

Program Schedule

Thursday, 8:00 am

Committee Sessions

1.010. GSC Community Service Project: Working in Partnership With Surrey Youth Through the "Take It to the Wall" Community Mural Project. Graduate Student Council; Off-Site Visit
Surrey School District 36, SAME (Surrey Appreciates ME); 8:00am to 4:00pm

Visit Leaders: *Robyn A. Carlson, Michigan State University; Christine Renee Klerian Rodriguez, The University of British Columbia; Julia Helen Lane, Simon Fraser University*

Division Sessions

1.011. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, General Session). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 306; 8:00am to 5:00pm

1.012. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 1). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 302; 8:00am to 5:00pm

1.013. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 2). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 303; 8:00am to 5:00pm

1.014. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 3). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 304; 8:00am to 5:00pm

1.015. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 1 of 2, Group 4). Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 305; 8:00am to 5:00pm

Thursday, 8:30 am

Division Sessions

2.010. Division G Preconference Mentoring Session. Application of Education Research for the Public Good. Division G - Social Context of Education; Mentoring Session
VCC, First Level, West Room 109; 8:30am to 4:30pm

Thursday, 9:00 am

Professional Development Courses

3.010. An Introduction to Hierarchical Linear Modeling for Educational Researchers. Professional Development and Training Committee; Professional Development Course
VCC, Second Level, East Room 8&15; 9:00am to 5:00pm
Directors: *D. Betsy McCoach, University of Connecticut; Ann A. O'Connell, The Ohio State University*
Instructor: *Sandra Reed, The Ohio State University*

3.011. Creating and Maintaining Successful Education Partnerships. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Second Level, Princess Louisa Suite; 9:00am to 5:00pm

Directors: *Beth R. Giles, University of Wisconsin; Jack C. Jorgensen, University of Wisconsin - Madison*

3.012. Cultivating Action Research: Preservice, In-Service, and Graduate Studies. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom A; 9:00am to 5:00pm

Directors: *Frances O. Rust, University of Pennsylvania; Christopher Michael Clark, Arizona State University*

3.013. Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach (Day 1 of 2). Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 9:00am to 5:00pm

Directors: *Anthony J. Onwuegbuzie, Sam Houston State University; Kathleen M.T Collins, University of Arkansas*

Instructor: *Normand Peladeau, Provalis Research*

3.014. More Than a Variable: Race, Research, and Critical Race Theory in Education (Day 1 of 2). Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 9:00am to 5:00pm

Directors: *Thandeka K. Chapman, University of Wisconsin - Milwaukee; Adrienne D. Dixon, University of Illinois*

Instructors: *Bryan McKinley Jones Brayboy, Arizona State University; Zeus Leonardo, University of California - Berkeley; Enrique Aleman Jr., University of Utah; Jessica T. Decuir-Gunby, North Carolina State University; Tara J. Yosso, University of California - Santa Barbara; David Gillborn, Institute of Education - London; Laurence J. Parker, University of Utah; Jamel K. Donnor, College of William and Mary; Richard Delgado, Seattle University; Jean Stefancic, Seattle University; Daniel Gilbert Solorzano, University of California - Los Angeles; Gloria J. Ladson-Billings, University of Wisconsin - Madison*

3.015. Narrative Inquiry in Educational Research. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, Cheakamus; 9:00am to 5:00pm

Director: *Colette Daiute, The Graduate Center - CUNY*

Instructors: *Philip Kreniske, The Graduate Center (CUNY); Luka Lucic, The Graduate Center - CUNY*

3.016. New Directions in Qualitative Literacy Research. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, Malaspina; 9:00am to 5:00pm

Directors: *Patricia E. Enciso, The Ohio State University; Anne L. Dipardo, University of Colorado; Kris D. Gutierrez, University of Colorado - Boulder*

Instructors: *Mollie V. Blackburn, The Ohio State University; Caroline T. Clark, The Ohio State University; Robert T. Jimenez, Vanderbilt University; Lara J. Handsfield, Illinois State University; Valerie F. Kinloch, The Ohio State University; Carmen L. Medina, Indiana University - Bloomington; Ernest D. Morrell, Teachers College, Columbia University; Joanne C. Larson, University of Rochester*

Thursday, 10:00 am**Professional Development Courses**

- 4.010. Educational Neuroscience: Methods and Applications.** Professional Development and Training Committee; Professional Development Course Fairmont Waterfront, Concourse Level, MacKenzie 1; 10:00am to 7:00pm

Directors: *Stephen R. Campbell, Simon Fraser University; O. Arda Cimen, Simon Fraser University; Kathryn Elizabeth Patten, Simon Fraser University; Olga V. Shipulina, Simon Fraser University*

Division Sessions

- 4.011. Division C Graduate Student Seminar (Day 1 of 2, Invitation Only).** Division C - Learning and Instruction; Graduate Student Seminar VCC, First Level, West Room 110; 10:00am to 6:00pm

Thursday, 12:00 pm**Division Sessions**

- 5.010. Division J Emerging Scholars Workshop (Day 1, Group 1).** Division J - Postsecondary Education; Mentoring Session VCC, First Level, West Room 118; 12:00-7:00pm
- 5.011. Division J Emerging Scholars Workshop (Day 1, Group 2).** Division J - Postsecondary Education; Mentoring Session VCC, First Level, West Room 121; 12:00-7:00pm
- 5.012. Division J Emerging Scholars Workshop (Day 1, Group 3).** Division J - Postsecondary Education; Mentoring Session VCC, First Level, West Room 122; 12:00-7:00pm

Thursday, 1:00 pm**Division Sessions**

- 6.010. Division B Beyond Methodological Nationalism: Researching Diverse Curriculum Cartographies (Day 1 of 2).** Division B - Curriculum Studies; Seminar VCC, First Level, West Room 114; 1:00-5:00pm
- 6.011. Division B New Faculty Seminar (Day 1 of 2).** Division B - Curriculum Studies; Mentoring Session VCC, First Level, West Room 115; 1:00-5:00pm
- 6.012. Division B Vice-Presidential Graduate Student Seminar (Day 1 of 2).** Division B - Curriculum Studies; Graduate Student Seminar VCC, First Level, West Room 111; 1:00-5:00pm
- 6.013. Division B Visual Culture Theory Meets Digital Media and Gaming: Curriculum Studies in the 21st Century (Day 1 of 2).** Division B - Curriculum Studies; Seminar VCC, First Level, West Room 112; 1:00-5:00pm
- 6.014. Division B What Differences Make a Difference? New Curriculum Theories and the Continuous Production of Alterity (Day 1 of 2).** Division B - Curriculum Studies; Seminar VCC, First Level, West Room 116; 1:00-5:00pm

Thursday, 2:00 pm**Division Sessions**

- 7.010. International Study on Successful School Principals Project Sponsored by Division A.** Division A - Administration Organization & Leadership; Seminar VCC, Second Level, East Room 1; 2:00-5:00pm

- 7.011. Latinas/os in Educational Leadership Research Group Sponsored by Division A.** Division A - Administration Organization & Leadership; Seminar VCC, Second Level, East Room 10; 2:00-5:00pm

- 7.012. Mentoring Women in Educational Leadership Group Sponsored by Division A.** Division A - Administration Organization & Leadership; Mentoring Session VCC, Second Level, East Room 13; 2:00-5:00pm

- 7.013. Division C New Faculty Mentoring Seminar (Day 1 of 2, Invitation Only).** Division C - Learning and Instruction; Mentoring Session VCC, First Level, West Room 113; 2:00-6:30pm

Thursday, 4:00 pm**Division Sessions**

- 8.010. Division K New Faculty Preconference Seminar (Day 1 of 2).** Division K - Teaching and Teacher Education; Mentoring Session VCC, Second Level, East Room 2; 4:00-9:00pm
- Participants: *Rich Milner, Vanderbilt University; Suzanne SooHoo, Chapman University; Barbara L. Bales, University of Wisconsin - Milwaukee; Carla R. Monroe, North Carolina State University; Kevin M. Foster, The University of Texas - Austin*

Thursday, 5:00 pm**Division Sessions**

- 9.010. Division K Graduate Student Preconference Seminar (Day 1 of 2).** Division K - Teaching and Teacher Education; Graduate Student Seminar VCC, Second Level, East Room 3; 5:00-9:00pm

Thursday, 5:45 pm**Division Sessions**

- 10.010. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L: Reception and Dinner.** Division A - Administration Organization & Leadership; Graduate Student Seminar VCC, Third Level, West Room 306; 5:45-8:30pm

Thursday, 6:00 pm**Division Sessions**

- 11.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty: "To Know and To Do" (Day 1 of 2).** Division F - History and Historiography; Mentoring Session VCC, Second Level, East Room 16; 6:00-9:00pm

Friday, 7:00 am**Division Sessions**

- 12.010. Division J Emerging Scholars Workshop (Day 2, Group 1).** Division J - Postsecondary Education; Mentoring Session VCC, First Level, West Room 118; 7:00-11:30am
- 12.011. Division J Emerging Scholars Workshop (Day 2, Group 2).** Division J - Postsecondary Education; Mentoring Session VCC, First Level, West Room 121; 7:00-11:30am
- 12.012. Division J Emerging Scholars Workshop (Day 2, Group 3).** Division J - Postsecondary Education; Mentoring Session VCC, First Level, West Room 122; 7:00-11:30am

Friday, 7:30 am**Division Sessions**

- 13.010. Division C New Faculty Mentoring Seminar (Day 2 of 2, Invitation Only).** Division C - Learning and Instruction; Mentoring Session
VCC, First Level, West Room 113; 7:30am to 12:00pm

Friday, 8:00 am**Professional Development Courses**

- 14.010. Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach (Day 2 of 2).** Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 8:00am to 4:00pm

Directors: *Anthony J. Onwuegbuzie, Sam Houston State University; Kathleen M.T Collins, University of Arkansas*

Instructor: *Normand Peladeau, Provalis Research*

- 14.011. More Than a Variable: Race, Research, and Critical Race Theory in Education (Day 2 of 2).** Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 8:00am to 12:00pm

Directors: *Thandeka K. Chapman, University of Wisconsin - Milwaukee; Adrienne D. Dixon, University of Illinois*

Instructors: *Bryan McKinley Jones Brayboy, Arizona State University; Zeus Leonardo, University of California - Berkeley; Enrique Aleman Jr., University of Utah; Jessica T. Decuir-Gunby, North Carolina State University; David Gillborn, Institute of Education - London; Daniel Gilbert Solorzano, University of California - Los Angeles; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Tara J. Yosso, University of California - Santa Barbara*

Division Sessions

- 14.012. Barbara L. Jackson Scholars Workshop Sponsored by Division A (Closed Session).** Division A - Administration Organization & Leadership; Seminar
VCC, First Level, East Ballroom A; 8:00am to 12:00pm
- 14.013. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, General Session).** Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 306; 8:00am to 12:00pm
- 14.014. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, Group 1).** Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 302; 8:00am to 12:00pm
- 14.015. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, Group 2).** Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 303; 8:00am to 12:00pm
- 14.016. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, Group 3).** Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 304; 8:00am to 12:00pm
- 14.017. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by Division A and Division L (Day 2 of 2, Group 4).** Division A - Administration Organization & Leadership; Graduate Student Seminar
VCC, Third Level, West Room 305; 8:00am to 12:00pm

- 14.018. Division D Graduate Student Seminar: Are You a Next-Generation Methodologist? Transitioning From Graduate Student to Professional in a Next-Generation Research-and-Assessment World.** Division D - Measurement and Research Methodology; Graduate Student Seminar
VCC, First Level, East Ballroom C; 8:00-11:00am

Chair: *Laurie L. Davis, Pearson*

- 14.019. Division E Graduate Student Preconference Seminar.** Division E - Counseling and Human Development; Graduate Student Seminar
VCC, Second Level, East Room 4; 8:00-11:50am

- 14.020. Division E New Faculty Preconference Workshop.** Division E - Counseling and Human Development; Mentoring Session
VCC, Second Level, East Room 5; 8:00-11:50am

- 14.021. Division K Graduate Student Preconference Seminar (Day 2 of 2).** Division K - Teaching and Teacher Education; Graduate Student Seminar
VCC, Second Level, East Room 3; 8:00-11:45am

- 14.022. Division K New Faculty Preconference Seminar (Day 2 of 2).** Division K - Teaching and Teacher Education; Mentoring Session
VCC, Second Level, East Room 2; 8:00-11:45am

Friday, 8:30 am**Division Sessions**

- 15.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty: "To Know and To Do" (Day 2 of 2).** Division F - History and Historiography; Mentoring Session
VCC, Second Level, East Room 16; 8:30-11:30am

Friday, 9:00 am**Division Sessions**

- 16.010. Division B Beyond Methodological Nationalism: Researching Diverse Curriculum Cartographies (Day 2 of 2).** Division B - Curriculum Studies; Seminar
VCC, First Level, West Room 114; 9:00am to 12:00pm
- 16.011. Division B New Faculty Seminar (Day 2 of 2).** Division B - Curriculum Studies; Mentoring Session
VCC, First Level, West Room 115; 9:00am to 12:00pm
- 16.012. Division B Vice-Presidential Graduate Student Seminar (Day 2 of 2).** Division B - Curriculum Studies; Graduate Student Seminar
VCC, First Level, West Room 111; 9:00am to 12:00pm
- 16.013. Division B Visual Culture Theory Meets Digital Media and Gaming: Curriculum Studies in the 21st Century (Day 2 of 2).** Division B - Curriculum Studies; Seminar
VCC, First Level, West Room 112; 9:00am to 12:00pm
- 16.014. Division B What Differences Make a Difference? New Curriculum Theories and the Continuous Production of Alterity (Day 2 of 2).** Division B - Curriculum Studies; Seminar
VCC, First Level, West Room 116; 9:00am to 12:00pm
- 16.015. Division C Graduate Student Seminar (Day 2 of 2, Invitation Only).** Division C - Learning and Instruction; Graduate Student Seminar
VCC, First Level, West Room 110; 9:00am to 12:00pm

Friday, 10:00 am**Division Sessions**

- 17.010. Division H Graduate Students/Early Career Mentoring Seminar. Graduate Student Involvement in Division H: Exploring Opportunities for Involvement, Experience, and Mentoring in**

Research and Assessment. Division H - Research, Evaluation and Assessment in Schools; Graduate Student Seminar
Fairmont Waterfront, Concourse Level, MacKenzie 1; 10:00am to 12:00pm

Friday, 11:00 am

AERA Related Activities

18.010. Undergraduate Student Education Research Training Workshop:

Closed Session. AERA Related Activities; Invited Session

Pan Pacific, Restaurant Level, Oceanview 6; 11:00am to 4:00pm

Chair: *George L. Wimberly, American Educational Research Association*

Friday, 12:00 pm

Governance Meetings and Events

19.001. AERA 2011-2012 Council Meeting.

AERA Governance; Governance Session

Pan Pacific, Restaurant Level, Oceanview 5; 12:00-3:45pm

Chair: *Arneha F. Ball, Stanford University*

AERA Related Activities

19.010. AERA Council of Editors: Closed Business Meeting.

AERA Related Activities; Board Meeting

Pan Pacific, Lobby Level, Crystal Pavilion B; 12:00-2:00pm

Chair: *Todd Reitzel, American Educational Research Association*

Committee Sessions

19.011. Orientation to the Annual Meeting and Networking for Graduate Students.

Graduate Student Council; Fireside Chat

VCC, Second Level, West Room 211; 12:00-1:30pm

Chair: *Cecilia Henriquez Fernandez, University of California - Los Angeles*

Participants: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee; Cathy Anne Rosenberg, Ohio State University; Carleen Carey, Michigan State University; Robyn A. Carlson, Michigan State University*

International Organization Sessions

19.012. Comparative and International Education Society of Canada (CIESC): Canadian Initiatives in Comparative and International Education: What Can We Learn From the Study of Canadian Educational Systems?

Canadian Society for the Study of Education; Invited Session

VCC, Second Level, West Room 217&218; 12:00-2:00pm

Chair: *Marianne Larsen, University of Western Ontario*

Participants:

Mobilizing Comparativity to Determine "Best Practice" in Canadian Aboriginal Education. *Michael Cottrell, University of Saskatchewan*

The Adaptation of Schools to Ethno-Cultural Diversity in Québec, Catalonia, and Flanders: Common and Specific Challenges. *Marie McAndrew, Université de Montréal*

Internationalizing Canadian Universities: Critical Perspectives. *Kumari Beck, Simon Fraser University*

University-School-Community Partnerships for Global Citizenship: Canadian Perspectives. *Steve Sider, Wilfrid Laurier University*

Global Citizenship Education in Higher Education: What Can We Learn From Canadian Experiences? *Marianne Larsen, University of Western Ontario*

Division Sessions

19.013. Examining School-Community Intersections.

Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 10; 12:00-1:30pm

Participants:

Neighborhoods, Families, and Children's School Readiness. *Maria Pia Otero, Teachers College, Columbia University; Sara Bastomski, Yale*

University

Reviewing the Field of School-Community Relations. *Alan Dyson,*

University of Manchester; Kirstin Kerr, University of Manchester

□ Queriamos Algo Bueno Para Nuestros Hijos y También Para Nosotras□:

A Frierian Analysis of Organizational Narratives of Latino Parent-School Engagement. *Samantha Paredes Scribner, Indiana University - Indianapolis; Erica Fernandez, Indiana University*

Leadership for Community Engagement and Collaboration: Findings From

a Pilot Capacity-Building Initiative. *Cori A. Groth, University of Utah*

Maximizing K-12 Entrepreneurial Leadership Through Community

Partnerships. *Jack Leonard, University of Massachusetts - Boston*

Discussant: *Sonya Douglass Horsford, University of Nevada - Las Vegas*

19.014. Professional Development for Principals: Fidelity, Accountability, and Context.

Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 9; 12:00-1:30pm

Chair: *Pamela D. Tucker, University of Virginia*

Participants:

Assessing the Fidelity of a Principal Professional Development Program:

Design, Delivery, and Receipt. *Pat A. Schroeder, Texas A&M*

University; Eun Sook Kim, University of South Florida; Roger D.

Goddard, Texas A&M University; Robert James Miller, Texas A&M

University; Jean Madsen, Texas A&M University; Yvonne L. Goddard,

Texas A&M University

Conceptual Model of Leadership Academies for the Continuous

Professional Development of Public School Principals: Accountability

and Affordability. *Jennifer Bell, Cypress - Fairbanks Independent*

School District; John L. Taylor, The University of Arizona

Educational Leadership and Professional Development: The

Transformational Currency of Cultural and Social Capital for Urban

School Contexts. *RoSusan D. Bartee, The University of Mississippi*

How Principals Change Their Minds: Processes, Influencing Factors, and

Implications for Principal Professional Development. *Ming-Dih Lin,*

National Chung Cheng University

Principals' Professional Development Learning: Evaluation Results From

a Longitudinal Randomized Control Trial. *Robert James Miller, Texas*

A&M University; Roger D. Goddard, Texas A&M University; Minjung

Kim, Texas A&M University - College Station; Yvonne L. Goddard,

Texas A&M University; Pat A. Schroeder, Texas A&M University

Toward Situational Professional Development (PD): Comparing Principals'

PD Needs With District PD Provision. *Heather E. Duncan, University*

of Wyoming; Bret Range, University of Wyoming; Suzanne Young,

University of Wyoming; Maryalice Bruce, University of Wyoming

Discussant: *Pamela D. Tucker, University of Virginia*

19.015. Taking Rancière to School: An Impossible Curriculum.

Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 12:00-1:30pm

Chair: *Elizabeth A. St. Pierre, University of Georgia*

Participants:

Rancière as Post-Foucauldian. *Patti A. Lather, The Ohio State University*

"Each to Each": A Psychoanalytic Discussion on the Equality of

Vulnerability. *Deborah P. Britzman, York University*

New Scenes of Equality: Using Rancière to Disentangle and Declassify

Ourselves From Teaching-as-Usual. *Meredith Whittaker*

Rancière and Education Research: Troubling the Idea of (Virtual)

Communities of Practice. *Caroline Pelletier, Institute of Education - London*

Discussant: *Maggie Maclure, Manchester Metropolitan University*

19.016. "We Recruit": Sexuality and Gender, "Queer Positive" Curriculum, and Teacher Knowledge and Identity.

