

Marriott, Northwestern, Sixth Floor
6:15 pm to 7:45 pm

Chair: *Sophia Catsambis, Queens College - City University of New York*

Participant:

After Admission: From College Access to College Success. *James E. Rosenbaum, Northwestern University; Regina J. Deil-Amen, University of Arizona*

Participant: *Elliot B. Weinger, State University of New York - Brockport*

68.048. Spirituality and Education - SIG Business Meeting. SIG-Spirituality and Education
Sheraton, Mississippi, Level 2
6:15 pm to 7:45 pm

68.049. Supervision and Instructional Leadership (formerly Instructional Supervision) - SIG Business Meeting. SIG-Supervision and Instructional Leadership (formerly Instructional Supervision)
Swissôtel, Fribourg, Third Floor
6:15 pm to 7:45 pm

68.050. Survey Research in Education - SIG Business Meeting. SIG-Survey Research in Education
Fairmont, Moulin Rouge, Lobby Level
6:15 pm to 8:15 pm

Participant: *Steven Siera, St. Martin's University*

68.051. Talent Development of Students Placed at Risk - SIG Business Meeting. SIG-Talent Development of Students Placed at Risk
Swissôtel, Engelberg, Third Floor
6:15 pm to 7:45 pm

68.052. Teacher as Researcher - SIG Business Meeting and Presentation. SIG-Teacher as Researcher
Hyatt, Columbus Hall, Section E, East Tower - Gold Level
6:15 pm to 8:15 pm

Chair: *Rebecca Akin, Stanford University*

Participant:

Featured Presentation - Teaching for America: Teaching as Inquiry. *Susan Browne, Marsha Pincus, Geoffrey Winikur, University of Pennsylvania*

68.053. Teaching With Technology: Complexity of Implementation. SIG-Technology as an Agent of Change in Teaching and Learning
Marriott, Iowa, Sixth Floor
6:15 pm to 8:15 pm

Chair: *Gabriel B. Reedy, University of Washington*

Participants:

A Blended Inservice Arrangement for Supporting Science Teachers in Technology Integration. *Joke M. Voogt, University of Twente*
Beginning Teachers' Technology Use: Preparation and Technology Use With Students During the First Year. *Jon M. Clausen, Ball State University*

Technology Professional Development for Literacy Teachers. *Michanne Hoctor, San Diego State University and University of San Diego*

The Effective Instructional Use of Computers: A Meta-Analysis. *Robin M. Roberts, University of Nevada - Las Vegas*

Discussant: *Cheryl Mason Bolick, University of North Carolina - Chapel Hill*

Thursday, 6:30 pm

AERA Governance Meetings and Events

69.001. AERA Postdoctoral Fellows Program (Advisory Committee, Fellows, and Mentors) - Closed Meeting. AERA
Sheraton, Ontario, Level 2
6:30 pm to 9:00 pm

Chairs: *William T. Trent, University of Illinois - Urbana-Champaign; George L. Wimberly, American Educational Research Association*

Thursday, 7:00 pm

70.010. Nations Within Nations: Looking Across Cultural Borders at Authentic Quality in Educational Research and Practice, Part II. Presidential Session
Betty Shabazz International Charter School, Assembly Hall
(Tickets to be distributed during Part I of this session)
7:00 pm to 9:00 pm

Thursday, 8:00 pm

71.010. Division A and Division L Joint Reception. Division A-Administration, Organization, and Leadership co-sponsored with Division L-Educational Policy and Politics
Hyatt, Crystal Ballroom, Section B, West Tower - Green Level
8:00 pm to 10:00 pm

Friday, 8:15 am

AERA Governance Meetings and Events

72.001. AERA Open Business Meeting. AERA
Sheraton, Sheraton Ballroom, Section V, Level 4
8:15 am to 10:15 am


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

72.010. Growth Models: Implications for Assessment, Accountability, and Educational Reform. Presidential Session
Sheraton, Sheraton Ballroom, Section I, Level 4
8:15 am to 10:15 am

Chair: *Richard P. Duran, University of California - Santa Barbara*
Speaker:

Stephen B. Dunbar, University of Iowa

Discussants: *Michael G. Walker, National Assessment Agency; Kilchan Choi, University of California - Los Angeles*

 **72.011. Impact of the Programme for International Student Assessment (PISA) on Educational Quality.** Presidential Session
Sheraton, Chicago Ballroom, Section X, Level 4
8:15 am to 9:45 am

Chair: *Chung-il Yun, Korean Society for the Study of Education, and Seoul National University*

Participants:

Andreas Schleicher, Organization for Economic Co-operation and Development

Petra Stanat, University of Erlangen - Nuremberg

Discussants: *Daniel M. Koretz, Harvard Graduate School of Education; Harold F. O'Neil, University of Southern California*

72.012. Indigenous Research, Knowledge, and Collaborations: A Conversation With Indigenous Scholars. Social Justice Action Committee
Marriott, Grand Ballroom, Salon I - Seventh Floor
8:15 am to 10:15 am

Chair: *Bryan Brayboy, University of Utah*

Participants: *Marie Battiste, University of Saskatchewan; Graham H. Smith, University of British Columbia; Bryan Brayboy, University of Utah; Margaret J. Maaka, University of Hawai'i; Kathryn D. Manuelito, Teacher Education, Language Shift, Susan C. Faircloth, Pennsylvania State University; John Tippeconic, Pennsylvania State University; Maenette K. P. Benham, Michigan State University; Teresa L. McCarty, Arizona State University*

72.013. Participatory Policymaking II: Launching the Next U.S. Policy After NCLB. International Relations Committee co-sponsored with Division G-Social Context of Education
Sheraton, Chicago Ballroom, Section IX, Level 4
8:15 am to 10:15 am

Chairs: *Gregory K. Tanaka, Pacific Oaks College; Martina Ayala, Pacific Oaks College; Tim Sundeen, Pacific Oaks College*

Participants: *Margaret D. LeCompte, University of Colorado; Zeus M. Leonardo, California State University - Long Beach; Sandra Hollingsworth, San José State University; Leslie R. Williams, Teachers College, Columbia University; Patricia E. Enciso, Ohio State University*

Discussants: *ReGena Booze, Pacific Oaks College; Cindy Cruz, Cornell University*

72.014. Distributed and Democratic Leadership. Division A-Administration, Organization, and Leadership
Marriott, Bucktown, Second Floor
8:15 am to 10:15 am

Chair: *Melinda M. Mangin, Michigan State University*

Participants:

A Social Network Approach to Examining the Effects of Distributed Leadership in Schoolwide Reform Initiatives. *William R. Penuel, SRI International; Kenneth A. Frank, Michigan State University; Ann Krause, University of Toledo*

Assessing Principals' Beliefs About Democratic Leadership. *JoAnn Franklin Klinker, Doug D. Hamman, Reese H. Todd, Texas Tech University*

Beyond Distributed Leadership: Collaboration, Interaction, and Emergent Reciprocal Influence. *Sheldon T. Watson, Central Connecticut State University; Jay P. Scribner, University of Missouri - Columbia*

Distributed Leadership for Social Justice: An Exploratory Case Study. *Jeffrey S. Brooks, Florida State University; Gaetane Jean-Marie, Florida International University; Anthony H Normore, Florida International University; Diane W. Hodgins, Florida State University*

Leading for Difference: The Implications of Transformational Social Therapy for Democratic Educational Leadership. *Novella E. Keith, Temple University; Charles Rojzman, Charles Rojzman Institute for Social Therapy; Thea Rojzman, Charles Rojzman Institute for Social Therapy*

Discussant: *Jennifer Goldstein, Baruch College*

72.015. Ensuring Viability and Sustainability of the Modern Principal: A Cross-Continental View. Division A-Administration, Organization, and Leadership
Marriott, Houston, Fifth Floor
8:15 am to 9:45 am

Participants:

Supply and Demands: Addressing the Principal Shortage in Two Australian States. *Jillian Anne Blackmore, Deakin University; Judyth M. Sachs, University of Sydney; Pat Lorna Thomson, University of Nottingham*

The Principal and Life Balance. *Sheryl Boris-Schacter, Lesley University; Sondra Langer, Lesley University*

The Inner Work of Leadership. *Richard H. Ackerman, University of Maine; Patricia Maslin-Ostrowski, Florida Atlantic University*

72.016. Evidence and Decisionmaking. Division A-Administration, Organization, and Leadership
Marriott, Chicago Ballroom, Section E - Fifth Floor
8:15 am to 10:15 am

Chair: *Pamela A. Moss, University of Michigan*

Participants:

The Uses of Evidence in Urban Elementary Schools: The Importance of Context. *John B. Diamond, Harvard University; Kristy S. Cooper, Harvard Graduate School of Education*

Evidence, Decisionmaking, and Data Use in School Districts. *William A. Firestone, Rutgers, The State University of New Jersey; Raymond Gonzalez, Westwood Public Schools*

Evidence and Decisionmaking in Education Systems. *Adam Gamoran, Christopher A. Thorn, Robert H. Meyer, University of Wisconsin - Madison*

A Framework for Effective Management of School System Performance. *Lauren B. Resnick, Mary Besterfield-Sacre, Matthew M. Mehalik, University of Pittsburgh*

Discussants: *Denis C. Phillips, Stanford University; James P. Spillane, Northwestern University*

72.017. High School Reform. Division A-Administration, Organization, and Leadership
Marriott, Wisconsin, Sixth Floor
8:15 am to 9:45 am

Chair: *Theodore J. Kowalski, University of Dayton*

Participants:

Communication Through Community? The Effects of Structural Changes on High School Communication. *Michael Joseph Weiss, University of Pennsylvania*

Instructional Improvement in the Context of High School Transformation. *Beth E. Boatright, University of Washington*

It Takes a Nexus: Supporting Inquiry-Based Instruction in Small High Schools. *Charles Tocci, NCREST, Teachers College, Columbia University; Elisabeth Johnson, NCREST, Teachers College, Columbia University*

Seven Middle Colleges: A Three-Year Case Study. *Kent D. Peterson, University of Wisconsin - Madison*

High School Reform: Poof! No High School. *Ira E. Bogotch, Florida Atlantic University; Dianne Avery Wright, Florida Atlantic University*

Discussant: *Theodore J. Kowalski, University of Dayton*

72.018. Integrating LGBT Topics Into Leadership Preparation: Real-Life LGBT Case Studies. Division A-Administration, Organization, and Leadership
Marriott, River North, Second Floor
8:15 am to 9:45 am

Participants: *Colleen A. Capper, University of Wisconsin - Madison; Gerardo R. Lopez, Indiana University; Latish C. Yeboa, University of Wisconsin - Madison*

72.019. Key Impacts of School and Community Contexts on the Prospects of Scaling Up Educational Interventions. Division A-Administration, Organization, and Leadership

Marriott, Huron, Tenth Floor
8:15 am to 9:45 am

Chair: *Sarah-Kay McDonald, University of Chicago*

Participants:

Capital Transformation in a Predominantly Latino School: A Multimethod Examination of a Postsecondary Preparatory Intervention Model. *Lara C. Perez-Felkner, University of Chicago*

Professional Contexts of Teaching and the Success of an Alternative Teacher Training Intervention. *Katie R Bennett, University of Chicago*

Conditions and Contingencies: A Multimethod Examination of School Composition and Institutional Attachment. *Rafael Santana, University of Chicago*

Parents as Interorganizational Brokers: Social Class and the Community School Intervention Model. *Elizabeth McGhee Hassrick, University of Chicago*

Discussants: *Barbara L. Schneider, Michigan State University; Sean F. Reardon, Stanford University; Kathryn M. Borman, University of South Florida; Mario Small, University of Chicago*

72.020. Principals and Teachers: Recruitment, Hiring, and Mentoring. Division A-Administration, Organization, and Leadership
Inter-Continental, Holabird, Eighth Floor
8:15 am to 10:15 am

Chair: *E. Renee Sanders-Lawson, University of Memphis*

Participants:

Recruiting Hispanic Lead Teachers Into the Principalship: Considerations From an Urban Perspective. *Richard D. Sorenson, University of Texas - El Paso*

Courting Top-Quality Teaching Candidates: Leadership Lessons From One Urban Public High School. *Kristy S. Cooper, Harvard Graduate School of Education; Amanda J Taylor, Harvard Graduate School of Education*

Teacher Hiring Practices: A Mixed-Methods Look at How Principals Make Hiring Decisions. *Mimi Engel, Northwestern University; Brian A. Jacob, Kennedy School of Government*

Principal Walkthroughs: Their Impact on Principal-Teacher Professional Relationships. *Bev Freedman, York University*

Translating Policy Into Practice: An Analysis of Principal-Teacher Mentoring in an Online Community of Practice. *Kim D. MacGregor, Louisiana State University; Cynthia B. Vavasour, Louisiana Department of Education*

Discussant: *James E. Murray, University of Missouri - St. Louis*

72.021. Urban School Leadership. Division A-Administration, Organization, and Leadership
Inter-Continental, Burnham, Eighth Floor
8:15 am to 10:15 am

Chair: *Joanne R. Chesley, University of North Carolina - Greensboro*

Participants:

African-American Leadership in Urban Schools: Implications for Organizational Structure and Improved Educational Outcomes. *James Earl Davis, Temple University; Jean Madsen, Texas A&M University*

Effective Leadership: Implications for Teacher Satisfaction and Retention in Urban Schools. *Delois L. Maxwell, Virginia State University*

Role of the Principal in Effective Discipline of Misbehavior: A Look at Seven Inner-City Schools. *Kenneth A. Williams, Teachers College, Columbia University*

Urban School Leadership Study: Leadership Capacity, Collective Teacher Efficacy, and Professional Learning Communities.

Paul Weber, Cardinal Stritch University; Kristine Kiefer Hipp, Cardinal Stritch University

Discussant: *Andrea Evans, Northern Illinois University*

72.022. Engaging ESL Learners With Literature in the Classroom. Division B-Curriculum Studies
Marriott, Wrigleyville, Second Floor
8:15 am to 9:45 am

Chair: *Sarah Cohen, OISE/University of Toronto*

Participants:

A New Multicultural Curriculum: Using Students' Stories of Experience to Inform Curriculum Development. *Candace M. Schlein, OISE/University of Toronto; Elaine Chan, OISE/University of Toronto*

Schwa or 9/11? Which Curricular Approach, Phonemic or Discussion-Based, Teaches Urban Adolescents to Read? *Rosa Maria Valdes, Los Angeles Unified School District*

Shared Inquiry and Multicultural Literature. *Pamela Lidán Pan, University of California - Davis*

The Power of Children's Literature as Reading Curriculum. *Chia-Ho Sun, Indiana University*

Moving Toward Critical Literacy: Exploring Power, English Acquisition, and Age Through Literature Studies and Global Concepts in a Middle School Classroom. *Jodene M. Kersten, California State Polytechnic University*

Discussant: *James Cummins, OISE/University of Toronto*

72.023. Extreme Curriculum: Curriculum in Extremis. Division B-Curriculum Studies
Marriott, Watertown, Tenth Floor
8:15 am to 9:45 am

Chair: *Tirupalavanam G. Ganesh, Arizona State University*

Participants:

How to Have Curriculum Theory in an Epidemic (or in a Hurricane, Terrorist Attack, Tsunami, or Earthquake). *Nancy L. Lesko, Teachers College, Columbia University*

Killing Us Softly: How Suicide Is Framed for Teens in Media. *Teresa J Rishel, Kent State University*

Whispers From Kurdistan: Challenges Faced in Using Participatory Action Research to Develop a Culturally Responsive Curriculum to Train Community Mental Health Workers in PostSaddam Iraq. *Lorna R. Elam Jackson, Roosevelt University*

Discussant: *Robert James Helfenbein, Indiana University - Indianapolis*

72.024. Balancing the Tension Between Science and Design in Design-Based Science Curricula. Division C-Learning and Instruction
Hyatt, Columbus Hall, Section K, East Tower - Gold Level
8:15 am to 9:45 am

Chair: *Sharon Derry, University of Wisconsin - Madison*

Participants:

The Potential for Conceptual Modeling to Bridge Designs and Science: A Case of Opportunity Missed. *Mary J. Leonard, University of Wisconsin - Madison; Sharon Derry, University of Wisconsin - Madison*

How to Design Project-Based Inquiry-Science Curricula for Meaningful Understanding of Content. *David E. Kanter, Northwestern University*

The Medium Is the Message: A Case Study of Cultural Repertoires Supporting Design-Based Science. *Elizabeth S. Charles, Georgia Institute of Technology; Janet L. Kolodner, Georgia Institute of Technology*

Discussants: *Cindy E. Hmelo-Silver, Rutgers, The State University of*

New Jersey; Gerhard Fischer, University of Colorado

72.025. Outside the Classroom Walls: Informing Technology Practices Inside the Classroom Through Research and Practices Occurring in External Contexts. Division C-Learning and Instruction

Hyatt, DuSable, West Tower - Silver Level

8:15 am to 9:45 am

Chair: *Kimberly A. Lawless, University of Illinois - Chicago*

Participants:

The Internet Landscape in College. *Steve Jones, University of Illinois - Chicago*

Technology Out of School: What Schools Can Learn From Community-Based Technology. *Olga A. Vasquez, University of California - San Diego*

Smart Collaborative Learning Networks and Learning Pathways. *James Sosnoski, University of Illinois - Chicago*

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

72.026. Sociocultural Perspectives in Literacy Development and Instructional Practice. Division C-Learning and Instruction

Sheraton, Missouri, Level 2

8:15 am to 10:15 am

Chair: *Gloria C. Berdugo Oviedo, McGill University*

Participants:

Tools of the Mind and Tools of the Trade: Strategy Instruction in Word Study and Interactive Writing. *Cheri Williams, University of Cincinnati*

Reading to Learn and Writing to Communicate in Communities of Discourse. *Miriam Alfassi, Bar-Ilan University*

Analyzing Student Agency in Discussions About Literature. *Susan Jean Mayer, Independent Scholar*

Learning Through Extended Talk. *Paul Thompson, University of Nottingham*

Transforming Literacies Into Designs: Fast Literacies, Faster Pedagogies. *James R. King, Jenifer J. Schneider, Deborah Kozdras, Vanessa Minick, James Welsh, University of South Florida*

Discussant: *Mary M. Juzwik, Michigan State University*

72.027. Technology Research: Issues in Cognitive and Noncognitive Outcomes With Computer-Based Learning. Division C-Learning and Instruction

Sheraton, Ontario, Level 2

8:15 am to 10:15 am

Chair: *Roger Azevedo, University of Memphis*

Participants:

Designing Video Cases to Help Students Think About Problems From Multiple Perspectives. *Janet Mannheimer Zydney, University of Cincinnati*

Learning With Hypermedia: The Role of Cognitive, Motivational, and Contextual Factors. *Daniel Charles Moos, University of Maryland; Roger Azevedo, University of Memphis*

Will Multimedia Help Boost Students' Self-Efficacy in Learning? *Robert Zheng, University of Utah; Xing Gu, Shanghai No. 62 Middle School, Shanghai, China; Xiaoming Lou, Shanghai No. 62 Middle School, Shanghai, China; David Garcia, John Barclay Elementary School, Warrington, PA; Jilly Kelly, John Barclay Elementary School, Warrington, PA*

Case-Based Instruction Through Technology: Does Implementation Affect Outcomes? *Gail E. Fitzgerald, University of Missouri - Columbia; Kevin A. Koury, California University of Pennsylvania; Katherine J. Mitchem, California University of Pennsylvania; Candice Hollingshead, Bethel College; Kevin*

Joseph Miller, Buffalo State College; Hui-Hsien Tsai, University of Missouri

How Students' Sociocultural Experiences Affect Their Preference for Computer Software. *Young Hah, Young-Sun Lee, Xiaodong Lin, Teachers College, Columbia University*

Discussants: *Neil H. Schwartz, California State University - Chico; Richard A. Wainess, University of California - Los Angeles*

72.028. Text Comprehension, Argumentation Skill, and Self-Regulation. Division C-Learning and Instruction

Sheraton, Huron, Level 2

8:15 am to 10:15 am

Chair: *Steven Yussen, University of Minnesota*

Participants:

Facilitating Comprehension of Causal Relations Within Science Text. *Matthew T. McCrudden, University of North Florida; Gregory Schraw, University of Nevada - Las Vegas; Stephen M. Lehman, Utah State University*

From Group to Individual Argumentation: Investigating the Connection. *Li-jen Kuo, Northern Illinois University; Alina Reznitskaya, Montclair State University; Richard C. Anderson, Center for the Study of Reading; Il-Hee Kim, University of Illinois - Urbana-Champaign; Kim Nguyen-Jahiel, University of Illinois - Urbana-Champaign; Ann-Marie Clark, Appalachian State University; Anthi Archodidou, Xiaoying Wu, Ting Dong; May Jadallah, Brian William Miller, Yuan Li, University of Illinois - Urbana-Champaign*

Learning Argumentation Skill With Cognitive Tools. *Maria Weatherby, Simon Fraser University; Jillianne Code, John Cale Nesbit, Philip H. Winne, Simon Fraser University*

The Role of Need for Cognition and Reader Beliefs in Text Comprehension: In Search of Convergent Evidence. *David Yun Dai, State University of New York - Albany; Nathan E. Gonyea, Texas A&M International University*

Role of Feedback in the Self-Concept-Achievement Relationship: Insights From a Study on Critical Thinking. *Kit-Tai Hau, Chinese University of Hong Kong; Irene T. Ho, University of Hong Kong; Kelly Y. L. Ku, University of Hong Kong*

Self-Regulating Reading Comprehension: Perceptions of Students Who Struggle With Learning. *Linda H. Mason, Pennsylvania State University - University Park; Hedda Meadan, University of Illinois - Urbana-Champaign; Laura R. Hedin, University of Illinois - Urbana-Champaign*

Discussant: *David Rapp, Northwestern University*

72.029. Using Technology-Mediated Visualizations to Support Chemistry Learning. Division C-Learning and Instruction

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

8:15 am to 10:15 am

Chair: *Marcia Linn, University of California - Berkeley*

Participants:

Supporting Students' Integration of Chemical Representations With Dynamic Visualizations. *Jennifer L. Chiu, University of California - Berkeley*

Scaffolding Students' Debates About the Implications of Simulations. *Douglas B. Clark, Victor Dale Sampson, Muhsin Menekse, Arizona State University*

Investigating Phase Change Using Dynamic Representations of Atomic-Scale Phenomena. *Dalit Levy, University of California - Berkeley*

Improving Student Understanding of Chemical Bonding and Atomic Structure With Dynamic Molecular Models. *Kevin McElhaney, University of California - Berkeley*

Investigating the Benefits of Visualization Software for

Understanding Molecular Dynamics. *Sadha Moodley, Institute for Scientific Research and Educational Development, Johannesburg, South Africa; Mary H. Shann, Boston University; Paul Trunfio, Boston University*

Technology-Mediated Visualization and Interpretation of Chemical Phenomena by Middle School Students. *Chris Quintana, University of Michigan; Hsin-Yi Chang, University of Michigan*
Learning Chemistry Through ChemSense: A Representation-Based, Knowledge-Building Environment. *Anders V. Rosenquist, Patricia Schank, Robert B. Kozma, Vera Safa Michalchik, Tina M. Stanford, SRI International*

Using Molecular Models to Help Students Understand Light-Matter Interactions. *Robert F. Tinker, Concord Consortium; Qian Xie, Concord Consortium; Ed O'Sullivan, Parkland Community College; Amy Pallant, Concord Consortium*

Using Scaffolded Visualizations to Support Student Understanding of Energy Concepts at Molecular and Macroscopic Levels. *Zhihui Zhang, University of California - Berkeley*

Discussant: *Robert B. Kozma, SRI International*

72.030. Security Issues and Licensing Examinations. Division D-Measurement and Research Methodology
Marriott, Northwestern, Sixth Floor
8:15 am to 10:15 am

Chair: *Thomas R. O'Neill, National Council of State Boards of Nursing*
Participants:

Developing Integrated and Coherent Security Policies. *Casimer M. Marks, National Council of State Boards of Nursing*

Processes for Enhancing the Validity of Adaptive Test Scores. *G. Gage Kingsbury, Northwest Evaluation Association; Carl H. Hauser, Northwest Evaluation Association*

A Process to Detect Potentially Compromised Items. *Thomas R. O'Neill, National Council of State Boards of Nursing; Weiwei Liu, National Council of State Boards of Nursing*

Finding a Needle in a Haystack: Detecting Item Disclosure in Large-Scale Testing Programs. *Jennifer P. Hatfield, University of Minnesota*

Discussants: *Ronald K. Hambleton, University of Massachusetts; Anthony Zara, Pearson VUE*

72.031. Twenty-First Century School Counseling: A Focus on the Future. Division E-Counseling and Human Development
Swissôtel, Grand Ballroom, Section I - Ballroom Level
8:15 am to 9:45 am

Chair: *Carol Dahir, New York Institute of Technology*

Participants:

Fears of Youth in the 21st Century. *Joy J. Burnham, University of Alabama*

School Counselor Inclusion: A Collaborative Model to Provide Academic and Social-Emotional Support in the Classroom Setting. *Mary Ann Clark, University of Florida*

School Counselor Accountability: The Path to Social Justice and Systemic Change. *Carol Dahir, New York Institute of Technology*
Faces of the Future: School Counselors as Cultural Mediators. *Tarrell Awe Agahe Portman, University of Iowa*

Equity in Educational Access: Meeting the Challenge of Changing Demographics in Preservice Preparation. *Rebecca Schumacher, University of Massachusetts - Boston*

Discussant: *Harry Daniels, University of Florida*

72.032. Representations of Teaching in the Progressive Era. Division F-History and Historiography
Swissôtel, Engelberg, Third Floor
8:15 am to 9:45 am

Chair: *Beth R Handler, Minnesota State University - Mankato*

Participants:

Images and Icons: Female Teachers' Representations of Self in 1920s Ireland. *Una Ni Bhroimeil, Mary Immaculate College*
IQ Testing and Progressive Education in the Early 20th Century: An Analysis of the Educational Discourse Among Public and Catholic School Educators. *Alan Stoskopf, University of Massachusetts - Boston; Ann Marie Ryan, Loyola University - Chicago*

Preparation and Personality: Hiring Quality Teachers in the Progressive Era. *Michelle M. Morgan, University of Wisconsin - Madison*

Reproducing Violet Cherrington as a Progressive Educator. *Kay Whitehead, Flinders University*

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

72.033. Discursive Productions of Race, Identity, and Belonging. Division G-Social Context of Education
Hyatt, Plaza Ballroom, Section B, East Tower - Green Level
8:15 am to 10:15 am

Chair: *Dianne Smith, University of Missouri - Kansas City*

Participants:

Paper Cuts: Antiracism and Its Discontents. *Audrey A. Thompson, University of Utah*

Getting "Connected"? How Discourses of Belonging Trumped Educational Equity in a High School Reform. *Annie Allen, University of Rochester*

Black Women Undergraduates, the Sociological Imagination, and College Success. *Cerri Annette Banks, Hobart and William Smith Colleges*

Ambivalent White Racial Identities: Fear, Religion, and an Elusive Innocence. *Timothy J. Lensmire, University of Minnesota*

Discussant: *Camille Wilson Cooper, University of North Carolina - Greensboro*

72.034. I Am Here: Navigations of Four Black Female Doctoral Students. Division G-Social Context of Education
Hyatt, Field, West Tower - Silver Level
8:15 am to 9:45 am

Participants: *Nadia Monique Caesar-Richardson, University of Alabama; Noelle Witherspoon, University of Alabama; Ebony Johnson, University of Alabama - Tuscaloosa; Nieshel Johnson Fall, University of Alabama - Tuscaloosa*

72.035. NCLB/School Reform/Public Policy. Division G-Social Context of Education
Hyatt, Addams, West Tower - Silver Level
8:15 am to 9:45 am

Chair: *Jamel K. Donnor, Washington University - St. Louis*

Participants:

Disrupting Hidden Curriculum: Coca-Cola and the Corporate Takeover of Higher Education. *Shivali Tukdeo, University of Illinois - Urbana-Champaign*

Extending the Responsibilities for Schools Beyond the School Door. *Kent G. Den Heyer, University of Alberta*

The Ideological Evolution of a Poverty-Based, Targeted Class Size Reduction Policy: A Rhetorical Analysis. *Erica Fadali, University of Wisconsin - Madison*

The No Child Left Behind Act: Students With Limited English Proficiency. *Harriet Citron Ganson, Michelle St. Pierre, Shannon Groff, Krista Loose, U.S. Government Accountability Office*

Discussant: *Keffrelyn D. Brown, University of Texas - Austin*

72.036. Medical Expertise Research: A History Lesson From Those Who Wrote It. Division I-Education in the Professions

Marriott, Avenue Ballroom, Fourth Floor
8:15 am to 10:15 am

Chairs: *Remy M. Rikers, Erasmus University Rotterdam; Vimla L. Patel, Columbia University*

Participants: *Georges Bordage, University of Illinois; Henk G. Schmidt, Erasmus University Rotterdam; Geoffrey R. Norman, McMaster University; Kevin W. Eva, McMaster University*

Discussants: *Glenn Regehr, University of Toronto; Karl Anders Ericsson, Florida State University*

72.037. Assessment of Student Learning in Diverse Instructional Settings. Division J-Postsecondary Education
Marriott, Michigan State, Sixth Floor
8:15 am to 9:45 am

Chair: *Kay Uchiyama, Colorado State University*

Participants:

Remedial Testing and Placement in Community Colleges. *Catherine L. Horn, University of Houston; Carol Lea Campbell, North Harris Montgomery Community College District; Cher Brock, North Harris Community College District*

General Education Outcomes Assessment Within the Arts and Humanities: A Qualitative Approach to Developing Objectives. *Jilliam Nadine Joe, J. Christine Harmes, Carol L. Barry, James Madison University*

Identifying Good Practice Strategies for Assessing Student Learning in General Education. *Marilee J Bresciani, San Diego State University*

Critical Thinking in Postsecondary Education: Definitions, Assessment, and Importance. *Venessa Ann Keesler, Michigan State University*

Discussant: *Frankie Santos Laanan, Iowa State University*

72.038. Self-Authorship and Student Development. Division J-Postsecondary Education
Marriott, Kansas City, Fifth Floor
8:15 am to 9:45 am

Chair: *Susan D. Johnson, Indiana University*

Participants:

Developmentally Effective Experiences for Promoting Self-Authorship. *Patricia M. King, University of Michigan; Marcia Baxter-Magolda, Miami University; Nathan Kirk Lindsay, James Patrick Barber, Marie Kendall Brown, Ethan Stephenson, Cassie Barnhardt, University of Michigan*

Moving Toward Self-Authorship: Epistemological Development, Attributions, and Other Outcomes of Learning Partnerships. *Jane Elizabeth Pizzolato, University of Pittsburgh; Carolyn (Casey) Kyoko Ozaki, Michigan State University*

The Salience of Ethnic Identity as a Critical Student Development Outcome in Higher Education. *Dina C. Maramba, State University of New York - Binghamton; Patrick Velasquez, University of California - San Diego*

Transforming Knowledge to Wisdom: Promoting Self-Authorship in College. *Marcia Baxter-Magolda, Miami University*

Discussant: *Florence A. Hamrick, Iowa State University*

72.039. Social Ecology of Transition and Persistence in Higher Education. Division J-Postsecondary Education
Marriott, Cook, Third Floor
8:15 am to 9:45 am

Chair: *Kimberly Griffin, University of California - Los Angeles*

Participants:

Prediction of Persistence at a Commuter Institution of Higher Education: A Multivariate Analysis of a Theoretical Model. *Lynn Marie Burks, Gene W. Gloeckner, George Morgan, Colorado State University*

Still Unequal: African-American Transfer Patterns From California Community Colleges. *Caroline Sheldon, University of Pacific; Nathan R. Durdella, Cerritos Community College*

The Role of Cultural Organizations in Developing Social Integration. *Christine Mokher, Vanderbilt University*

What Are the Odds of Making an Early Transition Into Adult Education? Evidence From a Cohort of 1997 Initial-Phase Leavers in England. *Flora J. Macleod, University of Exeter*

Discussant: *Dongbin Kim, University of Kansas*

72.040. Strengthening Precollegiate Education in Community Colleges. Division J-Postsecondary Education
Marriott, O'Hare, Tenth Floor
8:15 am to 9:45 am

Chair: *Frederick M. Hampton, Cleveland State University*

Participants:

Faculty Inquiry Groups: Fostering a Culture of Evidence. *Rose Asera, Carnegie Foundation for the Advancement of Teaching*

Learning Communities: Students Share Their Experiences. *Andrea Conklin Bueschel, Carnegie Foundation for the Advancement of Teaching*

Innovative Uses of Data to Inform Instruction. *Lloyd Bond, Carnegie Foundation for the Advancement of Teaching*

72.041. Beliefs, Pedagogical Reasoning, and Understanding of Self-Efficacy for Preservice Teachers. Division K-Teaching and Teacher Education

Hyatt, Wright, West Tower - Silver Level

8:15 am to 9:45 am

Chair: *Kate Muir Welsh, University of Wyoming*

Participants:

A Five-Year Study: Microteaching and Teacher Candidates' Self-Efficacy Beliefs. *Kejing Liu, Shawnee State University; David E. Doverspike, Indiana University of Pennsylvania*

Detailing Reflection Instruction: The Efficacy of a Guided Instructional Procedure on Prospective Teachers' Pedagogical Reasoning. *Victoria J. Risko, Vanderbilt University - Peabody College; Kathleen Roskos, John Carroll University; Carol Vukelich, University of Delaware*

Turning the Professional Development of Cooperating Teachers on Its Head: Relocating That Responsibility Within the Profession. *Anthony Clarke, University of British Columbia*

What It Means to (Learn to) Teach: A Situated View on the Relationship Between Experience and Understanding. *Jason Duque Raley, University of California - Santa Barbara; Martin T. Connell, Loyola Marymount University*

A Blank Book: Preservice Teachers' Beliefs About Young Children. *Jale Aldemir, Pennsylvania State University*

Discussant: *Stephanie A. Kurtts, University of North Carolina - Greensboro*

72.042. Creating Engaging Learning Contexts for Teachers. Division K-Teaching and Teacher Education
Hyatt, Stetson Conference Center, Suite E, West Tower - Purple Level
8:15 am to 9:45 am

Chair: *Jennifer H. James, Kent State University*

Participants:

Continuity and the Role of Teacher Identity in the Context of Reform. *Aviva B. Dorfman, University of Michigan - Flint*

Mediated Sites for Reflection: Exploring Diagnostic Teaching in a University Reading Practicum. *Debra Ann Dechert, State University of New York - Buffalo; Michael W. Kibby, State University of New York - Buffalo*

Reflecting Ways of Achieving Quality: A Framework for Researching Teachers' Informal Learning in Lithuania and the United States. *Elena Jurasaitė-Harbison, University of Michigan; Lesley A. Rex, University of Michigan*

Some Thoughts on Transforming Teacher Learning: The Experiences of an Action Research Group. *Kate Bride, Memorial University of Newfoundland; Karen C. Goodnough, Memorial University of Newfoundland*

72.043. Examining Macro- and Microinfluences of Latina/o Immigration on Teacher Development. Division K-Teaching and Teacher Education
Hyatt, Columbus Hall, Section I, East Tower - Gold Level
8:15 am to 9:45 am

Chair: *Howard L. Smith, University of Texas - San Antonio*

Participants:

Swirl Migration: Data Analysis of Cross-Border Flows Using the Mexican and U.S. Censuses. *Stella M. Flores, Harvard Graduate School of Education*

Academic Resiliency Against All Odds: Immigrant Students in ESL Classrooms. *Maria del Carmen Salazar-Jerez, University of Denver*

Curriculum Considerations for Late-Arrival High School Immigrant Students: Developing Curricular Consciousness in Teachers. *Cynthia S. Salinas, University of Texas - Austin*

Becoming a Caring Professional: Mexican-American Preservice Teachers (Un)learning About Immigration Issues Through Children's Literature. *Maria E. Franquiz, University of Texas - San Antonio*

Also an Immigrant: Working in Immigrant Communities as Preservice Latina Bilingual Educators. *Lucila D. Ek, University of Texas - San Antonio; Patricia Sanchez, University of Texas - San Antonio*

Discussant: *Kathy Escamilla, University of Colorado - Boulder*

72.044. Imaginative Teacher Education: Teaching for Imaginative Engagement. Division K-Teaching and Teacher Education
Hyatt, Ogden, West Tower - Silver Level
8:15 am to 9:45 am

Chair: *Kieran Egan, Simon Fraser University*

Participants: *Sean Blenkinsop, Anne Victoria Chodakowski, Kieran Egan, Rod McKellar, Owen Tyers, Simon Fraser University*

72.045. Novice Teachers and Culturally Relevant Pedagogies. Division K-Teaching and Teacher Education
Hyatt, Columbus Hall, Section A, East Tower - Gold Level
8:15 am to 10:15 am

Chair: *Marta P. Baltodano, Loyola Marymount University*

Participants:

Collaborative Teacher Research: Social Justice and the Dominant Discourse in Secondary Language Arts Classrooms. *Paula Carbone, University of California - Los Angeles; Megan Anderson, Lawndale High School; Catherine Frank, Lawndale High School*

Developing and Sustaining Social Consciousness: Teacher Candidates' Preparations to Work With Diverse Students. *Daniel S. Katz, Alisa Hindin, Grace May, Greer Burroughs, Joseph Martinelli, Mary Mueller, Paula Zaccane, Seton Hall University*

Novice Teachers and Accountability: Realities of Working Toward Quality Education. *Cheryl A. Franklin, Boise State University; Jennifer L. Snow-Gerono, Boise State University*

Resistance to Reflection in an ESL Methods Course: What Can We Learn? *Amy E. Sharpe, University of Wisconsin - Madison*

The Transformational Learning of Three Student Teachers in Latin

America: A Case Study. *Stacy Reeder, University of Oklahoma; Christine A. Moseley, University of Texas - San Antonio*

72.046. Professional Development in Teaching Mathematics. Division K-Teaching and Teacher Education
Fairmont, Ambassador Room, Second Level
8:15 am to 10:15 am

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

Participants:

Considering Alternatives in Teaching Geometry: What Expert Teachers Reported Learning About Their Practice. *Jeong-lim Chae, Gloriana Gonzalez, Patricio G. Herbst, University of Michigan*

Examining the Influence of Learner-Centered Professional Development on Elementary Mathematics' Teacher-Enacted and Espoused Practices. *Andrew B. Polly, University of North Carolina - Charlotte; Michael J. Hannafin, University of Georgia*

Impact of PRISM on Teacher/Graduate Scientists' or Mathematicians' Use of Inquiry in the Classroom to Improve Student Learning. *Tracy Lynn Huziak-Clark, Stephen Van Hook, Julie Nurnberger-Haag, Lena Ballone Duran, Bowling Green State University*

Knowing Mathematics for Teaching: Examination of a Content-Based Professional Development Program for Middle School Teachers. *Celia Rousseau Anderson, University of Memphis; April Hoffmeister, University of Memphis*

Measuring the Effects of Professional Development: The Case of Developing Mathematical Ideas. *Courtney A. Bell, University of Connecticut/ETS; Traci Higgins, TERC; D. Betsy McCoach, University of Connecticut; Young Oh, TERC; Suzanne M. Wilson, Michigan State University*

So When Do We Teach Mathematics? The Case Study of One Professional Development Program Designed for High School Mathematics Teachers in an Urban Context. *Babette M. Benken, California State University - Long Beach; Nancy M. Brown, Oakland University; Julia B. Smith, Oakland University*

Discussant: *Michele D. Crockett, University of Illinois - Urbana-Champaign*

72.047. Teachers' Beliefs and Their Development. Division K-Teaching and Teacher Education
Hyatt, McCormick, West Tower - Silver Level
8:15 am to 10:15 am

Participants:

Predictors of Academic Optimism: Teachers' Instructional Beliefs and Professional Commitment. *Nan M. Kurz, Anita Woolfolk Hoy, Wayne K. Hoy, Ohio State University*

Quality Protocol Cultivating Teacher Dispositions. *Pamela S. Lane-Garon, California State University - Fresno*

