

Scholarship, Values, and Social Change. *Gary A. Orfield, University of California - Los Angeles*

Monday, 8:05 pm

26.010. Joint Social Justice Combined Reception. Social Justice Action Committee co-sponsored with Affirmative Action Council, Committee on Scholars and Advocates for Gender Equity in Education, and Committee on Scholars of Color in Education
Sheraton, Chicago Ballroom, Section IX, Level 4
8:05 pm to 10:00 pm

Opening Remarks at the Beginning of the Reception:

Kris Gutierrez, University of California - Los Angeles

Eva L. Baker, University of California - Los Angeles

Tuesday, 7:00 am

27.010. AERA Welcoming Orientation for New Members and First-Time Meeting Attendees. AERA Sessions
Hyatt, Crystal Ballroom, Section C, West Tower - Green Level
7:00 am to 8:00 am

Chairs: *Eva L. Baker, University of California - Los Angeles; William F. Tate, Washington University; Felice J. Levine, American Educational Research Association*

Tuesday, 8:00 am

AERA Governance Meetings and Events

28.001. AERA Grants Program Governing Board - Closed Meeting. AERA
Sheraton, Executive Center, Lincoln Executive Boardroom, Level 3
8:00 am to 2:00 pm

28.010. Advanced Hands-On Exploration of NAEP Data on the Web. Professional Development Training
Fairmont, Regent Room, Third Level
8:00 am to 12:00 pm

Director: *Debra Kline, ETS*

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

28.011. Beyond the IRB: Case-Based Research Ethics. Professional Development Training
Fairmont, Ambassador Room, Second Level
8:00 am to 12:00 pm

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

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

28.012. Cultural-Historical Activity Theory in the World of Educational Quality. Professional Development Training
Fairmont, International Ballroom, Second Level
8:00 am to 12:00 pm

Director: *Ana Marjanovic-Shane, Cultural Educational Center "ZMAJ"*

Instructors: *Chrysoula K. E. Fantaousakis, Kean University; Natalia Gajdamaschko, Simon Fraser University; Kris Gutierrez, University of California - Los Angeles; Artin Goncu, University of Illinois; Lois Holzman, East Side Institute for Group and Short-Term Psychotherapy; Elina Lampert-Shepel, Mercy College; Jay L. Lemke, University of Michigan; Eugene L. Matusov, University*

of Delaware; Kevin O'Connor, University of Rochester; Gail Richardson, New York University; Barbara Rogoff, University of California - Santa Cruz; Anna Stetsenko, New York University; Steven Thorne, Pennsylvania State University; Gordon Wells, University of California - Santa Cruz

28.013. Division E: New Faculty Mentoring Seminar. Division E-Counseling and Human Development
Sheraton, TBD
8:00 am to 11:30 am

Tuesday, 8:15 am

AERA Governance Meetings and Events

29.001. AERA Books Editorial Board - Closed Meeting. AERA
Hyatt, Skyway Conference Center, Room 265, East Tower - Blue Level
8:15 am to 10:15 am

Chair: *Cherry A. Banks, University of Washington - Bothell*

29.002. AERA Communications and Outreach Committee - Closed Meeting. AERA
Hyatt, Skyway Conference Center, Room 269, East Tower - Blue Level
8:15 am to 10:15 am

Chair: *Joseph M. O'Reilly, Mesa Public Schools*

29.003. AERA International Relations Committee - Closed Meeting. AERA
Hyatt, Skyway Conference Center, Room 272, East Tower - Blue Level
8:15 am to 9:45 am

Chair: *Joyce E. King, Georgia State University*

29.010. Educational Innovation and Quality Education: Educational Policies and Plan in China. Presidential Session
Sheraton, Chicago Ballroom, Section VIII, Level 4
8:15 am to 9:45 am

Chair: *Aimee Dorr, University of California - Los Angeles*

Speaker:

China's National Educational Strategies for the Next 15 Years.

Xiaozhou Xu, Zhejiang University

Discussants: *Linda Darling-Hammond, Stanford University; Dominic J. Brewer, University of Southern California*

29.011. Educational Quality: AERA Presidents Looking Forward and Back. Presidential Session
Sheraton, Chicago Ballroom, Section IX, Level 4
8:15 am to 9:45 am

Chair: *Marilyn Cochran-Smith, Boston College*

Participants:

Is Past Prologue? *Gene V. Glass, Arizona State University*

Revisiting the Core Dilemmas of Research, Policy, and Practice in a World of Educational Quality. *Larry Cuban, Stanford University*

Teacher Learning, Leadership, and Building of Community. *Ann Lieberman, Carnegie Foundation for the Advancement of Teaching*

The Quest for Educational Quality and Equality: An Unfinished Journey. *James A. Banks, University of Washington - Seattle*

29.012. AERA/NCME Joint Hearing on the Proposed Program Evaluation Standards, 3rd Edition (2nd Revision). AERA Sessions co-sponsored with NCME
Hyatt, Regency Ballroom, Section C, West Tower - Gold Level
8:15 am to 10:15 am

Chair: *Arlen R. Gullickson, Western Michigan University*

Participants:

A Brief Overview of the JCSEE Standards Development Process and Procedures. *Arlen R. Gullickson, Western Michigan University*

Key Issues Regarding Revisions in Format, Content, and Organization. *Donald B. Yarbrough, University of Iowa*

Proposed Revisions to the Propriety Standards. *Rodney K. Hopson, Duquesne University; Lyn Shulha, Queen's University*

Proposed Revisions to the Utility Standards. *Lyn Shulha, Queen's University; Rodney K. Hopson, Duquesne University*

Proposed Revisions to the Feasibility Standards. *Flora Caruthers, Florida Office of Program Policy Analysis and Government Accountability; Donald B. Yarbrough, University of Iowa*

Proposed Revisions to the Accuracy Standards. *Donald B. Yarbrough, University of Iowa; Flora Caruthers, Florida Office of Program Policy Analysis and Government Accountability*

Proposed Meta-Evaluation Standard. *Donald B. Yarbrough, University of Iowa*

29.013. AERA Committee on Scholars of Color in Education - Awards and Early Bird Reception. Committee on Scholars of Color in Education
Sheraton, Sheraton Ballroom, Section III, Level 4
8:15 am to 10:15 am

Chair: *Beverly M. Gordon, Ohio State University*

29.014. GSC Division A Fireside Chat: Teaching and Service in Educational Administration - A Competition of Commitments and Competencies. Graduate Student Council
Hyatt, Crystal Ballroom, Section A, West Tower - Green Level
8:15 am to 9:45 am

Chairs: *Leslie Hazle H. Bussey, Saint Louis University; Cristi Ford, University of Missouri - Columbia*

Participants: *Colleen A. Capper, University of Wisconsin - Madison; Martha M. McCarthy, Indiana University; Matthew C. Militello, University of Massachusetts - Amherst; Linda C. Tillman, University of North Carolina - Chapel Hill*

29.015. GSC Division L Fireside Chat: In Pursuit of Quality Through Education Policy and Research. Graduate Student Council
Hyatt, Atlanta, West Tower - Gold Level
8:15 am to 10:15 am

Chairs: *William K Ingle, Florida State University; Angela M. Hull, University of Missouri - Columbia*

Participants: *Dorothea M. Magnostopoulos, Michigan State University; Michael K. McLendon, Vanderbilt University; Thomas F. Luschei, Florida State University*

29.016. Division A: Mentoring Early Career Scholars. Division A-Administration, Organization, and Leadership
Marriott, Northwestern, Sixth Floor
8:15 am to 9:45 am

Chair: *Silverenia Q. Kanoyton, University Bound*

Participants: *Judy A. Alston, Widener University; Kathleen M. Brown, University of North Carolina - Chapel Hill; James Earl Davis, Temple University; Grayson Noley, University of Oklahoma*

29.017. School Communities and Context. Division A-Administration, Organization, and Leadership
Marriott, Illinois, Sixth Floor
8:15 am to 9:45 am

Chair: *Jimmy K. Byrd, University of North Texas*

Participants:

Actors' Perceptions of the Necessary Conditions to Implement Innovation in Remote Networked Schools. *Sandrine Turcotte, McGill University; Christine Hamel, Université Leval*

Moving Toward a Digital Culture in a Large, Urban School District: Decisionmaking Points Affecting the Transition From a Textbook-Centered System to a Digital-Learning Environment. *Daryl Linda Diamond, Education Technology Services, Broward County Public Schools; John Hardman, Florida Atlantic University; Steven M. Urdegar, Miami - Dade County Public Schools*

Talking Cents: State Financial Oversight and Student Academic Achievement in East St. Louis, Illinois, 1994-2004. *Donyell Lakishka Roseboro, Southern Illinois University - Edwardsville; John W. Hunt, Southern Illinois University - Edwardsville; Michael Patrick O'Malley, University of Central Florida*

Choice, Mobility, and Turnover: The Dilemma of the Middle Cities. *BetsAnn Smith, Michigan State University*

Discussant: *Jimmy K. Byrd, University of North Texas*

29.018. Culture as Public Pedagogy: At Work in the Contact Zone of Education. Division B-Curriculum Studies
Marriott, Kansas City, Fifth Floor
8:15 am to 9:45 am

Chairs: *Marcia Diane McKenzie, University of British Columbia; Heesoon Bai, Simon Fraser University*

Participants:

Toward a Postcontemporary Ethical Vision of Feminist Pedagogy in Education. *Jo-Anne Margaret Dillabough, University of British Columbia*

Preservice Teachers and Learning to Teach Across Difference: Engaging and Disrupting Pedagogies of Empathy. *Lisa W. Loutzenheiser, University of British Columbia*

Education, Resistance, and the Nation-State: The Cultural Production of the Young Activist. *Jacqueline Kennelly, University of British Columbia*

Grassroots Activism and Public Pedagogy: Commons-Based Education in Detroit, Michigan. *Rebecca Martusewicz, Eastern Michigan University*

29.019. Curriculum Coconstruction in the Classroom. Division B-Curriculum Studies
Marriott, River North, Second Floor
8:15 am to 9:45 am

Chair: *John P. Myers, University of Pittsburgh*

Participants:

Tackling the Taboo: Using Sexuality as a Vehicle for Academic Achievement and Culturally Relevant Curriculum. *Catherine S. Ashcraft, University of Colorado - Boulder; John W. White, University of Colorado - Boulder*

Still the Outside World: An Engaging Curriculum Gagged by Fear and Misperceptions. *Robert A. Schultz, University of Toledo*

Unpacking the Discourse of Critical Pedagogy. *Paula M. Wolfe, University of Wisconsin - Madison; Damiana Gibbons, University of Wisconsin - Madison*

Examining High-Quality Curriculum and Teaching in U.S. History Classes. *Lorrei Di Camillo, University of San Francisco; Judith Pace, University of San Francisco*

Integrating the Curriculum With Assessment as the Organizing Principle. *Susan Margaret Drake, Brock University*

Discussant: *Margaret A. Macintyre Latta, University of Nebraska - Lincoln*

29.020. Curriculum as Social and Political Intervention. Division B-Curriculum Studies
Marriott, Denver, Fifth Floor
8:15 am to 10:15 am

Chair: *Lynn Fendler, Michigan State University*

Participants:

A Grade 7 Teacher and His Students' Use of Literate Identity in an Affluent Suburb Experiencing a Diversity Problem: Providing Access to Standard and Nonstandard Writing Conventions.

Kirsten D. Hill, Michigan State University

Breaking the Cycle of Educational Inequality: Multiple Voices From an Alternative School. *Jeong-Hee Kim, Kansas State University; Kay Ann Taylor, Kansas State University*

Education for Community Engagement: Examining the Curriculum of Public Achievement. *Aaron M. Schutz, Raji Swaminathan, Nicole Albrecht, Darwyn Fuhrman, Jenny Yang, James Logan, Terri Birt, Tricia Maldonado, Loretta Love, Kim Heffelfinger, Megan Haak, Angie Cervera, University of Wisconsin - Milwaukee; Lanetta Greer, Darwyn Fehrman, Courtney Bauder, University of Wisconsin - Madison*

"Mixing Pop [Culture] and Politics": Cultural Resistance, Culture Jamming, and Anticonsumption Activism as Critical Public Pedagogy. *Jennifer April Sandlin, Texas A&M University; Jennifer L. Milam, Texas A&M University*

Discussant: *Mariana Souto-Manning, University of Georgia*

29.021. Dialogic Discourse Practices in Integrated Science-Literacy Curricular Enactments. Division B-Curriculum Studies
Marriott, Wisconsin, Sixth Floor
8:15 am to 9:45 am

Chairs: *Christine C. Pappas, University of Illinois - Chicago; Maria Varelas, University of Illinois - Chicago*

Participants:

Code Switching as a Tool for Teaching and Learning. *Sofia Kokkino, University of Illinois - Chicago; Ibett Ortiz, Ruiz Elementary School*

Masculine Generic Animals in a First-Grade Science Classroom. *Jon Kelland, University of Illinois - Chicago; Anne Barry, Jungman Elementary School*

Exploring Teaching Styles of Dialogic Information Book Read-Alouds. *Tamara Lee Ciesla, University of Illinois - Chicago; Sharon Gill, Andrew Jackson Language Academy; Jennifer Hanks, Daniel Webster Elementary School*

Studying Teachers' Views of Dialogic Discourse Processes. *Li Ye, University of Illinois - Chicago*

Discussant: *Wendy Saul, University of Missouri - St. Louis*

29.022. Foundational Questions in Curriculum Studies. Division B-Curriculum Studies
Marriott, McHenry, Third Floor
8:15 am to 10:15 am

Chair: *Geeta K. Verma, Georgia State University*

Participants:

A Curriculum Without Foundation. *Bill Boyle, University of Manchester*

Being Condemned to Meaning: How Teachers Construct Their Students' Understanding. *Mark D. Vagle, University of Georgia*

Recent Research on the Teaching of History: An Inquiry Into Values. *Ronald W. Evans, San Diego State University*

Relational Pedagogy and the Evasion of Curriculum. *James Stillwaggon, Iona College*

Discussant: *William Gaudelli, Teachers College, Columbia University*

29.023. Quality and Equality: Right Answers, the Curriculum, and Political Attacks on Thinking. Division B-Curriculum Studies
co-sponsored with SIG-Research in Social Studies Education
Marriott, Chicago Ballroom, Section D - Fifth Floor
8:15 am to 10:15 am

Participants: *Joel Westheimer, University of Ottawa; Alfie Kohn, Independent Scholar; Nel Noddings, Stanford University; William C. Ayers, University of Illinois - Chicago; William H. Watkins, University of Illinois - Chicago; Sharon Anne Cook, University of Ottawa*

29.024. Children's Engagement in Free-Flowing Discussions.
Division C-Learning and Instruction
Hyatt, Plaza Ballroom, Section A, East Tower - Green Level
8:15 am to 9:45 am

Chair: *Richard C. Anderson, Center for the Study of Reading*

Participants:

Children's Engagement and Motivation in Collaborative Reasoning Discussions. *Xiaoying Wu, University of Illinois - Urbana-Champaign; Richard C. Anderson, Center for the Study of Reading*

From Being Assisted to Being Assessed: An Elementary School Student in Two Discussion Formats. *May Jadallah, University of Illinois - Urbana-Champaign*

An Exploration of the Developing Participation of Quiet Students in Collaborative Reasoning Discussions. *Brian William Miller, University of Illinois - Urbana-Champaign; Richard C. Anderson, Center for the Study of Reading*

Concurrent CR Discussion in a Large Class. *Ting Dong, University of Illinois - Urbana-Champaign; Richard C. Anderson, Center for the Study of Reading*

Participants: *Xiaoying Wu, May Jadallah, Brian William Miller, Ting Dong, University of Illinois - Urbana-Champaign*

Discussant: *P. Karen Murphy, Pennsylvania State University*

29.025. Cross-Cultural Studies on Motivation and Self-Efficacy.
Division C-Learning and Instruction co-sponsored with SIG-Motivation in Education
Hyatt, Burnham, West Tower - Silver Level
8:15 am to 10:15 am

Chair: *Laura T Zions, Eastern Michigan University*

Participants:

A Cross-Cultural Examination of the Psychometric Properties of the Achievement Goal Questionnaire. *Mingming Zhou, Simon Fraser University; Kou Murayama, Tokyo Institute of Technology; John Cale Nesbit, Simon Fraser University*

Motivation, Language Learning Beliefs, Self-Efficacy, and Acculturation Patterns Among Two Groups of English Learners. *Carmen Garcia, University of Southern California/San Diego Unified School District; Robert S. Rueda, University of Southern California*

The Relationship Between Verve and Academic Achievement of African-American and European-American Students. *Torrance Norval Hawkins, Texas A&M University; Prathiba Natesan, Texas A&M University; Norvella P. Carter, Texas Southern University; Tony J. Manson, Florida A&M University*

The Psychic Rewards of Teaching: Examining Global, National, and Local Influences on Teacher Motivation. *Mark Morgan, St. Patrick's College; Karl Kitching, St. Patrick's College of Education; Michael O'Leary, Saint Patrick*

Discourse in Chinese Reading Lessons in the Context of Chinese Mathematics Instruction. *Megan Schleppebach, University of Illinois; Michelle Perry, University of Illinois; Linda M. Sims,*

University of Illinois - Urbana-Champaign; Ge Fang, Chinese Academy of Science

Discussant: *Jenefer E. Husman, Arizona State University*

29.026. Designing Dynamic Visualizations for Learning: Empirical and Methodological Perspectives. Division C-Learning and Instruction

Hyatt, DuSable, West Tower - Silver Level

8:15 am to 9:45 am

Chairs: *Katharina Scheiter, University of Tuebingen; Eric N. Wiebe, North Carolina State University*

Participants:

Animation and Narration: Using Eye Tracking to Understand Visual Attention Distribution. *Eric N. Wiebe, North Carolina State University; Leonard A. Annetta, North Carolina State University*

The Influence of Verbal Explanations on Visual Attention and Performance in Learning With Animations. *Florian Schmidt-Weigand, University Kassel; Alfred Kohnert, University of Giessen; Ulrich Glowalla, University of Giessen*

Focusing on Different Levels of Dynamics in Learning From Animation. *Wolfgang Schnotz, University of Landau; Richard K. Lowe, Curtin University of Technology; Thorsten Rasch, University of Koblenz-Landau; Katja Meyer, University of Duisburg - Essen; Sakina Wagdarikar, University of Koblenz-Landau*

The Inverted Cueing Effect: Cueing the Uncued. *Björn de Koning, Erasmus University Rotterdam; Huib Tabbers, Erasmus University Rotterdam; Remy M. Rikers, Erasmus University Rotterdam; Fred Paas, Open Universiteit Nederland*

Learning From an Instructional Animation Versus a Series of Static Pictures: The Role of Spatial Ability. *Tim Niclas Hoeffler, University of Duisburg - Essen; Detlev Leutner, University of Duisburg - Essen*

A Taxonomy for Animations in Concrete and Abstract Domains: The Use of Icons and Symbols. *Katharina Scheiter, University of Tuebingen; Peter Gerjets, Knowledge Media Research Center*

Discussant: *Richard Catrambone, Georgia Institute of Technology*

29.027. Expertise Development. Division C-Learning and Instruction
Sheraton, Chicago Ballroom, Section X, Level 4

8:15 am to 9:45 am

Chair: *Tamara van Gog, Open Universiteit Nederland*

Participants:

Breaking Down Distrust: Cross-Sectional Study of Novice-to-Expert Development of Embodied Concepts and Image-Using Skills. *Sneha Veeragoudar Harrell, University of California - Berkeley*

Creative Thinking and Deductive Inferencing: A Causal Relationship. *Spike J. Peterson, University of North Carolina - Chapel Hill*

Different Effects of Multimedia Learning Versus Observational Learning on Cognitive Learning Outcomes and Skill Acquisition in Basketball. *Scott Angarola, National Basketball Association; Jan L. Plass, New York University*

Models of Human Expertise as Blueprints for Designing Instruction: Applications to Landmine Detection. *James J. Staszewski, Carnegie Mellon University*

The Relationship Between Spatial Experiences/Background and Different Levels of Spatial Ability. *Meiling Tang, Ohio State University*

Discussant: *David F. Feldon, University of South Carolina*

29.028. Learning in Museums and Out of School. Division C-Learning and Instruction

Sheraton, Arkansas, Level 2

8:15 am to 10:15 am

Chair: *Sandra T. Martell, University of Wisconsin - Milwaukee*

Participants:

A Museum's and Its Visitors' Beliefs About the Nature of Science. *Steven R. Guberman, University of Colorado - Boulder; Kenneth Emo, South Dakota State University*

A Study of Learning Affordances of a Children's Museum Exhibit Component: The Distance Speedway. *Tirupalavanam G. Ganesh, Arizona State University; Annapurna Ganesh, Arizona State University; Cheryl McCallum, Children's Museum of Houston*

Melding Learning in Classrooms With Informal Learning: Teaching Experiences on an Urban Farm. *Jolie A. Mayer-Smith, University of British Columbia; Oksana Bartosh, University of British Columbia; Linda B. Peterat, University of British Columbia*

No Child Left to Play, or High-Pay Babysitting: New York City Preservice Teachers Construct Meaning in Their Afterschool Tutoring Experience Under NCLB. *Carol Huang, City College of New York; Sylvia Roberts, City College of New York*

The Value of Using Handheld, Multimedia Devices in a Science Center. *Tina Jarvis, University of Leicester*

How Adults and Children Use Everyday Experiences to Make Sense of Scientific Ideas in Museums. *Kenneth Emo, South Dakota State University; Steven R. Guberman, University of Colorado - Boulder*

Discussant: *Elizabeth Wood, Indiana University - Purdue University - Indianapolis*

29.029. Technology Research: Initial Findings of Impact of One-to-One Computing Initiatives. Division C-Learning and Instruction

Sheraton, Ontario, Level 2

8:15 am to 10:15 am

Chair: *Lori B. Holcomb, North Carolina State University*

Participants:

1 to 1 Computing: Year One Results from the Berkshire Wireless Learning Initiative Evaluation. *Damian J. Bebell, Boston College; Michael K. Russell, Boston College*

Evaluating the Implementation and Outcomes of a Laptop Initiative in Career and Technical High School Education. *Chrystalla Mouza, University of Delaware; Al Cavalier, University of Delaware; Larysa Nadolny, University of Delaware*

Studying How Mobile Computing With Tablet PCs Supports School and Classroom Changes in Singapore. *Marie Bienkowski, SRI International; Geneva D. Haertel, SRI International; Vincent Quah, Microsoft Asia Pacific*

One-to-One Computing: What Does It Take to Make It Work? - A Longitudinal Study. *Jing Lei, Syracuse University*

Discussants: *Karen P. Swan, Kent State University; Ellen B. Mandinach, Education Development Center*

29.030. Rebooting the Past: Leveraging Advances in Assessment, Instruction, and Technology to Individualize Instruction and Learning. Division D-Measurement and Research Methodology

Marriott, Grand Ballroom, Salon I - Seventh Floor

8:15 am to 9:45 am

Chair: *Ray S. Perez, Office of Naval Research*

Participants:

Towards Individualized Instruction With Technology-Enabled Tools and Methods. *Gregory K. W. K. Chung, Girlie C. Delacruz, Gary B. Dionne, Eva L. Baker, University of California - Los Angeles*

The Use of Formative Assessments to Guide Instruction in a Military Training System. *William L. Bewley, University of California - Los Angeles; John J. Lee, University of California - Los Angeles; Allen Munro, University of Southern California*

Design Patterns for Learning and Assessment: Facilitating the

Introduction of a Complex, Simulation-Based Learning Environment Into a Community of Instructors. *Dennis Charles Frezzo, University of Hawai'i; Robert J. Mislvey, University of Maryland*

Remembrance of Things Past: The Individualization Imperative.

John D. Fletcher, Institute For Defense Analyses

Discussants: *M. David Merrill, Utah State University/Florida State University; Wallace H. Wulfbeck, Space and Naval Warfare Systems Center*

29.031. "Depending on How You Read It": The Trans-Contextualization of Pedagogies of Everyday Practice Across Urban Communities. Division G-Social Context of Education
Hyatt, Columbus Hall, Section E, East Tower - Gold Level
8:15 am to 9:45 am

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

Participants:

Identity, Positioning, Knowledge, and Rhetoric in the Pedagogical Practices of Elderly African-American Bridge Players. *Carol D. Lee, Northwestern University*

Everyday Pedagogies in Basketball, Track, and Dominoes: Culture, Identity, and Opportunities for Competence. *Na'ilah Suad Nasir, Stanford University*

The Nature of Problem Solving in Shoptalk. *Yolanda Majors, University of Illinois - Chicago*

Discussant: *Frederick D. Erickson, University of California - Los Angeles*

29.032. Across the Diaspora, Indigenous, and Minority Education Divide: Joining Forces for a Better Future. Division G-Social Context of Education
Hyatt, Wright, West Tower - Silver Level
8:15 am to 9:45 am

Chair: *Seonaigh A. MacPherson, University of Manitoba*

Participants: *Seonaigh A. MacPherson, University of Manitoba; Olga A. Vasquez, University of California - San Diego; Shelley K. Jones, University of British Columbia; Bonny P. Norton, University of British Columbia; Toi James, Sarah Lawrence College; Gerard A. Postiglione, University of Hong Kong; Gulbahar H. Beckett, University of Cincinnati; Li-Fang Zhang, University of Hong Kong; Ben Jiao, University of Hong Kong*

Discussants: *Zvi Bekerman, Hebrew University of Jerusalem; Seonaigh A. MacPherson, University of Manitoba*

29.033. Affect and Identity in Local Contexts of Schooling. Division G-Social Context of Education
Hyatt, Columbus Hall, Section A, East Tower - Gold Level
8:15 am to 9:45 am

Participants:

Emotion, Power, and Female Identity in Preschool Children's Play Narratives. *Samara D Madrid, Ohio State University; Rebecca Kantor, Ohio State University*

"You Need Some Laugh Bones": Humor, Talk, and Identity in a High School English Classroom. *Amy Vetter, University of Texas - Austin*

Meaning-Making for Students Exploring Structural Inequalities in Health Care: The Role of Emotions. *Robert F. George, University of New Mexico*

Social Change in Schools: A Matter of Passion, Ethics, and Literacies. *Janet Donnell Johnson, Rhode Island College; Mary Beth Hines, Indiana University*

Humor as a Practice Within Spiritual Pedagogies. *Nadjwa E. L. Norton, City College of New York*

29.034. Division G: New Faculty Mentoring Seminar. Division G-Social Context of Education
Hyatt, San Francisco, West Tower - Gold Level
8:15 am to 10:15 am

29.035. Education in Black Mecca: Unveiling Issues of Identity and Achievement in a Black Suburb in the U.S. South. Division G-Social Context of Education
Hyatt, Columbus Hall, Section C, East Tower - Gold Level
8:15 am to 9:45 am

Chair: *Derrick Alridge, University of Georgia*

Participants:

Why Study Achievement in Black Suburbia? The Significance of Race and Place in the U.S. South. *Jerome E. Morris, University of Georgia; Carla R. Monroe, University of Georgia*

Perceptions of the Achievement Gap: High-Achieving Black College Students Reflect on Their High School Experiences. *Rahmel Fuller, University of Georgia; Jerome E. Morris, University of Georgia*

Shades and Origins of High Black Achievers: The Roles of Ethnicity, Identity, and Context. *Jerome E. Morris, University of Georgia*

Revisiting and Rethinking Gifted Education: Steps Toward Increasing the Academic Achievement of All Black Students. *Winfred Glynn Harris, University of Georgia; Tarek C. Grantham, University of Georgia*

How Gender Exacerbates the Black-White Achievement Gap: An Examination of Institutional Factors in the Undermining of Black Male Academic Success. *Carla R. Monroe, University of Georgia; Katy Ulrich, University of Georgia*

Discussant: *David M. Bloome, Ohio State University*

29.036. Evaluating High School Reform and College Access Programs. Division H-School Evaluation and Program Development
Marriott, Lakeview, Second Floor
8:15 am to 9:45 am

Chair: *Arie J. van der Ploeg, Learning Point Associates*

Participants:

Bringing Rigor to the Study of Rigor: Estimating the Effect of Participation in Advanced Placement Courses on Urban Students' Access to College. *Melissa R. Roderick, University of Chicago; Ginger Stoker, University of Chicago*

How Well Does AVID Prepare Students for College? A Multilevel Analysis. *CASEY CONEWAY, Austin Independent School District*

Bringing AVID to Chicago's Public High Schools: Ninth-Grade Outcomes in a Large, Urban School District. *Andrew Brake, University of Chicago; Jenny K. Nagaoka, University of Chicago; Melissa R. Roderick, University of Chicago*

Evaluating a GEAR UP Statewide Partnership Grant: Successes, Challenges, and Outcomes of Implementing Collaborative Evaluation. *Rita O'Sullivan, University of North Carolina - Chapel Hill; Michelle Jay, University of South Carolina; Karyl Jacqueline Shand Askew, University of North Carolina*

Urban School Reform: Year-Three Outcomes for the "Knowledge Is Power" Program in an Urban Middle School. *Aaron J. McDonald, University of Memphis; Steven M. Ross, University of Memphis; Brenda McSparrin-Gallagher, Memphis City Schools*

Discussant: *Evelyn Belton-Kocher, St. Paul Public Schools*

29.037. Breaking New Ground: Doing Policy Research on Access and Financial Aid of Low-Income Youth. Division J-Postsecondary Education
Marriott, Cook, Third Floor
8:15 am to 9:45 am

Participants:

The "Real World" and Policy Research in Financial Aid. *William G. Tierney, University of Southern California*

When a Group Presentation Isn't Enough: The Importance of One-on-One Financial Aid Advising for Low-Income, Urban, College-Bound Students. *Kristan M. Venegas, University of Nevada - Reno; Ronald Edward Hallett, University of Southern California*

Capturing Student Voice: Using Focus Groups to Increase Access. *Brianna Kennedy, University of Southern California*

Dollars and Sense: A Cohort Analysis of How Low-Income Youth Understand Financial Aid. *Mari Lynn Luna De La Rosa, Institute for College Access and Success; Jarrett Gupton, University of Southern California*

Discussant: *Edward P. St. John, University of Michigan*

29.038. College Student Cultures. Division J-Postsecondary Education

Marriott, Wrigleyville, Second Floor

8:15 am to 9:45 am

Chair: *Hugo Garcia, Claremont Graduate University*

Participants:

National Study of Student Hazing: Examining and Transforming Campus Cultures - Pilot Study. *Mary L. Madden, University of Maine; Elizabeth Allan, University of Maine*

Understanding the Role of Student Subcultures on a College Campus: An Ethnographic Study of a Christian Collegiate Organization. *Peter M. Magolda, Miami University; Kelsey Ebben, Albion College*

What's Really Out There: An Empirical Study of Undergraduate Facebook Profiles. *Ethan A. Kolek, University of Massachusetts - Amherst; Daniel Saunders, University of Massachusetts - Amherst*

From the Battlefield to the Intramural Field: A Study of How Veterans and Service Members Experience College. *Nathan R. Durdella, Cerritos Community College; Caroline Sheldon, University of Pacific*

Discussant: *Lisa E. Wolf-Wendel, University of Kansas*

29.039. Contemporary Gender Issues in Postsecondary Education.

Division J-Postsecondary Education

Marriott, Dupage, Third Floor

8:15 am to 9:45 am

Chair: *Robyn M. Johnson, Iowa State University*

Participants:

Female Students in Technology Majors: An Examination of Discourse and Classroom Contexts. *Julia Colyar, Southern Illinois University; Melanie Stivers, Southern Illinois University - Carbondale*

Juggling Career and Family: Young Women's Struggles With Balancing Career and Family Choices. *MaryBeth Walpole, Rowan University; Kimberly Joyce, Rowan University; Constance J. Bauer, Chesterfield Public Schools; Kamau Kanyi, Rowan University; Rita J. Toliver, Rowan University*

Performing Gender at a Women's College. *Jennifer L. Hart, University of Missouri - Columbia; Jaime R. Lester, Old Dominion University*

Perspectives of Gender Equity From the New Majority in Doctoral Education. *tara watford, University of California - Los Angeles*

Discussant: *Kristen A. Renn, Michigan State University*

29.040. Developing Future Faculty. Division J-Postsecondary Education

Marriott, Minnesota, Sixth Floor

8:15 am to 9:45 am

Chair: *Benita J. Barnes, University of Massachusetts - Amherst*

Participants:

Cultivating a Community of Practice, Cultivating Educational Researchers: Scaffolding Learning in an Informal Study Group. *Christine Keller Lemley, Grinnell College; Lucinda G. Heimer, University of Wisconsin - Madison; Sara C. Michael-Luna, Rutgers, The State University of New Jersey; Sarah A. Robert, University of Wisconsin - Madison; Amy E. Sharpe, University of Wisconsin - Madison*

Faculty Assessment of Doctoral Student Research: Conceptions of Quality in Qualitative Research. *Daniel J. Kaczynski, University of West Florida; Melissa Kelly, University of West Florida*

Preparing Tomorrow's Scientists: Developing Effective Interdisciplinary Graduate Education Programs and Measuring Value Added for Students. *Jennifer Giancola Carney, Abt Associates Inc.; Alina Martinez, Abt Associates Inc.*

Social Networks and Professional Identity Development: A Look at the First-Year Doctoral Student Experience in Business. *Vicki Lynn Baker, Pennsylvania State University*

Discussant: *David E. Hardy, University of Alabama*

29.041. Diverse Students, Diverse Perceptions-Views of Postsecondary Teaching and Learning. Division J-Postsecondary Education

Marriott, Chicago Ballroom, Section B - Fifth Floor

8:15 am to 9:45 am

Chair: *Linda T. DeAngelo, University of California - Los Angeles*

Participants:

Why Linguistic Minority Students Accommodate the Standard Language of a Writing Proficiency Exam. *Jennifer A. Mott-Smith, University of Massachusetts - Boston*

A College Transition Program for Students With Developmental Disabilities: First-Year Program Assessment. *Margaret M. Kirwin, College of St. Rose; Fred Erlich, Living Resources Corporation*

The Individual and Environmental Effects of Part-Time Enrollment Status on Student-Faculty Interaction. *Thomas F. Nelson Laird, Indiana University; Ty Cruce, Indiana University Center for Postsecondary Research*

Indicators of Personal and Academic Responsibility and Students' Perceptions of Their Learning Rights and Responsibilities. *Jason S. Zapf, Indiana University; Frank Dunaway, Indiana University; Barbara A. Bichelmeyer, Indiana University*

Discussant: *Marilla D. Svinicki, University of Texas - Austin*

29.042. Centering the Overlooked Issues in Multicultural Teacher Education: AIDS, Accent, Adoption, (Dis)Ability, and Poverty. Division K-Teaching and Teacher Education

Hyatt, Addams, West Tower - Silver Level

8:15 am to 9:45 am

Chair: *Susan Sze, Niagara University*

Participants:

Adoption as a Diversity Issue in Professional Preparation: Perceptions and Experiences of Preservice Education Professionals. *Juliana M. Taymans, Sylvia A. Marotta, Sharon J. Lynch, George Washington University; Debbie Riley, Center for Adoption Support and Education; Deanna Ortiz, Jean LaFauci Schutt, Coretta Mallery, George Washington University*