Division B - Curriculum Studies; Symposium

VCC, Second Level, West Room 221; 12:00-1:30pm

Chair: *Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo*

Participants:

Queering Conceptions of Diversity: Centering LGBTQ (Lesbian, Gay,

Bisexual, Transgender, and Queer) Issues Within a Social Justice

Education Curriculum. *Alison L. Schmitke, University of Oregon; Jerry*

L. Rosiek, University of Oregon

It's a Queer World: Synthesizing Popular Culture as Queer Education

Curriculum. *Sandra Schmidt, Teachers College, Columbia University*
 We Recruit: Queering teacher identity through a course on homophobia.
Tina Manuela Gutierrez-Schmich, University of Oregon; Julia Irene Heffernan, University of Oregon
 Measuring Student Understanding of LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Issues in Education. *Timothy G. Larrabee, Oakland University; Brandelyn L. Tosolt, Northern Kentucky University*
 Discussant: *Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo*

19.017. Advances in Assessing Game-Based Learning. Division C - Learning and Instruction; Symposium
 Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 12:00-1:30pm

Chair: *Hiller A. Spires, North Carolina State University*

Participants:

Enhancing Spatial Visualization and Mental Rotation Abilities Through Developing Serious Educational Games. *Len Annetta, George Mason University*
 Scaffolding and Assessing Students' Explanations in Game Dialog With Hidden Markov Modeling and Computer Adaptive Testing Techniques. *Douglas B. Clark, Vanderbilt University; Mario Manuel Martinez-Garza, Vanderbilt University; Gautam Biswas, Vanderbilt University; Richard M. Luecht, University of North Carolina - Greensboro; Pratim Sengupta, Vanderbilt University*
 Citizen Science. *Kurt D. Squire, University of Wisconsin - Madison; Matthew Gaydos, University of Wisconsin - Madison; Ben Devane, University of Florida*
 Tracing the Design and Testing of a Game-Based Learning Environment for Upper Elementary Students. *James Lester, North Carolina State University; James Minogue, North Carolina State University; John L. Niefeld, North Carolina State University; Hiller A. Spires, North Carolina State University*

Discussant: *Christopher J. Dede, Harvard University*

19.018. Anne Frank Confronts Queen Isabella: Learning Phenomena in Historical, Cultural, and Social Online Simulation Games. Division C - Learning and Instruction; Symposium
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 12:00-1:30pm

Chairs: *Miriam B. Raider-Roth, University of Cincinnati; Jennifer Elaine Killham, University of Cincinnati*

Participants:

"A Placement at Masada": Supporting Novice Teachers in the Jewish Court of All Time Project. *Michael Fahy, University of Michigan - Ann Arbor; Jeff P. Kupperman, University of Michigan - Flint; Jeff Stanzler, University of Michigan - Ann Arbor*
 Argumentative Discourse Skill Development in Online Educational Simulations: How George Carlin Can Teach Critical Thinking. *Jonathan D'Angelo, University of Wisconsin - Madison; Susan Kline, The Ohio State University*
 Being an "Agent Provocateur": Utilizing Online Spaces for Teacher Professional Development in Virtual Simulation Games. *Aimee DeNoyelles, University of Central Florida; Miriam B. Raider-Roth, University of Cincinnati*
 Mentoring in Online Simulation: Shaping Preservice Teachers for Tomorrow's Roles. *Jennifer Elaine Killham, University of Cincinnati; Susan P. Tyler, University of Cincinnati; Miriam B. Raider-Roth, University of Cincinnati*

Discussant: *Jeremiah Isaac Holden, University of Wisconsin - Madison*

19.019. Extending and Evaluating a Theoretically Based, Online Intervention to Improve Latino Middle-Schoolers' Writing. Division C - Learning and Instruction; Structured Poster Session
 Pan Pacific, Lobby Level, Oceanview 1&2; 12:00-1:30pm

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

Participants:

A Design-Based Approach to Enhance the Academic Writing of Emergent Bilinguals. *Jo Anne Kleifgen, Teachers College, Columbia University; Charles K. Kinzer, Teachers College, Columbia University*
 Implementing Online Technologies to Create a Theoretically Sound Writing Space for Emergent Bilinguals. *Daniel L. Hoffman, Teachers College, Columbia University; Ibrahim (Musti) Ekin, NYSphere International, Inc.*

Merging a Theoretically Sound Online Writing Space With Classroom Instruction and Curriculum for Emergent Bilinguals. *Briana Ronan, Teachers College, Columbia University; Kristin Gorski, Teachers College, Columbia University*

Establishing Research/Analysis Procedures to Address Student Application and Learning Within a Multimodal Writing Space. *Karen Velasquez, Columbia University; Briana Ronan, Teachers College, Columbia University*

Emergent Bilinguals' Response to and Assessment of an Online Writing Space and Its Instructional Content. *Kristin Gorski, Teachers College, Columbia University; Daniel L. Hoffman, Teachers College, Columbia University; Allison Martin, Teachers College, Columbia University; Ibrahim (Musti) Ekin, NYSphere International, Inc.*

Emergent Bilinguals' Understanding, Use, and Application of Embedded Design Principles in an Online Writing Space. *Briana Ronan, Teachers College, Columbia University; Karen Velasquez, Columbia University; Jo Anne Kleifgen, Teachers College, Columbia University*

Discussant: *Bertram C. Bruce, University of Illinois*

19.020. Innovations in Researching Regulation of Learning in Solo and Collaborative Tasks. Division C - Learning and Instruction

Cosponsored with SIG-Studying and Self-Regulated Learning; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 12:00-1:30pm

Chairs: *Sanna Jarvela, University of Oulu; Mariel F.W. Miller, University of Victoria*

Participants:

Cued Retrospective Reporting: A Method for Measuring Self-Regulated Learning. *Ludo Van Meeuwen, The Open University of the Netherlands; Saskia Brand-Gruwel, The Open University of the Netherlands; Paul A. Kirschner, Open University of the Netherlands; Jeano de Bock, Air-Traffic Control, the Netherlands; Jeroen J.G. Van Merriënboer, Maastricht University*
 Coregulated Learning Between Human and Artificial Pedagogical Agents in the Context of a Multi-Agent Adaptive Hypermedia Environment. *Roger Azevedo, McGill University; Reza Feyzi Behnagh, McGill University; Jason Matthew Harley, McGill University; François Bouchet, McGill University*
 Exploring Socially Shared Regulation in the Context of Collaboration. *Sanna Jarvela, University of Oulu; Hanna Jarvenoja, University of Oulu; Jonna Malmberg, University of Oulu*
 Social Aspects of Regulation: Measuring Socially-Shared Regulation in Collaborative Contexts. *Allyson F. Hadwin, University of Victoria; Mariel F.W. Miller, University of Victoria*

Discussant: *Philip H. Winne, Simon Fraser University*

19.021. Learning From Text Experiences. Division C - Learning and Instruction; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 1; 12:00-1:30pm

Chair: *Suzanne H. Broughton, Utah State University*

Participants:

The Role of Text and Reader Characteristics in Science Learning from Refutational Texts. *Jason Lawrence Braasch, University of Oslo; Susan R. Goldman, University of Illinois at Chicago; Jennifer Wiley, University of Illinois at Chicago*
 Does Providing Pictures and Words in a Causal Diagram Affect Text Learning? *Carolyn J. Hushman, University of New Mexico; Scott C. Marley, University of New Mexico; Matthew T. McCrudden, Victoria University of Wellington*
 Dynamics of Mental Model Construction From Text and Graphics. *Wolfgang Schnotz, University of Koblenz-Landau; Ulrike Hochpoechler, University of Koblenz-Landau; Thorsten Rasch, University of Koblenz-Landau; Mark Ullrich, University of Koblenz-Landau; Holger Horz, University of Koblenz-Landau; Nele McElvany, Technical University of Dortmund; Juergen Baumert, Max Planck Institute for Human Development*
 Examining the Effects of Picture Labeling on Science Text Processing and Learning: An Eye-Fixation Analysis. *Patrik Pluchino, University of Padova; Caterina Tornatora, University of Padova; Nicola Ariasi, University of Padova; Lucia Mason, University of Padova*
 An Activity-Theory Analysis of How College Students Revise After Writing Center Conferences. *Samuel Van Horne, University of Iowa*

19.022. Motivation and Learning in STEM. Division C - Learning and Instruction Cosponsored with Division K - Teaching and Teacher Education, SIG-Motivation in Education; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 12:00-1:30pm

Chair: *Ordene Edwards, Lamar University*

Participants:

- Attributes of Motivation During Difficult Math Tasks: An Examination of Preadolescent Perceptions of Challenge. *Patti J. Berg, University of South Dakota; Amy Schweinle, University of South Dakota*
- The Relationship Between Math Competence Beliefs and Math Ability Scores in the Early Primary Years. *Traci Kutaka, University of Nebraska - Lincoln; Carolyn Pope Edwards, University of Nebraska - Lincoln; Wendy M. Smith, University of Nebraska - Lincoln*
- Direct, Hands-On or Inquiry: A Study of Instructional Sequencing and Motivation in the Science Classroom. *Jamie Vander Wiede, University of Central Florida; Bobby Hoffman, University of Central Florida*
- Profiles of the Sources of Science Self-Efficacy. *Jason A. Chen, Harvard University*
- Linking Instruction to Knowledge Construction in the Engineering Classroom. *Jonathan C. Hilpert, Indiana University - Purdue University at Fort Wayne; Jenefer E. Husman, Arizona State University*

19.023. Out-of-School Contexts. Division C - Learning and Instruction; Paper Session
VCC, Second Level, West Room 205; 12:00-1:30pm

Chair: *Linda Pickett, SUNY - College at Cortland*

Participants:

- After-School Programs and the Development of Marketable Job Skills: A Mixed-Method Study of Contrasting Models. *Megan Mekinda, Northwestern University; Barton J. Hirsch, Northwestern University*
- Augmented Reality and Knowledge Building: To What Extent Can They Enhance Learning in a Science Museum? *Susan A. Yoon, University of Pennsylvania; Karen J. Elinich, The Franklin Institute; Joyce Wang, University of Pennsylvania; Jacqueline Gayle Van Schooneveld, University of Pennsylvania*
- Dead Birds, Worms, and Earthquakes: Finding Unexpected Value in Field Trips? *Jonathan Boxerman, Northwestern University*
- Informal Learning After School: Increasing Self-Efficacy With Enrichment Programs. *Beth A. Haines, Lawrence University; Kathy Immel, University of Wisconsin; Tammy J. Ladwig, University of Wisconsin; Katherine Short-Meyerson, University of Wisconsin - Oshkosh; Colin E. Vize, Lawrence University; Olivia E. Hendricks, Lawrence University; Xiao Hong Zhang, Lawrence University; Maki Miura, Lawrence University; Elyse R. Daly, Lawrence University*

19.024. Advances in Longitudinal Modeling. Division D - Measurement and Research Methodology; Paper Session
Marriott Pinnacle, Third Level, Pinnacle II; 12:00-1:30pm

Chair: *Lihshing Leigh Wang, University of Cincinnati*

Participants:

- Classification With Longitudinal Data. *Quinn Nathaniel Lathrop, University of Notre Dame*
- Growth Modeling From Item Response Data: A Comparison of Two Approaches. *Jennifer Koran, Southern Illinois University - Carbondale; Hsiu-Fei Joyce Wang, National Taichung University of Education, Taiwan*
- Incorporating Latent Variable Outcomes in Value-Added Assessment. *Leslie H. Shaw, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln*
- Multilevel Graded Response Model in Longitudinal Study: Formulation and Illustration. *Feifei Ye, University of Pittsburgh; Ting Xu, University of Pittsburgh; Wenyi You, Pearson*
- Using Piecewise Growth Models to Estimate Student Learning During and Between School Enrollments. *Joseph J. Stevens, University of Oregon; Keith Zvoch, University of Oregon*

19.025. Bias-Based Bullying: The Implications of Multiple Forms of Discriminatory Victimization. Division E - Counseling and Human Development; Symposium
VCC, Second Level, West Room 206; 12:00-1:30pm

Chair: *Paul Poteat, Boston College*

Participants:

- Gender-Based Bullying in Elementary School: Prevalence and Impact

on Student Experience. *Joseph G. Kosciw, Gay, Lesbian and Straight Education Network*

The Magnified Effects of Bias-Based Harassment on Psychological, Behavioral, and School Indices. *Paul Poteat, Boston College; Stephen T. Russell, The University of Arizona; Katerina Sinclair, The University of Arizona*

Contextual Factors Influencing the Relationship Between Bias-Based Bullying and School Belonging. *Neal A. Palmer, Vanderbilt University*
Discussant: *Gerald Walton, Lakehead University*

19.026. A Theoretical Toolbox: Using Theories of Gender and Sexuality to Uncover New Histories of Education. Division F - History and Historiography Cosponsored with SIG-Queer Studies, SIG-Research on Women and Education; Symposium
VCC, Second Level, West Room 204; 12:00-1:30pm

Chair: *Karen L. Graves, Denison University*

Participants:

- Operationalizing the Alternative Black Curriculum in Social Studies: A Case Study of the Curriculum of the National Training School for Women and Girls. *Alana D. Murray, University of Maryland*
- "Instilling Good Principles in the New Generation": Gendered Visions of American Citizenship in Turn-of-the-Century Tucson, Arizona. *Amy Grey, The University of Arizona*
- The "Gendered Geographies" of Philadelphia's High Schools: Germantown High School, 1907-1914. *Erika Kitzmiller, University of Pennsylvania*
- "Not Enough...for Really Intelligent Women": Domestic Science and the Elite Women's Colleges, 1890-1920. *Caroline Hasenyager, College of William and Mary*

Discussant: *Karen L. Graves, Denison University*

19.027. Access to Algebra I: The Effects of Online Mathematics for Grade 8 Students. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Pinnacle III; 12:00-1:30pm

Chair: *Katherine E. Culp, Education Development Center, Inc.*

Participants:

- Virtual Algebra Study: Study Design and Methodology. *Jessica Heppen, American Institutes for Research; Peggy Clements, Education Development Center, Inc.*
- Virtual Algebra Study: Description of the Intervention. *Cheryl M. Tobey, Maine Mathematics and Science Alliance; Kirk Walters, American Institutes for Research*
- Virtual Algebra Study: Study Results. *Jessica Heppen, American Institutes for Research; Ann-Marie Faria, American Institutes for Research; Kirk Walters, American Institutes for Research; Nicholas Andrew Sorensen, American Institutes for Research*
- Virtual Algebra Study: Implications and Discussion of Findings. *Peggy Clements, Education Development Center, Inc.; Cheryl M. Tobey, Maine Mathematics and Science Alliance; Ann-Marie Faria, American Institutes for Research*

Discussants: *Jon R. Star, Harvard University; Sara E. Wraight, American Institutes for Research*

19.028. Improving the Teaching Skills of Educators in the Professions. Division I - Education in the Professions; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 2; 12:00-1:30pm

Participants:

- Clinical Teaching Based on Principles of Cognitive Apprenticeship: Views of Experienced Clinical Teachers. *Renee Stalmeijer, Maastricht University; Diana Dolmans, Maastricht University; Hetty Snellen-Balendong, Maastricht University; Marijke Van Santen-Hoeufft, Maastricht University; Ineke Wolfhagen, Maastricht University; Albert Scherpbier, Maastricht University*
- Building Research Capability Among University Staff: The Case of Teacher Educators. *Mary F. Hill, University of Auckland; Mavis Haigh, The University of Auckland*
- College Teachers' Instructional Practices: Exploratory and Confirmatory Factor Analyses. *Linda S. Behar-Horenstein, University of Florida; Lian Niu, University of Florida*
- A Content-Driven Collaboration Model for Engineering Faculty Development. *Margret A. Hjalmarson, George Mason University; Jill K. Nelson, George Mason University*

Discussant: *Eugene L. Anderson, American Dental Education Association*

19.029. Critical Transitions, Junctures, and Interactions for Postsecondary Success: Low-Income Students' Meaning-Making of Their Educational Pathways. Division J - Postsecondary Education; Symposium

VCC, Second Level, West Room 208&209; 12:00-1:30pm

Chairs: *Daniel Gilbert Solorzano, University of California - Los Angeles; Amanda L. Datnow, University of California - San Diego*

Participants:

Critical Transitions: Understanding the Postsecondary Worlds of College and Career for Low-Income High School Youth. *Makeba Jones, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego*

Critical Junctures in the Educational Pathways of Career and Technical Education (CTE) Community College Students. *Tara Watford, University of California - Los Angeles; Maria C. Malagon, University of California - Los Angeles*

Critical Interactions: How Student-College Personnel Interactions Shape Low-Income Students' Navigation of a Community College. *Christine Cerven, University of California - San Diego; Vicki Park, University of California - San Diego*

Discussant: *Rebecca D. Cox, Seton Hall University*

19.030. Division J Invited Session: Racial Equity in Higher Education: A Blueprint for Praxis. Division J - Postsecondary Education; Invited Session

VCC, Second Level, West Room 215&216; 12:00-1:30pm

Chairs: *Shaun R. Harper, University of Pennsylvania; Lori D. Patton, University of Denver*

Participants: *Richard Delgado, Seattle University; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Ed Taylor, University of Washington*

19.031. Identity and Postsecondary Campus Climate. Division J - Postsecondary Education; Paper Session

Fairmont Waterfront, Concourse Level, Malaspina; 12:00-2:00pm

Chair: *Allison Lombardi, University of Oregon*

Participants:

Differences in Perceptions of Classroom Climate for Gender-Nonconforming Students: A Multilevel Analysis. *Jay Garvey, University of Maryland; Susan Rankin, The Pennsylvania State University*

Double Consciousness: Perceptions of African American Men With Disabilities in Higher Education. *Joy Banks, Bowie State University; Michael Hughes, Bowie State University*

Queering Philanthropy: Understanding Giving Among LGBTQI (Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex) Alumni. *Noah Daniel Drezner, University of Maryland - College Park; Jay Garvey, University of Maryland*

Talkin' the Talk, Walkin' the Walk? The Structures, Practices and Language of a Climate for Diversity. *Robert T. Carter, Columbia University; Celia J. Oyler, Teachers College, Columbia University; Limarys Caraballo, Teachers College, Columbia University; Cathlin Bryn Goulding, Teachers College, Columbia University*

The Relational Context of White Institutional Presence. *Diane Lynn Gusa, SUNY - Canton*

Discussant: *Jeni L. Hart, University of Missouri - Columbia*

19.032. Overlooked No More: Postsecondary Educational Research Informed by Wisdom, Race, and Gender for the Greater Good.

