

62.040. School-University Collaborative Research SIG Business Meeting.

SIG-School-University Collaborative Research
Hilton New York, Concourse C, Concourse Level
6:15 pm to 8:15 pm

Chair:

Ruth D. Ravid, National-Louis University

Participant:

A Public and Private Partnership Experience in a Diverse Neighborhood.
Maria Antonietta Pacino, Azusa Pacific University; Alice Watkins, Azusa Pacific University; Tom Vogt, Azusa Unified School District

Participants:

Robert Martin Reardon, Virginia Commonwealth University
Adrienne Andi Sosin, Adelphi University

Discussants:

Linda A. Catelli, Dowling College
Kathleen Shinnors, Independent
Judith J. Slater, Florida International University
Gail Scowcroft, University of Rhode Island

62.041. SIG - Second Language Research SIG Business Meeting.

SIG-Second Language Research
Crowne Plaza Hotel Times Square, Room 509/510, 5th Floor
6:15 pm to 7:45 pm

Chair:

Debra Suarez, College of Notre Dame

Participants:

Youngjoo Yi, University of Alabama
Theresa Y. Austin, University of Massachusetts - Amherst
Keiko K. Samimy, The Ohio State University

62.042. SIG - Semiotics in Education SIG Business Meeting/Paper Presentation.

SIG-Semiotics in Education
Sheraton New York Hotel & Towers, Liberty Suite 5, 3rd Floor
6:15 pm to 7:45 pm

Chair:

John E. Henning, University of Northern Iowa

Participant:

Enhancing Strategy Development in Teacher Study Groups: The Role of Abduction. *John E. Henning, University of Northern Iowa*

62.043. SIG - Social and Emotional Learning SIG Business Meeting.

SIG-Social and Emotional Learning
New York Marriott Marquis Times Square, Cantor Room, 9th Floor
6:15 pm to 7:45 pm

Participant:

How SEL Promotes Cognitive and Academic Achievement: Teaching, Learning, and Neuroscience. *Mark Greenberg, The Pennsylvania State University*

62.044. SIG - Society of Professors of Education SIG Business Meeting.

SIG-Society of Professors of Education
New York Marriott Marquis Times Square, Jolson Room, 9th Floor
6:15 pm to 7:45 pm

Chair:

Donna A. Breault, Georgia State University

62.045. SIG - Sociology of Education SIG Business Meeting.

Sociology of Education
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room D, Lower Lobby
6:15 pm to 7:45 pm

Participant:

Invited Book Presentation: Passing the Torch. Does Higher Education for the Disadvantaged Pay off Across the Generations? (Russell Sage Foundation, 2007). *Paul Attewell, Graduate Center - CUNY; David E. Lavin, Graduate Center - CUNY; Thurston Domina, University of California - Irvine; Tania Levey, York College - CUNY*

62.046. SIG - Supervision and Instructional Leadership SIG Business Meeting.

SIG-Supervision and Instructional Leadership
Sheraton New York Hotel & Towers, Carnegie Suite West, 3rd Floor
6:15 pm to 7:45 pm

62.047. SIG - Survey Research in Education SIG Business Meeting.

SIG-Survey Research in Education
Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level
6:15 pm to 8:15 pm

62.048. SIG - Teacher as Researcher SIG Business Meeting.

SIG-Teacher as Researcher
Hilton New York, Sutton Complex, Regent Parlor, 2nd Floor
6:15 pm to 7:45 pm

Chair:

Rebecca Akin, Stanford University

Participant:

Critical Literacy/Difficult Conversations in the Classroom. *Kristin Beers, PS #29 John M. Harrigan School - Brooklyn, NY*

Participants:

Mary Klehr, Madison Metro School District
Ryan B. Flessner, University of Wisconsin - Madison
Kinga Szprengiel, University of Wisconsin - Madison
Sara Parrell, Madison (WI) Metropolitan School District

62.049. Of Knowing the Past: What History Education Research Can Tells Us.

SIG-Teaching History
Hilton New York, Murray Hill Suite A, 2nd Floor
6:15 pm to 7:45 pm

Chair:

Ellen M. Santora, University of Rochester

Participants:

History and the Past. *Peter C. Seixas, University of British Columbia; Kadriye A. Ercikan, University of British Columbia; David Northrup, York University*
Pupil and Teacher Perspectives on Motivation and Engagement in High School History: A U.K. View. *Richard John Harris, School of Education; Terry Haydn, University of East Anglia*
History Learning With Visualization Tasks: Student Dialogue and Learning Outcomes. *Maaiké Elizabeth Prangmsma, Centre for the Innovation of Vocational Education and Training; Carla Van Boxtel, University of Amsterdam; Gellof Kanselaar, University of Utrecht; Paul A. Kirschner, Utrecht University*

Discussant:

Linda S. Levstik, University of Kentucky

Thursday, 6:30 pm

AERA Governance Meetings and Events

63.001. AERA Postdoctoral Fellows Program (Advisory Committee, Fellows and Mentors) - Closed Meeting.

AERA
Sheraton New York Hotel & Towers, Central Park East, 2nd Floor
6:30 pm to 9:00 pm

Chair:

William T. Trent, University of Illinois - Urbana-Champaign

Friday, 8:15 am

AERA Governance Meetings and Events

64.001. AERA Minority Fellowship Selection Committee - Closed Meeting.

AERA
Sheraton New York Hotel & Towers, Park Suite 4, 5th Floor
8:15 am to 1:30 pm

Chair:

Evelyn M. Reid, Webster University

64.002. AERA Open Business Meeting.

AERA
Sheraton New York Hotel & Towers, Empire Ballroom, Empire East, 2nd Floor
8:15 am to 10:15 am

Chairs:

William F. Tate, Washington University in St. Louis
Felice J. Levine, American Educational Research Association

64.010. Cultural Capital and Black Education: New Historical Perspectives. Presidential Session. Co-sponsored with the Organization of American Historians (OAH)

Hilton New York, Gramercy Suite B, 2nd Floor
8:15 am to 9:45 am

Chair:

Linda M. Perkins, Claremont Graduate University

Participants:

"No One Can Do It for Us": Black Agency, Cultural Capital, and Schooling During and After the Civil War, 1862-1870. *Christopher M. Span, University of Illinois - Urbana-Champaign*

"Good Future Citizens": Cultural Capital and Curricular Reform in Georgia's Segregated Public Schools, 1930-1939. *Patrice Preston-Grimes, University of Virginia*

Cultural Capital in the Southern Landscape: Rosenwald Schools and Black Education From Jim Crow to Heritage Tourism. *Mary S. Hoffschwelle, Middle Tennessee State University*

Transnational Education and Cultural Capital: From Booker T. Washington to Rev. Leon H. Sullivan. *V. P. Franklin, University of California - Riverside*

64.011. Neighborhoods, Schools and Social (In)equality: Toward Civic Engagement and Social Responsibility. Presidential Session

Hilton New York, Sutton Complex, Beekman Parlor, 2nd Floor
8:15 am to 9:45 am

Chair:

Carol Camp-Yeakey, Washington University in St. Louis

Participants:

Racial Segregation in Multiethnic Schools: Adding Immigrants to the Analysis. *Ingrid Gould Ellen, New York University; Katherine O'Regan, New York University*

Taking Math and Science to Black Parents: Challenges of a Community-Based Intervention to Close Racial Gaps in College Prep Enrollments. *Roslyn Mickelson, University of North Carolina - Charlotte; Linwood H. Cousins, University of North Carolina - Charlotte; Brian A. Williams, Georgia State University*

Urban America in Distress: A Case Study Analysis of Gary, Indiana. *Gail Emily Wolfe, Washington University in St. Louis*

Confronting Poverty and Inequality in East St. Louis, Illinois. *David L. Shepard, Washington University in St. Louis*

64.012. Contexts of Power: The Role of Youth-Led Action, Research, Evaluation, and Planning in Generating Social Change in Schools.

Division A-Administration, Organization, and Leadership
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room E, Lower Lobby
8:15 am to 9:45 am

Chair:

Jennifer M. Gong, Youth In Focus

Participants:

Year Three and Counting: The Impact of Youth-Led Action Research on Racial Differences in a College Town High School. *Jann Murrury-Garcia, University of California - Davis*

What Does It Really Mean? Da Town Researchers Bring Youth Voice and Perspective to District Survey Data. *Dana Wright, Harvard University*

Life Options: What Do Continuation High School Students Need From School? *Jesus Sanchez, Youth in Focus; Lucia Kimble, Youth in Focus*

Participants:

Patrick Lee, Stupski Foundation

Jann Murrury-Garcia, University of California - Davis

Discussant:

Pedro A. Noguera, New York University

64.013. Politicizing Parent Involvement. Division A-Administration, Organization, and Leadership

Hilton New York, Concourse H, Concourse Level 8:15 am to 9:45 am

Chair:

Mark R. Warren, Harvard University

Participants:

Fabienne Doucet, New York University

Marci Borenstein, New York University

Madeline Perez, Graduate Center - CUNY

Soo Hong, Harvard University

Discussant:

Jean Anyon, Graduate Center - CUNY

64.014. Trends and Issues in the Desegregation of United States Public Schools. Division A-Administration, Organization, and Leadership

Sheraton New York Hotel & Towers, Riverside Ballroom, 3rd Floor
8:15 am to 9:45 am

Chair:

Sylvia Mae Roberts, The City College of New York - CUNY

Participants:

Knitting the Life Together: Collective Responsibility for Black Education in an Era of Resegregation. *Sonya Douglass Horsford, University of Nevada - Las Vegas*

School Contexts Matter: Shifting Patterns of School Segregation and Achievement Gaps in the Era of High-Stakes Testing. *Ning Rui, University of Pennsylvania; Laress L. Wise, Human Resources Research Organization*

The Minority-Majority Dynamic: The Inner Ring Suburbs and Changing Demographics. *Samina Hadi-Tabassum, Dominican University*

Discussant:

Susan C. Bon, George Mason University

64.015. Education and the Multitude: Community, Democracy, and Activism Against Empire. Division B-Curriculum Studies

Sheraton New York Hotel & Towers, Liberty Suite 4, 3rd Floor
8:15 am to 10:15 am

Chair:

Tyson E. Lewis, Montclair State University

Participants:

Defining the Classroom as a Social Collective. *Tyson E. Lewis, Montclair State University*

Biopolitics, Subjectivity, and Education. *Marta Pires, Montclair State University*

Reassembling the Social Through Science and Technology Education. *Clayton Todd Pierce, University of California - Los Angeles*

In Search of the Multitude: Critical Media Literacy for Insurgency. *Joey Todd, Montclair State University*

Shundahai Peace Camp As Multitude: Implications for Understanding Traditional Ecological Knowledge. *Richard V. Kahn, University of North Dakota*

Another World Is Possible: Schooling, Multitude, and the Philosophy for Children. *David Kennedy, Montclair State University*

Discussant:

Douglas Kellner, University of California - Los Angeles

64.016. International Perspectives on Curriculum Development. Division B-Curriculum Studies

Sheraton New York Hotel & Towers, Riverside Suite, 3rd Floor
8:15 am to 9:45 am

Chair:

Pearl G. Solomon, Saint Thomas Aquinas College

Participants:

Curriculum Development in Turkey: A Critical Review of Trends and Implications. *Aysegul Misirli - Ozsoy, Akdeniz University; Ali Yildirim, Middle East Technical University*

Evidence-Based Curriculum Development. *Elvira Folmer, Netherlands Institute for Curriculum Development; Nienke Martien Nieveen, Netherlands Institute for Curriculum Development; Jan J. Van Den Akker, University of Twente*

How Can School-Based Curriculum Development Lead Toward Generic Curricular Solutions? *Nienke Martien Nieveen, Netherlands Institute for Curriculum Development; Jan J. Van Den Akker, University of Twente*

Japanese Middle Schools' Implementation of the Integrated Studies: Investigation of a Decade of Curriculum Development. *Nobuhiko Hamamoto, Rutgers, The State University of New Jersey*

Discussant:

Nagendralingan Ratnavadivel, Sultan Idris University of Education

64.017. Policy to Practice: Challenges in the Curriculum. Division B-Curriculum Studies
Sheraton New York Hotel & Towers, Madison Suite 3, 5th Floor
8:15 am to 9:45 am

Chair:

Margaret A. Macintyre Latta, University of Nebraska - Lincoln

Participants:

Rethinking Education's Doctorates: A Response to Shulman, Golde, Bueschel, and Garabedian. *Rod Evans, University of South Florida - Tampa*

Connecting Universal Access Pre-K (UPK) and English Language Learning: What Role Does the Curriculum Play? *Lucinda G. Heimer, University of Wisconsin - Madison; Sara C. Michael-Luna, Rutgers, The State University of New Jersey*

Serving Whom? Learning What? Interrogating the Kinds of Service-Learning Needed in Multicultural Teacher Education. *Brian R. Sevier, University of Colorado - Boulder; Catherine S. Ashcraft, University of Colorado - Boulder*

Study of Structural and Curricular Elements of Ten Teacher Education Programs. *Hsingchi Von Bergmann, University of Calgary*

A Grade 7 Teacher's Enactment of Critical Discourse of Controversial Literature in an Affluent Suburb Experiencing Problems of Residency. *Kirsten D. Hill, University of Michigan - Dearborn*

Discussant:

Lisa W. Loutzenheiser, University of British Columbia

64.018. The Child, the Citizen, and the Promised Land: Comparative Visions in the Development of Schooling. Division B-Curriculum Studies

Hilton New York, Concourse G, Concourse Level
8:15 am to 10:15 am

Chair:

Daniel Troehler, Zurich University of Teacher Education

Participants:

Paradigmatic Issues in Secondary School Studies in Portugal (16th to 19th Century): Republican Reestablishments. *Jorge Ramos do O, University of Lisbon*

Reading (in) the Nation: Literacy, Modernity, and Australian Schooling. *Bill Green, Charles Sturt University*

Citizens and Consumers: Changing Visions of Virtue and Opportunity in United States Education in the 19th and Early 20th Centuries. *David F. Labaree, Stanford University*

From Happiness as Virtue to Making the Unhappy Virtuous. *Thomas S. Popkewitz, University of Wisconsin - Madison*

From City Republicanism to the Public School of the Republic: Pragmatism and Continuity in School Development in Zurich. *Daniel Troehler, Zurich University of Teacher Education*

Discussants:

Lynn Fendler, Michigan State University

Moritz Rosenmund, Research Institute for the History of Education

64.019. Contemporary Considerations of Cognition, Understanding, and Identity in Mathematics. Division C-Learning and Instruction
Hilton New York, Sutton Complex, Regent Parlor, 2nd Floor
8:15 am to 10:15 am

Chair:

Julianne C. Turner, University of Notre Dame

Participants:

Mapping Cognitive Pathways in Mastering Long Division: Case Studies of Grades Five and Six Learners Supported With a Dynamic Model of Proximal Assessment and Learner Diagnosis. *Madhabi Chatterji, Teachers College, Columbia University; Nancy J. Koh, Teachers College, Columbia University; Howard T. Everson, Fordham University*

The Role of Cognitive Development and Classroom Environment in Young Children's Self-Judgments of Mathematics Ability. *Natalie L. Bohlmann, University of California - Berkeley*

Buying In and Checking Out: Identity Development and the Meaning of Mathematics Homework in the Lives of Urban Middle School Students. *Mara G. Landers, University of California - Berkeley*

Children's Understanding of Integers. *Sashank Varma, Stanford University; Daniel L. Schwartz, Stanford University*

A Cognitive Model of Algebra Achievement. *Tammy D. Tolar, University*

of Houston; Amy R. Lederberg, Georgia State University

Discussant:

Melissa Sommefeld Gresalfi, Indiana University - Bloomington

64.020. Crossing the Research-Practice Divide: Breaking Barriers, Building Bridges. Division C-Learning and Instruction
Hilton New York, Gramercy Suite A, 2nd Floor
8:15 am to 10:15 am

Chairs:

Jeanne E. Ormrod, University of New Hampshire

Anita Woolfolk Hoy, The Ohio State University

Participants:

David C. Berliner, Arizona State University

Jere Brophy, Michigan State University

Eric M. Anderman, The Ohio State University

Heather A. Davis, The Ohio State University

Joseph DiMartino, Center for Secondary School Redesign

Ronald Wolk, Editorial Projects in Education

64.021. Curious Minds: Bringing Early Reasoning Skills to the Fore. The TalentPower Program. Division C-Learning and Instruction

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room C, Lower Lobby
8:15 am to 10:15 am

Chair:

Jan De Lange, Utrecht University

Participants:

Paul van Geert, Groningen University

Els Feijs, Freudenthal Institute for Science and Mathematics Education
Willem Uittenbogaard, Freudenthal Institute for Science and Mathematics Education

Fenna van Nes, Freudenthal Institute for Science and Mathematics Education

Michiel Doorman, Freudenthal Institute for Science and Mathematics Education

Henderien Steenbeek, University of Groningen

Discussant:

Douglas H. Clements, SUNY - Buffalo State College

64.022. New Media Literacies: Methodological Approaches and Theoretical Perspectives. Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room H, Lower Lobby
8:15 am to 9:45 am

Participants:

Remixing Media: What Fans' Anime Music Videos Have to Teach Us About New Literacies. *Michele Knobel, Montclair State University*

New Literacies in Old Literacy Skins. *Kevin M. Leander, Vanderbilt University; Gail M. Boldt, University of Iowa*

Amateur Cultural Production and Peer-to-Peer Learning. *Mizuko Ito, Instructional Environments Designed to Increase Quality of Access to*

Technology and Expertise in the New Social Futures. Kimberley Gomez, University of Illinois - Chicago; Kimberly Austin, University of Chicago; Jolene Zywicki, ; Paula K. Hooper, TERC; Nichole D. Pinkard, University of Chicago

Taking Up and Transforming Opportunities for Learning: An Examination of the Role of Social Learning Networks and Resources for

Imagination. *Brigid J.S. Barron, Stanford University; Maryanna Rogers, Stanford University; Caitlin Kennedy Martin, Stanford University*

Discussant:

Allan M. Collins, Northwestern University

64.023. Sylvia Scribner Award Ceremony: The Journey Toward Expertise. Division C-Learning and Instruction
Hilton New York, Mercury Ballroom, 3rd Floor
8:15 am to 10:15 am

Chair:

Gale M. Sinatra, University of Nevada - Las Vegas

Participant:

Patricia A. Alexander, University of Maryland - College Park

64.024. Teacher Knowledge, Instructional Methods, and Student Identity in the Writing Classroom.

Division C-Learning and Instruction
Sheraton New York Hotel & Towers, Carnegie Suite East, 3rd Floor
8:15 am to 9:45 am

Chair:

Sarah W. Beck, New York University

Participants:

