm

Tables:

36. Breaking the Cycle of Segregation: How College Students' Diversity Experiences Can Interrupt Perpetuation Effects. *Victor Saenz, University of California - Los Angeles*
37. Factors Influencing the Persistence and Nonpersistence of African-American Students in Scientific Majors at a Predominantly White University. *Andre M. Green, Virginia Polytechnic Institute and State University; George E. Glasson, Virginia Polytechnic Institute and State University; Brenda R. Brand, Virginia Polytechnic Institute and State University*
38. Hispanic Students in Postsecondary Education: AVID High School Graduates Enrolled in a Four-Year University. *Doris Mendiola, University of Texas - Pan American; Karen M. Watt, University of Texas - Pan American*
39. Hurricane Event-Related Stress, Perceived Exertion, and the Exercise of Self-Efficacy as Factors Predicting Physical Activity Among Southern College Freshmen. *Kim Barrilleaux Brannagan, Nicholls State University; Amy Barrilleaux Dellinger, University of New Orleans*
40. Student Perceptions of Faculty Incivility in Nursing Education: A Phenomenological Study. *Cynthia M. Clark, Boise State University; Mary E. Gardiner, University of Idaho - Boise; Russell A. Joki, University of Idaho - Boise*
41. The PhD as Journey: A Qualitative Exploration of Cognitive Development in Doctoral Students. *Susan K. Gardner, Louisiana State University; G. Todd Vanek, Washington State University; Cheryl Walker Fruge, Louisiana State University; Xyanthe N. Neider, Washington State University*
42. Undergraduate Student Parents' Advice to Their Children's College Instructors. *Kathryn R Branscomb, University of Illinois - Urbana-Champaign; Brent A. McBride, University of Illinois*