Division J - Postsecondary Education; Symposium
VCC, Second Level, East Room 8&15; 12:00-1:30pm

Chair: *Lorri Michelle Johnson Santamaria, California State University - San Marcos*

Participants:

Emergent African American Female Educational Leaders: Exploring the Intersectionality of Race, Gender, and Leadership. *Cosette M. Grant, University of Cincinnati*

Trends in Women of Color's Status in Higher Education: Opportunities Fraught with Challenges. *Gaetane Jean-Marie, University of Oklahoma*

A Validating Space for Latina Junior Faculty: A Collaborative to Advance Latino Education. *Anne-Marie Nunez, The University of Texas - San Antonio; Elizabeth T. Murakami-Ramallo, The University of Texas - San Antonio*

Women of Color in Higher Education Administration: Rethinking Leadership Paradigms. *Brenda Lloyd Jones, University of Oklahoma*
Onward and Upward: Advancing Women of Color in Educational

Leadership Programs. *Kimberley Henderson Stiemke, University of California - San Diego; Lorri Michelle Johnson Santamaria, California State University - San Marcos*

Discussant: *Gaetane Jean-Marie, University of Oklahoma*

19.033. Agenda Setting and Policy Formulation: Applications of Kingdon's Multiple Streams to Education Policy Making. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 14; 12:00-1:30pm

Chair: *LaTara D. Osborne-Lampkin, Florida State University*
Participants:

A Policy History and Analysis of the Emergency Immigrant Education Act of 1984. *J. Kathleen Repique, University of Redlands; Rebecca Warren-Marlatt, Crafton Hills College; Ross E. Mitchell, University of Redlands*

Macro Changes in a Minute Amount of Time: How Race to the Top Is Shaping Education Policy in Tennessee. *Maida A. Finch, Vanderbilt University*

Policy Windows—Or a Looking Glass? Policy Makers and England's 2001-2011 Law-Based Reform. *Dan Gibton, Tel Aviv University*

Provincial Government Postsecondary Policy Formation: Results of a Comparative Analysis in Canadian Tuition Policy Episodes. *Deanna L. Rexe, Simon Fraser University*

Discussant: *Rand Quinn, University of California - Berkeley*

19.034. From the Common Core State Standards to Rigorous Instructional Practice: Creating Knowledge Around the Development and Use of Formative Assessment Tools. Division L - Educational Policy and Politics; Symposium

VCC, Second Level, East Room 17; 12:00-1:30pm

Chair: *Kathleen M. Shaw, Research for Action*
Participants:

Knowledge Creation and Use in Assessment and Evaluation of Classroom-Based Formative Assessment Tools in Mathematics. *Joan L. Herman, University of California - Los Angeles; Eva L. Baker, University of California - Los Angeles*

Validation of Instructional and Assessment Tasks in Literacy. *Carole J. Gallagher, WestEd; Stanley N. Rabinowitz, WestEd*

Teaching to the Core: The Implementation of Secondary Lessons in Math and Literacy Based on the Common Core Standards. *Rebecca Reumann-Moore, Research for Action; Nancy Lawrence, Research for Action; Felicia Charron Sanders, Research for Action; Kathleen M. Shaw, Research for Action*

Literacy-Based Assessment of, for, and as Learning. *Raymond Pachione, Stanford University; Stuart R. Kahl, Measured Progress*

Discussant: *Ash Vasudeva, The Bill & Melinda Gates Foundation*

SIG Sessions

19.035. Learning From and Learning About Action Research: Preservice Teachers, Practicing Teachers, and Doctoral Students. SIG-Action Research; Paper Session

Marriott Pinnacle, Fourth Level, Ambleside; 12:00-1:30pm

Chair: *Margaret M. Riel, Pepperdine University*

Participants:

Exploring Student Teachers' Emotional Needs: An (Insider) Action Research Study. *Elizabeth Gayle Soslaw, University of Delaware*

Scholar-Practitioners Transform Urban Education Through Participatory Action Research. *Michelle P. Collay, California State University - East Bay; Peg Winkelman, California State University - East Bay*

Using Leader Scholar Communities to Support Ed.D. Students Conducting Action Research as Dissertation Work. *Debby M. Zambo, Arizona State University; Ron Zambo, Arizona State University; Ray R. Buss, Arizona State University; Tiffany R. Williams, Arizona State University*

"Not Just Learning About It but Actually Doing It": Developing a Teacher Inquiry Culture. *Carol R. Rinke, Gettysburg College; Divonna M. Stebick, Gettysburg College; Jonelle Pool, Gettysburg College; David James Powell, Gettysburg College; Kaoru Miyazawa, Gettysburg College*

The Use of Combined Graphic Organizers And Their Impact On Student Ownership In A Middle School Science Classroom. *Shana Andrea*

Sedaka, Rowan University; Issam Hafez Abi-el-Mona, Rowan University
 Discussant: *Geoffrey E. Mills, Southern Oregon University*

19.036. New Views on Formative Assessments. SIG-Classroom Assessment; Paper Session

VCC, Second Level, West Room 220; 12:00-1:30pm

Chair: *Heidi L. Andrade, University at Albany - SUNY*

Participants:

Formative Assessment Practices Uncovered: What We Know and Need to Learn. *Deanna J. Sands, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Julie Rae Oxenford - O'Brian, University of Colorado - Denver; L. Shahrzad Ahmadi, University of Colorado - Denver*

Formative Assessment and the Role of Teachers' Content Area. *Christine Jennifer Lyon, ETS; E. Caroline Wylie, ETS*

Quality Instruction and Quality Formative Assessment: The Same or Different? *E. Caroline Wylie, ETS; Christine Jennifer Lyon, ETS*

Participants' Reports of Using Data for Instructional Decisions: The Creation of a Questionnaire. *Caitlin Scott, Education Northwest; Jason Greenberg Motamedi, Education Northwest; Angela Roccograndi, Education Northwest*

The Development of an Instrument to Measure Teachers' Assessment for Learning Classroom Practices. *Michael O'Leary, St. Patrick's College; Zita Lysaght, St. Patrick's College; Larry H. Ludlow, Boston College*
 Evaluation of the Statewide Formative Assessment Initiative in North Carolina: The First-Year Results. *Nina Arshavsky, University of North Carolina - Greensboro; Sarah McManus, NC Dept. of Public Instruction; Ann Z. Poole, University of North Carolina - Greensboro; Kathleen Mooney, University of North Carolina - Greensboro; Wendy H. McColskey, University of North Carolina - Greensboro; Jane E. Manweiler, University of North Carolina - Greensboro*

Discussant: *James H. McMillan, Virginia Commonwealth University*

19.037. Seize the Time: Decolonizing Social Justice Education. SIG-Critical Educators for Social Justice; Symposium

Pan Pacific, Restaurant Level, Oceanview 7&8; 12:00-1:30pm

Chair: *Dolores Delgado Bernal, University of Utah*

Participants:

Parasitic Pedagogies Must Die for People of Color to Live: Toward an Education for Liberation. *Patrick Camangian, University of San Francisco*

Sharecropper Educational Policy and the New Colonial Project: Resistance, Strategy, and Self-Determination. *David O. Stovall, University of Illinois at Chicago*

Infiltrate, Populate and Take Over: A Critical Consciousness Project of Sovereignty With Recently Immigrated Youth. *Lisa Patel Stevens, Boston College*

Discussant: *Sandy Grande, Connecticut College*

19.038. Against the Tide: From the Margins to the Mainstream. SIG-Educational Change; Symposium

VCC, Second Level, East Room 13; 12:00-1:30pm

Chair: *Andrew Hargreaves, Boston College*

Participants:

The Paradox of Complexity and Cohesion: Marginal and subterranean changes and their implications for systemic reform. *Andrew Hargreaves, Boston College; Henry I. Braun, Boston College*

From One School to Many? Reflections on the Impact and Nature of School Federations in England. *Christopher James Chapman, University of Manchester*

Flexibility, Capacity, and Adaptability: Local Reconciliation of Competing Policy Demands. *Matthew James Welch, Boston College*

Changing School From Inside Out: A Qualitative Case Study of a Self-Initiated Change Over Time in South Korea. *Ba-Ul Paul Chung, Seoul National University*

Discussant: *Karen Seashore Louis, University of Minnesota*

19.039. Accountability Across Borders. SIG-International Studies; Paper Session

VCC, Second Level, West Room 223; 12:00-1:30pm

Chair: *Lotte Rahbek Schou, Aarhus University*

Participants:

A Qualitative Approach to Transnational Classroom Research. *Toni Griego-Jones, The University of Arizona*

Comparison Between PISA (Programme for International Student Assessment) 2009 and National Achievement Assessment of Korea. *Soojin Kim, Korea Institute for Curriculum and Evaluation; Kyunghye Kim, Korea Institute for Curriculum and Evaluation*

Improving Validity of International Comparisons of Educational Attainment. *Thomas D. Snyder, National Center for Education Statistics; Erin Frances Cocke, New York University*

Institutional Power and the Institutional Review Board: Silencing the Other in International Fieldwork. *Steven Locke, University of Wyoming; Carlos J. Ovando, Arizona State University; Carmen Montecinos, Universidad Catolica de Valparaiso*

Responding Proactively to Accountability: Collaborative Evidence Gathering. *Lorae Ward, CYPERUS Ltd; Lexie Barbara Grudnoff, University of Auckland; Kane Meissel, The University of Auckland; Barry Brooker, Canterbury University; Mary Simpson, University of Otago*

19.040. School Leadership in the Context of Standards-Based Reform: International Perspectives. SIG-Leadership for School Improvement; Symposium

VCC, Second Level, East Room 18; 12:00-1:30pm

Chair: *Xavier Eric Fazio, Brock University*

Participants:

Instructional Leadership in the Era of No Child Left Behind: Perspectives From the United States. *Anthony H. Normore, California State University - Dominguez Hills; Jeffrey S. Brooks, Iowa State University*

Responsibility in a High-Accountability System: Leading Schools in England. *Daniel R. Muijs, University of Southampton*

Educational Leadership in the Context of Low-Stakes Accountability and School Autonomy: The Canadian Perspective. *Don A. Klinger, Queen's University*

Pathways of Educational Leadership: Monitoring and Developing Skill Levels Among Educational Leaders in Australia. *Patrick E. Griffin, University of Melbourne; Esther Care, University of Melbourne*

The Shape and Shaping of School Leadership in Aotearoa New Zealand. *Lester Campbell Flockton, University of Otago*

Discussant: *Louis M. Volante, Brock University*

19.041. Designs for Learning and Practice. SIG-Learning Sciences; Paper Session

Sheraton Wall Centre, Fourth Level, South Galiano; 12:00-1:30pm

Chair: *Lee Michael Martin, University of California - Davis*

Participants:

Gamers as Scientists? The Relationship Between Participating in Foldit Play and Doing Science. *Mark Chen, University of Washington; Theresa Horstman, University of Washington*

Learning in Niche Online Social Networks. *Christine M. Greenhow, Michigan State University*

Informal Learning Environments as 21st-Century Preservice Learning Spaces for Teachers. *Kylie A. Peppler, Indiana University - Bloomington; Rafi Santo, Indiana University - Learning Sciences*

Designing Activities Using Object of Activity and Its Impact on Young Children's Representational Activities. *Asmalina Saleh, Indiana University - Bloomington; Joshua Adam Danish, Indiana University; David Phelps, Indiana University*

Supporting the Implementation of the Knowledge Building Communities Model: Analysis of Principle-Based Study Group Interactions. *Richard J. Reeve, Queen's University*

Discussant: *Britte Haugan Cheng, SRI International*

19.042. Examining the Role of Digital Media in Teaching/Learning About Issues of Identity/Diversity. SIG-Media, Culture, and Curriculum; Paper Session

VCC, Second Level, West Room 222; 12:00-1:30pm

Chair: *Yoonhee Naseef Lee, Arizona State University*

Participants:

Possibility Spaces for Transformational Learning: Examining the Gaming Biographies of Two Female ICT (Information and Communications Technology) Students. *Elizabeth M. King, University of Wisconsin - Whitewater; Barbara Zebe Johnson, University of Minnesota - Duluth; Elisabeth R. Hayes, Arizona State University*

Hip-Hop's Lil' Sistas Speak: An Examination of How Hip-Hop Impacts Black Girls' Perceptions of Race, Gender, and Sexuality. *Bettina L. Love, University of Georgia*

A Clubhouse of Their Own: A Role-Playing Game Society in Scratch

Programming Community. *Ricarose Roque, Massachusetts Institute of Technology; Deborah A. Fields, University of Pennsylvania; Joanna L. Siegel, University of Pennsylvania; David Eric Low, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania*

Social Networking and Other Digital Media as a Tool for Teaching and Learning About Diversity. *Lillian Vega Castaneda, California State University - Channel Islands; Mario E. Castaneda, Pepperdine University; Rosario Diaz Greenberg, California State University - San Marcos*

Discussant: *Erica Rosenfeld Halverson, University of Wisconsin - Madison*

19.043. Doing Narrative Inquiry: Unearthing New Understandings. SIG-Narrative Research; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy I; 12:00-1:30pm

Chair: *Joyanne Beverly De Four-Babb, The University of Trinidad and Tobago*

Participants:

Collaboration Is an Olive Branch: Hold It Out and Offer Your Unconditional Support. *Donna Michele Lester-Smith, The University of British Columbia; Georgina R. Martin, The University of British Columbia; Amy Marie Parent, The University of British Columbia; Roberta Price, Capilano University*

Examining Relational Boundaries Post-Inquiry: Reshaping Myself as a Researcher. *Mary F. Rice, Brigham Young University*

I Know, Therefore I Act? Building Knowledge Through Moments of Knowing and Transformational Research Practices. *Ann Mary Higgins, Mary Immaculate College*

One Principal's Reconstructed Field Text: Three Researchers' Interpretive Lenses. *Cheryl J. Craig, University of Houston; Yali Zou, University of Houston; Rita Poimbeauf, University of Houston*

Reverberations From Narrative Inquiries: Reliving Our Lives. *M. Shaun Murphy, University of Saskatchewan; D. Jean Clandinin, University of Alberta; Janice Huber, University of Regina*

Discussant: *Stefinee E. Pinnegar, Brigham Young University*

19.044. Teaching for Outrage and Empathy: Challenging Preservice Teachers' Hegemonic Perspectives and Practices. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Sheraton Wall Centre, Fourth Level, South Granville; 12:00-1:30pm

Chair: *Virginia M. Lea, University of Wisconsin - Stout*

Participants:

Reproducing Educational Hierarchies: Policing "Race" and Class Boundaries Through Surveillance. *Virginia M. Lea, University of Wisconsin - Stout*

Challenging Meritocracy and Other Class Narratives. *Ann Berlak, San Francisco State University*

Disrupting Hegemonic Preconceptions: Teaching for Critical Media Literacy While Contesting the Corporate-Dominated Press. *Roberta Ahlquist, San José State University*

19.045. Same Story, Different Places: Examining Cross-Regional Variations in Black Students' Educational Experiences. SIG-Research Focus on Black Education; Symposium
VCC, Second Level, East Room 19&20; 12:00-1:30pm

Chairs: *Jerome E. Morris, University of Georgia; Nailah Suad Nasir, University of California - Berkeley*

Participants:

Black Students' Achievement Attitudes in Postracial America: Mirage or Reality? *Jerome E. Morris, University of Georgia; Sara E. Woodruff, University of Georgia*

The Dilemmas and Duality of Black Male High School Student-Athletes: Negotiating Racial and Academic Identities. *Adeoye Adeyemo, University of Georgia; Jerome E. Morris, University of Georgia*

Dirt on My Record: Black Males' Perceptions of Disciplinary Practices in Schools. *Nailah Suad Nasir, University of California - Berkeley; Maxine Ramona McKinney de Royston, University of California - Berkeley; Jarvis Givens, University of California - Berkeley; Kihana Miraya Ross, University of California - Berkeley*

Isolated in Multiculturalism: Uncovering the Narratives of Black Students in Independent Schools in California. *Kihana Miraya Ross, University of California - Berkeley*

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

19.046. Developing Ambitious Mathematics Teaching With an Equity Stance: Rethinking Routine Practice. SIG-Research in Mathematics

Education; Symposium

Sheraton Wall Centre, Fourth Level, North Port McNeill; 12:00-1:30pm

Chair: *Julia Maria Aguirre, University of Washington - Tacoma*

Participants:

Making Equitable Practices Visible in Elementary Mathematics Teacher Preparation. *Elham Kazemi, University of Washington; Megan L. Franke, University of California - Los Angeles*

Learning to Design High-Cognitive-Demand Mathematics Lessons That Connect to Community-Based Resources. *Julia Maria Aguirre, University of Washington - Tacoma; Erin Turner, The University of Arizona*

Developmentally and Culturally Responsive Practice in 4K Mathematics: Drawing on Children's Funds of Knowledge. *Anita A. Wager, University of Wisconsin*

Discussant: *Marta Civil, University of North Carolina*

19.047. Large-Scale Studies in Mathematics Education. SIG-Research in Mathematics Education; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 12:00-1:30pm

Chair: *Olive Chapman, University of Calgary*

Participants:

Addressing Measurement Issues in Two Large-Scale Mathematics Classroom Observation Protocols. *Jeffrey C. Shih, University of Nevada - Las Vegas; Marsha M. Ing, University of California - Riverside; Charalambos Y. Charalambous, University of Cyprus; James E. Tarr, University of Missouri - Columbia; Matthew A. Kraft, Harvard University; Heather C. Hill, Harvard University; Douglas A. Grouws, University of Missouri*

How Do Gains in Teachers' Knowledge Relate to Changes in Instruction? A Three-Year Study of Mathematics Knowledge, Beliefs, and Teaching. *Yasemin Copur-Gencurk, University of Illinois at Urbana-Champaign; Sarah Theule Lubienski, University of Illinois*

Curriculum and Implementation Effects on High-School Students' Mathematics Learning From Two Curricula Content Organizations. *Douglas A. Grouws, University of Missouri; James E. Tarr, University of Missouri - Columbia; Oscar Chavez, University of Missouri; Victor Soria, University of Missouri; Rukiye Didem Taylan, University of Missouri; Ruthmae Sears, University of Missouri - Columbia*

Learning Mathematics Using Standards-Based and Traditional Curricula: An Analysis of Homework Problems. *Jinfa Cai, University of Delaware; Bikai Nie, University of Delaware; John Moyer, Marquette University; Ning Wang, Widener University*

Discussant: *James A. Middleton, Arizona State University*

19.048. Digital Technologies and Learning to Read: Possible Effects on Communicative, Cognitive, and Attitudinal Processes. SIG-Research in Reading and Literacy; Symposium
Sheraton Wall Centre, Third Level, North Parkville; 12:00-1:30pm

Chair: *Rosalind Horowitz, The University of Texas - San Antonio*

Participants:

Growing Potential: The Impact of Digital Technologies in the Home on Preschool Children's Early Literacies. *Joanna McPake, University of Strathclyde; Christine Stephen, University of Stirling*

Effects of Digital Technologies on Reading Attitudes and Habits. *Alan E. Farstrup, Retired*

A Preliminary Discussion: How Technology May Be Changing Core Cognitive Processes in Emergent Literacy and Beginning Reading. *S. Jay Samuels, University of Minnesota; Jay S. Blanchard, Arizona State University*

Discussant: *Rosalind Horowitz, The University of Texas - San Antonio*

19.049. Research on Evaluation Building Knowledge Through Transformative Practice. SIG-Research on Evaluation; Paper Session
Marriott Pinnacle, Third Level, Dundarave; 12:00-1:30pm

Chair: *Iris C. Rotberg, The George Washington University*

Participants:

Using Transformative Evaluation to Improve Education: An Ecologically Based Case Study of Sustainable Evaluation Use. *Edward McLain, The University of Alaska - Anchorage; Susan A. Tucker, E and D Associates*

On the Interrelation of Evaluation and Knowledge Management: A Systematic Analysis. *Jan Hense, Ludwig-Maximilians-Universität München; Heinz Mandl, University of Munich*

Discussant: *Mehmet Dali Ozturk, Arizona State University*

19.050. School Discipline “Matters”: Exploring the Education and Policy

Contexts. SIG-Safe Schools and Communities; Symposium
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD;
12:00-1:30pm

Chair: *Brianna L. Kennedy-Lewis, University of Florida*

Participants:

- Identifying Theory: Capturing the Ecology of the School-to-Prison Pipeline. *Heather Cole, The University of Texas - Austin*
- Using a Critical Policy Analysis to Reveal Competing Ideologies in Zero Tolerance Legislation: Do We Really Want to Leave No Child Behind? *Brianna L. Kennedy-Lewis, University of Florida*
- Facility to School Transition: A Case Study of Juvenile Justice Personnel Perspectives on School Reentry. *Rebecca Cohen, The University of Texas - Austin*
- The Effects of Educational Policy and Local Context on Special Education Students' Experiences of School Removal and Transition. *Tara Marie Brown, Brandeis University*
- More Than What's “Supposed” to Happen: School Discipline Policy as Text and Discourse. *Decoteau J. Irby, University of Wisconsin - Milwaukee*

Discussant: *Ron Avi Astor, University of Southern California*

19.051. Communication and Communities. SIG-Science Teaching and Learning; Paper Session

Sheraton Wall Centre, Fourth Level, North Port Alberni; 12:00-1:30pm

Chair: *Dogoni Cisse, North Carolina Central University*

Participants:

- Expertise in Scientist-Teacher Partnerships. *Jerine Pegg, University of Alberta; Marie-Claire Shanahan, University of Alberta*
- Making Connections Between School Earth Science and Lived Experiences: An Investigation of Urban Fifth Graders. *Katie Brkich, Georgia Southern University*
- Paraductors Transition From Silent Partners to Collaborators With Science Teachers in an Urban School District. *Kimberly A. Staples, Kansas State University*
- Talking About Reproduction: Science Teachers' Discourses and Cultural Processes in Canadian and Indian Classrooms. *Anjali Anna Abraham, McGill University*
- What Counts as Science? Moving Beyond Dichotomies in the Enactment of Local Family Science Practices. *Joyce Mahler Duckles, University of Rochester*