Vygotskian Approaches to Elementary Writing Instruction: Transforming Identities Through Speech and Narratives. *Jodene M. Kersten, California State Polytechnic University - Pomona*
Assessment for Teaching and Learning in Writing Classrooms: Building Teacher Knowledge Enhances Student Achievement. *Judy M. Parr, University of Auckland; Helen S. Timperley, University of Auckland*
The Teacher-Student Writing Conference and Its Relationship to Fifth-Grade Students' Perceived Self-Efficacy and Writing Performance. *Aysegul - Bayraktar, Florida State University; Mitchell James Sullivan, Florida State University; Salih Binici, Florida State University*
Putting Trust in Teacher-Student Relationships: Constructing Care Through Feedback and Revision in EFL Composition Coursework. *Given Lee, Defense Language Institute - Monterey; Diane L. Schallert, University of Texas - Austin*

Discussant:

Marilyn J. Chambliss, University of Maryland - College Park

64.025. The Many Values of the Number Line: An Interdisciplinary

Forum. Division C-Learning and Instruction

Hilton New York, Bryant Suite, 2nd Floor

8:15 am to 10:15 am

Chair:

Dor Abrahamson, University of California - Berkeley

Participants:

Coordinating Magnitudes of Length and Notations for Fractions on the Number Line: A Developmental Study. *Geoffrey B. Saxe, University of California - Berkeley; Meghan M. Shaughnessy, University of California - Berkeley*
Measure for Measure: Nonnormative Number Lines for Assessment and Learning. *Darrell Earnest, University of California - Berkeley*
From Number Lines to Intervals in the Cartesian Space. *Analuia D. Schliemann, Tufts University; David W. Carraher, TERC*
The Number Line As a Teaching Tool. *Peter Bryant, University of Oxford; Terezinha Nunes, University of Oxford; Deborah Evans, University of Oxford; Tânia Campos, Bandeirantes University; Daniel Bell, University of Oxford*
Fostering the Emergence of an Embodied Cognitive Artifact: The Case of the Number Line in a Design for Probability. *Dor Abrahamson, University of California - Berkeley*

Discussant:

Hyman Bass, University of Michigan

64.026. Programs and Interventions to Foster Counselor Growth.

Division E-Counseling and Human Development
Crowne Plaza Hotel Times Square, Room 1505, 15th Floor
8:15 am to 9:45 am

Chair:

Cheryl B. Warner, Clemson University

Participants:

Online Communities in Counsellor Education — For Better or Worse? An Investigation of the Contribution of an E-mail Discussion Group to Student. *Belinda Maria Harris, University of Nottingham; Lindsay Mark Cooper, University of Nottingham*
The Counselor's Role When Reflecting on Reggio Emilia-Inspired Pedagogical Documentation in Early Childhood Education. *Karin Alnervik, University of Jonkoping; Mia Karlsson, Skovde University*
Dimensions of Leadership: Helping School Counselors Transform and Develop Into Educational Leaders. *Christopher A. Janson, University of North Florida; Carolyn B. Stone, University of North Florida*
Nonacademic Behavioral Indicators of Student Impairment: A Survey of CACREP-Accredited Master's-Level Counselling Programs. *Chi-Sing Li, Sam Houston State University; Yu-Fen Lin, Sam Houston State University; Daniel Eckstein, Sam Houston State University*

Discussant:

Rodney K. Goodyear, University of Southern California

64.027. Another Side of the Story: Critical Race and Decolonizing Pedagogy in American Schooling.

Division G-Social Context of Education
Crowne Plaza Hotel Times Square, Times Square Ballroom, Section B, Lobby Level
8:15 am to 9:45 am

Chair:

Adrienne D. Dixson, The Ohio State University

Participants:

Tradin' War Stories: Critical Autoethnographies and Urban Youth Solidarity. *Patrick Camangian, University of California - Los Angeles*
Our Commitment to The Word: Critical Race Theory, Critical Pedagogy, and the War Within. *David O. Stovall, University of Illinois - Chicago*
Why Counter-Media Matters: Linking Literacy, Praxis and Research. *Korina M. Jocson, Stanford University*
Staging Counterstories: Practicing Critical Performance Pedagogy With Urban Youth. *Allyson Goce Tintiango-Cubales, San Francisco State University*

Discussant:

Daniel Gilbert Solorzano, University of California - Los Angeles

64.028. Mathematics and Science Teaching and Learning in Diverse

Local Contexts. Division G-Social Context of Education

Crowne Plaza Hotel Times Square, Room 403/404, 4th Floor
8:15 am to 9:45 am

Chair:

Victoria M. Hand, University of Colorado - Boulder

Participants:

Family Science Practices: Constraining Characteristics of Families' Developmental and Ecocultural Niches on Patterns of Participation. *Joyce Mahler Duckles, University of Rochester*
Situating Standards-Based Mathematics in Culturally and Linguistically Familiar Contexts: Mathematical Thinking in Spanish-Speaking First Graders. *Mary Elisabeth Marshall, University of New Mexico*
Examining Situated Learning of Mathematics Teachers in China Through the Perspective of Their Homework Practices. *Yanping Fang, National Institute of Education - Singapore*
Using Cultural Models to Understand Faculty Beliefs About Science Instruction Within the Structural and Socio-Cultural Context of a Comprehensive University. *Matthew Tadashi Hora, Wisconsin Center for Education Research*
Science Writing Achievement Among English Language Learners: Results of Three-Year Intervention in Urban Elementary Schools. *Margarette Mahotiere, University of Miami; Jaime Maerten-Rivera, University of Miami; Okhee Lee, University of Miami*

Discussant:

Jennifer D Adams, Brooklyn College - CUNY

64.029. Neoliberalism and Education: Perspectives on Policy and Practice.

Division G-Social Context of Education
Crowne Plaza Hotel Times Square, Room 1507, 15th Floor
8:15 am to 9:45 am

Chair:

Shivali Tukdeo, University of Illinois - Urbana-Champaign

Participants:

"Rolling Back, Rolling Out": Reexamining the Politics of Decentralization in Spain. *Laura Engel, University of Illinois - Urbana-Champaign*
Neoliberal Interventions in India's Elementary Education: The Case of District Primary Education Programme (DPEP). *Shivali Tukdeo, University of Illinois - Urbana-Champaign*
Authoritarian Neoliberalism in Chile and the Downfall of Its Public Higher Education. *Viviana Pitton, University of Illinois - Urbana-Champaign*
Nationalized Neoliberal Education Policy. *Eun Young Kim, University of Illinois - Urbana-Champaign*

Discussant:

Michael A. Peters, University of Illinois - Urbana-Champaign

64.030. Sociocultural Dimensions in International Settings.

Division G-Social Context of Education
Crowne Plaza Hotel Times Square, Room 1503, 15th Floor
8:15 am to 9:45 am

Chair:

Megan Dena Metters, European University Institute

Participants:

- A Treaty Right to Education: In Search of Her Majesty's Bounty and Benevolence. *Sheila Betty Carr-Stewart, University of Saskatchewan*
- Collective Identity, Stigmatization, and Educational Aspirations of Students in the Lowest Regular Secondary School Track in Germany. *Michel Knigge, Humboldt University - Berlin; Bettina Hannover, Free University of Berlin*
- Shifting Notions of the Learner Under Neo-Liberal Restructuring: School Choice Debates in British Columbia, Canada. *Ee-Seul Yoon,*
- Social Capital Versus Social Justice: Education, Career, and Young Minority Ethnic Britons. *Tehmina Naz Basit, University of Wolverhampton*
- Who Do We Think We Are? And What Are We Going to Do About It? *Stefanie K. Kendall, Michigan State University*

Discussant:

Daniel Faas, Hellenic Foundation for European and Foreign Policy (ELIAMEP)

64.031. Transformational Paradigms for Working With Bicultural

Communities: Parental Advocacy and Empowerment. Division G-Social Context of Education
Crowne Plaza Hotel Times Square, Times Square Ballroom, Section C, Lobby Level
8:15 am to 9:45 am

Chair:

Alberto M. Ochoa, San Diego State University

Participants:

- Transformative Paradigms for Bicultural Parent Involvement. *Edward M. Olivos, University of Oregon; Alberto M. Ochoa, San Diego State University*
- Supporting Children's Education at Home: What Do We Know About Hmong Parents? *Zha Blong Xiong, University of Minnesota*
- Dual Language Programs and Bell's Interest-Convergence Dilemma: A Case Study of Parents and Equity in One School. *Sheila M. Shannon, University of Colorado - Denver*
- Connecting Bicultural Parents to the School. *Randall B. Lindsey, ; Dolores B. Lindsey, Pepperdine University*
- Bicultural Parents and Democratic Schooling. *Art Pearl, Washington State University - Vancouver*
- Bicultural Parents as Transformative Change Agents Through Action Research at the School and in the Community. *Martha A. Montero-Sieburth, University of Massachusetts - Boston*

Discussants:

Carl A. Grant, University of Wisconsin - Madison
Edward M. Olivos, University of Oregon
Oscar Jimenez-Castellanos, San Diego State University

64.032. Evaluation of Reading First: A Multimethod Longitudinal

Investigation. Division H-School Evaluation and Program Development
Crowne Plaza Hotel Times Square, Room 407, 4th Floor
8:15 am to 9:45 am

Chair:

Stephen Brand, University of Rhode Island

Participants:

- Design of the Rhode Island Reading-First Evaluation. *Anne Seitsinger, University of Rhode Island; Amy L. Burns, University of Rhode Island; Stephen Brand, University of Rhode Island; Susan T Brand, University of Rhode Island*
- Synthesis of Key Informants Interview Data. *Susan T Brand, University of Rhode Island; Amy L. Burns, University of Rhode Island; Anne Seitsinger, University of Rhode Island*
- Synthesis of Observational and Archival Data. *Amy L. Burns, University of Rhode Island; Susan T Brand, University of Rhode Island; Anne Seitsinger, University of Rhode Island*
- Longitudinal Analysis of Achievement in Reading First and Matched Comparison Schools. *Stephen Brand, University of Rhode Island; Anne Seitsinger, University of Rhode Island; Amy L. Burns, University of Rhode Island*
- Utilization of Evaluation Findings. *Jacqueline Bourassa, Rhode Island Department of Education; Betsey Hyman, Rhode Island Department of Education*

Discussant:

Theresa Deeney, University of Rhode Island

64.033. Accountability and Academic Success in Higher Education.

Division J-Postsecondary Education
Crowne Plaza Hotel Times Square, Room 1506, 15th Floor
8:15 am to 9:45 am

Chair:

Cassandra C Lewis, University of Maryland University College

Participants:

- Reconceptualizing Postsecondary Accountability: The Case of Virginia Restructuring. *Brian Pusser, University of Virginia; Troy S. Buer, University of Virginia; Penny Cabaniss, University of Virginia*
- Adverse Impact Toward Underrepresented Minorities at University of Texas-Austin and Texas A&M. *Nolan LeAñn Cabrera, University of California - Los Angeles; Kevin John Fosnacht, University of California - Los Angeles*
- Toward a Conceptual Definition of Articulation in American Higher Education. *Bruce E. Keith, United States Military Academy; Josipa Roksa, University of Virginia*
- Governance of Regionally Accredited For-Profit Institutions of Higher Education. *Kevin P. Kinser, SUNY - University at Albany*

Discussant:

Christopher C. Morpew, University of Georgia

64.034. Assess This: Issues in Course Evaluation. Division J-Postsecondary Education

Crowne Plaza Hotel Times Square, Room 405, 4th Floor
8:15 am to 10:15 am

Chair:

Nina B. Eduljee, St. Joseph's College

Participants:

- Patterns of Student Evaluations: A Many-Faceted Rasch Analysis. *Zongmin Kang, University of Toledo; Gregory E. Stone, University of Toledo*
- Student and Faculty Attitudes About Assessment in Postsecondary Education. *Luanna H. Meyer, Victoria University; Richard B. Fletcher, Massey University; Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi; Helen Anderson, Manukau Institute of Technology*
- Theory-Based Course Evaluation: Implications for Improving Student Success in Postsecondary Education. *Theodore Wayne Frick, Indiana University - Bloomington; Carol Watson, Indiana University - Bloomington; Rajat Chadha, Indiana University - Bloomington; Ying Wang, Indiana University - Bloomington; Pamela A. Green, Indiana University - Bloomington*
- Undergraduate Reform in Science Courses: Synthesizing Themes From the Research Literature. *Dennis W. Sunal, University of Alabama; Cynthia S. Sunal, University of Alabama; Cheryl L. Mason, San Diego State University; Cheryl W. Sundberg, Alabama State Department of Education; Dean Zollman, Kansas State University; Corinne Lardy, San Diego State University*

Discussant:

Rachelle L. Brooks, Northwestern University

64.035. Informing the Public Agenda for Higher Education: The Role of Diversity Research in Understanding Institutional Desegregation, Balkanization, and Integration. Division J-Postsecondary Education

Crowne Plaza Hotel Times Square, Broadway Ballroom, Act II, 4th Floor
8:15 am to 9:45 am

Chair:

Darnell G. Cole, University of Southern California

Discussants:

Darnell G. Cole, University of Southern California
Mitchell J. Chang, University of California - Los Angeles
Anthony L. Antonio, Stanford University
Victor Saenz, University of Texas - Austin
Mark E. Engberg, Loyola University - Chicago

64.036. Media and Technological Mirages in Higher Education.

Division J-Postsecondary Education
New York Marriott Marquis Times Square, Brecht Room, 4th Floor
8:15 am to 9:45 am

Chair:

Kimberly Griffin, University of California - Los Angeles

Participants:

Online Identities Disclosed: A Content Analysis of Facebook Profiles in Higher Education. *Eric J. Ancil, Washington State University - Pullman; Jason Michael Roesler, Washington State University - Pullman*

Public U. for Private Gain: The Selling of Exclusion in University Advertising. *Michael S. Harris, University of Alabama; Brian Bourke, University of Alabama*

Solving Old Problems With New Tricks? Consequences of Technological Innovation in Undergraduate Education. *Mary Edna Antonaros, University of Michigan; Allison Bell, University of Michigan; Eric L. Dey, University of Michigan*

Traits of Millennial Students: Meaningful or Misleading? *Benita J. Barnes, University of Massachusetts - Amherst; Elizabeth A. Williams, University of Massachusetts - Amherst; Kelly A. Gray, University of Massachusetts - Amherst*

Discussant:

Alan R. Foley, University of Wisconsin - Madison

64.037. Social and Cultural Capital in Higher Education: Analytic Tools and Underanalysis.

Division J-Postsecondary Education
Crowne Plaza Hotel Times Square, Room 401/402, 4th Floor
8:15 am to 9:45 am

Chair:

Angela M. Locks, University of Michigan

Participants:

A Win-Win? A Qualitative Study of Social Capital Formation Through Community-Campus Partnerships. *Douglas S. Barrera, University of California - Los Angeles*

Reproducing Cultural Capital: A Look at Black and White Intergenerational Attainment in the United States. *Joseph J. Ferrare, University of Wisconsin - Madison*

Social Capital and Chain Migration: The Chicana and Chicano College Choice Process. *Patricia A. Perez, California State University - Fullerton*

Critique of "Cultural" or "Social Capital" Theory in Higher Education. *Glenda D. Musoba, Florida International University; Benjamin Baez, Florida International University*

Discussant:

Rachelle Winkle-Wagner, University of Nebraska - Lincoln

64.038. 20/20: Clarifying a Vision for Quality Teaching.

Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Empire Ballroom, Empire West, 2nd Floor
8:15 am to 9:45 am

Chair:

Mary E. Dilworth, National Board for Professional Teaching Standards

Participants:

Joseph A. Aguerrebere, National Board for Professional Teaching Standards

Barnett Berry, Center for Teaching Quality

Karen D. King, New York University

Daniel Domenech, McGraw-Hill Education Urban Advisory Resource

Discussant:

Mary H. Futrell, The George Washington University

64.039. Developing Activism in Teacher Education.

Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Madison Suite 1, 5th Floor
8:15 am to 9:45 am

Chair:

Julie K. Horton, Argosy University

Participants:

Bringing a Green Focus Into Elementary Preservice Teacher Education.

Jolie A. Mayer-Smith, University of British Columbia; Oksana Bartosh, University of British Columbia

Longitudinal Assessment of an Undergraduate Social Foundations Course: Translating Principles of Democratic Education Into Classroom Practices. *Revathy Kumar, University of Toledo; Lynne Hamer, University of Toledo*

Renewing Schools While Developing Resilient Teachers: How Preservice Teachers Can Act As Change Agents in Partnering Schools. *Rene Roselle, University of Connecticut*

Toward Developing a Science Teacher Education Program for Environmental Literacy and Sustainability in Turkey. *Mustafa Cakir, Marmara University; Serhat Irez, Marmara University; Ozgur Dogan, Marmara University*

Discussant:

Jon G. Bradley, McGill University

64.040. Facing Contemporary Challenges to Teachers' Career Pathways and Professional Growth.

Division K-Teaching and Teacher Education
Hilton New York, Gibson Suite, 2nd Floor
8:15 am to 9:45 am

Chair:

Cheryl A. Franklin, University of New Mexico

Participants:

Acting With Agency in Contexts of Standardization: Critical Incidents in the Lives of Novice Teachers. *Cynthia L. Paris, University of Delaware*

Decomposing Teacher Autonomy: How Teachers Understand Their Classroom Autonomy. *Jonathan A. Supovitz, University of Pennsylvania; Clay LaCoe, Western Wayne School District*

Examining Factors That Influence Elementary Teachers' Instructional Practices and Career Path Decisions. *C. Stephen White, George Mason University; Debby Deal, Loyola College - Maryland; Michelle M. Buehl, George Mason University*

Examining Teacher Empowerment in the Environment of No Child Left Behind. *Barbara S. Coble, Emory University*

Discussant:

D. Jean Clandinin, University of Alberta

64.041. Mathematics Instruction: Contexts for Teaching and Learning Mathematics.

Division K-Teaching and Teacher Education
Hilton New York, Concourse F, Concourse Level
8:15 am to 10:15 am

Chair:

Leslie Keiler, York College - CUNY

Participants:

Mathematics Instruction in High-Needs NYC Middle Schools. *Andrew M. Brantlinger, Graduate Center - CUNY; Michael Meagher, Brooklyn College - CUNY; Hanna N. Haydar, Brooklyn College - CUNY*

Teacher Responses to Students' Errors and Difficulties in Teaching Equivalent Fractions. *Meixia Ding, University of Nebraska - Lincoln; Xiaobao Li, Western Carolina University; Mary Margaret Capraro, Texas A&M University; Gerald Kulm, Texas A&M University*

The Role of Mathematical Knowledge for Teaching in Creating High-Quality Learning Environments: An Exploratory Study. *Charalambos Y. Charalambous, University of Michigan*

Discussant:

Rich Mehrenberg, George Mason University

64.042. Multiple Contexts: Shifting Identities.

Division K-Teaching and Teacher Education
Hilton New York, Concourse C, Concourse Level
8:15 am to 9:45 am

Chair:

Kam Chi Chan, Purdue University North Central

Participants:

Learning to Teach Science: Minority Preservice Teachers' Negotiated Border Crossings. *Karthigeyan Subramaniam, The Pennsylvania State University - Harrisburg; Incho Lee, The Pennsylvania State University - Harrisburg; Lisa Buenaventura, The Pennsylvania State University - Harrisburg; Patricia L. Bullock, The Pennsylvania State University*

Teachers With Visible Disabilities Reflect on Their Preservice Experiences. *Deborah P. Goessling, Providence College*

This MUST Be a Suburban Classroom! Using Photographs to Investigate Teacher Candidates Developing Professional Identities. *Nancy M. Brown, Oakland University; Robert Wiggins, Oakland University;*

David Mark Secord, Oakland University
 Urban Dreams/Urban Realities: Narrating Urban Teaching Identities.
Marini Calette Lee, Michigan State University
 Discursively Constructing a Teaching Identity: Using Portfolios to Trace
 One Student Teacher's Journey. *Laura C. Haniford, University of New Mexico*

Discussant:

Lisa Smulyan, Swarthmore College

64.043. Race, Identity, and Teaching. Division K-Teaching and Teacher Education
 Sheraton New York Hotel & Towers, Liberty Suite 5, 3rd Floor
 8:15 am to 9:45 am

Chair:

Nora E. Hyland, Rutgers, The State University of New Jersey

Participants:

(Future) Teacher Research: How One Booktalk Led to Research in Two Classrooms—and More. *Lisa A. Scherff, University of Alabama; Stephanie Clanton, University of Alabama*

Black Teacher Candidates' Use of Race and Other Cultural Identities in Teaching Students of Color. *Shih-Pei Chang, Michigan State University; John Lockhart, Michigan State University*

Interrogating Whiteness and Deficit Thinking: Implications of Mindfulness Pedagogy. *Barbara J. Dray, SUNY - Buffalo State College*

Pedagogy of Empowerment and Possibilities Through Mentored Learning to Teach: Championing a Nonnative English Speaking (NNES) Teacher Identity. *Gloria Park, University of Maryland - College Park*

Discussant:

Mary Louise Gomez, University of Wisconsin - Madison

64.044. Teaching Mathematics: New Approaches, New Understandings. Division K-Teaching and Teacher Education
 Hilton New York, Concourse E, Concourse Level
 8:15 am to 9:45 am

Chair:

Carole P. Mitchener, University of Illinois - Chicago

Participants:

A Grounded Theory of Professional Competence in Teaching of Mathematics: Cross-Cultural Reflections. *Renu Ahuja, Morgan State University*

Math Teachers in High-Performing or Improving Schools: Teacher Perspectives on Supports for Effective Math Instruction. *Ann M. Eifers, University of Washington - Seattle; Margaret L. Plecki, University of Washington - Seattle*

Discussant:

Corey Drake, Iowa State University

64.045. Vulnerability, Commitment, and Resilience in International Reform Contexts. Division K-Teaching and Teacher Education
 Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room D, Lower Lobby
 8:15 am to 9:45 am

Chair:

Christopher W. Day, University of Nottingham

Participants:

Exploring Teachers' Working Conditions From the Perspective of Teachers as Professionals. *Klaas Van Veen, University of Leiden*

New Zealand Teachers: Commitment and Resilience in the Face of Shifting Educational Challenges. *Ruth Kane, University of Ottawa*

How Teachers Perceive the Impact of the No Child Left Behind Legislation on Their Practice, and Their Profession. *Frances O. Rust, Erikson Institute; Ellen Meyers, Teachers Network*

Bouncing Between Vulnerability and Resilience: The Mediating Role of Working Conditions and Micropolitical Literacy in Teachers' Work Lives. *Geert Kelchtermans, University of Leuven*

Teacher Resilience: A Necessary Condition for Effectiveness. *Qing Gu, University of Nottingham*

Bumpy Moments in Beginning Teachers' Development. *Paulien C. Meijer, Leiden University*

Discussant:

Christopher M. Clark, University of Arizona

64.046. Educational Equity and Integration. Division L-Educational Policy and Politics
 Crowne Plaza Hotel Times Square, Room 509/510, 5th Floor
 8:15 am to 9:45 am

Chair:

Amy Stuart Wells, Teachers College, Columbia University

Participants:

Implementing the Sheff Remedy: Why Hasn't Project Choice Met the Settlement Goals? *Erica Frankenberg, Harvard University*

Retreating From Integration in the Post-Unitary Era: Evidence on School Segregation from 1989 to 2005. *Douglas R. Elmer, University of Kansas*

U.S. Election Law As a Model for Seeking Educational Equity. *Aaron J. Saiger, Fordham University*

What Happened at Southern Illinois University? An Informative Look at the Attack Against Race-Conscious Admission Policies on the Carbondale Campus. *Laurence J. Parker, University of Illinois - Urbana-Champaign; Erin Castro, University of Illinois - Urbana-Champaign*

Discussants:

Benjamin Michael Superfine, University of Illinois - Chicago

Claire E. Smrekar, Vanderbilt University

64.047. The Impact of Accountability Systems on Early Childhood and Gifted Education. Division L-Educational Policy and Politics
 Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level
 8:15 am to 9:45 am

Chair:

Jennifer L. Russell, University of Pittsburgh

Participants:

Are Advanced Students Advancing? Examining Achievement Trends Beyond Proficiency. *Monica Anne Gribben, Human Resources Research Organization; Hilary Lynne Campbell, Human Resources Research Organization; Julisara Mathew, HumRRO*

Impact of Educational Accountability on K-2 Teaching Practices in Primary and Elementary Schools. *Leigh D'Amico, University of South Carolina - Columbia*

Kindergarten Teaching in an Era of Accountability: How Accountability Policies Shape Instruction in an Untested Grade. *Jennifer L. Russell, University of Pittsburgh*

Using Florida School Readiness Measures at the Classroom, Neighborhood, and Community Levels. *Stephanie B. Wehry, University of North Florida; Katherine Kasten, University of North Florida; Cheryl A. Fountain, University of North Florida*

Discussant:

Brian Stecher, RAND

64.048. The Role of Teacher Unions in Teacher Induction, Professional Development, and School Reform. Division L-Educational Policy and Politics
 Crowne Plaza Hotel Times Square, Room 1504, 15th Floor
 8:15 am to 9:45 am

Chair:

Nina Bascia, University of Toronto

Participants:

Labor Relations' Influence on New Teachers' Induction Experiences and Commitment Levels. *Ben Pogodzinski, Michigan State University; Peter A. Youngs, Michigan State University*

Leading Two Generations of Teachers: Local Union Presidents Respond to Changes in the Teacher Workforce. *Susan Moore Johnson, Harvard University; Morgaen Lindsay Donaldson, Harvard University; Mindy Sick Munger, ; John Papay, Harvard University; Emily Kalejs Oazilbash, Harvard University*

Teacher Unions in Institutional and Local Context. *William R. Penuel, SRI International; Kenneth A. Frank, Michigan State University; Dale Belman, Michigan State University*

Discussant:

Nina Bascia, University of Toronto

64.049. How Do Adolescents View the World? Explorations in How Adolescents Frame Their Perspectives and Experiences. SIG-Adolescence and Youth Development (formerly: Adolescence)

New York Marriott Marquis Times Square, Hart Room, 4th Floor
8:15 am to 10:15 am

Chair:

Alesha Kientzler, Re.Create Strategies, LLC

Participants:

Fear, Futility, and Resistance: Challenges to Engaging Adolescents from Privileged Groups in Social Action. *Scott Clifford Seider, Harvard University*

Hearing Their Cries: Students' Experiences, Perceptions, and Definitions of Bullying. *William P. Williams, Virginia Tech University; Angela W. Williams, Virginia Tech*

How Teachers Affect Belongingness: Perceptions of African American High School Girls. *Keonya C. Booker, University of North Carolina - Chapel Hill*

Multivocal Videographies of Adolescents in Three Cultures: Japan, Hong Kong, and the United States. *Hidetada Shimizu, Northern Illinois University; Bill Tsang, University of Hong Kong; Tze Ho, Northern Illinois University*

Discussant:

Menthia P. Clark, Louisiana State University - Baton Rouge

64.050. Problematizing Current Constructs of Arts-Based Educational Research. SIG-Arts-Based Educational Research

Sheraton New York Hotel & Towers, Lenox Ballroom, 2nd Floor
8:15 am to 9:45 am

Chair:

Jane Speedy, University of Bristol

Participants:

What's Art Got to Do With It? Situating Art in Arts-Based Educational Research. *Donal O'Donoghue, University of British Columbia*

Against Social Science Poetics: A Case for Professional Arts Practice in Educational Inquiry. *Rishma Dunlop, York University*

Will Artistic Considerations Always Play "Second Fiddle" in Arts-Based Educational Research? *Robert B. Donmoyer, University of San Diego*

Arts-Based Research and the Politics of Methodology. *Thomas E. Barone, Arizona State University*

Discussant:

Rita L. Irwin, University of British Columbia

64.051. Promising Developments in Research on Bilingual Learners and Families in Multilingual Schools and Communities. SIG-Bilingual Education Research

Hilton New York, Sutton Complex, Sutton Center, 2nd Floor
8:15 am to 10:15 am

Chair:

Lourdes Diaz Soto, University of Texas - Austin

Participants:

Accounting for Linguistic Diversity: A Case Study of One District's (Unfinished) Journey. *Myriam Casimir, Independent; Benjamin Blaisdell, Salem College*

Being Chinese, Becoming Bilingual Chinese Americans. *Yuhshi Lee, University of Washington - Bothell*

English Learners as Problem Solvers: Latino Immigrant Children and Parents Make Sense of Educational Reforms. *Cheryl A. Forbes, University of California - San Diego; Luz M. Chung, University of California - San Diego*

The Power Is in the Partnership: Families As Partners in Bilingual, Bicultural Family Literacy Programs. *Gresilda A. Tilley-Lubbs, Virginia Tech University*

64.052. An Exploration of Educational Research Through the Complex Lens of Doll's Three Ss. SIG-Chaos and Complexity Theories

Crowne Plaza Hotel Times Square, Broadway Ballroom, Act IV, 4th Floor
8:15 am to 10:15 am

Chair:

Rosemary C. Reilly, Concordia University - Montreal

Participants:

Learning As Forgetting: Self-Organization, In-Betweenness, and Ch'an. *Lingqi Meng, Louisiana State University - Baton Rouge; Mei W. Hoyt, Texas A&M University*

Observers and Autopoietic Systems. *Bernard P. Ricca, Saint John Fisher College*

The Complexity of Learning to Teach in a Preservice Teacher Education Program. *Shawn M. Bullock, Queens University*

Theorizing Affective Learning With Complexity. *Rachel F. Moll, University of British Columbia*

Discussant:

Hongyu Wang, Oklahoma State University

64.053. Formative Assessment: Exploring Theory and Practice. SIG-Classroom Assessment

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room K, Lower Lobby
8:15 am to 10:15 am

Chair:

Michael J. Strait, University of Missouri - Kansas City

Participants:

Will Peer Assessment Work in My Classroom? Preservice Teachers' Views Regarding a Formative Peer Assessment Model. *Mary A. Hansen, Robert Morris University; Anita Iaquinta, Robert Morris University*

How E-Assessment With Latent Class Analysis Can Improve Formative Feedback for Classroom Assessment. *Marian Jane Sainsbury, National Foundation for Educational Research England; Tom Benton, National Foundation for Educational Research England*

Assessing the Quality of Peer Assessment and Feedback. *Elizabeth Louise Burd, Durham University; Gill Nicholls, Kings College London*

Formative Assessment: Exploring the Disconnect Between Research and Classroom Practice. *Mike Nicholson, Battelle for Kids; Jill C. Lynch, Ashland University*

Discussant:

Carole Janisch, Texas Tech University

64.054. Examining New Ways to Help Doctoral Students Succeed. SIG-Doctoral Education across the Disciplines

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room J, Lower Lobby
8:15 am to 9:45 am

Chair:

Linda T. Deangelo, University of California - Los Angeles

Participants:

A Grid and Group Explanation of Educational Assumptions Among Professors and International Students. *Kay Dawn Kautz, Cowley College*

A Longitudinal Examination of Multiple Mentoring Relationships: Beyond the Student-Advisor Dyad. *Vicki Lynn Sweitzer, Albion College; Dave Mendrygal, Albion College*

Supporting Doctoral Students in Formulating Their Dissertation Research: The Use of the Consultancy Protocol. *Deborah E. Erickson, California Lutheran University; Maya Tennebaum, California Lutheran University; Hanns Michael Botz, California Lutheran University; Michael Cosenza, California Lutheran University; Sandra Cruz, California Lutheran University*

Now or Later? Using Institutional Data to Identify Patterns of Doctoral Attrition Across Academic Fields. *Kevin John Fosnacht, University of California - Los Angeles; Ellen Bara Stolzenberg, University of California - Los Angeles; Dhanalakshmi Thirumalai, University of California - Los Angeles; Angela D. James, University of California - Los Angeles; Janice Love, University of California - Los Angeles*

Discussant:

Bianca L. Bernstein, Arizona State University

64.055. Effective Practices With Marginalized Groups. SIG-Early Education and Child Development

Crowne Plaza Hotel Times Square, Broadway Ballroom, Act III, 4th Floor
8:15 am to 9:45 am

Chair:

Janette P. Pelletier, OISE/University of Toronto

Participants:

Lessons Learned from a Culturally Responsive Model in Early Education: Project Tribal Early Learning Opportunities. *Annie Woo, Northwest Regional Educational Laboratory*

Home Visiting and School Readiness: A Structural Model Approach in a Rural Reservation Context. *Judy C. Pfannenstiel, Research & Training*

Associates; Debbie Lente-Jojola, Bureau of Indian Affairs-Bureau of Indian Education; Vicki Yarnell, Research & Training Associates, Inc.
 Transforming the Learning Journey in the Early Years. *Judy Mary Whitmarsh, University of Wolverhampton*
 Transformed Preschool Classroom Environments and Enhanced Language and Literacy Instruction: Child and Teacher Outcomes. *Renee M. Casbergue, Louisiana State University - Baton Rouge; April Whatley Bedford, University of New Orleans; Lea M. Mcgee, The Ohio State University*

Discussant:

Patricia G. Ramsey, Mount Holyoke College

64.056. Hints and Tips for Assessment Accommodations From the Standards and Assessment Peer Reviews. SIG-Inclusion and Accommodation in Large-Scale Assessment
 Sheraton New York Hotel & Towers, Central Park East, 2nd Floor
 8:15 am to 9:45 am

Participants:

The Need for Hints and Tips. *Courtney Johnson Foster, South Carolina Department of Education; Vincent Dean, Michigan Department of Education*

Developing the Hints and Tips. *Laurene L. Christensen, University of Minnesota; Martha L. Thurlow, University of Minnesota; Kathryn Lail, University of Minnesota*

64.057. Problem-Based Learning (PBL): A Multifaceted Solution for Educational Needs. SIG-Instructional Technology
 Crowne Plaza Hotel Times Square, Room 406, 4th Floor
 8:15 am to 9:45 am

Chair:

Judith A. Duffield, Lehigh University

Participants:

Ill-Structured Problem Solving: Helping Instructional Design Novices Perform Like Experts. *Peggy A. Ertmer, Purdue University; Donald Stepich, Boise State University; Sara Flanagan, Purdue University; Aslihan Kocaman-Karoglu, Middle East Technical University; Christian Reiner, Purdue University; Lisette Reyes, Purdue University; Adam Santone, Purdue University; Shigetake Ushigusa, Purdue University*

Power, Play, and PBL in Postsecondary Learning: Leveraging Design Models, Emerging Technologies, and Game Elements to Transform Large Group Instruction. *Scott Joseph Warren, University of North Texas; Mary Jo Dondlinger, University of North Texas; Julie Mcleod, University of North Texas*

Problem-Based Learning and Solution Presentation: Scaffolding Middle School Students' Creation of Evidence-Based Arguments. *Brian R. Belland, Purdue University; Krista D. Glazewski, New Mexico State University - Las Cruces; Jennifer C. Richardson, Purdue University*

The Role That Students' Learning Styles Plays in Complex Problem Solving Over Time While Implementing a Case-Based eLearning Environment. *Ikseon Choi, University of Georgia; Sang Joon Lee, University of Georgia; Jeongwan Kang, Yonsei University; Yi-Chun Hong, University of Georgia*

Discussant:

Robert L. Bangert-Drowns, SUNY - University at Albany

64.058. Dispelling the Myths: Latino Faculty and Administrators Working With and Challenging the System. SIG-Multicultural/Multiethnic Education: Research, Theory, and Practice
 Crowne Plaza Hotel Times Square, Room 506, 5th Floor
 8:15 am to 9:45 am

Participants:

Julie Lopez Figueroa, Sacramento State
Mark Figueroa, Saint Mary's College of California
Leticia Oseguera, University of California - Irvine
Jose F. Moreno, California State University - Long Beach

Discussant:

Carlos Nevarez, California State University - Sacramento

64.059. Narrative Research in Social Justice. SIG-Narrative and Research
 Sheraton New York Hotel & Towers, Carnegie Suite West, 3rd Floor
 8:15 am to 9:45 am

Chair:

M. Shaun Murphy, University of Saskatchewan

Participants:

"You're a Terrorist!" How Stories from Schools Prompted an Exploration of Attitudes to "Difference." *Janet Dyson, University of Hertfordshire*
 Critical Narrative Analysis of a School Within a School Program: Status Quo Versus Social Justice. *Glenda C. Moss, Indiana University-Purdue University - Fort Wayne; Eva Merkel, East Allen County Schools*
 Living Upon and Moving Between Multiple Contexts: Relational Negotiations on a Diverse School Landscape. *Jennifer Mitton, University of Alberta*

Toward Collective Civic Responsibility: Using Storytelling to Interrupt a Paradigm of Sameness in Schools and Communities. *Loyce E. Caruthers, University of Missouri - Kansas City*

Discussant:

Joy L. Wiggins, University of Texas - Arlington

64.060. Thinking Beyond Leadership, Management and Administration: Developing Organizational Theory for Schools and Colleges. SIG-Organizational Theory
 Sheraton New York Hotel & Towers, Madison Suite 5, 5th Floor
 8:15 am to 9:45 am

Participants:

Process Ontology, Inseparability: Educational Leaders and Schools in a Joint Process of Social Becoming. *Bill Beales, Cwmcam High School - Wales; Michael Connolly, University of Glamorgan; Christopher R. James, University of Bath*

Structure, Agency, and Reflexive Ultimate Concerns in Organizational Change in Education. *Philip Woods, University of Aberdeen*
 Students and Schools As Organizations. *Helen Gunter, Manchester Metropolitan University*

How Might Bernstein's Theory of Educational Transmissions Inform the Development of Organizational Theory in Education? *James Cambridge, University of Bath*

Discussant:

Sharon Kruse, University of Akron

64.061. Long-Term Impact and Outcomes of Out-of-School Time Programs. SIG-Out-of-School Time
 Hilton New York, Nassau Suite B, 2nd Floor
 8:15 am to 9:45 am

Chair:

Georgia Hall, Wellesley College

Participants:

Evaluating Sustainability of One English City's OST Provision in Changing Local and National Contexts. *Mary Bailey, University of Nottingham; Paul Thompson, University of Nottingham*

Experiences and Emotions as Mediators in the Relationship Between After-School Program Participation and Developmental Outcomes. *David J. Shernoff, Northern Illinois University; Deborah L. Vandell, University of California - Irvine*

Latino Youth Pathways to College: The Differential Role of After-School Program Participation. *Ingrid Nelson, Stanford University*

The Long-Term Effects of After-School Programming on Educational Adjustment and Juvenile Crime. *Denise Huang, University of California - Los Angeles; Pete G. Goldschmidt, California State University - Northridge*

Discussant:

Jane Quinn, Children's Aid Society

64.062. Violence and Reconciliation: Global Perspectives on Peace Education. SIG-Peace Education
 Crowne Plaza Hotel Times Square, Room 504, 5th Floor
 8:15 am to 9:45 am

Participants:

Drawing From War: Narratives to Mold a Peace Paradigm in the African Great Lakes Region. *Elavie Ndura, George Mason University*
 Education and the Dangerous Memories of Historical Trauma: Narratives of Pain, Narratives of Hope. *Michalinos Zembylas, Open University - Cyprus; Zvi Bekerman, Hebrew University of Jerusalem*
 Harnessing Multimodal Imaginations for Reconciliation Work in South African Classrooms: Affordances of the Political Terrain. *Ana Ferreira, Wits University; Hilary Janks, University of the*

Witwatersrand

Voices From the Shadows of Violence: Young People, Teachers, and Education in Northern Ireland, Post-Conflict. *Ruth Leitch, Queen's University - Belfast*

64.063. Political Battles for Attention, Control, and Resources. SIG-Politics of Education
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room L, Lower Lobby
8:15 am to 9:45 am

Chair:

Rebecca Jane Jacobsen, Michigan State University

Participants:

Issue Framing as a Policy Tool: Early Childhood Policy in the States. *Rachel Ann Fulcher Dawson, Michigan State University*
The Rush Toward Universal Public Pre-K: Is It Research-Based or Political Spectacle? *Carolyn A. Brown, The George Washington University; Travis S. Wright, The George Washington University*
Frames, Mobilization, and Policy Outcomes: Comparing Autism Versus Mental Retardation Activism. *Tiina Itkonen, California State University - Channel Islands; Robert K. Ream, University of California - Riverside*
The Political Struggle Over Educational Policy in New Jersey: Mapping Agents' Power and Policy Implementation. *Eran Tamir, Brandeis University*

Discussant:

John W. Sipple, Cornell University

64.064. The Subaltern Speak: Curriculum, Power, and Educational Struggles. SIG-Postcolonial Studies and Education co-sponsored with SIG-Critical Issues in Curriculum and Cultural Studies
Hilton New York, Murray Hill Suite B, 2nd Floor
8:15 am to 10:15 am

Chair:

Kristen L. Buras, Emory University

Participants:

Kristen L. Buras, Emory University
Thomas C. Pedroni, Oakland University
Dolores Delgado Bernal, University of Utah
Glenabah M. Martinez, University of New Mexico
Kevin K. Kumashiro, University of Illinois - Chicago
Stanley Aronowitz, Graduate Center - CUNY
Luis Armando Gandin, Federal University of Rio Grande do Sul
Pavilino Motter, University of Wisconsin - Madison

Discussants:

Michael W. Apple, University of Wisconsin - Madison
Fazal A. Rizvi, University of Illinois - Urbana-Champaign

64.065. Applications of the Rasch Model in Teaching and Learning. SIG-Rasch Measurement
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room B, Lower Lobby
8:15 am to 9:45 am

Chair:

Alan C. Bugbee, American Society for Clinical Pathology

Participants:

An Alternative Approach to Establishing Cut Points for Classroom-Based Assessments. *Diana Bernbaum Wilmot, University of California - Berkeley; Cathleen A. Kennedy, University of California - Berkeley*
Assessing the Fidelity of Structural and Instructional Model Implementation in New Small Schools: The Application of IRT Techniques. *Denis W. Jarvinen, Strategic Measurement and Evaluation, Inc.; Edward W. Wolfe, Virginia Tech University; Bill Conrad, Oakland Unified School District; Jean Y. Wing, Oakland Unified School District*
Measuring Teacher Dispositions With Different Item Structures: An Application of the Rasch Model. *William S. Lang, University of South Florida - St. Petersburg; Judy Wilkerson, Florida Gulf Coast University*
The Investigation of a Measure of Transformative Experience: Assessing In-Class and Out-of-Class Engagement. *Kristin Lea Kelly, University of Toledo; Victoria Caterina Stewart, University of Toledo; Kevin J. Pugh, University of Northern Colorado; Christine L. Manzey,*

University of Toledo

Discussant:

Jon S. Twing, Pearson

64.066. Learning to Focus on Students' Mathematical Thinking: Highlights From Three Teacher Preparation Projects. SIG-Research in Mathematics Education
Crowne Plaza Hotel Times Square, Room 507, 5th Floor
8:15 am to 9:45 am

Chair:

Enrique Galindo, Indiana University - Bloomington

Participants:

Keith R. Leatham, Brigham Young University
Blake E. Peterson, Brigham Young University
Patricia S. Wilson, University of Georgia

Discussants:

Frank K. Lester, Indiana University - Bloomington
Diana V. Lambdin, Indiana University - Bloomington

64.067. Mathematics Pedagogy. SIG-Research in Mathematics Education
Crowne Plaza Hotel Times Square, Room 501/502, 5th Floor
8:15 am to 9:45 am

Chair:

Ann R. Edwards, University of Maryland - College Park

Participants:

Exploring the Feasibility and Value of a Shared Language of Mathematics Pedagogy. *Megan E. Staples, University of Connecticut*
Mathematics Teaching Methods in Middle Schools. *Renmin Ye, Houston ISD; Carla Stevens, Houston Independent School District*
Relationships Between Mathematical Knowledge for Teaching and Teacher Practice: The Case of Proof. *Michael Steele, Michigan State University; Kimberly Ann Cervello, Michigan State University*

64.068. SIG: Research in Reading and Literacy SIG: Directions in Reading and Literacy Research 5. SIG-Research in Reading and Literacy
Hilton New York, Murray Hill Suite A, 2nd Floor
8:15 am to 10:15 am

Chair:

Wayne H. Slater, University of Maryland - College Park

Participants:

A Developmental Writing Scale. *Yigal Attali, ETS; Don Powers, ETS; Thomas Quinlan, ETS*
Eliciting Peer-to-Peer Text Discussion: How Teacher and Student Questions Matter. *Maren S. Aukerman, University of Pennsylvania; Caroline McGuire, University of Pennsylvania; Gregory Glasheen, University of Pennsylvania*
Graphic Novels: A Pathway to Critical Thinking. *Kelly Mcneal, William Paterson University; Salika Lawrence, William Paterson University; Djanna A. Hill-Brisbane, William Paterson University*

64.069. Preparing and Supporting Teachers of the Gifted. SIG-Research on Giftedness and Talent
Hilton New York, Mercury Rotunda, 3rd Floor
8:15 am to 9:45 am

Chair:

Tonya R. Moon, University of Virginia

Participants:

Gifted and Talented Educators' Attitudes About Academic Acceleration. *Del L. Siegle, University of Connecticut; Hope Elisabeth Wilson, University of Connecticut*
Teachers Who Make a Difference: Middle and High School Student Perceptions of Teaching Effectiveness. *Karen Beckstead Rogers, University of New South Wales*
Functional Behavioral Assessment of High-Ability Students With Consistent Behavior Problems. *Brandi Simonsen, University of Connecticut; Catherine A. Little, University of Connecticut; Sarah Fairbanks, University of Connecticut*
Implementing a Team Model in a Statewide Gifted Program Evaluation Initiative. *Ann E. Robinson, University of Arkansas - Little Rock; Alicia Cotabish, University of Arkansas - Little Rock; Lorna Bryant, University of Arkansas - Little Rock; Carolyn Pearson, University of Arkansas - Little Rock; Ibrahim Duyar, University of Arkansas - Little*

Rock

In Pursuit of Excellence: A Policy-Driven Systemic Initiative to Embed Gifted Education. *James J. Watters, Queensland University of Technology; Carmel M. Diezmann, Queensland University of Technology*

Discussant:

Rafael Lara-Alecio, Texas A&M University

64.070. Grouping Students: Antecedents and Consequences. SIG-School Effectiveness and School Improvement
New York Marriott Marquis Times Square, Astor Ballroom Pre-Function, 7th Floor
8:15 am to 9:45 am

Chair:

Rafael Hernandez-Gonzalez, National Center for Evaluation of Higher Education

Participants:

Setting by Ability: Or Is It? *Daniel R. Muijs, University of Manchester; Mairead Dunne, University of Sussex*

Students at Risk: The Beneficial Impact of School Segregation? *Eva Van de gaer, University of Leuven; Jean Pierre H.C. Verhaeghe, Ghent University; Jan A. Van Damme, Catholic University - Leuven*

The Effect of Class and School Composition on Academic Achievement. *Tinneke Boonen, Catholic University of Leuven - Belgium; Jan A. Van Damme, Catholic University - Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven*

Differential Achievement Trajectories in a Tracked Secondary School System: The Influence of Compositional and Institutional Effects on Achievement Gains in French as a Foreign Language. *Marko Neumann, Max Planck Institute for Human Development; Inge Schnyder, University of Fribourg; Ulrich Trautwein, Max Planck Institute for Human Development; Alois Niggli, University of Education; Oliver Luedtke, Max Planck Institute for Human Development*

64.071. Crucial Instructional Decisions for Second/Foreign Language Learning. SIG-Second Language Research co-sponsored with SIG-Bilingual Education Research

Crowne Plaza Hotel Times Square, Broadway Ballroom, Act I, 4th Floor

8:15 am to 10:15 am

Chair:

Youngjoo Yi, University of Alabama

Participants:

High School ELL Students' Journal Writing and Their English-Language Acquisition and Writing Skills: Six Parallel Case Studies. *Widad Mohammed Mousa, Cleveland State University*

"Critical Reading" in an Advanced-Level Japanese-as-a-Foreign-Language Classroom: Students' Perspectives. *Kumagai Yuri, Smith College; Noriko Iwasaki, University of California - Davis*

How Computer-Mediated Communication Affects ESL Students' Writing Processes and Writing Performance. *Show-Mei Lin, University of Oklahoma*

Challenges and Needs of Teachers of English-Language Learners. *Luciana C. De Oliveira, Purdue University; Nielsen L S Pereira, Purdue University*

Teachers' Treatment of Different Types of Students Questions. *Dogan Yuksel, Kocaeli University; Miao Yu, Florida State University*

A Study of Sociolinguistic Characteristics of Young Children's Peer Talk in a Mandarin-English Bilingual Preschool. *Li-Chen Wang, Kent State University - Kent; Eunsook Hyun, University of Massachusetts - Boston*

64.072. Assessment and Instruction in Special Education. SIG-Special Education Research

Sheraton New York Hotel & Towers, Executive Conference Center,

Conference Room I, Lower Lobby

8:15 am to 9:45 am

Chair:

Kavita L. Seeratan, University of California - Berkeley

Participants:

Providing Instruction in Day Treatment and Residential Schools: Special Educator Perspectives. *Kimber W. Malmgren, University of Wisconsin - Madison; Katherine Ahlgren, University of Wisconsin - Madison*
Academic Curriculum for Students With Significant Cognitive

Disabilities: Evidence From Five States. *Meagan Karvonen, Western Carolina University; Shawnee Wakeman, University of North Carolina - Charlotte; Claudia P. Flowers, University of North Carolina - Charlotte; Diane M. Browder, University of North Carolina - Charlotte*
A National Comparison of Students With Disabilities in Standard and Alternate Assessments. *Jose Blackorby, SRI International; Anne-Marie Knokey, SRI International; Renee Cameto, SRI International*

Test Accommodations and Item-Level Analyses: Mixture DIF Models to Establish Valid Test Score Inferences. *Stan E. Scarpatt, University of Massachusetts - Amherst; Craig S. Wells, University of Massachusetts - Amherst; Stephen J. Jirka, University of Massachusetts - Amherst*
Changes in the WISC Norms Over Time: Implications for Children With Disabilities. *Tomoe Kanaya, Claremont McKenna College; Erica Cohen, Muhlenberg College; Suzanne Landi, Bryn Mawr College; Jaclyn Rose Macfarlane, Muhlenberg College; Laura Stein, Muhlenberg College*

Discussant:

Janet E. Spector, University of Maine

64.073. Stress and Coping With Adult Populations. SIG-Stress and Coping in Education

Sheraton New York Hotel & Towers, Madison Suite 6, 5th Floor

8:15 am to 9:45 am

Chair:

Russell L. Carson, Louisiana State University - Baton Rouge

Participants:

"Quit Partying, More Studying": A Mixed Methods Investigation of Undergraduates' Academic Goal Attainment and Well-Being. *Rochelle M. Roberts, University of Texas - Austin; Sarojani S. Mohammed, University of Texas - Austin; Michelle Neeby, University of Texas - Austin; Hyunjin Kim, University of Texas - Austin; Hyunjin Kim, University of Texas - Austin; Tae Hee Kim, University of Texas - Austin; Priya Nihalani, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin*

Graduate Students and Stress: The Positive and Negative Effects of Significant Relationships. *Tara L. Young, ; Chan M. Hellman, University of Oklahoma*

My Stress is Worse Than Yours: Comparing Teachers of the Gifted to Other Teacher Populations. *Robbie McHardy, Louisiana State University - Baton Rouge*

Occupational Stress Factors As Predictors of Teacher Anxiety and Depression. *Kristen Anne Ferguson, Nipissing University; Lorraine G. Frost, Nipissing University; David Hall, Nipissing University*

Discussant:

Stacey Edmonson, Sam Houston State University

64.074. Talent Development of Students Placed at Risk. SIG-Talent Development of Students Placed at Risk

Sheraton New York Hotel & Towers, Madison Suite 4, 5th Floor

8:15 am to 9:45 am

Participants:

The Association Between Violence Risk Behaviors and Self-Esteem Among Elementary Black Male Students. *Judy L. Giesen, University of Alabama; C. J. Daane, University of Alabama; Mary Beirne-Smith, University of Alabama*

The Formation of Effective Alternative High School Teachers. *Janis H. Palmer, University of Iowa*

64.075. Practitioners' Voices in Trying Times. SIG-Teacher as Researcher

Hilton New York, Nassau Suite A, 2nd Floor

8:15 am to 9:45 am

Chair:

Joan Barnatt, Boston College

Participants:

Rebecca Akin, Stanford University

Alan D. Amtzis, College of New Jersey

Robert Baroz, Boston College

Gerald Campano, Indiana University - Bloomington

Elizabeth J. Cantafio, Community College of Philadelphia

Emily Carroll, Rhodes High School

Delvin Dinkins, Assistant Principal PA

Kelley Evans, University of Pennsylvania

Miriam Fife, University of Pennsylvania

Maria Ghiso, University of Pennsylvania
Kelly A. Harper, D'Youville College
Sarah Reed Hobson, University of Pennsylvania
Gillian Maimon, School District of Philadelphia
Gary A. McPhail, Boston College
Swati Mehta, Boston College
Marsha R. Pincus, School District of Philadelphia
Monica Rowley, New York City Dept. of Education
Rob Simon, University of Pennsylvania
Andrea J. Stairs, University of Tennessee - Knoxville
Lynne Yermanock Strieb, Philadelphia Writing Project
Diane Waff, WestEd
Sherri Wu, Yi-Lan University - Taiwan

Discussants:

Marilyn Cochran-Smith, Boston College
Susan L. Lytle, University of Pennsylvania

64.076. Teacher Technology Use. SIG-Technology as an Agent of Change in Teaching and Learning
 Sheraton New York Hotel & Towers, Central Park West, 2nd Floor
 8:15 am to 9:45 am

Chair:

Joette Stefl-Mabry, SUNY - University at Albany

Participants:

Does Technology Integration "Work" When Key Barriers Are Removed?
Deborah Lowther, University of Memphis; Jack Daniel Strahl, University of Memphis; Fethi A. Inan, Texas Tech University; Steven M. Ross, University of Memphis

Teachers Collaborating Using Blogs and Wikis. *John K. Lee, North Carolina State University; Carl A. Young, North Carolina State University*

Technology and Pedagogical Beliefs of Teachers: A Cross-Case Analysis.
Kelly F. Glassett, Southern Illinois University - Carbondale

Technology-Mediated Professional Development for a High School Transition Program. *Diane Profita Schiller, Loyola University - Chicago; Fred Siegeltuch, Loyola University - Chicago*

Discussant:

Walter F. Heinecke, University of Virginia

64.077. Faculties of Education in Canada: Alternate Practices in Research, Accountability, and Teacher Education With Reactions From the United States. Canadian Society for Studies in Education
 Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room F, Lower Lobby
 8:15 am to 10:15 am

Chair:

Robin D. Tierney, University of Ottawa

Participants:

Jane S. Gaskell, OISE/University of Toronto
Michel D. Laurier, University of Montreal
Paul S. Shaker, Simon Fraser University
Penelope L. Peterson, Northwestern University
P. David Pearson, University of California - Berkeley

Friday, 9:05 am

65.010. Innovative Considerations of Motivation, Regulation, Engagement, and Achievement. Division C-Learning and Instruction
 Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
 9:05 am to 9:45 am

Tables:

1. Acculturation and Perceived Scholastic Competence. *Francesca Lopez, University of Arizona*
2. Effects of Attribution on Students' Course Satisfaction. *Hye-Sook Park, Honam University*
3. University Students' Emotional Competence and Styles of Thinking. *Li-Fang Zhang, University of Hong Kong; Gerard A. Postiglione, University of Hong Kong*
4. Using a Socioeconomic Class Analysis of Case Study Data to Consider the Values Embedded in Self-Regulated Learning. *Stephen M. Vassallo, Michigan State University*
5. Growth and Change in Attention, Behavior, and Achievement from

Kindergarten to Fifth Grade. *Amy Claessens, Northwestern University*

6. Curriculum Integration: Opportunities to Maximize Assessment as, of, and for Learning. *Sheryl Lynn MacMath, University of Victoria; John William Wallace, Curtin University of Technology; Xiaohong Chi, OISE/University of Toronto*

65.011. Issues in the Education of Hispanic Students. SIG-Hispanic Research Issues

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
 9:05 am to 9:45 am

Tables:

7. Civic Responsibility for Transnational Students: Considering the Schooling of U.S. Citizens in Mexican Schools. *Edmund T. Hamann, University of Nebraska - Lincoln; Víctor Zúñiga, University of Monterrey; Juan Sánchez García, Normal School, Miguel F. Martínez*
8. Connecting Black and Brown: What Can African American and Latino Students Learn About Immigration and Migration? *Irma M. Olmedo, University of Illinois - Chicago*
9. Hispanic Females and Their Educational Challenges in Public Schools. *Johnna Paraiso,*
10. The Effect of an After-School Homework-Assistance Program on Low and High Academic Achievers. *Lewis Bonney, Azusa Pacific University; Hae-Seong Park, Azusa Pacific University*
11. The State of Latino School Leadership: A Statistical Profile. *Frank Hernandez, Hamline University; Monica Byrne-Jimenez, Hofstra University; Sylvia E. Mendez-Morse, Texas Tech University*
12. The Education of the Puerto Rican Diaspora: Challenges, Dilemmas, and Possibilities. *Rosalie Rolon-Dow, University of Delaware; Cesar Ayala, University of California - Los Angeles; Jennifer McCormick, University of California - Los Angeles; Jason G. Irizarry, University of Connecticut; Rene F. Antrop-Gonzalez, University of Wisconsin - Milwaukee; Anthony De Jesus, Hunter College - CUNY; Madeleine E. Lopez, Graduate Center - CUNY*
13. Standardizing the Marginalized: Examining the Impact of Standardization on Teaching English Language Learners. *Lillian Vega Castaneda, California State University - Channel Islands; Sharon H. Ulanoff, California State University - Los Angeles*

65.012. Literacy Support in Teacher Education. Division K-Teaching and Teacher Education
 Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
 9:05 am to 9:45 am

Tables:

14. "Write to Me": Graduate Students' and Preservice Teachers' Communication Abilities in a Community of Practice Summer Literacy Camp. *Janet C. Richards, University of South Florida - Tampa; Susan V. Bennett, University of South Florida - Tampa; Kim T. Shea, University of South Florida - Tampa*
15. A Visual Literacy Approach to Teacher Education for Bilingual/Bicultural Learners. *Susan Jane Britsch, Purdue University*
16. Capitalizing on Immigrant Mothers' Knowledge: A New Family Literacy Program. *Leila Flores-Duenas, University of New Mexico*
17. Reacting to Change: Critical Media Literacy for Reading Teachers? *Stephanie A. Flores-Koulish, Loyola College - Maryland; Debby Deal, Loyola College - Maryland*
18. High School Reading Remediation: Implementing Read 180 in an Urban School District. *Laura Kay Smith, Hope Street Academy*
19. Assessment and Treatment of 8th-Grade Struggling Readers' Spelling Skills. *Alpana A. Bhattacharya, Queens College - CUNY*

65.013. Trends and Innovations Concerning Cognition, Instruction, and Collaboration. Division C-Learning and Instruction
 Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor
 9:05 am to 9:45 am

Tables:

20. Benefits and Costs of Dimensional Comparisons. *Britta Pohlmann, University of Kiel; Jens Moeller, University of Kiel*
21. Conceptual Change and Values: An Intentional Approach to Understanding Students' Learning in Economics. *Cecilia H. Lundholm, Stockholm University*

22. Effects of Social Ability and Self-Regulation on Sense of Community and Participation Behaviors in Online Learning Contexts. *Guan-Yu Lin, National Chiao Tung University; Demei Shen, University of Missouri - Columbia; James M. Laffey, University of Missouri - Columbia; Moon-Heum Cho, Indiana University-Purdue University - Fort Wayne*
23. Exploring Epistemic Motives During Group Work: How College Students' Need for Closure Surfaces During Semistructured Collaborative Learning Tasks. *Joshua D. Walker, University of Texas - Austin; Stephen Marc Walls, University of Texas - Austin; Shana Michele Shaw, University of Texas - Austin; Sarah Rebecca Daniel, University of Texas - Austin; Christina M. Cestone, ; Daniel H. Robinson, University of Texas - Austin*
24. Relationships Between Student Cognitions and Their Effect on Study Strategies. *Martin M. Valcke, Ghent University; Johan Robert Ferla, Ghent University*
25. The Coherence of Prior Knowledge Activation: How Different Mapping Tasks Lead to Substantial Differences in Cognitive Processes and Learning Outcomes. *Johannes Gurlitt, University of Freiburg; Alexander Renkl, University of Freiburg; Julianne Klaesener, University of Freiburg - Germany; Nina Götz, University of Freiburg - Germany; Karen Thomas, University of Freiburg - Germany*
26. The Influence of Immediate Feedback on Subsequent Learning in Children. *Barbara Moschner, Carl von Ossietzky University of Oldenburg; Andrea Anschuetz, Universitaet Oldenburg; Christiane Thiel, Universitaet Oldenburg; Jale Oez yurt, Universitaet Oldenburg; Ilka Parchmann, Universitaet Oldenburg*

Friday, 10:35 am

AERA Governance Meetings and Events

- 66.001. AERA Fellows Program Committee.** AERA
Sheraton New York Hotel & Towers, Park Suite 3, 5th Floor
10:35 am to 12:05 pm
- 66.002. Educational Researcher - Closed Editorial Board Meeting.** AERA
Sheraton New York Hotel & Towers, Central Park West, 2nd Floor
10:35 am to 12:05 pm

66.010. A Sociohistorical Perspective on ESL Immigrant Students in U.S. Public Schools. Presidential Session

Hilton New York, Murray Hill Suite A, 2nd Floor
10:35 am to 12:05 pm

Chair:

Virginia M. Gonzalez, University of Cincinnati

Participants:

*Liliana Minaya-Rowe, Johns Hopkins University
John Oller, University of Louisiana at Lafayette
Thomas Yawkey, The Pennsylvania State University
Wei Gu, Grand Valley State University
Eugene E. Garcia, Arizona State University*

Discussant:

Virginia M. Gonzalez, University of Cincinnati

- 66.011. International Perspectives on Education Research.** AERA Sessions
Hilton New York, Gramercy Suite A, 2nd Floor
10:35 am to 12:05 pm

Chair:

Eva F. Baker, University of California - Los Angeles and American Educational Research Association

Participants:

*Ingrid Gogolin, University of Hamburg and European Educational Research Association
Maria de Ibarrola, Center for Research and Advanced Studies and Mexican Council of Educational Research
Yin Cheong Cheng, Hong Kong Institute of Education - Hong Kong and Asia-Pacific Educational Research Association*

- 66.012. Linking Research and Activism for Social Justice: Pedagogy, Policy, and Academic Communities.** Social Justice Action Committee

Hilton New York, Gramercy Suite B, 2nd Floor
10:35 am to 12:05 pm

Chair:

Susan E. Noffke, University of Illinois - Urbana-Champaign

Participants:

*Peter L. McLaren, University of California - Los Angeles
Lee A. Bell, Barnard College
William C. Ayers, University of Illinois - Chicago
Mollie V. Blackburn, The Ohio State University
Kevin K. Kumashiro, University of Illinois - Chicago
Sandy M. Grande, Connecticut College*

Discussant:

Cynthia A. Tyson, The Ohio State University

- 66.013. Contextual Influence and the Urban School Leader.** Division A-Administration, Organization, and Leadership
Hilton New York, Concourse C, Concourse Level
10:35 am to 12:05 pm

Chair:

Gaetane Jean-Marie, University of Oklahoma

Participants:

Dedication to Community: Leadership at an African-Centered School. *Joyce H. Piert, University of Michigan - Flint*
Principals' Leadership Practices Over Time: Contextual Influences on What Principals Do. *Ellen B. Goldring, Vanderbilt University; Henry May, University of Pennsylvania; Jason Huff, Vanderbilt University*
"Here, I Just Feel Like It's So at Home": A Case Study of Urban School Leadership. *Judith L. Toure, Carlow University*

Discussant:

Arnold B. Danzig, Arizona State University

- 66.014. Leadership Efforts to Promote College Placement and Transformative Learning Organizations.** Division A-Administration, Organization, and Leadership
Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room H, Lower Lobby
10:35 am to 12:05 pm

Chair:

Susan C. Bon, George Mason University

Participants:

A Reversal of Fortune: Creating Community Partnerships to Advance College Placement in Traditionally Underrepresented High Schools. *Matthew C. Militello, University of Massachusetts - Amherst; Jason Schweid, University of Massachusetts - Amherst; John Carey, University of Massachusetts - Amherst; Carey Dimmitt, University of Massachusetts - Amherst*
A Multi-Level Investigation of Evaluative Inquiry and the Learning Capacity of Schools. *J. Bradley Cousins, University of Ottawa; Swee C. Goh, University of Ottawa; Linda Lee, Proactive Information Services, Inc.; Tony Quan, University of Ottawa*
Principal Leadership and School Vision: A Critical Leverage Point for Transformative Professional Learning. *Brad W. Kose, University of Illinois - Urbana-Champaign*

Discussant:

Tricia Browne-Ferrigno, University of Kentucky

- 66.015. New DEEL Workshop: Toward the Development of a Community of Leaders.** Division A-Administration, Organization, and Leadership
Sheraton New York Hotel & Towers, Riverside Ballroom, 3rd Floor
10:35 am to 12:05 pm

Chairs:

*Joan P. Shapiro, Temple University
Steven Jay Gross, Temple University*

Participants:

*Anthony H. Normore, California State University - Dominguez Hills
Colleen L. Larson, New York University
Michael E. Dantley, Miami University - Oxford
Judy A. Alston, Ashland University
Patricia A.L. Ehrensall, Temple University
Kathleen S. Sernak, Rowan University
Melissa A. Sterba, University of Pennsylvania
Jean Cate, University of Oklahoma
Mary John O'Hair, University of Oklahoma*

66.016. Organizational and Learning Community Frameworks. Division

A-Administration, Organization, and Leadership
 Sheraton New York Hotel & Towers, Carnegie Suite West, 3rd Floor
 10:35 am to 12:05 pm

Chair:

Christopher A. Lubienski, University of Illinois - Urbana-Champaign

Participants:

Beginning Teacher Retention and the Importance of Mentoring, Climate, and Leadership in a Learning Communities Framework. *Susan R. Wynn, Duke University; Erika Alisha Patall, Duke University*
 High-Reliability Organizations, Mindful Schools, and Weickian Practices: The Effect of Trust on Organizational Mindfulness. *Page A. Smith, University of Texas - San Antonio; Carl Steven Scarbrough, University of Texas - San Antonio*
 Strategies for Building Sustainable School-Wide Professional Learning Communities in Urban Schools. *Joanne Picone-Zocchia, Learner-Centered Initiatives, Ltd.; Brett Lane, Brown University*
 The Development of Professional Learning Communities: The Usefulness of Ideal Types. *Mirjam Timmerman, Fontys University of Applied Sciences; Peter Slegers, University of Amsterdam; Eric Verbiest, Fontys University of Applied Sciences*

Discussant:

Edith A. Rusch, University of Nevada - Las Vegas

66.017. Cosmopolitanism in Curriculum Theorizing. Division B-

Curriculum Studies co-sponsored with SIG-Philosophical Studies in Education
 Sheraton New York Hotel & Towers, Madison Suite 3, 5th Floor
 10:35 am to 12:05 pm

Chair:

Youngjoo Kim, Oakland University

Participants:

Curriculum as Cosmopolitan Inheritance. *David T. Hansen, Columbia University*
 Reenvisioning Cosmopolitan Education. *Hiro Saito, University of Michigan*
 "Ex and the City": On Cosmopolitanism, Community and the "Curriculum of Refuge." *Molly Ellington Quinn, Teachers College, Columbia University; Amita Roy Shah, Teachers College, Columbia University*

Discussant:

Robert James Helfenbein, Indiana University-Purdue University - Indianapolis

66.018. Internationalization and Globalization in the Curriculum.

Division B-Curriculum Studies
 Sheraton New York Hotel & Towers, Park Suite 2, 5th Floor
 10:35 am to 12:05 pm

Chair:

Candace M. Schlein, OISE/University of Toronto

Participants:

Rethinking Teaching About Others in a Global Society: Asia in American Classrooms. *Won Pyo Hong, Michigan State University*
 Preparing Professors for "Global Passport" Curriculum and Pedagogy: An International University Case Study. *Annette E. Gough, RMIT University*
 Toward a Multicultural Europe? Analysing Geography, History, and Civic Education Curricula in England, Germany, and Greece. *Daniel Faas, Hellenic Foundation for European and Foreign Policy (ELLAMEP)*
 The Issue of Diversity and Multiculturalism in Japan. *Jie Qi, Utsunomiya University; Sheng Ping Zhang, Meijo University*
 Looking Beyond the Egg: Honoring Diversity in Multicultural Classrooms. *Rahat Naqvi, University of Calgary; Cynthia Joy Prasow, University of Calgary*

Discussant:

Nina Asher, Louisiana State University - Baton Rouge

66.019. Behavioral, Cognitive, and Affective Engagement in Real and

Virtual Classrooms. Division C-Learning and Instruction
 Hilton New York, Sutton Complex, Beekman Parlor, 2nd Floor
 10:35 am to 12:05 pm

Chair:

Ellen L. Usher, University of Kentucky

Participants:

Connecting Classroom Quality and Reading Achievement: The Role of Behavioral Engagement in Kindergarten. *Timothy Walter Curby, University of Virginia; Claire Cameron Ponitz, University of Virginia; Sara E. Rimm-Kaufman, University of Virginia; Kevin J. Grimm, University of California - Davis*
 Enactment of Self-Regulated Learning in Junior High School Students. *Irit Aharon, Haifa University; Billie Eilam, University of Haifa; Moshe Zeidner, University of Haifa*
 A New Method for Measuring the Emotions Experienced by Children During Learning Task Engagement in the Elementary School Classroom. *Veronica O'Toole, University of Canterbury*
 New Strategies for Enhancing Engagement and Learning in Academic Gaming Environments. *Daniel T. Hickey, Indiana University - Bloomington; Adam Ingram-Goble, Indiana University - Bloomington; Ellen Maureen Jameson, Indiana University - Bloomington; Eun Ju Kwon, Indiana University - Bloomington*

Discussant:

Lynley Anderman, The Ohio State University

66.020. Instructional and Contextual Factors Influencing Historical Reasoning: Research From Israel, Taiwan, Netherlands, and the United States. Division C-Learning and Instruction

Hilton New York, Bryant Suite, 2nd Floor
 10:35 am to 12:05 pm

Chair:

Keith C. Barton, University of Cincinnati

Participants:

Collaboration and Addressivity in Israeli Jews' and Arabs' Participation in a Conflict-Based Instructional Task. *Yifat Kolikant, Hebrew University of Jerusalem; Sara Pollack, Hebrew University of Jerusalem*
 Sense and Sensibility: Taiwanese Students' Evaluation of Historical Accounts. *Yi-Mei Hsiao, Institute of Education - London*
 Stimulating Situational Interest and Student Inquiry Questions in History Classrooms. *Albert Logtenberg, University of Amsterdam; Carla Van Boxtel, University of Amsterdam; Bernadette van Hout-Wolters, University of Amsterdam*
 "From Then and Now": Secondary Students' Historical Understanding of Race. *Mary Pat Raupach, University of Cincinnati*

Discussant:

Linda S. Levstik, University of Kentucky

66.021. Issues in English Language Learning and Teaching: Reading and Early Literacy. Division C-Learning and Instruction

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room J, Lower Lobby
 10:35 am to 12:05 pm

Chair:

Lori A. Helman, University of Minnesota

Participants:

What Are the Instructional Practices of Accomplished Reading Teachers of English Learners? *Lori A. Helman, University of Minnesota; Paul Magnuson, Center for Reading Research; Monica E Marx,*
 The Relationship Between Family Language and Literacy Practices and Early Literacy Skills in Spanish-Speaking English Learners. *Emily Jane Solari, University of Texas - Houston; Tisa C. Jimenez, Loyola Marymount University; Cara R. Richards, California State University - Long Beach; Alexis Filippini, San Francisco State University; Michael M. Gerber, University of California - Santa Barbara*
 The Acquisition of Non-Spanish Consonant Phonemes in Spanish-English Bilinguals From Kindergarten Through First Grade. *Laura Reynolds, Haskins Laboratories; Joanna K. Uhry, Fordham University*
 Question Generation and ESL Struggling Readers. *Pamela Lidán Pan, University of California - Davis*

Discussant:

Rafael Lara-Alecio, Texas A&M University

66.022. Motivation, Affect, and Engagement in Game-Based Learning

Environments. Division C-Learning and Instruction
 Hilton New York, Sutton Complex, Sutton Center, 2nd Floor
 10:35 am to 12:05 pm

Chair:

Len Annetta, North Carolina State University

Participants:

Learning and Emotion in Serious Games. *Arthur C. Graesser, University of Memphis; Patrick Chipman, University of Memphis*
 Effect and Motivation in Narrative-Centered Learning Environments. *James Lester, North Carolina State University; Scott McQuiggan, North Carolina State University*

Engagement, Academic Dispositions, and Success in Game-Based Learning Environments. *Hiller A. Spires, North Carolina State University; Kim A. Turner, North Carolina State University*

How Attaining Special "Powers" Affects Student Engagement and Learning in an Immersive, Collaborative Simulation. *Jody E. Clarke, Harvard University; Chris J. Dede, Harvard University; Edward Dieterle, Harvard University; Diane Jass Jass Ketelhut, Temple University; Brian C. Nelson, Arizona State University*

Discussant:

Richard E. Mayer, University of California - Santa Barbara

66.023. Negotiating Teaching and Learning: Research on Instructional Strategies and Learning Environments. Division C-Learning and Instruction

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room F, Lower Lobby
 10:35 am to 12:05 pm

Chair:

Paul A. Kirschner, Utrecht University

Participants:

The Geography of Opportunity: Marrying Multi-Modal Texts and Pedagogy to Transform Learning. *Lisbeth Ann Kitson, Griffith University; Judith Kearney, Griffith Institute for Educational Research; Margaret Fletcher, Griffith Institute for Educational Research*

Information Problem Solving While Using the WWW: Effects of Realistic Learning Tasks. *Saskia Brand-Gruwel, Open University of the Netherlands; Iwan Wopereis, Open University of the Netherlands; Jeroen Jg Van Merriënboer, Open University - The Netherlands*

Learner Control Over Surface and Structural Task Features: What Learners Select and What They Should Select. *Gemma Corbalan, Open University - Netherlands; Liesbeth Kester, Open University - Netherlands; Jeroen Jg Van Merriënboer, Open University - The Netherlands*

Problem-Solving, Decision-Making, and Negotiations in an Interdisciplinary Environment: The 2007 Doves GlobalEd Project. *Scott W. Brown, University of Connecticut; Alexis Lyras, Doves Olympic Movement; Andri Ioannou Nicolaou, University of Connecticut; Mark A. Boyer, University of Connecticut; Polyvios Polyviou, Doves Olympic Movement; Eleni Kotziamani, Doves Olympic Movement; Anat Niv-Solomon, University of Connecticut; Laura Janik, University of Connecticut; Hunter Gehlbach, Harvard University; Donalyn Maneggia, University of Connecticut*