Scrutinizing the Effects of Teacher Preparation on Teacher Beliefs: Are They Washed Out or Assimilated Into Preexisting Beliefs? *Judith S. Kaufman, Hofstra University; Rosebud S. Elijah, Hofstra University*

Teachers' Beliefs, Classroom Practices, and Educational Change. *Linda Quinn Allen, Iowa State University*

72.048. Teaching Practices in the Era of Accountability. Division K-Teaching and Teacher Education
Hyatt, Plaza Ballroom, Section A, East Tower - Green Level
8:15 am to 10:15 am

Chair: *Martha Casas, University of Texas - El Paso*

Participants:

Predicting Praxis III Scores. *Raeal Moore, Ohio State University; William Loadman, Ohio State University*

- Quality Teaching and Student Learning: A Validation Study of National Board-Certified Teachers. *Susan Colby, Appalachian State University; Tracy W. Smith, Appalachian State University*
- Teacher Autonomy in the Context of Educational Quality and School Reform: Patterns in Educational Research Across Countries. *Jaime A. Usma, Universidad Antioquia - Colombia/University of Wisconsin - Madison*
- Teaching From Scratch in a Ready-Made World? Exploring One Secondary Social Studies Teacher's Curricular and Instructional Decisions With Standardized/Compulsory and Improvisatory/Elective Contexts. *Kevin W. Meuwissen, University of Maryland - College Park*
- The Chilean Instructional Pattern for the Teaching of Reading: A Video-Survey Study Based on a State Program for the National Assessment of Teaching. *David D. Preiss, Pontificia Universidad Catolica de Chile*

72.049. The Connections, Beliefs, and Challenges Made for Students Learning Mathematics, Science, and Social Studies.

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

Chair: *Douglas B. Larkin, University of Wisconsin - Madison*

Participants:

Field-Based Science Education With a Community Service Learning Focus. *William H. Robertson, Judith H. Munter, Claudia Garcia, University of Texas - El Paso*

Improving the Quality of Student Teaching in Mathematics: Program Improvement Driven by Evidence. *Hillary S. Hertzog, California State University - Northridge; Nancy L. O'Rode, California State University - Northridge*

Preparing Preservice Science and Social Studies Teachers for Adolescent Literacy Challenges: Reports From Student-Teaching Classrooms. *Dolores Perin, Anand R. Marri, Ann E. Rivet, Margaret S. Crocco, Jessica Fitzsimons-Riccio, Beth Chase, Teachers College, Columbia University*

Separating to Make Connections: Minority Students Learning the Concepts and Language of Science. *Kihyun Ryoo, Stanford University; Bryan A. Brown, Stanford University*

The Impact of a Developmental Teacher Preparation Program on Elementary Preservice Teachers' Mathematics Beliefs and Knowledge. *Susan L. Swars, Georgia State University; Stephanie Z. Smith, Georgia State University; Marvin Smith, Kennesaw State University; Lynn C. Hart, Georgia State University; Tammy D. Tolar, Georgia State University*

Discussant: *Neelam Kher, Michigan State University*

72.050. The Purposes of Teacher Education. Division K-Teaching and Teacher Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
8:15 am to 10:15 am

Chair: *Bryan R. Warnick, Ohio State University*

Participants:

Values and Purpose in Teacher Education. *David T. Hansen, Columbia University*

Teacher Education in a Democratic Society: Learning and Teaching the Practices of Democratic Participation. *Emily Robertson, Syracuse University*

The Moral and Epistemic Purposes of Teacher Education. *Hugh T. Sockett, George Mason University*

Discussants: *Sharon Feiman-Nemser, Brandeis University; Meira Levinson, Boston Public Schools*

72.051. Perspectives on Choice: Information Requirements and Outcomes. Division L-Educational Policy and Politics

Sheraton, Ohio, Level 2
8:15 am to 9:45 am

Chair: *Courtney A. Bell, University of Connecticut/ETS*

Participants:

Analysis of School Improvement Spending Choices of School Advisory Councils. *Bobbie J. Greenlee, University of South Florida; Larry R. Plank, School District of Hillsborough County*

Schools, Communities, and Local Newspapers: Increasing Information Flow Between Charter Schools and the Public. *Ann M. Allen, Ohio State University; Dwan Robinson, Ohio State University*

Exit Versus Voice in the Education System. *Tamara Elaine Wilder, Teachers College, Columbia University*

Going Beyond the Chartered School Debate. *Mark J. Van Ryzin, University of Minnesota*

Discussant: *Rajashri Chakrabarti, Harvard University*

72.052. Public + Courts + Legislatures = School Finance. Division L-Educational Policy and Politics

Hyatt, Columbus Hall, Section E, East Tower - Gold Level
8:15 am to 10:15 am

Chair: *Stephen Quin Cornman, Georgetown University*

Participants:

Examining the Convergence of Standards-Based Reforms and School Finance Reform Litigation in State Court Decisions. *Benjamin Michael Superfine, University of Illinois - Chicago*

How Changes in the Racial Composition of Elderly and Youth Affect School Revenues. *Joseph Paul Robinson, Stanford University*

Furthering School Choice Through the Tax Code: A Forecast of the Revenue Consequences of Arizona's Education Tax Credit Program, 2006-2010. *Glen Yahola Wilson, University of Connecticut*

The Costs of Small Schools Revisited. *Amy E. Schwartz, New York University; Leanna Stiefel, New York University; Patrice Iatarola, Florida State University; Colin Chellman, New York University*

Black-White School Funding Disparities in America's Large Metropolitan Areas. *Bruce D. Baker, University of Kansas*

Discussants: *Dylan P. Conger, George Washington University; Stephen Quin Cornman, Georgetown University*

72.053. School Enrollment: Churning and Turning. Division L-Educational Policy and Politics

Hyatt, Columbus Hall, Section C, East Tower - Gold Level
8:15 am to 10:15 am

Chair: *Dorothea M. Anagnostopoulos, Michigan State University*

Participants:

Third-Grade Retention: Pre- and Postpolicy Trends From Florida. *Courtney C. Zmach, American Institutes for Research*

The Trappings of School Choice: The Overlooked Case of Nonadmits. *Susan Rakosi Rosenbloom, Drew University*

Beneath the Surface of the Graduation Crisis. *Christopher B. Swanson, Editorial Projects in Education*

Effects of the Unsafe School Choice Option on Safety and Achievement in Pennsylvania's Public Schools. *Billie Gastic, Temple University*

Expectations and Parent Demand for Schooling: Analysis of a Conditional Cash Transfer Program in Brazil. *Amber K. Gove, RTI International*

Discussants: *Dorothea M. Anagnostopoulos, Michigan State University; Kai A. Schafft, Pennsylvania State University*

72.054. Nonlinear Perspectives for School Reform. SIG-Chaos and Complexity Theories
Marriott, Denver, Fifth Floor
8:15 am to 10:15 am

Chair: *A. Cendel Karaman, University of Wisconsin - Madison*

Participants:

The Perceptions of New Orleans Educators on the Process of Rebuilding the New Orleans School System After Katrina. *Brian Robert Beabout, Luis C. Almeida, Husra Tulay Gursoy, Ali A. Carr-Chellman, Ziyang Ma, Rucha Modak, Raymond Pastore, Pennsylvania State University*

Understanding Small School Reform Through the Lens of Complexity Theory. *Patrick J. McQuillan, Boston College; Kevin G. Welner, University of Colorado - Boulder*

Discussant: *Lavada T. Brandon, Purdue University - Calumet*

72.055. The Changing Definitions of Quality: CHAT and Qualitative Research Methodology. SIG-Cultural-Historical Research
Swissôtel, Grand Ballroom, Section III - Ballroom Level
8:15 am to 9:45 am

Chairs: *Elina Lampert-Shepel, Mercy College; Ana Marjanovic-Shane, Cultural Educational Center "ZMAJ"*

Participants: *Emily D. Duvall, Pennsylvania State University; Kevin O'Connor, University of Rochester; Galina Zuckerman, Psychological Institute, Russian Academy of Education*

Discussant: *Jay L. Lemke, University of Michigan*

72.056. Democratic Citizenship in Education - Paper Session II. SIG-Democratic Citizenship in Education
Inter-Continental, Seville Ballroom, West - First Floor
8:15 am to 10:15 am

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

Participants:

English Canada Citizenship Education: From British Subject to Neoliberal Citizen. *Luz Alison Molina, University of Ottawa*

Gulliver's Travels: School Linking and Critical Thinking. *Sharon Jessop, Faculty of Education - University of Strathclyde*

School Climate for Citizenship Education Across Ethnic Groups in the United States. *Gary Homana, Carolyn Elizabeth Barber, Britt Wilkenfeld, University of Maryland*

Student Democracy in Secondary Schools: Legislation and Realization in Berlin, Germany. *Dorinne Dorfman, Peoples Academy*

Taking Children Seriously: Ethnographic and Philosophical Perspectives on the Importance of Children's Thinking to Democratic Education. *Amy Ballou Shuffelton, University of Wisconsin - Madison*

Voters of the Future? Assessing the Prospects of a Citizenship Education Program in Amapá, Brazil. *Tristan McCowan, Institute of Education, University of London*

72.057. Log File Analysis: Predicting Success From Online Trajectories. SIG-Education and the World Wide Web
Sheraton, Sheraton Ballroom, Section III, Level 4
8:15 am to 10:15 am

Chair: *Michael F. Young, University of Connecticut*

Participants:

The River City MUVE. *Chris J. Dede, Harvard University; Jody E. Clarke, Harvard Graduate School of Education*

Dribble Files by Design. *Michael F. Young, University of Connecticut; Jamison Judd, University of Connecticut*

COMPASS Scaffolding With Log File Data. *Sadhana Puntambekar, University of Wisconsin; Roland Hubscher, Bentley College*

Chat Log File Analysis. *Dongping Zheng, Michigan State University; Shashikant Penumarthy, Indiana University*

Bot Log Files From Quest Atlantis. *Sasha A. Barab, Indiana University; Eun Ju Kwon, Indiana University - Bloomington; Adam Ingram-Goble, Indiana University*

72.058. Presentation and Discussion of the Education, Health, and Human Services Linkages - SIG. SIG-Education, Health and Human Services Linkages

Marriott, Chicago Ballroom, Section F - Fifth Floor
8:15 am to 10:15 am

Chair: *Richard Volpe, University of Toronto*

Participants:

Above and Beyond: Outcomes of a Model School-Church-Community Collaboration. *Lori E. Scroggs, Bradley University; Jenny S. Tripses, Bradley University*

Adolescent and Emerging-Adult Sexual Decisions and Problem Solving. *Danae E. Roberts, University of Kansas; Vicki D. Peyton, University of Kansas*

Educating for Survival: The Impact of Female Literacy, Schooling, and Health-Specific Knowledge on Children's Health in Hispanic Communities. *Shannon Alexis Stackhouse, University of Texas*

The Dying Dropout: Deep Connections of Education and Health.

Jessica A. Ruglis, City University of New York

The Impact of Health and Insurance Status on Academic Achievement. *Anthony M Garcy, Arizona State University*

Discussant: *Jeffrey A. Anderson, Indiana University*

72.059. Winning the Battle But Losing the War: The Elusive Quest for Sustainability. SIG-Educational Change

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

Chair: *Lew Smith, Fordham University*

Participants: *Lew Smith, Fordham University; Michael Fullan, University of Toronto; Dean Fink, Consultant; Wilson Rosetta, Fordham University*

72.060. Examinations of Partnership Practices. SIG-Family, School, Community Partnerships

Inter-Continental, Toledo, Fifth Floor
8:15 am to 9:45 am

Chair: *Reyna G. Garcia-Ramos, Pepperdine University*

Participants:

Formal and Informal Mechanisms That Encourage or Discourage Parental Involvement in Middle School. *Shirley D. Tokheim, University of California - Berkeley*

Relationship Building and Trust: The "Soft Skills" of Partnership Development. *Catherine Hands, University of Toronto*

Unmasking Subtle and Concealed Aspects of Parental Involvement: Perspectives From Urban African-American Parents. *Tondra L. Loder, Andrew Nunn McKnight, Michael Brooks, Kenneth McGrew, Deborah L. Voltz, University of Alabama - Birmingham*

Parental Involvement in a Home-School Science Initiative as a Predictor of Positive Attitudes About Science Education. *Cynthia A. Lundeen, Florida State University; Sibel Kaya, Florida State University*

Discussant: *Lee Shumow, Northern Illinois University*

72.061. Foucault and Spirituality: Scandalous Readings of the Delphic, the Ontological, the Ethical, the Confessional, and the Religious. SIG-Foucault and Education

Inter-Continental, Camelot, Third Floor
8:15 am to 10:15 am

Chair: *Katharina E. Heyning, University of Wisconsin - Whitewater*

Participants:

The Oracle of Delphi in the Present: Spirituality, Education, the Self. *Dar Weyenberg, University of Wisconsin - Madison; Karen S. Pena, University of Wisconsin - Madison*

Power and Pleasure in Ethnography: Toward a Recognizable Ethics. *Alecia Y. Jackson, Appalachian State University*

The Ontology of the Educational Present and the Ethics of Degovernmentalization. *Maarten Simons, Katholieke Universiteit Leuven; Jan Masschelein, Katholieke Universiteit Leuven*

Queer Confessions of Implication: Reworking the Panoptic "I" in Educational Spaces. *David Vincent Ruffolo, OISE/University of Toronto*

To Foster Our Will to Learn: Study Guidance as a Confessional Practice. *Andreas Fejes, Linköping University*

The Margins of Gnosis: A Genealogy of Philosophical Trends in Religious Education. *Kristin D. Jones, University of Illinois - Chicago*

Discussant: *Stephen Thorpe, Griffith University - Gold Coast*

72.062. Multilevel Measurement Models and Issues. SIG-Hierarchical Linear Modeling
Marriott, Chicago Ballroom, Section G - Fifth Floor
8:15 am to 10:15 am

Chair: *Rachel T. Fouladi, Simon Fraser University*

Participants:

Fallible Regressors in Multilevel Models: Impact of Measurement Error on Parameter Estimates and Hypothesis Tests. *Jeffrey D. Kromrey, James T. Coraggio, Ha Phan, University of South Florida; Jeanine L Romano, University of Tampa; Melinda R. Hess, Reginald S. Lee, Constance V. Hines, Stephen L. Luther, University of South Florida*

The Impact of Sample Size on Cross-Classified, Multilevel Measurement Model Estimation. *Tzu-An Chen, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin*

Reliability Generalization Study via Transformation Based on Sampling Distribution of Coefficient Alpha. *Yasuo Miyazaki, Virginia Polytechnic Institute and State University*

A Comparison of Three DIF Detection Procedures Using Hierarchical Generalized Linear and Nonlinear Mixed Models. *Yuk F. Cheong, Emory University; Akihito Kamata, Florida State University*

Two-Parameter, Multilevel, Item-Response Models: A Simulation Study of Test Length and Sample Size Influences. *Prathiba Natesan, Texas A&M University*

Discussant: *Jee-Seon Kim, University of Wisconsin - Madison*

72.063. Problem-Based Learning: Designs to Support Instruction and Learning. SIG-Instructional Technology
Inter-Continental, Valencia, First Floor
8:15 am to 10:15 am

Chair: *Krista D. Simons, New Mexico State University*

Participants:

A "Teaching Hospital" Instructional Design Model: The Interplay of Case-Based and Problem-Based Learning. *Robert L. Bangert-Drowns, Larry J. Hobbs, Peter Bloniarz, State University of New York - Albany*

Evaluation of Persistent Issues in the History Laboratory for Virtual Field Experience (PIH-LVFE). *Thomas Brush, Indiana University; John W. Saye, Auburn University; Jada Kohlmeier, Auburn University; Jung Won Hur, Ugur Kale, Yu Feng, Indiana University; Linda A. Mitchell, Augusta State University; Charles Farmer, Auburn University; Lamont Maddox, Auburn University*
Research Into Designing Hypermedia Environments for Advanced

Learning With Problems and Cases: Contrasting and Comparing Systems in Two Domains. *Michael J. Jacobson, National Institute of Education - Singapore; June Lee, Seo-Hong Lim, Lynn Low, Nanyang Technological University*

Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching Methods Are Not Failures: Evidence From Authentic Tasks-Based Learning. *Thomas C. Reeves, University of Georgia; Jan Herrington, University of Wollongong; Ron Oliver, Edith Cowan University*

Discussants: *Robert L. Bangert-Drowns, State University of New York - Albany; Michael J. Jacobson, National Institute of Education - Singapore; Thomas C. Reeves, University of Georgia; Thomas Brush, Indiana University*

72.064. The Contexts of Teachers' Work. SIG-Lives of Teachers
Marriott, Chicago Ballroom, Section H - Fifth Floor
8:15 am to 10:15 am

Chair: *Jeffrey Stuart Kaplan, University of Central Florida*

Participants:

Watercolors Awash in Crayoned Responses: A Teaching Narrative in Arts-Based Praxis. *Cynthia Marlene Morawski, University of Ottawa*

Risk, Governmentality, and the Unhealthy Teacher: Implications for Teachers and the Politics of Teachers' Work. *Carolyn Janine Vander Schee, University of Pittsburgh - Bradford*

Struggling With Workload: Primary School Teachers' Experience of Intensification. *Katrijn Ballet, University of Leuven; Geert Kelchtermans, University of Leuven*

Teachers Combating Isolation in Schools: Social Support in Congregational Spaces. *Lynnette K. Mawhinney, Temple University; Carol R Rinke, University of Maryland - College Park*

The People Part of Curriculum Reform: How Teachers Are Responding to the New Literacies Agenda. *Jenny Kay McDougall, Central Queensland University*

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

72.065. Examinations of the World of Young Adolescents. SIG-Middle-Level Education Research
Fairmont, Chancellor Room, Third Level
8:15 am to 9:45 am

Chair: *Robert M. Vanderburg, Claflin University*

Participants:

A Longitudinal Study of Young Adolescents' Perceptions of Middle Grades Instruction. *Audra Parker, University of South Florida; Stacey M. Neuharth-Pritchett, University of Georgia*

Identity in the Middle: A Longitudinal Investigation of Young Adolescents' Self-Concept Across the Middle Grades. *Audra Parker, University of South Florida; Stacey M. Neuharth-Pritchett, University of Georgia*

Having Our Say: Middle Grade Students' Perspectives on School, Technologies, and Academic Engagement. *Hiller A. Spires, John K. Lee, Kimberly Ann Turner, North Carolina State University; Janet L. Johnson, Edstar, Inc.*

Social Functioning and Depression of Young Adolescents Who Have Been Retained. *Angela G. Fiske, Florida State University; Stacey M. Neuharth-Pritchett, University of Georgia*

Discussant: *Kusum Singh, Virginia Polytechnic Institute and State University*

72.066. Multicultural/Multiethnic Education: Looking at Students and Impacts on Students in Diverse Settings at Different Levels. SIG-Multicultural/Multiethnic Education: Research,

Theory, and Practice

Swissôtel, Grand Ballroom, Section II - Ballroom Level

8:15 am to 9:45 am

Chair: *Kimberly N. Parker, University of Illinois - Urbana-Champaign*

Participants:

“Because I’m Real”: Incorporating Student Perspectives Into The Discussion of Multicultural Literature. *Katherine M Sciarba, New York University*

New Students’ Ethnic Identity and Use of College Preparatory and Support Services. *Jamie J. Peterson, Maria Pabon, Catherine Suarez, Geoffrey M. Maruyama, University of Minnesota; Avelino Mills-Novoa, St. Cloud State University*

The New Citizen of the Middle East: From I to the Multilayered Citizen. *Assaf Meshulam, University of Wisconsin - Madison*

What Contributed to Their Successful Graduation? Schooling Experience of Recent Immigrant Youth of Serbian Descent in a U.S. Urban High School. *Katerina Belazelkoska, University of Wisconsin - Milwaukee*

Discussants: *Yaacov H. Iram, Bar-Ilan University; Carli R. Kyles, University of Nevada - Las Vegas*

72.067. Public Intellectuals Engaged in Place-Based Socially Just Educational Interventions: Autoethnographic Performances.