19.052. Measurement in the Second Language Classroom. SIG-Second Language Research; Paper Session

VCC, Second Level, East Room 12; 12:00-1:30pm

Chair: *Jing Fu, Michigan State University*

Participants:

- Assessing Learning Outcomes in Short-Term Foreign Language Programs: Validation Results of a Triangulated Assessment System. *Megan Masters, University of Maryland; Steven J. Ross, University of Maryland*
- Examining Measurement Properties of an English Self-Efficacy Scale. *Chuang Wang, University of North Carolina - Charlotte; Do-Hong Kim, University of North Carolina - Charlotte; Hyun Seon Ahn, Korea University*
- Outcome Measure of L2 (Second Language) Writing as a Mediator of the Effects of Corrective Feedback on Students' Ability to Write Accurately. *Anastasia Riazantseva, University at Buffalo - SUNY*
- Internal Consistency of Observation Protocols in Measuring Teaching Effectiveness: The Sheltered Instruction Observation Protocol. *Nihat Polat, Duquesne University; James B. Schreiber, Duquesne University*

Discussant: *Virginia M. Gonzalez, University of Cincinnati*

19.053. Teachers' Growth During Targeted SEL (Social and Emotional Learning) Professional Development and SEL Program Implementation: An International Perspective. SIG-Social and Emotional Learning; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 12:00-1:30pm

Chair: *Patricia A. Jennings, The Pennsylvania State University*

Participants:

- Refinement and Evaluation of the Cultivating Awareness and Resilience in Education for Teachers Program. *Patricia A. Jennings, The Pennsylvania State University; Karin Snowberg, The Pennsylvania State University; Michael Coccia, The Pennsylvania State University; Mark T. Greenberg, The Pennsylvania State University*

University; Michael Coccia, The Pennsylvania State University; Mark T. Greenberg, The Pennsylvania State University

Call Them Emotions: A Teacher Training on Socio-Emotional Learning Skills. *Davide Antognazza, Scuola universitaria professionale della Svizzera italiana; Luca Sciaroni, University of Applied Science of Southern Switzerland*

Teacher Change and Development During Training for a Social and Emotional Learning Program in Sweden. *Birgitta Kimber, Örebro University*

Discussant: *Mark T. Greenberg, The Pennsylvania State University*

19.054. Examining Teachers' Intentions and Practices When Integrating Technologies. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 12:00-1:30pm

Chair: *Joanne M. Carney, Western Washington University*

Participants:

- Relative Strengths of Determinants of Teachers' Intentions to Use Technology. *Jung Lee, Richard Stockton College of New Jersey; Frank Anthony Cerreto, Richard Stockton College of New Jersey*
- Ubiquitous Computing Environments And Mathematics Discourse: Differential Approaches By Teachers. *Eric N. Wiebe, North Carolina State University; Karen Hollebrands; Lindsay Patterson, North Carolina State University; Charity Cayton, North Carolina State University*
- State History Teachers: An Examination of the Influence of Technology Use on Historical Inquiry. *Dennis Beck, University of Arkansas*
- Examining the Technological, Pedagogical, and Content Practices of Math and Science Teachers Involved in a Year-Long Technology Integration Initiative. *Kara M. Dawson, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Feng Liu, University of Florida; Prisca Rodriguez, University of Florida; Chris Atkinson Frey, University of Florida; Rose M. Pringle, University of Florida; Gladis Kersaint, University of South Florida*

Discussant: *Thomas C. Hammond, Lehigh University*

Division and SIG Roundtables**19.055. High School Biology: Investigations in Learning and Instruction;** Roundtable Session**19.055-1. High School Biology: Investigations in Learning and Instruction.** Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 12:00-1:30pm

Chair: *Roger S. Taylor, SUNY - College at Oswego*

Participants:

- Under the Microscope: Review of the Research on Biological Lab Experiences, 1987-2007. *Brian E. Drayton, TERC; Gillian M. Puttick, TERC; Meaghan Donovan, TERC*
- Students' Gendered Meaning Making During a Biology Lesson About the Basic Facts of the Human Genitals. *Auli Arvola Orlander, Department of Mathematics and Science Education*
- The Effectiveness of the Ecology-Disrupted Approach for Student Learning of Ecology, Human Impact, and the Nature of Science. *Yael Wyner, City College of New York - CUNY; Janice Koch, Hofstra University*

19.056. Practice in Writing: The Necessity of Theorizing and Doing; Roundtable Session**19.056-1. Practice in Writing: The Necessity of Theorizing and Doing.** Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 12:00-1:30pm

Participants:

- A Sociocultural (Re)Interpretation of Literacy Teaching Effectiveness Studies. *Kathy Hall, University College Cork*
- Shaping Teachers' Understandings in Writing Through Repertoires of Practice. *Judy M. Parr, University of Auckland*
- Teaching Writing: Reconciling Policy and Pedagogy. *Sue Ellis, University of Strathclyde*
- The Discoursal Identities of Teacher-Writers. *Teresa Cremin, The Open University*

19.057. Roundtable Session 1; Roundtable Session**19.057-1. Affecting Change in English Language Learning Through Teacher Professional Development.** Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Deoksoon Kim, University of South Florida*

Participants:

Addressing the Needs of 21st-Century Teachers Working With Culturally and Linguistically Diverse Learners. *Mary C. Hutchinson, The Pennsylvania State University; Xenia Hadjioannou, The Pennsylvania State University; Marisa Hockman, The Pennsylvania State University*

Affecting Change in Teachers' Preparation for, Effectiveness in, and Beliefs About Teaching English Learners. *Mary Catherine Nino, Stephen F. Austin State University; Betty Jane Alford, Stephen F. Austin State University*

Effects of Professional Development Workshops and Coaching on Teachers' Instructional Conversations With Native Hawaiian Students. *Lois A. Yamauchi, University of Hawaii - Manoa; Seongah Im, University of Hawaii; Chen Ju Lin, University of Hawaii - Manoa*

Professional Networks Among Public-Sector English Language Teachers in Chile. *Florencia Gomez Zaccarelli, University of Michigan*

Professional Development for Teachers of Diverse Learners: A Qualitative Study of Teacher Perceptions. *Patricia Rice Doran, Towson University*

19.057-2. An Investigation of Teacher Retention Plans Among Special Populations Using the 2007-2008 Schools and Staffing Survey.

Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Rita O'Sullivan, University of North Carolina - Chapel Hill*

Participants:

The Effect of Teacher Leadership on Retention Plans and Teacher Attitudes among New North Carolina Teachers. *Lauren Tarabokja Kendall, University of North Carolina - Chapel Hill*

Relationship of Creative Control and Retention Rates Among North Carolina Elementary Teachers. *Laura Gutmann, University of North Carolina - Chapel Hill*

A Statistical Analysis of Special Education Teacher Support and Retention. *Jessica Rani Milton, University of North Carolina - Chapel Hill*

A Closer Look at Black Teacher Retention Using a National Data Set. *Johnnae Campbell, University of North Carolina*

Teaching Methods and Retention: A Conversation About the Purposes of Teacher Education. *Corliss Brown, University of North Carolina - Chapel Hill*

19.057-3. Analysis of Multilevel Teacher Commitment and Retention.

Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Debra Suarez, College of Notre Dame of Maryland*

Participants:

Induction Mentoring: Mentoring "Inside" the Action of Teaching. *Wendy L. Gardiner, National-Louis University*

Measuring the Impact of Instructional Coaching: Evidence From Classroom Observation. *David S. Knight, University of Southern California; Michael F. Hock, The University of Kansas; Jim Knight, Instructional Coaching Group & Kansas University Center for Research on Learning; Thomas Michael Skrtic, The University of Kansas; Barbara A. Bradley, The University of Kansas*

Reconnect and Recharge: Plugging New Teachers Into Support Outlets. *Ritsa Mallous, University of North Carolina - Chapel Hill; Harriet Able, University of North Carolina - Chapel Hill; Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Ashley Summer Boyd, University of North Carolina-Chapel Hill; Kristen Bell Hughes, University of North Carolina - Chapel Hill*

The Characteristics and Supports of Beginning Teachers: A Descriptive Look at the Nation and Seven Northeastern States. *Natalie Lacireno-Paquet, WestEd; Candice Bocala, WestEd; Dave Phillips, WestEd*

Understanding Teacher Retention: Exploring Beginning and Veteran Teachers' First-Year Experiences and Job Satisfaction. *Alyson Lavigne, Roosevelt University*

19.057-4. Building Capacity for All Future Teachers to Work Effectively With Special Needs and Language Learners. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Participants:

Facilitating Teacher Candidates' Understanding of Inclusive Education Through Coteaching in Field Experience. *Bonnie Leah Utley, University of Colorado - Denver*

Promising Practice: General Education Teacher Candidates Shadow Students Receiving Services Outside the General Education Classroom. *Jenny Elizabeth Parker, Western Washington University*

Redesigning the Stakeholders. *Francesco G. Pignatosi, New York University; Harriet Yvonne Pitts, New York University*

Whole Classrooms of Individual Needs: How Student Teachers Meet the Unique Needs of All Students. *Derek L. Anderson, Northern Michigan University; Joe M. Lubig, Northern Michigan University; Markisha Smith, Western Oregon University*

Dilemmas in Assessing Teacher Education Program Quality: A Qualitative Case Study of Twelve Student Teachers. *Jenni L. Harding-DeKam, University of Northern Colorado; Elizabeth A. Franklin, University of Northern Colorado; Deborah Romero, University of Northern Colorado; Boni Hamilton, University of Colorado Denver*

19.057-5. Contemporary STEM Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Oliver Dreon, Millersville University of Pennsylvania*

Participants:

Implementing a Secondary STEM Teacher Preparation Program in Multiple Universities: An Evaluation Approach. *Alicia D. Beth, The University of Texas - Austin; Pamela Romero, The University of Texas - Austin; Mary Lummus-Robinson, The University of Texas - Austin; Martha Perez, The University of Texas - Austin*

Transformational Partnerships in a University-Based Science Teacher Professional Development Project. *Jennifer R. Wolgemuth, Colorado State University; Donna Cooner, Colorado State University; Cerissa Ann Stevenson, Colorado State University*

Designing Coursework for Infusing Deliberate Attention to Issues of Equity in a Mathematics Education Program. *Imani Masters Goffney, University of Houston*

19.057-6. Critical Initiatives in Preparing Beginning Teachers in Diverse Settings. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Justina Osato Osa, Virginia State University*

Participants:

Insights From Novice Elementary Teachers Struggling to Implement Mandated Literacy Curriculum in Low-Performing Rural Schools. *Joanne Carol Smith, University of Missouri - Columbia; Jeni R. Davis, University of Missouri*

Reflection on Their First Five Years of Teaching: Understanding Staying and Impact Power. *Katie M. Tricarico, University of Florida; Diane Yendol-Hoppey, University of South Florida*

Supervisor-Preservice Teacher Interactions: Developing a Vision of Ambitious Instruction Through Conversation. *Jennifer Joan Long, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine*

The Effects of Mentors and Within-School Colleagues on Beginning Teachers' Commitment Levels. *Mark R. Low, MRL Research & Consulting*

The Use of an Educational Documentary in Urban Teacher Education: A Case Study of Beyond the Bricks. *Yolanda Sealey-Ruiz, Teachers College, Columbia University*

19.057-7. Critiques of Performance (Broadly Defined) in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

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

Participants:

Unpacking the Role of the Teacher Performance Assessment in Teacher Preparation Programs. *Genevieve Baptiste, University of Wisconsin - Madison*

Teacher Evaluation, Performance-Related Pay and Constructivist Instruction. *Guodong Liang, University of Missouri; Motoko Akiba, University of Missouri - Columbia*

Teachers' Attitudes Toward Education Research: Scale Validation and Analysis. *Nancy Holincheck, George Mason University; Gary R. Galluzzo, George Mason University*

19.057-8. Deepening Our Understanding of Professional Learning Communities. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Christina Puntel*

Participants:

Identity Transformations of Practitioner Researchers in "Real" and "Surreal" Thirdspaces. *Rhonda L. Nixon, University of Victoria*
Building a Learning Community: Examining the Factors Associated With the Implementation of Professional Learning Communities. *Dan Mindich, Stanford University*
Teachers' Professional Growth Through Data and Dialogue: Case Studies With Mid-Career Teachers in a Small Urban District. *David B. Strahan, Western Carolina University*
Exploring Continuation of a Professional Teaching Community Across Changes in Its Membership. *Jana Visnovska, The University of Queensland*

19.057-9. Designing and Implementing STEM-Focused Professional Development. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Donna Marie Johnson, York College - CUNY*

Participants:

Designing Professional Development in Mathematics to Support Teacher Learning. *Teruni D. Lamberg, University of Nevada - Reno; Diana L. Moss, University of Nevada - Reno*
The Effects of a Job-Embedded Professional Development on Teachers' Self-Efficacy and Student Achievement. *Krista Althaus, Eastern Kentucky University; James S. Rinehart, Eastern Kentucky University*
Revealing Student Difficulties in Mathematics Lessons Through Lesson Study. *Sachiko Tosa, Wright State University; Ann M. Farrell, Wright State University*
Using Content-rich Experiences Within Professional Development to Expand Teachers' Knowledge and Perceptions of Mathematics and Science. *Susan Gomez-Zwiep, California State University - Long Beach; Babette M. Benken, California State University - Long Beach*
A Case Study of Coaching in STEM Professional Development. *Sue Ellen DeChenne, University of Nebraska - Lincoln; Gwen Nugent, University of Nebraska - Lincoln; Gina Michelle Kunz, University of Nebraska - Lincoln; Linlin Luo, University of Nebraska - Lincoln; Brandi Berry, University of Nebraska - Lincoln; Katherine Craven, University of Nebraska - Lincoln; April Riggs, University of Nebraska - Lincoln*

19.057-10. Equitable Practices and STEM Teacher Education: Casting a Net for Improving STEM Teacher Education and Associated Teacher Practices. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Mary E. Earick, Plymouth State University*

Participants:

A Parallel Mixed-Methods Exploration of Inclusion Strategies Being Used by Middle School Math and Science Teachers for Included Students With Autism. *Whitney Lynn Moores-Abdool, Kutztown University of Pennsylvania*
Exploring High School Teachers' Discourse-Based Formative Assessment Practices in Mathematics Instruction. *Michele D. Crockett, University of Illinois at Urbana-Champaign; Chang-Hua Chen, University of Illinois at Urbana-Champaign; Sun Hee Lee, University of Illinois at Urbana-Champaign; Johndamaseni Anacleti Zilimu, University of Illinois at Urbana-Champaign*
Identifying Teachers' Beliefs and Practices in Teaching Science to Middle School English Language Learner Students. *Beth A. Wassell, Rowan University; Kathryn Scantlebury, University of Delaware; Sonya N. Martin, Seoul National University; Coniqua Abdul-Malik, Rowan University*
Research-Based Approaches to Effective High School Mathematics Teaching for Traditionally Underserved Students. *Jenn Persson, University of North Carolina - Chapel Hill*
Using Cases as Triggers for Teachers' Thinking About Practice: A

Comparison of Responses to Animations and Videos. *Patricio G. Herbst, University of Michigan; Karl Wesley Kosko, University of Michigan*

19.057-11. Evaluating Teacher Candidates From Admissions Through Student Teaching. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Sarah R. Semon, University of Northern Iowa*

Participants:

A Figured World of Becoming: Positioning Identities of Preservice Art Teachers. *Lisa Lajevic, The College of New Jersey; Kimberly Anne Powell, The Pennsylvania State University*
Does Student Teaching Matter? Investigating Teacher Candidates' Sense of Teaching Efficacy. *Joohee Lee, The University of Texas - Arlington; Amber L. Brown, The University of Texas - Arlington; Denise Collins, The University of Texas - Arlington*
Intake Procedures and Student Teacher Failure: Refining the Process. *Kim J. Calder Stegemann, Thompson Rivers University*
Is All Feedback Created Equal? A Content Analysis of Feedback of Teacher Candidates During Field Experiences. *Karina R. Clemmons, University of Arkansas at Little Rock; Amanda L. Nolen, University of Arkansas at Little Rock*
Preservice Teacher Assessment: A Comparison Study. *Sarah Enterline, Boston College; Keridan Doyle, Boston College; Frances A. Loftus, Boston College*

19.057-12. From Theory to Practice: Transformations in Preservice Teacher Practice. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Participants:

Creating Spaces for Interrogating and Transforming Practice and Identity: Learning About Practice in Practice. *Johnna Bolyard, West Virginia University; Sharon B. Hayes, West Virginia University; Sararose Lynch, West Virginia University*
Preservice Teachers' Conceptual Understanding and Reasoning for Curriculum, Instruction, and Assessment Decisions. *Edward Jadallah, Coastal Carolina University*
Teachers' Awareness and Acquisition of Questioning Skills. *Alpaslan Sahin, Texas A&M University - College Station; Robert M. Capraro, Texas A&M University*
The Role of Peers in the Learning Process: Examining the Secondary Social Studies Methods Course. *Jennifer Cutsforth, University of Scranton*

19.057-13. Innovations in Preservice Teacher Education Programs.

Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Jeffrey Byford, The University of Memphis*

Participants:

Enacting Design Principles to Lay the Foundation for Continuous Professional Development in Teacher Education. *Larke Bronkhorst, Utrecht University; Bob Koster, Utrecht University; Paulien C. Meijer, Utrecht University; Jan D.H.M. Vermunt, Utrecht University*
From Knowing to Doing: Simulated Interactions for Mathematics and Science Teacher Development. *Benjamin H. Dotger, Syracuse University; Sharon Dotger, Syracuse University; Jeffrey J. Rozelle, Syracuse University; Joanna O. Masingila, Syracuse University*
Opportunities for Expansive Transformation: Complexifying the Use of Approximations of Practice in a Teacher Education Science Methods Course. *Amanda Benedict-Chambers, University of Michigan*
Preservice Teachers' Self-Regulatory Competence: Evaluation of a Training Program. *Jessica Mattern, TU München; Manfred Prenzel, Technische Universität München*
Students' Perspectives on the Effectiveness of Case Studies in Preparing Them to Teach. *Diana Akhmedjanova, The College of Saint Rose; James D. Allen, College of Saint Rose*

19.057-14. Issues and Trends in Early Childhood Professional Development. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *H. Sophia Han, University of South Florida*

Participants:

- Making and Maintaining Gains of Teacher Knowledge of Early Literacy by Preschool Paraprofessionals Through Professional Development. *Maureen Ruby, Eastern Connecticut State University; Ann Anderberg, Eastern Connecticut State University*
- A Culturally Responsive Coaching Model for Culturally Responsive Teaching Practices: An Early Childhood Case Study. *Icela Pelayo, University of Southern California; Diane Mendoza, University of Southern California; Xiomara Mateo-Gaxiola, University of Southern California; Gisele Ragusa, University of Southern California; Robert S. Rueda, University of Southern California*
- Preschool Teachers in Practice: Examining the Role of Professional Development in Literacy. *Jacqueline Lynch, York University; Ronald D. Owston, York University*
- Professional Development for Preschool Teachers: Shifting Their Beliefs and Use of Instructional Strategies to Promote Children's Peer Social Competence. *H. Sophia Han, University of South Florida*

19.057-15. Literacy Across the Curriculum: Preparing Content Area Teachers to Teach Literacy. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 12:00-1:30pm

Chair: *Jane H. Applegate, University of South Florida*

Participants:

- Perceptions and Beliefs About Content-Area Literacy Pedagogy: Differences in Hispanic and White Preservice Teacher Preparation. *Heriberto Godina, The University of Texas - El Paso; Arturo Olivarez, The University of Texas - El Paso; Doug D. Hamman, Texas Tech University*
- Preservice Teachers' Implementation of Project-Based Learning and Its Influence on Disciplinary Literacy in the Secondary Classroom. *J. David Gallagher, Mount Saint Mary College; Matt J. Hollibush, Mount Saint Mary College*
- Preparing Preservice Teachers to Effectively Integrate Literacy Instruction in Secondary Social Studies. *Gayle Y. Thiemann, Portland State University; Susan D. Lenski, Portland State University*
- When Rubber Meets the Road: Preservice Teachers Navigating the Intersection of Expanding Literacies and Universal Design for Learning. *Kara L. Lycke, Illinois State University; Robyn Seglem, Illinois State University*