Straitjacket or Springboard for Sustainable Learning? Formative Assessment Practices in Vocational Educational Learning Cultures. *Kathryn Ecclestone, Oxford Brookes University*

Discussant:

Paul A. Kirschner, Utrecht University

66.024. New Directions in Learning and Instruction. Division C-Learning and Instruction

Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room D, Lower Lobby
 10:35 am to 12:05 pm

Chairs:

Stephen Marc Walls, University of Texas - Austin

J Greg Mcverry, University of Connecticut

Participants:

Michelle M. Buehl, George Mason University

Julie L. Coiro, University of Connecticut

Kurt D. Squire, University of Wisconsin - Madison

66.025. Scaling-Up Interventions: The Case of Mathematics. Division C-Learning and Instruction

Hilton New York, Gibson Suite, 2nd Floor
 10:35 am to 12:05 pm

Chairs:

Douglas H. Clements, SUNY - Buffalo State College

Julie Sarama, SUNY - Buffalo State College

Discussants:

Mary Elaine E. Spitzer, SUNY - Buffalo State College

Janka Sziligi, SUNY - The College at Brockport

Anastasia Riazantseva, SUNY - Buffalo State College

Jaekyung Lee, SUNY - Buffalo State College

66.026. Writing Instruction: Approaches and Outcomes. Division C-Learning and Instruction

Sheraton New York Hotel & Towers, Carnegie Suite East, 3rd Floor
 10:35 am to 12:05 pm

Chair:

Natalie Olinghouse, Michigan State University

Participants:

The Impact of Writing Instruction and Peer Abilities on Kindergartners' Literacy Learning. *Brett Miller Levy, University of Michigan; Kenyatha Vauthier Loftis, University of Michigan*

Using an Electronic Portfolio to Develop SRL and Second Language Writing Skills in At-Risk Students. *Ofra Aslan, Concordia University - Montreal; Richard F. Schmid, Concordia University - Montreal; Philip C. Abrami, Concordia University - Montreal*

The Use of Narrative Textual Strategies in High School Students' Expository Writing about History. *Sarah W. Beck, New York University*

Epistemological Beliefs in Action: How Do Undergraduates With Different Beliefs About Knowledge Write Persuasively? *Michelle Neely, University of Texas - Austin*

Discussant:

David Coker, University of Delaware

66.027. Assessment for Learning. Division D-Measurement and Research Methodology

Crowne Plaza Hotel Times Square, Room 407, 4th Floor
 10:35 am to 12:05 pm

Chair:

Andrew A. White, National Center for Education Statistics

Participants:

Using the Criterion Mapping Method to Establish Performance Levels for Classroom Formative Assessment. *Cathleen A. Kennedy, University of California - Berkeley; Kathy J. Long, University of California - Berkeley; Linda Woodward, University of California - Berkeley; Rachael Jin Bee Tan, University of California - Berkeley; Arthur Camins, Hudson Public School District*

Using Science Notebooks As an Assessment to Model Students' Learning Progression: A Multilevel Modeling Approach. *Shin-Ping Tsai, University of Washington - Seattle; Min Li, University of Washington - Seattle; Maria Araceli Ruiz-Primo, University of Colorado - Denver*

Formative Computer-Based Assessment in Higher Education: The Effectiveness of Feedback in Supporting Student Learning. *Tess Miller, Queen's University*

Bundle Models for Computer Adaptive Testing in E-Learning Assessment. *Kathleen Scalise, University of Oregon; Mark R. Wilson, University of California - Berkeley*

Discussants:

Joan L. Herman, University of California - Los Angeles

Brian Gong, National Center for the Improvement of Educational Assessment, Inc.

66.028. Growth and Group Change Model Applications. Division D-Measurement and Research Methodology

Crowne Plaza Hotel Times Square, Times Square Ballroom, Section C, Lobby Level
 10:35 am to 12:05 pm

Chair:

Yeow Meng Thum, Michigan State University

Participants:

Establishing Markov Models as Viable Tools for Education and Intervention Research. *Timothy Gaskill, University of Nebraska - Lincoln; Jeremy Penn, University of Nebraska - Lincoln; Chaorong Wu, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln*

Experimental and Nonexperimental Estimates of Program Impact Using the Tennessee STAR Experiment. *Russell Cole, University of*

Pennsylvania

Missing Data and Model Stability in Growth Mixture Models. *Christine Qi Liu, University of Virginia; Xitao Fan, University of Virginia; Stephen A. Sivo, University of Central Florida*

Model-Implied, Outcome-Dependent Measurement of SES. *Sara J. Vagi, University of Miami; Kevin John Vagi, University of Miami*

On Defining a Year's Growth. *Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.; Yi Shang, Boston College*

Discussant:

Mark L. Davison, University of Minnesota

66.029. Inquiry and Advocacy: Reconsidering the Distinction for a Postmodern Era Still Committed to Scientific Research. Division D-Measurement and Research Methodology
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act II, 4th Floor
10:35 am to 12:05 pm

Chair:

Robert B. Donmoyer, University of San Diego

Participants:

The Price of Playing a Superhero: Why Researchers Should Eschew Advocacy and Concentrate on Inquiry. *Robert E. Stake, University of Illinois - Urbana-Champaign*

Activist Research Is Not an Oxymoron! *Carolyn M. Shields, University of Illinois - Urbana-Champaign*

Participants:

Jacqueline Aness, Columbia University

Lisa A. Mazzei, Manchester Metropolitan University

Linda C. Tillman, University of North Carolina - Chapel Hill

Patricia A. Wasley, University of Washington - Seattle

66.030. From the Voices of Students: The Impact of an International Service-Learning Experience on the Students' Professional and Personal Development. Division E-Counseling and Human Development
Crowne Plaza Hotel Times Square, Room 403/404, 4th Floor
10:35 am to 12:05 pm

Chair:

Cheryl B. Warner, Clemson University

Participants:

Stacey T Chapman, Clemson University

Kelly Finnegan, Clemson University

Michelle LeBlanc, Clemson University

Ryan McNealy, Clemson University

Amanda Nix, Clemson University

Mitchell Tappen, Clemson University

66.031. The New Institutional Histories: The Facts Are Fleeting, the Art is Long, the Influence Is Real. Division F-History and Historiography
Crowne Plaza Hotel Times Square, Room 1505, 15th Floor
10:35 am to 12:05 pm

Chair:

James E. Barott, Eastern Michigan University

Participants:

Let Campus Voices Speak for Themselves. *Katherine Chaddock, University of South Carolina - Columbia*

Institutions Are the "Carriers" of History: The Use of Institutional Theory in Historical Analysis. *Ronald D. Flowers, Eastern Michigan University*

Bringing a Theoretical Lens to the Crafting of Institutional History. *Ralph D. Kidder, Marymount University*

Discussant:

James E. Barott, Eastern Michigan University

66.032. A Critical/Ideological Perspective on Ebonics and Bilingual Education in Contemporary Debates About "Language." Division G-Social Context of Education
Hilton New York, Murray Hill Suite B, 2nd Floor
10:35 am to 12:05 pm

Chair:

Aria Razfar, University of Illinois - Chicago

Participants:

African American English as a Rhetorical Tool in Children's Narrative: An Interdisciplinary Approach. *Carol D. Lee, Northwestern University*

The Interest Convergence Dilemma and Dual Language Programs. *Sheila M. Shannon, University of Colorado - Denver*

The Politics of Language and Ethnicity. *Kris Gutierrez, University of California - Los Angeles*

English, Ebonics, and the Palimpsestic Over-Writing of Minoritized Identities. *Richard Ruiz, University of Arizona*

Participant:

Wayne E. Wright, University of Texas - San Antonio

66.033. Book Clubs as Contested Communities for Adult Readers. Division G-Social Context of Education
Crowne Plaza Hotel Times Square, Room 1506, 15th Floor
10:35 am to 12:05 pm

Chair:

Mark R. Jury, SUNY - Oneonta

Participants:

"Ready to Read": Clubwomen's Literacy Practices in the United States, c. 1920-1970. *Mariah Steele, University of Iowa*

Book Clubs as Communities of Practice for Adult GED Students. *Carolyn A. Colvin, University of Iowa; Lauren Keating, Neighborhood Centers of Johnson County*

Racial Literacy in Teacher Education: Tackling Whiteness Studies and Critical Race Theory in Book Club Discussions. *Rebecca L. Rogers, Washington University in St. Louis; Melissa Mosley, University of Texas - Austin*

Reading, Writing, and Revising Community Identity in a Cross-Generational Book Club. *Mark R. Jury, SUNY - Oneonta*

66.034. Boundaries and Opportunities: Heritage Language, Identity, and Immigration. Division G-Social Context of Education
New York Marriott Marquis Times Square, Hart Room, 4th Floor
10:35 am to 12:05 pm

Chair:

Flora V. Rodriguez-Brown, University of Illinois - Chicago

Participants:

Cultural Identity as an Empowerment Tool in Becoming an Effective Bilingual Educator. *Irma N. Guadarrama, University of Houston*

Immigrant Experiences, Settlement Patterns, and Language Attitudes Among Immigrant Parents From the People's Republic of China in Arizona. *Jingning Zhang, Arizona State University*

Spoken Mandarin Competence of Chinese Children From Different Language-Speaking Homes: Implications for Mandarin Education. *Hock Huan Goh, National Institute of Education - Singapore; Yongbing Liu, China Northeast Normal University; Chun Sheng Zhao, NIE-CRPP*

What are Major Causes for the Lower Proficiency in Chinese Language Among Second-Generation Chinese? A Qualitative Study About Parents' Beliefs and Children's Responses. *Kun Yan, Arizona State University*

Discussant:

Alberto M. Ochoa, San Diego State University

66.035. Health and Education: Addressing Risk and Community Health Disparities Through Interdisciplinarity. Division G-Social Context of Education
Crowne Plaza Hotel Times Square, Room 1507, 15th Floor
10:35 am to 12:05 pm

Chairs:

Vivian L. Gadsden, University of Pennsylvania

Susan Bickerstaff, University of Pennsylvania

Cleo Y. Jacobs, University of Pennsylvania

Jie Yie Park, University of Pennsylvania

Participants:

Ian Bennett, University of Pennsylvania

Philippe Bourgois, University of Pennsylvania

Terri Lipman, University of Pennsylvania

Discussant:

Vivian L. Gadsden, University of Pennsylvania

66.036. Multiple Diversity Factors: Experiences of Inclusion and Opportunity.

Division G-Social Context of Education
Crowne Plaza Hotel Times Square, Room 1503, 15th Floor
10:35 am to 12:05 pm

Chair:

Elizabeth A. Meador, California Polytechnic State University - San Luis Obispo

Participants:

Academic Achievement and Growth Among Homeless/Highly Mobile Students in a Large Urban School District. *J.J. Cutuli, University of Minnesota; Janette E. Herbers, University of Minnesota; David Joel Heistad, Minneapolis Public Schools; Jelena Obradovic, University of British Columbia; Elizabeth Hinz, Minneapolis Public Schools; Jeffrey D. Long, University of Minnesota; Ann S. Masten, Institute of Child Development*

The Devil Is in the Details: Issues of Exclusion in an Inclusive Educational Environment. *Jean T. Slobodzin, College of New Jersey*

The Figured Worlds of Undocumented Students. *Lisa Patel Stevens, Boston College; Julian Jefferies, Boston College*

The Next Generation Venture Fund: Preparing Under-Represented Gifted Students for Admission into Selective Colleges. *Kimberly J. Lohrfink, Johns Hopkins University*

Discussant:

Christine Clark, University of Nevada - Las Vegas

66.037. Social Context and the Educational Pipeline: Latina/o Students Navigating Structural Obstacles.

Division G-Social Context of Education
Crowne Plaza Hotel Times Square, Room 1504, 15th Floor
10:35 am to 12:05 pm

Chair:

Aida Hurtado, University of California - Santa Cruz

Participants:

Minority-Serving Programs and the Educational Pipeline: A Qualitative Study. *Mrinal Sinha, University of California - Santa Cruz*

Increasing Latina/o Admissions to the University of California Campuses. *Michael Eccleston, University of California - Santa Cruz*

Learning We: Children's Social Identities in the Context of Schools. *Janelle M. Silva, University of California - Santa Cruz*

Telenovelas in Education: Engaging Parents in the College Application Process. *Karina Cervantez, University of California - Santa Cruz*

66.038. Six Years of Reading First in Massachusetts: Impacts, Lessons Learned and Reflections on Sustainability.

Division H-School Evaluation and Program Development
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act III, 4th Floor
10:35 am to 12:05 pm

Chair:

Eric S. Heller, University of Massachusetts - Donahue Institute

Participants:

Establishing the Context: Situating Reading First in the Framework of Massachusetts Education Policy and Reform Culture. *Cheryl Liebling, Massachusetts Department of Education*

Evaluation of the Massachusetts Reading-First Initiative: Purpose, Design, Methodology, and Key Findings. *Jennifer Gordon, University of Massachusetts - Donahue Institute*

Massachusetts' Reading-First Case Study Inquiry: Describing and Explaining Grant Implementation and Outcomes. *Greta S. Shultz, University of Massachusetts - Donahue Institute*

The View From the Front Lines of Reading First: Challenges, Benefits, Impacts, and Sustainability in a High-Poverty Urban District. *Pamela Buchek, Lowell Public Schools - Massachusetts*

66.039. Finding the Right People: Identification and Support.

Division I-Education in the Professions
Crowne Plaza Hotel Times Square, Room 401/402, 4th Floor
10:35 am to 12:05 pm

Chair:

Hugh A. Stoddard, University of Nebraska - Omaha

Participants:

The Advancement of Four Decades of Medical School Admission Requirements. *Paul F. Wimmers, University of California - Los*

Angeles; Maurice Clifton, Mercer University School of Medicine
Extending the Interview to All Medical School Applicants: Computer-Based Multiple Sampling Evaluation of Noncognitive Skills. *Kelly L. Dore, McMaster University; Kevin W. Eva, McMaster University; Geoffrey R. Norman, McMaster University; Eric Siu, McMaster University; Harold Isaiah Reiter, McMaster University*

Validation of Admission Requirements in a Doctor of Physical Therapy Program Based on Multiple Imputation. *Mariya Shiyko, Graduate Center - CUNY; Evangelos Pappas, Long Island University - Brooklyn*
Achieving Effective Organizational Oversight in Academic Medical Centers. *Lorraine Sloma-Williams, The George Washington University; Sharon A. McDade, The George Washington University*

Discussant:

Janine C. Edwards, Texas A&M University

66.040. "I'll Find a Way or Make One": Examining African American Student Engagement on Predominantly White Campuses.

Division J-Postsecondary Education
Hilton New York, Concourse G, Concourse Level
10:35 am to 12:05 pm

Chair:

Sosanya M. Jones, Teachers College, Columbia University

Participants:

Experiences of African American College Students Attending a PWI: Considering Ethnicity and Socioeconomic Background. *Lorenzo DuBois Baber, University of Illinois - Urbana-Champaign*
A Place of Their Own: The Role and Significance of Black Student Space on a Predominantly White Campus. *Heather D. Wathington, University of Virginia*

Campus Discourses: Mediating the Engagement of Students of Color in a Predominantly White Institution. *Brian Bourke, University of Alabama*

Examining Engagement: What Matters to African American College Student Participation in Educationally Purposeful Activities. *Susan D. Johnson, Indiana University - Bloomington*

Discussant:

Shederick A. McClendon, University of Massachusetts - Amherst

66.041. Religion, Politics and Student Engagement: What Faculty Do and What Students Want.

Division J-Postsecondary Education
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act IV, 4th Floor
10:35 am to 12:05 pm

Chair:

Lois Calian Trautvetter, Northwestern University

Participants:

Politics, Religion, and Culture: A Closer Look at Academic Freedom and Standards. *Nancy Thomas, Society of Values in Higher Education - Democracy Project*

Undergraduates' Religious and Spiritual Perspectives. *Lois Calian Trautvetter, Northwestern University*

The Influence of Education Abroad Experiences on Global Student Development. *Larry A. Braskamp, University of Illinois - Chicago*

Understanding Motivations for Student Engagement. *Diane R. Dean, Illinois State University*

66.042. Understanding Student Behavior and Experience in the Academy.

Division J-Postsecondary Education
Crowne Plaza Hotel Times Square, Room 406, 4th Floor
10:35 am to 12:05 pm

Chair:

Patrick B. Crane, University of Georgia

Participants:

In Students' Voices: Perceptions of Utopia University's Ph.D. Program in Education. *Carol R. Philips, Walden University*

New Media, New Tactics: Electronically-Enhanced Student Activism. *J Patrick Biddix, Valdosta State University*

Preparation in Responsible Conduct of Research: A Case Study of Doctoral Students in the College of Education. *Hesborn Otieno Wao, University of South Florida - Tampa; Jeffrey D. Kromrey, University of South Florida - Tampa; Mitchell Bruce Andryc, University of South Florida - Tampa*

66.043. A Commitment to Teaching "the Urban": Identities and Pedagogies of Preservice Teachers. Division K-Teaching and Teacher Education
Sheraton New York Hotel & Towers, Madison Suite 4, 5th Floor
10:35 am to 12:05 pm

Chair:

Dorinda Joy Carter, Michigan State University

Participants:

My Teacher Story: Developing Urban Teaching Identities Through Narratives. *Marini Calette Lee, Michigan State University*

Not Just Another Brother: An Examination of the Freshman Experiences of African American Males in an Urban-Focused Teacher Preparation Program. *Curtis Levern Lewis, Michigan State University*

Lessons From the Field: Preservice Teacher Candidates' Perceptions of the Role of Urban Educators Pre- and Postservice Learning. *Monica Annette Evans, Michigan State University*

Using a Holistic Field Inquiry Approach to Preparing Urban Educators. *Dorinda Joy Carter, Michigan State University*

66.044. Creating Sustainable Change: Alternative Perspectives on Culturally Responsive Approaches to Teaching and Learning With/in Indigenous Communities. Division K-Teaching and Teacher Education

Hilton New York, Concourse E, Concourse Level
10:35 am to 12:05 pm

Chair:

Lester Rigney, Flinders University

Participants:

Cynthia C. Nicol, University of British Columbia

A. J. (Sandy) Dawson, University of Hawaii

David Wagner, University of New Brunswick

Jerry M. Lipka, University of Alaska - Fairbanks

Lisa Lunney, St. Francis Xavier University

Evelyn Yanez, Togiak Alaska

Dora Andrew-Ihrke, Dillingham Alaska

Jo-Ann Archibald, University of British Columbia

Lee Brown, University of British Columbia

Heather J. Kelleher, University of British Columbia

Wendy S. Nielsen, University of British Columbia

Jenipher A. Owuor, University of British Columbia

Heather Commodore, University of British Columbia

Dan Burton, Haida School District - British Columbia

Discussant:

Gregory Cajete, University of New Mexico

66.045. Instructional Practices in Diverse Secondary English Classrooms.

Division K-Teaching and Teacher Education
Hilton New York, Concourse D, Concourse Level
10:35 am to 12:05 pm

Chair:

David L. Carlson, Arizona State University

Participants:

An Investigation of English Teachers' Instructional Practices. *Jennifer Lee Wilson, University of South Carolina - Columbia; Kenneth E. Vogler, University of South Carolina - Columbia*

Beliefs and Instructional Practices Among Secondary Teachers Within Selected High- and Low-High Schools. *Dayle S. Peabody, University High School; Linda S. Behar-Horenstein, University of Florida*

Discourse-Based Writing Pedagogies: Juxtaposing Nonfiction Texts and Writing Across the Curriculum. *Deborah A. Horan, University of Texas - Austin*

Teacher Efficacy and Student Achievement in Ninth- and Tenth-Grade Reading. *Anete Vasquez, University of South Florida - Tampa*

Discussant:

David L. Carlson, Arizona State University

66.046. Positioning Teachers in Professional Development Networks: Relationships, Knowledge and Agency. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Madison Suite 2, 5th Floor
10:35 am to 12:05 pm

Chair:

Anne Burns Thomas, SUNY - Cortland

Participants:

Situative Conceptual Frameworks Without Situative Research? Toward Rigorously Interpretive Studies of Teacher Professional Networks.