Teacher Education and Literacy Instruction in High Poverty Schools: The World of Educational Quality for All. *Haley Woodside-Jiron, University of Vermont*

The Impact of HIV and AIDS on the Teaching Practices of Education Faculty in a South African University. *Fiona Larkan, University of Western Cape, South Africa/National University of Ireland, Maynooth*

The Politics of Accent: Working Toward a Narrative of Hope. *Finney Cherian, University of Windsor; Yvette Daniel, University of Windsor*

The Potential for Improving Inclusive Technology Practice in Teacher Education: Learning From Experiences of Disabled Trainee-Teachers. *Yota DIMTRIADI, University of Reading*

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

29.043. Exploring the Affective Domain in Teaching. Division K-Teaching and Teacher Education
Hyatt, New Orleans, West Tower - Gold Level
8:15 am to 9:45 am

Participants:

Emotional Ecology: The Intersection of Emotional Knowledge and Pedagogical Content Knowledge in Teaching. *Michalinos Zembylas, Open University of Cyprus/Michigan State University*

Seeking Quality Through the Personal: Exploring the Affective Domain Through Reflection in Teacher Preparation. *Melanie E. Shoffner, Purdue University*

Teachers Turned Lovers: The Onset of Relationships. *Tara S. Johnson, Purdue University*

The Effects of Nonverbal Skill on Dimensions of Global Personality: Four Correlational and Six Experimental Replicated Studies. *Hans G. Klinzing, University of Tuebingen; Bernadette Gerada Aloisio, Department of Curriculum Management, Education Division, Malta*

29.044. Field Experiences Are the Catalyst for Practice, Action, and Learning Experiences. Division K-Teaching and Teacher Education
Hyatt, Stetson Conference Center, Suite D, West Tower - Purple Level
8:15 am to 9:45 am

Chair: *Neelam Kher, Michigan State University*

Participants:

“Sink or Swim”: How First Year Teachers Perceive Teacher Education Program Preparation. *Judith M. Schillo, Hee-Young Kim, Cynthia J. Benton, Lin Lin, State University of New York - Cortland*

A Comparative Study of Literacy Field Experiences With Traditional Versus Onsite Methods Courses. *Lourdes Zaragosa Mitchel, Seton Hall University; Alisa Hindin, Seton Hall University*

Microteaching Lesson Study as a Situative Learning Experience of the Prospective Teacher. *Maria L. Fernandez, Florida State University*

Action Research With Undergraduate Preservice Teachers: (E)merging Voices. *Lisa Wilson Carboni, Duke University; Susan R. Wynn, Duke University; Colleen M. McGuire, Tuxedo Park School*

Learning to Conference With Young Writers: Preservice Teachers' Experiences and Beliefs About Writing Development and Instruction. *Brenda H. Spencer, California State University - Fullerton; Kimberly A. Norman, California State University - Fullerton*

Discussant: *Claudia Peralta Nash, Boise State University*

29.045. Fish Out of Water: Lessons Learned From Introducing Chinese Teachers of English to Western Conceptions of Knowledge, Teaching, and Learning. Division K-Teaching and Teacher Education
Hyatt, Columbus Hall, Section G, East Tower - Gold Level
8:15 am to 9:45 am

Chair: *Mary E. Spalding, University of Nevada - Las Vegas*

Participants:

Learning Instructional Strategies for Student Learning or for School Context: Problems With Changing Teachers' Beliefs in China. *Jian Wang, University of Nevada - Las Vegas*

A Broken Pencil Is Better Than a Good Memory: How Chinese English Teachers View Teaching Writing After Examining U.S. Best Practices in Teaching Writing. *Mary E. Spalding, University of Nevada - Las Vegas*

Chinese Teaches' Conceptions of How Multiple Intelligences Affect Student Learning in China. *Emily Lin, University of Nevada - Las Vegas*

Professional Inspiration and Communicative Competence of Non-Native Speakers: How Does Learning About Second Language Acquisition Theories Affect Chinese English Teachers' Ideas about Teaching, Learning, and Practice? *John Butcher, University of Nevada - Las Vegas*

Participant: *Guangwei Hu, Nanyang Technological University*

29.046. Focus on Content Literacy: A School-University Partnership Around Teacher Learning. Division K-Teaching and Teacher Education
Hyatt, Columbus Hall, Section I, East Tower - Gold Level
8:15 am to 9:45 am

Chair: *Tarek Azzam, University of California - Los Angeles*

Participants: *Angela Jeanette Slocum, University of California - Los Angeles; Nicole M. Gerardi, University of California - Los Angeles; Roman Del Rosario, Los Angeles Unified School District; Anne Maben, University of California - Los Angeles; Carol Truscott, Los Angeles Unified School District; Jody Z. Priselac, University of California - Los Angeles*

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

29.047. Global Perspectives on Professional Development. Division K-Teaching and Teacher Education
Hyatt, Stetson Conference Center, Suite E, West Tower - Purple Level
8:15 am to 9:45 am

Chair: *Gillian Stewart-Wells, American College of Education*

Participants:

Developing Intercultural Competence Through Teaching Abroad: Personal Experience and Professional Impact. *Holly A. Emert, University of Minnesota*

Educational Reform and Teacher Efficacy Beliefs: What Can We Learn From the Omani School Context? *Said Suliman Aldhafri, Sultan Qaboos University; Nancy E. Perry, University of British Columbia*

Teaching Mentoring Across Boundaries of Language, Status, and Culture: Notes From Banda Aceh, Indonesia. *Katherine Schultz, University of Pennsylvania; Lisa Smulyan, Swarthmore College*

Teacher Networks or Clusters in South Africa: Opportunities and Constraints for Teacher Development and Change. *Loyiso C. Jita, University of Pretoria; Thembi Ndlalane, University of Pretoria*

Discussant: *Thienhuong Hoang, California State Polytechnic University*

29.048. Meeting on the “Rackety Bridge”: Teacher (Educator) Professional Development Across Varying Contexts. Division K-Teaching and Teacher Education
Hyatt, Field, West Tower - Silver Level
8:15 am to 9:45 am

Participants: *Kim Wieczorek, Nazareth College; Susan Wray, Montclair State University; Ann K. Schulte, California State University - Chico; Mary Kroener-Ekstrand, Los Angeles Unified School*

District; Michele A. Genor, Teachers College, Columbia University; Suzanne Fondrie, University of Wisconsin - Oshkosh

Discussant: *Mary Klehr, Madison Metro School District/University of Wisconsin-Madison*

29.049. Multicultural and Inclusive Mathematics and Science Education: Toward Pedagogies of Equity and Engagement.

Division K-Teaching and Teacher Education

Hyatt, Toronto, West Tower - Gold Level

8:15 am to 9:45 am

Chair: *Nikoletta Christodoulou, Frederick Institute of Technology*

Participants:

Social Justice and Mathematics: Rethinking the Nature and Purposes of School Mathematics. *Kurt Stemhagen, Virginia Commonwealth University*

Culturally Responsive Teaching of Mathematics: Two Models From Linked Studies. *Robin Margaret Averill, Victoria University of Wellington College of Education; Dayle Margaret Anderson, Victoria University of Wellington; Herewini Easton, Victoria University of Wellington*

Science Achievement of African-American Females in Suburban Middle Schools: A Mixed-Methods Approach. *Kecia C. Topping, Nataliya V. Ivankova, Loucrecia W. Collins, University of Alabama - Birmingham*

Preparing Teachers to Teach Mathematics in Inclusion Classrooms: A Multimedia, Case-Based Approach. *Ellen B. Meier, Kathy Powell, Teachers College, Columbia University; Fiona M. Hollands, Columbia University; Babette Moeller, Center For Children and Technology; Barbara Dubitsky, Bank Street College of Education*

Discussant: *Hafdis Gudjonsdottir, Iceland University of Education*

29.050. New Voices in Critical Multiculturalism, Educational Equity, and Social Justice in and Through Teacher Education. Division K-Teaching and Teacher Education

Hyatt, Acapulco, West Tower - Gold Level

8:15 am to 10:15 am

Participants: *Tricia M. Gallagher-Geurtsen, Cutting Edge Education; Robert Weldon Simmons, Hamline University; Wendy Anne Amosa, University of Newcastle; Djanna A. Hill-Brisbane, William Paterson University; Nana Osei-Kofi, Iowa State University; Victor Begay, Arizona State University*

Discussant: *Paul Cameron Gorski, Hamline University*

29.051. Preparing Teachers With an Attitude: Making Social Justice Visible. Division K-Teaching and Teacher Education

Hyatt, McCormick, West Tower - Silver Level

8:15 am to 9:45 am

Chairs: *Patrick Joseph Finn, State University of New York - Buffalo;*

Lauri Johnson, State University of New York - Buffalo

Participants: *Rosalie M Romano, Ohio University; Mary Elizabeth Finn, State University of New York - Buffalo; Rosemaril K. Murray, Canisius College; Gillian S. Richardson, Canisius College; Diane Zigo, Lemoyne College; Dennis Shirley, Boston College; Michael P. Evans, Boston College*

Discussant: *Cynthia McDermott, Antioch University*

29.052. Research on Identity of Teacher Educators: Raising the Quality of Teacher Education. Division K-Teaching and Teacher Education

Hyatt, Grand Suite 3, East Tower - Gold Level

8:15 am to 9:45 am

Chair: *J. John Loughran, Monash University*

Participants:

Introduction: Research on Identity of Teacher Educators: Raising the

Quality of Teacher Education. *Anja Swennen, Vrije Universiteit - Amsterdam*

The Development of the Professional Identity of Two Women Teacher Educators. *Anja Swennen, Monique L. Volman, Corinne van Velzen, Vrije Universiteit - Amsterdam*

Finding Our Identities as Teacher Educators. *Mieke L. Lunenberg, Vrije Universiteit; Mary Lynn Hamilton, University of Kansas*

Differentiation, Diversity, and Professional Education Provision for Teacher Educators in England. *Jean M. F. Murray, Brunel University; Jon Davison, Institute of Education, University of London; Peter David John, University of Plymouth*

Building Identities as Teacher Educators: What Works? *Leah Shagrir, Mofet Institute*

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

29.053. Rethinking Teacher Education: A Global Challenge.

Division K-Teaching and Teacher Education

Hyatt, Grand Suite 5, East Tower - Gold Level

8:15 am to 9:35 am

Chair: *Horacio Walker, Universidad Catolica de Valparaiso*

Participants:

Dispositions to Actions: Developing a Comprehensive Teacher Candidate Dispositions Assessment System. *Eunjoong Jung, University of Louisville; Ann E. Larson, University of Louisville*

Initiating Active Professionals: Rethinking Philosophy, Practice, and Engagement in Teacher Education. *Mary C. Dalmau, Victoria University; Hafdis Gudjonsdottir, Iceland University of Education; Brenda F. Cherednichenko, Claire Kelly, Marcelle Cacciattolo, Anne Davies, Eva Dakich, Victoria University*

Narrating Postmodern Change in Teacher Education: Expanding Commitments to Social Justice, Inquiry-Based, and Participatory Paradigms. *Morgan Gardner; Clar Doyle, David Dibbon, Karen C. Goodnough, Linda Doody, Memorial University of Newfoundland*

Reconceptualizing American Teacher Education: Lessons From Hong Kong. *Diane Gal, City University of New York - Queens College*

Class Teacher Students' Attitudes Toward and Experiences of Research-Based Teacher Education. *Heikki Valter Kynaslahti, Katriina Jenni Johanna Maaranen, Leena Krokfors, Riitta Jyrhämä, Reijo T. Byman, Auli Toom, University of Helsinki*

Discussant: *Barbara B. Levin, University of North Carolina - Greensboro*

29.054. Teacher Development and Technology Pedagogy: Possibilities and Problematics. Division K-Teaching and Teacher Education

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

8:15 am to 9:45 am

Chair: *Louanne I. Smolin, University of Illinois - Chicago*

Participants:

ICT Usage and Enhanced Learning: Technology's Contribution to Student Achievement. *Geneva D. Haertel, SRI International; Barbara M. Means, SRI International*

Teacher Professional Development and ICT: Case Studies and Models. *Charalambos Vrasidas, CARDET; Gene V. Glass, Arizona State University*

Teacher Education and Technology: What Works and Why. *James W. Pellegrino, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago*

Professional Development in Integrating Technology Into Teaching and Learning: Knowns, Unknowns, and Ways to Pursue Better Questions and Answers. *Kimberly A. Lawless, University of*

Illinois - Chicago; James W. Pellegrino, University of Illinois - Chicago

Discussant: *Chris J. Dede, Harvard University*

29.055. Technology, New Literacies, Reading and Writing: A Little More Than Pen and Paper. Division K-Teaching and Teacher Education

Hyatt, Hong Kong, West Tower - Gold Level
8:15 am to 9:45 am

Participants:

Enhancing Literacy Through Technologies: A Case Study of a Digital Language Experience Approach. *Yimei Lin, National Chung Cheng University; Karen P. Swan, Kent State University; Annette Kratcoski, Research Center for Educational Technology; Mark A. van 't Hooft, Kent State University*

Online Dialogue Journaling in Graduate Literacy Teacher Education: Identity and Knowledge Construction. *Nadine Bryce, Hunter College*

The Beliefs and Instructional Practices of Two Exemplary Primary Grade Teachers When Integrating Technology With Literacy Instruction: A Qualitative Case Study. *Kristine Lynn Still, Cleveland State University; Lynn A Smolen, University of Akron*

The Impact of Professional Development on Teacher Learning, Practice, and Leadership Skills: A Study on the Integration of Technology in Writing. *Patricia Scott, University of Delaware; Chrystalla Mouza, University of Delaware*

Using Blogs to Facilitate Online Discussion. *Shiangkwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology*

Web-Based Tools for Developing Preservice Teachers' Analytic Writing Assessment Skills and Self-Efficacy. *Michael S. Dempsey, University of Nebraska - Lincoln; Lisa M. PytlakZillig, University of Nebraska - Lincoln; Roger H. Bruning, University of Nebraska*

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

29.056. The Second Stage of Teaching: Attending to the Attitudes and Needs of Teachers With 4 to 10 Years of Experience.

Division K-Teaching and Teacher Education
Hyatt, Horner, West Tower - Silver Level
8:15 am to 9:45 am

Chair: *Susan M. Johnson, Harvard University*

Participants:

Instructional Improvement in the Second Stage of Teaching: Perspectives on the Role of Professional Learning. *Megin Charner-Laird, Harvard Graduate School of Education*

Career Decisions of Peer Assistance and Review Consulting Teachers. *Sarah Edith Fiarman,*

Managing Teaching: How Second-Stage Teachers Engage in Their Work. *Cheryl L. Kirkpatrick, Harvard University*

Early-Career Teacher Perspectives on Their Teachers' Unions. *Emily Kalejs Qazilbash, Harvard Graduate School of Education*

Second-Stage Teachers' Constructions of Autonomy. *Stacy Agee Szczesiul, Harvard University*

Discussant: *Pamela L. Grossman, Stanford University*

29.057. Welcome to the Teaching Profession: State and District Teacher Induction Policies and Programs. Division K-

Teaching and Teacher Education
Hyatt, Ogden, West Tower - Silver Level
8:15 am to 9:45 am

Chair: *John Luczak, Joyce Foundation*

Participants:

Variation in State Approaches to New Teacher Induction. *Marjorie E. Wechsler, SRI International*

Variation in District Approaches to New Teacher Induction: The Case of Ohio. *Kristin R. Bosetti, SRI International*

Variation in District Approaches to New Teacher Induction: The Case of Illinois. *Daniel C. Humphrey, SRI International; Brenda Klostermann, Illinois Education Research Council*

Examining the Effects of New Teacher Induction in Chicago Public Schools. *Kavita Kapadia, University of Chicago; Vanessa M. Coca, Consortium on Chicago School Research*

Discussants: *Jennifer B. Presley, Illinois Education Research Council; Renee T. Clift, University of Illinois - Urbana-Champaign*

29.058. Cross-National Study of Policies for Education Quality.

Division L-Educational Policy and Politics
Sheraton, Colorado, Level 2
8:15 am to 9:45 am

Chair: *Motoko Akiba, University of Missouri - Columbia*

Participants:

Seeking Quality Through Decentralization of Decisionmaking Over Curriculum: The Case of the Czech Republic. *Kamila Rosolova, Michigan State University*

In Pursuit of a Quality Education for All: The Barbados Context. *Sheralyn Trisha Dash, Boston College*

Travelling Policy on Interagency Working: Local Responses From England and Scotland. *Robert Ian Hulme, University of Chester; Moira Hulme, University of Glasgow*

The Challenges of Public School Leadership in Thailand's Southern Border Provinces. *Brendan D. Maxcy, Ekkarin - Sungtong, Thu Suong Thi Nguyen, University of Missouri - Columbia*

Discussant: *Alexander W. Wiseman, University of Tulsa*

29.059. Literary Instruction and Accountability. Division L-

Educational Policy and Politics
Sheraton, Missouri, Level 2
8:15 am to 9:45 am

Chair: *Cynthia C. Reyes, University of Vermont*

Participants:

Cognitive Framing of Literacy Curriculum: A Critical Study of Kentucky State Education Policies. *Leslie D. Burns, University of Kentucky; Angie Madden, University of Kentucky*

Literacy Test Preparation: Student Compliance and Resistance. *David J. Johnson, University of Michigan*

Sound It Out: The Power and Peril of Systemic Pressure on Literacy Coaching and Teaching. *Emily M. Rodgers, Ohio State University; Adrian R. Rodgers, Ohio State University*

Reading Instruction During the NCLB Years: The First R Revisited. *Jacqueline Love Zeig, University of Florida*

Discussant: *Beth Gamse, Abt Associates Inc.*

29.060. Truth and Power: How the International Evidence Movement Is Shaping Education Policy. Division L-

Educational Policy and Politics
Sheraton, Mississippi, Level 2
8:15 am to 9:45 am

Chair: *Michael J. Feuer, National Research Council*

Participants:

Evidence, Education, and Policy: The Evidence Movement in Israel. *Avital Darmon, Initiative for Applied Research in Education, Jerusalem, Israel*

Evidence and Social Science in the United Kingdom. *Tony Munton, Home Office, London, United Kingdom*

Next Steps in Scientific Research: Education and Beyond. *Michael J. Feuer, National Research Council*

Discussant: *Marshall S. Smith, William and Flora Hewlett Foundation*

29.061. Unintended Consequences of Policy and Politics. Division L-Educational Policy and Politics
Hyatt, Plaza Ballroom, Section B, East Tower - Green Level
8:15 am to 10:15 am

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

Testing to the Test? How Instructional Expectations for Formative Assessments Collide With Accountability Uses of Formative Assessment Data. *Leslie Nabors Olah, Consortium for Policy Research in Education, University of Pennsylvania; Nancy R. Lawrence, Consortium for Policy Research in Education; John M. Weathers, University of Pennsylvania; Margaret E. Goertz, University of Pennsylvania*

Unintended Consequences of New York State's Test-Based Accountability on Grade Retention. *Dae Yeop Kim, Portland State University*

The Intended and Unintended Consequences of the No Child Left Behind (NCLB) Act: Evidence From Wisconsin. *Rajashri Chakrabarti, Harvard University*

Use of Private Supplemental Instruction (Private Tutoring) and Its Effects on American High School Seniors. *Masako Nishio, University of Maryland - College Park*

Mediating the Influence of High-Stakes Testing on Arts Education: The Case in Virginia. *Jacob Mishook, Annenberg Institute for School Reform*

Discussants: *John W. Sipple, Cornell University; Jason S. Palmer, U.S. Government Accountability Office*

29.062. Issues in Higher Education Access and Transitions to the Labor Market. SIG-Advanced Studies of National Databases
Sheraton, Ohio, Level 2
8:15 am to 9:45 am

Chair: *E. Lea Witta, University of Central Florida*

Participants:

Pathways to Occupational Attainment Among Poor Youth of Color: The Role of Sociopolitical Development. *Matthew Diemer, Michigan State University*

Assets and Access: How Wealth Affects Who Attends College and Who Attends Selective Colleges. *Su Jin Gatlin, Stanford University*

Transitions in College and Beyond: Applying Prospect Theory to Investigate Academic Decisions and Career Choices. *Bethany A. Bell-Ellison, Gianna Rendina-Gobioff, Constance V. Hines, Tina N. Hohlfeld, Jeffrey D. Kromrey, Ha Phan, Melinda R. Hess, University of South Florida*

The Impact of New College Graduates on Intrastate Labor Markets. *Philip A Trostel, University of Maine*

Discussant: *Scott L. Thomas, University of Georgia*

29.063. Effective Instructional Practices in Literacy for Bilingual Learners. SIG-Bilingual Education Research
Swissôtel, Grand Ballroom, Section II - Ballroom Level
8:15 am to 9:45 am

Chair: *Concepcion M. Valadez, University of California*

Participants:

Transitions to Biliteracy: Focus on Writing. *Kathy Escamilla, Sue Hopewell, Diana Geisler, University of Colorado - Boulder*

Developing Narrative Writing Ability in English and Spanish: A Cross-Domain Analysis. *Elizabeth R. Howard, University of Connecticut*

Oral Proficiency and Reading: Cantonese-, Spanish-, and Tagalog-Speaking ELL Children in the United States and Canada. *Yuuko Uchikoshi, University of California - Davis; Stefka H. Marinova-Todd, University of British Columbia*

The Unique Manner in Which Spanish-Speaking Children Decode and Comprehend English Instructional Text. *Bettina P. Baker, University of Pennsylvania/Neumann College; William Labov, University of Pennsylvania*

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

29.064. Using New iPod Technologies for Biographical, Documentary, and Ethnographic Research. SIG-Biographical and Documentary Research
Hyatt, Columbus Hall, Section K, East Tower - Gold Level
8:15 am to 9:45 am

Chair: *Isabel Nunez, University of Illinois - Chicago*

Participants: *Karen Percak, Lucy Gray, Nichole D. Pinkard, Bruce Ahlborn, University of Chicago*

Discussants: *Christina Madda, University of Illinois - Chicago; Celia J. Oyley, Teachers College, Columbia University*

29.065. Multiple Approaches to School Reform. SIG-Comprehensive School Reform
Swissôtel, Grand Ballroom, Section III - Ballroom Level
8:15 am to 9:45 am

Chair: *Naida C. Tushnet, WestEd*

Participants:

Reform Implementation and Student Achievement Outcomes: Findings From the Longitudinal Assessment of Comprehensive School Reform Implementation and Outcomes. *Naida C. Tushnet, WestEd; John Flaherty, WestEd; Jin-Ok Kim, WestEd; Brooke A. Connolly, WestEd*

Does Comprehensive School Reform Improve School Outcomes? A Look at Post-NCLB Changes. *Joseph McCrary, WestEd*

The National Randomized Field Trial of Open Court Reading. *Geoffrey D. Borman, University of Wisconsin - Madison; Maritza Dowling, University of Wisconsin - Madison*

No Quick Fixes: Michigan's Lessons for Restructuring Under NCLB. *Caitlin Scott, Cleveland State University*

Restructuring Under NCLB: What Works When? *Bryan C. Hassel, Julie Kowal, Matthew Arkin, Lucy M. Steiner, Emily Asycue Hassel, Public Impact*

Discussants: *Fran Walter, Learning Point Associates; Susan Toft Everson, Saint Louis University*

29.066. Designing Technology to Support Learning and Assessment. SIG-Computer and Internet Applications in Education
Sheraton, Executive Center, Parlor F, Level 3
8:15 am to 9:45 am

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

Participants:

Comparing Methods of Identifying Usability Issues in a Custom-Designed Course Management System. *Jason T. Abbitt, Miami University*

Multiscaffolding Environment: An Analysis of Online Scaffolding and the Impact on Cognitive Load and Problem-Solving Ability. *Aaron Doering, University of Minnesota; George Veletsianos, University of Minnesota*

Influences on Assessment for Learning in Online Environments. *Ronald Beebe, Cleveland State University; Marius Boboc, Cleveland State University; Selma Vonderwell, Cleveland State University*

Object-Oriented, Multimedia Authoring in Grades 2 to 4: Developing 21st-Century Skills, Instructional Strategies,

and Teacher Adoption. *Arlene C. Borthwick, National-Louis University*

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

29.067. An Epistemology of Change: Doing Social Justice Research in the Academy. SIG-Critical Educators for Social Justice
Marriott, Great America, Sixth Floor
8:15 am to 9:45 am

Chair: *Daniel Gilbert Solorzano, University of California - Los Angeles*
Participants:

Ethnic/Racial Identity in Relation to the Academic Profession.

Siomara E Valladares, University of California - Los Angeles

Stories of Personal Courage: Asian-Pacific-American Women Doing Social Justice Research in Education. *Carolyn C. Leung, Harvard University*

Epistemology of Action: Patterns in Participatory Action Research With Students. *Noah A. Rubin, Harvard Graduate School of Education*

Discussant: *Michael E. Jennings, University of Texas - San Antonio*

29.068. Discursive Practices as Mediational Means for Learning and Identity Work: Conversation, Discourse, and Narrative Analyses. SIG-Cultural-Historical Research
Swissôtel, Grand Ballroom, Section I - Ballroom Level
8:15 am to 9:45 am

Chair: *Carolyn P. Panofsky, Rhode Island College*

Participants:

Time in Interaction: The Language of Classroom Learning. *Shlomy Kattan, Patricia Baquedano-Lopez, Jorge L. Solis, University of California - Berkeley*

Inquiry Beyond the Classroom: Artifacts and Discourse as Mediational Means in a Science Teacher Team. *David H. Eddy Spicer, Harvard Graduate School of Education*

Approaching Digital Games From Cultural Narratives: A Bridge Between Theory and Method. *Pilar Lacasa, University of Alcalá; Rut Martínez Borda, University of Alcalá*

The Association of Family History Knowledge With Persistence Among Undergraduate Low-Income, First-Generation College Students. *Rhoda Miller, Dowling College; Stephanie L. Tatum, Dowling College*

Discussant: *Jennifer A. Vadeboncoeur, University of British Columbia*

29.069. Children's Literacy Learning and Language Skills. SIG-Early Education and Child Development
Hyatt, Regency Ballroom, Section B, West Tower - Gold Level
8:15 am to 9:45 am

Chair: *Iliana Alanis, University of Texas - San Antonio*

Participants:

Does Externalizing Behavior Hinder Kindergarteners' Literacy Learning? *Brett Miller Levy, University of Michigan; Mary E. Antonaros, University of Michigan*

Parent-Toddler Book-Sharing in Latino Families: Effectiveness of a Home-Based Intervention Program on Emergent Literacy. *Ana Cristina Leal, Deanne Perez-Granados, Marcia Latzke, Amanda M. Mathias, Shubha Dathatri, Stanford University; Patricia Garcia, Learning Point Associates; Lynne Huffman, Stanford University*

The Impact of an Early Literacy Program on the Language and Literacy Development of Four-Year-Olds. *Penny L. Fidler, Los Angeles Unified School District, Program Evaluation and Research Branch; Katherine G. Hayes, Los Angeles Unified School District*

The Nature of Growth in Young Children's Early Literacy and Language Skills: A Growth-Curve Analysis. *Seung-Hee Claire Son, Purdue University*

Discussant: *Jeffrey W. Wood, Laurentian University*

29.070. Scaling Up Small High School Designs. SIG-Educational Change
Fairmont, Embassy Room, Second Level
8:15 am to 9:45 am

Chair: *Joseph P. McDonald, New York University*

Participants: *Emily J. Klein, Montclair State University; Margaret A. Riordan, Expeditionary Learning Schools Outward Bound; Patrick J. McQuillan, Boston College; Joseph E. Kahne, Mills College*

Discussant: *Patricia A. Wasley, University of Washington*

29.071. What Does Community Organizing Contribute to Parent Engagement in School Improvement and Reform? SIG-Family, School, Community Partnerships
Marriott, Avenue Ballroom, Fourth Floor
8:15 am to 9:45 am

Chair: *Mark R. Warren, Harvard Graduate School of Education*
Participants:

The Parent Mentor Program as a Model for Organizing Latina Mothers. *Joanna Brown, Logan Square Neighborhood Association; Ofelia Sanchez, Logan Square Neighborhood Association*

Building Latino Parent Engagement: A Community Organization in Partnership With Schools. *Soo Hong, Harvard University*

Parent Organizing for Policy Reform: The "Grow Your Own Teacher" Campaign. *Madeline Talbott, Chicago ACORN; La Shonda Brown, Chicago ACORN*

Building Parent Engagement and Leadership: A National Perspective. *Seema Shah, Annenberg Institute for School Reform; Kavitha Mediratta, Annenberg Institute for School Reform*

Discussant: *Karen L. Mapp, Harvard Graduate School of Education*

29.072. Hierarchical Linear Modeling 101: Understanding the Technique. SIG-Hierarchical Linear Modeling
Marriott, Chicago Ballroom, Section A - Fifth Floor
8:15 am to 10:15 am

Chair: *Carolyn F. Furlow, Georgia State University*

Participants:

Group Dependency in the Presence of Small Intraclass Correlation Coefficients: An Argument in Favor of Not Interpreting the ICC. *J. Kyle Roberts, Baylor College of Medicine*

Centering Predictor Variables in Cross-Sectional Multilevel Models: A New Look at an Old Issue. *Craig K. Enders, Arizona State University; Davood Tofighi, Arizona State University*

An Overview of Three-Level Designs and Analysis Models for Large-Scale Randomized Educational Experiments. *Keenan A. Pituch, University of Texas - Austin; Richard L. Tate, Florida State University*

Statistical Models and Analysis of Correlated Data: Critical Review and Comparison of ANCOVA, GLIM, GEE, HLM, and LMM. *Cam-Loi Huynh, University of Manitoba*

A Power-Comparison Study of Traditional Repeated Measures and Hierarchical Multivariate Linear Models Under Three Covariance Structures in Longitudinal Data Analysis. *Hua Fang, Ohio University; Gordon P. Brooks, Ohio University; Maria L. Rizzo, Bowling Green State University; Robert S. Barcikowski, Ohio University; Kimberly Andrews Espy, University of Nebraska - Lincoln*

Discussant: *Ann A. O'Connell, University of Connecticut*

29.073. Evaluation and Assessment in Online Instruction. SIG-Instructional Technology

Inter-Continental, Holabird, Eighth Floor
8:15 am to 9:45 am

Chair: *Richard E. West, University of Georgia*

Participants:

Web-Based Concept Maps for Alternative Assessment in Distance Teacher Education. *Kevin M Oliver, North Carolina State University*

Assessing Online Asynchronous Discussion in Online Graduate Courses: The Good, the Bad, and the Ugly? *Shijuan Liu, Indiana University - Bloomington*

Analyzing Course Evaluations for Online Program Improvement and Accountability. *Libby V. Morris, University of Georgia; Catherine L. Finnegan, University System of Georgia; Kangjoo Lee, University of Georgia*

Revealing Online Learning Behaviors With Data Mining Techniques. *Jui-Long Hung, Texas Tech University; Ke Zhang, Wayne State University*

Discussant: *Jennifer Robins, University of Central Missouri*

29.074. The Challenge of Alignment: Seeing Unseen Teaching Qualities. SIG-Language and Social Processes

Marriott, Chicago Ballroom, Section C - Fifth Floor
8:15 am to 9:45 am

Chair: *Lesley A. Rex, University of Michigan*

Participants:

Alignment With Available Discourses: Tools for Seeing the Construction of Teaching Identities. *Laura C. Haniford, California State University - Fullerton*

Alignment as Disagreement and Civil Cooperation. *Lesley A. Rex, University of Michigan; Laura Schiller, Oakland Schools/ University of Michigan*

Coconstruction of Literacy Practices and Academic Identities. *Linda Denstaedt, Oakland Writing Project; Richard Bailey, Henry Ford Community College*

The Dilemma of Teaching Standard English. *David West Brown, University of Michigan*

29.075. Learning Environments Research in Diverse Settings. SIG-Learning Environments

Fairmont, Chancellor Room, Third Level
8:15 am to 9:45 am

Chair: *Rosalyn A. Templeton, Marshall University*

Participants:

Cross-Sample Validation of a Measure of Teaching and Learning Environments in Science and Mathematics. *Chad D. Ellett, CDE Research Associates, Inc.; Judith A. Monsaas, University System of Georgia*

Is a Web-Based Learning Environment for All Students? *Vinesh Chandra, Education Queensland; Darrell L. Fisher, Curtin University of Technology*

Many Paths to Meaning: Adolescent Learning in Three, Alternative, School-Based Programs. *Howard A. Smith, Queen's University; Ann Marie Hill, Queen's University*

Online Learning Environments for Mature-Age People. *Stephen Quinton, Curtin University of Technology; Darrell L. Fisher, Curtin University of Technology; Paul Houghton, Central TAFE WA; Heinz Dreher, Curtin University of Technology*

29.076. Transforming Education Through Alternative Media. SIG-Media, Culture and Curriculum

Fairmont, Crystal Room, Third Level
8:15 am to 10:15 am

Chair: *Colleen Nicole Cook, University of Illinois - Urbana-Champaign*
Participants:

The Youth Media Workshop (YMW): Empowering Youth to Make Media and Change. *Kimberlie Kranich, University of Illinois - Urbana-Champaign; Will Patterson, University of Illinois - Urbana-Champaign*

Facebook and MySpace: Embracing Student Identity in the Community College Classroom. *Amber Landis, Parkland Community College*

Radio Liberacion: Transforming Research and Pedagogy, From Classroom to Community. *Rufina Cortez, Judith Estrada, Kevin D. Lam, Shivali Tukdeo, University of Illinois - Urbana-Champaign*

Crossing the Streams: The Shift of Knowledge in Open Access Information. *Colleen Nicole Cook, University of Illinois - Urbana-Champaign*

Discussant: *Antonia Darder, University of Illinois*

29.077. Impact of Mentor Training on Perceptions of Competence in Preservice/Inservice Mentors and Administrators. SIG-Mentorship and Mentoring Practices

Inter-Continental, Burnham, Eighth Floor
8:15 am to 10:15 am

Chair: *Elizabeth S. Foster, Texas A&M University*

Participants: *Mary Margaret Capraro, Texas A&M University; Robert M. Capraro, Texas A&M University; Lucy Larrison, Bryan Independent School District; Barbara Hollingshead, Rockwall Independent School District*

Discussant: *Carol A. Mullen, University of South Florida*

29.078. NAEP Research on Gaps and Progress. SIG-NAEP Studies (formerly Research Using NAEP Data)

Swissôtel, William Tell Theatre, Second Floor
8:15 am to 9:45 am

Chair: *Sarah T. Lubienski, University of Illinois*

Participants:

The Conundrum of Gap Analyses Using NAEP Data. *Jason A. Nicholas, Westat, Inc.*

Is the No Child Left Behind Act Working? Evidence of Educational Progress From the National Assessment of Educational Progress Trial Urban District Assessments. *Eric E. Zilbert, California State Department of Education*