19.058. Roundtable Session 2; Roundtable Session

19.058-1. Academic Success, Peer Networks, and African American Youth in Schools. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Mavis G. Sanders, University of Maryland - Baltimore County*

Participants:

- A National Examination of the Relationship Between School-Based Peer Networks and Top-Performing Black Male Readers. *Kenneth Alonzo Anderson, Howard University*
- Reauthoring Lives, Reauthoring Community: Permaculture and School Change in Urban Schools. *Jeffrey L. Lewis, University of Wisconsin; Adrienne Duke, University of Wisconsin - Madison; Amy Hilgendorf, Kansas State University*

19.058-2. Alternative Approaches to Literacy and Learning. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Alyssa Hadley Dunn, Georgia State University*

Participants:

- Literacy, Learning, and All That Noise: Digital Youth in Digital Schools. *Mary Frances (Molly) Buckley, University of Pennsylvania*
- Pen to Paper to Power: Lessons From an Arts Program Serving Somali Youth. *Chelda Smith, University of Minnesota - Twin Cities; Brian Lozenski, University of Minnesota*
- Mapping Literacy-Rich Environments: Geospatial Perspectives on Literacy and Education. *Korina Jocson, Washington University in St. Louis; Elizabeth Thorne Wallington, Washington University in St. Louis*

19.058-3. Alternative Perspectives on Youth and Schooling. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Participants:

- Alternative Education and the Social Coordination of Youth Work. *Naomi Elizabeth Nichols, York University*
- Realities of Home and Family Among Early School Leavers: "They Have Stories". *Janet K. Isbell, Tennessee Technological University*
- "All I Wanna Say Is That They Don't Really Care About Us": Black High School Students' Perspectives on High Schools and College Preparation. *Tyrone C. Howard, University of California - Los Angeles; Terry Kyle Flenbaugh, Michigan State University; Jonli Tunstall, University of California - Los Angeles; Neshamah Keetin, University of California - Los Angeles; Tanya Chirapuntu, University of California - Los Angeles*

19.058-4. Analyses of Schooling Practices: Curriculum, Discourse, and Setting. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Rafael A. Espinoza Pizarro, New Mexico State University*

Participants:

- Analyzing Best Practices in the Schooling of Secondary-Level Newcomer Immigrant Youth: A Comparison Study of Two Yearlong Specialized Programs and Their Effect on Students' Academic Skills and Perceptions of Self. *Amanda Matas, San Diego State University*
- Gap Between Teachers' Discourse and Their Actual Differentiated Professional Practices in Multiethnic Elementary School Settings. *Naomi Grenier, Université de Sherbrooke*
- Transforming our Curriculum for a New Demographic and a New Millennium. *Jaime Cueva-Esquivel, Sweetwater Union High School District*
- Why Does Segregation Have An Impact On Academic Achievement: The Role Of Self-Fulfilling Prophecies. *Orhan Agirdag, Ghent University / UCLA; Mieke Van Houtte, Ghent University*

19.058-5. Constructing Student Identities in Policy Contexts. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Tricia M. Kress, University of Massachusetts - Boston*

Participants:

- From Combat to College: Making and Unmaking the Soldier/Student. *Ellen Moore, University of California - Berkeley*
- Mexican-American Male Masquerades in the Institution as Bully. *Heather A. Oesterreich, New Mexico State University; Tamara Anatska, New Mexico State University; Mia Sosa-Provencio, New Mexico State University*
- Sexing, Teens, and Education: What Teens Have to Say and the Implications for Educational Policy and Practice. *Judith A. Davidson, University of Massachusetts - Lowell; Andrew Harris, University of Massachusetts - Lowell; Carl Paternite, Miami University; Karin Tusinski Miofsky, University of Hartford; Shanna Rose Thompson, University of Massachusetts - Lowell*
- "Making Bad": The Construction of "Students" Through Suspension Policy to Practice. *Renira Elyodi Vellos, The University of British Columbia*

19.058-6. Constructions of Ability: From Psychological to Sociocultural Considerations. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Kathleen King Thorius, Indiana University - IUPUI*

Participants:

- Perceptions of Disabilities Among Pacific Islanders. *Katherine T. Ratliffe, University of Hawaii*
- Profile Analysis of the Woodcock Johnson III Tests of Cognitive Abilities With Diverse Preschoolers. *Maria E. Hernandez Finch, Ball State University; Brittany A. Dale, Ball State University; William Holmes Finch, Ball State University; David E. McIntosh, Ball State University; Barbara A. Rothlisberg, Ball State University*
- The Predicament of Generation 1.5 English Language Learners: Three Disjunctures and a Possible Way Forward. *Sandra R. Schecter*
- We Need to "Catch Them Before They Fall": A Case Study of One School Districts' Journey of RTI (Response to Intervention) Implementation for Elementary English Language Learners. *Minda M. Lopez, Texas State University - San Marcos; Marie Arnold Mendoza, North East Independent School District*

19.058-7. How Do Contexts Influence Teachers and Teaching Practices? Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: *Marta P. Baltodano, Loyola Marymount University*
Participants:

A Literature Review Examining Conceptions of Diversity and Their Impact on Practice and Policy in Teacher Preparation Contexts. *Laura Blythe Liu, Independent researcher; Lottie B. Marzucco, The George Washington University; Natalie B. Milman, The George Washington University*

Action Inquiry for Social Liberation: The Journey of Teachers' Awakening in Taiwan. *Hsiao-Ting Cheng, Fu Jen Catholic University; Nancy Lien, National Dong Hwa University*

School Context, Teacher Characteristics, and Indigenous Students: Findings From the 2007-2008 Schools and Staffing Survey. *Susan C. Faircloth, The Pennsylvania State University; Erica Frankenberg, The Pennsylvania State University*

Teacher Candidates and Contextualization: Shaping Attitudes Toward Math and Science Education and Equity Through Inquiry. *Sheron Andrea Fraser-Burgess, Ball State University; Melissa Mitchell, Ball State University; Kelly Picard, Ball State University; Aaron Charles Bruewer, Ball State University; Lynnette Varner, Ball State University; Douglas Roebuck, Ball State University*

Understanding the Impact of Changes in the Teaching Environment on Teacher Motivation and Behavior. *Yas Nakib, The George Washington University*

19.058-8. Identity Formation. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Paula M. Carbone, University of Southern California*

Participants:

Sutures and Threads: Turning Points and Unfolding Lines in the Paths into English as a Second Language Teaching. *Jan K. Nespor, The Ohio State University; Mari Haneda, Florida State University*

Writer Identities and Secondary Generation 1.5: Helping novice writers meet academic expectations. *Paula M. Carbone, University of Southern California*

Engaging With Languages and Multiple Identities: Portraits of Young French Immersion Chinese Children in Canada. *Paul Yeung, Vancouver Community College; Maureen J. Hoskyn, University of California - Riverside*

Shared Success: First-Generation College-Bound Latinas/os Giving Back. *Noah Borrero, University of San Francisco*

19.058-9. Identity Work and Immigrant Youth. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Angela Maria Lopez-Velasquez, Southern Connecticut State University*

Participants:

Immigrant Youth Navigating Educational Borderlands: Implications for Progressive Politics and Pedagogies of Difference. *Camille M. Wilson, University of North Carolina - Greensboro; Lucila D. Ek, The University of Texas - San Antonio; Ty-Ron M.O. Douglas, University of North Carolina - Greensboro*

Understanding Taiwanese Youth and Identity Formation: Culture, Politics, and Democracy. *Ching-Yu Lin, University of Wisconsin - Madison*

Understanding identity formation of a Korean immigrant adolescent from a cultural historical perspective. *Minjung Ryu, University of Maryland - College Park*

"La Misma Muerte": The Impact of Family Separation on Unaccompanied Immigrant Youth. *Emily A. Wexler Love, OMNI Institute*

19.058-10. Immigrant and Indigenous Students in European Contexts.

Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Uvanney Maylor, University of Bedfordshire*

Participants:

Action Pedagogy: Successful Pedagogy for African-Caribbean Male Students in a U.K. Secondary School. *Robin Whitburn, Institute of Education University of London*

Immigrant Students' and Nonimmigrant Teachers' Experiences of Classroom Instruction: Meaning Making in Heterogeneous Classrooms. *Neda Forghani-Arani, University of Vienna; Bernadette Hoermann, University of Vienna*

The Centrality of Relationships for Pedagogy for Indigenous Students.

James G. Ladwig, The University of Newcastle; Alan Russell Bishop, University of Waikato; Mere Berryman, University of Waikato
Socioeconomic Gradients Across East Europe: Data From Progress in International Reading Literacy Study (PIRLS) 2006. *Plamen Vladkov Mirazchiyski, IEA Data Processing and Research Center; Daniel H. Caro, IEA Data Processing and Research Center*

19.058-11. Literacy and Learning in Local Contexts. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Timothy J. Lensmire, University of Minnesota*

Participants:

A Reader Inside and Out: Fluctuation and Stability in Literacy Motivation in School and Outside School. *Sabina Rak Neugebauer, Harvard University*

Challenging Dominant Conceptions of School Literacy Through a Theory of Language as Local Practice. *Christopher Kolb, University of Minnesota*

Reading as a Social Act: Preschool Korean Children's Responses to Literature. *So Jung Kim, University of Illinois at Urbana-Champaign; Yun-Sun Shin, University of Illinois at Urbana-Champaign*

Employing Semiotic Resources as Identifications for Engaging in Science Literacy Practices. *Natasha Anne Rappa, National Institute of Education - Nanyang Technological University; Kok-Sing Tang, National Institute of Education - Nanyang Technological University*

Social Interactions and Meaning Making During Read-Alouds and Writing Events in a Kindergarten Classroom. *Cynthia B. Leung, University of South Florida - St. Petersburg*

19.058-12. Studying Privilege and Oppression Across Educational

Systems. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Jack Levy, University of Massachusetts - Boston*

Participants:

Making Sense of Whiteness With Preservice Social Studies Teachers. *Ryan M. Crowley, The University of Texas - Austin; Billy Smith, The University of Texas - Austin*

Pushing/Pulling Out Wealthy Students: The Community Cultural Wealth of High School "Dropouts". *Rebeca Burciaga, San José State University; Nancy Erbsstein, University of California - Davis*

Putting Privilege Into Relief: A Minority Student Recruitment Program at a Boarding School Summer Session. *Burke Scarbrough, University of Rochester*

Racial Identity Profiles and the Doctoral Experiences of Black Ph.D. Students at Predominantly White Institutions. *Ferlin McGaskey, The University of Tennessee; Chutney Nichole Walton, The University of Tennessee; Demetrius Richmond, The University of Tennessee - Knoxville; Corey Guyton, North Carolina Central University; Tracia NiKole Cloud, The University of Tennessee; Theresa Cooper, The University of Tennessee*

19.058-13. Elements of Education: Time, Space, Experience, Other People.

SIG-Philosophical Studies in Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Jason Manuel Carreiro, Simon Fraser University*

Participants:

Time out? Can education do and be done without time? *Gert J.J. Biesta, University of Stirling*

Space for a Place of Emptiness: Transforming Classroom Spaces Into Places of Potentiality and Makingness. *Rita Cihlar Hermann, University of Nebraska - Lincoln*

The importance of being experienced. *Tone Saugstad, University of Copenhagen*

Why Read Rousseau? *Holly Brewster, Teachers College, Columbia University*

19.058-14. Psychosocial Examinations of Students' Performance and Motivation in K-12 Schooling. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:00-1:30pm

Chair: *Sharalyn Jordan, Simon Fraser University*

Participants:

Chinese International Students in the United States: Demographic Trends, Motivations, Acculturation Features, and Adjustment Challenges. *Kun*

Yan, Tsinghua University

Effects of Positive Assets and Socioeconomic Status on Academic Performance. *Jose R. Palma Zamora, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Julio C. Cabrera, University of Minnesota; Anthony Daniel Albano, University of Minnesota; Yi Vue, University of Minnesota; Ari Jacob Warshawsky, Carleton College*

Leveraging Emotions for Learning in a Cultural Immersion Experience. *Carol J. Brazo, George Fox University; Genevieve Harris, Linfield College*

Utilizing Phenomenological Variant of Ecological Systems Theory (PVEST) and critical race theory to build academic resilience in Black high school students. *Daren Graves, Simmons College*

19.059. Roundtable Session 3; Roundtable Session

19.059-1. Environmental Learning, Knowing, and Action-Competence in Children and Youth. SIG-Environmental Education; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: *Vince Anderson, University of Saskatchewan*

Participants:

Searching for Effective Environmental Education: A Study of Children's Environmental Knowing in a Marine Science Program. *Sandra Anne Scott, The University of British Columbia; Douglas Adler, The University of British Columbia*

Building Bridges Between Science Classrooms and Working Landscapes Through Collaborative Environmental Education Research. *Heidi L. Ballard, University of California - Davis; Erin Hardie, University of California - Davis*

Analyzing Students' Learning in Classroom Discussions About Socioscientific Issues. *Karin Rudsberg, Uppsala University; Johan Ohman, Orebro University; Leif Olov Ostman, Uppsala University*

Urban Fifth-Grade Students' Ideas About the Local Environment, Environmental Stewardship, and Science-Related Careers. *Daniel L. Dickerson, Old Dominion University; Stephanie J. Hathcock, Old Dominion University; Eileen Hofmann, Old Dominion University; Craig O. Stewart, The University of Memphis; Sueanne Elizabeth McKinney, Old Dominion University; Petros Katsioloudis, Old Dominion University; Laura Nelson, Portsmouth Public Schools*

Students' Understandings of Pricing Services That Generate Negative Environmental Effects. *Caroline Ignell, Department of Education*

19.059-2. Decolonizing Education in Settler Colonial Nation-States. SIG-Indigenous Peoples of the Americas; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: *Geni Cowan, California State University - Sacramento*

Participants:

"Her Majesty Agrees to Maintain Schools for Instruction in Such Reserves . . . Whenever the Indians of the Reserve Shall Desire It": Cree Involvement in Day Schools in Western Canada, 1870s to 1920s. *Sheila Betty Carr-Stewart, University of Saskatchewan*

American Indian Studies and the Politics of Educational Colonialism. *Kathleen J. Martin, California Polytechnic State University, San Luis Obispo*

Impacts of Being Federally Unrecognized on Indigenous Scholar Careers. *Nicole Blalock-Moore, University of California - Davis*

The Politics of Decolonizing Education in Settler Societies. *Carolyn Stirling, University at Buffalo - SUNY*

Wearing Two Hats: Northern Cheyenne Talk about Education in their Community. *Erin Feinauer Whiting, Brigham Young University; Erika Feinauer, Brigham Young University*

19.059-3. Understanding Teaching Through Teachers' Reflection on Practice. SIG-Lives of Teachers; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: *Katherine Rene Evans, Eastern Mennonite University*

Participants:

Understanding Oneself: Reflecting on the Pedagogical Practices of a Teacher Educator. *Jeffrey Stuart Kaplan, University of Central Florida*

According to Teachers, Teaching Is . . . *Helenrose Fives, Montclair State University; Michelle M. Buehl, George Mason University; Ana M. Taboada, George Mason University*

The Audacity of Building Community: A Teacher Looks at the End of Every Fork. *Jennifer A. Thiel, University of Georgia*

19.059-4. Constructing Identities Through Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: *Todd Dinkelman, University of Georgia*

Participants:

Maintaining Presence and Authenticity: Reconnecting the Self in Teacher Education. *Jo-Anne Lau-Smith, Southern Oregon University; John T. King, Southern Oregon University*

Reflecting on Our Pedagogical Practices: Analyzing the Silent Voices of Our Students of Color. *Ruchi Agarwal, San Francisco State University; Josephine Arce, San Francisco State University*

The Anatomy of a Self-Study Dissertation: A Teacher Finds Her Dissertation Through the Journaling Process. *Amber Strong Makaiau, Kailua High School; Anne R. Freese, University of Hawaii*

19.059-5. Environments: Indoors and Outdoors. SIG-Early Education and Child Development; Roundtable Session

VCC, Second Level, East Room 1; 12:00-1:30pm

Chair: *John A. Sutterby, University of Texas - Brownsville*

Participants:

The Influence of Playground Design on Preschoolers' Physical Activity: A Case Study of Four Australian Preschools. *Janet Dymont, University of Tasmania*

In Search of Understanding the Process of Engagement With Nature and the Possible Learning Experiences in an Urban Kindergarten Classroom. *Farveh Ghafouri*

Part-Part-10: A Kindergarten Lesson Study on Combinations. *Laura Bofferding, Purdue University; Melissa Kemmerle, Stanford University; Aki Murata, Stanford University*

The Outdoor Environment: Children's Views and Preferences. *Kristin Norðdahl, University of Iceland; Johanna Einarsdottir, University of Iceland; Ingolfur Asgeir Johannesson, University of Iceland*

Exploring Relationships Between Full-Day Kindergarten Classroom Environments and Early Academic Engagement. *Amy H. Rathbun, American Institutes for Research*

19.060. Roundtable Session 4; Roundtable Session

19.060-1. Assessment, Portfolios, and Motivation in Workplace Learning. SIG-Workplace Learning; Roundtable Session

VCC, Second Level, East Room 2&3; 12:00-1:30pm

Chair: *Leonard George Cairns, Monash University*

Participants:

How Teachers Assess Themselves: A Characterization of Teachers' Self-Assessment Processes. *Migchiel Diggelen, van, Eindhoven University of Technology; Douwe Beijaard, Eindhoven University of Technology; Perry den Brok, Eindhoven University of Technology*

Education Sustainability: Combining Academic/Workplace Learning in Undergraduate Degrees Through Prior Learning Assessment and Portfolio Development. *Judith O. Brown, Barry University*

Investigating the Influence of Work Motivation and Workplace Climate on Approaches to Learning at Work. *Eva Kyndt, University of Leuven; Filip J.R.C. Dochy, University of Leuven; Milica Dedic, Katholieke Universiteit Leuven*

19.060-2. Patterns and Consequences of School Choice. SIG-Sociology of Education; Roundtable Session

VCC, Second Level, East Room 2&3; 12:00-1:30pm

Chair: *Virginia Walker Snodgrass Rangel, The University of Texas - Austin*

Participants:

Complicating School Choice for Middle-Class Parents: Identity, Ideology, and the Search for a "Good School". *Erin McNamara Horvat, Temple University; Maia B. Cucchiara, Temple University*

School Choice and Academic Achievement in Comparative Perspective. *Daniel A. Long, Wesleyan University*

Religious Schooling and Educational Attainment in the United States. *David H. Sikkink, University of Notre Dame*

19.060-3. A Potpourri of National Database Applications. SIG-Advanced Studies of National Databases; Roundtable Session

VCC, Second Level, East Room 2&3; 12:00-1:30pm

Chair: *Carolyn Elizabeth Barber, University of Missouri - Kansas City*

Participants:

Classroom Context and the Achievement Gap in the Early Grades. *Gregory J. Palardy, University of California - Riverside*

The Impact of Library Use on Academic Achievement of English- and Spanish-Speaking Hispanic Students. *Hae-Seong Park, Azusa Pacific University; Jenny Y.P. Yau, Azusa Pacific University*

What Accounts for Tenure of African American and Hispanic American Faculty? Findings From National Study of Postsecondary Faculty: 04. *Wenfan Yan, University of Massachusetts - Boston*

19.060-4. Validating Local Assessments. SIG-Test Validity Research and Evaluation; Roundtable Session

VCC, Second Level, East Room 2&3; 12:00-1:30pm

Chair: *Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.*

Participants:

State Supported Local Assessment Systems: Serving Multiple Coherent Purposes. *Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.*

New Pathways to Graduation in Pennsylvania. *Richard F. Maraschiello, Pennsylvania Department of Education*

Using Validity Arguments to Evaluate the Technical Quality of Local Assessment Systems. *Chad M. Gotch, Washington State University; Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.*

19.060-5. Spirituality and Education. SIG-Spirituality & Education; Roundtable Session

VCC, Second Level, East Room 2&3; 12:00-1:30pm

Chair: *Leslie Roxanne Stanick, The University of British Columbia*

Participants:

Blossoming Branches and Forgotten Roots: Toward a More Mindful Teacher Education. *David Lee Keiser, Montclair State University*

Rethinking Holistic "Development" in Nicaragua: Women's Personal Theologies and Liberatory Pedagogies in Community Movements. *Lauren Ila Jones, University of California - Los Angeles*

Womb Walks: An Arts-based Spiritual Inquiry. *Barbara A. Bickel, Southern Illinois University - Carbondale; Nane Ariadne Jordan, The University of British Columbia; Medwyn McConachy, Independent scholar*

19.060-6. International Perspectives on History Curricula and Textbooks.