Tricia Niesz, Kent State University - Kent

A Network by Any Other Name: Locating Teacher Knowledge in Incarnations of Teacher Professional Development Networks. *Anne Burns Thomas, SUNY - Cortland*

Social Network Analysis in Research on Teacher Networks: Uncovering Informal Support Networks and Networking Characteristics of Teachers. *Kira Baker-Doyle, University of Pennsylvania*

Discussant:

Ann Lieberman, Carnegie Foundation for Advancement of Teaching

66.047. Promises and Complexities in Enacting Cultural Practices by Teachers of Color in High-Minority Schools. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Liberty Suite 4, 3rd Floor
10:35 am to 12:05 pm

Chair:

Betty Achinstein, University of California - Santa Cruz

Participants:

Promises and Complexities of Research on the High Expectations of Teachers of Color. *Jacqueline J. Irvine, Emory University*

Cultural Relevant Pedagogy by New Teachers of Color in High-Minority Schools: Promises and Complexities. *Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz*

What It Takes to Be a Role Model: Perspectives From New Teachers of Color and Their Students. *Lisa S. Johnson, University of California - Santa Cruz*

Factors that Impact Satisfaction and Retention of Teachers of Color: A National Profile. *Robert L. Connor, University of Pennsylvania*

Discussant:

Jeannie Oakes, University of California - Los Angeles

66.048. Researching Teachers' Attempts to Enact Social Justice Pedagogies. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Riverside Suite, 3rd Floor
10:35 am to 12:05 pm

Chair:

Keffrelyn D. Brown, University of Texas - Austin

Participants:

Conceptualizing Teacher Reflection for Social Justice. *Amy C. Mcaninch, Rockhurst University; Debra A. Pellegrino, University of Scranton*

First-Year Teachers' Emergent Identities as Social Justice Educators: Enacting the Real From the Ideal. *Paula M. Carbone, University of California - Los Angeles*

More Than Just Teaching: Teaching For a Just Society. *Esperanza De La Vega, Zayed University - United Arab Emirates; Mary Mangan Reynolds, Western Oregon University*

Teachers' Perception and Their Background: About Assessment in ESL Programs. *Wen-Ren Liu, The Pennsylvania State University; Thomas Yawkey, The Pennsylvania State University*

They Are Crying Too: The Importance of Community in Anti-Racist Work. *Tara Lynn Affolter, Madison East High School*

Discussant:

Marleen Carol Pugach, University of Wisconsin - Milwaukee

66.049. Technology Use in Teacher Education. Division K-Teaching and Teacher Education

Sheraton New York Hotel & Towers, Madison Suite 1, 5th Floor
10:35 am to 12:05 pm

Chair:

Nancy Jane Allen, Qatar University

Participants:

Examining the Effects of Selected Computer-Based Scaffolds on Preservice Teachers' Levels of Reflection as Evidenced in Their Online Journal Writing. *Guolin Lai, ; Brendan D. Calandra, Georgia State University*

Googling Creativity: An Investigation of How Preservice Mathematics Teachers Use the Web to Generate Creative Ways to Teach. *Michael Deschryver, Michigan State University; Punya Mishra, Michigan State University*

- Helping or Hindering? How the Affordances and Constraints of Technology Impact Pedagogical Goals. *Joseph R. Freidhoff, Michigan State University*
- Using Online Discussion to Nurture the Reflective Judgment of Preservice Teachers. *Debbie Samuels-Peretz, Wheelock College*
- Discussant:
Susan E. Crichton, University of Calgary
- 66.050. Disconnects Among Educational Research, Policy, and Practice.** Division L-Educational Policy and Politics
Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level
10:35 am to 12:05 pm
- Chair:
Sara McDonald, University of Colorado - Boulder
- Participants:
Examining the Gap Between Educational Research and Educational Practice: Policy Implications. *Ruben Vanderlinde, Ghent University; Johan van Braak, Ghent University*
- Influence: A Study of the Factors Shaping Education Policy. *Christopher B. Swanson, Editorial Projects in Education, Inc.*
- The Politics of Knowledge in Federal Educational Policy: The Evidence-Based Practices/Policy Movement. *Jen Sandler, University of Wisconsin - Madison*
- Emerging and Predictable Patterns of Educational Reform: Guidelines for Complex Policy Planning. *John R. Shoup, California Baptist University; Susan R. Studer, California Baptist University*
- Discussant:
Benjamin Levin, OISE/University of Toronto
- 66.051. Education and Political Transformation.** Division L-Educational Policy and Politics
Crowne Plaza Hotel Times Square, Room 506, 5th Floor
10:35 am to 12:05 pm
- Chair:
Chad Robert Lykins, Vanderbilt University
- Participants:
Effects of Political Transformation and Post-Communism on Educational Policy: A Case Study of Hungary. *Lydia Pungur, University of Alberta*
- Are We Teaching for Knowledge Society? Evidence From Albanian Classroom Interaction Study. *Pasi Sahlberg, European Training Foundation; Elona Boce, University of Tirana*
- The Impact of Corruption on Educational Outcomes: Two Steps Forward, One Step Back. *Francis Howard Lim Huang, University of Virginia*
- Leadership and Liminality: Exploring Khwampenthai (Thainess) and Nation Building in Multiethnic Schools in Southern Thailand. *Brendan D. Maxcy, University of Missouri - Columbia; Thu Suong Thi Nguyen, University of Missouri - Columbia; Ekkarin Sungtong, University of Missouri - Columbia; Laarni D. Goma, University of Missouri - Columbia; Crystal Kroner, University of Missouri - Columbia*
- Discussant:
Moses Otieno Oketch, Institute of Education - London
- 66.052. Teacher Learning in an Age of Accountability.** Division L-Educational Policy and Politics
Crowne Plaza Hotel Times Square, Room 501/502, 5th Floor
10:35 am to 12:05 pm
- Chair:
David Mayrowetz, University of Illinois - Chicago
- Participants:
Balancing Act: Evaluating a Ten-State Effort to Build Assessment Capacity in High Schools. *Elliot H. Weinbaum, University of Pennsylvania*
- Influential Forces: The Relationship Between State and Local Policy and Classroom Implementation of Math Standards. *Joy Lesnick, Vanderbilt University; Laura M. Desimone, University of Pennsylvania*
- The Impact of High-Stakes Testing on Teaching and Learning: The Case of the Republic of Ireland. *Emer C. Smyth, Economic and Social Research Institute; Allison Dunne, European University Institute - Florence; Selina M. McCoy, Economic and Social Research Institute; Merike Darmody, Economic and Social Research Institute*
- Discussant:
Liz Hollingworth, University of Iowa
- 66.053. The Racial Consequences of School Choice.** Division L-Educational Policy and Politics
New York Marriott Marquis Times Square, Brecht Room, 4th Floor
10:35 am to 12:05 pm
- Chair:
Luis Alberto Huerta, Teachers College, Columbia University
- Participants:
Black and Latino Magnet School Choice: A Mixed-Methods Neighborhood Study in Urban Connecticut. *Jesse Wanzer, Trinity College - Hartford; Heather Moore, Trinity College - Hartford; Jack Dougherty, Trinity College - Hartford*
- Beyond Borders: Examining Patterns of Inter-District School Choice in Three Metropolitan Areas. *Jennifer Jellison Holme, University of Texas - Austin*
- Charter Schools, Racial Segregation, and Student Achievement. *Janelle T. Scott, New York University*
- Colorblindness and School Choice: The Central Paradox of the Supreme Court's Ruling in the Louisville and Seattle School Integration Cases. *Amy Stuart Wells, Teachers College, Columbia University; Allison Roda, Teachers College, Columbia University*
- Discussant:
Luis Alberto Huerta, Teachers College, Columbia University
- 66.054. Educational Technology-Supported Teaching: The Effect of Curriculum and Instructional Support.** SIG-Computer and Internet Applications in Education
Sheraton New York Hotel & Towers, Madison Suite 5, 5th Floor
10:35 am to 12:05 pm
- Chair:
Sara L. Dexter, University of Virginia
- Participants:
Facilitating Technology Integration: Results From an Evaluation of West Virginia's Enhancing Education Through Technology (EETT) Model School Project. *Jonathan D. Becker, Virginia Commonwealth University*
- Can Computational Technology Improve Students' Historical Thinking? Experience From the Virtual Historian. *Stephane Levesque, University of Ottawa*
- Curriculum at Forty Below: A Phenomenological Inquiry of an Educator Explorer's Experience With Adventure Learning in the Arctic. *Charles DeVaughn Miller, University of Minnesota; George Veletsianos, University of Minnesota; Aaron Doering, University of Minnesota*
- Discussant:
Neal Strudler, University of Nevada - Las Vegas
- 66.055. Troubled Space: Issues of Race and Behavior Among African American and Latino Youth.** SIG-Critical Examination of Race, Ethnicity, Class, and Gender in Education
Hilton New York, Mercury Rotunda, 3rd Floor
10:35 am to 12:05 pm
- Chair:
Gloria Antricia Gibson, SUNY - Buffalo State College
- Participants:
African American Boys: Predicting Academic Trajectories, Evaluating Gaps, and Understanding Classroom Behaviors. *J. S. Matthews, University of Michigan*
- Catalysts or Elements for Black and Latino Race Riots in High Schools. *Diane E. Alvarez, University of Central Florida*
- Racializing School Space: Weapons Scanning and the Academic Identities of Black Youth. *Maryann Dickar, New York University*
- Discussant:
Jennifer Rose, Loyola University - Chicago
- 66.056. Theorizing the Social Construction of Identity and Agency: Sociocultural Perspectives on Mental Health, Becoming a Reader, and Early School Leaving.** SIG-Cultural-Historical Research
Crowne Plaza Hotel Times Square, Room 504, 5th Floor
10:35 am to 12:05 pm
- Chair:
Jennifer A. Vadeboncoeur, University of British Columbia
- Participants:
Socially Constructed Meanings of Mental Health. *Surita Jhangiani, University of British Columbia*

Is There Room for Negotiation? The Construction of Readers in Classrooms as Communities of Practice. *Diane R. Collier, University of British Columbia*

Reengaging in the Zone of Proximal Development: Moving From "Last Chance" to Negotiating Learning in a Re-Engagement Program. *Renira Elyodi Velloso, University of British Columbia*

Discussants:

Anna Stetsenko, Graduate Center - CUNY
Carolyn P. Panofsky, Rhode Island College

66.057. Alternative Perspectives for the Training of Instructional

Designers. SIG-Design and Technology
Sheraton New York Hotel & Towers, Executive Conference Center,
Conference Room K, Lower Lobby
10:35 am to 12:05 pm

Participants:

Implementation of Architectural Design Knowledge in a Basic Instructional Design Course. *Andrew S. Gibbons, Brigham Young University*

Implementation of a Studio-Based Course in Graphics Design for Instructional Designers. *Elizabeth Boling, Indiana University - Bloomington*

Artifacts of Change in the Process of Design. *Richard Alan Schwier, University of Saskatchewan*

66.058. Kindergarten: Programmatic Arrangements and Effects. SIG-

Early Education and Child Development
Crowne Plaza Hotel Times Square, Broadway Ballroom, Act I, 4th Floor
10:35 am to 12:05 pm

Chair:

Ithel Jones, Florida State University

Participants:

Social and Academic Effects of Single-Sex Kindergarten Classes. *Angela G. Fiske, Florida State University; Ithel Jones, Florida State University*

Beacon in the Storm: A Developmentally Appropriate Public Kindergarten School. *Janna Dresden, University of Georgia*

Nonachievement Data from a Randomized Control Trial of Full-Day and Half-Day Kindergarten. *Courtney Brown, Indiana University - Bloomington; Jonathan A. Plucker, Indiana University - Bloomington; Patricia A. Muller, Indiana University - Bloomington; Matthew C. Makel, Indiana University - Bloomington*

Making the Most of Extra Time: Relationships Between Full-Day Kindergarten Instructional Environments and Reading Achievement. *Amy H. Rathbun, American Institutes for Research*

Discussant:

Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison

66.059. Parent, Teacher, and Community Involvement: Enhancing Learning and Collaboration. SIG-Family, School, Community Partnerships

Crowne Plaza Hotel Times Square, Room 507, 5th Floor
10:35 am to 12:05 pm

Chair:

Karen A. Freeman, University of Illinois - Chicago

Participants:

Improving Parent and Teacher Involvement in Spain: Family-School Partnerships for At-Risk Teenagers. *Raquel Amaya Martínez-González, Oviedo University - Spain*

Ethnographic Narratives: Helping New Teachers Embrace Parents and Communities and Foster Student Achievement. *Delacy E. Ganley, Claremont Graduate University; Anita Quintanar, Claremont Graduate University*

Understanding Standardized Assessment: Opportunities for Effective Parent-Teacher Collaboration. *Deborah B. Williams, University of Illinois - Chicago*

Parent Involvement and Time Factors in Korea: Understanding Asian Parenting Practices and Participation. *Susan J. Paik, Claremont Graduate University*

Discussant:

Herbert J. Walberg, University of Illinois - Chicago

66.060. Statistical Techniques for Drawing Sound Inferences in Studies of Educational Programs and Practices. SIG-Hierarchical Linear Modeling

Hilton New York, Concourse H, Concourse Level
10:35 am to 12:05 pm

Chair:

Michael H. Seltzer, University of California - Los Angeles

Participants:

Jinok Kim, University of California - Los Angeles
Michael H. Seltzer, University of California - Los Angeles
Kenneth A. Frank, Michigan State University
HyeKyung Jung, University of California - Los Angeles
Junyeop Kim, Charles R. Drew University
Hye Sook Shin, University of California - Los Angeles

Discussant:

Guanglei Hong, OISE/University of Toronto

66.061. Ethnic Minority and Immigrant Students' Experience of Language, Culture, and Identity Development in Hong Kong, Canada, and the United States. SIG-International Studies

Hilton New York, Nassau Suite A, 2nd Floor
10:35 am to 12:05 pm

Chair:

Yam Hoon Lim, University of Illinois - Chicago

Participants:

Kerry J. Kennedy, Hong Kong Institute of Education
Ming-Tak Hue, Hong Kong Institute of Education
Joann I. Phillion, Purdue University
Betty C. Eng, City University of Hong Kong
Elaine Chan, University of Nebraska - Lincoln
Ming Fang He, Georgia Southern University

Discussants:

Freema Elbaz-Luwisch, University of Haifa
Christine M. Halse, University of Western Sydney

66.062. Motivation Paper Session: Advancements in Achievement Goal Theory. SIG-Motivation in Education

Crowne Plaza Hotel Times Square, Room 509/510, 5th Floor
10:35 am to 12:05 pm

Chair:

AnneMarie M. Conley, University of California - Irvine

Participants:

Resilience and Vulnerability of Achievement Goal Endorsement. *James W. Fryer, University of Rochester; Andrew J. Elliot, University of Rochester*

Do Students Set Up Their Performance Goals in Reference to Specific Important Others? Test of a Differentiation Among Four Addressee Groups of Performance Approach and Performance Avoidance Goals. *Markus Dresel, University of Ulm; Heidrun Stoeger, University of Ulm; Albert Ziegler, University of Ulm*

Conceptual and Measurement Dilemmas Within the 2X2 Achievement Goal Framework. *Matthew Adam Easter, University of Missouri - Columbia; Keith Damien Ciani, University of Missouri - Columbia; Jessica J. Summers, University of Arizona*

Applying Contemporary Views of Mathematical Proficiency to the Examination of the Motivation-Achievement Relationship. *Melissa C. Gilbert, Santa Clara University*

Achievement Goal Systems: Using Goal Systems Theory to Explain Achievement Goal Effects. *Shawn M. Bodmann, University of Wisconsin - Madison; Chris S. Hulleman, Vanderbilt University; Judith Harackiewicz, University of Wisconsin - Madison*

Discussant:

Tim Urdan, Santa Clara University

66.063. Reading Formations: Freirean Pedagogy and New Literacies. SIG-Paulo Freire

Sheraton New York Hotel & Towers, Executive Conference Center,
Conference Room C, Lower Lobby
10:35 am to 12:05 pm

Chair:

Mary M. Cameron, Memorial University - Newfoundland

Participants:

Challenging Mainstream Media: Fighting for Paulo Freire's Critical

Transitive Consciousness. *Joao Menelau Paraskeva, University of Minho*

Rethinking Freire's "Literacy As the Practice for Freedom" in a Globalized Era Using a New Literacies Perspective. *Clarisse O. Lima, University of Connecticut*

Got Agency? Using Critical Pedagogy, From a Feminist Lens, to Investigate Harry Potter. *Ruthann Mayes-Elma, Freirean Pedagogy, Street-Involved Youth, and a Media Production Program: From Voice to Learning. Bronwen E. Low, McGill University; Lisa M. Trimble, McGill University*

The Critical Cultural Cypher: Remaking Paulo Freire's Cultural Circles Using Hip-Hop Culture. *A. Dee Williams, California State University - Los Angeles*

Discussants:

Barrie Robert Barrell, Memorial University - Newfoundland
Shirley R. Steinberg, McGill University

66.064. Queer Issues and Theory in Education. SIG-Queer Studies
Sheraton New York Hotel & Towers, Executive Conference Center,
Conference Room B, Lower Lobby
10:35 am to 12:05 pm

Chair:

Ian K. Macgillivray, James Madison University

Participants:

My Former Students' Reflections on Having an Openly Gay Teacher in High School. *Ian K. Macgillivray, James Madison University*
Same-Sex Desire, Suicidality, and the School Climate: Extending Hirschi's Theory of Social Control. *Sarah Strauss, Teachers College, Columbia University*