SIG-Qualitative Research

Inter-Continental, Renaissance Ballroom, Fifth Floor

8:15 am to 9:45 am

Participants:

Thirty-Plus Years on the Plantation: The Price of the Ticket. *Clarence Shelley, University of Illinois - Urbana-Champaign; Mary Elise Weems, Cleveland State University*

Reimagining New-Ark: Flowering Public Spaces. *Carolyne J. White, Rutgers, The State University of New Jersey; Ray Dandridge, Rutgers, The State University of New Jersey; Zemin Zhang, Community Activist*

Poetic Justice From the Middle Distance: Writing Toward Democracy. *Gaetano Senese, Northern Arizona University; Gerald K. Wood, Northern Arizona University*

Queerly Intervening in International Cultural Policy Research. *James H. Sanders, Ohio State University*

Discussant: *Norman Denzin, University of Illinois*

72.068. Critical Issues in Mathematics Education. SIG-Research in Mathematics Education

Fairmont, Gold Room, Second Level

8:15 am to 9:45 am

Chair: *Jeffrey M. Choppin, University of Rochester*

Participants:

Examining the Influence of NSF Curricula and Standards-Based Learning Environments on Content-Specific Mathematics Achievement. *Jeffrey C. Shih, University of Nevada - Las Vegas; Oscar Chavez, University of Missouri - Columbia; James E. Tarr, University of Missouri - Columbia*

Parental Needs Concerning Mathematics Education and Reactions to an Initiative Designed to Empower Parental Involvement. *Regina Marie Mistretta, St. John’s University*

Mathematical Achievements That Provide Foundations for the Future in the 21st Century. *Richard Lesh, Indiana University*

72.069. Diverse Perspectives From Social Studies Classrooms. SIG-Research in Social Studies Education

Hyatt, Burnham, West Tower - Silver Level

8:15 am to 10:15 am

Chair: *Mary Beth Henning, Northern Illinois University*

Participants:

Challenging Spaces: Sites for the Reproduction, Construction, and Transformation of Identities and Knowledge. *Ellen M. Santora, University of Rochester*

Examining Fifth Graders’ Understanding of Core Democratic Values and Civic Life. *Carolyn J. O’Mahony, Oakland University; Julia B. Smith, Oakland University*

Korean-American Adolescents’ Perspectives on U.S. History. *Sohyun An, University of Wisconsin - Madison*

Making Social Studies Meaningful for English Language Learners in Mainstream Classrooms. *Michelle Y. Szpara, Long Island University; Iftikhar Ahmad, Long Island University*

Social Studies Best Evidence Synthesis Findings: Causal Mechanisms and the Role of Contrasting Cases. *Graeme Aitken, University of Auckland; Claire Sinnema, University of Auckland*

Discussant: *Paul Robinson, University of Arizona*

72.070. Education Program Evaluation and Evaluator Training From Different Cultural Perspectives. SIG-Research on Evaluation

Marriott, Los Angeles, Fifth Floor

8:15 am to 9:45 am

Chair: *Elmima C. Johnson, National Science Foundation*

Participants:

The Impact of Culture and Context on Program Evaluation. *Carlos M. Rodriguez, American Institutes for Research*

Evaluating the Role of Culture in Setting a Joint African/U.S. Research Agenda for Math Education. *Gerunda B. Hughes, Howard University*

Developing a Culturally Relevant Masters Degree Program in Evaluation for the Pacific Region. *Mary B. Church, Pacific Resources for Education and Learning*

Increasing Educational Quality in the Virgin Islands: Strengthening Evaluation Capacity. *Elmima C. Johnson, National Science Foundation*

Designing Culturally Specific Evaluation: Assessing the Impact of a Community Revitalization and School Reform Initiative. *Angelicque Tucker Blackmon, Emory University*

Participant: *Angelicque Tucker Blackmon, Emory University*

Discussant: *Vinetta C. Jones, Howard University*

72.071. Factors That Influence the Behavior and Personality of Gifted Students. SIG-Research on Giftedness and Talent

Sheraton, Superior, Level 2

8:15 am to 10:15 am

Chair: *Alicia Cotabish, University of Arkansas - Little Rock*

Participants:

Personality Traits of Gifted and Talented Children. *Maria Dolores Prieto, Murcia University; Cristina Sánchez, Murcia University; Rosario Bermejo, Alicante University; Mercedes Ferrando Prieto, Murcia University; Carmen Ferrandiz, University of Murcia*

The Relationship Between Creativity and Behavior Problems Among Korean Elementary and High School Underachievers. *Kyung Hee Kim, Eastern Michigan University; Bonnie L. Cramond, University of Georgia*

The Role of a Special Friend in Assisting Bright, Underachieving Children. *Mary Anne Heng, Nanyang Technological University; Kai Yung (Brian) Tam, Xiamen University; Thana Thaver, National Institute of Education*

Investigating the Underachievement of Gifted University Students. *Ugur Baslanti, University of Florida*

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

72.072. STL-SIG Symposium: Diversity and Discourse in Science**Education.** SIG-Science Teaching and Learning

Marriott, Navy Pier, Tenth Floor

8:15 am to 10:15 am

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

Participants:

Talking Science: Coteaching and Coplanning Elementary School Science in a School-University Partnership. *Susan Kirch, Queens College - City University of New York; Michele Amoroso, Patti Scotti, Audrey Shmuel, New York City Public Schools*What Constitutes "Dialogic Teaching" in Elementary and Secondary Science Classrooms? *Judith Kleine Staarman, University of Cambridge; Jaume Ametller, University of Leeds; Neil McKay Mercer, University of Cambridge; Phil Scott, University of Leeds*Advancing Urban Elementary Students' Nutrition and Obesity Literacy Using an Inquiry-Based Science Curriculum. *Joseph K. Cifelli, Saint Joseph's University*Collaborative Planning With Concept Maps: New Professional Development Strategies for Preparing Science Teachers for Diversity. *Cathy A. Zozakiewicz, San Diego State University; Alberto J. Rodriguez, San Diego State University*Teaching Science as an Additional Language in Linguistically Diverse Classrooms. *Bernadette Bridget Musetti, University of Georgia; Sara Tolbert, University of California - Santa Cruz; Paula Mellom, University of Georgia; David Strickland, Gwinnett Public School District*Discussant: *Joseph S. Krajcik, University of Michigan***72.073. Place, "Race," Culture, and Society: Creating a World of****Educational Quality.** SIG-Self-Study of Teacher Education

Practices

Inter-Continental, Exchange, Eleventh Floor

8:15 am to 10:15 am

Chair: *Amanda K. Berry, Monash University*

Participants:

Developing Cultural Proficiencies in Teacher Education Programs: A Case Study. *Sheena Choi, Indiana University - Purdue University - Fort Wayne; Gail Hickey, Indiana University - Purdue University - Fort Wayne*Dreaming of a Borderless World: Dialogues of Possibility for Self-Study Researchers. *Hafdis Gudjonsdottir, Iceland University of Education; Mary C. Dalmau, Victoria University; Mary P. Manke, University of Wisconsin - River Falls*Faculty's Effectiveness at Preparing Culturally Competent Preservice Teachers: Examining Dispositions, Beliefs, and Classroom Practices. *Susan R. WarrenIvy Yee-Sakamoto, Torria Bond, Azusa Pacific University; Nilsa J. Thorsos, University of New Mexico; Tami Foy, Claremont Graduate University; Doris Mok, Azusa Pacific University; Bonnie Hedlund, Azusa Pacific University; Pamela M. Christian, Claremont Graduate University*Self-Study in the Context of Course Design in International, Postgraduate Settings: Some Preliminary Reflections. *Victoria L. Perselli, Kingston University*Creating a World of Educational Quality Through Living Educational Theories. *Jack Whitehead, University of Bath*Discussant: *Rosemary Anne Turner-Bisset, Middlesex University***72.074. Supervision for High-Quality Instruction.** SIG-Supervision

and Instructional Leadership (formerly Instructional Supervision)

Swissôtel, Fribourg, Third Floor

8:15 am to 10:15 am

Chair: *Perry A. Cook, University of Wisconsin - Stevens Point*

Participants:

Connecting Critical Reflection and Supervisory Stances for Quality Student Teacher Learning. *Alisa J. Bates, University of Utah; Laurie A Ramirez, University of Utah; Dina Drits, University of Utah*Instructional Supervision as Dialogue: Utilizing the Conversation of Art to Promote the Art of Conversation. *Zach Kelehear, University of South Carolina*Implementing Results-Based Teacher Evaluation Systems. *Kathleen Topolka Jorissen, Western Carolina University; Julie Horine Edmister, Bowling Green State University*Impact of Instructional Supervision on Student Achievement: Can We Make the Connection? *Jeffrey Glanz, Wagner College; Vivian Shulman, City University of New York - College of Staten Island; Susan S. Sullivan, City University of New York - College of Staten Island*Discussant: *Paul Michael Terry, University of South Florida - Lakeland***72.075. Using Survey Research to Access the Opinions of Students.**

SIG-Survey Research in Education

Fairmont, Moulin Rouge, Lobby Level

8:15 am to 9:45 am

Chair: *Kathy E. Green, University of Denver*

Participants:

Impact of Student Disposition Toward Course Evaluations on Course Ratings: A Pilot Study. *Carolyn G. Fidelman, Boston College*Investigating the Factorial Structure and Measurement Invariance of Student Satisfaction Across Ethnic and Gender Groups. *Xiaohui Zhao, University of Iowa; Tammie L. Cumming, National Learning and Achievement Organization, Inc.*Prevalence of Student Attitude Surveys in Public Elementary and Middle Schools and a Review of the Response-Option Formats Used. *Laura M. Stapleton, University of Maryland - Baltimore County*Discussants: *Andrew A. White, Institute of Education Sciences; James R. Chromy, RTI International***72.076. The Neoliberal Global Assault on Teachers, and One****Canadian Reaction.** SIG-Teachers' Work/Teacher Unions

Swissôtel, William Tell Theatre, Second Floor

8:15 am to 10:15 am

Chairs: *Paul S. Shaker, Simon Fraser University; Lois Weiner, New Jersey City University*

Participants:

Neoliberalism's Global Assault on Teachers, Teaching, and Teacher Unions: Activists and Researchers Share Insights on Resistance. *Lois Weiner, New Jersey City University; Mary Compton, National Union of Teachers (NUT), England and Wales; Blanche Christine Stewart, British Columbia Teachers Federation; Wayne J. Urban, University of Alabama; Susan Robertson, University of Bristol*Influencing Government Through Activism: The Recent History of the British Columbia Teachers' Federation. *Paul S. Shaker, Simon Fraser University; Kenneth Zeichner, University of Wisconsin - Madison; Jinny Sims, British Columbia Teachers Federation*Participants: *Jinny Sims, British Columbia Teachers Federation; Mary Compton, National Union of Teachers (NUT), England and Wales*Discussant: *Kenneth Zeichner, University of Wisconsin - Madison***72.077. Online Learning: Further Investigations Into Understanding the Teaching and Learning Environment.**

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

Marriott, Iowa, Sixth Floor
8:15 am to 10:15 am

Chair: *Natalie B. Milman, George Washington University*

Participants:

Progressive Online Discourse: Identifying Characteristics in Graduate Inservice Teacher Education Courses. *Nobuko L. Fujita, OISE/University of Toronto; Clare M. Brett, OISE/University of Toronto*

The Effectiveness of an Online Collaborative Seminar in Advancing a Research Agenda. *Richard Curby Alexander, University of Virginia; Tom Hammond, University of Virginia; Susan Jinks, University of Florida; Dennis Pipes, University of Virginia*

Transactional Distance and Motivation Toward a Course in Distance Education. *Hye-yoon Jung, Center for National Security Training and Research, Florida State University*

Teachers' Reflections on Pedagogies That Enhance Learning in an Online Course: The Teaching for Equity and Social Justice Course. *Omiunota N Ukpokodu, University of Missouri - Kansas City*

Discussant: *Niki E. Davis, Iowa State University*

72.078. Empowering Urban Teachers and Students Through Assignments in Urban Teacher Education Programs. SIG-

Urban Learning, Teaching, and Research

Marriott, Dupage, Third Floor

8:15 am to 9:45 am

Chair: *Diane M. Truscott, Georgia State University*

Participants: *Barbara S. Coble, Emory University; Vera Stenhouse, Emory University; Olga S. Jarrett, Georgia State University; Susan C. McClendon, Georgia State University*

Discussant: *Diane M. Truscott, Georgia State University*

72.079. Case Studies From the Field: Researching Workplace

Learning. SIG-Workplace Learning

Marriott, Lakeview, Second Floor

8:15 am to 9:45 am

Chair: *Leonard George Cairns, Monash University*

Participants:

"Hedges" in Online Health Advice: Do Experts Adapt to Laypersons When Explaining Medical Issues? *Rainer F. Bromme, Petra Schulte-Loebbert, Regina Jucks, University of Muenster*

Competence Development in Organizations. *Martin Mulder, Wageningen University; Kate Mary Collins, Wageningen University*

Does Mentoring Relieve Stress in the Workplace? *Betty G. Hubschman, Barry University*

Work-Based Learning: Discipline, Field, or Discursive Space? *Paul Thomas Gibbs, Middlesex University*

Discussant: *Susan J. Thomas, IBM*

72.080. Agency in the Early Years: Teachers' and Children's Perspectives and Practices. SIG-Critical Perspectives on Early Childhood Education

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

8:15 am to 8:55 am

Tables:

1. A Critique of the United Nations' Policies, Legislations, and Provisions in Early Childhood Special Education. *Aysegul Ciyer, Arizona State University*
2. Curriculum Agency and Learner-Centered Practice Across the Professional Life Span. *Cynthia L. Paris, University of Delaware*
3. Gender and Racial/Ethnic Differences in Early Mathematics Achievement. *Joohee Lee, University of Texas - Arlington; Sung Seek Moon, University of Texas - Arlington*

4. Inclusion in the Early Years: Understanding Children's Perspectives on "Belonging." *Cathy Nutbrown, University of Sheffield; Peter Clough, Queen's University - Belfast*
5. Kindergarten Teachers' Voices of Resistance. *Eric R. Gidseg, State University of New York - Albany*
6. Pupil Relationships in Preschool Settings: Bases for Achievement and Inclusion? *Peter Jay Kutnick, King's College - London; Jennifer Colwell, University of Brighton; Julia Canavan, University of Brighton*
7. Widening Teachers' Perspectives by Expanding Personal Discourse Maps. *P. Sheehan McHugh, University of New Orleans*

72.081. Practices in Education Programs and Classrooms. SIG-Early Education and Child Development

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

Tables:

8. The Effects of a Book Loan Program in an Inner-City Preschool on Home Literacy Practices. *Gisele Ragusa, University of Southern California; Chia-Heng Chen, University of Southern California*
9. Examining the Meaning of the Message and the Written Code as Parents and Children Engage in Writing a Friendly Letter. *Susan Burns, George Mason University; Angela Love, Queens College - City University of New York*
10. Helping Professional Developers Be All They Can Be: Lessons From Military Child Development Centers. *Debra J. Ackerman, National Institute for Early Education Research*
11. Making Connections and Building a Community of Learners With Music in a Preschool Classroom. *Kenneth H. Moore, University of New Mexico*
12. Mothers' Perspectives on and Participation in Individual Family Service Plan Development. *Katherine A. de la Pena, University of Texas - Pan American*
13. Acquiring Disability Knowledge and Dispositions in a Blended Early Childhood Teacher Education Program. *Eva K. Thorp, Julie K. Kidd, Sylvia Y. Sanchez, George Mason University*
14. Changing Tires on a Moving Car: An Investigation of School Readiness Programs. *Christine A. Ong, University of California - Los Angeles*

72.082. Self-Regulation, Autonomy, and Expertise Development in Problem-Based or Design-Based Learning Environments. Division C-Learning and Instruction

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

Tables:

15. Expertise Development in Design-Based Research Communities: Sustainable Progress and Community Expansion. *Ritsuko Oshima, Shizuoka University; Naomi Miyake, Chukyo University; Jun Oshima, Shizuoka University*
16. Extending Situativity: Liminal Episodes in Embodied Experiences. *Steven J. Zuiker, Indiana University; Sasha A. Barab, Indiana University; Daniel T. Hickey, Indiana University*
17. Teaching Students to Be Critical and Self-Regulated: A Case Study of One Secondary Media Studies Teacher. *Stephen M. Vassallo, Michigan State University*
18. How Systematic Introduction of Knowledge-Building Principles Affects Children's Understanding of Knowledge Building. *Zoe Donoahue, OISE/University of Toronto; Richard J. Reeve, OISE/University of Toronto*
19. Measuring Student Autonomy Structures in a Montessori Classroom: Analysis of Patterns in Time and Configuration. *Theodore Wayne Frick, Indiana University; Joyce Koh, Indiana University*

20. The Lived Experience of Teaching in Web-Enhanced, Problem-Based Learning Environments: A Qualitative Inquiry. *Hyeon Woo Lee, Kyu Yon Lim, Barbara L. Grabowski, Pennsylvania State University*

72.083. Student-1. Division J-Postsecondary Education

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

Tables:

21. African-American Students at Predominantly White Institutions: Considering Influence of Race and Socioeconomic Status Through Cultural Capital Theory. *Lorenzo DuBois Baber, Pennsylvania State University*
22. Cultural Differences in Cheating Behaviors. *Lisa F. Smith, University of Otago; Suzanne G. Bousquet, Kean University; Zandra S. Gratz, Kean University; Joanne Walsh, Ramapo College*
23. First Time in College: Student Mathematics Readiness at the Community College Level. *Gloria M. Guerra, St. Philip's College; Mariela A. Rodriguez, University of Texas - San Antonio*
24. Increasing Diversity in STEM Disciplines by Elevating Students' Self-Efficacy. *Lorenzo DuBois Baber, Meghan Pifer, Carol L. Colbeck, Pennsylvania State University*
25. Making It Through the University: Student Perceptions of Retention Factors. *Vicki L. Dominick, Northern Illinois University; Joyce M. Lieberman, Chicago State University*
26. Pedagogy Toward Equity: Can Rubrics Increase the Success of Undergraduate Women in STEM Disciplines? *Carrie B. Myers, Montana State University; Scott Mitchell Myers, Montana State University*
27. The Contributing Variables to Feelings of Preparation for the Dissertation Among Doctoral Students in Education. *Andrew T. Kemp, University of Central Florida*

72.084. Using Evaluation to Improve Teaching and Learning. SIG-Research on Evaluation

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

Chair: *Brandt Pryor, Southern Illinois University - Edwardsville*

Tables:

28. A Cross-Cultural Study of Teacher Evaluations in Schools. *Youting Li, Shanghai Normal University; Renmin Ye, Houston Independent School District*
29. A PLC Looks at a PLC: Evaluation Work, Collaboration, and Ways of Knowing. *Jennifer I. Berne, National-Louis University; Susan R. Goldman, Tom George, Janise Hurtig, University of Illinois - Chicago*
30. Evaluating Graduate Students' Achievement and Motivation. *Dawson R. Hancock, University of North Carolina - Charlotte*
31. Introducing the Logic Model as a Framework for Distance Education Program Evaluation. *Jingli Cheng, Marisa Elana Exter, Nilufer Korkmaz, Lynn Violet Clark, Lin Tian, Sangil Yoon, Barbara A. Bichelmeyer, Indiana University*
32. Student Learning Portfolios and Higher Education Curriculum Evaluation. *William H. Rickards, Alverno College; Glen P. Rogers, Alverno College*
33. Using a Sociopsychological Theory in Evaluation: A Study of Beliefs and Attitudes. *Brandt Pryor, Southern Illinois University - Edwardsville; Caroline R. Pryor, Southern Illinois University - Edwardsville; Wendy Keeney-Kennicutt, Texas A&M University*
34. Using Ethnography as an Evaluation Tool. *Monica R. Geist, University of Northern Colorado; Maria K. E. Lahman, University of Northern Colorado*

Discussant: *Antionette D. Stroter, Virginia Polytechnic Institute and State University*

Friday, 9:05 am

73.010. Applied Program Evaluation: Findings and Methods.

Division H-School Evaluation and Program Development
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
9:05 am to 9:45 am

Tables:

1. A Program Evaluation of a Museum Education Partnership: The Culture of Teaching in Visual Arts and Literacy. *Gail E. Burnaford, Florida Atlantic University; H. James McLaughlin, Florida Atlantic University*
2. Beyond Self-Report: Using Technology to Evaluate the Use of Technology in Schools and Classrooms. *Jonathan D. Becker, Hofstra University; Charol Shakeshaft, Hofstra University; Dale Mann, Interactive Inc.*
3. Bridging the Gap: An Investigation of CompassLearning in an Urban Setting. *Deborah Lowther, University of Memphis; John A. Nunnery, Old Dominion University; Steven M. Ross, University of Memphis; Jack Daniel Strahl, University of Memphis; James Carl Wohlleb, Little Rock School District; Trey Martindale, University of West Florida*
4. Differential Treatment Evaluation of Project WET. *Jerome V. D'Agostino, Adriana Diane Cimetta, Kerry Schwartz, University of Arizona*
5. Integrating Systemic Reform, ProComp, in the Early Phases. *Tricia Kay Lehman, University of Colorado - Boulder; Norman Suarez Alerta, University of Colorado*
6. Investigating Arts Programs and Implementation Strategies for Infusing Arts Into Curriculum. *Ching Ching Yap, Pu Peng, Leigh Leigh D'Amico, University of South Carolina*
7. The Effects of High Point ESL Program Implementation on the Student Performance. *Gojko M. Vuckovic, Katherine G. Hayes, Jesus Salazar, Los Angeles Unified School District*
8. Using an Advanced Research Methodology to Explore the Effectiveness of a Technology-Based Instructional Strategy in Improving Student Mathematics Achievement. *Yu Nu Yang, Prince George's County Public Schools; Yuan Hwang Li, Prince George's County Public Schools*

73.011. Critical Issues in Teaching and Learning in the Domains of Mathematics and Science. Division K-Teaching and Teacher Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
9:05 am to 9:45 am

Tables:

9. An Exploration of the Science Teaching Efficacy Beliefs of Preservice and Inservice Elementary Teachers. *Betty J. Young, Paul Bueno de Mesquita, Minsuk Kim Shim, Kathleen Guglielmi, University of Rhode Island*
10. Developing Student Teachers' Conceptions of Good Science Teaching: The Role of Video Workshops. *Ching-Sum Hui, University of Hong Kong; Hin Wai Yung, University of Hong Kong*
11. Efficacy Shifts of Preservice Teachers Learning to Teach Mathematics. *Catherine D. Bruce, Trent University*
12. How Far Have We Come? Responses of South African Teachers to the Challenge of School Integration. *Saloshna Vandeyar, University of Pretoria*
13. Identity, Mathematics, and Teacher Preparation. *Jennifer S. Goldberg, Fairfield University; Lauren Rapacki, Fairfield University*
14. Significance of an Urban Collaboration on Mathematics Teaching. *Christine D. Thomas, Pier A. Junor Clarke, Draga Vidakovic, Georgia State University*

15. The Influences of Signification, Legitimation, and Domination on Mexican-American Paraprofessionals in Math Education. *Tiffany S. Powell, Kansas State University*
16. Toward a Model of Formative Assessment in Science. *Andrew H. Falk, University of California - Berkeley*
Discussants: *Patrick M. Jenlink, Stephen F. Austin State University; Ann E. Larson, University of Louisville*
- 73.012. Division G, Section 4: Roundtable III.** Division G-Social Context of Education
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
9:05 am to 9:45 am
- Tables:
17. Be Careful What You Ask for: Interrogating the “Male Teacher as Male Role Model” Discourse. *Brian R. Sevier, University of Colorado - Boulder; Catherine S. Ashcraft, University of Colorado - Boulder*
18. Dark Times Indeed: The Marginalization and Future of the Social Foundations Field. *Dan W. Butin, Cambridge College*
19. From High School to the University of California: Admissions at UC, 1995-2004. *Kevin John Fosnacht, University of California - Los Angeles; Nolan Leon Cabrera, University of California - Los Angeles*
20. International Students’ Practicum/Internship and Questions of Equity. *Seonhee Cho, Virginia Commonwealth University*
21. School Psychologists as Agents of Social Justice: Definitions and Applications. *David Shriberg, Loyola University - Chicago*
22. Teaching for Social Justice and World Citizenship. *Chitra Golestani, University of California - Los Angeles*
23. The Effects of Perceived-Goals Concordance Upon Parents’ Appraisals of Their Children’s Schools. *Lisa R. Peck, Arizona State University*
24. Packing Bodies in Schools: Policing Leakages Through Containment. *Elizabeth Hendrix, University of Alabama; Gerald Wood, Northern Arizona University*
- 73.013. Learning and Teaching in Multilingual Classrooms.**
Division G-Social Context of Education
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
9:05 am to 9:45 am
- Tables:
25. Bilingual Teachers and Multicultural Education: An Examination of Convergence and Divergence Across Ethnolinguistic Groups. *Tatyana Kleyn, City College of New York*
26. Effect of Social Interaction on Chinese-as-a-Second-Language Writing Skills in American Secondary Students. *Peiyan Berman, Cincinnati Public School District; Virginia M. Gonzalez, University of Cincinnati; Wei Pan, University of Cincinnati*
27. English for a Future Professional: Experiences With English as a Foreign Language in Northern Mexico. *Silvia Nogueron, Arizona State University*
28. Hybrid Discursive Practices in a Multilingual First Grade. *Sara C. Michael-Luna, Rutgers, The State University of New Jersey*
29. Mainstream Teachers’ Perspectives on Use of the Native Language in Instruction With English Language Learner Students. *Katya A. Karathanos, San José State University*
30. On Influence of Family Background on English Learning at Compulsory Stage in Shanghai, China. *Weicheng Zou, Shaolin Zhang Taoyang Shi, Shiyi Chen, East China Normal University*
31. Rewarding Compliance: The Case of Student-Initiated Challenges in ELL Classrooms. *Aria Razfar, University of Illinois - Chicago*
32. The Water Beckons: Effective Teaching and Hybrid Pedagogies in Samoan Bilingual Contexts in a Schoolwide Intervention.

Meaola Amituanai Toloa, University of Auckland; Stuart McNaughton, University of Auckland; Shelley MacDonald, University of Auckland

Friday, 10:35 am

AERA Governance Meetings and Events

74.001. Orientation for New AERA Council Members - Closed Meeting. AERA

Sheraton, Executive Center, Lincoln Executive Boardroom, Level 3

10:35 am to 12:05 pm

Chairs:

Eva L. Baker, University of California - Los Angeles

Felice J. Levine, American Educational Research Association



74.010. Instructional Quality and School Effectiveness: A Process-Based View. Presidential Session

Sheraton, Chicago Ballroom, Section X, Level 4

10:35 am to 12:05 pm

Chair: *David Kaplan, University of Wisconsin - Madison*

Speaker:

Eckhard J. Klieme, Deutschen Instituts für Internationale Pädagogische

Discussants: *Marilyn Cochran-Smith, Boston College; Noreen M. Webb, University of California - Los Angeles*



74.011. International Experiences With Systems of Teacher Evaluation: Linking Standards, Quality, and Validity. Presidential Session

Sheraton, Chicago Ballroom, Section IX, Level 4

10:35 am to 12:05 pm

Chair: *Felipe Martinez, University of California - Los Angeles*

Participants:

Evaluating the Work of Teachers in Australia. *Elizabeth Kleinhenz, Australian Council for Educational Research; Lawrence C. Ingvarson, Australian Council for Educational Research*

Validating the Chilean National Teacher Evaluation System: A Comprehensive Research Agenda. *Sandy M. Taut, Pontificia Universidad Catolica de Chile; Maria Veronica Santelices, University of California - Berkeley*

The National Teacher Evaluation and Incentive Program of México (Carrera Magisterial): Investigating Its Validity and Impact. *Lucrecia Santibanez, RAND Corporation; Felipe Martinez, University of California - Los Angeles; Ashlesha Datar, Claude Messan-Setodji, Ricardo Basurto, Patrick J. McEwan, Wellesley College*

The Promise and Practice of Teacher Evaluation in the United States. *Carolyn Kelley, University of Wisconsin - Madison; Steven M. Kimball, Consortium for Policy Research in Education; Tony Milanowski, University of Wisconsin - Madison*

Discussants: *Laura S. Hamilton, RAND Corporation; Stephen W. Raudenbush, University of Chicago*



74.012. Comparative Studies of Policy and Practice With Marginalized Children and Young People. International Relations Committee

Sheraton, Missouri, Level 2

10:35 am to 12:05 pm

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

Participants:

Measuring the Impact of the Interventions Aimed at Reducing Pupil Dropout: A Case Study From an Interreg Project. *Philippe*

Masson, University of Lille 3 - Charles-de-Gaulle; Beatrice Carnel, Université de Lille II

The Bullying Between Students: An Analysis of Young People's Representations in England, France, and South Korea to Support Efficient Policies and Practices. *Danielle Zay, University of Lille 3 - Charles-de-Gaulle; Yoonjung Cho, University of Lille 3 - Charles-de-Gaulle*

Inclusion Into a Complex Society: What Sort of Strategy for Young People? *Michele Guigue, University of Lille 3 - Charles-de-Gaulle; Maryan Lemoine, Université de Lille 3, France*

Multiprofessional Working With Young People at Risk: Organization, Training, and Focus. *Carl Parsons, Canterbury Christ Church University*

Aiming Higher, Working Together: Policy and Practice for Increasing Postschool Educational Opportunities for At-Risk Youth. *Pam Maras, University of Greenwich - London; Kirsty L. Carmichael, University of Greenwich - London; Linda Karlsen, PM4E, Independent Education Consultancy; Swatee Patel, University of Greenwich - London*

Discussant: *Rose Eisenberg Wieder, Universidad Nacional Autónoma de Mexico*

74.013. GSC Division G Fireside Chat: Affiliations, Institutions, and Relationships - The Where, When, and How of Forming a Professional Identity in the Academy. Graduate Student Council
Sheraton, Michigan, Level 2
10:35 am to 12:05 pm

Chairs: *Minda M. Lopez, University of Texas - San Antonio; Jevon D. Hunter, University of California - Los Angeles*

Participants: *Armetha F. Ball, Stanford University; Kris Gutierrez, University of California - Los Angeles; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Barbara Rogoff, University of California - Santa Cruz*

74.014. Pipeline and Diversity Issues in Higher Education. Committee on Scholars and Advocates for Gender Equity (SAGE)
Marriott, Huron, Tenth Floor
10:35 am to 12:05 pm

Chair: *Susan Sze, Niagara University*
Participants:

A White Man Embracing Feminism: Unmasking Gendered Privilege and Gender Inequity in a Case Study Involving Women. *Bradley J. Porfilio, Richard Stockton College of New Jersey*

Aspiring to Profess: Chicana Education PhD Students' Aspirations of the Professoriate. *Rebeca Burciaga, University of California - Los Angeles*

Gender Differences and Similarities in Attitudes Toward College Access. *Nicholas A. Bowman, University of Michigan*

We Can Do It? Examining the Relationship Between Secondary Education and Women's Empowerment in Honduras. *Erin Murphy-Graham, University of California - Berkeley*

Discussant: *Crystal R. Gafford Muhammad, East Carolina University*

74.015. Improving Student Outcomes Under Class Size Reduction: Looking Inside the Black Box of Administrative Practice and Organizational Leadership. Division A-Administration, Organization, and Leadership
Marriott, O'Hare, Tenth Floor
10:35 am to 12:05 pm

Chair: *Robert H. Meyer, University of Wisconsin - Madison*

Participants:

Professional Development and Class Size Reduction:

Complementary Resources Looking for Connections. *Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison*
How Leaders Leverage the Benefits of Class Size Reduction for Instructional Improvement. *Erica Fadali, University of Wisconsin - Madison; Patricia Burch, University of Wisconsin - Madison*

District Resource Distribution in the Implementation of Class Size Reduction Policy. *Patricia Burch, Erica Fadali, Annalee G. Good, Socorro Shiels, University of Wisconsin - Madison*

Participants: *Patricia Burch, Mary Elizabeth (Beth) Graue, Erica Fadali, Annalee G. Good, Socorro Shiels, University of Wisconsin - Madison*

Discussants: *Douglas N. Harris, University of Wisconsin - Madison; Peter Blatchford, Institute of Education, University of London; Janice Zmrazek, Wisconsin Department of Public Instruction*

74.016. Leading and Learning for Change. Division A-Administration, Organization, and Leadership
Marriott, Iowa, Sixth Floor
10:35 am to 12:05 pm

Chair: *William R. Black, Indiana University - Indianapolis*

Participants:

Leading by Learning: New Directions for Practitioners' Learning in the 21st Century. *Vivienne R. Collinson, Michigan State University*

Problematising Instructional Leadership: The Voices of Principals. *Ulrich C. Reitzug, University of North Carolina - Greensboro; Deborah West, University of North Carolina - Greensboro*

Putting the Pieces Together: Change Leadership in an Urban, Low-Performing School Environment. *Margaret Terry Orr, Bank Street College of Education; Rima Shore, Bank Street College of Education; Ellen B. Meier, Teachers College, Columbia University; Barbara Berg, New York City Department of Education*

School Leadership Teams and District Administrators: The Effects of Alignment of Their Theories of Action. *Janet A. Chrispeels, University of California - San Diego; Peggy H. Burke, Central Michigan University; Alan J. Daly, University of California - San Diego*

Authentic Intellectual Achievement and Chicago Small Schools: A Baseline Report. *Carmen Manning, University of Wisconsin - Eau Claire; Kendra R. Sisserson, University of San Diego; David Jolliffe, University of Arkansas; Patricia Buenostro, University of Illinois - Chicago; Wendy Jackson, Chicago Public Schools*
Discussant: *Sharon Kruse, University of Akron*

74.017. Historical Perspectives on School Subjects and Education Reform. Division B-Curriculum Studies
Marriott, Watertown, Tenth Floor
10:35 am to 12:05 pm

Chair: *Ronald W. Evans, San Diego State University*

Participants:

Did Subject Matter Specialists Prevent Secondary School Reform During the 1920s? *Joseph L. Watras, University of Dayton*
Beyond the Student-Centered (Versus) Teacher-Centered Dichotomy: History, Governmentality, and the English Curriculum. *Jory J. Brass, University of Cincinnati*

Biological Determinism and the Narrative of Adjustment: The High School Biology Textbooks of Truman Jesse Moon, Circa 1921-1963. *Steven Selden, University of Maryland*

Transforming the Subject Matter: Examining the Intellectual Roots of Pedagogical Content Knowledge. *Zongyi Deng, University of Hong Kong*

Discussant: *Ronald W. Evans, San Diego State University*

74.018. Literacy Perspectives and Practices. Division B-Curriculum Studies

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

Chair: *Katy A. Smith, Northeastern Illinois University*

Participants:

Grammar Instruction: Cultivating a Relation to Academic Language in Classroom Interaction. *Adam H. Lefstein, King's College - London*

Slow Dancing With Critical Literacy. *Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Rachel Lynn Lander, Wisconsin Center for Education Research*

Instruction of Research-Based Comprehension Strategies in Basal Reading Programs. *Paola Pilonieta, University of Miami*

Effective Reading Strategies for Sixth-Grade Students Who Have Been Unsuccessful at Passing High-Stakes Testing. *Kimberly S. Barker, Texas A&M University - Kingsville*

Exploring Novice Writers' Journeys to Academic Discourse: A Social Constructivist Perspective. *Julie Marie Fenlon, Joliet Junior College*

Discussant: *Eleanor Binstock, National-Louis University*

74.019. Revisiting the Work of Louis E. Rath: A World of Quality for Troubling Times. Division B-Curriculum Studies

Marriott, Indiana, Sixth Floor
10:35 am to 12:05 pm

Participants:

Development of Personal Power and the Theories of Louis Rath. *Selma Wassermann, Simon Fraser University*

Do Old Theories Die or Just Fade Away? *James Rath, University of Delaware*

Louis Rath's Value Theory, Values Clarification, and Technical Commodification. *Thomas C. Wilson, Chapman University*

Revisiting Rath's Needs Theory in an Authoritarian Age. *Amy C. McAninch, Rockhurst University*

Participant: *James Beane, National-Louis University*

Discussant: *Robert E. Floden, Michigan State University*

74.020. Argumentation and Collaboration in Discussion Groups.

Division C-Learning and Instruction
Hyatt, Field, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Anne Nevgi, University of Helsinki*

Participants:

Cross-Age Peer Tutors in Asynchronous Discussion Groups: A Study of the Evolution in Tutor Support. *Martin M. Valcke, Marijke De Smet, Hilde Van Keer, Ghent University*

Does Shared Argumentation Make a Difference in Collaborative Decisionmaking? *Jingyan Lu, Susanne P. Lajoie, Jeffrey Wiseman, McGill University*

Structuring Asynchronous E-Discussions: The Impact of Role Support and Self-Assessment on Students' Levels of Knowledge Construction. *Bram De Wever, Ghent University; Hilde Van Keer, Ghent University; Tammy Schellens, Ghent University; Martin M. Valcke, Ghent University*

The Influence of the Discussion Leader Procedure on the Quality of Arguments in Online Discussions. *Alexandru Spataru, Kendall Hartley, Lisa D. Bendixen, Gregory Schraw, Linda F. Quinn, University of Nevada*

Young Children's Perspective on Peer Collaboration in a Computer-Supported Writing Project. *Ya-Hui Chung, Taipei Municipal University of Education; Daniel J. Walsh, University of Illinois - Urbana-Champaign*

Discussant: *Naomi Miyake, Chukyo University*

74.021. Child, Classroom, and Cultural Influences on Early Learning and Behavioral Self-Regulation. Division C-

Learning and Instruction
Marriott, Michigan State, Sixth Floor
10:35 am to 12:05 pm

Chair: *Claire Cameron, University of Michigan*

Participants:

Children's Behavioral Self-Regulation: Links to School Readiness and Achievement. *Megan M. McClelland, Oregon State University*

Contributions of Preschool Classroom Organization to Children's Behavioral Self-Regulation. *Claire Cameron, University of Michigan; Frederick J. Morrison, University of Michigan*

Behavioral Self-Regulation in Chinese and American First-Grade Classroom Settings. *Xuezhao Lan, University of Michigan*

Discussant: *Kevin F. Miller, University of Michigan*

74.022. Ecology of Young Children's Technology Experience.

Division C-Learning and Instruction
Hyatt, Columbus Hall, Section C, East Tower - Gold Level
10:35 am to 12:05 pm

Chair: *X. Christine Wang, State University of New York - Buffalo*

Participants: *Marina U. Bers, Tufts University; Tony Hall, National University of Ireland, Galway; X. Christine Wang, State University of New York - Buffalo; Yota Dimitriadis, University of Reading; Jackie Marsh, Lydia Plowman, Joanna McPake, Christine Stephen, University of Sterling, Scotland*

Discussant: *Cynthia C. Ching, University of Illinois - Urbana-Champaign*

74.023. Teachers' Personal Epistemology and Its Impact on Teaching and Learning. Division C-Learning and Instruction

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

Chair: *Florian C. Haerle, University of Nevada - Las Vegas*

Participants:

The Personal Epistemology of Elementary School Teachers in Germany and the United States. *Florian C. Haerle, University of Nevada - Las Vegas; Lisa D. Bendixen, University of Nevada - Las Vegas*

Accounting for Variability in a Teacher's Epistemology. *Andrew R. Elby, University of Maryland - College Park; David Hammer, University of Maryland*

Contextualizing Beliefs: Explorations of Preservice Teachers' Knowledge Beliefs in Relation to Their Broader Belief Systems. *Helenrose Fives, Montclair State University; Reese H. Todd, Texas Tech University; Michelle M Buehl, George Mason University*

Beyond Epistemology: Exploring Teachers' Beliefs and Practices. *Lori J. Olafson, Michael Joseph Foy, Gregory Schraw, University of Nevada - Las Vegas*

Discussant: *Patricia A. Alexander, University of Maryland - College Park*

74.024. Cognitive Analysis and Dimensionality. Division D-

Measurement and Research Methodology
Marriott, Chicago Ballroom, Section H - Fifth Floor
10:35 am to 12:05 pm

Chair: *Ruth A. Childs, OISE/University of Toronto*

Participants:

An IRT-Based Analysis of Cognitive Operations Required for the Solution of Arithmetic Test Items. *Dimitar M. Dimitrov, George Mason University; Sonia Janeth Romero, Carmen Ximenez, Vicente Ponsoda, Universidad Autónoma de Madrid*

Application of Multilevel IRT to Investigate Cross-National Skill Profile Differences on TIMSS 2003. *Chanho Park, Daniel M. Bolt, University of Wisconsin - Madison*

An Alternative Examination of Taiwanese Mathematics Achievement: Application of Rule-Space Methodology to TIMSS-1999. *Yi-Hsin Chen, University of South Florida; Joanna Sandra Gorin, Arizona State University; Marilyn S. Thompson, Arizona State University; Kikum Tatsuoka, Teachers College, Columbia University*

Multidimensional Structure of a (Use of) Mathematics Self-Efficacy Instrument. *Maria Pampaka, Laura Black, Pauline S. Davis, Paul Hernandez-Martinez, Graeme Hutcheson, Su Nicholson, Geoff Wake, Julian S. Williams, University of Manchester*

Applications of a Rasch Model With Subdimensions. *Steffen J. Brandt, Leibniz - Institut für die Pädagogik der Naturwissenschaften, Universität Kiel*

Discussant: *Matthias von Davier, Education Testing Service*

74.025. Design and Evaluation of Accessible Assessment Items for English Learners. Division D-Measurement and Research Methodology

Marriott, Avenue Ballroom, Fourth Floor
10:35 am to 12:05 pm

Chair: *Richard P. Duran, University of California - Santa Barbara*

Participants:

Methods for Evaluating the Validity of Test Scores for English Language Learners. *Stephen G. Sireci, University of Massachusetts; Kyung Tyek Han, University of Massachusetts - Amherst*

Reducing the Linguistic Complexity of Content-Area Assessments for English Language Learners. *Jamal Abedi, University of California - Davis*

The Impact of Nonlinguistic Symbolic Representations in Word Math Problems for English Learners. *Maria Martiniello, Harvard Graduate School of Education*

The Validity of Large-Scale Assessment Scores for ELs Under Best Practices Testing Conditions: Does Validity Vary by Language Proficiency? *Jessica Emick, University of Maryland; Rebecca Kopriva, EDMS/C-SAVE*

Universal Design Tools for States: A Report on Usability. *Martha L. Thurlow, Christopher J. Johnstone, Jason Altman, University of Minnesota*

Discussants: *Edynn Sato, WestEd; Richard P. Duran, University of California - Santa Barbara*

74.026. New Directions for Qualitative Research. Division D-Measurement and Research Methodology

Marriott, Cook, Third Floor
10:35 am to 12:05 pm

Chair: *Sonja Y. Harrington, Alabama State University*

Participants:

Exploring the Methods of Autophotography and Photo Interviews With Young Children. *Bronwen Cowie, University of Waikato; Judy Moreland, University of Waikato*

Keeping It Credible: A Methodology for Insider-Researchers in Leadership Positions. *Leoni Marilyn Degenhardt, Australian Catholic University; Patrick Duignan, Australian Catholic University*

Qualitative Research and New Media: Conducting Research in a Multimodal Digital Environment. *Janette Michelle Hughes, University of Ontario Institute of Technology*

Theoretical Perspective of Social Constructionism Framing Interviews. *Mirka E. Koro-Ljungberg, University of Florida*

Discussant: *Ardra L. Cole, OISE/University of Toronto*

74.027. Uncovering the Structure Underlying Data: Cluster Analysis, Factor Analysis, and Multidimensional Scaling.

Division D-Measurement and Research Methodology
Marriott, Dupage, Third Floor
10:35 am to 12:05 pm

Chair: *Marilyn S. Thompson, Arizona State University*

Participants:

Refinements of Multistage Cluster Analysis to Derive Test Battery Profiles. *Lai Kwan Pei, Purdue University; Susan J. Maller, Purdue University; Paul Austin McDermott, University of Pennsylvania; Bruce Albert Bracken, College of William & Mary*

Uncovering Major Profile Patterns in CogAT: PAMS (Profile Analysis via Multidimensional Scaling) Approach. *Se-Kang Kim, Fordham University; Seon-Hi Shin, Harcourt Assessment, Inc.; Huijuan Meng, University of Iowa*

Exploring the Impact of High School Course-Taking Tradeoffs on Mathematics Achievement With Multidimensional Scaling. *Steve A. Culpepper, Ernest C. Davenport, Mark L. Davison, University of Minnesota*

Using Exploratory Factor Analysis for Locating Invariant Referents in Factor Invariance Studies. *William Holmes Finch, Ball State University; Brian F. French, Purdue University*

Discussant: *Richard J. Harris, American Society of Radiologic Technologists*

74.028. Serving Youths With Special Needs. Division E-Counseling and Human Development

Swissôtel, Grand Ballroom, Section I - Ballroom Level
10:35 am to 12:05 pm

Chair: *Natasha Cabrera, University of Maryland*

Participants:

Children With Parent-Reported AD/HD: Demographic Characteristics and Associations With Academic and Behavioral Outcomes. *Thomas J. Smith, Northern Illinois University; Gail Barbara Adams, Northern Illinois University*

Mental Health and Substance Abuse: Help-Seeking Behaviors of At-Risk Youth. *Celena J. Hayes, University of West Florida*

The Relationship Between Television Exposure and Educational Achievement: Variations Related to ADHD Symptoms. *Tara A. Stevens, Texas Tech University; Yen M. To, Texas Tech University*

The Effectiveness of Social Skills' Training Interventions With Youth With Learning Disabilities: A Quantitative Synthesis. *Guliz Kurt, University of Texas - Austin; Diane P. Bryant, University of Texas - Austin*

Discussant: *Steven B. Sheldon, Johns Hopkins University*

74.029. Democracy, Schooling, and the Changing Roles of Women in Wartime America. Division F-History and Historiography

Swissôtel, Engelberg, Third Floor
10:35 am to 12:05 pm

Participants:

Becoming "Moral Guides": The Democratic Education of Girls in the Seattle Public Schools During World War II. *Jennifer Preisman, University of Washington*

"Look to the Bulwarks of Democracy": Nursery Schooling During the Second World War. *Charles Dorn, Bowdoin College*

From "Vipers" to "Victims": Motherhood, Delinquency, and School Discipline in Postwar America. *Judith R. Kafka, Baruch College*

Discussant: *Kim Tolley, Notre Dame de Namur University*

74.030. City Schools in the Context of Neoliberal Development Strategies and Policies. Division G-Social Context of Education

Hyatt, Wright, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *William H. Watkins, University of Illinois - Chicago*

Participants:

“Coming Home” to New Homes and New Schools: Critical Race Theory and the “New” Politics of Containment. *David O. Stovall, University of Illinois - Chicago; Janet Smith, University of Illinois - Chicago*

Genitification in Process: Neoliberal Education in Chicago. *Heather L. Horsley, Karen B. Biegel, Adam Kader, Ryan Hollon, University of Illinois - Chicago*

Discussant: *Pauline J. Lipman, University of Illinois - Chicago*

74.031. Identities as Narratives: Multiple Perspectives From Integrated Science-Literacy Enactments in Urban Primary Classrooms. Division G-Social Context of Education
Hyatt, McCormick, West Tower - Silver Level
10:35 am to 12:05 pm

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

Participants: *Eli Tucker-Raymond, Justine M. Kane, Amy C. Arsenault, University of Illinois - Chicago; Neveen Keblawe Shamah, Irma C. Ruiz Elementary School, Chicago; Jennifer Hanks, Daniel Webster Elementary School; Begona Marmotes Cowan, Augustus H. Burley Elementary School*

Discussant: *Bryan A Brown, Stanford University*

74.032. Local Contexts of Family Literacy. Division G-Social Context of Education
Hyatt, Plaza Ballroom, Section A, East Tower - Green Level
10:35 am to 12:05 pm

Participants:

Stories Count: Examining Children’s Experiences Across Mathematics and Literacy in an Upper Elementary Classroom. *Elham Kazemi, University of Washington; Elizabeth M. Dutro, University of Colorado - Boulder; Amanda Joan Hubbard, Kersti Tyson, Maria Zavala, Ruth Balf, University of Washington*

Creating Spaces for Effective Second-Language Literacy Development in an Urban Multi-Age Classroom. *Sharon H. Ulanoff, California State University - Los Angeles; Ambika Gopalakrishnan, California State University - Los Angeles; Diane K. Brantley, California State University - San Bernardino; Susan Courtney, California State University - Los Angeles; Richard Rodgers, Los Angeles Unified School District - Norwood Elementary School*

Constructing Families, Constructing Literacy: A Critical Analysis of Family Literacy Websites. *Jim Anderson, Kim Lenters, Marianne McTavish, University of British Columbia*

Children and Families Learning Together: Creating a Digital Newspaper at School. *Ana-Belén García-Varela, University of Alcalá; Héctor Del-Castillo, Universidad Nacional Autónoma de México; Pilar Lacasa, University of Alcalá*

74.033. Negotiating Language and Identities. Division G-Social Context of Education
Hyatt, Addams, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Jin-Sook Lee, University of California - Santa Barbara*

Participants:

“Panjabi Language Instruction at the American Sikh Temple School: A Site for Hybrid Cultural Socialization.” *Ravneet Kaur Tiwana, University of California - Los Angeles*

Living in the Crossroads: Three Chinese ENL Students’ Negotiations of Multiple Identities, Languages, and Literacies in U.S. Schools. *Xiaoning Chen, Purdue University*

Thinking in American, Speaking in Vietnamese: Gender Identity

Negotiation in First-Generation Immigrant Youth. *Tom T. Stritikus, University of Washington; Diem T. Nguyen, University of Washington*

Transnational Experiences and Personal Histories: Engaging Young Adult Students in Academic Discourses. *Tehani Collazo, University of Michigan*

English Language Learners in Special Education: Student and Language Self-Image. *Sabina Rak Neugebauer, Harvard School of Education*

Discussant: *Aria Razfar, University of Illinois - Chicago*

74.034. STEPS to Literacy: Constructing Computer-Based Support for Latino Middle School Writers. Division G-Social Context of Education
Hyatt, Ogden, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Jo Anne Kleifgen, Teachers College, Columbia University*

Participants:

STEPS to Literacy Project Overview. *Jo Anne Kleifgen, Teachers College, Columbia University*

STEPS+G: A Framework for Multiple Perspectives to Enrich Latino Students’ Academic Writing. *Charles K. Kinzer, Teachers College, Columbia University; Matthew Curinga, Teachers College, Columbia University*

Designing an Enhanced Web-Based Civil Rights Curriculum. *Karen Kaun, Payal Arora, Abby Bucuvalas, Teachers College, Columbia University*

Multimodal Resources for Writing: Students Taking First STEPS+G. *Jo Anne Kleifgen, Matthew Curinga, Karen Kaun, Teachers College, Columbia University*

Discussant: *Dana Wilber Cammack, Montclair State University*

74.035. Ways of Seeing Diversity: Methodological Dilemmas in the Study of Urban Youth. Division G-Social Context of Education
Hyatt, Columbus Hall, Section G, East Tower - Gold Level
10:35 am to 12:05 pm

Chair: *Jeffrey Mangram, Syracuse University*

Participants:

The Ethics of Seeing Diversity: A Visual Ethnography Project by and for Children. *Wendy L. Luttrell, Harvard Graduate School of Education*

Critical Research and Urban Youth: Methodological Insights From a Summer Research Seminar. *Ernest D. Morrell, University of California - Los Angeles*

Clothes, Caché, Color, and Class: Methodological Considerations in the Qualitative Study of Urban College Women. *Sari K. Biklen, Syracuse University*

Time, Research, and the Construction of Male Black Youth: A Video Analysis. *Garrett Albert Duncan, Washington University - St. Louis; Jill McNew, Washington University - St. Louis*

“Connectedness” and the Hospital/Schooling Interface: Evidentiary and Ethical Issues in a Collaborative Research Project Using Visual and Narrative Methods. *Lyn S. Yates, University of Melbourne*

Discussant: *Maria Elena Torre, Eugene Lang College, The New School*

74.036. New Measures for Implementation, Efficacy, and Equity: Lessons From the Field. Division H-School Evaluation and Program Development
Marriott, Denver, Fifth Floor
10:35 am to 12:05 pm

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

Participants:

An Examination of the Quality of Implementation of an Integrated

Arts Education Program. *Paul R. Brandon, University of Hawai'i - Manoa; Brian E. Lawton, University of Hawai'i - Manoa*

School Variability in Institutionalizing Conditions for Professional Learning by Enhancing Collective Agency: District Challenges in Creating Pathways to Instructional Coherence. *Hanne B. Mawhinney, University of Maryland - College Park; Jackie Haas, Harford County Public Schools; Carolyn M. Wood, Harford County Public Schools*

Toward a Methodology for Enhancing Equity Within Education Systems. *Mel Ainscow, Alan Dyson, Sue Goldrick, Kirstin Kerr, University of Manchester*

Arkansas Best Practices: Implications for School Improvement. *Crystal Beshears, Calli A. Holaway-Johnson, Charles E. Stegman, Sean W. Mulvenon, University of Arkansas*

Discussant: *Terrence Tivnan, Harvard University*

74.037. Promoting Effective Teaching and Schools: Extending a Value-Added Instructional Improvement Analysis Model.

Division H-School Evaluation and Program Development
Marriott, Los Angeles, Fifth Floor
10:35 am to 12:05 pm

Chair: *Nancy R. Baenen, Wake County (NC) Public School System*

Participants:

Making a Difference in the Instruction of Boys and Girls Through Assessment and Research. *David L. Holdzkom, Wake County (NC) Public School System*

Improving Achievement for Students With Multiple Needs at the Elementary and Middle School Level. *Nancy R. Baenen, Wake County (NC) Public School System*

High School Studies, Biology, and Algebra: Identifying Models of Success for Teachers and Schools. *Glenda R. Haynie, Wake County (NC) Public School System*

Using Research Results in the Classroom. *Athena Kellogg, Wake County (NC) Public School System*

Discussant: *Karen Banks,*

74.038. What Matters for Educational Attainment and Success?

Division H-School Evaluation and Program Development
Marriott, Bucktown, Second Floor
10:35 am to 12:05 pm

Chair: *John Q. Easton, Consortium on Chicago School Research*

Participants:

A Close Look at Why Students Succeed or Fail in the Transition to High School and the Implications for Graduation. *Elaine M. Allensworth, University of Chicago*

The Impact of Grades on Student Achievement From Plan to ACT. *Stephen M. Ponisciak, Consortium on Chicago School Research; John Q. Easton, Consortium on Chicago School Research*

From High School to the Future: The Role of High School Preparation in Shaping Access to and Graduation From College. *Melissa R. Roderick, Jenny K. Nagaoka, Elaine M. Allensworth, University of Chicago*

The ABCs of Grades: How Order, Expectations, and Demands Affect Them. *Jenny K. Nagaoka, University of Chicago; Jonah Deutsch, University of Chicago*

Discussant: *Valerie E. Lee, University of Michigan*

74.039. Noncognitive Assessments. Division I-Education in the Professions

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

Chair: *Majka B. Woods, University of Minnesota*

Participants:

The Assessment of Noncognitive Attributes in the Screening of

Medical School Candidates: A Comparison of Two Assessment Centers. *Orit Rubin, Avital Moshinsky, Naomi Gafni, David Tzigler, Avi Allalouf, Reuven Stoller, Israeli National Institute for Testing & Evaluation; Amitai Ziv, National Center for Medical Simulation; Idit Matot, Hebrew University of Jerusalem; Moshe Mitelman, Sackler Faculty of Medicine, Tel Aviv University*

The Impact of Candidate Communication Ability on Candidate Oral Examination Performance. *Mary E. Lunz, Measurement Research Associates, Inc.; Philip G. Bashook, University of Illinois*

The Use of Written Learning-Issue Reports in Problem-Based Learning: Is Plagiarism a Problem? *Sally Krasne, University of California - Los Angeles; Luann Wilkerson, University of California - Los Angeles*

Validity Evidence for the Multiple Mini-Interview, an Innovative Admissions Tool for Assessing Noncognitive Competencies. *Kevin W. Eva, McMaster University; Harold Isaiah Reiter, McMaster University; Jack Rosenfeld, McMaster University; Geoffrey R. Norman, McMaster University*

Discussant: *Steven M. Downing, University of Illinois - Chicago*

74.040. Scholarship Myths, College Knowledge, and Policy Dilemmas in African-American and Latino Financial Aid Understandings. Division J-Postsecondary Education

Marriott, Kansas City, Fifth Floor
10:35 am to 12:05 pm

Chair: *Patricia M. McDonough, University of California - Los Angeles*

Participants:

Polarized Conceptualization of Scholarship Opportunities. *De'Sha Wolf, Tracy Lachica Buenavista, Casandra Elena Harper, Patricia M. McDonough, University of California - Los Angeles*

African American and Latino Loan Aversion? Conflicting Perspectives on Debt. *Edward Ryan, De'Sha Wolf, Chiara Paz, Vivian Orcasitas, University of California - Los Angeles*

Local Knowledge: Differences in African American and Latino Knowledge of College Costs and Financial Aid When Disaggregated by School. *Patricia A. Perez, Cindy Mosqueda, Shannon Toma, William Purdy, R. Evelyn Gildersleeve, Iowa State University*

College Affordability: Individual Versus Institutional Perspectives. *Patricia M. McDonough, Tracy Lachica Buenavista, Casandra Elena Harper, Shannon M. Calderone, University of California - Los Angeles*

Discussant: *Donald Hossler, Indiana University*

74.041. Transitional Experiences of College Students. Division J-Postsecondary Education

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

Chair: *Jaime R. Lester, Old Dominion University*

Participants:

Educational Quality Among Transfer Students to a Small University: A Partial Reprise of Light. *Joan L. Fee, Aurora University*

Exploring the Freshman Transition Process. *Carla Bowers, University of Oregon; Diane M. Dunlap, University of Oregon*

Eye of the Storm: Displaced African-American Students' Transitional Experiences Following Hurricane Katrina. *Lori Denise Patton, Iowa State University*

Transitioning to University: Latino/a Students' Experiences and Perceptions. *Julie Minikel-Lacocque, University of Wisconsin - Madison*

Discussant: *Peter M. Magolda, Miami University*

74.042. A Study of Undergraduate Mathematics Classes for Prospective Elementary Teachers: Methods and Results.

Division K-Teaching and Teacher Education
Hyatt, Horner, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Raven S. McCrory, Michigan State University*

Participants:

Analyzing Mathematics Textbooks: The Case of Multiplication of Integers. *Helen Siedel, University of Michigan*

Opportunity to Learn in Textbooks: What Does It Mean? How Can It Be Assessed or Measured? *Ga Young Ahn, Michigan State University; Raven S. McCrory, Michigan State University*

Measuring Preservice Teachers' Attitudes and Beliefs: Creating and Evaluating Scales. *Young Yee Kim, Michigan State University; Raven S. McCrory, Michigan State University*

Mathematics Classes for Elementary Certification: Results From 80 Mathematics Departments. *Marisa A. Cannata, Michigan State University*

Policies Affecting the Mathematical Education of Teachers in Three States. *Xue Han, Michigan State University; Raven S. McCrory, Michigan State University*

Discussants: *Deborah Loewenberg Ball, University of Michigan; Jennifer M. Lewis, University of Michigan*

74.043. Connecting Teacher Education and Pupil Learning:

Evidence Emerging From the Teachers for a New Era Initiative. Division K-Teaching and Teacher Education
Hyatt, Columbus Hall, Section K, East Tower - Gold Level
10:35 am to 12:05 pm

Chair: *Robin White, Academy for Educational Development*

Participants:

Bank Street College of Education: Assessment Plan With a Focus on Student Achievement. *Nancy J. Nager, Bank Street College of Education*

California State University, Northridge: Studying Pupil Learning Growth in a Large, Urban District. *Beverly Cabello, California State University - Northridge*

Michigan State University: Linking TNE to Other Assessment Initiatives. *Sharif M. Shakrani, National Assessment Governing Board*

University of Virginia: Teacher Education Adds Value to Middle School Teaching of Applied Mathematics. *Robert F. McNergney, University of Virginia*