SIG-Teaching History; Roundtable Session

VCC, Second Level, East Room 2&3; 12:00-1:30pm

Chair: *Stephanie D. Van Hover, University of Virginia*

Participants:

Through the Western gaze: Chinese History in Ontario High School World History Curriculum and textbooks, 1947 to 1990. *Yeow Tong Chia, University of Macau*

Slavery in Two Nations: Examining Slavery in Secondary U.S. and Brazilian History Textbooks. *Nafees Khan, Emory University*

An Analysis of Historical Agency in Québec History Textbooks. *Marc-Andre Ethier, University of Montreal; David Lefrançois, University of Quebec - Outaouais; Stephanie Demers, University of Quebec - Outaouais; Francis Dupuis-Deri, L'Université du Québec à Montréal*

"Taipei Will Sink!" Students Ideas About the Past, Present, and Future. *Yi-Mei Hsiao, National Academy for Educational Research*

19.061. Roundtable Session 5; Roundtable Session

19.061-1. Strategies to Improve Career and Technical Education Teacher Professional Development. SIG-Career and Technical Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 12:00-1:30pm

Chair: *Mary Jo Self, Oklahoma State University*

Participants:

Challenges for Teacher Professional Development in the Context of Implementing Competence-Based Education. *Renate Wesselink, Wageningen University; Ria Dolfing, Utrecht University; Martin Mulder, Wageningen University*

Perceptions of Leadership and Leadership Development Among Advanced Technological Education Faculty. *Frankie Santos Laanan, Iowa State University*

The Relationships Among Implicit Theories of Intelligence, Epistemological Beliefs, and Teaching Practices of In-Service Teachers. *Cory M. Epler, Thomas Broyles, Virginia Polytechnic Institute and State University*

19.061-2. Complex Relationships, Complex Conversations. SIG-Chaos & Complexity Theories; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 12:00-1:30pm

Chair: *Louise Starkey, Victoria University of Wellington*

Participants:

Becoming-Cyborg: A "Complicated Conversation" Concerning Cancer, Chaos, Complexity, and Collaborative Currere. *Annette E. Gough, RMIT University; Noel Gough, La Trobe University*

Space, Time, Good Wine, and Conversation: Emergence of Ideas Within an Unconventional Teacher Research Group. *Linda Laidlaw, University of Alberta; Lee Makovichuk, Child Study Centre; Suzanna So-Har Wong, University of Alberta; Julie Gellner, University of Alberta; Santwana Sinha, Child Study Centre; Margaret Mykietyshyn, Grant MacEwan University; Raelene Finlayson, Edmonton Public Schools; Joanne O'Mara, Deakin University*

Using a Complexity-Based Perspective to Understand Relationships among Mentoring, School Conflicts, and Novice Retention. *Sheryn Waterman, University of North Carolina - Greensboro*

19.061-3. Instructional Technology SIG: Sociocultural and Motivational Factors in Game-Based Learning. SIG-Instructional Technology; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 12:00-1:30pm

Chair: *Benjamin Eric Erlandson, California State University - Monterey Bay*

Participants:

A Stage Theory Model of Professional Video Game Players: The Sociocultural Dimensions of the Development of Expertise. *Michael K. Thomas, University of Wisconsin - Madison; Sahoan H. Kim, Indiana University*

Addressing Disparities of Motivation and Gender in Middle-School Literacy Education Within Game Design. *Brett E. Shelton, Utah State University; Andrew Walker, Utah State University; Mary Ann Parlin, Utah State University; Sean Milton Duncan, Southwest Research Institute; Jon Scoresby, Wisdomtools Inc*

Leveraging Digital Game Design in an Informal Science Learning Environment to Motivate High School Students in Biology. *Michael A. Evans, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Tech*

19.061-4. Youth Engagement: Perspectives, Participation, and Program Practices. SIG-Out-of-School Time; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 12:00-1:30pm

Chair: *Patricia Hoffman Miller, Prairie View A&M University*

Participants:

A Longitudinal Comparison of Parent and Child Influence on Sports Participation. *Arena Chang, University of California - Irvine; Joseph L. Mahoney, University of California - Irvine*

Correlates for Youth Engagement in Organized Activities: Participation and Staff Instructional Practices. *Tom Akiva, University of Michigan; Kai S. Cortina, University of Michigan*

What Students Know About Summer School: Middle Schoolers' Perspectives on a Summer Learning Program. *Mindy Spearman, Clemson University; Amanda Bell Werts, Clemson University; Matthew Moore, Clemson University; Candice Vanette Moore, Stone Academy; Jane Clark Lindle, Clemson University*

Where Do I Belong? Examining Summer Enrichment Program on Belongingness. *Mei-Lin Chang, Emory University; Brandi Nicole Hinnant-Crawford, Emory University; Karen L. Falkenberg, Emory University*

19.062. Roundtable Session 6; Roundtable Session

19.062-1. Focus on Methods. SIG-Qualitative Research; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 12:00-1:30pm

Chair: *Erika C. Bullock, Georgia State University*

Participants:

An Access Story: A Talking Circle Inspired Discussion of What Happened When a Doctoral Student Decided to Study an Indigenous Group's Approach to Leadership. *Julia L. Buchanan, National University; Patricia Makokis, Blue Quills First Nations College; Robert B. Donmoyer, University of San Diego*

Facing the Complexities of Rapport: Unraveling Myths and Misconceptions. *Sebnem Cilesiz, The Ohio State University; Mary Kate Sandford-Gaebel, The Ohio State University*

Increasing the Use of a Vignette Interview Technique in Qualitative Educational Research. *Eric Bernstein*
 Poetic Devices for Policy Analysis. *Ruth C. Slotnick, Mount Wachusett Community College; Valerie J. Janesick, University of South Florida*
 Mentoring in Two Voices: An Autoethnographic Fugue. *Cheryll M. Adams, Ball State University; Emily Joan Slaven, University of Indianapolis*

19.062-2. School Choice: A Look at Charter Schools. SIG-School Choice; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 12:00-1:30pm

Chair: *Kristen L. Davidson, University of Colorado - Boulder*

Participants:

Charter School Supply and the Role of Strategic Positioning in Determining School Locations. *Chad Joseph D'Entremont, Teachers College, Columbia University*

Charter Schools, Urban Nonprofits, and Neighborhood Revitalization: A Comparison of New York City and New Orleans. *Charisse Atibagos Gulosino, Columbia University Teachers College*

The Subsequent School Choice of Charter School Students: Stay, Leave, or Choose Again? *Haiying Dong, Arizona State University; David R. Garcia, Arizona State University*

19.063. Roundtable Session 7; Roundtable Session

19.063-1. Provoking Tension and Mystery in Graduate Student Writing.

SIG-Writing and Literacies; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 12:00-1:30pm

Participants:

Points of Tension in Online Asynchronous Discussions in a Graduate-Level Writing Pedagogy Course. *Peggy Lynn Semingson, The University of Texas - Arlington; Carla Amaro-Jimenez, The University of Texas - Arlington; Yolanda A. Parker, The University of Texas - Arlington*

Provocative Poetry, Content Area Writing, and Epistemological Shift. *Emily Duvall, University of Idaho; Monica Rose Hansen, University of Idaho*

Writing Goes Back to School: Maintaining "Institutional Practices of Mystery" in a Graduate Education Program. *Rosamund Kathryn Stooke, University of Western Ontario; Kathryn M. Hibbert, University of Western Ontario*

19.063-2. Teacher Development in Physical Education. SIG-Research on

Learning and Instruction in Physical Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 12:00-1:30pm

Chair: *Kevin Patton, California State University - Chico*

Participants:

Physical Education in Urban Charter Schools. *Sara Barnard Flory, University of South Florida; Nathan A. McCaughy, Wayne State University*

Teacher Development During Advanced Master's Course Work and Impact on Their Learning a Year Later. *Dominique Banville, George Mason University; Charles Stephen White, George Mason University; Rebecca K. Fox, George Mason University*

The Tipping Point: Incidences of Support and Resistance to Change among Secondary Physical Education Teachers. *Erin Elizabeth Centeio, The University of Texas - Austin; Darla M. Castelli, The University of Texas - Austin*

Division and SIG Posters

19.064. Poster Session 1; Poster Session

19.064-1. Assessing the Culture of Evidence: A Tool for Measurement.

Division J - Postsecondary Education; Poster Session

VCC, First Level, East Ballroom B; 12:00-1:30pm

Poster:

1. Assessing the Culture of Evidence in Higher Education: A Tool for Measurement. *Dawn M. Wallace-Pascoe, Ohio State University*

19.064-2. Division J Section 6 Poster Session. Division J - Postsecondary Education; Poster Session

VCC, First Level, East Ballroom B; 12:00-1:30pm

Poster:

2. Finding Their Own Way: Understanding Campus Sexual Assault Survivors' Agency. *Lauren Jean Germain, University of Virginia; Brian Pusser, University of Virginia*

19.064-3. Economics, Finance, and Policy Posters. Division J -

Postsecondary Education; Poster Session

VCC, First Level, East Ballroom B; 12:00-1:30pm

Posters:

3. Innovation, Entrepreneurship, and the Commercialization of University Research. *Dan O'Hair, University of Kentucky; Mary John O'Hair, University of Kentucky*
4. Reconsidering Cost in the Debate Over Developmental Education. *Jenna Cullinane, The University of Texas - Austin*
5. The Race between Education and Technology: The Regional Version. *Haogen Yao, Teachers College, Columbia University*
6. The effects of higher education expansion on university wage premium in Taiwan. *Young Yuan, Ling Tung University; Chien-Ern Huang, Ling Tung University; Chien-Fu Huang, Ling Tung University*

19.064-4. Faculty, Curriculum, and Teaching. Division J - Postsecondary Education; Poster Session

VCC, First Level, East Ballroom B; 12:00-1:30pm

Posters:

7. Beyond "Bells and Whistles": Lessons on Technology Integration From a New School of Education Facility. *Nathan Alleman, Baylor University; Gene Roche, College of William and Mary; Neal Holly, College of William and Mary; Carla Costello, College of William and Mary*
8. Catalysts and Inhibitors in the Achievement of New Women Professors: An Australian Study. *Carmel M. Diezmann, Queensland University of Technology; Susan J. Grieshaber, Queensland University of Technology*
9. Explicit Focus on Identity During the Transition to College. *Michelle Beth Bass, University of Wisconsin - Madison*
10. Facilitating Intercultural Interaction: Reciprocal Knowing. *Rhiannon Delyth Williams, University of Minnesota; Amy Lee, University of Minnesota*
11. Faculty Members' Experiences Receiving Feedback in Summative Peer Reviews of Teaching. *Isabeau Anisa Iqbal, The University of British Columbia*
12. How Race Operates in Graduate Assistants' Lives: Lessons From Teacher Education. *Mary Louise Gomez, University of Wisconsin - Madison; Amy Johnson Lachuk, University of South Carolina; Mel Freitag, University of Wisconsin; Ayesha Khurshid, University of Wisconsin - Madison*
13. Science and Engineering Doctorate Recipients as Adjunct Faculty: A Growing Presence? New Findings From the Survey of Doctorate Recipients. *Carolina Milesi, NORC at the University of Chicago; Thomas B. Hoffer, NORC at the University of Chicago; Sheila Nataraj Kirby, NORC at the University of Chicago; Lynn M. Milan, National Science Foundation*

19.064-5. Learning Environments Poster Session. SIG-Learning

Environments; Poster Session

VCC, First Level, East Ballroom B; 12:00-1:30pm

Posters:

14. Cross-National Study of Classroom Environments, Attitudes, and Academic Self-Efficacy in Middle School Mathematics. *Connie Yuen Ching Hanke, Curtin University; Barry J. Fraser, Curtin University*
15. Developing a Structural Model of Classroom Environment and Affective Outcomes in Australian High Schools. *Jeffrey P. Dorman, Monash University*
16. Do Truants Feel Overtaxed at School? *Christine Catrin Saelzer, Technische Universität München*
17. Explaining Students' Appraisal of Two Differently Tutored Learning Environments. *Inneke Berghmans, University of Leuven; Katrien Struyven, Vrije Universiteit Brussel*
18. Learning Environments in English Classrooms in Singapore: Determinants and Effects. *Donna Lim; Barry J. Fraser, Curtin University*
19. The Learning Environment in Singapore Primary Science Classrooms: The Ideal and the Real. *Su Fen Goh, National Institute of Education - Nanyang Technological University; Barry J. Fraser, Curtin University*
20. The Use of Multilevel Analysis With Classroom Environment Data. *Jeffrey P. Dorman, Monash University*
21. Using Student Profiles in Investigating Students' Perceptions and Achievement in Case-Based and Lecture-Based Settings. *Marlies Baeten, Katholieke Universiteit Leuven; Katrien Struyven, Vrije Universiteit Brussel*

19.064-6. The Wide Range of Moral Development and Moral Education Research. SIG-Moral Development and Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Posters:

22. A Dialogic Construction and Implementation of Ethical Standards for the Teaching Profession. *Deirdre M. Smith, The Ontario College of Teachers*
23. Culturally Consonant Care. *Chrystal S. Johnson, Purdue University*
24. Exploring the Relationships Among Various Forms of Attention and Moral Judgment. *William Pitt Derryberry, Western Kentucky University; Lauren I. Clark, Western Kentucky University; David Baker, Western Kentucky University; Lauren Weathers, Western Kentucky University; Frederick G. Grieve, Western Kentucky University*
25. The Effect of Educational Intervention Programs: A Meta-Analysis of DIT (Defining Issues Test)-2 Studies. *Di You, Alvernia University; Yukiko Maeda, Purdue University; Muriel J. Bebeau, University of Minnesota*
26. Why We Lie About Good Deeds: Rationales Represented in Chinese Children's Narratives. *Minghui Gao, Arkansas State University; Changchun Wang, Normal University; Yuheng Wang, China Higher Education Press*

19.064-7. Faculty, Teaching, and Professional Development. SIG-Faculty Teaching, Evaluation, and Development; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Posters:

27. Ethnic Differences Among Assistant, Associate, and Full Professors at Texas Four-Year Universities. *Dana Bible, Sam Houston State University; Sheila Ann Joyner, Sam Houston State University; John R. Slate, Sam Houston State University*
28. Exploring the Process of Postsecondary Teaching Practice Transformation: Implications for Faculty Professional Development. *Julie Ann Sanchez, University of New Mexico*
29. Understanding the Relationship between Teaching Style and Teaching Self-efficacy of University Faculty in Taiwan. *Pao-Feng Paula Lo, National Dong Hwa University; Te-Sheng Chang, National Dong Hwa University*
30. "Hot" Professors Are Good Professors or Good Professors Are "Hot" Professors. *Nathan E. Gonyea, SUNY - College at Oneonta; Jeffrey Young, SUNY - College at Oneonta*
31. Exploring Teaching Approaches of College Science Faculty Through Metaphor Analysis. *Erin F.C. Dokter, The University of Arizona*
32. Knowing as the Stage for Doing: Developing Professors' Pedagogical Knowledge, Attitudes, Practice, and Dissemination During Cross-National Faculty Development Programs. *Julie A. Schell, Harvard University; Cassandre G. Alvarado, The University of Texas - Austin; Kate Koehler, LASPAU; Angelica Natera, LASPAU*

19.064-8. Examining Authenticity in International Literature for Children and Adolescents. SIG-Literature; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Posters:

33. Negotiation of Reading Inauthentic Stories of Korean Culture: Critical Analysis of Yoon Trilogy. *Yoo Kyung Sung, University of New Mexico; Eun Hye Son, Boise State University*
34. Officially Created Knowledge: A Study of the History of Taiwan in Taiwanese Children's Literature. *Lin-Miao Lu, University of Georgia*

19.064-9. Teaching and Learning Environments and Factors. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Posters:

35. Assessing Vocational Education Classrooms in Prison: A Key to Inmate Rehabilitation. *Andrew Dick, California State University - Chico; Bill Rich, California State University - Chico; Tony Waters, California State University - Chico*
36. Computer-Supported Case-Based Learning for Preservice Teachers: Effects of Hyperlinks to Conceptual Knowledge and Multiple Perspectives. *Jan Michael Zottmann, University of Munich; Freydis Vogel, University of Munich; Annika Goeze, Tuebingen University; Frank Fischer, University of Munich; Josef Schrader, Tuebingen University*
37. Implementing a Scripted Phonics Intervention Program Using Paraprofessionals. *Renarta H. Tompkins, University of South Carolina -*

Beaufort; Nancy Ratcliff, Coastal Carolina University; Cathy R. Jones, Coastal Carolina University; Russell Vaden, Coastal Carolina University; Gilbert Hunt, Coastal Carolina University; Heather Chase Sheehan

38. The Effects of Perceived Course Value on Students' Preference for Traditional Versus Nontraditional Learning Environments. *Karen Elizabeth Clayton, Fordham University; Fran C. Blumberg, Fordham University; Jared Anthony, Fordham Graduate School of Education*
39. The Impact of Classroom Configuration on Collaborative Learning. *Emma M. Mercier, Durham University; Steven Edward Higgins, Durham University*
40. Codesign as Pedagogy: Two Case Studies of Student Participation in the Design of Enhanced Learning Landscapes. *Julia Kathleen Ostertag, The University of British Columbia; Chessa Adsit-Morris, The University of British Columbia; Kris Fox, The University of British Columbia*
41. Transforming Student Learning Through Inverting the Large Classroom. *Stephanie B. Corliss, The University of Texas - Austin; Erin D. Reilly, The University of Texas - Austin; James Henson, The University of Texas - Austin; Joel Heikes, Texas Center for Educational Research*
42. Trading Spaces: A Model of Children's Transition Into a New Classroom. *Jenny C. Wilson, Texas A&M University-San Antonio; Ramona Trinette Pittman, Texas A&M University*
43. The Role of Boarding School in the Academic and Nonacademic Outcomes of High School Students. *Brad Papworth, The University of Sydney; Andrew J. Martin, The University of Sydney; Paul W. Ginns, The University of Sydney; Arief Darmanegara Liem, National Institute of Education - Nanyang Technological University; Timothy Hawkes, The King's School - Australia*

19.064-10. Adult Functioning: GED (General Educational Development) and Relationships. SIG-Adulthood and Aging; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Posters:

44. The GED (General Educational Development) Test and Adult Functioning: Equal Outcomes for Equivalence Recipients? *Lacey Ann Hartigan, University of Washington; Jungeun Olivia Lee, University of Washington; Katarina Guttmannova, University of Washington; Karl G. Hill, University of Washington; J. David Hawkins, University of Washington*
45. Relationship Status, Relationship Satisfaction, and Female Body Issues. *Meredith MacKenzie, Adler School of Professional Psychology*

19.064-11. Approaches to Teaching the Social Studies. SIG-Research in Social Studies Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Posters:

46. Approaches to Teaching the U.S. Constitution: Developing Students' Critical Views. *Alberto Lopez-Carrasquillo, Northeastern Illinois University*
47. Cultural Identity and Multiethnic Challenges: Social Studies Education in Post-Post-Democratic Taiwanese Elementary Schools. *Ming-Chu Hsu, Elmira College*
48. Relevance, Activism, and Social Issues: Revisiting 1960s Social Studies Reform. *Ronald W. Evans, San Diego State University*
49. The Lower Order Expectations of High-Stakes Tests: A Six-State Analysis. *Nancy C. Patterson, Bowling Green State University; Scott W. DeWitt, University of Cincinnati; John W. Saye, Auburn University; Whitney G. Blankenship, The University of Texas - Austin; Jill M. Gradwell, Buffalo State College - SUNY; Caroline C. Sullivan, Georgia State University; S. G. Grant, Binghamton University - SUNY*

19.064-12. Division D Poster Session 3. Division D - Measurement and Research Methodology; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Poster:

50. Detecting Item Sensitivity to Instruction: A Comparison Between Mantel-Haenszel and Logistic Regression Procedures. *Jie Chen, The University of Kansas; Neal M. Kingston, The University of Kansas*

19.064-13. Division D Poster Session 4. Division D - Measurement and Research Methodology; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Poster:

51. Two Applications of Complex Sum Scores for Diagnostic Assessment.

Hollis Lai, University of Alberta; Oksana Babenko, University of Alberta; Mark J. Gierl, University of Alberta

19.064-14. Division K, Section 1 Poster Session. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Poster:

52. The Relationships Among Effectual Reasoning, Perceived Level of Risk, and Implementing Innovations Among K-12 Science Teachers. Anita Martin, University of Illinois at Urbana-Champaign; Fouad S. Abd-El-Khalick, University of Illinois at Urbana-Champaign; Raymond Price, University of Illinois at Urbana-Champaign

19.064-15. Division K, Section 6 Poster Session. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 12:00-1:30pm

Poster:

53. The Role and Value of Oral Pre-Observation and Post-Observation Conferencing in Pre-Student Teaching Clinical Experiences. Nancy C. Jelen, Alverno College; Rita Nawrocki-Chabin, Alverno College

Friday, 2:15 pm

Presidential Sessions

20.010. The Politics of Expanding Knowledge: Lessons From Knowing in the Known World. Presidential Session Cosponsored with Division B - Curriculum Studies

VCC, First Level, West Ballroom A; 2:15-3:45pm

Chair: Martin Carnoy, Stanford University

Participants:

- How Does the Training of Mathematics Teachers Compare Worldwide? William H. Schmidt, Michigan State University
The Centrality of Teacher Skills to Improving Learning for Low-Income Students: An International Perspective. Martin Carnoy, Stanford University
The Politics of Indigenous Education in Peru. Eliane Karp, George Washington University
Student Identity and Student Learning in South African Secondary Schools. Prudence L. Carter, Stanford University

20.011. Presidential Invited Address: What We Know About Stereotype Threat and What We Should Be Doing With That Knowledge. Presidential Session

VCC, First Level, West Ballroom C; 2:15-3:45pm

Chair: Cynthia A. Tyson, The Ohio State University - Columbus

Speaker: Claude Steele, Stanford University

International Organization Sessions

20.012. Education Equity in Australia: Opportunities, Outcomes, and Mechanisms. Australian Association for Research in Education; Invited Session

VCC, Second Level, West Room 220; 2:15-3:45pm

Chair: Laura Perry, Murdoch University

Participants:

- Troubling Equity in Australian Education Policy and Research. Trevor Gale, Deakin University
Achievement Gaps by Student and School Socioeconomic Status: A Comparison of Australia and Canada. Laura Perry, Murdoch University; Andrew McConney, Murdoch University
Social and Symbolic Boundaries in the Transition to Secondary School. Joel Austin Windle, Monash University

Discussant: Robert L. Lingard, University of Queensland

Division Sessions

20.013. From Rural to Urban: Examining the Effectiveness of Innovative School Forms. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 10; 2:15-3:45pm

Chair: Sheneka M. Williams, University of Georgia

Participants:

- School Design Through the Lens of Practitioner Inquiry. Claire F. Yates, Michigan State University; Gabriel Isaac Kuriloff
How Q-Methodology Reveals Early College High School Philosophy, Policy, Process, and Outcomes. Thomas Perrine Warren, North Carolina State University
Impacting Rural Academic Achievement and Economic Development: The Case of New Tech Network Schools. Hillary Fernandes, New Tech Network; Chris Walsh, New Tech Network; Kristin Cuilla, New Tech Network; Patrick Lee, New Technology Network
An Evaluation of a Turnaround Charter School. Joan L. Herman, University of California - Los Angeles; Jia Wang, University of California - Los Angeles; Jordan Rickles, University of California - Los Angeles
School Culture and Instructional Variation: Centralization and Decentralization at Charter Management Organizations. Viki M. Young, SRI International; Victoria Tse, SRI International
Discussant: Sheneka M. Williams, University of Georgia

20.014. Responsively Engaging Students. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 8&15; 2:15-3:45pm

Chair: RoSusan D. Bartee, The University of Mississippi

Participants:

- Analyzing Culturally Responsive Practices of Successful Principals in the United States, Norway, and Cyprus. Lauri Johnson, Boston College; Jorunn Moller, University of Oslo; Petros A. Pashiardis, The Open University of Cyprus
Black Masculine Caring in Educational Leadership: A Male-Centered Care Framework. Lisa Bass, University of Oklahoma
Development of a Mixed-Methods Approach to Describe and Measure Culturally Responsive School Practices. Shana Ritter, Indiana University; Lauren Ann Shure, Indiana University; Laura Vandergrift Middelberg, Indiana University; Russell J. Skiba, Indiana University; Choong Chung, Indiana University; Renae Azziz, Indiana University
Interpretive Institutional Ethnography: A New Approach for Understanding the Real Needs of Impoverished Children. Colleen L. Larson, New York University
The Active Voice: The Role of Student Voice in Promoting Students' Engagement in School. Matthew J. Bundick, Quaglia Institute for Student Aspirations and University of Pittsburgh
Trust and Organizational Citizenship: Moderating the Effects of School Socioeconomic Status. Page A. Smith, The University of Texas - San Antonio; Scott R. McKenzie, The University of Texas - San Antonio
Discussant: RoSusan D. Bartee, The University of Mississippi

20.015. The Ethical and Moral Dilemmas and Contexts of Leadership: Exploring Values, Efficacy, and Democracy. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 2:15-3:45pm

Chair: Floyd D. Beachum, Lehigh University

Participants:

- Deepening Democracy: Principals and Teachers Learning and Leading Together. Catherine E. Hackney, Kent State University; James G. Henderson, Kent State University
Ethical Leadership and Moral Literacy: Incorporating Ethical Dilemmas in a Case-Based Pedagogy. Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University
New Superintendents: Trust, Networking, and Social Capital. Joan F. Ripley, Farmingdale Unified Free School District; Roxanne M. Mitchell, The University of Alabama; John A. Richman, Roslyn Public Schools
Social and Organizational Contexts and Ethical Leadership: An Examination of Ethical Sensitivity Theory. Lyse Langlois, Université Laval; Claire Marie Lapointe, Laval University
To Know I Can Might Be Enough: Women's Self-Efficacy and Their Identified Leadership Values. Julie A. Carlson, Minnesota State University - Mankato

Discussant: Floyd D. Beachum, Lehigh University

20.016. Curriculum Studies 10 Years After Jane Roland Martin's Cultural Miseducation. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 2:15-

3:45pm

Chair: *Steven E. Tozer, University of Illinois at Chicago*

Participants:

Cultural Miseducation as Objectification and Consumption of Women's and Animals' Bodies. *Bradley D. Rowe, The Ohio State University*Coeducation and the Political Economy of Cultural Miseducation. *Susan Laird, University of Oklahoma*Cultural Miseducation as a Response to Adolescent Eros. *Dennis L. Carlson, Miami University*Discussant: *Jane Roland Martin, University of Massachusetts - Boston*

20.017. The Reemergence of Curriculum Theory. Division B - Curriculum Studies; Symposium
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 2:15-3:45pm

Chair: *Barry M. Franklin, Utah State University*

Participants:

Curriculum and Making Human Kinds. *Thomas S. Popkewitz, University of Wisconsin*Can Market Capitalism Be Greened? Environmental Education Revisited. *Deb J. Hill, University of Liverpool; Lynley Tulloch, University of Waikato*

The Privatization of Spanish Education: Implications for Curriculum.

The Discursive Field of Civic Education in China and the United States.

*Antonio Olmedo Reinoso, Institute of Education, University of London; Steven Paul Camicia, Utah State University; Juanjuan Zhu, Utah State University*Discussants: *Lynn Fendler, Michigan State University; Barry M. Franklin, Utah State University*

20.018. Adolescent Reading Motivation: Building Stronger Interventions. Division C - Learning and Instruction Cosponsored with SIG-Research in Reading and Literacy, SIG-Motivation in Education; Symposium
 Sheraton Wall Centre, Third Level, North Junior Ballroom C; 2:15-3:45pm

Chairs: *Marcia H. Davis, Johns Hopkins University; Stephen M. Tonks, Northern Illinois University*

Participants:

Building Validity Into the Development of the Adaptive Reading Motivation Measures. *Neal M. Kingston, The University of Kansas; Gail C. Tiemann, The University of Kansas; Michael F. Hock, The University of Kansas; Marcia H. Davis, Johns Hopkins University; Stephen M. Tonks, Northern Illinois University*Profiles of Reading Motivation and Behavioral Engagement for Middle School Students. *Jenna Cambria, University of Maryland; Cassandra Shular Coddington, The University of Alabama; John T. Guthrie, University of Maryland*Situating Reading Motivations as Mediators Between Perceptions of Reading Instruction and General Reading Motivations. *Amanda Mason-Singh, University of Maryland - College Park; John T. Guthrie, University of Maryland*Engaging Middle Schoolers in Social Studies: Teachers' Structure and Autonomy Support for Reading American History. *Ana M. Taboada, George Mason University; Leila Nicole Richey, George Mason University; Jori Beck, George Mason University; Elizabeth G. Sturtevant, George Mason University*The Relations Among Summarizing Instruction, Support for Student Choice, Reading Engagement, and Expository Text Comprehension. *Amy Root Littlefield, The Catholic University of America; Kathleen C. Perencevich, The Catholic University of America*Discussant: *Allan L. Wigfield, University of Maryland - College Park*

20.019. Argument Evaluation in Education. Division C - Learning and Instruction; Symposium
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 2:15-3:45pm

Chair: *Michael Nussbaum, University of Nevada - Las Vegas*

Participants:

Argument-Counterargument Integration and Other Frameworks for Evaluating Arguments. *Michael Nussbaum, University of Nevada - Las Vegas*Standards for Evaluating Evidence in Arguments. *Clark A. Chinn, Rutgers University*

The Relationship Between Collaborative Discourse And Developing

Dialogic Argumentation Skills. *David Shaenfield, Teachers College, Columbia University; Nicole Zillmer, Teachers College, Columbia University*Cognitive Load of Critical Thinking Strategies. *Hanem Moawad Shehab, University of Nevada - Las Vegas; Michael Nussbaum, University of Nevada - Las Vegas*Discussant: *Douglas B. Clark, Vanderbilt University*

20.020. Cognitive Processes in Learning. Division C - Learning and Instruction Cosponsored with SIG-Studying and Self-Regulated Learning; Paper Session
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 2:15-3:45pm

Chair: *Luanna H. Meyer, Victoria University*

Participants:

A Test of the Testing Effect: Acquiring Problem-Solving Skills From Worked Examples. *Tamara Van Gog, Erasmus University; Liesbeth Kester, The Open University of the Netherlands*Using Feedback to Promote Transfer of Learning. *Andrew C. Butler, Duke University; Namrata Godbole, University of North Carolina - Greensboro; Elizabeth Marsh, Duke University*The Short- and Long-Term Writing Gains Using Self-Regulated Strategy Development in Middle School. *Janice A. Dole, University of Utah; Douglas J. Hacker, University of Utah; Monica Ferguson, University of Utah*The Effect of Instructions on Reaction Times when Making Monitoring Judgments. *Anique De Bruin, Erasmus University; Mariette Henrica Van Loon, Maastricht University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merriënboer, Maastricht University*Determinants and Effects of the Adequacy of Learning Strategies in Self-Regulated Learning Environments. *Peter H. Ludwig, University of Koblenz-Landau; Claudia H. Finkbeiner, University of Kassel*

20.021. Innovative Methods for Studying Children's Self-Efficacy, Self-Regulation, and Self-Determination In and Out of School Settings. Division C - Learning and Instruction Cosponsored with SIG-Studying and Self-Regulated Learning, SIG-Motivation in Education; Symposium
 Sheraton Wall Centre, Third Level, North Junior Ballroom D; 2:15-3:45pm

Chair: *Nancy E. Perry, The University of British Columbia*

Participants:

Investigating Self-Regulation in Young Children Through the Analysis of Self-Directed Speech. *Martina Kuvalja, University of Cambridge; David Whitebread, University of Cambridge*Using Observational Tools to Understand the Development of Self-regulation in Young Children: Moving Beyond and Before Language. *Marisol Basilio, Universidad Autonoma de Madrid; David Whitebread, University of Cambridge*Using Retrospective Interview Techniques to Study Children's Efficacious Agency in Formal and Informal Contexts. *Pirkko Tellervo Hyvonen, University of Oulu; Eeva-Liisa Kronqvist, University of Oulu; Sanna Jarvela, University of Oulu; Elina Maatta, University of Oulu; Arttu Mykkänen, University Of Oulu*Using Observation and Photo Elicitation to Study Self-determination in Youth in an Alternative Education Program. *Gigi Hofer, The University of British Columbia; Nancy E. Perry, The University of British Columbia*How Well Does Work-Based Education Meet the Needs of At-Risk Youth? At-Risk Youth Speak Out. *Connie Elizabeth Taylor, Queen's University; Nancy L. Hutchinson, Queen's University*Discussant: *Marja M.S. Vauras, University of Turku*

20.022. Investigations of Wikis for Collaboration and Knowledge Building. Division C - Learning and Instruction; Paper Session
 Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 2:15-3:45pm

Chair: *Sara L. Dexter, University of Virginia*

Participants:

Just Posting in the Same Place? A Taxonomy of Collaborative Behaviors in U.S. K-12 Wikis. *Justin Fire Reich, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University*Collaborative Inquiry in a Knowledge Community Context: Designing Technological and Pedagogical Scaffold. *Hedieh Najafi, OISE/*

University of Toronto; James D. Slotta, University of Toronto
Are Great Classroom Wikis Born or Made? Using Continuous-Time Data to Model Online Community Development. *Justin Fire Reich, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University*

The Sequential Analysis of Individual versus Collaborative Writing Processes in Wikis. *Allan C. Jeong, Florida State University; Patricia Anne Heeter, Florida State University*

Educating With Social Media: Policy and Practice in British Columbia. *Rachel F. Moll, Vancouver Island University; Julia Hengstler, Vancouver Island University*

20.023. Multiple Documents, Sources, and Structures. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 2:15-3:45pm

Participants:

Do Argument Tasks Promote Intertextual Reading Strategies? A Study Relating Spontaneous Note-Taking, Self-Reported Strategies, and Multiple Text Comprehension. *Aaste Hagen, University of Oslo; Jason Lawrence Braasch, University of Oslo; Ivar Braten, University of Oslo*
Effects of Age and Comprehension Skill on the Awareness of Nonfiction Text Structures. *Melissa N. Ray, The Pennsylvania State University; Bonnie J. F. Meyer, The Pennsylvania State University; Wendy Middlemiss, University of North Texas*

Signaling Text Relevance in Multiple-Text Reading: A Think-Aloud Study. *Oistein Anmarkrud, University of Oslo; Ivar Braten, University of Oslo; Helge I. Stromso, University of Oslo*

Students Determining the Usefulness of Multiple Sources: Evaluating Search Results in Social Studies and Science. *Flori H. Manning, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago*

Discussant: *Neil H. Schwartz, California State University - Chico*

20.024. Spatialized Pedagogies, Innovative Learning Environments, and School Redesign: Researchers, Teachers, and Students Coproducing Knowledge. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Fourth Level, North Port Alberni; 2:15-3:45pm

Chair: *Jillian Anne Blackmore, Professor, Deakin University*

Participants:

Redesigning Pedagogies and Learning Spaces. *Deb Bateman, Deakin University; Jillian Anne Blackmore, Professor, Deakin University; Joanne O'Mara, Deakin University*

Participatory Redesign: Visual Methodologies and Student Voice. *Joanne O'Mara, Deakin University; Jillian Anne Blackmore, Professor, Deakin University; Deb Bateman, Deakin University*

Translating New Pedagogical Knowledges Into School Redesign: Making "Thinking Outside the Box" a Practical Reality. *Patricia Lorna Thomson, University of Nottingham*

Shifting Spaces and Pedagogical Maneuvers: Teacher Experiences of Space and Place. *Linda Laidlaw, University of Alberta; Lee Makovichuk, Child Study Centre; Joanne O'Mara, Deakin University*

Discussant: *Leslie Santee Siskin, New York University*

20.025. Unpacking the Teaching and Learning of Argumentative Writing in an Urban High School English Classroom. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 2:15-3:45pm

Chair: *George E. Newell, The Ohio State University*

Participants:

Introduction. *George E. Newell, The Ohio State University*
Teaching and Learning Decision Making in Argumentative Writing. *Alan Hirvela, The Ohio State University*

A Sociocognitive Perspective on Transfer in Teaching and Learning Argumentative Writing. *George E. Newell, The Ohio State University; Jennifer Lynn VanDerHeide, The Ohio State University*

(Re)constructing Social Relations and Rationality in the Teaching and Learning of Argumentative Writing in One Urban High School English Classroom. *David M. Bloome, The Ohio State University; Allison Wynhoff-Olsen, Ohio State University*

Discussants: *Robert J. Tierney, The University of Sydney; Carol D. Lee, Northwestern University*

20.026. Division D Exemplary Work From Promising Researchers.

Division D - Measurement and Research Methodology; Invited Session
Marriott Pinnacle, Third Level, Pinnacle I; 2:15-3:45pm

Chair: *Karen E. Rambo, Colorado State University*

Participants: *Deborah D. Dailey, University of Arkansas at Little Rock; Hwa Young Lee, The University of Texas - Austin; Mary Roduta Roberts, University of Alberta; Shuyan Sun, University of Cincinnati*

Discussants: *Jeffrey R. Harring, University of Maryland; Robert Henson, University of Michigan; D. Betsy McCoach, University of Connecticut*

20.027. Methodological Dilemmas Encountered in Analyses and Meta-Analyses of Single-Case Design Research. Division D - Measurement and Research Methodology; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 2:15-3:45pm

Chair: *Susan Natasha Beretvas, The University of Texas - Austin*

Participants:

1. Multilevel Meta-Analysis of Single-Case Study Results: A Simulation Study. *Wim Van den Noortgate, Katholieke Universiteit Leuven; Mariola Moeyaert, Katholieke Universiteit Leuven; Maaïke Ugille, Katholieke Universiteit Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven*
2. Bayesian Estimation of Nonlinear Trajectories for Multiple Baseline Design Data. *Susan Natasha Beretvas, The University of Texas - Austin; Hyewon Chung, CNU*
3. Using Logistic Regression With Floor and Ceiling to Analyze Single-Case Design Data. *David M. Rindskopf, The Graduate Center - CUNY*
4. Consequences of Misspecification of Growth Trajectories When Meta-Analyzing Single-Case Data Using a Three-Level Model. *Merlande Petit-Bois, University of South Florida; Eun Kyeng Baek, University of South Florida; John M. Ferron, University of South Florida*
5. Heterogeneous Level-1 Phase Variances in a Three-Level Meta-Analysis of Single-Subject Research Data. *Austin Madison Mulloy, Virginia Commonwealth University; Susan Natasha Beretvas, The University of Texas - Austin*
6. Analyzing Multiple-Baseline Data With Heterogeneity in the Variance Structures: A Monte Carlo Simulation Study. *Jennie L. Farmer, Clemson University; Corina M. Owens, Battelle Centers for Public Health Research and Education*
7. Effects of Error Structure Specification on the Meta-Analysis of Single-Case Studies of Reading Fluency Interventions. *Eun Kyeng Baek, University of South Florida; Merlande Petit-Bois, University of South Florida; John M. Ferron, University of South Florida*
8. Estimating Causal Effects With Multiple-Baseline Data. *John M. Ferron, University of South Florida*
9. Effect Sizes for Single-Case Research and Meta-Analysis Involving Single-Case Studies. *Patricia L. Busk, University of San Francisco; Ronald C. Serlin, University of Wisconsin - Madison*

20.028. The Role of the Methodologist, Methodological Expertise, and Methodological Responsibility in Qualitative Inquiry. Division D - Measurement and Research Methodology Cosponsored with SIG-

Qualitative Research; Invited Session

VCC, Second Level, West Room 204; 2:15-3:45pm

Chair: *Penny A. Pasque, University of Oklahoma*

Participants: *Judith Preissle, University of Georgia; Michael G. Gunzenhauser, University of Pittsburgh; Stacy Otto, Illinois State University; Mirka E. Koro-Ljungberg, University of Florida; Aaron M. Kuntz, The University of Alabama*

Discussant: *Maggie Maclure, Manchester Metropolitan University*

20.029. Chicana/o Challenges to School Segregation in California and Texas: Using Critical Race Theory in Education as a Tool for Historical Recovery. Division F - History and Historiography

Cosponsored with Division B - Curriculum Studies, Division B - Curriculum Studies and SIG-Indigenous Peoples of the Americas, SIG-

Hispanic Research Issues; Symposium

VCC, Third Level, West Room 305; 2:15-3:45pm

Chair: *Michaela J. López Mares-Tamayo, University of California - Los Angeles*

Participants:

- Hernandez and Its Enduring Legacy of Racism: Developing and Applying a Critical Race Policy Research Framework and Methodology. *Enrique Aleman Jr., University of Utah*
Challenging a History of Educational Inequity: The Case of Soria v.