Sex, Gender, and Sexuality: Applying Queer Legal Theory to Single Sex Educational Policy and Practice. *Dominique E. Johnson, Temple University*

Valid Lessons for Education and Research From the First National Survey on Discrimination in Mexico. *Celine Armenta, Universidad Iberoamericana Puebla*

Discussant:

James H. Sanders, The Ohio State University

66.065. Historical and Contemporary Contexts of Black Education: Implications for Research and Practice. SIG-Research Focus on Black Education
Hilton New York, Sutton Complex, Regent Parlor, 2nd Floor
10:35 am to 12:05 pm

Participants:

Contextualizing Ladson-Billings' (2006) Education Debt: Black Generational Dialogues in Nottoway County Virginia. *Monifa Green Beverly, University of North Carolina - Chapel Hill*

Cosby's Qualms, Educators Quests: Politics and Theory of Communicating Across Differences Within Black Culture. *John L. Taylor, University of Arizona*

Gifted Education and the Inclusion of African American Male Students: An Examination of the Intersection of Community and Education Reform. *York Williams, Lincoln University*

"Bridge Over Troubled Waters": Examining the Intersection of Race and Disability With Black Families. *Monika Williams Shealey, Florida International University*

Asking the Right Questions in Urban Education Research: The Role of Privilege. *Wanda J. Blanchett, University of Colorado - Denver*

Discussant:

Jeannine E. Dingus, St. John Fisher College

66.066. Social Studies Research in Global Citizenship. SIG-Research in Social Studies Education
Sheraton New York Hotel & Towers, Executive Conference Center,
Conference Room I, Lower Lobby
10:35 am to 12:05 pm

Chair:

Andrea S. Libresco, Hofstra University

Participants:

Curriculum Considerations for Late-Arrival High School Immigrant Students: Developing a Critically Conscious World Geography Studies Approach to Citizenship Education. *Cynthia S. Salinas, University of Texas - Austin; Tom Wacker, University of Texas - Austin; Jessica*

Hodge-Joliffe, University of Texas - Austin

Enacting Global Citizenship Education: Teacher Subject Matter Knowledge and Pedagogy. *Angela Mary Macdonald, OISE/University of Toronto*

The New "International Education" Movement in U.S. Schools: Intentions and Affinities. *Walter C. Parker, University of Washington - Seattle; Steven Paul Camicia, Utah State University*

Global Citizenship Education: Two Case Studies. *Merry M. Merryfield, The Ohio State University*

Discussant:

Ellen M. Santora, University of Rochester

66.067. Education and Semiotics: Constructing Contexts of Meaning. SIG-Semiotics in Education
Sheraton New York Hotel & Towers, Madison Suite 6, 5th Floor
10:35 am to 12:05 pm

Chair:

John E. Henning, University of Northern Iowa

Participants:

Applications of Peirce's Semiotic in the Secondary School Music Classroom: Teaching for Cultural and Musical Meaning. *J. Scott Goble, University of British Columbia*

Biotechnologies and Knowledge Economies: Toward a Materialist Semiotics. *Jamie Lynn Magnusson, OISE/University of Toronto*
Catchments, Growth Points, and the Iterability of Signs. *Lilian Pozzer-Ardenghi, McGill University; Wolff-Michael Roth, University of Victoria*

Social Reality, Modes of Instruction and the Learning Capacities of Elementary School Children. *Patricia Burdell, Central Michigan University*

Understanding Critical Semiotic Systems and Interpretive Contexts: The Emergence of Intercultural Reasoning. *Francois V. Tochon, University of Wisconsin - Madison; A. Cendel Karaman, University of Wisconsin - Madison*

66.068. Impact Results From Controlled Trials of SEL Programs. SIG-Social and Emotional Learning
Sheraton New York Hotel & Towers, Executive Conference Center,
Conference Room L, Lower Lobby
10:35 am to 12:05 pm

Chair:

Patricia A. Jennings, Garrison Institute

Participants:

Experimental Impacts of the 4Rs Program on Children's Social-Emotional and Academic Functioning Over 2 Years. *Stephanie Margaret Jones, Fordham University; Joshua L. Brown, Fordham University; John Lawrence Aber, New York University*

Results From the Chicago Site of the IES Social and Character Development (SACD) Trial. *Brian Flay, Oregon State University; David L. Dubois, University of Illinois - Chicago; Peter Y. Ji, University of Illinois - Chicago*

Discussant:

Marc A. Brackett, Yale University

66.069. What Does It Take? School Districts Addressing Racial/Ethnic Disproportionality in Special Education. SIG-Special Education Research
Sheraton New York Hotel & Towers, Lenox Ballroom, 2nd Floor
10:35 am to 12:05 pm

Chair:

Pedro A. Noguera, New York University

Participants:

Framing Disproportionality: The Root Causes of Disproportionality-Facts and Beliefs. *Edward Fergus, New York University*

Remediating Disproportionality: Conversations of Race and Culture on the Table. *Yolanda Sealey-Ruiz, Teachers College, Columbia University*

What Are the Outcomes of Addressing Disproportionality: The Case of New York State. *Margary D. Martin, New York University*

Participants:

Roey Ahrum, New York University

Nicholas L. Handville, New York University

Charlotte L. Gray, New York University

Discussant:

Vivian Ivonne Correa, Clemson University

66.070. Resilience for Urban Teaching. SIG-Urban Learning, Teaching, and Research

Hilton New York, Concourse F, Concourse Level

10:35 am to 12:05 pm

Participant:

Resilience for Urban Teaching. *Janice H. Patterson, University of Alabama*

66.071. Accountability, Collaboration, and Quality in Leadership.

Division A-Administration, Organization, and Leadership

Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor

10:35 am to 11:15 am

Tables:

1. Constructing Teams: Organizing and Leading to Expand Decisions. *Deann Huinker, University of Wisconsin - Milwaukee; Lynn H. Doyle, Old Dominion University; Carl E. Hanssen, Hanssen Consulting, LLC*
2. Findings From a Qualitative Evaluation of the Impact of the Implementation of the System for Quality Assurance of School Management in Chile's Municipal Schools. *Vicente Sisto, Pontificia Universidad Católica de Valparaíso; Carla Fardella, Pontifical Catholic University of Valparaíso; Carmen Montecinos, Universidad Católica de Valparaíso; Luis Ahumada, Pontifical Catholic University of Valparaíso; Pedro Leiva, Pontifical Catholic University of Valparaíso; Mónica Jaramillo, Ministry of Education - Chile; Ricardo Fuentes, Ministry of Education - Chile*
3. Mandating Accountability in Iceland Schools: Positive Results From the Use of Empowerment Evaluation. *Penelope L. Lisi, Central Connecticut State University; Sigurlina Davidsdottir, University of Iceland*
4. The Influence of Small Class Size on Writing Achievement in Middle School. *Christopher H. Tienken, Rutgers, The State University of New Jersey*
5. Deepening Implementation Within School Networks: Key Dimensions in Designing a Periodic Site Visit Process. *Marian A. A. Robinson, Teachers College, Columbia University*

66.072. Interest and Understanding in Science. Division C-Learning and Instruction

Sheraton New York Hotel & Towers, Metropolitan Ballroom,

Metropolitan East, 2nd Floor

10:35 am to 11:15 am

Tables:

6. An Investigation of Factors Associated With Individual Interest in Physics. *Hayati Azeker, Marmara University*
7. Evaluation of the Ohio Consortium for Undergraduate Research-Research Experiences to Enhance Learning (OCUR-REEL) Project. *Ted M. Clark, The Ohio State University; Jane B. Kahle, Miami University - Oxford; Yue Li, Miami University - Oxford*
8. Eyeballs in the Fridge: Sources of Early Interest in Science. *Adam V. Maltese, University of Virginia; Robert H. Tai, University of Virginia*
9. Model Scientist: A Representation of a Discipline-Specific Identity of Preservice Science Teachers. *Martina Nieswandt, Illinois Institute of Technology; Sarah Elizabeth Barrett, York University*
10. Stories About the Moon: Case Studies of Three Children's Early Thoughts Concerning the Moon's Appearance. *Jennifer A. Wilhelm, Texas Tech University; Sonya Ellouise Sherrod, Texas Tech University*
11. What Makes Science Learning Relevant to Students? *Arountis Nathaniel Foster, Michigan State University; Mary A. Lundeberg, Michigan State University; Viola Manokore, Michigan State University; Bjorn Wolter, Michigan State University; Hosun Kang, Michigan State University*

66.073. Moral and Ecological Perspectives on Curriculum. Division B-Curriculum Studies

Sheraton New York Hotel & Towers, Metropolitan Ballroom,

Metropolitan East, 2nd Floor

10:35 am to 11:15 am

Tables:

12. 40 Developmental Assets: A Critical Analysis. *Jessica Ann Munden, Indiana University - Bloomington*

13. A Study of Character Asset Development Among Elementary School Students. *Andrew Furco, University of California - Berkeley; Ginny V. Lee, California State University - East Bay; Sara Lepore Dube, University of California - Berkeley*

14. Complementary Curriculum: Teachers as Ecological Role Models. *Christy M. Moroye, University of Iowa*

15. Dwelling-Telling Diversity: Initial Key to an Ecological World View. *Sean Blenkinsop, Simon Fraser University; Chris Beeman, Queens University; Michael Caulkins, Simon Fraser University*

16. Education for the Environment: A Student-Led Community-Supported Curriculum Integration Project. *Azra Moeed, Victoria University of Wellington; Robin Margaret Averill, Victoria University - Wellington*

17. Language, Political Economy, and Power in Eco-Justice Discourse. *Shelby G. Gilbert, Florida International University*

18. The End of the World As We Have Come to Know It. *Kathryn Ross Wayne, Western Washington University*

66.074. Out-of-School Time STEM research. SIG-Out-of-School Time

Sheraton New York Hotel & Towers, Metropolitan Ballroom,

Metropolitan East, 2nd Floor

10:35 am to 11:15 am

Tables:

19. Chess for Success: Impact of an After-School Program on At-Risk Students. *Annie Woo, Northwest Regional Educational Laboratory; Roy Kruger, Northwest Regional Educational Laboratory*
20. Great Science For Girls: What Does it Look Like at the Community, Program, and Individual Levels? *Cheri L. Fancsali, Academy for Educational Development; Merle L. Froschl, Academy for Educational Development; Barbara Sprung, Educational Equity Center at AED*
21. Informal Learning and Science in After-School: Descriptive Results From the First Wave of a 3-Year Study. *Gil Noam, Harvard University and Explorium; Carolyn Dahlgren, McLean Hospital; James David Larson, McLean Hospital; Bromwyn Bevan, Explorium; Rena Dorph, University of California - Berkeley; Reginald M. Clark, Clark and Associates; Christopher Wu, Consultant*
22. Outcomes of a College-Based Out-of-School Time Program: A College-School Collaboration. *Marguerite G. Lodico, College of Saint Rose; Katherine H. Voegtler, College of Saint Rose; Dean T. Spaulding; Courtney Ritter, The College of Saint Rose*
23. Universities As Catalysts for Community-Building Among Informal STEM Educators: The Story of POISED. *Cecile Cachaper, Radford University; Laura Jacobsen Spielman, Radford University; Carl B. Dietrich, Virginia Tech; Mike Rosenzweig, Virginia Tech; Bettina Dahl Soendergaard, University of Aarhus - Denmark; Lisa Tabor, Virginia Tech; Jimmie C. Fortune, Virginia Tech University; Whitney Edmister, Virginia Tech; Stephen Corwin, Radford University*

66.075. The Many Faces of School-University Collaborative Research.

SIG-School-University Collaborative Research

Sheraton New York Hotel & Towers, Metropolitan Ballroom,

Metropolitan East, 2nd Floor

10:35 am to 11:15 am

Chair:

James H. Mcmillan, Virginia Commonwealth University

Tables:

24. A School and University Collaborative Partnership: An Appreciative Inquiry Intervention to Empower Middle School Teachers. *Raymond L. Calabrese, Wichita State University; Jackie Glasgow, Wichita State University; Teresa L. San Martin, Maize Unified School District #266; Scott A. Friesen, Inman High School*
25. A School-Based Mental Health Program: A Collaboration Among Schools, Mental Health Agency, and University. *Rebecca Ann Newgent, University of Arkansas - Fayetteville; Larry Wayne Featherston, University of Arkansas - Fayetteville; Charles E. Stegman, University of Arkansas - Fayetteville*
26. Examining the Intersection of Appreciative Inquiry and Critical Pedagogy to Transform Urban School Organizations. *Wendy M. Burke, Eastern Michigan University; Christopher Burke, University of Michigan - Dearborn*
27. History "Really" Alive! A Unique School-University Collaboration. *Cameron S. White, University of Houston; Angela L. Miller, Houston Independent School District; Sara G. Mcneil, University of Houston*
28. Partnering for Change: A Model School-University Collaboration

Focused on Teacher and Student Learning. *Norman Weston, National-Louis University; Richard Best, National-Louis University*

29. The Best-Laid Plans of Universities and Schools: One Field Placement Within a Formal Partnership. *Laurel Kristine Chehayl, Monmouth University*
30. The Courage to Be a Scholar-Practitioner. *Stella C. Batagiannis, Indiana University-Purdue University - Fort Wayne; Ingrid E. Laidroo, Fort Wayne Community Schools*
31. The Promise and Perils of School-University Partnerships. *Alandra S. Weller-Clarke, Benedictine University*
32. A School-University Collaboration for Critical Literacy: The Foundation of Social Justice Activism. *Miriam Pepper-Sanello, Adelphi University; Adrienne Andi Sosin, Adelphi University; Lucia Buttaro, Adelphi University*

Discussant:

Kristine Lynn Still, Cleveland State University

Friday, 12:25 pm

AERA Governance Meetings and Events

67.001. AERA Social Justice Action Committee - Closed Meeting (2).

AERA
Sheraton New York Hotel & Towers, Executive Conference Center,
Executive Boardroom, Lower Lobby
12:25 pm to 1:55 pm

Chair:

Kris Gutierrez, University of California - Los Angeles

67.002. Task Force on Standards for Publishing in the Humanities. AERA

Sheraton New York Hotel & Towers, Park Suite 3, 5th Floor
12:25 pm to 1:55 pm

Chair:

Marilyn Cochran-Smith, Boston College

67.010. Education History and Policy: An Important Relationship.

Presidential Session co-sponsored with Organization of American Historians (OAH)

Hilton New York, Murray Hill Suite A, 2nd Floor
12:25 pm to 1:55 pm

Chair:

Ellen Condliffe Lagemann, Bard College - Simon's Rock

Participants:

James D. Anderson, University of Illinois - Urbana-Champaign
Carl F. Kaestle, Brown University
Kate B. Rousmaniere, Miami University - Oxford
John L. Rury, University of Kansas
Andrea Walton, Indiana University - Bloomington

67.011. Gendered Experiences of Engagement in School. Committee on

Scholars and Advocates for Gender Equity (SAGE)
Hilton New York, Murray Hill Suite B, 2nd Floor
12:25 pm to 1:55 pm

Chair:

Carola Suarez-Orozco, New York University

Participants:

Margary B. Butzer, New York University
Edward Fergus, New York University
Sherri-Ann Butterfield, Rutgers, The State University of New Jersey
Hee Jin Bang, New York University

Discussant:

Adrienne D. Dixon, The Ohio State University

67.012. Leadership Strategies and Practices. Division A-Administration,

Organization, and Leadership
Sheraton New York Hotel & Towers, Executive Conference Center,
Conference Room H, Lower Lobby
12:25 pm to 1:55 pm

Chair:

Bernard Oliver, University of Florida

Participants:

Elective Influence: A Follower-Driven Perspective on Leadership.

Matthew Riggan, University of Pennsylvania

Where Is the Principal? The Frequency of Principal Walkthroughs in a Reform Requiring Instructional Leadership. *Kari Nelsestuen, Northwest Regional Educational Laboratory; Makoto Hanita, Northwest Regional Educational Laboratory; Angela Roccogranti, Northwest Regional Educational Laboratory; Caitlin Scott, Northwest Regional Educational Laboratory*

Learning to Lead: The Approaches and Strategies of Headteachers in English Schools. *Helen Gunter, Manchester Metropolitan University; Gillian Forrester, University of Manchester*

Centering Collaboration: The Emergence of Leadership Within Professional Learning Teams. *Sheldon T. Watson, Central Connecticut State University*

Discussant:

Rod Evans, University of South Florida - Tampa

67.013. Organizational Culture and Change Through Leadership and Trust. Division A-Administration, Organization, and Leadership

Sheraton New York Hotel & Towers, Carnegie Suite West, 3rd Floor
12:25 pm to 1:55 pm

Chair:

Carolyn J. Riehl, Teachers College, Columbia University

Participants:

A Difficult Detachment: From Individualism to Community Building in School Change—A Case Study From Finland. *Helena Marita Rajakallio, University of Tampere*

Faculty Orientation to Change: The Affects of Organizational Climate on Principal, Teacher, and Community Transformation. *Sean Maika, University of Texas - San Antonio; Page A. Smith, University of Texas - San Antonio*

Social Context and School Performance: The Importance of Trust. *Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, Oklahoma State University*

Teacher's Courage and the New Principal. *Robert B. Macmillan, University of Western Ontario; Matthew J. Meyer, Saint Francis Xavier University; Shawn Northfield, University of Nottingham*

Discussant:

Joy C. Phillips, East Carolina University

67.014. Reform and Improvement Efforts in Schools. Division A-

Administration, Organization, and Leadership
Sheraton New York Hotel & Towers, Executive Conference Center,
Conference Room I, Lower Lobby
12:25 pm to 1:55 pm

Chair:

J. Bradley Cousins, University of Ottawa

Participants:

A High-Performing District Leadership Team's Implementation of the Baldrige Education Criteria for Continuous Improvement. *Barbara E. Aumiller, Northbrook/Glenview School District 30 - Illinois; Donald G. Hackmann, University of Illinois - Urbana-Champaign*

Impediments to Sustaining a School Reform. *Linda S. Behar-Horenstein, University of Florida; Maria N. Le Fave, Alachua County Public Schools - Florida; Alice C. Dix, University of Florida; Diane Archer-Banks, University of Florida*

Knowledge Management for Program Improvement: Leveraging Capacity at the San Diego County Office of Education. *Linda F. Shear, SRI International; Torie Gorges, SRI International*

Sustainability and Educational Ecosystems: Toward Continuous, Lasting Improvement. *Aurora Wood, Stanford University*

Discussant:

John M. Weathers, University of Colorado - Colorado Springs

67.015. Badiou and Education: "The Possibility of New Possibilities."

Division B-Curriculum Studies
Sheraton New York Hotel & Towers, Executive Conference Center,
Conference Room F, Lower Lobby
12:25 pm to 1:55 pm

Chair:

Kent G. Den Heyer, University of Alberta