Comparison of Risk for Extremely Low and High Performance on NAEP Assessments to Risk of Assignment to Special and Gifted Education for Minority and White Students. *Jeffery D. Fox, State University of New York - Buffalo; Jaekyung Lee, State University of New York - Buffalo*

Using Quantile Regression to Analyze Racial and Class Gaps at NAEP's Basic, Proficient, and Advanced Achievement Levels. *Allen Ruby, Johns Hopkins University; Lingxin Hao, Johns Hopkins University*

Discussant: *Duc-Le To, Institute of Education Sciences*

29.079. Moving Into the Academy as Narrative Inquirers. SIG-Narrative and Research

Inter-Continental, King Arthur Court, Third Floor
8:15 am to 10:15 am

Chairs: *Cathy A. Coulter, Arizona State University; Brian D. Schultz, Northeastern Illinois University*

Participants: *Lynn Butler-Kisber, McGill University; Vera F. Caine, University of Alberta; Gregory Michie, Illinois State University; Roland W. Mitchell, University of Alabama; Debbie A. Pushor, University of Saskatchewan; James Rolling, Pennsylvania State*

University; Pamela Ann Steeves, University of Alberta; Stefinee E. Pinnegar, Brigham Young University

29.080. Charter Schools and the Public Purposes of Education.

SIG-Philosophical Studies in Education
Inter-Continental, Hebron, Second Floor
8:15 am to 9:45 am

Chair: Christopher A. Lubienski, University of Illinois

Participants:

Charter Schools as Public Schools. Kathleen Knight, Miami University of Ohio

Chartering the Public Sphere? Public Criteria, Conditions, and Procedures for Charter Schools. Terri S. Wilson, Teachers College, Columbia University

Charter Schools: From Patchwork to Public Network. Leonard Waks, Temple University

Discussant: Luis Alberto Huerta, Teachers College, Columbia University

29.081. Postmodernist Philosophy in Relation to Educational Theory and Practice. SIG-Philosophical Studies in Education

Inter-Continental, Empire Ballroom, Seventh Floor
8:15 am to 9:45 am

Chair: Neil J. Liss, Willamette University

Participants:

Knowledge and the Curriculum: Derrida, Deconstruction, and "Sustainable Development." Christine Winter, University of Sheffield

Understanding Deconstruction as an "Exorbitant Method" in Educational Research. Hillevi Lenz Taguchi, Institute of Education, Stockholm

Development of a Fully Semiotic Theory of Learning and Educational Practice. Andrew Stables, University of Bath

Using Foucault's and Kristeva's Theories to Illuminate the Meaning and Value of "At Risk". Virginia Ann Worley, Oklahoma State University

Discussant: Kathryn A. Hytten, Southern Illinois University

29.082. Queer Issues in Education. SIG-Queer Studies (formerly Lesbian and Gay Studies)

Sheraton, Superior, Level 2
8:15 am to 10:15 am

Chair: Bruce Parker, Purdue University

Participants:

Butler, Bakhtin, and Dialogical Bodies: (Performing) Radical Agency as Grotesque Creative Potential. David Vincent Ruffolo, OISE/University of Toronto

Queering "The Misfit": Locating a Curriculum of Place Within Flannery O'Connor's Fundamentalist Narrator. Reta U. Whitlock, Kennesaw State University

Ready to Teach Against Heterosexism and Homophobia: Cultural Competence, Diversity, and Textual Practices Among Preservice English Teachers. Caroline T. Clark, Ohio State University

Sexual Orientation and Administrator Preparation: Program Priorities and Content From Across the United States. Gary Sherwin, California State University - San Bernardino; Todd Jennings, California State University - San Bernardino

The Impossibility of Queer Theory in Education: On the Limits of Queer Theory for Educational Research. Reid T. Sagara, University of Washington

Discussant: Susan Talburt, Georgia State University

29.083. The World of College Athletics: The Quality of the Student-Athlete Experience. SIG-Research Focus on Education and Sport

Fairmont, Gold Room, Second Level
8:15 am to 10:15 am

Participants:

How High-Profile Student Athletes Experience College. Robin L. Hughes, Indiana University; James W. Satterfield, University of Texas - El Paso

Students' Perceptions of Collegiate Athletic Reform Initiatives in Higher Education. Malia S. Lawrence, Azusa Pacific University; Billy Joe Hawkins, University of Georgia; Joseph Kwame Mintah, Azusa Pacific University; Louis Harrison, University of Texas - Austin

Athletics and College Choice: National Evidence From High School Seniors and Their Parents. Jomills H. Braddock, Hua Lv, Marvin P. Dawkins, Jan Sokol-Katz, University of Miami

The Scholar Baller Identity Development Model: Critical Theory, Assessment, and Evaluation of Higher Education and Sport. Eddie Comeaux, Loyola Marymount University; C. Keith Harrison, University of Central Florida

Redressing the Miseducation of Student-Athletes: The University Writing Program as Locus of Student-Athlete Advocacy. William Broussard, Deborah Levine-Donnerstein, Genie Marie Willett, University of Arizona

29.084. Research on Teachers and Learners in Mathematics. SIG-Research in Mathematics Education

Hyatt, Regency Ballroom, Section D, West Tower - Gold Level
8:15 am to 9:45 am

Chair: Carol Fry Bohlin, California State University - Fresno

Participants:

A Text-Based View of Mathematical Thinking: An Analysis of Secondary Students' Writing in Mathematics. David K. Pugalee, Adam P. Harbaugh, Margaret E Adams, University of North Carolina - Charlotte

Modeling Achievement in Mathematics: The Role of Learner and Learning Environment Characteristics. Fadia Mohamed Nasser, Tel Aviv University; Marcel Amasha, Tel Aviv University

Characteristics of Effective Teaching of Mathematics: An Evidential Synthesis. Glenda Anthony, Massey University; Margaret Walshaw, Massey University

29.085. Using Standards and Competencies to Define Evaluation and Research. SIG-Research on Evaluation

Marriott, Chicago Ballroom, Section G - Fifth Floor
8:15 am to 9:45 am

Chair: Mehmet Dali Ozturk, Arizona State University

Participants:

A Validity-Based Evaluation Model Development Process: A New Approach to Developing Evaluation Models. Ann Ooms, Kingston University; Michael C. Rodriguez, University of Minnesota

Evaluator Competencies: Developing, Validating, Disseminating, Embracing. Marcie J. Bober, San Diego State University; Darlene Russ-Eft, Oregon State University - Corvallis; Tiffany A. Koszalka, Syracuse University

What Should School-Based Evaluation Look Like? Katherine E. Ryan, University of Illinois - Urbana-Champaign; Merrill R. Chandler, University of Illinois - Urbana-Champaign

Whether Called Standards, Quality Indicators, or Criteria: Is the Education Profession Addressing the Same Elements in Defining Quality Research? Barbara R. Schirmer, University of Detroit Mercy; Alison Schirmer Lockman, Ohio State University; Todd N. Schirmer, Rosalind Franklin University of Medicine and Science

Discussant: William H. Rickards, Alverno College

29.086. The Social and Emotional Needs of Gifted Students:

Perfectionism, Social Coping, and Self-Concept. SIG-Research on Giftedness and Talent
 Sheraton, Michigan, Level 2
 8:15 am to 10:15 am

Chair: *Janet Dyson, University of Hertfordshire*

Participants:

Social-Emotional Implications of Advanced Placement and International Baccalaureate Participation. *Regan Clark Foust, Holly Lynn Hertberg-Davis; Carolyn M. Callahan, University of Virginia*

The Need for Research Replication: Gifted Early Adolescents and Perfectionism. *Toni Ann Sondergeld, University of Toledo; Robert A. Schultz, University of Toledo*

The Impact of Leadership Training Upon the Self-Efficacy and Self-Directedness of Gifted Adolescents. *Karen Beckstead Rogers, University of New South Wales*

The Influence of Social Comparison, Gender, and Grade Level on the Multidimensional Self-Concepts of Gifted Adolescents. *Kelly M. Jamieson, Xavier University; Anne N. Rinn, Western Kentucky University; Candace M. Gross, Northwestern College*

An Investigation Into the Age and Gender Differences in the Social Coping of Gifted Students. *Regan Clark Foust, University of Virginia; Kathleen Moritz Rudasill, University of Louisville; Carolyn M. Callahan, University of Virginia*

Discussant: *Michael S. Matthews, University of South Florida*

29.087. Equity and Inclusion in the Domain of Physical Education/Physical Activity. SIG-Research on Learning and Instruction in Physical Education

Marriott, Kane, Third Floor
 8:15 am to 9:45 am

Chair: *Jeanne Adele Kentel, Brock University*

Participants:

“Girly Girls Can Play Games”: Fifth-Grade Girls Negotiate Self-Identified Barriers to Physical Activity. *Kimberly L. Oliver, New Mexico State University; Manal Hamzeh Al Smadi, New Mexico State University; Nathan A. McCaughtry, Wayne State University; Emilia Chacon, New Mexico State University*

An Investigation of Discursive Constructs in Physical Education: Gendered Physical Activity Choices. *Laura Azzarito, Loughborough University; Melinda A. Solmon, Louisiana State University*

“We Want to Play Soccer”: Girls With Intellectual Disabilities and Their Soccer Experiences. *Annette Stride, Bradford College*

Physical Education, the Elite Development Goal, and Disabled Students. *Hayley Frances Fitzgerald, Leeds Metropolitan University*

Discussant: *Inez C. Rovegno, University of Alabama*

29.088. Women and Girls in Science, Math, Engineering, and Technology. SIG-Research on Women and Education

Sheraton, Huron, Level 2
 8:15 am to 10:15 am

Chair: *Maria M. Ferreira, Wayne State University*

Participants:

The Effects of Single-Gender Classrooms on Social, Attitudinal, and Academic Outcomes. *Sandra Spickard Prettyman, University of Akron; Sharon Kruse, University of Akron; Min Xu, University of Akron*

Multiple Narratives: How Urban Girls Engage in Coauthoring Life Stories and Scientific Stories. *Jessica J. Thompson, University of Washington; Mark A. Windschitl, University of Washington*

Locations of Possibility: Discursive Space and the Persistence of

Native American Women in College-Level Science. *Carol B. Brandt, Virginia Polytechnic Institute and State University*
 On the Outskirts of Engineering: How an Engineering Education Culture Moved Women to the Margins. *Karen L. Tonso, Wayne State University*

Beyond Tokenism: How Undergraduate Research Internships in Engineering and Computer Science Promote Gender Equity. *Amy J. Fann, Karen A. Kim, Deborah Estrin, University of California - Los Angeles*

Discussant: *Denise L. Drane, Northwestern University*

29.089. Improving School Quality and Climate Through Leadership, Engagement, and Community-Building. SIG-School Community, Climate and Culture

Marriott, Lincolnshire, Sixth Floor
 8:15 am to 9:45 am

Chair: *Christine L. Emmons, Yale University*

Participants:

The Promise of Team Teaching in the Professional Development of Teachers. *Carroll Bronson, University of Wisconsin - Milwaukee; Audrey M. Dentith, University of Wisconsin - Milwaukee*

Leadership for Democratic Community: Elementary Principals Lend Their Voices (III) to the Discussion. *John A. Freeman, University of Tennessee - Chattanooga*

Reframing Parental Involvement: Engagement, Empowerment, or Contentment? *Hayin Kim, Stanford University; Marisa Bueno, Stanford University*

An Examination of School Climate in Effective Alternative Programs. *Mary Magee Quinn, American Institutes for Research; Jeffrey Poirier, American Institutes for Research; Thomas Sven Valore, Positive Education Program*

Discussant: *Dennis L. L. White, George Washington University*

29.090. Perspectives on School Indicators: Scorecards, Climate Surveys, Technology. SIG-School Indicators, Profiles, and Accountability (formerly “School Indicators and Profiles”)

Marriott, Chicago Ballroom, Section H - Fifth Floor
 8:15 am to 9:45 am

Chair: *Kevin Matter, Cherry Creek Schools*

Participants:

System for Accountability and Rigor Survey: The Status Quo of Technology Integration in Florida Schools. *Tina N. Hohlfeld, Albert Dieter Ritzhaupt, Kate J. Kemker, University of South Florida; J. Christine Harmes, James Madison University; Ann E. Barron, University of South Florida*

Using School Climate Surveys to Categorize Schools and Examine Relationships With School Achievement. *Christine DiStefano, Diane M. Monrad, John May, Patricia L. McGuinness, Tammiee S. Dickenson, University of South Carolina - Columbia*

Developing an Indicator System for Charter Schools: A Balanced Scorecard Approach. *Richard S. Brown, Priscilla Wohlstetter, Chuan Kuzin, University of Southern California*

Identifying Effective Schools for Accountability Purposes Using a Value-Added Approach. *Fen Yu, University; Eugene Kennedy, Charles B. Teddlie, Mindy L. Crain-Dorough, Louisiana Department of Education*

Discussant: *Rolf K. Blank, Council of Chief State School Officers*

29.091. School University Collaborative Research in the Age of Accountability. SIG-School-University Collaborative Research

Swissôtel, Vevey, Third Floor
 8:15 am to 10:15 am

Chair: *Raymond L. Calabrese, Wichita State University*

Participants:

Working Toward Shared Responsibility and Accountability Within School-University Partnerships. *Wendy M. Burke, Eastern Michigan University; Christopher Burke, University of Michigan - Dearborn; Martha A. Adler, University of Michigan - Dearborn; Stein E. Brunvand, University of Michigan; Russell Otwell, Eastern Michigan University*

Accountability and Quality Assurance With the Use of PDS Standards and Arenas of Work. *Claudia A. Balach, Slippery Rock University; George Szymanski, Duquesne University*

School-University Collaboration in Using Standardized Test Data. *Mwarumba Mwavita, Oklahoma State University; Janice W. Miller, Oklahoma State University; Ed Harris, Oklahoma State University*

Making Grant Evaluations Pull Their Weight: Evolving Models in Illinois. *W. Paul Vogt, Illinois State University; Dianne C. Gardner, Illinois State University*

Discussant: *Philip A. Griswold, East Stroudsburg University*

29.092. STL-SIG Symposium: Epistemological and Conceptual Change Conversations. SIG-Science Teaching and Learning
Marriott, Navy Pier, Tenth Floor
8:15 am to 10:15 am

Chair: *Do-Yong Park, Illinois State University*

Participants:

Examining the Intersection Between Epistemological Beliefs and Epistemological Practices in Elementary Science. *Julie Kittleson, University of Georgia*

The Shifts in Students' Scientific Epistemology: Purpose of Science and Justification of Knowledge. *Jarina Peer, National Institute of Education; Chee-Kit Looi, National Institute of Education - Singapore*

Learning to Teach for Conceptual Change and Transformative Experiences. *Kevin J. Pugh, University of Northern Colorado; Lisa A. Limmenbrink-Garcia, Duke University; Kristin lea kelly, University of Toledo; Victoria Caterina Stewart, University of Toledo; Christine Manzey, University of Toledo*

Naïve Students' Conceptual Development and Beliefs in Introductory Physics: A Three-Level Analysis to Identify Their Future Success. *Hye-Eun Chu, David F. Treagust, A. L. Chandrasegaran, Curtin University of Technology*

The Motivational Outcomes of a Supplementary Year-Long and Summer Science Program. *Vichet Chhuon, Amber Michelle Gonzalez, Cynthia A. Hudley, University of California - Santa Barbara*

Discussant: *Bayram Akarsu, Indiana University*

29.093. Stop Moving My What?! Critical and Reflective Thinking in Self-Study. SIG-Self-Study of Teacher Education Practices
Inter-Continental, Exchange, Eleventh Floor
8:15 am to 10:15 am

Chair: *Cathy C. Leogrande, Lemoyne College*

Participants:

"Stop Moving My Cheese!" Scrambling Through A Maze of Challenges in Developing Reflective Thinking of Pre-Service Teachers. *Denise M. McDonald, University of Houston - Clear Lake*

(My) Situated Learning and Teaching. *Jodi Meyer-Mork, Clarke College*

Reconceptualizing Teacher Education in Personal and Situational Terms. *Patrick Pritchard, Wesleyan College*

Self-Study in Student Teacher Supervision: Competency Through Critical Reflection. *Laurie A Ramirez, University of Utah*

Self-Study in Community: What Can Be a Self-Study? What Can a

Self-Study Be? *Mary P. Manke, University of Wisconsin - River Falls; Jerome S. Allender, Temple University*

Discussant: *Deborah J. Trumbull, Cornell University*

29.094. "First Things First": Self-Study's Role in Preparing Ourselves and Our Students to Deal With Race/Racism. SIG-Self-Study of Teacher Education Practices
Marriott, Chicago Ballroom, Section E - Fifth Floor
8:15 am to 10:15 am

Chair: *Ruth Cossey, Mills College*

Participants:

Preparing Teachers to Identify and Respond to the Ethical Dimensions of Race and Racism in Teaching. *Anna E. Richert, Mills College; Colette Rabin, Mills College*

"What's Race Got to Do With It?" Learning to Consider Race in Lesson Planning. *Vicki K. LaBoskey, Mills College*

Language: A Screen for Race in Teaching. *Tomas Galguera, Mills College*

Teaching Teachers to Teach Literacy in a Racist Nation. *Linda R. Kroll, Mills College; Fredi Breuer, Mills College*

Teacher Educators and Students Engage in Discomforting Conversations. *Sally O. Thomas, Chapman University; Kimberly A. White-Smith, Chapman University*

Discussants: *Arturo Pacheco, University of Texas - El Paso; Gloria J. Ladson-Billings, University of Wisconsin - Madison*

29.095. State and Regional Educational Research Associations' Distinguished Papers: Session 1. SIG-State and Regional Educational Research Associations
Marriott, Halsted, Fourth Floor
8:15 am to 10:15 am

Chair: *Keith M. Kershner, Research for Better Schools*

Discussants: *Paula Egelson, College of Charleston; Connie L. Fulmer, University of Colorado - Denver and Health Sciences Center*

29.096. Developments in Latent Growth Modeling. SIG-Structural Equation Modeling
Marriott, Bucktown, Second Floor
8:15 am to 10:15 am

Chair: *Jaehwa Choi, George Washington University*

Participants:

A Comparison of Different Approaches to Include Time-Invariant and Time-Varying Predictors in Latent Growth Models. *Walter L. Leite, University of Florida*

Evaluating Intercept-Slope Interactions in Latent Growth Modeling. *Ronghua Sun, Texas A&M University; Victor L. Willson, Texas A&M University*

Autoregressive Latent Trajectory Models: A Reconsideration. *Manuel Voelkle, University of Mannheim; Werner W. Wittmann, University of Mannheim*

A Comparison of Estimators in Latent Growth Modeling. *Meggen Rose Boehm, University of Georgia; Hye-Jeong Choi, University of Georgia; Deborah L. Bandalos, University of Georgia*

GARCH Specification for Heteroskedastic Growth Curve DGPs. *Stephen A. Sivo, University of Central Florida; Xitao Fan, University of Virginia; Wenyi You, University of Virginia*

Discussant: *Samuel B. Green, Arizona State University*

29.097. Studying and Self-Regulated Learning - SIG Business Meeting and Presentation. SIG-Studying and Self-Regulated Learning
Fairmont, State Room, Second Level
8:15 am to 10:15 am

Chair: *Linda S. Garavalia, University of Missouri - Kansas City*

Participants:

gStudy: A Demonstration of Software for Researching Studying and Self-Regulated Learning. *Philip H. Winne, Simon Fraser University*

Graduate Student Research Award Recipients. *Moon-Heum Cho, University of Missouri - Columbia; Wendy Kathleen Matthews, George Mason University; Daniel Charles Moos, University of Maryland; Jeffrey A. Greene, University of Maryland; Hyeon Woo Lee, Pennsylvania State University*

29.098. Affordances and Constraints of Technology for Teaching and Learning. SIG-Technology as an Agent of Change in Teaching and Learning
Marriott, Indiana, Sixth Floor
8:15 am to 10:15 am

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

Participants:

Teachers and Web 2.0 Technologies: Perceptions and Transformations. *Gayle Allen, Teachers College, Columbia University*

How Beliefs and Practices of Constructivist-Oriented Teachers Shape Their Internet Use and Are Influenced by the Internet's Affordances. *Christine M. Greenhow, Harvard Graduate School of Education*

Teacher Candidates' Experiences With Digital Video Editing for Reflection: How Much Scaffolding Do They Need? *Laurie Dias, Brendan D. Calandra, Dana L. Fox, Georgia State University*

Learning From Teenagers: Generational Differences in the Use of New Technologies. *Lin Lin, Kent State University*

Discussant: *Kara M. Dawson, University of Florida*

29.099. TICL 2: Advances in Cognitive and Student Modeling. SIG-Technology, Instruction, Cognition & Learning
Hyatt, Truffles, West Tower - Blue Level
8:15 am to 10:15 am

Chair: *Allen Munro, University of Southern California*

Participants:

Dimensions of Propositional Knowledge as Extracted From Individuals. *Ron Hoz, Ben Gurion University*

Open Student Modeling: What the System Believes Student(s) Know, Can Do, and Feel. *Benedict du Boulay, University of Sussex*

Understanding Mental Models of Expertise in Construction Management Using Interactive, Adaptive Simulations. *Norbert M. Seel, University of Freiburg; Amlan Mukherjee, Michigan Technological University*

Cognitive Modeling in Adaptive Synthetic Environments. *Roxana Moreno, University of New Mexico*

Model Inspection Trace of Concepts and Relations: A Heuristic Approach to Language-Oriented Model Assessment. *Pablo Nicolai Pirnay-Dummer, University of Freiburg*

29.100. Writing and Literacies in an Age of Technology. SIG-Writing and Literacies
Marriott, Chicago Ballroom, Section F - Fifth Floor
8:15 am to 10:15 am

Chair: *Gloria E. Jacobs, St. John Fisher College*

Participants:

A Walk Through Van Gogh's Bedroom: Writing in a Three-Dimensional, Avatar-Based Environment. *Fredrick E. Hornung, University of Connecticut; Michael F. Young, University of Connecticut*

Complicating Text: Teaching Literacy in a Digital Age. *James Lorne Nahachewsky, University of Alberta*

Connecting Literacy, Technology, and Inquiry in and Out of School. *Chinwe H. Ikpeze, St. John Fisher College*

Reel Literacies: Digital Video Production as a Multimodal Literacy Practice. *Brian W. Bailey, Yale University*

Writing in New Literacies Environments: Discourse Features of Messages in Discussions for Different Rhetorical Purposes. *An-Chih Janne Cheng, Diane L. Schallert, Michelle Jordan, University of Texas - Austin; The D-Team, University of Texas - Austin*

Discussant: *Heather M. Pleasants, University of Alabama*

29.101. Nordic Women on Theory of Education: The Ambiguous Contribution of Theory to the Practice of Education. Nordic Educational Research Association
Marriott, Iowa, Sixth Floor
8:15 am to 9:45 am

Chair: *Maira von Wright, Orebro University*

Participants:

The Truth of Educational Theories. *Tone Kvernbekk, University of Oslo*

Has the Affinity Between Education and Pragmatism Come to a Dead End? *Maira von Wright, Orebro University*

The Act of the Other. *Ylva Boman, Orebro University*

A Systems Theoretical Critique of International Comparisons. *Azita Afsar, University of Oslo*

Learning as Transformation: Or What Can You See With Three Eyes? *Ellinor Silius-Ahonen, Arcada University of Applied Sciences*

The Discipline of Education in a World of Change. *Torill Strand, University of Bergen*

Evidence on the Impact of Adult Upper Secondary Schools in Sweden. *Anders Stenberg, Stockholm University*

Discussants: *Lynda Stone, University of North Carolina - Chapel Hill; Denis C. Phillips, Stanford University*

29.102. Cognitive, Social, and Motivational Processes: Paper Discussion (Session 3). Division C-Learning and Instruction
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
8:15 am to 8:55 am

Tables:

1. Rereading: Popular but Ineffective. *Aimee A. Callender, Washington University - St. Louis; Mark McDaniel, Washington University - St. Louis*
2. Something Fundamentally Wrong With Bloom's Cognitive Taxonomy of Educational Objectives? *Asghar Iran-Nejad, University of Alabama; William H. Stewart, University of Alabama*
3. The Development of Domain-Specific and Domain-General Monitoring. *Brett D. Campbell, University of Nevada - Las Vegas*
4. The Role of Preservice Teachers' Epistemological Beliefs and Goal Orientations in Solving Case Problems. *Sangchul Oh, Korea Institute of Curriculum and Evaluation; Kyung-Seok Min, Korea Institute of Curriculum and Evaluation*
5. Are Immigrant Students More Motivated in Mathematics? The Effect of Response Tendencies in PISA 2003. *Päivi Taskinen, Karin Zimmer, Steffen J. Brandt, Leibniz - Institut für die Pädagogik der Naturwissenschaften, Universität Kiel*
6. The Effects of a Unique Preparation Period for Low-Achieving Students Who Act as Tutors. *Peter Christopher Olson, University of California - Los Angeles*
7. Exploring Factors Influencing Multiple-Perspective Learning. *Yan Wang, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University*

29.103. Division G, Section 4: Roundtable V. Division G-Social

Context of Education

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

8:15 am to 8:55 am

Tables:

8. Calli Butipen: Educational Proposals for Romani Women's Inclusion in the Labor Market. *Ixaso Tellado, Northern Illinois University; Sandra Racionero, University of Barcelona*
9. Equality of Opportunity and Achievement: Analyses of Students in 41 Countries. *Ming M. Chiu, Chinese University of Hong Kong*
10. Home School Parents' Perceptions of Education and Learning: Response to the Industrialization of Education. *Xinquan Katy Cao, Indiana University - Bloomington*
11. Parent Education Programs in Family Courts: Balancing Autonomy and State Intervention. *Shelley Kierstead, Osgoode Hall Law School*
12. Processes and Outcomes in Girls Inc. Afterschool Programs: The Role of Student-Staff Relationships. *Jean Rhodes, University of Massachusetts - Boston; H. Johnston Nicholson, Girls Incorporated; Leon Litchfield, University of Massachusetts - Boston; Kristin Adams, Girls Incorporated*
13. Surveillance Cameras in Schools: An Ethical Analysis. *Bryan R. Warnick, Ohio State University*

29.104. Language and Social Processes Across Diverse Contexts.

SIG-Language and Social Processes

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

8:15 am to 8:55 am

Tables:

14. Breaking the Culture: A Telling Case of Two Pedagogical Styles. *Karen M. Reid, University of Nevada - Las Vegas; Suzanne H. Broughton, University of Nevada - Las Vegas; Leann G. Putney, University of Nevada - Las Vegas; Joan Wink, California State University - Stanislaus*
15. Living and Learning in Mexico: Preservice Teachers' Adaptations and Attitudes About Working With ELLs During a Mexico Study-Abroad Experience. *Lisa Pray, Utah State University; Sherry A. Marx, Utah State University*
16. Computer Networking to Support Teacher Education: Establishing a Research Agenda Through Critical Discourse Analysis. *Cari L. Klecka, University of Nevada - Las Vegas; Laura Bower, University of Nevada - Las Vegas*
17. Code Switching and Symbolic Power in a Two-Way Bilingual Classroom: A Motivation System Gone Awry. *Deborah K. Palmer, University of Texas - Austin*
18. Scaffolding and the Provision of Balance: The Application of Scaffolding Within a Statewide Literacy Program. *Christina R. Davidson, Central Queensland University*
19. Student Interaction With Texts: Exploring Literacy Practices in High School History. *Guadalupe Lopez-Bonilla, Universidad Autónoma de Baja California; Carmen Perez-Fragoso, Instituto de Investigación y Desarrollo Educativo; Guadalupe Tinajero-Villavicencio, Instituto de Investigación y Desarrollo Educativo / Universidad Autónoma de Baja California*
20. 3Q Orz ^ ^: The Richness of Multiple Symbol Systems in 21st Century Literacy. *Ming-Lung Yang, University of Texas - Austin; Da-Fu Huang, Southern Taiwan University of Technology; Yu-Jung Chen, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin*

29.105. Society, Culture, and Change: One Individual Paper**Discussion (Formerly Roundtable).** Division J-Postsecondary Education

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

8:15 am to 8:55 am

Tables:

21. Community-University Partnerships: Theoretical and Community Organizing Models for Transformation. *Tami L Moore, Washington State University; Maria Avila, University of California - Los Angeles*
22. How to Recruit and Retain Native American Students: A Multiple-Case Study of Successful Recruitment of Native American Students by Native American Recruiters. *Az Carmen, University of Oregon; Diane M. Dunlap, University of Oregon*
23. Of Silos and Bridges: Exploring Research Culture Transformation in Higher Education From a Systems Theory Perspective. *Ana Puig, University of Florida; Mirka E. Koro-Ljungberg, University of Florida*
24. The Meaning of Diversity: A Semantic Interpretation of Grutter v. Bollinger. *Clifford P. Harbour, Colorado State University; James H. Banning, Colorado State University*
25. Using Multicultural Literature to Assist in Changing Teacher Attitudes Toward Classroom Diversity. *Edith Dunfee Ries, Caldwell College; Jennifer Blythin, Caldwell College*
26. Beyond "Other": Adjustment of Multiracial College Students. *Mark Kamimura, University of Michigan*

29.106. Transforming Education for Indigenous Peoples:**International Conversations.** SIG-Indigenous Peoples of the Pacific

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

8:15 am to 8:55 am

Tables:

27. Preparation of Teachers New to Hawaii: Are We Preparing Teachers for Schools in Hawaiian Communities? *Corrina A. Luna, University of Hawai'i - Manoa*
28. Kaipukaiaola: A Partnership to Indigenize Science Education. *Pohai Kukea-Shultz, University of Hawai'i; Jonathan K. Shultz, University of Hawai'i*
29. The Nanaikapono Comprehensive Curriculum: A Partnership in Educational Reform. *Joseph T. Zilliox, University of Hawai'i; Eomailani Bettencourt, University of Hawai'i*
30. Whakawhanaungatanga: An Indigenous Networking Tool. *Annemarie Gillies, Massey University; Shirley Jean Barnett, Massey University; Rawiri Stephen Tinirau, Massey University*
31. Knowledge Transformation in a New Zealand Indigenous Setting. *Donna Gardiner, University of Auckland; Simon Rangiwhia, University of Auckland*
32. An Interpretive Study of Teachers' Beliefs on Teaching Urban Indigenous Students. *Hui-Min Chou, Academia Sinica*
33. Kupu Na Leo: Ka Hooikaika Olelo Hawaii. *Gary Sherwood Krug, University of Hawai'i - Manoa; Michelle Ann Kanoolehua Kapuniai, University of Hawai'i - Manoa; Mischa KauaAnuhea Lenchanko, University of Hawai'i; David Shizuma, University of Hawai'i*

29.107. Academic Achievement and Administrative Issues in Rural Education. SIG-Rural Education

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

8:15 am to 8:55 am

Tables:

1. A Comparison of the Parent-Child Interactions Among Russian Immigrant and Nonimmigrant Families and the Impact on Developmental Level Upon Kindergarten Entry. *Barbara Nell Martin, Central Missouri State University; Jimalee James, Willow Springs R-IV*
2. Afterschool Participation and Parent Involvement: Effects on Achievement Among Rural Elementary School Students. *Kimberly A. Dadisman, Center for Developmental Science; Dylan L. Robertson, University of North Carolina - Chapel Hill; Thomas W. Farmer, Pennsylvania State University*
3. Educational Quality of Rural School Divisions in Manitoba, Canada. *Dawn C Wallin, University of Manitoba; Judith Hiebert, University of Manitoba*
4. Marginalia: A Key to Modeling and Understanding Student Thinking About Texts. *Edgar H. Thompson, Emory & Henry College; Janet L. Justice-Crickmer, Emory & Henry College*
5. Option Enrollment in Rural Schools: Status and Opportunity. *Barbara Y. Lacost, University of Nebraska - Lincoln; Marilyn L. Grady, University of Nebraska*
6. Quality Curriculum Development in Rural School Districts: A Case Study Outlining the Importance of Leadership in School-Initiated Change. *Barbara M. Bohach, Luther College*
7. School District Demographics and School Geocoding Project. *Tai A Phan, National Center for Educational Statistics*

29.108. Division J, Section 3: Teaching, Learning, Assessment, Evaluation - Individual Paper Discussion 2.

Division J-
Postsecondary Education
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
8:15 am to 8:55 am

Tables:

8. A Validity Inquiry Into Minority Students' Experiences With a Large-Scale Writing Portfolio Assessment. *Diane Kelly-Riley, Washington State University*
9. Alternative Conceptualization of Grading and Its Effect on Evaluations of Instructors Using MDS and SEM. *Thomas P Proctor, University of Iowa*
10. Critical Reflection and Outcomes-Based Assessment: A Critical Approach to Quality in Higher Education. *Donald L. Gilstrap, University of Oklahoma*
11. Learning Experiences in a Problem-Based Learning Course Compared With a Lecture-Based Course. *Neil A. Knobloch, University of Illinois - Urbana-Champaign; Sheila R. Fowler, Chicago High School for Agrisciences*
12. Service Learning for the "Innovation" of Technology Education in Professional Development: Interdisciplinary Curriculum and Pedagogical Metaknowledge. *Junghyun An, University of Illinois - Urbana-Champaign*
13. The Impact of a University Studies Course on College Student Persistence: Patterns and Effects. *Bryant Hutson, University of North Carolina - Greensboro; Ye He, University of North Carolina - Greensboro*
14. The Influence of Work Experience in Authentic Assessment Practices. *Judith Gulikers, Wageningen University; Liesbeth Kester, Open Universiteit Nederland; Paul A. Kirschner, Utrecht University/Open Universiteit Nederland; Theo Bastiaens, Fernuniversität in Hagen*

29.109. Quality Preparation in Teacher Education and Practices in the Classroom.

Division K-Teaching and Teacher Education
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
8:15 am to 8:55 am

Chair: *Guichun Zong, Kennesaw State University*

Tables:

15. Examining the Coherency of a Teacher Education Program. *Bonnie Tjeerdsma Blankenship, Purdue University; Trisha Taylor, Purdue University; Craig Voll, Purdue University; Sara Lufkin, Purdue University*
 16. Portfolios in Context: A Comparative Study in Two Preservice Teacher Programs. *Rebecca L. Fiedler, unaffiliated; Laurie J. Mullen, Ball State University; Margaret H. Finnegan, Flagler College*
 17. Preservice Teachers and Media: What Level Quality? *Robert G Prickett, Centenary College of Louisiana*
 18. Preparing Quality Teachers for Diverse Learners Through Service Learning in Community Settings. *Marie Hardenbrook, Vanderbilt University; F. Blake Tenore, Vanderbilt University*
 19. Talking Back: What Is Quality in Teacher Education? *D. K. Johnston, Colgate University*
 20. Utilizing Universal Learning to Transform Teacher Candidates' Practice in the Classroom. *Mary E. McGuire-Schwartz, Rhode Island College; Janet S. Arndt, Gordon College*
- Discussant: *Jeffrey Alan Liles, St. John Fisher College*

29.110. School Effectiveness and School Improvement - SIG Paper Discussion.

SIG-School Effectiveness and School Improvement
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
8:15 am to 8:55 am