Discussants: *Mary M. Brabeck, New York University; Michael Timpane,*

74.044. Constructing and Implementing Multicultural Teacher

Education: Building on What We Know. Division K-Teaching and Teacher Education
Hyatt, Stetson Conference Center, Suite E, West Tower - Purple Level
10:35 am to 12:05 pm

Chair: *Susan E. Noffke, University of Illinois - Urbana-Champaign*

Participants:

Building Bridges to Knowledge: Preparing Teachers to Teach Culturally and Linguistically Diverse Students. *Ani C. Moughamian, Los Angeles Unified School District; Terran Leon Brown, University of California - Santa Barbara*

Differences in Multicultural Competence: Moving Toward a Model of Multicultural Teacher Development. *Jason Irizarry, University of Connecticut; Hunter Gehlbach, Harvard University*

Examining What Works and How in a Seminar on Family, Literacy, and Culture. *Xenia Hadjioannou, University of Cyprus/ Pennsylvania State University - Lehigh Valley; Danling Fu, University of Florida*

Social Justice in Urban Teacher Education: What NCATE Accreditation Documents Reveal. *Mary Shelley Thomas,*

University of Louisville; Kathie Kapustka, DePaul University; Penny B. Howell, University of Kentucky; Christine D. Clayton, Pace University

Preparing Early Childhood Teachers for Inclusive Classrooms: A Holistic Framework for Embracing All Learners. *Yoon-Joo Lee, Brooklyn College; Susan L Recchia, Teachers College, Columbia University*

Discussant: *Francine P. Peterman, Cleveland State University*

74.045. Education of the City: Thinking Community in Urban Teacher Education. Division K-Teaching and Teacher Education

Hyatt, Stetson Conference Center, Suite D, West Tower - Purple Level
10:35 am to 12:05 pm

Chair: *Don Dippo, York University*

Participants:

Public Schooling, Public Knowledge, and the Making of Public Culture. *Don Dippo, York University*

Service Learning: Some Philosophical and Practical Considerations. *Alice Pitt, York University*

Building University-Community Connections. *Marcela Duran, York University*

"The Question Archive": Inquiring Into Community. *Jen Gilbert, York University*

Discussant: *Kathleen Farber, Bowling Green State University*

74.046. Ethical and Practical Issues in Conducting Research on or With K-12 Teachers. Division K-Teaching and Teacher Education

Hyatt, Grand Ballroom, Sections C-D South, East Tower - Gold Level
10:35 am to 12:05 pm

Chair: *Lynne Boyle-Baise, Indiana University*

Participants: *D. Jean Clandinin, University of Alberta; Janice Huber, St. Francis Xavier University; Sonia Nieto, University of Massachusetts - Amherst; Gina Elizabeth Rodriguez, Pajaro Valley Unified School District; Rahima C. Wade, University of Iowa*

74.047. Insisting on Equity, Diversity, and Social Justice Through Teacher Education During the Era of Accountability. Division K-Teaching and Teacher Education

Sheraton, Chicago Ballroom, Section VIII, Level 4
10:35 am to 12:05 pm

Chair: *Julie K Horton, Appalachian State University*

Participants:

Competing Visions: Exploring African-American Male Teachers' Conceptions of "Social Justice". *Anthony L. Brown, University of Texas - Austin*

Preparing Teachers for Diversity: Examination of Teacher Certification and Program Accreditation Standards in 50 States and D.C. *Motoko Akiba, Karen S. Cockrell, Juanita M. Simmons, SeungHee Han, University of Missouri - Columbia*

Teaching for Equity in an Era of Accountability. *Jamy Stillman, Barnard College; Christine E. Sleeter, California State University - Monterey Bay*

"And I Opened My Big Mouth": Voicing and Risk in New Teachers' Advocating for Equity. *Steven Z. Athanases, University of California - Davis; Luciana C. de Oliveira, Purdue University*

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

74.048. Deconstructing High-Stakes Measures of Educational Quality: Evaluating the Reporting and Uses of State Exit Exam Results. Division L-Educational Policy and Politics

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

Chair: *Jeannie Oakes, University of California - Los Angeles*
 Participants: *Jennifer Jellison Holme, University of Texas - Austin; John S. Rogers, University of California - Los Angeles; Julian Vasquez-Heilig, University of Texas - Austin*
 Discussants: *Linda Darling-Hammond, Stanford University; W. James Popham, University of California - Los Angeles*

74.049. Examining Teacher Preparation: How Do Features of Preparation Affect Student Outcomes and Teacher Retention? Division L-Educational Policy and Politics
 Sheraton, Sheraton Ballroom, Section III, Level 4
 10:35 am to 12:05 pm

Participants:

The Relationship of Program Features to Student Reports of Opportunities to Learn. *Pamela L. Grossman, Stanford University; Karen M. Hammerness, Stanford University; Morva McDonald, University of Washington; Matt Ronfeldt, Stanford University*

Do Features of Preparation Make a Difference? The Relationship of Program Features to Student Achievement. *Pamela L. Grossman, Stanford University; Susanna Loeb, Stanford University; Don Boyd, Hamilton Lankford, James H. Wyckoff, State University of New York - Albany*

Who Stays in Teaching and Why: An Examination of Features of Preparation and School Context That Affect Teacher Retention in New York City Schools. *Don Boyd, State University of New York - Albany; Pamela L. Grossman, Stanford University; Hamilton Lankford, State University of New York - Albany; Susanna Loeb, Stanford University; James H. Wyckoff, State University of New York - Albany*

Discussants: *Frances O. Rust, New York University; Robert J. Yinger, University of Cincinnati*

74.050. Perspectives and Policies of Large-scale Organizational Reform. Division L-Educational Policy and Politics
 Marriott, Michigan, Sixth Floor
 10:35 am to 12:05 pm

Chair: *Sarah-Kay McDonald, University of Chicago*

Participants:

Large-Scale Improvement via Organizational Replication: Theoretical and Practical Perspectives. *Donald J. Peurach, Eastern Michigan University*

Centralized Instructional Management: District Control, Organizational Culture, and School Performance. *Tina M. Trujillo, University of California - Los Angeles; Heinrich A. Mintrop, University of California - Berkeley*

Holding Schools to Account: Strategies for Educational Improvement in a Decentralized System. *Kate Destler, University of Washington; Paul T. Hill, Center on Reinventing Public Education; Stephen B. Page, University of Washington*

Conditional Cash Transfers and School Achievement: Evidence From Colombia. *Sandra Garcia, Columbia University*

Discussant: *Sarah-Kay McDonald, University of Chicago*

74.051. Schools as Developmental Contexts During Early Adolescence. SIG-Adolescence
 Swissôtel, Vevey, Third Floor
 10:35 am to 12:05 pm

Participants:

The HiPlaces Project: A Multisite, Multimethod, Longitudinal Investigation of Adolescent Development. *Robert D. Felner, University of Louisville; Stephen Brand, Anne Seitsinger, Amy L. Burns, University of Rhode Island; Eunjoo Jung, University of Louisville*

The Longitudinal Influence of School Climate and Organization on Developmental Trajectories During Early Adolescence. *Stephen Brand, University of Rhode Island; Robert D. Felner, University of Louisville; Anne Seitsinger, University of Rhode Island; Amy L. Burns, University of Rhode Island; Eunjoo Jung, University of Louisville*

The Influence of Team Practices and Classroom Instruction on Adolescent Development. *Amy L. Burns, University of Rhode Island; Robert D. Felner, University of Louisville; Eunjoo Jung, University of Louisville; Anne Seitsinger, University of Rhode Island; Stephen Brand, University of Rhode Island*

The School-Family Relationship as a Context for Adolescent Development. *Anne Seitsinger, University of Rhode Island; Robert D. Felner, University of Louisville; Amy L. Burns, University of Rhode Island; Eunjoo Jung, University of Louisville; Stephen Brand, University of Rhode Island*

Longitudinal Impact of Organizational, Instructional, Individual Characteristics of Teachers on Developmental and Academic Outcomes of Adolescents. *Eunjoo Jung, University of Louisville; Robert D. Felner, University of Louisville; Stephen Brand, Anne Seitsinger, Amy L. Burns, University of Rhode Island*

74.052. Seeking Image and Language: Engagement and Resistance in Combining Literacy and Visual Arts Practices. SIG-Arts and Learning
 Fairmont, Embassy Room, Second Level
 10:35 am to 12:05 pm

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

Participants:

Teaching Literacy: Forming the Relationships of Image and Language. *Michelle Zoss, University of Georgia*

Discovering Alternative Life Stories. *Karinna Riddett Moore, University of Georgia*

From Page to Screen: Writing in a Changing Textual Landscape. *Melanie Hundley, University of Georgia*

Arts-Based Instruction as Interruption: Figuring Resistance With Preservice Teachers. *Kristi Amatucci, University of Georgia*

Discussant: *Richard E. Siegesmund, University of Georgia*

74.053. The Aesthetics of Teacher Transformation. SIG-Arts and Learning
 Fairmont, Ambassador Room, Second Level
 10:35 am to 12:05 pm

Participants:

Developing Aesthetic Understanding: Case Studies of Practice. *Tracie E. Costantino, University of Georgia*

Enabling Transformation Through Teacher Institutes at Museums. *Nadine M. Kalin, University of British Columbia; Kit M. Grauer, University of British Columbia*

Boundaries and Peripheral Practice: Artists and Teachers Sharing Classrooms. *Debra Radi, University of Manitoba; Ralph Mason, University of Manitoba*

Theater Arts Teaching the Artist's Role in Professional Development: A Middle School Writing Class Activity System.

J. David Betts, University of Arizona

Discussant: *Liora Bresler, University of Illinois*

74.054. Judging Assessment Tasks and Rubrics. SIG-Classroom Assessment
 Sheraton, Ohio, Level 2
 10:35 am to 12:05 pm

Chair: *Dale Whittington, Shaker Heights City School District*

Participants:

Judging the Authenticity of Authentic Assessments. *Bruce Frey,*

University of Kansas; Vicki L. Schmitt, Missouri State University
Credibly Assessing Reading and Writing Abilities for Both Student
and Program Assessment. *Gail D Hughes, University of Arkansas*
- Little Rock; *John Burgin, University of Arkansas - Little Rock*
Putting Rubrics to the Test: The Effects of Rubric-Referenced
Assessment on Writing. *Heidi L. Andrade, State University of*
New York - Albany; Ying Du, State University of New York -
Albany; Xiaolei Wang, National Institute of Statistical Sciences
Developing a Meta-Rubric to Evaluate Rubrics. *Vicki L. Schmitt,*
Missouri State University; Bruce Frey, University of Kansas
Discussant: *Kristin M. Bass, Rockman et al*

74.055. Revisioning Privilege. SIG-Critical Issues in Curriculum and
Cultural Studies
Sheraton, Executive Center, Parlor E, Level 3
10:35 am to 12:05 pm

Chair: *Mark B. Tappan, Colby College*

Participants:

Privilege as Identity. *Adam Howard, Hanover College; Mark B.*
Tappan, Colby College
Privilege Re-Envisioned: Global Perspectives. *Nadine E. Dolby,*
Purdue University
Understanding (and Minimizing) Privilege. *Ellen A. Brantlinger,*
Indiana University - Bloomington

74.056. Teacher Inquiry and Reggio-Inspired Practices. SIG-Early
Education and Child Development
Sheraton, Ontario, Level 2
10:35 am to 12:05 pm

Chair: *Nancy K. File, University of Wisconsin - Milwaukee*

Participants:

Doing Projects: Teacher Work With the Project Approach in Young
Children's Classrooms. *Nancy K. File, University of Wisconsin*
- Milwaukee; Douglas R. Powell, Purdue University
The Intersection of Effective Teaching/Learning Strategies in
Natural Sciences Education and Early Childhood Education
Approaches: Reggio Emilia and Its Reflections in an American
Laboratory Preschool. *Hatice Zeynep Zeynep Inan, Kathy Cabe*
Trundle, Rebecca Kantor, Ohio State University
Being Moved: Two Public Schools' Hermeneutic Journey Into Being
Inspired by the Reggio Emilia Approach. *Alice H. Merz, Indiana*
University - Purdue University - Fort Wayne
Engaging Early Childhood Teachers in the Thinking and Practice
of Inquiry: Collaborative Research Mentorship as a Tool for
Shifting Teacher Identity. *John W. Nimmo, University of New*
Hampshire; Soyeon Park, Yonsei University

Discussant: *Nancy E. Barbour, Kent State University*

74.057. Designing Exhibits With Family Collaboration in Mind.
SIG-Informal Learning Environments Research
Inter-Continental, Holabird, Eighth Floor
10:35 am to 12:05 pm

Chair: *Suzanne Gaskins, Northeastern Illinois University*

Participants:

Understanding "Under Construction": Can Preparatory Activities
Support Collaborative Learning? *Catherine A. Haden, Loyola*
University - Chicago; Nora J. Brodson Benjamin, Loyola
University - Chicago
Helping Families to Interact: Can Signage Increase Family
Collaboration? *Suzanne Gaskins, Zujeil Flores, Norma Gonzalez,*
Veronica Ursetto, Northeastern Illinois University
Making Learning and Teaching Visible: Can Co-Creating Reflective
Narrative Affect Caregivers' Scaffolding of Children's Learning?
Tsivia Cohen, Chicago Children's Museum

74.058. K-12 Instructional Technology: Adoption and Impact. SIG-
Instructional Technology
Inter-Continental, Seville Ballroom, East - First Floor
10:35 am to 12:05 pm

Chair: *Kui Xie, Mississippi State University*

Participants:

A Model of Factors That Impact Student Technology Literacy. *Matt*
D. Dawson, Learning Point Associates
Adoption of Instructional Technology: How Does Gender Matter?
George Guoqiang Zhou, City University of New York - College of
Staten Island; Judy Zhijin Xu, University of Alberta
Measuring Students' Technology Skills: A Validation Study. *Amy*
Overbay, Ashley Seaton, Jason W. Osborne, North Carolina State
University
Preservice Teachers' Inclusion of Technology in Their Visions
of Their Future Classrooms. *Theresa A. Cullen, University of*
Oklahoma; Thomas Brush, Indiana University
Discussant: *Margaret D. Roblyer, University of Tennessee -*
Chattanooga

74.059. The Right to Quality Education and the Emergence of
"Responsive Justice" in China. SIG-International Studies
Sheraton, Superior, Level 2
10:35 am to 12:05 pm

Chair: *Heidi A. Ross, Indiana University*

Participants:

A Legal Construction of the Rights to Education in China. *Ran*
Zhang, Indiana University - Bloomington
What Is Quality Education for Village Girls? *Wilma Seeberg, Kent*
State University
Private Higher Education in China: Expanding the Right to
Education for Public or Private Good? *Jing Lin, University of*
Maryland
Participants: *Ran Zhang, Indiana University - Bloomington; Wilma*
Seeberg, Kent State University; Jing Lin, University of Maryland
Discussant: *Minglang Zhou, Dickinson College*

74.060. Emerging Frameworks and Applications of Mixed Methods
Research. SIG-Mixed Methods Research
Inter-Continental, Empire Ballroom, Seventh Floor
10:35 am to 12:05 pm

Chair: *Mark A. Earley, Bowling Green State University*

Participants:

Procedural and Practical Issues in Implementing Mixed-Methods
Research Designs. *Vicki L. Plano Clark, University of Nebraska*
- Lincoln; John W. Creswell, University of Nebraska - Lincoln
Mixed Methods + Literature Reviews = Mixed Research
Syntheses: A Framework for Conducting and Writing Rigorous,
Comprehensive, and Insightful Literature Reviews. *Anthony J.*
Onwuegbuzie, University of South Florida; Kathleen M. Collins,
University of Arkansas; Nancy L. Leech, University of Colorado -
Denver and Health Sciences Center; Amy Barrilleaux Dellinger,
University of New Orleans; Qun G. Jiao, Baruch College
Mixed-Methods Approach to Conceptualizing Methodological Rigor
for Reviews of Existing Research. *Daphne D. Minner, Education*
Development Center; Abigail J. Levy, Education Development
Center

The Quantitative/Qualitative Split in the 1890s: A Conceptual
Analysis. *Benjamin H. Welsh, Keuka College*

Discussant: *Joseph A. Maxwell, George Mason University*

74.061. Motivation SIG Graduate Students' Professional
Development Panel: Securing and Beginning an Academic
Career. SIG-Motivation in Education

Marriott, Houston, Fifth Floor
10:35 am to 12:05 pm

Chair: *Kelly A. Rodgers, University of Missouri - Columbia*

Participants: *Michele M. Dornisch, Long Island University; Barbara K. Hofer, Middlebury College; P. Karen Murphy, Pennsylvania State University; Rayne A. Sperling, Pennsylvania State University; Jessica J. Summers, University of Missouri - Columbia*

74.062. Pedagogy of the Chameleon: The Forgotten Voices of Transnationality and Hybridity. SIG-Multicultural/Multiethnic Education: Research, Theory, and Practice
Swissôtel, Grand Ballroom, Section II - Ballroom Level
10:35 am to 12:05 pm

Participants: *Margarita Machado-Casas, University of North Carolina - Chapel Hill; Silvia C Betez, University of North Carolina - Chapel Hill; Allegra Comas, University of San Francisco*

Discussant: *Kristal T. Moore, University of North Carolina - Chapel Hill*

74.063. Freirean Subaltern Studies. SIG-Paulo Freire
Inter-Continental, Valencia, First Floor
10:35 am to 12:05 pm

Chair: *Kiwan Sung, Kyung Hee University*

Participants:

Critical Interventions: Paulo Freire, Herbert Marcuse, and the Centrality of Hope. *Richard Van Heertum, University of California - Los Angeles*

From Kung Pao to Conscientizacão: Challenging Dehumanizing Pedagogy in the Classrooms and Community of Chinatown. *Benji Chang, University of California - Los Angeles*

Music for the Deaf and the Importance of Freire's Concept of Conscientização. *Ana Lucia Cruz, St. Louis Community College - Meramec*

Myles Horton and a Pedagogy With the Oppressed. *Joao Menelau Paraskeva, University of Minho*

The Text and Context of Freirean Culture Circles in Brazil. *Mariana Souto-Manning, University of Georgia*

Discussant: *Robert A. Linne, Adelphi University*

74.064. Facing Challenges and Envisioning Possibilities: A Deeper Look at Teaching the Reflective Process. SIG-Portfolios and Reflection in Teaching and Teacher Education
Inter-Continental, Camelot, Third Floor
10:35 am to 12:05 pm

Chair: *Natalie B. Milman, George Washington University*

Participants:

A Study of the Growth and Change of Teachers' Reflections and Dispositions Through Program Portfolios. *Rebecca K. Fox, C. Stephen White, Julie K. Kidd, Gail V. Ritchie, George Mason University*

The Janus Face of Portfolio Construction: Teaching Reflection or Reflecting the Status Quo? *Ruth Silva, University of North Texas; Karen C. Dunlap, Texas Woman's University; Shelley B. Blackburn, University of North Texas*

Analyzing the Internal Structure of Teacher Reflection From Closer-Looking Portfolio Texts. *Jukka Husu, Sanna Patrikainen, Auli Toom, University of Helsinki*

Cracks in the Mirror: Rejecting Reflection, Privileging the Practical, and Doing What's Expected. *Susan K. Novinger, State University of New York - Brockport; Don Halquist, State University of New York - Brockport*

Expanding Epistemological Fields Through Meta-Reflection Processes: Self-Assessment of Reflections. *Denise M. McDonald, University of Houston - Clear Lake*

Discussant: *Cheryl J. Craig, University of Houston*

74.065. The Impact of PDS Work on Mentoring, Induction, Teacher Development, and Retention. SIG-Professional Development School Research
Inter-Continental, Exchange, Eleventh Floor
10:35 am to 12:05 pm

Chair: *Marsha Levine, NCATE*

Participants:

An Examination of Professional Development Schools' Impact on Teacher Development. *Sarah E. Irvine, American University; Mary Schellinger, American University; Ann Margaret Knepfel, American University*

Examining Teacher Retention and Mobility in a Professional Development School Through Collaborative Inquiry. *Susan L. Swars, Brian Lack, Lydia Criss Mays, Barbara Meyers, Georgia State University*