Tables:

21. Gender Equity in Mathematics Achievement in East African Primary Schools. *Tia Linda Zuze, University of Cape Town; Valerie E. Lee, University of Michigan*
22. How School Matters: A Multilevel Analysis of the Effects of School and School District Factors on Student Achievement. *Yi Gong, Keene State College; Wenfan Yan, Indiana University of Pennsylvania*
23. Including Student Voices in School Reform: Students Speak Out on Personal, Family, and Teacher Factors. *Deanna J. Sands, University of Colorado - Denver; Julie Obrian, Urban Schools Doctoral Research Lab*
24. International Comparisons of Progress During the First Year of School. *Peter B. Tymms, University of Durham; Christine Merrell, CEM Centre, University of Durham; Anna A. van Doornum, Radboud University Nijmegen*
25. Issues Related to Data Mining for Educational Data-Driven Decisionmaking. *Glen Yahola Wilson, University of Connecticut*
26. Resistance, Reluctance, and Resonance in Learning Communities. *Caryn M. Wells, Oakland University*
27. The Relation Between Primary Schools and Classes and the Curriculum Choice and Success in the First Two Grades of Secondary Education. *Heidi Pustjens, Jan A. van Damme, Patrick Mjl Onghena, Katholieke Universiteit Leuven*

29.111. Science Teaching and Learning (STL-SIG) - Paper Discussion Session I.

SIG-Science Teaching and Learning
Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
8:15 am to 8:55 am

Tables:

28. Necessity of Concrete National Standards for K-4 Grades' Earth System Science Education. *Younkyeong Nam, University of Minnesota*
29. Promoting Prospective Elementary School Teachers' System Thinking. *Maria Evagorou, King's College - London; Zacharias C. Zacharia, University of Cyprus; C. P. Constantinou, University of Cyprus*

30. Science Literacy and Discursive Constructions in Science Education. *Steven F. Tuckey, Michigan State University*
31. The Consequences of Accommodating Materiality in the Study of Student Science Learning. *Li Hua Xu, University of Melbourne*
32. The Covert War: Abstract Models in Physics Versus Student Reality. *Aletta Zietsman-Thomas, University of the Witwatersrand; James Newton Thomas, Out of the Box Educational Enterprises*
33. Traditional Versus an Inquiry-Teaching Format in Introductory Biology for Nonmajors: A Six-Year Study. *David T. Crowther, University of Nevada*
34. Understanding Science "Edge-u-cation": Generating Themes From Student Perceptions of the Prescribed Curriculum. *Brad Greenspan, National-Louis University*

29.112. Motivation in Education - SIG Paper Discussion Session II.
 SIG-Motivation in Education
 Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
 8:15 am to 8:55 am

Tables:

1. Middle School Teachers' Beliefs About Student Belonging and Motivation. *Sharon L. Nichols, Katie Duckworth, Kristin Railsback, University of Texas - San Antonio*
2. Acquiring, Abandoning, and Adapting Beliefs About Motivation: Inquiry Into Teachers' Decisions of Teaching Practice. *Sarah E. Peterson, Duquesne University; Connie Moss, Duquesne University*
3. Motivational Load in Instructional Design. *Sean Francis Early, University of Southern California*
4. The Relationship of a National Standards-Based Qualification to Secondary Student Motivation and Academic Achievement. *Luanna H. Meyer, Victoria University; John McClure, Victoria University*
5. A Situative Approach to Enhancing Engagement and Motivation in Academic Gaming Environments. *Eun Ju Kwon, Indiana University - Bloomington; Daniel T. Hickey, Indiana University*
6. Restructuring Reading Motivation: A New Application for an Old Theory. *Jacquelynn A Malloy, Clemson University; Debi Switzer, Clemson University*
7. The Social Context of Group Conflicts: A Preliminary Analysis. *Li-Ching You, National Tainan Teachers College*

29.113. Sociology of Education - SIG Paper Discussion Session I.
 SIG-Sociology of Education
 Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
 8:15 am to 8:55 am

Tables:

8. A Social Capital Survey Instrument. *Donald J. Hunt, Northern Illinois University; John Murphy, Northern Illinois University; Teresa Akinyi Wasonga, Northern Illinois University*
9. Crime and Discipline in New York City High Schools: A Study of Change. *Deinya Phenix, New York University*
10. Racially Diverse Schooling and the Identities, Life Choice, and Racial Politics of White Young Adults. *Pamela G. Perry, University of California - Santa Cruz*
11. Socioeconomic Background, Race, and Male Disadvantage in Higher Education. *Bienvenido Ruiz, Northwestern University*
12. Ties That Work: The Effects of a Social Network Method for Cooperative Group Assignment. *Brian V. Carolan, City University of New York/College of Staten Island; Christopher C. Weiss, Columbia University; Thomas W. Valente, University of Southern California, Keck School of Medicine*
13. Transformative Resistance to Disparate Schooling Conditions:

Students of Color in a Voluntary Busing Program. *Ofelia Huidor, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles*

14. What Types of Student Effort Are Rewarded With High Marks? *Sean P. Kelly, University of Notre Dame*

29.114. Student-3. Division J-Postsecondary Education
 Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
 8:15 am to 8:55 am

Tables:

15. Diversity and Dialogue: Understanding Undergraduate Intergroup Relations Through Qualitative Inquiry. *Margaret Browne Brown Hunt, University of Illinois; Joycelyn Landrum-Brown, University of Illinois - Urbana-Champaign; Denise O. Green, University of Nebraska - Lincoln; Marizel S. Davila, University of Illinois - Urbana-Champaign*
16. Eroding African-American Students' Intellectual Self-Concept: An Examination of Interracial Interactions and Student-Faculty Interactions. *Darnell G. Cole, University of Southern California*
17. Adult Undergraduate Student Identity: A Proposed Model. *Carol E. Kasworm, North Carolina State University*
18. Campus Influence on Early Retention of Adult Community College Students. *Pam Schuetz, University of California - Los Angeles*
19. College Choice: What Do Home-Schooled Students Value? *Amanda L. Nolen, University of Arkansas - Little Rock; Majka B. Woods, University of Minnesota; Jim Vander Putten, University of Arkansas - Little Rock*
20. Sense of Community and Retention in Online Courses: A Mixed-Methods Study. *Donna Gaudet, NOVA Southeastern University; Jared Bucker, Nova Southeastern University*
21. Identifying Academically At-Risk Students Using the Multiple Goals Theory Measure of Academic Motivation. *John W. Young, ETS*

29.115. Teacher Education for Equity, Social Justice, and Diversity: Toward Quality Programs and Pedagogical Best Practices.
 Division K-Teaching and Teacher Education
 Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
 8:15 am to 8:55 am

Tables:

22. A Cosmopolitan Approach to Diversity and Pluralism in a Teacher Education Multicultural Course. *Ana M. Serrano, Loyola Marymount University; Jeffrey P. Walker, Teachers College, Columbia University*
23. Assisting Preservice Teachers Beyond the Multicultural Conversation Toward Equitable Practices in the Classroom. *Julie K Horton, Appalachian State University*
24. Socially Just Teaching: Knowing When Differences Matter. *Andrea Colleen Allard, Deakin University; Ninetta Santoro, Deakin University*
25. Taking the Plunge: Preservice Teachers' Investigations of Funds of Knowledge to Expand Culturally Responsive Practice. *Jane Marie Saunders, University of Texas - Austin; Cinthia S. Salinas, University of Texas - Austin*
26. Teaching for Social Justice: A Self-Study of Best Practice and Outcomes. *Patricia L. Prado-Olmos, California State University - San Marcos; Annette M. Daoud, California State University - San Marcos; Anne Rene' Elsbree, California State University - San Marcos*
27. Teaching for Social Justice: Using Vignettes to Assess Attitudes and Beliefs. *Joan Barnatt, Karen L. Shakman, Marilyn Cochran-Smith, Sarah Enterline, Boston College*
28. Toward Quality Teacher Preparation for Diversity. *Toni Griego-*

Jones, University of Arizona; Ray Chavez, Tucson Unified School District; Alicia Jimenez, University of Arizona; Teri Martinez, University of Arizona; Teresa Nystrom, University of Arizona; Rick Orozco, Sunnyside Unified School District; Cristina Santamaria, University of Arizona

29.116. Teacher Thinking and Teacher Identity. SIG-Lives of Teachers

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
8:15 am to 8:55 am

Tables:

29. Autobiographical Search for Self: Analysis of a Teacher Educator's Living Classroom Methodology. *Jeffrey Stuart Kaplan, University of Central Florida*
30. Non-Native, English-Speaking Teachers in K-12 Contexts. *Karen L. Newman, Ohio State University*
31. Preservice Elementary Teachers and Science: Attitudes, Experiences, Conceptions. *Susan H. Marston, Saint Mary's College of California*
32. Shaping and Reshaping Student Teachers' Identities Using Teacher-Writer Memoirs. *James G. Deegan, Mary Immaculate College*
33. Teacher Autonomy in an Era of Standardization: A Study of High School Teachers' Responses to External Standards and High-Stakes Testing. *Gerald J. Brunetti, Saint Mary's College of California*
34. Teaching in Another World: Reflections on the Careers of Four Alternative Schoolteachers. *Dan O. Lovitt, University of Washington - Seattle*
35. The Relationship Between Urban Teachers' Self-Efficacy Beliefs and Adequate Yearly Progress. *Linda Rochelle Bryant, Indiana University of Pennsylvania*

29.117. The Art of Eclectic Teaching and Learning in the International Landscape. SIG-International Studies

Sheraton, Sheraton Ballroom, Section I, Level 4
8:15 am to 9:45 am

Chair: *Ming Fang He, Georgia Southern University*

Posters:

1. Culturally Defensive Schooling in Taiwan: Why Choose Western Ideal-Driven Schools in the East? *Yuanher Robin Hwang, MingDao University; Bih-jen Fwu, National Taiwan University; Hsiou-Huai Wang,*
2. Establishing an American-Style University for the Republic of Tanzania. *Ed Harris, Oklahoma State University; Bert Jacobson, Oklahoma State University*
3. Interactions Between Korean Students and International Students in Korea. *Jae-Eun Jon, University of Minnesota*
4. Making Connections Across Time and Space: International Experience Applied Within Classroom Learning. *Merry M. Merryfield, Ohio State University; Joe Lo, Hong Kong Institute of Education*
5. More of the Same? How ICT Supports a Results Culture in UK Secondary School Classrooms. *Gabriel B. Reedy, University of Washington*
6. Young Taiwanese Children's English Performance as a Function of Parents' Beliefs and Practices. *Li-Ching Sun, Chia-Yi National University; Robert P. Moreno, Syracuse University*
7. Perceived Self-Efficacy Among Iranian Novice English-as-a- Foreign-Language Teachers in the Middle Schools. *Zohreh R. Eslami, Texas A&M University*
8. Teacher Status and Turnover Rate in the United States and the United Kingdom: A Critical Review From Educators in Taiwan. *Yuanher Robin Hwang, MingDao University; Chia-Wen Kevin*

Chang, Bristol University

9. Teachers in Transformation: Preschool Teachers' Reactions to the Early Childhood Education Reform Policy in China. *YI CHE, Arizona State University*
10. Using the Principles of Action Research in Developing the Elementary School Teacher's Skills in Constructing Instructional Media. *Ngamnit Thathong, Khon Kaen University; Kongsak Thathong, Khon Kaen University; Ladda Silanoi, Khon Kaen University*
11. A Collective Case Study of Strengths, Challenges, and Contributions of International Students in a Large, Urban Community College From Instructors' Perspectives. *Theresa N Isibor, University of North Carolina - Charlotte*
12. Research Findings From Turkish Women's Leadership and Democracy-Building Training. *Reyhan Burcu Kaniskan, Raymond Hart, Linda Robertson, Kent State University*
13. The Myth of High-Stakes Testing in Hong Kong: What We Have Learned From the PISA Studies. *Sui-Chu Ho, Chinese University of Hong Kong*
14. Who (in the World) Is Not Getting School? A Descriptive Overview. *James H. Williams, George Washington University*
15. Does U.S. Education Bring More Sociocultural Capital to Korean Students Than Korean Education? *Youngwoo Park, Florida State University*
16. A Scenario of Khon Kaen University as a Research University. *Thanomwan Prasertcharoensuk, Khon Kaen University*
17. Global Literacy: Challenges, Choices, and Convictions. *Renita Ferreira, Florida International University; Mohammed K. Farouk, Florida International University*
18. Students' Participation in Assessing Learning Achievement in Statistics for Educational Research. *Ngamnit Thathong, Khon Kaen University*

Discussants: *Karen L. Monkman, DePaul University; James H. Williams, George Washington University; Kim H. Koh, Nanyang Technological University; Donald K. Sharpes, Arizona State University*

Tuesday, 9:05 am

30.010. Diversity in Practice and Research. Division I-Education in the Professions

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

9:05 am to 9:45 am

Tables:

1. A Vision for an Empathetic, Reflective Medical Education Curriculum. *David W. Hollar, University of North Carolina, School of Medicine; Shelley Adler, University of California - San Francisco, School of Medicine; Arthur Blank, Albert Einstein College of Medicine; Patty Carney, Oregon Health and Science University; Rita Charon, Columbia University College of Physicians and Surgeons; Huiju Carrie Chen, University of California - San Francisco, School of Medicine; Alan Cross, University of North Carolina, School of Medicine; Charlene Dewey, Baylor College of Medicine; Alice Fornari, Albert Einstein College of Medicine; Mark J. Graham, Columbia University Medical Center; Cherri D. Hobgood, University of North Carolina, School of Medicine; Debra K. Litzelman, Indiana University School of Medicine; Paul Marantz, Albert Einstein College of Medicine; Felise Milan, Albert Einstein College of Medicine; Zoon Naqvi, Columbia University College of Physicians and Surgeons; Christopher Russell Osmond, University of North Carolina, School of Medicine; Gingi Pica,*

Columbia University College of Physicians and Surgeons; Jason Satterfield, University of California - San Francisco, School of Medicine; Susan E. Skochelak, University of Wisconsin, School of Medicine and Public Health; Margaret L. Stuber, University of California - Los Angeles; Debra Swiderski, Albert Einstein College of Medicine; Britta M. Thompson, Baylor College of Medicine; William Toffler, Oregon Health and Science University; Paul Wimmers, University of California - Los Angeles

2. Not Paint by Number: How Race and Gender of Law School Professors Affect the Curriculum. *Meera E. Deo, University of California - Los Angeles*
3. Personal Epistemology and Attitudes Toward Research: An Investigation of Variation Across Disciplinary Training and Nationality. *Eileen S. Johnson, Oakland University*
4. Strategic Planning in a Health Care System: A Case Study of Applied Appreciative Inquiry. *Carla A. Breedlove, University of South Florida; Jeffrey D. Kromrey, University of South Florida; Rosemary Brown Closson, University of South Florida*
5. The Relationship Between Patient Satisfaction and Clinical Competence in a Standardized Patient Assessment. *Danette W. McKinley, Foundation for Advancement of International Medical Education and Research; John R. Boulet, Educational Commission for Foreign Medical Graduates; Marta J Vanzanten, Educational Commission for Foreign Medical Graduates*
6. Medical Students' Intent to Employ Evidence-Based Medicine and Their Perceptions of Its Effectiveness, Efficiency, and Use. *Janet Elaine O'Brien, Arizona State University; Marilyn S. Thompson, Arizona State University*
7. Teaching Indigenous Children: Learning From Indigenous Teachers. *Ninetta Santoro, Deakin University; Jo-Anne Reid, Charles Stuart University*

Discussants: *Ilene B. Harris, University of Illinois - Chicago; Susan M. Case, National Conference of Bar Examiners; Marcia Mentkowski, Alverno College; Sonia J. Crandall, Wake Forest University; John R. Boulet, Educational Commission for Foreign Medical Graduates; Arianne Teherani, University of California - San Francisco; Heather Purichia, Pennsylvania State University*

30.011. Education Law and Policy: Legal Reviews, Analyses, and Updates. SIG-Law and Education

Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
9:05 am to 9:45 am

Tables:

8. Adequacy Right Now. *Bill Rich, California State University - Chico*
9. Section 504 and Public Schools: A National Survey Concerning "Section 504-Only" Students. *Rachel Holler, Lehigh University; Perry A. Zirkel, Lehigh University*
10. Children's Testimony in the Courtroom: Implications for the Kids' Court School. *Rebecca Nathanson, Joe Crank, Leslie Strasser Murdock, University of Nevada - Las Vegas*
11. Examining the Constitutionality of State Takeovers of Minority School Districts. *Joseph Oluwole, Pennsylvania State University*
12. Physical Education, Student Injury, and Accident Compensation: A Pattern Analysis. *David Clarke Young, University of Western Ontario*
13. State Anti-Bullying Attempts: A Review of State Policies, Legal Standards, and Literature. *Justin M. Bathon, Indiana University*
14. The No Child Left Behind Act: Is It an Unfunded Mandate or a Promotion of Federal Educational Ideals? *Regina Rose Umpstead, Michigan State University*

30.012. Examining the Roles of Leadership in Diverse School

Settings. Division A-Administration, Organization, and Leadership

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

9:05 am to 9:45 am

Tables:

15. A Case Study in Using Doctoral Portfolio Assessment to Transform Practice and Document Leader-As-Steward. *Karen Beyard, Central Connecticut State University; Nancy E. Hoffman, Central Connecticut State University*
16. Examining the Principal Induction Process in a Large, Urban School District in a Southeastern State. *Paulette Shadeed-Samai, Broward County Public Schools; Anthony H Normore, Florida International University*
17. Leading After Katrina: Experiences of Principals in the Algiers Charter Schools. *Scott C. Bauer, George Mason University*
18. Leading Schools Successfully in Challenging Urban Context: Preliminary Findings. *Joanna Maria Michalak, University of Lodz*
19. Learning to Lead: Developing Teacher Leaders Through Teacher Education. *Van O. Dempsey, Fairmont State University; Jacqueline Webb Dempsey, West Virginia University; Ethan Bradley Heinen, West Virginia University; Craig Stephen McClellan, West Virginia University*
20. Learning to Shift Power: Preparing Principals (and Professors!) to Develop Democratic Communities. *Lynn H. Doyle, Old Dominion University*
21. Revisiting the Greenfield-Griffiths Debate: Toward a More Comprehensive Understanding of the Leadership Concept. *Jingping Sun, OISE/University of Toronto*

30.013. Preservice Teachers' Development of Multicultural

Awareness and Challenges. Division K-Teaching and Teacher Education

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

9:05 am to 9:45 am

Tables:

22. Adult Preservice Teachers' Thinking in a Cross-Cultural Internship: Toward a Culturally Responsive Classroom and Critical Understandings. *Anna Pennell Oerther, Guilford College*
23. Effective Multicultural Field Experiences: Key Features and Challenges to Implementation. *Philip Emery Poekert, Elizabeth Bondy, Dorene D. Ross, University of Florida*
24. Examining the Potential of Pedagogy and Theater of the Oppressed With Student Teachers. *Foram Bhukhamwala, University of Georgia; Martha A. Allexsah-Snyder, University of Georgia*
25. Preservice Teachers as "Rethinkers": How Reflective Practice Reinforces the Development of Culturally Responsive Educators. *Jane Marie Saunders, Caroline Cecelia Sullivan, Cinthia S. Salinas, University of Texas - Austin*
26. Opportunities in a Language Arts Methods Course for Preservice Teachers to Develop Cultural Awareness. *Regina Young, University of Maryland - College Park; Donna L. Wiseman, University of Maryland*
27. Preparing Early Childhood Preservice Teachers to Teach Reading: A Comparison of Two Tutoring Programs. *Stephanie Alotaiba, Florida State University; Vickie E. Lake, Florida State University*
28. Preservice Teacher Perceptions of a Field Experience Activity Designed to Develop Multicultural Social Competencies. *Karen A. Kuhel, Kennesaw State University*

30.014. Research on the Education of Asian- and Pacific-Americans**- Paper Discussion 1.** SIG-Research on the Education of Asian and Pacific Americans

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

9:05 am to 9:45 am

Tables:

29. A Cross-Cultural Study of John Holland's Vocational Types on Guam. *John Simon Sanchez, University of Guam*
30. An Investigation of Taiwanese Kindergarten, First-Grade, and Second-Grade Students' Word-Problem-Solving Abilities. *Jen-Jen-Chen, National Taipei College of Nursing*
31. Bonds and Boundaries Among Us: Narratives of Friendship, Race, and Self Among U.S. Korean Youths. *Ji-Yeon O. Jo, Duke University*
32. Child Abuse Versus Ethnic Medicine: The 2002 Cao Gio Case and the Politics of School Intervention. *Rachel K. Endo, University of Illinois - Urbana-Champaign*
33. Constructions of Racial Identity Among Asian- and Pacific-American Undergraduate Students. *Alina S. Wong, University of Michigan - Ann Arbor; Jeffrey Chun, University of Michigan*
34. Emerging Subjectivity: Chinese-American Women and Identity. *Qing Li, Syracuse University*
35. Examining How Parents and School Members Influence College Choices for Mien-American Students. *Gigi Gomez, American Council on Education*

30.015. Experiences With Transformative Pedagogies. SIG-Research on Women and Education

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

9:05 am to 9:45 am

Tables:

1. Transforming Borders: Toward the Development of Chicana Feminist Border/Transformative Pedagogies. *Alejandra C. Elenes, Arizona State University*
2. Curricular Diversification and Teaching Practices in Rural Perú. *Beatriz Alvarado, Ohio State University*
3. Engendering Islam in China: Exploring Pathways for Educational Participation Among Dongxiong, Salar, and Boa'an Muslim Girls. *Mary Ann Maslak, St. John's University*
4. Dealing With Dissonance: A Feminist Researcher Privileges Nonfeminist Voices. *Teri L. Sosa, St. Joseph's University*
5. Timing Scaffolding During Web Design Instruction to Positively Affect Women's Expectations for Success and Task Values. *Tiffany V. Marra, Nancy B. Songer, Joseph S. Krajcik, Chris Quintana, Abigail J. Stewart, University of Michigan*
6. Women's Dynamic Social Processes of Reflection and Conceptual Learning in a Graduate Online Context. *Kathryn F. Cochran, University of Northern Colorado*
7. Learning New Gender Discourses and Repositioning the Self in Second Language Acquisition. *Ya-Ting Tang, University of California - Santa Barbara; Amelia Kyrtzsis, University of California - Santa Barbara*

30.016. Integrating and Assessing Philosophies of Teaching in Math, Literacy, Technology, and Field Experiences. Division K-Teaching and Teacher Education

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

9:05 am to 9:45 am

Tables:

8. A Paradigm Shift Toward Evidence-Based Clinical Practice: Developing a Performance Assessment. *Lynnette Erickson,*

Barbara Lawrence, Aaron Popham, Nancy Wentworth, Brigham Young University

9. Evaluating the Benefits of an Immersion Field Experience in a High-Need School Setting. *Bruce L. Strom, Carroll College*
10. Focusing on How Children Learn and Think About Mathematics in Teaching Mathematics to Prospective Elementary Teachers. *David J. Feikes, Purdue University; Keith Schwingendorf, Purdue University - North Central*
11. From Learning to Implementing Technology: Helping Preservice Teachers With Technology Integration. *Jung Won Hur, Indiana University; Thomas Brush, Indiana University*
12. Growing a Philosophical Approach to Teaching: Uses of a Philosophy of Education Scale. *Caroline R. Pryor, Southern Illinois University - Edwardsville; Kris Sloan, St. Edward's University; Funmi Amobi, Arizona State University West*
13. Out of My Comfort Zone: The Impact of a Short-Term Travel Experience on Prospective Teachers. *Linda K. Tyson, Oakland University; Nancy M. Brown, Oakland University; David Secord, Oakland University*
14. Preservice Teachers in a Summer Literacy Camp for Children At Risk: A Sociocultural Perspective. *Janet C. Richards, University of South Florida*

30.017. International Approaches to Workplace Learning. SIG-Workplace Learning

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

9:05 am to 9:45 am

Tables:

15. "I Am Not a Learner": Implications of Identity Construction in Workplace Learning. *Andrew Wojecki, Australian Institute of Social Relations*
16. A Conceptual Model for Knowledge Sharing and Learning Through Cultural Looking Lenses. *Eunjee Kim, University of Illinois*
17. Accrediting Part-Time and Voluntary Work Experiences. *Sue Palmer, Edge Hill University; Nicola Thornton, Edge Hill University*
18. Designing Performance Interventions for the Information Age: DOPSS Functions and the USE Model. *Steven C. Schatz, University of Hartford*
19. The Value of Training: What Training Managers Track, What Training Managers Report. *Saul Carliner, Adnan Qayyum, Juan Carlos Sanchez Lozano, Stuart Macmillan, Concordia University*
20. Theoretical Factors of Team Mental Models Affecting Successful Team Performance. *Miyoung Lee, Florida State University*
21. Where Are the Women in Workplace Learning in a World of Educational Quality? *Margaret E. Malloch, Victoria University Australia*

30.018. Narrative Methodologies. SIG-Narrative and Research

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

9:05 am to 9:45 am

Tables:

22. Critical Action Research: Power of Engaging in Cultural and Linguistic Autobiographical Narratives in ESOL Education. *Gloria Park, University of Maryland - College Park; Debra Suarez, College of Notre Dame*
23. Letter Writing and Becoming a Teacher: Using Narrative in Preservice Teacher Education. *Darlene Ciuffetelli-Parker, Brock University*
24. Narrative Inquiry: A Tool to Promote Learning of Child

Development. *Esther Yim-mei Chan, Hong Kong Institute of Education*

25. Parallel Narratives: Voices of a Teacher and a Social Worker. *Debra L. Yates, Albertson College of Idaho; Patricia J. Trace, Indiana University East*
26. Solitary Dissonance and Collaborative Consonance. *Michelann Parr, Nipissing University; Carole Ann Richardson, Nipissing University; Terry Campbell, Nipissing University*
27. The Moral of the Story: The Normative Frame for Reflection in Teacher Narrative Research. *Becky M. Atkinson, Samford University*
28. Woman to Woman: Crossing the Cultural Gap. *Genie Faye Linn, Isaura Flores, Isaura, Peggy B. Gill, University of Texas - Tyler*

30.019. Social Justice: Notions, Leadership, and Perspectives. SIG-

Leadership for Social Justice

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

9:05 am to 9:45 am

Chair: *April L. Peters, University of Georgia*

Tables:

29. Deconceptualizing Social Justice: Teachers' Perceptions of Social (In)justice. *Sung Choon Park, Ohio State University*
30. Hearing Whiteness, Seeing Race: Women Leaders Give Visibility to Their White Identity. *Ann Moritz, Lesley University*
31. Male Minority Superintendents: Perspectives of Past, Present, and Future Possibilities. *Danna M. Beaty, Tarleton State University; C. A. Hibbetts, Garland ISD*
32. Public Pedagogy and the Intellectual Work of Educational Leaders: A Social Justice Stance. *Patrick M. Jenlink, Stephen F. Austin State University*
33. Social Justice Narratives of Success and Failure: School Leaders on When They Try to Change the System. *Sharon Radd, University of St. Thomas; Bruce H. Kramer, University of St. Thomas*
34. The Hegemony of Heteronormativity: Implications for Leadership Preparation Programs. *Heather Hickman, Lewis University; Dan Johnson, Lewis University*
35. The Principal's Role in Promoting Success for Culturally and Linguistically Diverse Students. *M. Norma Martinez-Palmer, San José Unified School District*

Discussant: *Sue E. Mutchler, Education Consultant*

30.020. Cognitive, Social, and Motivational Processes: Paper

Discussion (Session 2). Division C-Learning and Instruction

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level

9:05 am to 9:45 am

Tables:

1. Designing Cross-Cultural Distance Education Program for Facilitating Pedagogical Change: Challenges and Strategies. *Larissa Malopinsky, Thomas M. Duffy, Gihan Osman, Indiana University*
2. Elements of Engagement for Successful Learning. *Amy Schweinle, Marcia F. Reisetter, Valerie Stokes, University of South Dakota*
3. Linguistic and Social Capitals: A Survey of U.S. Immigrant ESL High School Students. *Kim Ye-Kyoung, Ohio State University*
4. Predictive Inferences in Reading: From Activation to Long-Term Memory. *Qun Guan, Florida State University; Alysia D. Roehrig, Florida State University; Rihana Shiri Williams Smith, Florida Center for Reading Research*
5. Explaining Male and Female Persistence in Science Past High School: A Motivational Model. *Rebecca Ariane Simon, McGill University; Helena Dedic, Vanier College; Krista Corinne*

Redden, McGill University; Mark W. Aulls, McGill University

6. Positioning, Presence, and Persona: Examining Impact on Learning Discourses. *Vanessa Paz Dennen, Florida State University; Wayne Slabon, Florida State University*
7. The Effect of Juxtaposing Semiotic Mediation With Social Mediation on Moral Judgment Competency: Drawing Individual Growth Curves by Hierarchical Linear Modeling. *Soyoung Kim, Florida State University; Amy L. Baylor, Florida State University*

30.021. Cooperative Learning: New Developments. SIG-Cooperative

Learning: Theory, Research and Practice

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level

9:05 am to 9:45 am

Chair: *James M. Mitchell, California State University - East Bay*

Tables:

8. Better Than We Know Ourselves: Confidence Versus Credibility in the Coregulation of Small Group Learning. *Michael Scott Sweet, Shana Michele Shaw, Joshua D. Walker, Kuan-yi Chen, David Leslie Morris, Daniel H. Robinson, University of Texas - Austin*
9. Cooperative Learning, Jigsaw, and Reflections of Graduate and Undergraduate Education Students. *Bobbette M. Morgan, Graciela P. Rosenberg, Alma Rodriguez, University of Texas - Brownsville*
10. Cross-Boundary Virtual Team: What Makes It Work. *Wenxia Wu, Iowa State University*
11. Online Cooperative Learning: A Survey of Recent Research. *Caroline Lual Hilk, University of Minnesota; Robert L. Jorczak, University of Minnesota*
12. Peer-Assisted Instruction: Delivering Computer-Assisted Instruction Without Computers. *Peter Fadde, Southern Illinois University; Jorge Arevalo, Southern Illinois University*
13. Pupil Consultation: The Importance of Social Capital. *David G. Pedder, University of Cambridge*
14. Team-Based Competitive Rewards: Achievement and Academic Perceptions. *Stephen Marc Walls, Shana Michele Shaw, SoonAh Lee, Sarah Daniel, Michael Scott Sweet, Daniel H. Robinson, University of Texas - Austin*

Discussant: *Laurie Stevahn, Seattle University*

30.022. Division K: Paper Discussions. Division K-Teaching and

Teacher Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level

9:05 am to 9:45 am

Tables:

15. Aesthetic Encounters and Teacher Education. *Boyd Eric White, McGill University*
16. An Interpretive Study of Beginning Teachers' Pedagogical Reflection and Teaching Qualities in Physical Education. *Anita King Yuk Tsui, Hong Kong Institute of Education*
17. Curriculum and Destruction: Teaching for Achievement Versus Teaching for Understanding - The Dilemma Teachers Face and What Teacher Preparation Programs Can Do About It. *Steven L. Turner, Kent State University*
18. Different Perceptions of Teacher Self-Disclosure Between Preservice and Inservice Teachers. *Shaoan Zhang, Old Dominion University; Qingmin Shi, Hebei Normal University; Stephen Willis Tonelson, Old Dominion University; Jack E. Robinson, Old Dominion University*
19. Factors Perceived as Facilitating and Impeding Successful Online Group Work in a Teacher Education Program. *Heejung An, William Paterson University; Sang Kyung Kim, Pratt Institute*

20. First-Year Teacher Retention and Classroom Practices. *Alyson Lavigne Dolan, Thomas L. Good, Mary M. McCaslin, Caroline R.H. Wiley, Amanda Rabidue Bozack, University of Arizona*
21. Meeting the Challenge of Preparing Teacher Candidates to Differentiate Between Curriculum and Instruction. *Nina G. Dorsch, Northern Illinois University; Janet Ainsworth, Northern Illinois University*

30.023. Exploring the Development of Teacher Knowledge. Division B-Curriculum Studies
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
9:05 am to 9:45 am

Tables:

22. To Adapt or Subscribe: Teachers' Informal Collaboration and View of Mandated Curricula. *Heidi J. Stevenson, University of the Pacific*
23. Let's Talk About Race: Transformative Dialogue in a Secondary English Classroom. *Brian B. Casemore, Louisiana State University; Nichole A. Guillory, Louisiana State University; Destiny Cooper, East Baton Rouge Parish School System*
24. P4C Hawaii: Incorporating the Community Into the Determination of Effective Teaching and Learning. *Amber Pennington Strong, University of Hawai'i - Manoa, Manoa/Kailua High School (DOE); Chad Miller, University of Hawai'i - Manoa, Manoa/Kailua High School (DOE)*
25. Exploring Notions of Identity With Primary Students Within an Enacted Community Building Unit. *Genevieve D'Arcy, Seeds University Elementary School, University of California - Los Angeles*
26. You Are Not Alone Here: Ensuring Educational Quality and Social Justice Through Collaborative Research and Reflection. *Elizabeth A. Powers, University of North Carolina - Chapel Hill; Ashton Wheeler, Club Boulevard Elementary School, Durham, NC*
27. Lived Experience of Instructional Technology Consulting: A Phenomenological Study. *Charles Xiaoxue Wang, Peggy Ann Lumpkin, Courtney L. DuBois, Winnie W. Tsang-Kosma, Valora M. Richardson, Georgia State University*
28. Culturally Responsive Teaching: An Applied Approach. *Ruanda Garth McCullough, Loyola University - Chicago*

30.024. Methodological and Measurement Studies. Division E-Counseling and Human Development
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
9:05 am to 9:45 am

Tables:

29. A Reliability Generalization Study on Measures of the Belief in a Just World. *Chan M. Hellman, University of Oklahoma; Jody Worley, University of Oklahoma; Evie M. Trevino, Oklahoma State University*
30. Cognitive-Behavioral Group Therapy for Social Phobia: A Meta-Analysis. *Kun Wang, Texas Tech University; Ming-Hui Li, St. John's University; Zhengbin Lu, Texas Tech University*
31. Confirmatory Factor Analysis of the BSRI Item Desirability Ratings for American Women and for American Men. *Namok Choi, University of Louisville*
32. Measuring Method Variance in University Student Behavior Problem Ratings: A Comparison of Students' Self-Reports and Parents' Perspectives. *Timothy R. Konold, University of Virginia; Joseph Glutting, University of Delaware*
33. The Factor Structure of a New Person-Environment Fit Scale: The Importance of Rewards. *Robin K Hinkle, University of Louisville; Namok Choi, University of Louisville; Joseph M. Petrosko, University of Louisville*

34. The Meta-Analysis of Factor Analytic Studies: An Example Using the Maslach Burnout Inventory. *Matt Vassar, Oklahoma State University; Denna L. Wheeler, Connors State College; Laura L.B. Barnes, Oklahoma State University; Jody Worley, University of Oklahoma*
35. The Relationship of Religious Participation to Relationship With God. *David B. Simpson, Valparaiso University; Erin E. Woike, Valparaiso University; Allison E. Musick, Valparaiso University; Jody L. Newman, University of Oklahoma; Dale R. Fuqua, Oklahoma State University*

30.025. Sociology of Education - SIG Paper Discussion Session II. SIG-Sociology of Education
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
9:05 am to 9:45 am

Tables:

36. Pathways to Success or Failure: Factors Affecting Academic Achievement Among Black Students. *Letitia L. Thomas, State University of New York - Buffalo*
37. School Transitions in Comparative Perspective: An Interplay Between Families and Schools. *Merike Darmody, Economic and Social Research Institute*
38. Schooling in White Supremacist America: How Schooling Reproduces the Racialized Social System. *Ricky Lee Allen, University of New Mexico*
39. The Development of Environmental Education in Israel, 1970-2005: Global and Local Explanations. *Oren Pizmony Levy, Indiana University*
40. The Role of Social Connections in Students' School Preferences. *Brandy J. Ellison, University of Notre Dame; Maureen T. Hallinan, University of Notre Dame*
41. Trajectories in a Changing Field: A Comparative Study of Danish and American Teacher Students. *Jette Johanne Steensen, Aalborg University*
42. Classification and Framing in English Language Pedagogy in Singapore: A Large-Scale Sociological Study. *Charmaine Sam, Ridzuan Abdul Bin Rahim, Poh Hoon Teng, Libo Guo Libo, Nanyang Technological University; Allan Luke, Queensland University of Technology*

Tuesday, 10:35 am

AERA Governance Meetings and Events

31.001. AERA Publications Committee Open Meeting and Session on AERA as Scholarly Publisher: Journals, Books, and Beyond. AERA

Hyatt, Acapulco, West Tower - Gold Level
10:35 am to 12:05 pm

Chair: *Carl A. Grant, University of Wisconsin - Madison*

Participants:

Introduction, Report, and Open Discussion. *Carl A. Grant, University of Wisconsin - Madison*

New Steps in AERA Journal Publishing and Access. *Melissa Junior, American Educational Research Association*

Opportunities for Book Publishing and the AERA Niche. *Cherry A. Banks, University of Washington - Bothell*

AERA Aspirations and Looking Ahead. *Felice J. Levine, American Educational Research Association*

31.002. American Educational Research Journal (Teaching, Learning, and Human Development) Editorial Board - Closed Meeting. AERA

Hyatt, Skyway Conference Center, Room 265, East Tower - Blue Level

10:35 am to 12:05 pm

Chairs: *Allan L. Wigfield, Patricia A. Alexander, Robert G. Croninger, Bruce A. Vansledright, University of Maryland - College Park*

31.003. All-Academic Electronic Submission System: Demonstration and Training for 2008 Potential Participants - Open Session 1. AERA

Hyatt, Riverside Center Exhibition Hall, Vendor Demonstration Room, East Tower
10:35 am to 12:05 pm

31.004. Review of Educational Research - Editorial Board - Closed Meeting. AERA

Sheraton, Mayfair, Level 2
10:35 am to 12:05 pm

Chairs: *Joyce E. King, Georgia State University; Beverly M. Gordon, Ohio State University*

31.010. Benchmark Testing: Promise or Peril? Presidential Session

Sheraton, Michigan, Level 2

10:35 am to 12:05 pm

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

Participants:

Eva L. Baker, University of California - Los Angeles

Robert L. Linn, University of Colorado - CRESST

Andrew C. Porter, Vanderbilt University

Lauren B. Resnick, University of Pittsburgh

Discussants: *Pascal D. Forgione, Austin Independent School District; Ronni Ephram, Los Angeles Public Schools*

31.011. Challenging Times for Adolescents: Insights From Large-Scale Datasets From Around the World. Presidential Session

Sheraton, Chicago Ballroom, Section X, Level 4

10:35 am to 12:05 pm

Chair: *Richard P. Lanthier, George Washington University*

Participants:

Cross-National Comparisons of Immigrants and Nonimmigrants'

Civic Knowledge and Engagement. *Judith V. Torney-Purta,*

Carolyn Elizabeth Barber, Britt Wilkenfeld, University of Maryland - College Park

Adults Outside School, Children Within School? Insights From

Irish Youth. *Merike Darmody, Selina M. McCoy, Emer C. Smyth, Economic & Social Research Institute*

Teacher and Principal Perspectives on Student Victimization and

School Connectedness in Israel: A Rasch Analysis of Multiple

Views of Violence in the Same Schools. *Susan I. Stone,*

University of California - Berkeley; Ron Avi Astor, University of Southern California; Rami Benbenishty, Hebrew University of Jerusalem

Family Functioning and Resiliency in Adolescence: Insights From

the Canadian National Survey of Children and Youth. *Jennifer Shapka, University of British Columbia; V. Susan Dahinten,*

University of British Columbia; Rubab G. Arim, University of British Columbia

Discussant: *Jacquelynne Eccles, University of Michigan*

31.012. The World of (In)E Quality: Fifty Years Beyond the Little Rock Nine. Presidential Session

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

10:35 am to 12:05 pm

Chair: *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

Participants:

James D. Anderson, University of Illinois - Urbana-Champaign

V. P. Franklin, Dillard University

Linda M. Perkins, Claremont Graduate University

31.013. Journal Talks: Session One. AERA Sessions

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

10:35 am to 12:05 pm

Participants:

Table 1: American Educational Research Journal, Section on Social and Institutional Analysis. *Sandra Hollingsworth, San José State University; Margaret A. Gallego, University of San Diego*

Table 2: Applied Psychological Measurement. *Mark L. Davison, University of Minnesota*

Table 3: British Educational Research Journal. *Harry Torrance, Manchester Metropolitan University*

Table 4: Curriculum Inquiry. *Dennis Thiessen, University of Toronto; Elizabeth Campbell, University of Toronto; Heather J. Sykes, University of Toronto; Mary Kooy, OISE/University of Toronto*

Table 5: Education and Urban Society. *Charles J. Russo, University of Dayton*

Table 6: Educational Administration Quarterly. *Diana G. Pounder, University of Utah; Bob L. Johnson, University of Utah*

Table 7: Educational Philosophy and Theory. *Michael A. Peters, University of Illinois - Urbana-Champaign*

Table 8: Elementary School Journal. *Thomas L. Good, University of Arizona*

Table 9: Equity and Excellence in Education. *Maurianne Adams, University of Massachusetts - Amherst*

Table 10: European Journal of Special Needs Education. *Seamus F. Hegarty, National Foundation For Educational Research*

Table 11: Innovative Higher Education. *Libby V. Morris, University of Georgia; Kay Gillespie, University of Georgia*

Table 12: International Journal for Academic Development. *Lynn McAlpine, McGill University*

Table 13: International Journal of Curriculum Inquiry. *Lisa A. Holtan, International Journal of Curriculum Inquiry*

Table 14: International Journal of Qualitative Studies in Education. *Jim J. Scheurich, Texas A&M University; M. Carolyn Clark, Texas A&M University; Carolyn L. Sandoval, Texas A&M University*

Table 15: JORSEN: The Journal of Research in Special Educational Needs. *Susan Ralph, University of Manchester*

Table 16: Journal of Education for Students Placed at Risk. *Kirsten Ewart Sundell, University of Louisville; Samuel C. Stringfield, University of Louisville*

Table 17: Journal of Experimental Education. *Jeffrey D. Kromrey, University of South Florida; P. Karen Murphy, Pennsylvania State University*

Table 18: Journal of Mathematics Teacher Education. *Peter Sullivan, Monash University; Terry L. Wood, Purdue University*

Table 19: Journal of Research on Christian Education. *Larry D. Burton, Andrews University*

Table 20: Journal of Technology and Teacher Education. *Debra R. Sprague, George Mason University*

Table 21: Metacognition and Learning. *Marcel V. J. Veenman, Leiden University*

Table 22: Qualitative Inquiry. *Norman Denzin, University of Illinois - Urbana-Champaign*

Table 23: Race, Ethnicity, and Education. *David Gillborn, University of London; Annette M. Henry, University of Washington*

Table 24: Reading and Writing: An Interdisciplinary Journal. *R. Malatesha Joshi, Texas A&M University*

Table 25: School Effectiveness and School Improvement. *Roel J. Bosker, University of Groningen; Daniel R. Muijs, University of Manchester*

Table 26: Studying Teacher Education: A Journal of Self-Study of Teacher Education Practices. *J. John Loughran, Monash University; Tom Russell, Queen's University*

Table 27: Teacher Education Quarterly. *Thomas G. Nelson, University of The Pacific; Gerald J. Brunetti, Saint Mary's College of California; Barbara B. Levin, University of North Carolina - Greensboro; Dana L. Grisham, California State University*

Table 28: Teaching and Teacher Education. *John Fitz, Cardiff University*

Table 29: The Journal of Curriculum Studies. *Robert E. Boostrom, University of Southern Indiana*

Table 30: The Journal of Educational Research. *Mary F. Heller, University of Hawai'i; James B. Schreiber, Duquesne University*

Table 31: The Journal of Genetic Psychology: Developmental and Educational Psychology. *Dennis N. Thompson, Georgia State University*

Table 32: The Journal of Research on Technology in Education. *Lynne R. Schrum, George Mason University*

Table 33: The Teacher Educator. *Laurie J. Mullen, Ball State University; Jerrell C. Cassidy, Ball State University*

Table 34: Thinking Skills and Creativity. *Rupert Boudewijn Wegerif, University of Exeter*

Table 35: Urban Education. *Kofi Lomotey, Fisk University; Tamiko Black, Fisk University*

31.014. Challenges and Potentialities in Curriculum, Achievement, and College Readiness for Students of Color. Committee on Scholars of Color in Education
Hyatt, New Orleans, West Tower - Gold Level
10:35 am to 12:05 pm

Chair: *James Dabney, Ohio State University*

Participants:

An Analysis of Achievement Gap Trends in the Norfolk School District, 1991-2005. *Vivian W. Ikpa, Temple University*

Underdeveloped Capital: Factors and Consequences in the College Readiness of Low-Income and Minority Students. *Nikela Sheri Owens, College of Mount St. Joseph; Pamela Twyman Hoff, University of Cincinnati*

"They Make It Seem Like Black People Haven't Done Anything But Be Slaves": Black High School Students' Views About the Curriculum. *Gail L. Thompson, Claremont Graduate University*

Secondary Science Education Initiatives and the Success or Lack Thereof for Students of Color. *Amanda Looney, Columbus Public Schools*

Discussant: *Stephen D. Hancock, University of North Carolina - Charlotte*

31.015. GSC Chair-Elect Fireside Chat: Peer Support Groups for Writing and Research in Graduate School and Beyond. Graduate Student Council
Hyatt, Crystal Ballroom, Section A, West Tower - Green Level
10:35 am to 12:05 pm

Chairs: *Stacy L. Dezutter, Washington University - St. Louis; Hugo Garcia, Claremont Graduate University*

Participants: *Mary Ellen Bardsley, Niagara University; Elizabeth J. Berkes, Washington University - St. Louis; Sarah English, Sweethome Central School District; Jill M. Gradwell, State University of New York - Buffalo; Kathleen M. Lesniak, State University of New York - Fredonia; Dianne S. McCarthy, State University of New York - Buffalo; Melissa Mosley, Washington*

University - St. Louis; Lynn E. Shanahan, State University of New York - Buffalo; Rene E Wroblewski, St. Bonaventure University

31.016. Gender Equity in Higher Education: The Unfinished Agenda. Committee on Scholars and Advocates for Gender Equity (SAGE)

Marriott, Chicago Ballroom, Section G - Fifth Floor
10:35 am to 12:05 pm

Chair: *Judith S. Glazer-Raymo, Teachers College, Columbia University*

Participants:

Understanding Privilege in the Academy: Women Faculty Constructing Identities. *Becky Ropers-Huilman, Louisiana State University*

Shattering Plexiglass: Continuing Challenges for Women Professors in Research Universities. *Aimee LaPointe Terosky, Tamsyn Phifer, Anna Neumann, Teachers College, Columbia University*

Faculty Labor, Productivity, and the Gender Question. *Ana M. Martinez-Aleman, Boston College*

Problematising Choice in Faculty Careers: A Feminist Perspective of Work and Family. *Lisa E. Wolf-Wendel, University of Kansas; Kelly A. Ward, Washington State University*

Women Faculty in Community Colleges: Gender Equity in a Low-Status Sector. *Kathleen M. Shaw, Temple University; Martha Kate Callahan, Temple University*

Gendering Academic Leadership: The Sameness-Difference Debate. *Diane R. Dean, Illinois State University; Judith S. Glazer-Raymo, Teachers College, Columbia University*

31.017. Going Public: Q&A With the Media on Communicating Your Research. Communication and Outreach Committee

Sheraton, Erie, Level 2
10:35 am to 12:05 pm

Chairs: *Joseph M. O'Reilly, Mesa Public Schools; Larry McQuillan, American Institutes for Research*

Participants: *Stephanie Banchemo, Chicago Tribune; Alexander Russo, This Week in Education Blog*

31.018. The Education of Immigrant Students: Taking Stock 25 Years After Plyler. Social Justice Action Committee

Hyatt, Columbus Hall, Section E, East Tower - Gold Level
10:35 am to 12:05 pm

Chair: *Patricia C. Gándara, University of California - Davis*

Participants:

The Lessons of Plyler. *Peter Roos, META*
Immigration and Education in Global Perspective. *Marcelo M. Suarez-Orozco, New York University*

Educating Immigrant Students in an Era of Retreat From Civil Rights. *Aarti Kohli, University of California - Berkeley*

Immigrant Rights, Immigrant Needs. *Michael Olivas, University of Houston*

31.019. Middle School Effectiveness. Division A-Administration, Organization, and Leadership

Marriott, Bucktown, Second Floor
10:35 am to 12:05 pm

Chair: *Joy C. Phillips, University of Houston*

Participants:

Factors of Student Transitions From Elementary School to Middle School. *Paul Dabbs, Dallas Independent School District*

Middle School Math and Science Achievement in an Urban District: The Effects of Certification Type and Teaching Assignment. *Ruth Curran Neild, University of Pennsylvania; Elizabeth N. Farley-Ripple, University of Pennsylvania*

School Layout and the Quality of the Middle School Teacher: Teacher Interactions in Japan. *Steven E. Gump, University of Illinois - Urbana-Champaign*

Accountability Urgency, Organizational Learning, and Educational Outcomes: A Comparative Analysis of California Middle Schools. *Heinrich A. Mintrop, University of California - Berkeley; Tina M. Trujillo, University of California - Los Angeles*
 Discussant: *Joy C. Phillips, University of Houston*

31.020. Teacher Learning, Communication, and Trust. Division A-Administration, Organization, and Leadership
 Marriott, Dupage, Third Floor
 10:35 am to 12:05 pm

Chair: *Kathryn Bell McKenzie, Texas A&M University*

Participants:

“On the Same Page”: One Teacher Team’s Perceptions of Common Planning Time. *Susan F. Henry, Harvard Graduate School of Education*

Chain Reaction: How Teacher Communication Influences Practice. *Russell Cole, Elliot H. Weinbaum, Michael Joseph Weiss, University of Pennsylvania*

Educational Quality and Organizational Learning: Lessons From the “Escuelas Como Comunidades de Aprendizaje” Project (México). *Eduardo Flores-Kastanis, Tecnológico de Monterrey; Lidia Holguin, Escuela Normal del Estado de Chihuahua “Luis Urias Belderrain”; Guadalupe Delgado, Tecnológico de Monterrey Campus Chihuahua; Maribel Maldonado, Escuela Normal del Estado de Chihuahua “Luis Urias Belderrain”*

Teacher-School Board Member Trust as a Bridge to School Efficacy: Relationships and Roles. *Pamela A. Lenz, Northwestern School District; Launcelot I. Brown, Duquesne University; Helen C. Sobehart, Duquesne University*

Discussant: *Kathryn Bell McKenzie, Texas A&M University*

31.021. Using Data to Determine and/or Guide Achievement. Division A-Administration, Organization, and Leadership
 Marriott, Iowa, Sixth Floor
 10:35 am to 12:05 pm

Chair: *Monica Byrne-Jimenez, Hofstra University*

Participants:

Development of an Effect-Size Statistical Approach to Determine Achievement Gains. *Philip Alan Streifer, University of Connecticut*

Leaders Moving Schools Forward: The Intersection of Data-Driven Decisionmaking, Change Theory, and Student Achievement. *David M. Quinn, University of Florida*

Using Assessment Data to Guide School and Classroom Decisionmaking: An Examination of the Effects on Student Achievement. *Laura B. Lang, Shana Goldwyn, Chris Schatschneider, Alysia D. Roehrig, Christine Johnson, Gail Ogawa, Dawn M. Ossont, Florida State University*

Educators’ Ongoing Effective Use of Data to Guide Decisionmaking. *Leanne Rae Bettesworth, University of Oregon; Gerald A. Tindal, University of Oregon*

Discussant: *Mitchell D. Chester, Ohio Department of Education*

31.022. Evidence-Based Teaching Strategies: Translating Science to Classroom Practice. Division C-Learning and Instruction
 Fairmont, Gold Room, Second Level
 10:35 am to 12:05 pm

Chair: *Barbara L. McCombs, University of Denver*

Participants: *Mary M. Brabeck, New York University; Carol A. Dwyer, ETS; Sandra Graham, University of California - Los Angeles; Joan Lucariello, Boston College*

31.023. Literacy Development of Young, At-Risk Students and Potential Predictors of Subsequent Literacy Achievement. Division C-Learning and Instruction

Hyatt, DuSable, West Tower - Silver Level
 10:35 am to 12:05 pm

Chair: *Zenaida Aguirre-Munoz, Texas Tech University*

Participants:

The Role of Working Memory in Fluency Development. *Rollanda E. O’Connor, University of California - Riverside; H. Lee Swanson, University of California*

Early Comprehension Development in Spanish-Speaking English Learners. *Emily Jane Solari, University of California - Santa Barbara; Alexis Filippini, University of California - Santa Barbara*

Correlation of Tasks for the DIBELS and the Observation Survey and Identifying At-Risk Students. *Francisco Gomez-Bellenge, National Data Evaluation Center; Sharan A. Gibson, San Diego State University; Meiling Tang, Ohio State University; Mary A. Doyle, University of Connecticut; Patricia R. Kelly, San Diego State University*

Longitudinal Predictors of Reading Achievement Among At-Risk Children: Findings From the ECLS-K. *Sharon A. Judge, University of Tennessee*

Discussant: *Cynthia R. Shanahan, University of Illinois - Chicago*

31.024. Literacy Initiatives for Urban Middle Schools. Division C-Learning and Instruction
 Hyatt, Plaza Ballroom, Section B, East Tower - Green Level
 10:35 am to 12:05 pm

Chair: *Catherine Snow, Harvard Graduate School of Education*

Participants: *Michael J. Kieffer, Harvard Graduate School of Education; Gina Biancarosa, Stanford University; Joanna Christodoulou, Harvard University; Jeannette Mancilla-Martinez, Harvard Graduate School of Education; Kathleen Spencer, Harvard Graduate School of Education; Joshua Lawrence, Boston University; Sarah Meacham, SERP Institute; Claire E. White, Marielle S. Palombo, Harvard Graduate School of Education*

31.025. Mathematics Learning and Embodied Cognition. Division C-Learning and Instruction
 Hyatt, Grand Suite 5, East Tower - Gold Level
 10:35 am to 12:05 pm

Chair: *Ricardo Nemirovsky, San Diego State University*

Participants:

The Body as a Plastic Resource During Interactive Assembly of Statistical Models and Arguments. *Rogers P. Hall, Vanderbilt University; Karen Wieckert, Belmont University; Ken Allen Wright, Vanderbilt University*

Gestures and Embodied Mathematical Cognition. *Martha W. Alibali, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison*

Finger Gnosis and Arithmetical Ability. *Ashish Ranpura, University College - London*

Language, Symbol-Use, and Embodied Cognition. *Willie B. Bogan, Christian Heritage College; Ricardo Nemirovsky, San Diego State University; Michelle Nolasco, San Diego State University*

Discussant: *Charles Goodwin, University of California - Los Angeles*

31.026. National and International Approaches to Learning in the Humanities, Social Sciences, and Arts. Division C-Learning and Instruction
 Marriott, Lakeview, Second Floor
 10:35 am to 12:05 pm

Participants:

The Genre of Poetry: Development of Expectations and Aesthetic Operations From Elementary to High School. *Joan Peskin, OISE/ University of Toronto*

Shared Interpretation: Mentoring and Collaboration in a Cello Studio. *Yore Y. Kedem, University of Illinois*

How Students View the Genre Demands of Writing About History and Literature: Insights From Retrospective Accounts. *Sarah W. Beck, New York University; Jill V. Jeffery, New York University*

Accessing Prior Knowledge and Adjudicating Between Different Perspectives: Students Examine Competing Websites in Social Studies. *James S. Damico, Indiana University; Mark C. Baildon, National Institute of Education; Shiao-Jing Guo, Indiana University; Marisa Elana Exter, Indiana University*

Enhancing Geographic Awareness Through Music: A Multistate Project. *Liane R. Brouillette, University of California - Irvine; Jill Beck, Lawrence University*

The Asymmetrical Influence of Identity: A Triad Encounter of Israeli Jews, Arabs, and Historical Text. *Sarah Pollack, Hebrew University of Jerusalem; Yifat Kolikant, Hebrew University of Jerusalem*

31.027. Technology Research: Issues in Teacher Practices and Professional Development With Technology. Division C-

Learning and Instruction
Marriott, Los Angeles, Fifth Floor
10:35 am to 12:05 pm

Chair: *Joan E. Hughes, University of Minnesota*

Participants:

Teachers' Use of Data: A Case Study on How Teachers Use a District's Data Warehouse. *Ellen B. Mandinach, Education Development Center; Luz Rivas, Center For Children and Technology; Juliette Heinze, Center For Children and Technology*

Discovery Learning and Robotics Instruction: Teacher Reflections on the Process. *Florence R. Sullivan, University of Massachusetts - Amherst; Mary A. Moriarty, Springfield Technical Community College; Tess Z. Griffin, University of Massachusetts - Amherst*

Teacher Professional Development and Technology: Challenges and Possibilities. *Charalambos Vrasidas, CARDET; Christiana Aravi, CARDET; Michalinos Zembylas, Open University of Cyprus/Michigan State University*

Ten Teachers Transformed Through Technology. *Andrew Kitchenham, University of Northern British Columbia*

Engaging Graduate Students in Design as a Means of Enhancing Their Epistemological Understanding of Learning. *Tamar Ronen Fuhrmann, Technion - Israel Institute of Technology; Yael Kali, Technion - Israel Institute of Technology; Christophe Hoadley, Pennsylvania State University*

Approaches of Inquiry Learning Within a Resource-Based Learning Environment. *Winnie Wing-Mui So, Hong Kong Institute of Education*

Discussant: *Joan L. Whipp, Marquette University*

31.028. Understanding Student Mathematical Learning: Relationships Among Mathematical Tasks, Teacher Practice, Student Participation, and Student Achievement. Division C-

Learning and Instruction
Hyatt, Field, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Daniel Battey, Arizona State University*

Participants: *Megan L. Franke, Noreen M. Webb, Marsha M. Ing, Angela Grace Chan, Deanna P.N. Freund, University of California - Los Angeles*

Discussant: *Indigo Esmonde, Stanford University*

31.029. Research and Practice in the Use of Essay Tests in College Admissions. Division D-Measurement and Research

Methodology
Marriott, Cook, Third Floor
10:35 am to 12:05 pm

Chair: *Amy E. Schmidt, ETS*

Participants:

Features of Responses That Are Associated With Scores on the SAT Essay. *Jennifer L. Kobrin, College Board; Hui Deng, The College Board; Emily J. Shaw, Fordham University*

Identifying the Writing Tasks Important for Academic Success at the Undergraduate and Graduate Levels of College. *Mary Fowles, ETS*

Incremental Validity of SAT Writing for Predicting Four-Year Grade Point Averages in Specific Curricular Areas. *Brent Bridgeman, ETS; Amy E. Schmidt, ETS; Judith Pollack, ETS*

The Use of Essays in the College Admissions Process: An Example From a Private Research University. *Carol Lunkenheimer, Northwestern University*

Discussants: *Gregory J. Cizek, University of North Carolina - Chapel Hill; Bernard Phelan, Homewood-Flossmoor High School*

31.030. Scientific Evidence in Diverse Qualitative Research

Traditions. Division D-Measurement and Research
Methodology
Marriott, Avenue Ballroom, Fourth Floor
10:35 am to 12:05 pm

Chair: *Kathleen P. Demarrais, University of Georgia*

Participants: *Kathleen P. Demarrais, Melissa A. Freeman, Kathryn J. Rovlston, Elizabeth A. St. Pierre, Judith Preissle, University of Georgia*

Discussants: *Margaret A. Eisenhart, University of Colorado - Boulder; Frederick D. Erickson, University of California - Los Angeles*

31.031. The Role of the Arts in Re-Enchanting Educational Research. Division D-Measurement and Research Methodology

Marriott, Chicago Ballroom, Section D - Fifth Floor
10:35 am to 12:05 pm

Chair: *Ardra L. Cole, OISE/University of Toronto*

Participants:

Creative Nonfiction. *Thomas E. Barone, Arizona State University*

The Music Lesson. *Liora Bresler, University of Illinois - Urbana-Champaign*

Dance (Choreography) and the Body: Practicing Educational Research. *Donald Blumenfeld-Jones, Arizona State University*

Painting as Research. *Graeme L. Sullivan, Teachers College, Columbia University*

Readers' Theater as a Data Display Strategy in an Era of "Scientific Research in Education." *June M. Donmoyer, Harborside School; Robert B. Donmoyer, University of San Diego*

31.032. Testing Limits and Redefining Boundaries in the History of Higher Education. Division F-History and Historiography

Swissôtel, Engelberg, Third Floor
10:35 am to 12:05 pm

Chair: *Dominique T. Chlup, Texas A&M University*

Participants:

Contested Speech on Campus: A Historical View. *Timothy Reese Cain, University of Illinois - Urbana-Champaign*

From Hazing to Academic Socialization: Freshmen Orientation in a College Education. *Katherine V. Sedgwick, University of Pennsylvania*

Policy in Practice: How the G.I. Bill Renegotiated University-State-Federal Relations in Higher Education. *Elizabeth N. Stransky, University of Wisconsin - Madison*

The Seattle Workers' College. *Marcel A. Rousseau, University of Washington*

Discussant: *Marybeth Gasman, University of Pennsylvania*

31.033. A Poverty of Perspective: Critiquing Ruby Payne and the "Culture of Poverty". Division G-Social Context of Education
Hyatt, Columbus Hall, Section A, East Tower - Gold Level
10:35 am to 12:05 pm

Participants: *Randy Bomer, University of Texas - Austin; Joel E. Dworin, University of Texas - Austin; Curt Dudley-Marling, Boston College*

31.034. Hoy Marchamos, Mañana Votamos: Educational Dimensions of Immigrant Rights Mobilization. Division G-Social Context of Education
Hyatt, McCormick, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Della R. Leavitt, University of Illinois - Chicago*

Participants:

"It's All Part of the Curriculum. Kids Need to Know They Have a Voice." Teachers engage students in immigrant rights projects. *Irma M. Olmedo, University of Illinois - Chicago*

Marching for My People: Youth Activism and the Immigrant Marches. *Nilda Flores-Gonzalez, University of Illinois - Chicago*

Marching for "La Familia": Child Activism and Family Separation. *Amalia Pallares, University of Illinois - Chicago*

"I March for People Like Us": High School Youth and the Immigrant Rights Movement. *Sonia Oliva, University of Illinois - Chicago*

Participants: *Nilda Flores-Gonzalez, Irma M. Olmedo, Amalia Pallares, Sonia Oliva, University of Illinois - Chicago*

Discussant: *Antonia Darder, University of Illinois - Urbana-Champaign*

31.035. Social Reproduction Resistance, Agency: Intersections of Race, Class, and Gender. Division G-Social Context of Education
Hyatt, Wright, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Maike I. Philipsen, Virginia Commonwealth University*

Participants:

"Worn Down and Disempowered": Exploring Connections Between Women's Experiences with Interpersonal Violence and Graduate School. *Mary Brooks, University of British Columbia*

Apple Jumpers and Teacher Babes: Subjectivities of Women Teachers. *Becky M. Atkinson, Samford University*

The Social Reproduction of Racism: Contemporary Uses of Social Control of Black Males Within U.S. Public Education. *Terence Dwight Fitzgerald, Educational Consultant*

"You Have to Have That in Your Nature": Understanding the Trajectories of Youth Apprentices. *Alison Taylor, University of Alberta*

Political Identity and Social Justice at an Urban Continuation High School. *Kysa Nygreen, University of California - Santa Cruz*
Discussant: *Lisa W. Loutzenheiser, University of British Columbia*

31.036. Analyzing the Relationship Between Fidelity of Implementation (FOI) and Student Outcomes in a Quasi-Experiment. Division H-School Evaluation and Program Development
Marriott, Huron, Tenth Floor
10:35 am to 12:05 pm

Chair: *Carol L. O'Donnell, George Washington University*

Participants:

The Relationship Between FOI and Student Outcomes in a Quasi-Experiment: A Conceptual Framework. *Sharon J. Lynch, George Washington University; Carol L. O'Donnell, George Washington University*

FOI as Quality of Delivery and Student Responsiveness and Its Relationship to Classroom Achievement. *Carol L. O'Donnell, Sharon J. Lynch, William Andrew Watson, Vasuki Rethinam, George Washington University*

FOI as Adherence to Curriculum Unit Structure and Its Relationship to Classroom Achievement. *Joelle Ramirez Lastica, George Washington University; Carol L. O'Donnell, George Washington University*

Evaluation and Science Specialists' Role in Collecting FOI Data in a Large School District. *Suzanne Merchlinsky, Montgomery County Public Schools; Bonnie Lee Hansen-Grafton, Montgomery County Public Schools*

Discussant: *Phyllis C. Blumenfeld, University of Michigan*

31.037. Evaluation Studies of Job-Embedded Professional Development (PD): Literacy Coaching and Its Implementation in Schools. Division H-School Evaluation and Program Development
Marriott, Chicago Ballroom, Section A - Fifth Floor
10:35 am to 12:05 pm

Chair: *Rita M. Bean, University of Pittsburgh*

Participants:

The Work of Coaches in Reading First Schools and Their Role in Professional Development. *Rita M. Bean, University of Pittsburgh; Naomi K. Zigmond, University of Pittsburgh*

Evaluation of Professional Development Program Implementation in Reading First - Ohio Schools. *Catherine A. Rosemary, Kathleen A. Roskos, Elizabeth Day, John Carroll University*

Reading Specialists as Professional Development Leaders: Contextualizing School Change. *Jennifer I. Hathaway, Vanderbilt University; Victoria J. Risko, Vanderbilt University - Peabody College*

Discussant: *Nancy Shanklin, University of Colorado - Denver*

31.038. Evaluation of the Video-Supported Mathematics Professional Development (VSMPD) Program. Division H-School Evaluation and Program Development
Marriott, Denver, Fifth Floor
10:35 am to 12:05 pm

Chair: *Kristen L. Huff, The College Board*

Participants: *Arthur A. Vanderveen, The College Board; Jim Choike, University of Oklahoma; Carolyn Shettle, Westat, Inc.; John P. Wells, Westat, Inc.*

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

31.039. Selected Program Evaluation Findings and Methods. Division H-School Evaluation and Program Development
Marriott, Great America, Sixth Floor
10:35 am to 12:05 pm

Chair: *David L. Holdzkom, Wake County (NC) Public School System*

Participants:

Charter Schools in Educational Reform: Achievement and Success Outcomes in an Urban District. *Steven M. Ross, University of Memphis; Aaron J. McDonald, University of Memphis; Linda Bol, Old Dominion University; Brenda McSparrin-Gallagher, Memphis City Schools; Deborah Leachman Slawson, University of Memphis*

Combining Propensity Score Matching and Hierarchical Modeling to Evaluate the Effects of Ability Grouping. *Haiwen Wang, SRI International*

The Impact of Comprehensive School Reform With NSF-Supported Mathematics Curricula on Middle-Grades Student Mathematics Achievement. *Martha Abele Mac Iver, Johns Hopkins University; Douglas J. Maciver, Johns Hopkins University*

The Untold Tale: Results of a Research Synthesis of K-12 Math and Science Professional Development. *Jennifer Schimmenti Poulos, Abt Associates Inc.; Fran E. O Reilly, Abt Associates Inc.*

Turning Water Into Wine: The Case for Internal Evaluation as Vital to Evaluation Funding. *Sharon A. Brown, Cleveland State University; James A. Salzman, Cleveland State University*

Discussant: *Denis Newman, Empirical Education Inc.*

31.040. Complexity, Innovation, and Partnerships in Academic

Work. Division J-Postsecondary Education

Marriott, Illinois, Sixth Floor

10:35 am to 12:05 pm

Chair: *Nathaniel J. Bray, University of Alabama*

Participants:

Bringing Industry and Academia Together Through Partnerships That Work. *Pilar Mendoza, Oklahoma State University*

Faculty at Work as Teachers, Scholars, and Citizens: Managing Integration and Complexity. *Tami L Moore, Washington State University; Kelly A. Ward, Washington State University*

The Impact of Faculty Attitudes Toward Technology, Distance Education, and Innovation. *Lynn N. Tabata, University of Hawai'i; Linda K. Johnsrud, University of Hawai'i*

Open Educational Resources: Inquiring Into Sustained Use, Reuse, and the Role of Community. *Lisa Ann Petrides, Lilly Nguyen, Cynthia Jimes, Institute for the Study of Knowledge Management in Education*

Discussant: *Philo A. Hutcheson, Georgia State University*

31.041. Dual Enrollment as a Strategy for Postsecondary Success.

Division J-Postsecondary Education

Marriott, Wrigleyville, Second Floor

10:35 am to 12:05 pm

Participants:

The Growth of Dual-Enrollment Programs: Models and Motivations. *Katherine L. Hughes, Teachers College, Columbia University*

Role-Related Learning and Identity Development Among "College Now" Students. *Melinda J. Mechur Karp, Teachers College, Columbia University*

The Postsecondary Achievement of Career and Technical Education Students in Dual-Enrollment Programs. *Juan Carlos Calcagno, Teachers College, Columbia University*

Discussant: *Heather D. Wathington, Lumina Foundation for Education*

31.042. Numbers and Borders: The Perils of Institutional, State, and International Comparisons.

Division J-Postsecondary Education

Marriott, Kansas City, Fifth Floor

10:35 am to 12:05 pm

Chair: *Frankie Santos Laanan, Iowa State University*

Participant: *Clifford Adelman, U.S. Department of Education*

31.043. Student Engagement: The First-Year Experience and Beyond.

Division J-Postsecondary Education

Marriott, Indiana, Sixth Floor

10:35 am to 12:05 pm

Chair: *Pat G. Moeck, El Centro College*

Participants:

Freshman Seminars: Providing Students With Opportunities for Interaction, Dialogue, Engagement, and Learning. *Marc R. Levis-Fitzgerald, University of California - Los Angeles; Nida Denson, University of California - Los Angeles*

Discipline-Based Living Learning Programs' Influence on College Students' Cognitive Outcomes. *Matthew E Soldner, University of Maryland; Karen K. Inkelas, University of Maryland*

Student Engagement in Campus-Based and Online Education. *Hamish Bennett Coates, Australian Council for Educational Research*

Cohort Programs in Higher Education: Learning Communities or Convenience Groupings? *John R. Goss, Shenandoah University*

Discussant: *David E. Hardy, University of Alabama*

31.044. Case Studies and Teacher Thinking: Understanding How a Real-World Method Contributes to the World of Teacher Quality.