Inquiry-Oriented Mentoring in the Professional Development School: The Case of Darby, Kevin, and Robin. *Diane Yendol-Hoppey, Nancy Fichtman Dana, Darby Delane, Angela Gregory, Jennifer Lynn Jacobs, University of Florida*

Professional Development Schools as District Induction Resources: The Development of an Emergent Teacher Leader Program. *Cindy Gutierrez, University of Colorado - Denver and Health Sciences Center; Carole G. Basile, University of Colorado - Denver*

Discussant: *Sharon Castle, George Mason University*

74.066. Evaluation Issues in Licensure and Certification. SIG-Professional Licensure and Certification
Inter-Continental, Burnham, Eighth Floor
10:35 am to 12:05 pm

Chair: *Chien-Lin Yang, American Dental Association*

Participants:

Main Effects of Professional Regulatory Program Features on Practice Effects. *Kirk A. Becker, Pearson VUE; James S. Masters, University of North Carolina - Greensboro*

Academic Achievement and State Certification Examinations: Relationships, Predictors, and Pitfalls. *Thomas J. Sheeran, Vince Joseph Rinaldo, Robert Michael Smith, Raphael Heaggans, Niagara University*

An Evaluative Study of Training International Medical Graduates in the British Columbia Family Practice Residency Program. *Hong Tao, University of British Columbia*

Discussant: *Trevor D. Male, University of Hull*

74.067. "(Im)Possibilities of Autobiographical and Narrative Qualitative Research": Influences of Transnational Flows and Mobilities. SIG-Qualitative Research
Inter-Continental, King Arthur Court, Third Floor
10:35 am to 12:05 pm

Chair: *Janet L. Miller, Teachers College, Columbia University*

Participants: *Naoko Akai, Chinelo Ejeuyitchie, Leigh Jonaitis, Jung Ah Kim, Joseph D. Lewis, En-Shu Liao, Janet L. Miller, Antoinette A. Quarshie, Mary Alexandra Rojas, Mary E. Sefranek, Teachers College, Columbia University*

74.068. Perspectives on Homophobia: From Resistance to Transformation. SIG-Queer Studies (formerly Lesbian and Gay Studies)
Sheraton, Huron, Level 2
10:35 am to 12:05 pm

Chair: *Jeffrey M. Keefer, New York University*

Participants:

Educator Response to Anti-LGBT Harassment in U.S. High Schools and Its Impact on School Climate. *Elizabeth M. Diaz, Gay,*

Lesbian and Straight Education Network; Joseph G. Kosciw, Gay, Lesbian and Straight Education Network

Recognizing and Responding: Student Teachers and Homophobic Bullying. *Barbara Garii, State University of New York - Oswego; Jennifer Fager, Saginaw Valley State University; Renay Scott, Central Michigan University*

Gendered Harassment: How Teachers Understand and Respond to Sexual and Homophobic Harassment in Secondary Schools. *Elizabeth Jackson Meyer, McGill University*

Contested Meanings of Nondiscrimination Policies That Include Sexual Orientation: Conservative Versus Progressive Worldviews. *Ian K. Macgillivray, James Madison University*

Confronting Homophobia: The Transformative Power of Teacher Training. *Calvin Gidney, Ila Deshmukh Towerly, Rachel Oliveri, Tufts University*

Discussant: *Susan Talburt, Georgia State University*

74.069. What Else Can the NELS Tell Us? Expanding and Reflecting on Research Inquiry on African-American Students Using the National Educational Longitudinal Study.

SIG-Research Focus on Black Education
Hyatt, Burnham, West Tower - Silver Level
10:35 am to 12:05 pm

Chair: *Nicole Lewis, University of North Carolina - Chapel Hill*

Participants:

“Do As I Say...” - Parental Involvement and Black Educational Achievement. *Andrew LeGrand, Teachers College, Columbia University*

The Effect of School Racial Composition on College Student Volunteerism and Civic Engagement. *Sosanya M. Jones, Teachers College, Columbia University*

Religiosity and Educational Attainment: The Relationship Between High School Religiosity and College Degree Attainment. *Winston Thompson, Teachers College, Columbia University*

The Impact of High School Afterschool Supplementary Education Programs on the Bachelor’s Degree Completion of Urban Students of Color. *Leslie A. Williams, Teachers College, Columbia University*

Discussant: *Gregory M. Anderson, Teachers College, Columbia University*

74.070. Critiquing the Stories, Roles, and Structures in Mathematics Education That Privilege Whiteness. SIG-Research in Mathematics Education

Fairmont, Gold Room, Second Level
10:35 am to 12:05 pm

Chair: *Victoria M. Hand, University of Wisconsin - Madison*

Participants: *Daniel Battey, Arizona State University; Tonya Bartell, University of Delaware; Joi A. Spencer, University of California - Los Angeles; Vanessa R. Pitts Bannister, Virginia Polytechnic Institute and State University*

74.071. Teacher Education, Knowledge, and Development in Second and Foreign Language Education. SIG-Second Language Research

Hyatt, Plaza Ballroom, Section B, East Tower - Green Level
10:35 am to 12:05 pm

Chair: *Tom Meyer, State University of New York - New Paltz*

Participants:

Dimensions of Complexity: ESL and Content-Area Teachers’ Knowledge of English Language Learner Instruction. *Faridah Pawan, Indiana University*

Monolingual ESOL Teachers’ Pedagogical Content Knowledge. *Jenelle R. Reeves, University of Nebraska - Lincoln*

Is Privilege a Mitigating Factor? The Educational Journeys of East Asian Women in TESOL Programs. *Gloria Park, University of Maryland - College Park; Ryuko Kubota, University of North Carolina - Chapel Hill; Kevin Hugh O’Donnell, Westat, Inc.*

The Cooperation Between Classroom Teachers and ESL Teachers for the ELL’s Successful Mainstreaming to Regular Classes. *Bogum Yoon, Texas Woman’s University*

Discussant: *Patience A. Sowa, Rockhurst University*

74.072. Teachers in Special Education: What Matters. SIG-Special Education Research
Swissôtel, William Tell Theatre, Second Floor
10:35 am to 12:05 pm

Participants:

Addressing Latina Special Education Teachers’ Concerns in Teacher Education Programs. *Diane Rodriguez, East Carolina University*

Instructional Behavior of Teachers of Students With Emotional or Behavioral Disorders. *Kevin Sutherland, Virginia Commonwealth University; Angela L. Snyder, Virginia Commonwealth University*

Teacher Quality in Special Education: The Role of Knowledge, Classroom Practice, and School Environment. *Mary T. Brownell, University of Florida; Diane S. Haager, California State University - Los Angeles; Anne G. Bishop, University of Florida; Janette K. Klingner, University of Colorado - Boulder; Shailaja Menon, University of Colorado - Boulder; Randall D. Penfield, University of Miami; Mary P. Dingle, Sonoma State University*

The Meaning of Support: Teachers of Students With Emotional and Behavioral Disorders Reflect on Factors That Keep Them in the Job. *Bianca P. Prather-Jones, Northern Kentucky University*

Discussant: *Sheila Marie Trzcinka, Indiana University*

74.073. From Policy to Practice - Promoting Teacher Research in Early Childhood Education. SIG-Teacher as Researcher

Hyatt, DuSable, West Tower - Silver Level
10:35 am to 12:05 pm

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

Participants: *Daniel Meier, San Francisco State University; Barbara T. Bowman, Erikson Institute; Barbara A. Henderson, San Francisco State University; Aaron Neimark, Buen Dia Family School; Stacia M. Stribling, George Mason University; Susan M. Kraus, Grace Miller Elementary*

74.074. Teaching Action Research in the Ed.D. in Educational Leadership: Challenges and Dilemmas. SIG-Teaching in Educational Administration

Fairmont, Chancellor Room, Third Level
10:35 am to 12:05 pm

Chair: *Margaret Grogan, University of Missouri - Columbia*

Participants:

Challenges of Advisement, Colleague Acceptance, and the Necessary Transformative Andragogies. *Margaret Grogan, University of Missouri - Columbia; Joe F. Donaldson, University of Missouri*

Teaching the Practitioner-Scholar: The Potential of Action Research. *Gary L. Anderson, New York University; Kathryn G. Herr, Montclair State University*

Collaborative Action Research and How to Teach the Necessary Skills for It. *David D. Marsh, University of Southern California*

Discussant: *Robert B. Donmoyer, University of San Diego*

74.075. Bilingualism, Biliteracy, and Pedagogy. SIG-Bilingual Education Research

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Chair: *Dora L. Salazar, Texas Tech University*

Tables:

1. A Literature Review of Bilingual and Biliteracy Development of Young Chinese Bilinguals. *Yi-Chien Lee, Boston College*
2. Bilingual-Immigrant University Students' Experiences With Academic Writing: Linguistic and Educational Influences. *W. Jason Stegemoller, University of Illinois - Urbana-Champaign*
3. Inquiry Learning for Bilingual Students and the Teachers Who Work With Them. *Reyna G. Garcia-Ramos, Pepperdine University*
4. Official Bilingualism and Education in Paraguay: Language Ideologies in the Teaching of Guaraní. *Katherine Mortimer, University of Pennsylvania; Valentina Canese, Arizona State University*
5. Up and Out of Bilingual Education, Up and Into Middle School: A Longitudinal Study. *Kimberley K. Cuero, University of Texas - San Antonio*
6. Writing Perceptions of English Language Learners. *Carolina Serna, California State University - Monterey Bay*
7. Fostering Latina/o Students' Biliteracy Through Written Translation. *Joel E. Dworin, University of Texas - Austin*

74.076. Cognitive, Social, and Motivational Processes: Paper

Discussion (Session 4). Division C-Learning and Instruction
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

8. Disposed to Think, Disposed to Be: The Cultivation of Appropriate Dispositions Using the Model of the Classroom Community of Inquiry. *Laurance Joseph Splitter, Hunter College*
9. Reading Motivation, Reading Amount, and Text Comprehension in Deaf and Hearing Adults. *Susan J. Parault, University of Maryland - College Park; Heather Williams, Montgomery County Public Schools*
10. Academic Help-Seeking in Blended Learning: The Influence of Goals, Beliefs, and Learning Strategies. *Silke Schworm, University of Regensburg; Hans Gruber, University of Regensburg*
11. Children's Overweight Status on Academic Performance and Social and Behavioral Problems. *Sharon A. Judge, University of Tennessee*
12. Classroom Environments, Student Motivation, and Empowerment: An Analysis of Elementary and Secondary Teacher Beliefs. *Joe D. Nichols, Indiana University - Purdue University - Fort Wayne; Guanglan Zhang, University of Oklahoma*
13. Developing Measure of Students' Social-Academic Goal Orientations in Their Collaborative Group Learning Context. *Jung-In Kim, Myoungsook Kim, Marilla D. Svinicki, University of Texas - Austin*
14. Manipulatives Versus Pictures: Does Story-Relevant Manipulation Improve Ability to Imagine Story Events? *Scott C. Marley, University of New Mexico; Zsuzsanna R. Szabo, Southern Illinois University*

74.077. Discussions of Theory and Beliefs in Practices. SIG-Early Education and Child Development

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

15. An Analysis of Mixed-Age Children's Scaffolding During Symbolic Play Transformations. *Sandra J. Stone, Northern Arizona University*
16. Changes in Early Childhood Education: Prekindergarten

Teachers' Use of Hypothetical Learning Trajectories. *Mary Ellen Bardsley, Niagara University*

17. The Early Writing Development of Korean Heritage Children in a Piagetian, Psychogenetic Perspective. *Jinjoo Kwak, Defense Language Institute*
18. Home Visits: How Do They Affect Teachers' Beliefs About Teaching? *Miranda Lin, Florida State University; Kelly Byrns-Davis, Patricia Hester, Verma Hines, Daphney Johnson, Lorraine Noble, Shela Tripp, Early Education and Care; Ithel Jones, Florida State University*
19. Putting Theory Into Practice: Creating Constructivist Classrooms. *Janice A. Jipson, National-Louis University; Rubina Azhar, South Texas College*
20. Skinner Goes to Reggio: Competent Learner Model Training in a Constructivist-Oriented Preschool. *Reagan Curtis, Bobbie Warash, Dan Hursh, Li-Yu Chen, Melissa Pelliccioni, West Virginia University, Nursery School; Vicci Tucci, Tucci Learning Solutions*

74.078. Investigations of Literacy Development of Secondary and College Students. Division C-Learning and Instruction

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

21. A Comparison of Two Approaches to Teaching Written and Oral Persuasion. *David Coker, University of Delaware; Eileen K. Erwin, Gesu School*
22. Exploring Changes to Reading Comprehension on the Internet Among Diverse Adolescent Readers. *Julie L. Coiro, University of Connecticut*
23. Improving Students' Evaluation of Informal Arguments. *Aaron A Larson, Northern Illinois University; MaryAnne E. Britt, Northern Illinois University; Christopher Kurby, University of Memphis*
24. Opening Dialogue Through Stories: An Exploration of the Relationship Between Oral Narrative and Dialogic Discussions in Middle-Level Classroom Discussions About Literature. *Mary M. Juzwik, Michigan State University; Martin Nystrand, University of Wisconsin - Madison; Sean P. Kelly, University of Notre Dame; Michael Bruce Sherry, Michigan State University*
25. Project ACCEL: A Study of Content Area Literacy in Middle Grade Classrooms. *Carol Sue Englert, Troy V. Mariage, Cynthia M. Okolo, Alison Knight Billman, Hsin-Yuan Chen, Carrie Anna Courtad, Barb Meier, Kathleen Moxley, Rebecca Shankland, Michigan State University*
26. Surviving Katrina: An Investigation Into the Writing and Literacy Practices of Teachers and Adolescents. *Deborah Marie Alvarez, University of Delaware*
27. Sixth-Grade Poor Readers' Polysyllabic Word Decoding and Syllable Representation Skills. *Alpana A. Bhattacharya, Queens College - City University of New York*

74.079. Paper Discussion Session: Measurement and Assessment.

Division D-Measurement and Research Methodology
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

28. A Simple and Fair Approach to Value-Added Calculation. *Qingping He, Durham University; Peter B. Tymms, University of Durham*
29. Developing a Teacher Assessment Instrument: Validation and Implications. *Linda S. Gilbert, University of Georgia; Stephen E. Cramer, University of Georgia*
30. Examining the Psychometric Properties of Praxis III: Statewide

Results. *William Loadman, Ohio State University; Marilyn Troyer, Ohio Department of Education; Yonhgee Kim, Ohio State University; Raean Moore, Ohio State University*

31. How Soon Will English Language Learners Become English-Proficient? *Angela M. Grima, Professional Examination Service*
32. Nonverbal Assessments in Identifying Gifted Students: Construct Validity of the Raven, NNAT, and CogAT. *Katrina A. Korb, University of Iowa; David F. Lohman, University of Iowa*
33. Reliability Estimates in an Alternative Scoring Procedure of Constructed-Response Items in Large-Scale Standardized Tests. *Mayuko Kanada, University of Minnesota; Paul D. Nichols, Pearson Educational Measurement*
34. Using Machine Scores as a Check on Human Essay Scores. *Brent Bridgeman, Frederick A. Cline, Jill Burstein, ETS*

74.080. Teachers and Belief Systems. Division K-Teaching and Teacher Education

Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

35. A Descriptive Study on the Relationship Between Liberal Arts Outcomes and Teacher Beliefs and Classroom Behaviors. *Michele Pittard, Deborah Butler, Tammy A. Turner-Vorbeck, Morgan Nolan, Wabash College*
36. African-American Teachers' Perceptions of Special Education Referral. *Tarcha F. Rentz, University of Florida*
37. Conceptual Change: Influencing Novice Teachers' Views of Inclusion. *Ruth A. Berry, State University of New York - Buffalo*
38. Culturally Congruent Teaching Strategies and Academic Self-Efficacy: Perspectives From Hawaiian Educators. *Nanette Schonleber, Chaminade University of Honolulu*
39. Expanding Borders: Teachers Gaining Multicultural Perspectives in Online Discussion Groups. *Kathleen Tice, University of Texas - Arlington; Joy L. Wiggins, University of Texas - Arlington*
40. Exploring the "Ripple In The Pond": Can Teachers' Attitudes Toward Educational Change Be Explained? *Karrin Lukacs, Nancy Holincheck, Caroline Fuhrman, Gary R. Galluzzo, George Mason University*
41. Using Drawn Images to Prepare Teachers Who Can Envision and Actualize a World of Educational Quality. *Dorothy Armstrong, Grand Valley State University*

74.081. Teaching History - SIG Roundtables. SIG-Teaching History
Hyatt, Grand Ballroom, Sections E-F, East Tower - Gold Level
10:35 am to 11:15 am

Tables:

42. A Tale of Two Teachers and Their Instructional Uses of History Movies. *Scott Alan Metzger, Pennsylvania State University; Yonghee Suh, Indiana University - Northwest*
43. A Cognitive Acceleration (Accelerated Learning) Intervention Program for 9- to 13-Year-Old Gifted and Talented Pupils. *Jonathan Daniel Nichol, University of Plymouth, UK*
44. A Comparison of Recent Developments in Japanese and U.S. History Textbook Content and Selection Processes. *Masato Ogawa, Indiana University - Kokomo; Michael Tulley, Indiana University - Kokomo*
45. Teaching a New History in Classrooms: Bridging the Gap Between Historical Scholarship and History Textbooks. *Meehye Shim, State University of New York - Potsdam*
46. "Think Like a Historian": Doing History With Universal Design for Learning. *Grant R. Miller, Boston College; Anne Meyer, Center for Implementing Special Technology*

Friday, 12:25 pm



75.010. A Unified Theory of Human Cognition: Principles That Guide Instruction and Learning the World Over.

Presidential Session

Sheraton, Sheraton Ballroom, Section II, Level 4

12:25 pm to 1:55 pm

Chair: *Terry P. Vendlinski, University of California - Los Angeles*

Participants:

Evolution of Human Cognition and Its Implications for Instruction. *John Sweller, University of New South Wales*

A Situative Theory of Cognition. *James G. Greeno, University of Pittsburgh*

A Unified Theory of Cognition. *Robert J. Stahl, Arizona State University*

Discussant: *Jeroen J. G. van Merriënboer, Open Universiteit Nederland*



75.011. Academic Freedom in an International Context: The Challenge of Globalization. Presidential Session

Sheraton, Sheraton Ballroom, Section III, Level 4

12:25 pm to 1:55 pm

Chair: *Sylvia Hurtado, University of California - Los Angeles*

Speaker:

William G. Tierney, University of Southern California

Discussants: *Roger Bowen, American Association of University*

Professors; Yvonna S. Lincoln, Texas A&M University; Edward P. St. John, University of Michigan

75.012. Teachers, Teachers Candidates, and Finding Voice:

Educators as Transformative Intellectuals and Leaders in Public Schools. Committee on Scholars of Color in Education

Hyatt, Plaza Ballroom, Section B, East Tower - Green Level

12:25 pm to 1:55 pm

Chair: *Celia Rousseau Anderson, University of Memphis*

Participants:

Missouri SIOP Research Initiative. *Dario J. Almaraz, University of Missouri - Columbia*

Research Methods for Studying Teachers as Transformative Intellectuals in K-12 Schools. *Dolana Mogadime, Brock University*

Teachers of Color/Rhetorics of Color: When Voice Scholarship and Color/ed Cultural Capital Shape Urban Education. *Carmen Kynard, Rutgers, The State University of New Jersey*

When and Where We Enter: African-American Doctoral Students in Special Education. *Monika Williams Shealey, Florida International University*

An Integrated Model of Leadership for Urban Education. *James Dabney, Ohio State University*

Discussant: *Kimberly Charmaine Stokes, Ohio State University*

75.013. Hurricane Katrina and Community-Based Learning.

Division A-Administration, Organization, and Leadership
Marriott, Los Angeles, Fifth Floor

12:25 pm to 1:55 pm

Chair: *Sabrina Zirkel, Mills College*

Participants:

Community-Based Learning and Social Support: Relative Influences in an Urban District's High School Internship Program. *Jeffrey V. Bennett, University of Arizona*

School Leadership in Changing Cultural Contexts: How Mississippi Superintendents Are Responding to Hurricane Katrina. *Judith A. Gouwens, Roosevelt University; Donna Lander, Jackson State University*