Division K-Teaching and Teacher Education

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

10:35 am to 12:05 pm

Chair: *Deborah L. Schussler, Villanova University*

Participants:

Creating Spaces for Pedagogical Reasoning and Reflection With Multimedia Cases. *Victoria J. Risko, Vanderbilt University - Peabody College*

Triangulating Teaching Cases, e-Mail Reflections, and Survey Data to Investigate Preservice Teachers' Understanding of a Semiotic, Meaning-Making Perspective. *Janet C. Richards, University of South Florida*

Looking Into a Mirror or Peering Through a Looking Glass? Case Studies and the Development of Teacher Candidate Dispositions. *Lisa M. Stooksberry, American Association of Colleges for Teacher Education; Deborah L. Schussler, Villanova University; Lynne A. Bercaw, California State University - Chico*

Federal and State Government and Higher Education Partner to Maximize Teacher Efficacy in Tennessee: Online Modules Focus on Responsiveness to Intervention. *Kathy Strunk, Tennessee State Department of Education; Naomi Tyler, Vanderbilt University - Peabody College; Deborah D. Smith, Vanderbilt University*

Discussant: *Diana Ridgen, Teacher Education Accreditation Council*

31.045. Lessons Learned: Revamping Teacher Preparation Programs.

Division K-Teaching and Teacher Education

Hyatt, Stetson Conference Center, Suite E, West Tower - Purple Level

10:35 am to 12:05 pm

Chair: *Tine F. Sloan, University of California - Santa Barbara*

Participants:

What Should Be the Main Emphases in a Preservice Program? First-/Second-Year Teachers' Views. *Clive M. Beck, OISE/University of Toronto; Clare M. Kosnik, University of Toronto; Kathy Broad, OISE/University of Toronto; Judy Caulfield, OISE/University of Toronto; Julian D. Kitchen, Brock University; Jennifer Rowsell, Rutgers, The State University of New Jersey*

Understanding Preservice Programs' Gatekeeping Practices. *A. Lin Goodwin, Teachers College, Columbia University; Celia J. Oyler, Teachers College, Columbia University*

What Works in Teacher Preparation? A Comparative Analysis of Program Impact on Teaching Practice. *Susan R. Goldman, James W. Pellegrino, Kimberly A. Lawless, Meryl W. Bertenthal, Kamilla Brodowski, Cynthia Mayfield, Blythe Miller, University of Illinois - Chicago*

Preparing Elementary Teachers for Students With Disabilities: An Examination of Preservice Education in Seven Universities.

Matthew Wappett, University of Idaho, Center for Disabilities and Human Development

Reframing Research on Teacher Preparation: Insights and Analysis From Teachers for a New Era. *Charles Christopher Igel, University of Virginia*

Discussant: *Barbara L. Bales, University of Wisconsin - Milwaukee*

31.046. Mental Health Competencies in Preservice Teacher

Education. Division K-Teaching and Teacher Education
Hyatt, Grand Suite 3, East Tower - Gold Level
10:35 am to 12:05 pm

Chair: *Karen J. Weston, University of Missouri - Columbia*

Participants: *Dawn Anderson-Butcher, Ohio State University; Kristina L. Miller, University of Missouri - Columbia*

31.047. Negotiating Cultural Competence: How Emotion, Race, and Location Complicate Culturally Relevant Pedagogy.

Division K-Teaching and Teacher Education
Hyatt, Hong Kong, West Tower - Gold Level
10:35 am to 12:05 pm

Participants: *Anne R. Gere, Christian Dallavis, Victoria S. Haviland, Jennifer Lyn Buehler, University of Michigan*

31.048. Professional Development as Collaborative Inquiry.

Division K-Teaching and Teacher Education
Hyatt, Horner, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Thomas H. Levine, University of Connecticut*

Participants:

A Partnership Approach to Building Teacher Leadership in Urban Schools. *Cheryl A Kershaw, University of Tennessee; Susan Benner, University of Tennessee; MaryAnn Blank, University of Tennessee; Rodney E. Russell, Knox County Schools; Donna L. Wright, Knox County Schools; Gina U. Barclay-McLaughlin, University of Tennessee - Knoxville*

Collaborative Teaching and Learning in High-Needs High Schools. *Leslie S. Cook, University of North Carolina - Charlotte; Barbara Ann Temple, University of North Carolina - Charlotte*

Empowering Teachers to Experience Transformative and Generative Learning Through Authentic Collaboration During Summer School/Intersession. *Ivan Cheng, California State University - Northridge; Brian J. Foley, California State University - Northridge*

Examining Contexts for Learning in Teacher Learning Communities. *Pamela Williamson, University of Cincinnati; Elizabeth Bondy, University of Florida*

Teacher Learning: The Dynamics of Situated Growth and Development Through Supported Collaborative Inquiry. *Tamara Holmlund Nelson, David B. Slavitt, Wendi B. Laurence, Angie Foster, Washington State University - Vancouver*

Discussant: *Joan E. Talbert, Stanford University*

31.049. Professional Development: Research on Quality and Effectiveness.

Division K-Teaching and Teacher Education
Hyatt, Ogden, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Steven Siera, St. Martin's University*

Participants:

A Model of Transformative Professional Development for Reaching Middle School Science Students in Urban Centers. *Carla C. Johnson, University of Toledo; Sherry A. Marx, Utah State University*

Assessing the Quality of Professional Development Offerings Within a Large, Urban School District. *Daniel Patton, Los Angeles Unified School District; Ebrahim Maddahian, Program*

Evaluation & Research Branch; Sara Monempour, Lorena Munoz, Los Angeles Unified School District

Effective Research-Based Characteristics of Professional Development: A Mixed-Methods Study. *Peter Costa Cormas, Elmira College; James P. Barufaldi, University of Texas - Austin*

Inservice Training That Works for Teachers: Evaluating 13 Connecticut Professional Development Projects. *Jiarong Zhao, University of Connecticut; Ann A. O'Connell, University of Connecticut; Yuhang Rong, University of Connecticut; Katie A. Moirs, Connecticut State Department of Education; Constance Fraser, Connecticut Department of Higher Education*

The PD Quality Seal: Using Professional Development Standards and Theory to Evaluate Teacher Development Programming. *Stacey L. Farber, University of Cincinnati; Debbie Zorn, University of Cincinnati*

Discussant: *Thomas R. Guskey, University of Kentucky*

31.050. Programmatic Investigations of Teachers' Preparation in Mathematics and English Language Arts, and for Diversity.

Division K-Teaching and Teacher Education
Hyatt, Stetson Conference Center, Suite D, West Tower - Purple Level
10:35 am to 12:05 pm

Chair: *Stephen M. Koziol, University of Maryland*

Participants:

Preparing Teachers for Diversity: Mostly a Concept in Teacher Education. *Morva McDonald, University of Washington*

Looking Programmatically: Prospective Teachers' Opportunities to Learn About the Teaching of Mathematics. *Tommy Totten, University of Maryland*

A Programmatic View of Prospective Teachers' Opportunities to Develop Practices for Teaching English Language Arts to English Language Learners. *Saroja Ringo, University of Maryland*

Discussant: *David G. Imig, University of Maryland - College Park*

31.051. Teachers' Pedagogical Decisions and Judgments.

Division K-Teaching and Teacher Education
Hyatt, Toronto, West Tower - Gold Level
10:35 am to 12:05 pm

Participants:

Non-Native, English-Speaking Teachers and Peer-Mediated Writing Practices. *Karen L. Newman, Ohio State University; Karl Uhrig, Kent State University; Lisy Seloni, Ohio State University*

Norwegian Junior High School Teachers' Judgments of Students' Problems With Transition. *Elaine Munthe, University Stavanger; Elin Thuen, University of Stavanger*

Teachers as Cultural Mediators, Then and Now: A Comparison of Assimilation and Accountability Eras. *Caroline M. Eick, University of Maryland; Linda R. Valli, University of Maryland*

The Accuracy of Teachers' Judgments for Assessing Young Children's Cognitive Skills. *Kurt Kowalski, California State University - San Bernardino; Rhonda Douglas Brown, University of Cincinnati; Kristie Pretti-Frontczak, Kent State University; Chiharu H. Uchida, Ohio University; David F. Sacks, University of Cincinnati*

31.052. Technology, Performance, and Assessment: Understanding What We Know or Do Not Know.

Division K-Teaching and Teacher Education
Hyatt, Truffles, West Tower - Blue Level
10:35 am to 12:05 pm

Chair: *Kamini Jaipal, Brock University*

Participants:

How Teachers Make Instructional Technology Decisions. *Amy L. Kuhn, West Virginia; Neal Shambaugh, West Virginia University*

How Teachers' Uses of Technology Vary by Tenure and Longevity. *Laura M. O Dwyer, Boston College; Michael K. Russell, Boston College; Wei Tao, Boston College; Damian J. Bebell, Boston College*

Tablet PCs as Teaching Tools: A Phenomenological Study. *Kyu Yon Lim, Pennsylvania State University; John C. Wise, Pennsylvania State University; Roxanne Toto, Pennsylvania State University*

The Challenges of Teachers' Constructivist Practices in a Technology-Rich Environment: An Activity Theory Perspective. *Carmen Sicilia, Robert J. Bracewell, Jonghwi Park, I-Pei Tung, McGill University*

The Interplay Between Prospective Secondary Mathematics Teachers' Mathematical Thinking Processes and the Use of Dynamic Geometry Environments Software. *William Andrew Sargeant, Central Michigan University*

Understanding and Modeling Contradictions in a Technology-Rich, Constructivist Classroom: A CHAT Perspective. *Jonghwi Park, McGill University; Robert J. Bracewell, McGill University*

Discussant: *Kendall Hartley, University of Nevada - Las Vegas*

31.053. The Laboratory Class: A Multidisciplinary Approach to Studying the Teaching and Learning of Mathematics.

Division K-Teaching and Teacher Education

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

10:35 am to 12:05 pm

Participants:

Symposium Overview. *Deborah Loewenberg Ball, Hyman Bass, Kara Suzuka, Laurie Sleep, Sean F. Delaney, Imani Masters Goffney, University of Michigan*

A Research Approach to the Design of Lesson Sequences. *Geoffrey B. Saxe, Meghan M. Shaughnessy, Darrell Earnest, University of California - Berkeley*

Learning How to Know Mathematics: Reasoning and Proving in Fifth-Grade Mathematics. *Hyman Bass, University of Michigan; Imani Masters Goffney, University of Michigan; Sean F. Delaney, University of Michigan*

Studying Learning in Inquiry-Oriented Classrooms: The Travel of Ideas. *Geoffrey B. Saxe, Darrell Earnest, Meghan M. Shaughnessy, University of California - Berkeley*

Teaching as Mathematical Work: A Practice-Based Job Analysis. *Laurie Sleep, Deborah Loewenberg Ball, Kara Suzuka, University of Michigan*

Discussant: *Courtney B. Cazden, Harvard Graduate School of Education*

31.054. The Multiple Dimensions of Mentoring in Fostering Professional Expectations Among Preservice Teachers.

Division K-Teaching and Teacher Education

Hyatt, San Francisco, West Tower - Gold Level

10:35 am to 12:05 pm

Chair: *Connie Anderson, Texas Tech University*

Participants:

Exploring a Triad Model of Student Teaching: Student Intern and Cooperating Teacher Perceptions. *Karen C. Goodnough, David Dibbon, Marc Glassman, Ken Stevens, Memorial University of Newfoundland*

Mentor-Mentee: The Reciprocal Roles of Preservice Teachers in an Alternative Route to Secondary Certification Program. *Elinor L. Brown, University of Kentucky*

A Longitudinal Study of Elementary Education Students' Peer Feedback Practice. *Elizabeth A. Wilkins, Northern Illinois University; Eui-Kyung Shin, Northern Illinois University; Janet Ainsworth, Northern Illinois University*

Two Student Teachers and a Mentor: When More Is Better. *Wendy Lynn Gardiner, Otterbein College*

Professional Expectations and Their Sources as Viewed by Student Teachers in Four-Year Teacher Education Programs. *Tamar Ariav, Beit Berl College; Ditza Maskit, Gordon College*

Discussant: *Jan J. Riggsbee, Duke University*

31.055. Video as a Research Tool for Studying Instructional Practice.

Division K-Teaching and Teacher Education

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

10:35 am to 12:05 pm

Chair: *Hilda Borko, University of Colorado - Boulder*

Participants:

Using Video to Analyze Learning From the Problem-Solving Cycle. *Jennifer Jacobs, University of Colorado; Hilda Borko, University of Colorado - Boulder; Karen Koellner, University of Colorado - Denver*

Using Video to Document Changes in Teachers' Professional Vision. *Miriam G. Sherin, Northwestern University; Elizabeth A. Van Es, University of California - Irvine*

Using Video to Examine the Quality of Teaching Aimed at Specific Learning Goals. *Kathleen M. Morris, Jo Ellen Roseman, Linda Dager Wilson, American Association for the Advancement of Science*

Using Video to Describe Teaching and Measure PD Effectiveness. *Karen B. Givvin, LessonLab Research Institute; Rossella Santagata, University of California - Irvine; Nicole B. Kersting, LessonLab Research Institute*

Moving Video Research to Scale: Designing and Studying a Measure of Mathematical Knowledge for Teaching. *Heather C. Hill, University of Michigan; Deborah Loewenberg Ball, University of Michigan*

Discussant: *Hilda Borko, University of Colorado - Boulder*

31.056. "Critical" Teacher Education With an Attitude: Learning to Read the World of School and the Lifeworlds of Students.

Division K-Teaching and Teacher Education

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

10:35 am to 12:05 pm

Chairs: *Patrick Joseph Finn, State University of New York - Buffalo; Lauri Johnson, State University of New York - Buffalo*

Participants:

New Literacies With an Attitude: Transformative Teacher Education Through Digital Video Composing. *Suzanne M. Miller, State University of New York - Buffalo; Suzanne Borowicz, State University of New York - Buffalo*

Teachers Teaching Teachers: Using Critical-Inquiry Groups in Urban Schools, or Moving "Wankstas" to "Ridas." *Jeffrey M. R. Duncan-Andrade, San Francisco State University*

Moving From Teaching With Certainty to Teaching With Curiosity: Using Readings From Research and Interactive Discussion Procedures to Change Teaching Culture. *John Ottermess, University of California - Los Angeles*

Russian Children in American Schools: Toward Intercultural Dialogue in Diverse Classrooms and Teacher Preparation Programs. *Vladimir S. Ageyev, State University of New York - Buffalo*

Discussant: *Ernest D. Morrell, University of California - Los Angeles*

31.057. Cause and Consequence of Stratification in Schools.

Division L-Educational Policy and Politics

Sheraton, Colorado, Level 2

10:35 am to 12:05 pm

Chair: *Eric Freeman, Georgia State University*

Participants:

Dividing Lines: School Segregation in Jefferson County, Alabama, Since 1960. *Erica Frankenberg, Harvard Graduate School of Education*

Applying the Principles of Grutter to K-12 Education: Racially Diverse Public Schools and the Compelling State Interest. *Amy Stuart Wells, Teachers College, Columbia University; Jennifer Jellison Holme, University of Texas - Austin; Jacquelyn Nely Duran, Teachers College, Columbia University; Jolena O. James, University of California - Los Angeles; Terranda C. White, Teachers College, Columbia University*

Getting Measures of Racial Isolation Right: What Can Be Learned From Classrooms, Multiple Years, and Other Racial Groups. *Dylan P. Conger, George Washington University*

Gender Inequality in California K-12 Administration. *Jennifer W Stuckey, University of California - Riverside; Douglas E. Mitchell, University of California - Riverside*

Discussant: *Kieran M. Killeen, University of Vermont*

31.058. Challenges of Measurement in Policy Evaluation. Division L-Educational Policy and Politics
Sheraton, Arkansas, Level 2
10:35 am to 12:05 pm

Chair: *Toks S. Fashola, American Institutes for Research*

Participants:

Unraveling the Impacts of the Arts: Measuring Learning in the Arts for Cognitive Research, Program Evaluation, and Policy Analysis. *Kylie A. Peppler, University of California - Los Angeles; James S. Catterall, University of California*

The Impact of Intergovernmental Incentives on Disability Rates and Special Education Spending. *Sally Kwak, University of Hawai'i*
On Measuring Learning Performance, Outcome Equity, and School Excellence. *Yeow Meng Thum, Michigan State University; Marjorie H. Chinen, University of California - Los Angeles; He-Qun Wang, Michigan State University*

Value-Added Teacher Assessment Using Standards-Based Test Scores. *Glenn Daley, Los Angeles Unified School District*

Discussant: *Beatrice F. Birman, American Institutes for Research*

31.059. Division L: Vice-Presidential Address. Division L-Educational Policy and Politics
Sheraton, Chicago Ballroom, Section VIII, Level 4
10:35 am to 12:05 pm

Participant: *Carolyn D. Herrington, University of Missouri - Columbia*

31.060. Intermediary Organizations in Education Policy Context: Lessons From a Ten-Year Reform Initiative. Division L-Educational Policy and Politics
Sheraton, Chicago Ballroom, Section IX, Level 4
10:35 am to 12:05 pm

Chair: *Milbrey W. McLaughlin, Stanford University*

Participants:

BASRC: An Intermediary in the Shifting Policy Context. *Nicolle Marie Garza, Stanford University; Heather Malin, Stanford University*

Evidence-Based Practice: Prospects and Problems. *Aurora Wood, Stanford University*

Facilitating Evidence-Based Reform Through Coaching. *Pai-rou Chen, Stanford University; Wendy Lin, Stanford University*

An Intermediary Organization as an Agent of School Reform. *Ann C. Jaquith, Stanford University*

Discussant: *Norm Fruchter, Annenberg Institute for School Reform*

31.061. User Engagement in Enhancing the Quality of Research on Policy Implementation: Lessons From the United Kingdom. Division L-Educational Policy and Politics
Sheraton, Huron, Level 2
10:35 am to 12:05 pm

Chair: *Judy C. Sebba, University of Sussex*

Participants:

Conceptualizing User Engagement in Educational Research: Working on the Boundaries. *Anne Edwards, Oxford University*
How Do We Engage Policymakers in Research? *Philip Davies, Government Social Research Unit HM Treasury*

Some Implications for Research Design and User Engagement in the Research Process. *Judy C. Sebba, University of Sussex; Mark Rickinson, Educational Consultant*

Discussant: *Benjamin Levin, Ontario Ministry of Education*

31.062. Adolescents' Motivation to Read-What Kids Tell Us/What Teachers Do: Is There Common Ground? SIG-Adolescence
Swissôtel, Vevey, Third Floor
10:35 am to 12:05 pm

Chair: *Pamela J. Dunston, Clemson University*

Participants: *Pamela J. Dunston, Clemson University; Sharon M. Pitcher, Towson University; Lettie K. Albright, Texas Woman's University; Carol Jeanne Delaney, Texas State University; Krishna Seumarinesingh, University of the West Indies; Linda B. Gambrell, Clemson University; Nancy T. Walker, University of La Verne; Rebecca D. Hunt, Marygrove College; Sharon M. Peck, State University of New York - Geneseo; Victoria G. Ridgeway, Clemson University; Kathy N. Headley, Clemson University; Chris L. Peters, Clemson University*

31.063. Integrating Mathematics and Animation: Catching Content Instruction Up With Urban Sixth Graders' Interests and Expertise. SIG-Advanced Technologies for Learning
Sheraton, Ohio, Level 2
10:35 am to 12:05 pm

Chair: *Jere Confrey, Washington University - St. Louis*

Participants: *Alan P. Maloney, Washington University - St. Louis; Kenny Nguyen, Washington University - St. Louis*

31.064. Metaphors and Patterns: Inquiries Into Drama, Dance, and Music. SIG-Arts and Learning
Fairmont, Chancellor Room, Third Level
10:35 am to 12:05 pm

Participants:

Mobilizing Metaphors: The Qualia of Contact Improvisational Dance. *Lori Gabrielle Felton, University of California - Santa Cruz*

Human Locomotion Patterns and Music Cognition: An Inquiry in Terminology. *Andrew Warshaw, Marymount Manhattan College*

Motivation, Pedagogical Vision, and Classroom Management: An Investigation of Psychosocial Development in Two Drama Educators. *Wendy K. Mages, Harvard Graduate School of Education*

Teacher as Performer: Unpacking a Metaphor in Performance Theory and Critical Performative Pedagogy. *Monica M. Prendergast, University of British Columbia*

Discussant: *Barbara J. McKean, University of Arizona*

31.065. Artistic Renderings of Lived Experience. SIG-Arts-Based Educational Research
Swissôtel, Grand Ballroom, Section I - Ballroom Level
10:35 am to 12:05 pm

Chair: *James H. Sanders, Ohio State University*

Participants:

Where Lived Experience Resides in Art Education: A Painting and Pedagogical Collaboration With Mayan Artists. *Kryssi Staikidis, Adelphi University*

Madhubani Art: A Self-Development Journey of a Researcher Seeking Answers Through Art and Self-Study. *Kavita Mittapalli, George Mason University; Anastasia P. Samaras, George Mason University*

Picture This: Using Photography to See City Students' Relationships to School. *Kristien Marquez-Zenkov, Cleveland State University*

Popular Arts on the Inside: Digital Storytelling With Incarcerated Youth. *Diane H. Conrad, University of Alberta; Susan Spence-Campbell, University of Alberta*

Discussant: *Christina Marin, New York University*

31.066. Enhancing Teacher Quality Through Collaborative Inquiry Into Best Practices for English Language Learners. SIG-

Bilingual Education Research
Swissôtel, Grand Ballroom, Section II - Ballroom Level
10:35 am to 12:05 pm

Participants: *Ana M. Olezza, Hartford Public Schools; Mary-Beth Russo, Hartford Public Schools*

31.067. Examining a Two-Year Evaluation Research Study of e-Textbooks From Three Perspectives. SIG-Computer and

Internet Applications in Education
Sheraton, Ontario, Level 2
10:35 am to 12:05 pm

Chair: *Phil McRae, University of Alberta*

Participant:

Examining a Two-Year Evaluation Research Study of e-Textbooks From Three Perspectives. *Cheryl Whitelaw, NorQuest College; Phil McRae, University of Alberta; Stanley J. Varnhagen, University of Alberta*

31.068. On a "Generation Next" in Curriculum Studies: Various Intellectual Possibilities for (Un)Mapping the Next Moment in the Field. SIG-Critical Issues in Curriculum and Cultural Studies

Sheraton, Executive Center, Parlor E, Level 3
10:35 am to 12:05 pm

Participants: *Erik L. Malewski, Purdue University; Hongyu Wang, Oklahoma State University; Reta U. Whitlock, Kennesaw State University; Denise M. Taliaferro Baszile, Miami University*

Discussant: *Bruce Parker, Purdue University*

31.069. Connections Between Early Environments and Developmental and Educational Outcomes. SIG-Early

Education and Child Development
Hyatt, Regency Ballroom, Section B, West Tower - Gold Level
10:35 am to 12:05 pm

Chair: *Kathleen Mary Sheridan, National-Louis University*

Participants:

Early Risk Factors for Children in Poverty: The Effectiveness of Early Intervention. *Boyoung Park, Radford University*
Navigating the Transition to School: How Children's Learning-Related Social Skills Relate to Academic Trajectories. *Christine P. Li-Grining, University of Chicago; Elizabeth Votruba-Drzal, Northwestern University; Carolina Maldonado, University of Pittsburgh*

The Relationship Between the Home Learning Environment and Educational Outcomes Near the Start of School. *Kathy Sylva, University of Oxford; Pamela Sammons, University of Nottingham; Edward Melhuish, University of London - Birkbeck; Iram Siraj-Blatchford, London Institute of Education; Brenda*

Lorraine Taggart, Institute of Education, University of London; Sofka Barreau, London Institute of Education

The Relationship of Early Home Learning Activities and Infants' and Toddlers' Mental Skills. *Amy H. Rathbun, Education Statistics Services Institute/American Institutes for Research; Sarah Grady, MacroSys Research & Technology*

Discussant: *Sara M. Davis, University of Arkansas - Fort Smith*

31.070. Learning About Learning Networks. SIG-Educational Change

Fairmont, Embassy Room, Second Level
10:35 am to 12:05 pm

Chair: *Jonathan A. Supovitz, University of Pennsylvania*

Participants:

How Networked Learning Communities Work. *Lorna M. Earl, OISE/University of Toronto; Steven Katz, University of Toronto; Susan Elgie, QO Consulting; Sonia Ben Jaafar, OISE/University of Toronto; Leanne J. Foster, OISE/University of Toronto*

The Role of Practice-to-Practice Learning in System Reform. *David S. Jackson, National College for School Leadership*

What We Know About Networked Learning Communities: Implications for Policy and School Reform in England. *Valerie Hannon, DfES Innovation Unit*

Networked Learning Communities in the U.S. Context: Similarities and Differences. *Ann Lieberman, Carnegie Foundation for the Advancement of Teaching*

31.071. Online Teaching: Faculty Members Finding Their Way.

SIG-Faculty Teaching, Evaluation and Development
Inter-Continental, Burnham, Eighth Floor
10:35 am to 12:05 pm

Chair: *Gayle V. Davidson-Shivers, University of South Alabama*

Participants:

Enhancing Faculty Members' Attitudes Toward Teaching Online Courses Based on The-Less-Leads-to-More Effect: Collectivism as a Moderator. *Wen-Bin Chiou, National Sun Yat-Sen University*

What Happens to the Scores? The Effects of Learning Management Systems Use on Students' Course Evaluations. *Steven D. Lonn, Stephanie D. Teasley, Libby M. Hemphill, University of Michigan*

Strategies for Diffusion of Homegrown Teaching Innovations. *Bonnie B. Mullinix, Furman University*

Faculty Perceptions of Developing Online Learning Communities Among Graduate Students. *Antionette D Stroter, Virginia Polytechnic Institute and State University; Carolyn Stuart, Virginia Polytechnic Institute and State University*

Discussant: *E. Lea Witta, University of Central Florida*

31.072. Family Involvement in Literacy Promotion. SIG-Family,

School, Community Partnerships
Marriott, Chicago Ballroom, Section B - Fifth Floor
10:35 am to 12:05 pm

Chair: *Nora L. White, Texas Woman's University*

Participants:

A Collaborative Approach to Literacy: Aboriginal Preschool Children, Elders, Families, and Teachers. *Jodi Lyn Streeklasky, University of British Columbia*

Literacy Resources and Home Literacy Practices. *Tanya M. Christ, State University of New York - Buffalo*

Assessing Adults and Children Reading Together: The Adult/Child Interactive Reading Inventory. *Andrea DeBruin-Parecki, High/Scope Educational Research Foundation*

Talking Together: Parent and Teacher Talk About Literacy Learning in the Home. *Janneke Counts, University of Georgia; Martha A. Allexaht-Snyder, University of Georgia*

Discussant: *Bernard Oliver, University of Florida Alliance*

31.073. Findings From the National Task Force on Early Childhood Education for Hispanics: Specific Recommendations for Policy and Practice. SIG-Hispanic Research Issues

Sheraton, Mississippi, Level 2
10:35 am to 12:05 pm

Chair: *Robert S. Rueda, University of Southern California*

Participants:

Demographic Trends and Academic Achievement Patterns of Young Hispanic Children in the United States. *Eugene E. Garcia, Arizona State University*

Developmental, Protective, and Risk Factors for Latino Infants and Families in the United States. *Michael L. Lopez, National Center for Latino Child & Family Research; Sandra Barrueco, Catholic University of America; Jonathan Miles, Searchlight Consulting*

Language Development of Young Hispanics in the United States: A Research Synthesis. *Bryant T. Jensen, Arizona State University*

Preparing Teachers to Work With Young Hispanic Children in the United States. *Delis Cuellar, Arizona State University*

Discussant: *L. Scott Miller*

31.074. Global Perspectives on Indigenous Education. SIG-

Indigenous Peoples of the Americas
Inter-Continental, Holabird, Eighth Floor
10:35 am to 12:05 pm

Chair: *Joel H. Spring, Queens College - City University of New York*

Participants:

The Effect of Globalization on Indigenous Cultures. *Joel H. Spring, Queens College - City University of New York*

Indigenous Pedagogies. *Carolyn A Bordeaux, University of St. Thomas*

Imposition of Western Education on Indigenous Peoples. *Bernardo Gallegos, Washington State University*

Red Pedagogy. *Sandy M. Grande, Connecticut College*

31.075. Case-Based Instruction: Factors That Influence Reasoning and Problem Solving. SIG-Instructional Technology

Inter-Continental, Exchange, Eleventh Floor
10:35 am to 12:05 pm

Chair: *Michael M. Grant, University of Memphis*

Participants:

Examining Case Comparison as a Strategy to Develop Problem-Solving Skills. *Brian Horvitz, Western Michigan University*

Designing and Implementing a Case-Based Learning Environment for Enhancing Ill-Structured Problem-Solving Skills: Classroom Management Dilemma Problems for Prospective Teachers.

Ikseon Choi, University of Georgia; Kyunghwa Lee, University of Georgia

Using Case Studies to Develop Advanced Instructional Design Skills. *Zane Olina, Tristan Johnson, Jeff Sievert, Eric Sikorski, Wayne Slabon, Florida State University*

The Role of Knowledge and Experience in Expert Problem Solving. *Peggy A. Ertmer, Purdue University; Donald Stepich, Boise State University; Yuksel Goktas, Middle East Technical University; Elizabeth Ann Stickman, Educational Consultant; Xuemei (Lily) Wu, Purdue University; Cindy S York, Purdue University; Stacey Zurek, Purdue University - North Central*

Discussant: *Michael J. Jacobson, National Institute of Education - Singapore*

31.076. Civil Society Participation and the Governance of Educational Systems in the Context of Sectorwide Approaches to Basic Education in Africa. SIG-International Studies

Sheraton, Superior, Level 2
10:35 am to 12:05 pm

Chair: *Richard A. Maclure, University of Ottawa*

Participants:

Partnership in Progress: The Evolving Engagement of Civil Society in Burkina Faso's System of Basic Education. *Richard A. Maclure, University of Ottawa*

Towing the Line or Independent Voices? Tanzanian Civil Society in Education. *Megan Haggerty, OISE/University of Toronto; Carly Manion, OISE/University of Toronto*

Civil Society Actors in Education in Kenya: New Roles, New Tensions? *Malini Sivasubramaniam, OISE/University of Toronto*

Civil Society Participation and Governance of Basic Education Within Mali's Education Sector Program. *Suzanne Cherry, OISE/University of Toronto*

Participants: *Malini Sivasubramaniam, Suzanne Cherry, Carly Manion, Megan Haggerty, OISE/University of Toronto*

Discussant: *Karen Mundy, OISE/University of Toronto*

31.077. Student Safety Issues. SIG-Law and Education

Sheraton, Missouri, Level 2
10:35 am to 12:05 pm

Chair: *Frank R. Kemerer, University of San Diego*

Participants:

Cyber-Libel and Cyber-Bullying: Can Schools Protect Student Reputations and Free Expression in Virtual Environments? *Shaheen Shariff, McGill University; Leanne Michelle Johnmy, McGill University*

Protecting Those Who Need to Be Protected Most: Educators' Liability Under Child Abuse Reporting Laws. *Philip T. K. Daniel, Ohio State University; Jason Nance, U.S. District Court, Delaware*

Fourth Amendment Protections at Risk? *Mario Sergio Torres, Texas A&M University; Michael O'Brien, Millersville University; Jacqueline A. Stefkovich, Pennsylvania State University*

Discussant: *Patrick D. Pauken, Bowling Green State University*

31.078. Tyranny of Neoliberalism on Education. SIG-Marxian

Analysis of Schools, Society and Education
Hyatt, Crystal Ballroom, Section C, West Tower - Green Level
10:35 am to 12:05 pm

Chair: *Peter L. McLaren, University of California - Los Angeles*

Participants:

Subtle Tortures of the Neoliberal Age: Teachers, Students, and the Political Economy of Schooling in Chile. *Jill Andrea Pinkney Pastrana, University of Wisconsin*

Social Class, "Race"/ Identity/ Language, and Neoliberal Capital: Resistance and Critical Education for Egalitarian Democracy. *Dave Hill, University of Northampton*

Accountability in the Logic of Neoliberalism. *David A Gabbard, East Carolina University*

A Call for New Political Strategies to Defend Public Education. *Sheila L. Macrine, Montclair State University*

Squaring the Circle: The Public University and the Marketplace. *Peter G. Mayo, University of Malta; Carmel Borg, University of Malta*

A Critique of Oppositional Culture Theory Grounded in the Dialectics of Race and Class. *Marvin Berlowitz, Derrick Jenkins, Brandi Hutchins, Mark Mussman, Carri Schneider, University of Cincinnati*

Discussant: *Kenneth J. Saltman, DePaul University*

31.079. Excellence in Middle Grades Teacher Education. SIG-

Middle-Level Education Research
Marriott, McHenry, Third Floor
10:35 am to 12:05 pm

Chair: *Michele Jean Sims, University of Alabama - Birmingham*

Participants:

Negotiating Differences: Early Preservice Field Experiences in a Diverse Middle School. *Jane M. Arrington, University of Kentucky; Penny B. Howell, University of Kentucky*

Middle-Level Teacher Education: Conceptualizing Developmentally Responsive Teaching Practices in Early Field Experiences. *Penny B. Howell, University of Kentucky*

Personal and General Teaching Efficacy Among Alternatively Licensed, Middle-Level Teachers. *Kimberly J. Hartman, University of North Carolina - Charlotte*

Three Studies of Middle School Mathematics: Learnings From the Field. *Deborah V. Jolly, Wexford, Inc.; Sheila Cassidy, Wexford, Inc.*

Discussant: *Kathleen Malu, William Paterson University*

31.080. Explorations of Middle School Issues. SIG-Middle-Level Education Research
Fairmont, State Room, Second Level
10:35 am to 12:05 pm

Chair: *Peggy H. Burke, Central Michigan University*

Participants:

Teacher Affiliation, Academic Emphasis, and Collegial Leadership:

Links to Student Achievement in Middle Schools. *Kathleen Roney, University of North Carolina - Wilmington; Howard Victor Coleman, University of North Carolina - Wilmington*

Parents' Relationships and Engagement: Effects on Students' School Engagement and Performance. *Yun Mo, Virginia Polytechnic Institute and State University; Kusum Singh, Virginia Polytechnic Institute and State University*

Differences in Peer and Parent Encouragement and Mathematics Achievement. *Kimberly L. Filer, Virginia Polytechnic Institute and State University; Mido Chang, Virginia Polytechnic Institute and State University*

Adolescents' Perceptions of Deviance When Using Technology. *Annie J. Daniel, Tulane University*

Discussant: *Richard P. Lipka, Pittsburg State University*

31.081. Publishing Your Mixed Methods Article: Journal Editors' Recommendations. SIG-Mixed Methods Research
Inter-Continental, Empire Ballroom, Seventh Floor
10:35 am to 12:05 pm

Chair: *Vicki L. Plano Clark, University of Nebraska - Lincoln*

Participants: *Anthony J. Onwuegbuzie, University of South Florida; Stephen A. Gorard, University of York; Ronald J. Chenail, Nova Southeastern University; H. Russell Bernard, University of Florida; Abbas Tashakkori, Florida International University*

31.082. Exploring Achievement Goal Orientations in Depth. SIG-Motivation in Education
Marriott, Chicago Ballroom, Section C - Fifth Floor
10:35 am to 12:05 pm

Chair: *Michael J. Middleton, University of New Hampshire*

Participants:

Exploring Achievement Goal Definitions Through the Picture Story Exercise: A Pilot Study. *Anne Sinclair Beauchamp, University of Kansas*

The Reasons Behind Achievement Goal Endorsement: A Qualitative Analysis. *James W. Fryer, University of Rochester; Ista Zahn, University of Rochester; Andrew J. Elliot, University of Rochester*

What Is Really "Behind" Students' Goal Orientations? A Content Analysis in Physical Education. *Georgios D. Sideridis, University of Crete; Athanasios Mouratidis, University of Leuven*

Discussant: *Tim Urdan, Santa Clara University*

31.083. Multicultural/Multiethnic Education: Explorations Related to African-Americans, African-American History, and Learning Science. SIG-Multicultural/Multiethnic Education: Research, Theory, and Practice
Swissôtel, Grand Ballroom, Section III - Ballroom Level
10:35 am to 12:05 pm

Chair: *Fabienne Doucet, New York University*

Participants:

Teachers' Perceptions of African and African-American History. *Felicia Charron Sanders, Pennsylvania State University*

To Tell the Truth: African-American Studies and Their Impact on College-Age Students. *Patrick Thomas Spearman, Rowan University*

Epistemologies, Knowledge, and School Science: A Multicultural Approach to Science Education in Hawaii. *Miki K. Tomita, Stanford University*

Globalization and Urban Science Teaching. *Ashraf Anis Shady, City University of New York*

Discussants: *Miryam E. Espinosa-Dulanto, Pennsylvania State University; Franklin T. Thompson, University of Nebraska - Omaha*

31.084. Issues Related to the General Linear Model. SIG-Multiple Linear Regression: The General Linear Model
Swissôtel, William Tell Theatre, Second Floor
10:35 am to 12:05 pm

Chair: *Daniel J. Mundfrom, University of Northern Colorado*

Participants:

Achieving Accurate Prediction Models: Less Is Almost Always More. *Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University*

Bias and Precision of the Squared Canonical Correlation Coefficient Under Nonnormal Data Conditions. *Lesley F. Leach, University of North Texas; Robin K. Henson, University of North Texas*

Estimation Methods for Cross-Validation Prediction Accuracy. *David A. Walker, Northern Illinois University*

Regression Discontinuity: Examining Model Misspecification. *Randall E. Schumacker, University of North Texas; Robert E. Mout, Dallas Public Schools*

Discussant: *Patricia B. Elmore, Southern Illinois University*

31.085. Dimensions of Musical Learning. SIG-Music Education
Marriott, Houston, Fifth Floor
10:35 am to 12:05 pm

Chair: *Ching Ching Yap, University of South Carolina*

Participants:

The Role of Home Environment and Parental Attitudes on Student Success in Music. *Ruth Hewston, National Academy for Gifted and Talented Youth*

Urban Kindergarten Parents' Beliefs About the Effect of Music on Academic Achievement. *Roseanne L. Flores, Hunter College*

Young Children's Constructions of the Musically Knowledgeable Other. *Peter Whiteman, University of Newcastle*

Discussant: *Donna Brink Fox, University of Rochester*

31.086. Narrative Inquiry in Classrooms Alongside Children, Families, and Teachers. SIG-Narrative and Research
Inter-Continental, King Arthur Court, Third Floor
10:35 am to 12:05 pm

Chair: *Rebecca M. Ballard, University of Alabama*

Participants:

A Narrative Inquiry Into the Cross-Generational Schooling Experiences of Chinese Students. *Chao Jia, OISE/University of Toronto*

Exploring Intersections of Narrative Inquiries: Experiences of Immigrant Children and Families in a Standardized Testing Era. *Jennifer Mitton, University of Alberta; Marilyn Huber, Guming Zhao, University of Alberta*

Multicultural Education Through a Curricular Conceptual Lens of the Particular. *Vicki Ross, Northern Arizona University; Elaine Chan, OISE/University of Toronto*

Stories in Relationship: Experience, Curriculum, and Epistemology in an Elementary Classroom. *M. Shaun Murphy, University of Saskatchewan*

Discussant: *Cheryl J. Craig, University of Houston*

31.087. Peace Building: Issues and Practices. SIG-Peace Education
Marriott, Miami, Fifth Floor
10:35 am to 12:05 pm

Chair: *Blythe F. Hinitz, College of New Jersey*

Participants:

Paradigmatic Conditions for Peace Education Research. *B. Jeannie Lum, University of Hawai'i*

A Philosophical Analysis of the Educational Debates Over Peace and Patriotic Education. *Kanako Ide, University of Illinois*

Speak Our Language, Abide by Our Philosophy: Linguistic Ideology in an Intercultural Peace Curricula Project. *Edward J. Brantmeier, Saint Louis University*

Building Peaceful Communities: Stories of a Summer Institute. *Reva Joshee, OISE/University of Toronto; Janice Huber, St. Francis Xavier University*

Discussant: *Kathy Bickmore, OISE/University of Toronto*

31.088. Advances in Measurement Theory and Method. SIG-Rasch
Measurement
Hyatt, Addams, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Karen L. Draney, University of California - Berkeley*

Participants:

The Construct Underlying Seven Aberrance Indices. *Jing Chen, American Institutes for Research; Rui Gao, ETS; Ying Lu, ETS*

Direct and Indirect Year-to-Year Linking Design in Mixed-Item Format Test Under the Rasch/Partial Credit Model. *Daeryong Seo, Harcourt Assessment, Inc.; Husein M. Taherbhai, Harcourt Assessment, Inc.; Che-Ming A. Lau, Harcourt Assessment, Inc.; Timothy P. O'Neil, University of Massachusetts - Amherst*

Investigating Displacement in the Rasch Model. *John A. Stahl, Promissor, Inc.; Timothy Joseph Muckle, Pearson VUE; Betty A. Bergstrom, Promissor, Inc.; James S. Masters, University of North Carolina - Greensboro; Kirk A. Becker, Pearson VUE*

Evaluating the Accuracy of Item Parameter Estimates and Standard Error of Estimates That WINSTEPS Reports. *Wei He, Michigan State University; Mark D. Reckase, Michigan State University*

Using the Rasch Model to Confirm the Effectiveness of Rating Scale Categorizations. *Nicholas D. Myers, University of Miami; Deborah L. Feltz, Michigan State University; Edward W. Wolfe, Virginia Polytechnic Institute and State University*

Discussant: *Martha S. McCall, Northwest Evaluation Association*

31.089. Critical Approaches to Promote Black Youth Development. SIG-Research Focus on Black Education
Hyatt, Atlanta, West Tower - Gold Level
10:35 am to 12:05 pm

Chair: *Bianca Jontae Baldrige, Teachers College, Columbia University*

Participants:

Reading the World: Developing a Critical Consciousness Among Black Youth. *Richard Lofton, Teachers College, Columbia University*

Facing History and Ourselves Curriculum Proposal: Teaching the Abolitionist Movement, Moral Agency, and Social Justice. *Justin Frank Martin, University of California - Berkeley*

Rite of Passage: Exploring the Experiences of Black Male Students in Rites of Passage Programs. *David Johns, Teachers College, Columbia University*

Redefining Leadership: Exploring the Experiences of Black Students in Leadership Development Programs. *Bianca Jontae Baldrige, Teachers College, Columbia University*

Exploring Black Youth Development and Leadership: Learning Community on Black Youth and Hip-Hop. *Velma Lapoint, Howard University*

Discussant: *Sosanya M. Jones, Teachers College, Columbia University*

31.090. Supporting Literacies in Reform-Based Mathematics. SIG-Research in Mathematics Education
Hyatt, Regency Ballroom, Section D, West Tower - Gold Level
10:35 am to 12:05 pm

Participants:

Mathematical Communication in Reform-Based Teaching: Developing Scaffolding Tools. *Joanna O. Masingila, Kelly Chandler-Olcott, Helen M Doerr, Kathleen A. Hinchman, Syracuse University*

Mathematical Communication in Reform-Based Teaching: Balancing Competing Demands. *Kelly Chandler-Olcott, Helen M Doerr, Kathleen A. Hinchman, Joanna O. Masingila, Syracuse University*

Mathematical Communication in Reform-Based Teaching: Understanding Register in Varied Classroom Tasks. *Codruta Temple, Kathleen A. Hinchman, Kelly Chandler-Olcott, Helen M Doerr, Joanna O. Masingila, Syracuse University*

Mathematical Communication in Reform-Based Teaching: Moving Toward Student Independence. *Helen M Doerr, Kelly Chandler-Olcott, Kathleen A. Hinchman, Joanna O. Masingila, Syracuse University*

Discussants: *Stephen Lerman, South Bank University; Marjorie Siegel, Teachers College, Columbia University*

31.091. Research on the Intersection of Social Studies and Technology. SIG-Research in Social Studies Education
Hyatt, Burnham, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Theresa Marie McCormick, Auburn University*

Participants:

Are We Simulating the Status Quo? Simulations, Ideology, and Counter-Hegemonic Possibilities. *Abraham Paul DeLeon, University of Connecticut*

Growth in Teachers' Knowledge About Digital Historical Inquiry. *John K. Lee, North Carolina State University*

Third Survey of Social Studies Faculty: Technology Beliefs and Practices. *Adam Friedman, University of North Carolina - Charlotte; Michael J. Berson, University of South Florida; Cheryl Mason Bolick, University of North Carolina - Chapel Hill*

"...Because That's the Way It's Been for 11 Years." The Effect of Student Website Development on Student Achievement. *Tina Heafner, University of North Carolina - Charlotte; Adam Friedman, University of North Carolina - Charlotte*

Discussant: *Theresa Marie McCormick, Auburn University*

31.092. Multiple Theoretical Approaches to Student Motivation and Behavior in Physical Education. SIG-Research on Learning and Instruction in Physical Education
Marriott, Kane, Third Floor
10:35 am to 12:05 pm

Chair: *Donetta J. Cothran, Indiana University*

Participants:

The Influence of Domain Specificity on Motivational Constructs: Between and Within Domain Relations. *Bo Shen, Nathan A. McCaughtry, Jeffrey Martin, Wayne State University*

A Qualitative Analysis of Individual-Situational Interest Theory in One Middle School Physical Education Setting. *Alex C Garn, Indiana University; Jayne Jenkins, University of Wyoming; Donetta J. Cothran, Indiana University*

What Sources Influence Students' Situational Interest in Physical Education? A Qualitative Approach. *SANGMIN KIM, University of Maryland; Catherine D. Ennis, University of Maryland*

The Influence of Perceived Autonomy and Competence in Physical Education on Leisure-Time Physical Activity Behavior. *Bo Shen, Nathan A. McCaughtry, Jeffrey Martin, Wayne State University*

Discussant: *Stephen Silverman, Teachers College, Columbia University*

31.093. Families and School Culture: Issues, Perceptions, and Experiences. SIG-School Community, Climate and Culture
Marriott, Lincolnshire, Sixth Floor
10:35 am to 12:05 pm

Chair: *Herbert J. Walberg, University of Illinois - Urbana-Champaign*

Participants:

Parent's Perceptions and Misconceptions Regarding Student Assessments. *Deborah B. Williams, Chicago Public Schools*

Student Disabilities: Parents' Perceptions of School Assessments. *Winifred E. Stariha, University of Illinois - Chicago*

Contextual Effects of Minority Status: Self-Regulatory Focus and Unfair Treatment. *Nicholas Yoder, Chicago Public Schools*

Children's Academic Assessment in Spain: Implications for Family-School Partnerships. *Raquel Amaya Martinez-Gonzalez, Oviedo University*

Understanding Alterable Factors: Korean Families and Schools. *Susan J. Paik, Claremont Graduate University*

Discussant: *Herbert J. Walberg, University of Illinois - Urbana-Champaign*

31.094. Diverse Experiences for Learning Science. SIG-Science
Teaching and Learning
Marriott, Halsted, Fourth Floor
10:35 am to 12:05 pm

Chair: *Marcia Linn, University of California - Berkeley*

Participants:

Children's Learning and Use of Consequential Science Across the Social Settings of Their Lives: Insights From a Cognitive Ethnography. *Philip L. Bell, Leah A. Bricker, Maisy McGaughey, Suzanne Reeve, Heather Toomey Zimmerman, Carrie T. Tzou, University of Washington*

The Role of Place in Science Learning Among Urban Middle School Girls. *Angela Calabrese Barton, Michigan State University; Edna Tan, Teachers College, Columbia University; Miyoun Lim, Teachers College, Columbia University*

The Impact of Providing Spanish Audio and Text Supports in Online Learning Environments for Spanish-Speaking English Language Learners. *Douglas B. Clark, Robert K. Atkinson, Frank Ramirez Marin, Caroline J. Harrison, Alan Koenig, Arizona State University*

Examining Pedagogy and Learning Opportunities Across Two Guided-Inquiry Contexts. *Susanna E. Haggood, University of Toledo; Annemarie S. Palincsar, University of Michigan; Shirley J. Magnusson, California State Polytechnic University*

African-American Students' Understanding of Mitosis in an Urban Middle School. *Gail P. Hollowell, North Carolina Central University; Michelle Williams, Michigan State University*

Capturing Everyday Experiences for Reflection on Nutrition Concepts: Using Digital Images as Data. *Susan M. Land, Brian K. Smith, Sunghyun Park, Brian Robert Beabout, KyoungNa Kim, Wonseok Suh, Pennsylvania State University*

Examining the Relationship Between Students' Experiments With a Computer-Based Visualization and Their Learning Gains in Diverse Classroom Settings. *Kevin McElhaney, University of California - Berkeley*

Cross-Context Science Learning of Urban Vocational High School Students. *Becky W. Packard, Mount Holyoke College; Maureen E. Babineau, Mount Holyoke College*

Urban Students' Diverse Inquiry Practices. *Ann E. Rivet, Teachers College, Columbia University*

Patterns of Educational Activity in National Parks. *Revital Tali Tal, Technion - Israel Institute of Technology*

Designing Community Based Biology Curriculum: How do Students Learn and Make Decisions about the Asthma Problem in Their Communities? *Erika Dawn Tate, University of California - Berkeley*

Three Years of Scaffolding Scientific Explanations. *Thomas M. Vlajkov, University of Michigan; Nancy B. Songer, University of Michigan; Ben Kelcey, University of Michigan*

Discussants: *Carol D. Lee, Northwestern University; Angela Calabrese Barton, Michigan State University*

31.095. Discourse and Interaction in the Second and Foreign Language Classrooms. SIG-Second Language Research
Hyatt, Plaza Ballroom, Section A, East Tower - Green Level
10:35 am to 12:05 pm

Chair: *Higinia Torres Rimbau, University of St. Thomas*

Participants:

Implicit and Explicit Corrective Feedback: A Survey of Adult ESL Learners' Preferences. *Justin Edward Jernigan, Florida State University; Florin Marius Mihai, University of Central Florida*

Preliminary Analysis of the Nature of Discussions in a Foreign Language Literature Course in a Turkish Setting. *Dogan Yuksel, Florida State University; Deborah J. Hasson, Florida State University*

Coconstructing Conditions for Language Exchange Among Language-Minority and Language-Majority Students. *Melinda E Martin-Beltran, Stanford University*

Ambivalence Between Desire to Have and Communicate With American Friends and Desire to Avoid Communication With Americans: A Case Study of Korean ESL Students. *Su-Ja Kang, State University of New York - Buffalo*

Discussant: *Li-jen Kuo, Northern Illinois University*

31.096. Organizational and Policy Issues in Education. SIG-Sociology of Education
Marriott, Chicago Ballroom, Section H - Fifth Floor
10:35 am to 12:05 pm

Chair: *Jeanne M. Powers, Arizona State University*

Participants:

Stability and Change in the Social Distribution of Instructional Resources in New York City. *Aaron Pallas, Teachers College, Columbia University; Jennifer Booher-Jennings, Columbia University*

Connecting the Dots: A Decade of Standards-Based Reform and Achievement. *Christopher B. Swanson, Editorial Projects in Education*

Transfer and Turbulence: A New Look at School Mobility and Attendance. *Stefanie A. Deluca, Johns Hopkins University; Joseph Gasper, Johns Hopkins University*

Effects of School Safety Policies and Practices on Climate and Engagement. *Will J. Jordan, Temple University*

Discussant: *Kathryn S. Schiller, State University of New York - Albany*

31.097. Reviews of the Literatures on Studying and Self-Regulated Learning. SIG-Studying and Self-Regulated Learning

Fairmont, Moulin Rouge, Lobby Level

10:35 am to 12:05 pm

Chair: *Hefer Bembenuty, Queens College, City University of New York*

Participants:

Parent Involvement in Homework: A Research Synthesis. *Erika Alisha Patall, Duke University; Harris M. Cooper, Duke University*

Russian and American Perspectives on Self-Regulated Learning. *Anastasiya A. Lipnevich, Rutgers, The State University of New Jersey; Jeffrey K. Smith, University of Otago*

Self-Regulation Models: Implications for Instructional Support.

Kathryn Ley, University of Houston - Clear Lake

Discussant: *Heidi L. Andrade, State University of New York - Albany*

31.098. Analyses of Word Choice and Vocabulary Instruction. SIG-Vocabulary

Marriott, Chicago Ballroom, Section E - Fifth Floor

10:35 am to 12:05 pm

Chair: *Judith A. Scott, University of California - Santa Cruz*

Participants:

Analysis of Vocabulary Instruction in Two First-Grade Comprehensive Reading Programs. *Joanne F. Carlisle, Andrea Melnick, Fe McLean, University of Michigan*

Exploring Elementary Second-Language Learners' Understanding of English Orthography. *Lori A. Helman, University of Minnesota*

Revisiting Choosing Which Words to Teach to Prepare Our Kids for School. *Rebecca Deffes Silverman, University of Maryland - College Park*

Sagacious, Sophisticated, and Sedulous: The Importance of Discussing Unusual Words With Preschoolers. *Molly F. Collins, Erikson Institute*

Discussant: *Margaret G. McKeown, University of Pittsburgh*

31.099. Academic Writing and Diverse Students Across Grade Levels: Meeting Standard Expectations With Innovative Practice. SIG-Writing and Literacies

Marriott, Chicago Ballroom, Section F - Fifth Floor

10:35 am to 12:05 pm

Chair: *Meg L. Gebhard, University of Massachusetts - Amherst*

Participants: *Doris M. Correa, University of Massachusetts - Amherst;*

Kerry Enright Villalva, University of California - Davis; George C. Bunch, University of California - Santa Cruz; Kara Ellynn Willett,

University of California - Santa Cruz; Jerri Willett, University of Massachusetts - Amherst; Patricia C. Paugh, University of

Massachusetts - Amherst

Discussant: *Linda Harklau, University of Georgia*

31.100. Complicating Notions of Difference, Resistance, and Success. Division G-Social Context of Education

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

Level

10:35 am to 11:15 am

Tables:

1. Bullying and Harassment in Secondary Schools: A Critical Feminist Analysis of the Gaps, Overlaps, and Implications From a Decade of Research. *Elizabeth Jackson Meyer, McGill University*
2. Children's Negotiation of Space and Local Differences in School Cafeterias. *Misako Nukaga, University of California - Los*

Angeles and University of Tokyo

3. Complicating the Notion of Parent/Family Involvement in Children's Early Literacy: Taking a Closer Look at Parents' Perspectives. *Vivian L. Gadsden, Cleo Y. Jacobs, Susan Bickerstaff, Jie Yie Park, University of Pennsylvania*

4. (Mis)perceptions of (Mis)behavior: Interpretive Gaps in Preservice Teachers' and Students' Understandings of Disciplinary Interactions. *Eric Toshalis, Harvard Graduate School of Education*

5. Refuse, Resist: Hip-Hop as Educational Catalyst. *Jung E. Kim, University of Illinois - Chicago*

6. Exploring Success and Failure: The Construct of Reading Capital. *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

7. Wounded Healing: Forming a Storytelling Community in Hip-Hop Lit. *Marc Lamont Hill, Temple University*

Discussants: *Deborah L. Healey, Oregon State University; Rosa Hernandez Sheets, Texas Tech University; Cynthia Feliciano, University of California - Irvine; Vera Stenhouse, Emory University; David W. Stinson, Georgia State University; Gabriella C Gonzalez, RAND Corporation*

31.101. Division J-Section 3: Teaching, Learning, Assessment, Evaluation - Individual Paper Discussion 1. Division J-Postsecondary Education

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

10:35 am to 11:15 am

Tables:

8. Classrooms as Organizations: Exploring Culture in a Mass Lecture and a Seminar Class. *Michael S. Harris, University of Alabama; Beverly G. Dyer, University of Alabama*
9. Curriculum for Student Internships: Educational Quality Measured in the Real World. *Susan Kuner, Vanderbilt University; Victoria Davis, Vanderbilt University*
10. Examining Survey Reliability and Validity for Racial/Ethnic Students Attending Different Institutional Types. *Jillian L. Kinzie, Jennifer Buckley, Susan D. Johnson, George D. Kuh, Indiana University*
11. Factors That Contribute to Students' Information Literacy Skills: The Role of the Academic Faculty. *Penny M. Beile, University of Central Florida*
12. Improve Student Learning Through Reviewing Peers' Work. *Lan Li, University of Nebraska - Lincoln; Xiongyi Liu, University of Maine - Orono; Allen L. Steckelberg, University of Nebraska - Lincoln*
13. The Contribution of Virtual Biology Laboratories to Student Learning. *Aubrie E. Swan, Rutgers, The State University of New Jersey; Angela M. O'Donnell, Rutgers, The State University of New Jersey*
14. The Efficacy of Supplemental Instruction for Increasing Achievement of Community College Students. *Eileen L. Garcia, Broward Community College; Leonard B. Bliss, Florida International University*

31.102. Educating All: Immigration, Identity, and Critical Education. SIG-Critical Educators for Social Justice

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

10:35 am to 11:15 am

Chair: *Yuriko C. Wellington, University of Hawai'i - Manoa*

Tables:

15. Chinese Graduate Students in Canadian Postsecondary Classrooms: Identity Formation and Learning Context. *Dan Cui, University of Alberta; Jennifer Rosemarie Kelly, University of Alberta*

16. Reading the Word and the World: The Oregon Language, Literacy, and Culture Institute. *Alejandra Favela, Lewis & Clark College; Sara Expósito, Lewis & Clark College*
17. Visual Ethnography and Identity in an Outreach Program for Children of Migrant Workers. *Sandra S. Andrews, Zeynep Kilic, Samuel DiGangi, Angel Kay Jannasch-Pennell, Yadira Flores, Sanford J. Cohn, Chong Ho Yu, Luke Dorsett, Arizona State University*
18. Achieving Educational Justice by Transforming Our South African Township Into a Site for Higher Education. *Jean E. McNiff, St. Mary's University College; Sundays Blayi, Bulumko School/St. Mary's University College; Tsepo Jeremiah Majake, Bulumko Senior Secondary School; Gerhardus Adams, Bulumko School/St. Mary's University College*
19. Making Changes in the World: Student Teachers, Social Justice, and Evidence of Practice. *Audrey C. Rule, State University of New York - Oswego; Barbara Garii, State University of New York - Oswego*
20. Assessing College Students' Perceived Readiness for Social Action Engagement: A Conceptual Model for Classroom Research. *Stephanie Burrell, University of Massachusetts*
21. Five Tools for Critical Deliberation About Interpersonal and Social Conflict. *Angela Bermudez, Harvard Graduate School of Education*

Discussants: *Ximena Zuniga, University of Massachusetts - Amherst; Deneese L. Jones, Longwood University; Carol V. Lloyd, University of Nebraska - Omaha; Benji Chang, University of California - Los Angeles; Brian W. Dotts, Indiana University - Southeast; Kevin J. Graziano, Nevada State College; Greg S. Goodman, Clarion University of Pennsylvania*

31.103. Investigations of Language Learning and Literacy Development of Diverse Students. Division C-Learning and Instruction

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

10:35 am to 11:15 am

Tables:

22. Efficiency and Fluency in ELL Reading Comprehension. *Xiangying Jiang, Northern Arizona University; Yasuyo Sawaki, ETS; John P. Sabatini, ETS*
23. Exploration of Decoding Strategies in Chinese Emergent Readers. *shuying sha, Purdue University*
24. Learning English in America: A Conversation Analysis of Hmong Learners' Internalization Processes. *Peter Ignatius De Costa, University of Wisconsin - Madison*
25. Scaffolding Reading Comprehension: A Case Study of a Beginning English Language Learner. *Sook-Hee Kim, University of Illinois - Urbana-Champaign*
26. The Role of Phonological Strategy and Visual-Orthographic Skills in Early Chinese Reading Acquisition. *Jing Zhang, OISE/University of Toronto; Xi Chen, OISE/University of Toronto; Jing Cherry Zhang, North East Agricultural University; Yang Luo, University of Toronto*
27. Reflecting on One's Language Learning Strategies Through the Reflections of Successful Learners: An Exploratory Study in Social Metacognition. *Shiao-Chuan Kung, Wenzao Ursuline College of Languages; Huang-Yao Hong, OISE/University of Toronto*
28. A Quality Literacy Curriculum and the Instructional Scaffolds That Make It Work. *Irene C. Pompetti-Szul, New York University*

31.104. Studies of Curriculum. Division B-Curriculum Studies
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

10:35 am to 11:15 am

Tables:

29. "Hand-Work is Brain-Work": The Integration of Hand and Mind in 19th-Century Handwriting Theory. *Richard S. Christen, University of Portland*
30. The End(s) of School? Complexity and the Conundrum of the Inclusive Curriculum. *Deborah Osberg, University of Exeter; Gert J. Biesta, University of Exeter*
31. What Happened to Curriculum in ASCD's Educational Leadership? *Louise A. Allen, South Carolina State University; Donna A. Breault, Georgia State University*
32. Black and White May Make a Rainbow: Opposites Generate Cultural Creativity. *Xin LI, California State University - Long Beach*
33. Curriculum Variation in MBA Programs. *Sabeen Sheikh, Graduate Management Admission Council*
34. AIDS Education in Schools: The "Unassembled" Youth as a Curricular Project. *Carolyn Janine Vander Schee, University of Pittsburgh - Bradford; Benjamin Baez, Florida International University*

31.105. Teachers' Practices, Needs, and Negotiations in Complex Educational Settings. Division K-Teaching and Teacher Education

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

10:35 am to 11:15 am

Tables:

35. A Hierarchical Linear Modeling Approach to Teacher Satisfaction: The Influences of Individual and Organizational Factors. *Kara S. Finnigan, University of Rochester; Cecilia Rios Aguilar, University of Rochester; Barry A. Friedman, State University of New York - Oswego*
36. Attracting/Retaining Teachers in High-Need Schools. *Teresa Petty, University of North Carolina - Charlotte; Katherine O'Connor, East Carolina University; Diana Beaver Dagenhart, University of North Carolina - Charlotte*
37. Behind the Scenes in the Classroom: A Collective Case Study About Teachers' Challenges and Proposed Solutions. *Robin Lynn Danzak, University of South Florida; Danielle Nicole Cicetti Turro, University of South Florida*
38. Fight or Flight: Professional Perspectives of Beginning Urban Science Teachers. *Carol R Rinke, University of Maryland - College Park; Lynnette K. Mawhinney, Temple University*
39. Saving Dropouts: A Model of Psychological Need Satisfaction and Job Satisfaction for Alternative Educators. *Leslie A. Forstadt, University of Iowa*
40. Teacher Retention and Attrition: Evidence From SASS, 1999-2000. *Wenhui Yuan, Western Michigan University; Xiaofan Cai, Western Michigan University; Jianping Shen, Western Michigan University*
41. Teaching and Learning in the Age of Accountability: One Experience With the Not-So-Hidden Costs. *Kenneth Teitelbaum, Kent State University; Jerry Brodsky, Kent State University*

31.106. Division G, Section 4: Roundtable II. Division G-Social Context of Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

1. Perceptions of Institutional Justice Among High School Students. *Julia Irene Heffernan, University of Oregon; Anne-Christin Trost, University of Oregon*
2. "Downsizing" Education in Child Welfare: Teen Moms Bring Their Babies to Class. *Lauren J Silver, University of Pennsylvania*
3. Analyzing Teachers' Perspectives on Their Academic Experiences With Diversity Issues. *Stacia M. Stribling, Elizabeth K. DeMulder, Elavie Ndura, George Mason University*
4. Constructions of the "Highly Qualified" Teacher: The Impact of a Federal Policy on High School Math Teachers. *Deborah A. Blue, University of Texas - Austin*
5. Development of Intercultural Competence Among Teachers: Professional Development Factors That Enhance Competence. *Joan G. DeJaeghere, University of Minnesota; Yongling Zhang, University of Minnesota*
6. Effects of Social Class Composition of Schools on Student Math Achievement. *Gyehoon Oh, University of Wisconsin - Madison*
7. From Experience to Attitude: Linking Early Exposure to Diversity With Post-College Affirmative Action Support. *Meera E. Deo, University of California - Los Angeles*

31.107. Division K Affirmative Action Committee Mentoring Roundtables: Exploring Diverse Perspectives in Teaching and Teacher Education. Division K-Teaching and Teacher Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Chair: *Pia I. Wong, California State University - Sacramento*

Tables:

8. Case Study on Teacher Practical Reflection in the Context of Curriculum Reform in Mainland China. *Zhao Mingren, Chinese University of Hong Kong*
9. Community-Based Service-Learning: A Pedagogical Tool for Promoting the Development of Efficacious Science Teachers of All Students. *Neporcha Cone, University of Miami; Laura McNeal, Georgia State University*
10. Controversial Institutional Perceptions: False, Limited Understandings of Linguistic Backgrounds of U.S. Limited-English-Proficient Students. *Kim Ye-Kyoung, Ohio State University*
11. From Another Angle: Exploring Mathematical Literacy in the Third Space. *Ryan B. Flessner, University of Wisconsin*
12. Voices From International Teacher Candidates in an American Teacher Education Program: Realities and Issues. *Ji-Eun Lee, Oakland University*

Discussants: *Maria E. Franquiz, University of Texas - San Antonio; Eric H. Gutstein, University of Illinois - Chicago; Toni Griego-Jones, University of Arizona; Janet Hesck, California State University - Sacramento*

31.108. Experiences of Faculty and Learners. Division I-Education in the Professions

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

13. Health Care Students' Experiences During an Interprofessional Education Seminar. *Liliane Asseraf-Pasin, Krista Corinne Redden, Sonia Faremo, Fay Judy Strohschein, Camelia Birlean, McGill University*
14. The Impact of Participation in a National Science Foundation GK-12 Fellowship on a Graduate's Educational and Professional Choices. *Kelly Josephine Obarski, University of Cincinnati;*

Suzanne Wegener Soled, University of Cincinnati

15. Which Matters the Most? The Relationships Among Medical Students' Knowledge, Experience, Confidence, and Skills Related to Colorectal Cancer Screening. *Arienne Teherani, University of California - San Francisco; Karen Elizabeth Hauer, University of California - San Francisco*
 16. Meaning-Making From Negative Encounters Between Students and Clinical Faculty in Medical School. *Mark Wicks, University of Washington*
 17. Undergraduate Research Experiences: Assessing Interns' and Mentors' Subscription to Scientific Norms and Counter-Norms. *Carolanne M. Kardash, University of Nevada - Las Vegas*
 18. "We Make the Road by Walking": A Collaborative Inquiry Into the Experience of Women in Academia. *Jennifer J. Mueller, Elizabeth R. Drame, Sandra T. Martell, Raquel M. Oxford, Debora B. Wisneski, University of Wisconsin - Milwaukee; Yaoying Xu, Virginia Commonwealth University*
 19. Journal Writing in the Classroom: Effective Use and Assessment Across the Professions. *Joanne E. Cooper, University of Hawai'i; Dannelle D. Stevens, Portland State University*
- Discussants: *Gail M. Jensen, Creighton University; Mary John O'Hair, University of Oklahoma; Sally H. Cavanaugh, Wellspan Health; Janet M. Riddle, University of Illinois - Chicago; Barry T. Linger, West Virginia University; Barbara M. Olds, Colorado School of Mines; Janine C. Edwards, Texas A&M University*

31.109. Meeting of Minds: Freire and Alternative Philosophies of Education. SIG-Paulo Freire

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Chair: *John A. Pascarella, McGill University*

Tables:

20. Democracy as Teacher Education: A Transformative Literacy Framework. *Debra M. Pane, Florida International University*
 21. Reflections on the Feasibility of Technology as a Freirean Emancipatory Tool in Learning Environments. *Paulo Blikstein, Northwestern University*
 22. Social Issues and Education: Commentary on the Use of Freirian, Hortonian, and Boalial Pedagogies in a Graduate College Classroom. *Michael Sanders, Cleveland State University*
 23. Teachers' Work in Paulo Freire's Work. *Alvaro Moreira Hypolito, Gomerindo Ghiggi, Suelen Campos da Silva, Federal University of Pelotas*
 24. Using a Freirean Approach to Design and Implement School-Sponsored Workshops for Immigrant Latino Families. *Laura Reynolds, Fordham University*
 25. Mindfulness Practice Applied to Pedagogy of Conscientizacao: A Merging of Eastern and Western Thought. *Deborah Biss Keller, Indiana University - Purdue University - Indianapolis*
 26. Surviving Oppression to Actively Resist. *Marisol Oriana Ruiz, University of New Mexico*
- Discussant: *Giuliana Cucinelli, McGill University*

31.110. Qualitative Research Methods: Film, Feminism, and Clustering. SIG-Qualitative Research

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

27. Popular Film as an Instructional Strategy in Qualitative Research Methods Courses. *Johmy Saldana, Arizona State University*
28. "Clustering": Drawing Out the Creative and Imaginal in the Data-Gathering Interview. *Irene E. Karpiak, Hwei-Chu Kung, Kathryn Roden, University of Oklahoma*

29. (Post)Critical Feminist Methodology: Getting Lost. *Patricia A. Lather, Ohio State University*
30. Women's Transitions From Education to Work: Foregrounding a Feminist Materialist Understanding of Mentoring Practice. *Helen Colley, Manchester Metropolitan University*
31. Women's Experience of War and Diaspora: Questions of Feminist Learning and Consciousness. *Shahrazad Mojab, OISE/University of Toronto*
32. Analyzing the Female Adjunct: Embodiment and Discourse. *Lucy E. Bailey, Oklahoma State University*
33. Toward Social Justice as Method: Teaching Introductory Qualitative Research Through a Social Justice Lens. *Jenny Gordon, Binghamton University; Stacy Otto, Oklahoma State University*

31.111. TICL Roundtable 1. SIG-Technology, Instruction, Cognition & Learning

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

34. A Digital Gaming Divide: Differences in the Game Literacy Practices of Low- and High-Income Students. *Gillian Andrews, Teachers College, Columbia University*
35. Chess Instruction Model for Young Students With Physical or Developmental Cognitive Disabilities. *Saahoon Hong, University of Minnesota; William M. Bart, University of Minnesota*
36. Evaluating Problem-Solving Strategies in Video Game Environments. *Nicholas Eugene Zaparyniuk, Simon Fraser University*
37. Rethinking Learning Through New Media and Technologies: Teachers Discovering Media Production. *Melda N Yildiz, William Paterson University*
38. Toward Improving Causal Reasoning Abilities Through Overt Elicitation of Causal Mechanisms in Representing Causal Relations. *Joan Gelu Ionas, University of Missouri - Columbia*
39. What Is Learning From Games? A Critical Review and Directions for Future Research. *Punya Mishra, Michigan State University; Aroutis Nathaniel Foster, Michigan State University*
40. Asynchronous and Synchronous Online Discussion: Real and Perceived Achievement Differences. *Genevieve Marie Johnson, Grant MacEwan College; George Buck, University of Alberta*
41. Investigating the Modality Effect Through Comparisons of Listening and Reading Comprehension Abilities With College Students. *Jennifer B. Wick, Michael Charles Mayrath, Daniel H. Robinson, University of Texas - Austin*

31.112. Cognitive, Social, and Motivational Processes: Poster

Session 1. Division C-Learning and Instruction
Hyatt, Riverside Center Exhibition Hall, East Tower - Purple Level
10:35 am to 12:05 pm

Posters:

1. Fourth and Fifth Graders' Perceptions About Assessment: Using Drawings as an Alternative to Self Reports. *Anne S Poliquin, Lori J. Olafson, Lester M. Tanaka, Sophie Marie Ladd, University of Nevada - Las Vegas*
2. A Motivational Model of Postsecondary Science Student Achievement and Persistence. *Helena Dedic, Vanier College; Steve Rosenfield, Vanier College; Rebecca Ariane Simon, McGill University; Ivan Ivanov, Vanier College; Eva Rosenfield, Champlain College*
3. Do Intelligent Students Feel Better in Testing Situations? Emotional Experiences of Different Ability Groups During an Academic Achievement Test. *Thomas Goetz, University of*

Munich; Franzis Preckel, University of Trier; Anne Christiane Frenzel (Zirngibl), University of Munich; Reinhard Pekrun, University of Munich; Nathan C. Hall, University of California - Irvine

4. Enjoyment, Social Outcomes, and Learning in Literature Circles: Children's Experiences Across Grades and Abilities. *Janine L. Certo, Michigan State University; Kathleen Moxley, Michigan State University; Erin Wibbins, Michigan State University; Jeffrey A. Miller, Duquesne University; Ethel Flam, Pittsburgh Public Schools*
5. Epistemological Beliefs and Motives as Predictors of Achievement Goals and Cognitive Engagement. *Lea Harlow, Robin Kristine Miranda, H. Michael Crowson, Teresa K. DeBacker, University of Oklahoma*
6. Language Development of Native and Non-Native English Speakers in Multilingual, Preschool Classrooms. *Edmond Patrick Bowers, Boston College; Marina Vasilyeva, Boston College*
7. Mathematics Teachers' Beliefs and Instructional Practices. *Michelle VanderVeldt, California State University - Fullerton; Lori J. Olafson, Gregory Schraw, Linda F. Quinn, University of Nevada*
8. Rules and Exceptions: Strategies for Learning Vocabulary in Chinese as a Second Language. *Susan Dunlap, University of Pittsburgh; Charles Perfetti, University of Pittsburgh; Ying Liu, University of Pittsburgh; Sue-mei Wu, Carnegie Mellon University*
9. Schooling, Age, and the Development of Memory Span. *Sorel Cahan, Hebrew University of Jerusalem; Lavee Artman, David Yellin College*
10. Spontaneous Gestures and Facial Cues Can Aid in the Recall of Verbal Details. *Sarah Ann Mayer, University of California - Santa Cruz; Jean E. Fox Tree, University of California - Santa Cruz*
11. The Effect of Source-Problem Surface Similarity and Problem Structuredness on Analogical Transfer Process. *Young Hoan Cho, University of Missouri - Columbia*
12. The Effects of a Cognitive Intervention on Kindergarten Achievement. *Julie K. Kidd, Robert Pasnak, Marinka Gadzichowski, Debbie Gallington, Robin Saracina, Katy Addison, George Mason University*
13. The Effects of Strategy Instruction and Monitoring Training on Reading Comprehension and Calibration. *Jessica D. Huff, North Carolina State University; John L. Nietfeld, North Carolina State University*
14. The Influence of Cognitive Strategy Instruction on Graduate Students' Self-Efficacy, Self-Regulation, Use of Cognitive Strategies, and Writing Performance in an Introductory Research Course. *Robert M. Nelson, University of Central Oklahoma; Bryan L. Duke, University of Central Oklahoma*
15. The Role of Epistemological Beliefs on Students' Use of Learning Strategies. *Moon-Heum Cho, University of Missouri - Columbia; Bosung Kim, University of Missouri - Columbia; Chang-Soo Kim, Andong National University*
16. Validation of the Cultural Connectedness and Achievement Measure (CCAM). *Marco Anthony Columbus, Cameron University; Raymond B. Miller, University of Oklahoma*

31.113. Language, Culture, Race, Religion, Gender, Sexuality, and Identity: Diverse Approaches to Creating Quality Schooling in Local Contexts.

Division G-Social Context of Education
Hyatt, Riverside Center Exhibition Hall, East Tower - Purple Level
10:35 am to 12:05 pm

Posters:

17. Evaluating Model of Learning in ESL Reading Domain. *Qun Guan, Florida State University; Wanjin Meng, China National Institute for Educational Research; Chia-I Chen, Florida State University*
18. Teacher Practices and School Practices. *Jessie Nichole Kosorok, University of Arizona; Thomas L. Good, University of Arizona; Mary M. McCaslin, University of Arizona*
19. Secondary Teachers' Treatment of Muslim Identity and Multiculturalism in a Changing World. *Sapna V. Taggar, University of Michigan - Flint*
20. African Heritage and Latina Student Engagement. *Ericka J. Fisher, College of The Holy Cross*
21. What Makes Teachers Reflect to Improve Their Practice? *Susanne S. Croasdaile, Virginia Commonwealth University*
22. Social Movement Theory and Curriculum Contention. *Steven Paul Camicia, University of Washington*
23. Orgullo y Respeto: Chicago Elementary Students Speak on Immigration Policies in Classroom Contexts. *Jacquelin Arroyo, Yesenia Gonzalez, Della R. Leavitt, University of Illinois - Chicago*
24. Quality Perceptions in a Samoan Preschool. *Brenda Mary Sherley, Victoria University of Wellington*
25. Teacher Identities: Negotiating Structures of Whiteness and Professionalism. *Caryn C. Terwilliger, Bloomsburg University*
26. Why Afterschool Jobs Matter for Black and Brown Youth. *Pamela Ellis, Stanford University*

31.114. Literacy Development and Professional Development.

Division C-Learning and Instruction
Hyatt, Riverside Center Exhibition Hall, East Tower - Purple Level
10:35 am to 12:05 pm

Posters:

27. Dialect's Influence on the Spelling and Grammar of African-American Children. *Ramona Trinette Pittman, Texas A&M University; R. Malatesha Joshi, Texas A&M University; Regina Boulware-Gooden, University of St. Thomas; Jaime Berry, Texas A&M University; Lori Graham, Lamar University*
28. Efficacy and Strategy Use Predicts Preservice Educators' Value for Content-Area Literacy Instruction. *Doug D. Hamman, Mellinee K. Lesley, Patricia A. Watson, Arturo Olivarez, Heriberto Godina, Cathy Y. Wong, Texas Tech University*
29. Exploring a Korean Student's English Literacy Learning and Writing. *Keonghee Tao Han, University of Nevada - Reno*
30. How Vocabulary Knowledge and Syntactic Awareness Contribute to Reading Comprehension. *Ying Guo, Florida State University; Alysia D. Roehrig, Florida State University; Rihana Shiri Williams Smith, Florida Center for Reading Research*
31. Literacy Growth, Text Processing, and Motivation Among Adolescent Struggling Readers: A Framework for Classroom-Based Instruction and Assessment. *Sharon L. Russell, University of Michigan; Heather Anne Ruetschlin, University of Maryland - College Park*
32. Out-of-School Literacy Practices and Academic Achievement Among Youth in One Urban Context. *Nicole Tysvaer, University of Michigan; Karen Morris, University of Michigan; Elizabeth B. Moje, University of Michigan*
33. Semantic Development in ESL Vocabulary Acquisition. *Chia-Hui Chiu, University of Iowa*
34. Semantic Influence on Syntactic Ambiguity Resolution in Bilingual Sentence Processing. *Jinhee Choo, University of Illinois - Urbana-Champaign*

35. Text-Based Inferencing: Struggling Readers' Development of Content-Area Reading Strategies. *Heather Anne Ruetschlin, University of Maryland - College Park; Sharon L. Russell, University of Michigan*
36. Using Design Principles Previously Applied to U.S. Social Studies Textbooks to Analyze Korean Social Studies Textbooks. *Hyejin Huh, University of Maryland - College Park; Marilyn J. Chambliss, University of Maryland - College Park*
37. Writing Workshop for Students With ADHD. *Rita Lija Rumbold, Jacqueline A. Specht, Perry D. Klein, University of Western Ontario*
38. Deliberate Practice in Studying: An Expert Performance Approach to Examining Self-Regulated Learning Strategies. *Kiruthiga Nandagopal, Florida State University; Karl Anders Ericsson, Florida State University*

31.115. Research Across the Learning Environment Spectrum. SIG-Learning Environments

Hyatt, Riverside Center Exhibition Hall, East Tower - Purple Level
10:35 am to 12:05 pm

Posters:

39. Achievement, Attitudes, and Classroom Environment Among Special Education Students in Self-Contained and Inclusive Biology Classes. *Lois Etzel, Curtin University*
40. Classroom Learning Environment and Attitudes Among At-Risk Middle School Learners in North Texas. *Barry J. Fraser, Curtin University of Technology; Richard K. Plott, Curtin University of Technology; Cynthia E. Ledbetter, University of Texas - Dallas*
41. Evaluations of Actual and Preferred Classroom Environments Among Japanese Juvenile Delinquents. *Sonomi Hirata, Hakuoh University; Makoto Ishikawa, Joetsu University of Education; Darrell L. Fisher, Curtin University of Technology*
42. Factorial Invariance of the Questionnaire on Teacher Interaction Across Gender and Grade Level. *Jeffrey P. Dorman, Australian Catholic University; Bruce G. Waldrip, University of Southern Queensland; Darrell L. Fisher, Curtin University of Technology*
43. Learning Environment, Attitude, and Academic Efficacy in College English Classrooms: Assessing the Perceptions of University Students in China. *Qi Deng, Yanshan University; Jill M. Aldridge, Curtin University of Technology*
44. Modeling the Relationship Between Psychosocial Environment and Outcomes in Technology-Rich, Outcomes-Focused Classrooms in Australian Secondary Schools. *Jeffrey P. Dorman, Australian Catholic University; Barry J. Fraser, Curtin University of Technology; Jill M. Aldridge, Curtin University of Technology*
45. Students' Perceptions of Online Courses in a Mexican University. *Carmen Perez-Fragoso, Instituto de Investigación y Desarrollo Educativo; Guadalupe Lopez-Bonilla, Universidad Autónoma de Baja California; Guadalupe Tinajero-Villavicencio, Instituto de Investigación y Desarrollo Educativo / Universidad Autónoma de Baja California*
46. Sustained, Job-Embedded Professional Development and the Learning Environment of Middle School Mathematics Classrooms. *Craig T Gabler, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology*
47. The Development of the Primary Mathematics Classroom Environment Questionnaire for Mainland China. *Ding Rui, Chinese University of Hong Kong; Ngai Ying Wong, Chinese University of Hong Kong*
48. The Effect of Extended Instructional Time on Learning Environment, Achievement, and Attitudes in Middle School

Algebra Classes. *Monica Azimioara, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology*

49. Typology of Interpersonal Education for Primary Education. *Bruce G. Waldrip, University of Southern Queensland; Darrell L. Fisher, Curtin University of Technology; Jeffrey P. Dorman, Australian Catholic University; Perry den Brok, University of Utrecht*

31.116. Special Educators, Instruction, and Process Supports. SIG-

Special Education Research

Hyatt, Riverside Center Exhibition Hall, East Tower - Purple Level

10:35 am to 12:05 pm

Posters:

50. Assistive Technology for Persons With Disabilities and Their Families. *Sandra Alper, University of Northern Iowa*
51. Educational Inequality: A Comparison of Special Educators' Qualifications and Working Conditions Using a Poverty Index. *Anna-Maria Fall, Virginia Polytechnic Institute and State University; Bonnie S. Billingsley, Virginia Polytechnic Institute and State University*
52. Hallway Lessons: Teacher Talk During Math Instruction With Students With Disabilities in an Inclusion Classroom. *Ruth A. Berry, State University of New York - Buffalo; Namsook Kim, State University of New York - Buffalo*
53. In-Class Support: Lessons Learned From a Pilot Project. *Teresa Oettinger Montani, Fairleigh Dickinson University*
54. Increasing the Rigor of Institutional Review Boards: Practices and Policies to Improve the Protection of Human Subjects Representing Special Populations. *Judy L. Shanley, American Institutes for Research; Monya Aisha Ruffin, American Institutes for Research*
55. Parental Use of Advocates for Participation in Children's Special Education Programs. *Martha Ellen Wynne, Loyola University - Chicago; Laura Swanlund, Loyola University - Chicago*
56. Rethinking Literacy Together: A Project-Based Action Research Endeavor. *Mary Marguerite Fisher, Indiana University - Purdue University - Indianapolis; Jamie Witherington, Indianapolis Public Schools*
57. Role of Teacher Assistants in Implementing Response to Intervention. *Laura Boynton Hauerwas, Providence College; Deborah P. Goessling, Providence College*
58. Special Education Teacher Shortages: Where Have All the Teachers Gone (Long Time Passing)? *Emilene Johnson Fearn, University of California - Berkeley*
59. The Changing Role of Paraeducators in Special Education Classrooms. *Holly Chung, University of Oregon; Diane M. Dunlap, University of Oregon*
60. Traditional and Test-Only Routes to Special Education: How Sources of Knowledge Influence Classroom Practice. *Margaret L. Kamman, University of Florida; Mary T. Brownell, University of Florida; Anne G. Bishop, University of Florida*

31.117. Teachers' Conceptual Development and Practice in Mathematics and Computer Technologies. Division K-Teaching and Teacher Education

Hyatt, Riverside Center Exhibition Hall, East Tower - Purple Level

10:35 am to 12:05 pm

Posters:

61. Secondary Mathematics Teachers' Adjustment of Practice in Tracked Classrooms. *Rebecca J. Reed, National Council of Teachers of Mathematics*

62. So What Is Proof? Using Inquiry and Revisiting to Develop Teachers' Mathematical Knowledge for Teaching. *Michael Steele, Michigan State University*

63. Successful Teaching With(out) Computer Technology: A Closer Look at a One-to-One Program. *SHANETIA CLARK, Pennsylvania State University*

64. Teachers' Conceptions of Representation in the Context of Middle School Mathematics. *Kara Louise Imm, City University of New York; Nabin Chae, City University of New York; Despina A. Stylianou, City College of New York*

31.118. Trends and Issues in Business Education and Computer Information Systems Research. SIG-Business Education & Computer Information Systems

Hyatt, Riverside Center Exhibition Hall, East Tower - Purple Level

10:35 am to 12:05 pm

Chair: *Ken E. Martin, University of Cincinnati*

Posters:

65. Predicting College of Business Student Graduation: An Analysis of Admission Criteria. *Allen D. Truell, Ball State University; Sherry Woosley, Ball State University*
66. Changing Course Delivery Modes and Faculty Status at a Proprietary Graduate School of Management. *Donna Arlene Rekau, DeVry University; George Morgan, Colorado State University*
67. Tracking a Hospital Mentoring Program Online. *Betty G. Hubschman, Barry University; Nancy Rehbine Zentis, Institute for Organizational Development*
68. The Impact of an EPSS (Online Help) on Students' Assignment Completion Times, Assignment Scores, and Frustration Levels. *Joel Whitesel, Allen D. Truell, Jensen J. Zhao, Melody W. Alexander, Ball State University*

31.119. The Interagency Consortium for School Readiness Outcomes Measures (ICSROM): Measurement Development.

SIG-Early Education and Child Development

Sheraton, Sheraton Ballroom, Section I, Level 4

10:35 am to 12:05 pm

Posters:

1. The Interagency Consortium for School Readiness Outcome Measures (ICSROM): Measurement Development. *James A. Griffin, NICHD; Clancy Blair, Pennsylvania State University; Emily Brown Werner, Pennsylvania State University; Michael Willoughby, University of North Carolina - Chapel Hill; Susanne Denham, Heather Kiernan Warren, Hideko Bassett, Melissa Mincic, Todd Wyatt, Sara Kalb, George Mason University; Herbert P. Ginsburg, Teachers College, Columbia University; Adele Miccio, Pennsylvania State University; Carol Scheffner Hammer, Pennsylvania State University; Lisa Lopez, University of South Florida; Barbara Rodriguez, University of New Mexico; Jason Downer, Robert Pianta, Olivia Lima, Erin Houlihan, Bridget Hamre, University of Virginia*
2. Measuring Executive Function in Early Childhood. *Emily Brown Werner, Pennsylvania State University; Clancy Blair, Pennsylvania State University; Michael Willoughby, University of North Carolina - Chapel Hill*
3. Test-Retest Reliability of Executive Function Measures for Preschoolers. *Danielle M. Beck, University of Washington; Stephanie M Carlson, University of Washington*
4. Assessment of Social-Emotional Competence for School Readiness. *Heather Kiernan Warren, Pennsylvania State University; Melissa Mincic, Todd Wyatt, Sara Kalb, Susanne Denham, George Mason University*

5. Computer Guided Comprehensive Mathematics Assessment for Preschool Age Children. *Herbert P. Ginsburg, Teachers College, Columbia University*
6. Assessing Bilingual Phonological Development in Young Children. *Adele Miccio, Pennsylvania State University; Carol Scheffner Hammer, Pennsylvania State University; Lisa Lopez, University of South Florida; Barbara Rodriguez, University of New Mexico*
7. Observational Assessment of Children in a Preschool Environment. *Olivia Lima, Jason Downer, Robert Pianta, Erin Houlihan, Bridget Hamre, University of Virginia*

Tuesday, 11:25 am

32.010. A Freirean Analysis. SIG-Paulo Freire

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
11:25 am to 12:05 pm

Chair: *Sandra Chang-Kredl, McGill University*

Tables:

1. Accessing Silenced Voices Through Freirean Theory. *Nancy Parachini, University of California - Los Angeles*
 2. Freireian-Inspired Transformative Framework in Teacher Education. *Debra M. Pane, Florida International University*
 3. From the Perspectives of Freire and McLaren to View Critical Theory. *Junhui Liu, Texas A&M University; Shufen Huang, Texas A&M University; Kris Sloan, St. Edward's University*
 4. Paulo Freire and Education: Conscious Imagination and Courage. *Kweku M. Smith, California State University - Stanislaus*
 5. Preparation, Publication, and Paulo Freire: Our Journey and the Lessons That We Learned. *Connie Titone, Villanova University; Angelina Volpe Schalk, St. Joseph's University; Carol D. Dibson, St. Joseph's University*
 6. The Relation Between Freedom and Necessity and Educational Fecundity: Dialogues With Antonio Gramsci's and Paulo Freire's Thoughts. *Avelino da Rosa Oliveira, Gomercindo Ghiggi, Neiva Afonso Oliveira, Federal University of Pelotas*
 7. Toward Educational Quality Through Dialogue, Transformation, and Civic Engagement: A Freirean Analysis. *Rodney K. Hopson, Tanya Brown, Pete Miller, Duquesne University*
- Discussants: *Leila E. Villaverde, University of North Carolina - Greensboro; Photi Sotiropoulos, McGill University*

32.011. Paper Discussions: Quantitative Methods and Statistics.

Division D-Measurement and Research Methodology
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
11:25 am to 12:05 pm

Tables:

8. Algorithms for Generating Multiple Sets of Matched Samples for the Quasi-Experimental Designs as Control Groups. *Yuan Hwang Li, Prince George's County Public Schools; Yu Nu Yang, Prince George's County Public Schools*
9. Causation in Quantitative Research Methodologies From Pearson to Glymour. *Chong Ho Yu, Arizona State University*
10. Estimating Intercoder Reliability Coefficients Through the Application of Generalizability Theory. *Holly Raffle, Voinovich Center for Leadership and Public Affairs, Ohio University; Craig Chance McCarthy, Ohio University*
11. Evaluating Differences Between Target and Observed Transitional Probabilities. *Jonathan P. Weeks, University of Colorado - Boulder*
12. The Causal Effects of Sports Participation on Academic Achievement: From Observation to Randomization. *Tomoe Kanaya, Muhlenberg College*

13. The Challenge of Separating Project Effects on Student Achievement: The Case of AMSP and ARSI. *Xin Ma, University of Kentucky; Lingling Ma, University of Kentucky*
14. Comparing Response Rates From e-Mail and Mail Surveys: A Meta-Analysis. *Tse-Hua Shih, University of Virginia; Xitao Fan, University of Virginia*

32.012. Investigating the Relationship Between Student

Background and Literacy Learning. Division C-Learning and Instruction

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

11:25 am to 12:05 pm

Tables:

1. Influence of Learner and Text Characteristics on Fifth-Graders' Reading of Persuasion. *Jessica V. Palladino, University of Maryland - College Park*
2. Reading Strategies and Students' Ways of Comprehending. *Monica Yoo, University of California - Berkeley*
3. The Girl in the Book Looks Like Me: The Impact of the Portrayal of Storybook Characters on Student Learning. *Susie R. Ussery, Lowndes County School; Linda T. Coats, Mississippi State University; Nancy Verhoek-Miller, Mississippi State University; Robin D. Groce, Appalachian State University; Debra L. Prince, Mississippi State University*
4. Developing Early Multiliteracies: An Expanded Perspective. *Penny S. Silvers, DePaul University; Linda K. Crafton, Northwestern University*

32.013. Issues Related to Tracking and Detracking in Schools. SIG-

Tracking and Detracking

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

11:25 am to 12:05 pm

Tables:

5. Understanding Assignment Processes of Math Teachers to Courses. *Colette Nkoyi Cann, Stanford University*
6. Investigating Student Reactions to Differing Pedagogical Approaches in Lower-Track Science Contexts. *Andrew B. Gilbert, Kent State University*
7. Detracking Access in Mathematics: Understanding the Realization of Access Through Informal Geometry. *Maria L. Hamlin, Mount Mary College*
8. Tracking Myself: African-American High School Students Talk About the Role of Curricular Differentiation. *Terah T. Venzant, University of Illinois - Urbana-Champaign*

32.014. Issues and Evidence in School Choice Research. SIG-School Choice

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

11:25 am to 12:05 pm

Chair: *Christopher A. Lubienski, University of Illinois*

Tables:

9. Is School Choice Related to Higher Parental Involvement? *Kelly E. Sheehan, Christa Lynn Green, Kathleen V. Hoover-Dempsey, Howard M. Sandler, Vanderbilt University; Joan M.T. Walker, Long Island University*
10. Schools of Choice and Stakeholder Satisfaction Surveys: The Need for Multiple Measures of Performance. *Priscilla Wohlstetter, University of Southern California; Michelle B Nayfack, University of Southern California*
11. The Implications of Parental Choice for Educational Quality in England: Teacher and Student Perspectives. *Natalie Heath,*

Institute of Education, University of London

12. Turning Friedman on His Head: What Happens When School Reform Produces Choice? *Alex Medler, University of Colorado - Boulder*

32.015. Research Focus on Education and Sport (Paper Discussion Session). SIG-Research Focus on Education and Sport
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

11:25 am to 12:05 pm

Tables:

13. An Examination of Sport Participation Among Academically Gifted Students. *Steven R. Winingier, Western Kentucky University; Anne N. Rinn, Western Kentucky University*
14. Does Playing a Lengthy Football Season Adversely Impact the Grades of Student Athletes? *Mark J Fenster, University of Massachusetts - Lowell*
15. Student Athletes' Engagement in Campus Activities. *Joy L. Gaston-Gayles, Florida State University; Shouping Hu, Florida State University*
16. Learning the Ropes Under Coach Minor: The Socialization of State University's Football Team. *Pete Miller, Duquesne University*

32.016. Research in Disability Studies in Education I. SIG-Disability Studies in Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

11:25 am to 12:05 pm

Tables:

17. Accommodations for Students Who Are Deaf: Are They Legal? Yes! Are They Effective? Well, Maybe. *Valorie Smith-Pethybridge, Ann I. Nevin, Florida International University*
18. Depth of Focus and the Construction of Educational Time by Parents of Children With Severe Disabilities. *Jan K. Nespor, David Hicks, Anna-Maria Falls, Virginia Polytechnic Institute and State University*
19. Three Cases of Disabilities in Online Courses: Accommodations, Frustrations, and Social Impact. *Christen Opsal, University of Minnesota; C. Cryss Brunner, University of Minnesota*
20. Treading Water: Including Students With Intellectual Disabilities in Education. *Philip Smith, Eastern Michigan University*

32.017. Roundtable Session III. Division C-Learning and Instruction
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

11:25 am to 12:05 pm

Tables:

21. Nanoscience Course Impact on Conceptions of Spatial Scale. *Thomas R. Tretter, University of Louisville; M. Gail Jones, North Carolina State University; Mike Falvo, University of North Carolina - Chapel Hill*
22. Science Graphics of Macroscopic and Molecular Representations: Influence of Prior Knowledge. *Michelle Patrick Cook, Clemson University; Eric N. Wiebe, North Carolina State University; Glenda S. Carter, North Carolina State University*
23. Science Pedagogy, Teacher Attitudes, and Student Success. *Miriam Munck, Eastern Oregon University*
24. Supporting Science Identity, NOS, and Out-of-School Transfer With Science/Literacy Integration. *Mark Girod, Western Oregon University*

32.018. Self-Regulated Learning: Measures and Influences. SIG-Studying and Self-Regulated Learning
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

11:25 am to 12:05 pm

Tables:

25. Constructivist or Expository Instructional Approaches: Does Instruction Have an Effect on the Accuracy of Judgment of Learning (JOL) for Preservice Teachers? *Ellen A. Sigler, Indiana University - Kokomo; Julie Ann Saam, Indiana University - Kokomo*
26. Relationships Between the LASSI Second Edition and the Shortened Study Process Questionnaire. *Ellen A. Sigler, Indiana University - Kokomo; Heath Marrs, Fort Hays State University*
27. Reliability and Factor Structure of the LASSI Second Edition. *Heath Marrs, Fort Hays State University; Ellen A. Sigler, Indiana University - Kokomo*
28. Resistance as Self-Regulatory: Preservice Teacher Behavior in a Required Diversity Course. *Mary Cain Fehr, Texas Tech University; Rosa Hernandez Hernandez Sheets, Texas Tech University*

32.019. The Role and Efficacy of Teaching Teams and Leadership. Division A-Administration, Organization, and Leadership
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

11:25 am to 12:05 pm

Tables:

29. An Investigation of Department Head Transition to Faculty. *Dennie L. Smith, Texas A&M University; Crista Force, Texas A&M University*
30. Development and Construct Validation of a Self-Report Measure to Assess the Efficacy of a School Leadership Team. *Luis Andres Ahumada, Pontificia Universidad Catolica de Chile; Carmen Montecinos, Universidad Catolica de Valparaiso; Vicente Sisto, Pontificia Universidad Catolica de Chile*
31. Special Education Administrators' Collaborations With Foster Care Families and Providers: Preservice and Professional Development Implications. *John M Palladino, Eastern Michigan University; Jean M. Haar, Minnesota State University - Mankato*
32. Teacher Leadership: Does It Really Matter in Student Achievement? *Linda Van Wagenen, Plainville Community Schools*

32.020. The Roles of Service Learning. SIG-Service Learning and Experiential Education
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level

11:25 am to 12:05 pm

Tables:

33. Benefits and Challenges of Tutoring Adolescent Students: Studying a New Service-Learning Program. *Robin E. Umber, University of Wisconsin - Eau Claire*
34. Multiple Effect of Service Learning in a College Math Class. *Diane Profita Schiller, Loyola University*
35. Service-Learning Tutoring of Newcomer Latinos: Multicultural Education at Its Best? *Paul H. Matthews, University of Georgia*
36. The Impact of Service Learning on Adolescents' Safety-Related Knowledge, Attitudes, and Behavior. *Janet Eyler, Vanderbilt University; Irwin Goldzweig, Meharry Medical College; Deon Tolliver, Meharry Medical College; David Schlundt, Vanderbilt University; Richard Bradley, Independent Scholar*

32.021. Urban Educators: The Delights, Challenges, and Surprises of Our Work. SIG-Urban Learning, Teaching, and Research
Hyatt, Grand Ballroom, Sections C-D North, East Tower - Gold Level
11:25 am to 12:05 pm

Tables:

37. "Urban" Education Issues: Educator Conversations. *Cameron S. White, University of Houston; Neil J. Liss, Willamette University; Sabrina Marsh, University of Houston*
38. Using Instructional Discourse Analysis to Study Teacher-Student Interactions in the Classroom. *Eleanor Armour-Thomas, Queens College - City University of New York; Erica Walker, Brenda X. Mejia, Victoria M. Obe, Maritsa Toro, Edmund W. Gordon, Teachers College, Columbia University*
39. Affective Teaching for Data-Driven Learning: How Can Strengths-Based Training Support Urban Teacher Efficacy? *Teri Anne Marcos, Azusa Pacific University*
40. Acknowledging the "I" in Multicultural Education. *Osman Ozturgut, University of Missouri - St. Louis*

Tuesday, 11:30 am


33.010. Division D New Faculty Mentoring Seminar. Division D-Measurement and Research Methodology
Marriott, Michigan State, Sixth Floor
11:30 am to 1:55 pm

Tuesday, 12:25 pm

AERA Governance Meetings and Events

34.001. AERA Special Interest Group (SIG) Executive Committee - Closed Meeting. AERA
Hyatt, Skyway Conference Center, Room 265, East Tower - Blue Level
12:25 pm to 1:55 pm
Chair: *Schuyler W. Huck, University of Tennessee - Knoxville*

34.002. American Educational Research Journal (Social and Institutional Analysis) Editorial Board - Closed Meeting.
AERA
Sheraton, Mayfair, Level 2
12:25 pm to 1:55 pm
Chairs: *Sandra Hollingsworth, San José State University; Margaret A. Gallego, University of San Diego*

 **34.010. Classroom Discourse and Young Immigrant Students in Northern Europe.** Presidential Session
Sheraton, Chicago Ballroom, Section X, Level 4
12:25 pm to 1:55 pm

Chair: *Sandra Graham, University of California - Los Angeles*

Speaker:

Vibeke G. Aukrust, University of Oslo

Discussants: *Catherine Snow, Harvard Graduate School of Education; James V. Wertsch, Washington University*

34.011. Neoliberalism, Teaching, and Teacher Education. Presidential Session

Hyatt, Crystal Ballroom, Section C, West Tower - Green Level
12:25 pm to 1:55 pm

Chair: *Christine E. Sleeter, California State University - Monterey Bay*

Participants:

How Neoliberalism HS Facilitated the Deskilling of Teacher Education in Namibia. *Kenneth Zeichner, University of Wisconsin - Madison*

How Educational Equity Is Advanced/Thwarted by Neoliberalism. *Gloria J. Ladson-Billings, University of Wisconsin - Madison*
The Implications of Neoliberalism on Urban Teacher Education. *Michelle M. Fine, City University of New York*
The Neoliberal Assault on Teachers, Teaching, and Teacher Organizing. *Lois Weiner, New Jersey City University*



34.012. No State Left Behind: European Perspectives on Accountability. Presidential Session

Sheraton, Chicago Ballroom, Section IX, Level 4
12:25 pm to 1:55 pm

Chair: *Daniel M. Koretz, Harvard Graduate School of Education*

Participants:

School Governance in Germany and Switzerland: The Interaction of Accountability and School Development. *Katharina Maag Merki, University of Freiburg*
Finland, PISA, and the Question of Accountability. *Michael Uljens, Åbo Akademi University*
The Tool Kit Revisited: PISA and the Accountability Movement in Europe. *Gjert Langfeldt, University College Agder*
Patterns of Accountability: Comparative Perspectives. *Stefan Thomas Hopmann, University of Vienna*
Discussants: *Robert L. Linn, University of Colorado - CRESST; Richard Elmore, Harvard Graduate School of Education*

34.013. Research on K-12 Race-Conscious School Assignment--What the Supreme Court Should Take Into Account. AERA Sessions

Hyatt, Crystal Ballroom, Section A, West Tower - Green Level
12:25 pm to 1:55 pm

Chair: *Felice J. Levine, American Educational Research Association*
Participants:

Angelo Ancheta, Santa Clara University School of Law
Roslyn Mickelson, University of North Carolina - Charlotte
Gary A. Orfield, University of California - Los Angeles
George L. Wimberly, American Educational Research Association

34.014. GSC Chair Fireside Chat: The Publishing Process - How to Successfully Publish as Graduate Students and Junior Faculty Members. Graduate Student Council

Hyatt, Regency Ballroom, Section C, West Tower - Gold Level
12:25 pm to 1:55 pm

Chairs: *Hugo Garcia, Claremont Graduate University; Stacy L. Dezutter, Washington University - St. Louis*

Participants: *Sonja L. Lanehart, University of Georgia; Paul A. Schutz, University of Texas - San Antonio; Gail L. Thompson, Claremont Graduate University; Steven J. Zuiker, Indiana University*

34.015. International Perspectives on Technology for Education Development: Pro-Poor Approaches in India and South Africa. International Relations Committee

Sheraton, Missouri, Level 2
12:25 pm to 1:55 pm

Chair: *Daniel A. Wagner, University of Pennsylvania*

Participants:

Toward a "Pro-Poor" Approach to ICT for Education and Development. *Daniel A. Wagner, University of Pennsylvania*
The Impact of Interactive Multimedia Software on School Dropouts in Rural Andhra Pradesh (India). *Romilla P. Karnati, University of Pennsylvania*
Perceptions of Language Learning Through ICT-Based, Interactive Software in Limpopo Province, South Africa. *Andrew Babson, University of Michigan*