Oxnard School Board of Trustees. *David Gumaro Garcia, University of California - Los Angeles; Tara J. Yosso, University of California - Santa Barbara*

Crawford v. Los Angeles Board of Education: Exploring Chicana and Chicano Community Perspectives, 1963-1988. *Ryan Edward Santos, University of California - Los Angeles*

Discussant: *Maria C. Ledesma, University of Utah*

20.030. De Niños a Hombres: Understanding the Educational Pipeline of Latinos From Middle Through Graduate School. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 206; 2:15-3:45pm

Chair: *Cristobal Rodriguez, New Mexico State University*

Participants:

When Boys Become Men: Latino Middle School Boys and Identity Development. *Eligio Martinez Jr, University of Washington*

Divergent College-Going Rates of Latino Males: A Structural Equation Modeling. *Manuel Gonzalez, The University of Texas - Austin; Jose Manuel Hernandez, University of Washington; José Muñoz, University of Missouri*

Don't Ask, Don't Tell 'em About College: A Portraiture of Latino Military Veterans' Educational Experiences. *Eduardo Lara, University of California - Los Angeles*

Tragos Amargos: The Graduate School Experience of Latino Male Graduate Students. *Juan G. Berumen, Indiana University - Bloomington; Adrian H. Huerta, University of California - Los Angeles; Luis E. Ramirez, University of California - Davis; Rudy Mondragon, Gonzaga University*

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

20.031. Innovation Education: New Strategies for Social Transformation and Community Empowerment. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 202&203; 2:15-3:45pm

Chair: *Allyson Tintiangco-Cubales, San Francisco State University*

Participants:

Ethnic Studies in Urban Schools. *Allyson Tintiangco-Cubales, San Francisco State University*

Strength to Love: Reducing Health and Educational Disparities Through a Focus on STEM Education and Climate Justice Among Urban Youth. *A.A. Akom, San Francisco State University*

Radical Healing and a Pedagogy of Love. *Shawn A. Ginwright, San Francisco State University*

What is a Pedagogy of Hope and Love in Times Like These? *Jeffrey M.R. Duncan-Andrade, San Francisco State University*

Discussant: *Pedro A. Noguera, New York University*

20.032. Learning From Underrepresented Students' Perspectives: Investigations by Female Mathematics Education Scholars From STEM Backgrounds. Division G - Social Context of Education; Working Group Roundtable

Pan Pacific, Lobby Level, Crystal Pavilion C; 2:15-3:45pm

Chairs: *Jacqueline Leonard, University of Colorado - Denver; Rochelle Gutierrez, University of Illinois at Urbana-Champaign*

Participants:

Latina/o Undergraduates Resist Racialized, Gendered, and Classed Spaces Through an Emerging Scholars Calculus Workshop. *Sarah Oppland-Cordell, Northeastern Illinois University*

Three African American Students Defy a Racist School Culture to Develop Confidence as Mathematics Learners. *Della R. Leavitt, Rutgers University*

Race, Identity, and Resilience: Black College Students Negotiating Success in Mathematics and Engineering. *Ebony Omotola McGee, Northwestern University*

20.033. Multiple Literacies, Multiple Contexts: Leveraging Urban Students' Literacies in Schools and Beyond. Division G - Social Context of Education; Symposium

VCC, Second Level, East Room 12; 2:15-3:45pm

Chair: *Sarah W. Freedman, University of California - Berkeley*

Participants:

"Are We Going to Be Prepared for the State Test?" Tensions Elementary Schools Experience in Literacy Teaching. *Melody Zoch, The University of Texas - Austin*

The Discourse of Place: African American Male Youth and the Forging of a Literate Identity in Middle School. *Latrise Paulene Johnson, Emory University*

Reading and Writing Sites of Resistance: Narratives of Identity and Experience in Diverse Academic Contexts. *Limarys Caraballo, Teachers College, Columbia University*

"We're Not Important Enough to Cover": Impacts of Culturally Responsive Teaching Strategies on Native American Student Writings. *Timothy Jose San Pedro, Arizona State University*

Translating Literacies: Latina/o Youth Leveraging Their Language-Brokering Skills and Documenting Their Linguistic Repertoires. *Elizabeth Montano, Education; Danny Cortez Martinez, University of California - Los Angeles*

Discussant: *Django Paris, Michigan State University*

20.034. Problematising Discourse: Examples From Micro- to Macro-Levels. Division G - Social Context of Education; Paper Session

VCC, Third Level, West Room 302; 2:15-3:45pm

Chair: *Christopher B. Crowley, University of Wisconsin - Madison*

Participants:

American Blog Media and Teachers' Unions. *Joseph Edward Luesse, Teachers College, Columbia University; Terrenda Corisa White, Teachers College, Columbia University*

Policy Assemblage of "Choice and Hope" at the Afrocentric Alternative School in Toronto. *Viviana Olga Pitton, University of Illinois at Urbana-Champaign; Kalervo N. Gulson, University of New South Wales; Taylor Webb, The University of British Columbia*

Revealing Societal Tensions: A Bakhtinian Analysis of Discourse Surrounding a Native American Powwow. *Jennifer Shea, Arizona State University*

The Pathway Most Travelled: Schooling and Global Dominance in the Knowledge-Based Economy. *Jesse Chenven, University of New Mexico*

Discussant: *Ricky Lee Allen, University of New Mexico*

20.035. Walking the Talk: Rethinking Educational Settings as Sites for Examining Sexualities. Division G - Social Context of Education; Symposium

VCC, Second Level, East Room 17; 2:15-3:45pm

Chair: *Rachael E. Sullivan, The University of British Columbia*

Participants:

To Queer or To Avoid? Queer Students Map the University Campus. *Rachael E. Sullivan, The University of British Columbia*

Gay Teens and Their Bullies: Heteronormative Disciplinary Power in Secondary Schools. *Hélène Frohard-Dourlent, The University of British Columbia*

Teaching Empowerment? Power, Agency, and Sexuality Education in the Context of Global HIV Prevention Initiatives. *Andree Elizabeth Gacoin, The University of British Columbia*

Confronting Homophobic and Transphobic Bullying in Schools. *Brian Burtch, Simon Fraser University; Rebecca Haskell, B.C. Society of Transition Houses*

Discussant: *Gerald Walton, Lakehead University*

20.036. Characteristics of Students in Professional Education Programs.

Division I - Education in the Professions; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 2; 2:15-3:45pm

Chair: *Kamlesh Kumari Sharma, Rayat & Bahra College of Education*

Participants:

Undergraduate Students' Attrition in Engineering: A Literature Review from 1980 to 2011. *Xiushan Jiang, The University of Kansas; Stacey Vicario Freeman, Arizona State University; UC-Irvine*

Freshmen Aspirations and Application to Law School. *Ann Gallagher, Law School Admission Council; Philip G. Handwerk, Law School Admission Council; Linda T. Deangelo, University of California - Los Angeles*

What's in a Number? The Impact of the New Federal Guidelines on Collecting and Reporting Racial and Ethnic Data on Enrollment in Graduate Professional Schools. *Eugene L. Anderson, American Dental Education Association; Gloria Gonzalez, American Dental Education Association; Erin W. Bibb, University of Maryland - College Park; Nan Zhou, American Dental Education Association*

Persistence of Nontraditional-Aged Students in the Profession of Occupational Therapy. *Susan P. Tons, Baker College Center for Graduate Studies*

Discussant: *Trudie E. Roberts, University of Leeds*

20.037. Division J Invited Session: How Should Researchers Define and Measure College Student Success? Division J - Postsecondary Education; Invited Session
VCC, Third Level, West Room 306; 2:15-3:45pm

Chair: *Scott L. Thomas, Claremont Graduate University*

Participants: *Regina J. Deil-Amen, The University of Arizona; Michael Pavel, University of Oregon; Ann Person, Bill & Melinda Gates Foundation; Vincent Tinto, Syracuse University*

20.038. Talent and Identity Development Across the STEM Pathway.

Division J - Postsecondary Education; Symposium

Pan Pacific, Restaurant Level, Oceanview 7&8; 2:15-3:45pm

Chair: *Juan Carlos Garibay, University of California - Los Angeles*

Participants:

Passing Through the Gates: Identifying and Developing Talent in Introductory STEM Courses. *Sylvia Hurtado, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles; Gina Ann Garcia, University of California - Los Angeles; Josephine Ann Gasiewski, Temple University*

Accentuating Advantage: Developing Science Identity During College. *Kevin Eagan, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles; Felisha Herrera, University of California - Los Angeles*

Educational Trajectories of Talented STEM Graduate Students. *Felisha Herrera, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles; Gina Ann Garcia, University of California - Los Angeles; Josephine Ann Gasiewski, Temple University*

Discussant: *Terrell Lamont Strayhorn, The Ohio State University*

20.039. A 21st-Century Education: Alternative Instructional Practices and Programs. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 221; 2:15-3:45pm

Chair: *Samantha Caughlan, Michigan State University*

Participants:

Growth in Program Planning During the First Seven Years of Teaching: Findings of a Longitudinal Study. *Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Rosanne B. Brown, Peel District School Board; Mira Gambhir, OISE/University of Toronto; Belinda Monique Longe, OISE/University of Toronto; Monica Eileen McGlynn-Stewart, University of Toronto; Shelley Murphy, OISE/University of Toronto; Kirsten Tenebaum, University of Toronto*

The Impact of Social Positioning and Peer Group Affiliation on Students' Oral Presentations. *Sigrun Svenkerud, Buskerud University College; Cecilie Pedersen Dalland, University of Oslo; Kirsti Klette, University of Oslo*

Case Studies of Creativity and Multiliteracies: Indicators in Content Area Classrooms. *Nancy T. Walker, University of La Verne; Jennifer J. Wimmer, Brigham Young University; Thomas W. Bean, University of Nevada*

Adapting to New Forms of Teaching in the "Learning in Depth" Program. *Kieran Egan, Simon Fraser University; Gillian Judson, Simon Fraser University*

20.040. Advancing Understanding of Pedagogies Used in Preservice Teacher Preparation. Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 217&218; 2:15-3:45pm

Chair: *Emily Lin, University of Nevada - Las Vegas*

Participants:

Case Study Methods. *Emily Lin, University of Nevada - Las Vegas; Su Gao, University of Nevada - Las Vegas; Allison Smith, University of Nevada - Las Vegas*

Microteaching. *Shaoan Zhang, University of Nevada - Las Vegas; Qiang Cheng, University of Nevada - Las Vegas*

Technology-Assisted Instruction. *Jian Wang, University of Nevada - Las Vegas; Lina Zang, University of Nevada - Las Vegas; Qingmin Shi, University of Nevada - Las Vegas*

Action Research. *Caryn M. King, Grand Valley State University*

20.041. Effective Implementation of Pedagogical Reform Through Professional Development: The Quality Teaching Rounds Approach. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 222; 2:15-3:45pm

Chair: *M. Bruce King, University of Wisconsin - Madison*

Participants:

Enhancing Teacher Professional Learning: The Case for the Quality Teaching Rounds Approach. *Julie Maree Bowe, The University of Newcastle; Jennifer M. Gore, The University of Newcastle*

Garnering Teacher Commitment to Quality Teaching. *Jennifer M. Gore, The University of Newcastle; Julie Maree Bowe, The University of Newcastle*

Developing Teachers' Pedagogical Understanding. *Julie Maree Bowe, The University of Newcastle; Jennifer M. Gore, The University of Newcastle*

Discussants: *M. Bruce King, University of Wisconsin - Madison; Karen Seashore Louis, University of Minnesota*

20.042. Examining the Impact of Teacher Inquiry as a Professional Development Tool. Division K - Teaching and Teacher Education; Paper Session
Fairmont Waterfront, Concourse Level, Malaspina; 2:15-3:45pm

Chair: *Clara Lee Brown, The University of Tennessee - Knoxville*

Participants:

"Everything's Ethics": Practitioner Research in Data-Driven Times. *Jill C. Lynch, Ashland University*

Examining Teachers' Understandings of Inquiry Research: What It Tells Us About Professional Development Efforts. *Vicki A. Vescio, University of Florida; Tanetha Jamay Grosland, University of Florida; Cara A. Walsh, University of Florida; Janice Schomburg, Pinellas County Schools*

Tracing the Development of Inquiry-as-Stance in a Science Teacher Video Club. *Melissa Lee Braaten, University of Wisconsin - Madison*

Toward Contextualized Inquiry Models for Teacher Education and Professional Development. *Shannon Marie Pella, University of California - Davis*

University and School Partnerships for Inquiry: Promoting Learning for Teachers and Students as Inquirers. *Christine D. Clayton, Pace University; James F. Kilbane, Tulane University*

Discussant: *Nancy Fichtman Dana, University of Florida*

20.043. Situated Pedagogical Decision Making. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 224; 2:15-3:45pm

Chair: *Ereka R. Williams, North Carolina Agricultural and Technical State University*

Participants:

Voices from Korean American Social Studies Teachers: Toward Culturally Relevant Pedagogy. *Yoonjung Choi, Teachers College, Columbia University*

A Story of Race and "Best Practice" in Literacy Instruction. *Audrey J. Appelsies, Augsburg College*

Personal Consequences of Compliance and Resistance to Mandated Reforms for Teachers in Low-Performing Schools. *Martha A. Adler, University of Michigan - Dearborn; Christopher Burke, University of Michigan - Dearborn*

Windows on Teacher Learning: Emotion in View. *Susanna M. Steeg, George Fox University*

Teachers' Learning From Study of Other Teachers' Reading Lessons. *Emily Mihocko, University of Michigan; Cheryl L. Rosaen, Michigan State University; Andrea Melnick, University of Michigan; Joanne F. Carlisle, University of Michigan*

20.044. Transformative Resistance: Learning to Teach for Social Justice and Equity. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 215&216; 2:15-3:45pm

Chair: *Brett Elizabeth Blake, Saint John's University*

Participants:

How International Field Experiences Promote Cross-Cultural Awareness in Preservice Teachers Through Experiential Learning: Findings From a Six-Year Collective Case Study. *Suniti Sharma, The University of Texas - Brownsville; Erik L. Malewski, Purdue University; JoAnn I. Phillion, Purdue University*

Aesthetic Transgressions in Learning to Teach for Social Justice and Equity. *Amelia M. Kraehe, The University of Texas - Austin; Keffrelyn D. Brown, The University of Texas - Austin*

Social Justice in the Classroom: It's Not an Add On! *Tabitha Dell'Angelo, The College of New Jersey; Louise S. Ammentorp, The College of New*

Jersey; Mariah Alston, The College of New Jersey

Teachers Fighting for the Good in Public Education: The Importance of Context and Collaboration in Transformational Resistance. *Nicholas Simon Henning, California State University - Fullerton*

To Know Is Not Enough: How Teachers' Social Justice Frameworks Inform Their Classroom Practices. *Alison George Dover, Northeastern University*

The Impact of a Progressive Social Movement on the Development of Brazilian Activist Educators' Identities. *Julio E. Diniz-Pereira, Federal University of Minas Gerais*

20.045. Are Parental School Choices and Education Policy Goals

Compatible? Division L - Educational Policy and Politics; Symposium VCC, Second Level, East Room 11; 2:15-3:45pm

Chair: *Stephen J. Schellenberg, Saint Paul Public Schools*

Participants:

Factors Driving School Choice in an Urban District. *Stephen J.*

Schellenberg, Saint Paul Public Schools

Do Parents Get What They Want? An Investigation of Alignment Between Parent Preferences and Actual Characteristics of Chosen Charter Schools. *Marc L. Stein, Johns Hopkins University*

Distinctive Schools and the Policy Outcomes of Choice. *Terri S. Wilson, Southern Illinois University Carbondale*

Complicating Effects of School Choice on Metro-Area School Integration Efforts. *Allison Mattheis, University of Minnesota*

Discussants: *Luis Alberto Huerta, Teachers College, Columbia University; Jill Cacy, Saint Paul Public Schools*

20.046. Investigating the Potential of Regional Interdistrict Collaboration to Address Inequality and Isolation in Education. Division L -

Educational Policy and Politics; Symposium

VCC, Second Level, East Room 19&20; 2:15-3:45pm

Chair: *Erica Frankenberg, The Pennsylvania State University*

Participants:

Understanding Regional Educational Policy: A Comparative Analysis of Omaha, Minneapolis, and Rochester's Interdistrict Arrangements.

Jennifer Jellison Holme, The University of Texas - Austin; Kara

S. Finnigan, University of Rochester; Myron Orfield, University

of Minnesota; Thomas Luce, Institute on Race and Poverty - The

University of Minnesota; Sarah Lauren Diem, University of Missouri

Seeking Equity through Regionalism: A Case Study of Governance in the Learning Community in Omaha, Nebraska. *Jennifer Jellison Holme,*

The University of Texas - Austin; Sarah Lauren Diem, University of

Missouri

Access to Choice: Digging Deeper to Understand Who Participates in

Interdistrict Choice. *Kara S. Finnigan, University of Rochester; Nadine D.*

Hylton, Margaret Warner School of Education and Human Development

Diversity, Achievement, and Choice in Minneapolis' West Metro

Educational Program. *Myron Orfield, University of Minnesota; Thomas*

Luce, Institute on Race and Poverty - The University of Minnesota

Discussants: *Gary A. Orfield, University of California - Los Angeles; Elizabeth H. DeBray, University of Georgia*

SIG Sessions

20.047. Participatory Action Research: Student, Teacher, and Community Voices. SIG-Action Research; Paper Session

Marriott Pinnacle, Fourth Level, Ambleside; 2:15-3:45pm

Chair: *Madeline Milian, University of Northern Colorado*

Participants:

Adjusting the Lens: Disability Pride, Disability Identity, and Video-Action Research. *Kathleen Caroline Sitter, University of Calgary*

From Knowing to Understanding Student Empowerment: The Narrative Approach to Research in a Middle School. *Brian R. Horn, Illinois State University*

Podcasting in the Language Classroom to Improve Teaching and Learning:

An Action Research Study. *Maggie Brennan Juana, Blind Brook High*

School; Deniz Palak, North Carolina Central University

Youth-Community-University Partnerships and Sense of Place: Two Case Studies of Youth Participatory Action Research. *Mary K. Hofstedt, John*

W. Gardner Center; Nicole M. Ardoin, Stanford University; Sebastian

Castrechini, Stanford University

Discussant: *Michelle P. Collay, California State University - East Bay*

20.048. Adult Education Research Around the Globe. SIG-Adult Literacy and Adult Education; Paper Session

VCC, Second Level, West Room 214; 2:15-3:45pm

Chair: *Tom Nesbit, Simon Fraser University*

Participants:

Immigration, Citizenship, and Ethnicity: The Role of Ethno-Cultural Organizations in Promoting Adult Education in Canada. *Shibao Guo, University of Calgary*

Postliteracy in the Digital Age: Implications for Literacy Education and Curriculum Development in Tanzania. *Ladislau M. Semali, The Pennsylvania State University*

Creating Hybrid Spaces During Story Circles With Refugee Parents. *Sunita Singh, Le Moyne College; Frank Ridzi, Le Moyne College; Monica R. Sylvia, Le Moyne College*

Adult Literacy Development and Changes in Cognitive Processes. *Aydin Durgunoglu, University of Minnesota - Duluth; Burcu Sasmaz, Bogazici University; Karel Bensusan, Bogazici University; Mustafa Kaya, Bogazici University; Fatih Ustun, Bogazici University; Sezin Matkap, Bogazici University*

Taking Initiative and Constructing Identity: International Graduate Student Spouses' Adjustment and Social Integration in a University Town.

Kimeka G. Campbell, The Pennsylvania State University; Esther Prins, The Pennsylvania State University

Discussant: *Greg William Misiaszek, University of California - Los Angeles*

20.049. Charter School Challenges: Serving Diverse Students Through Appropriate Intervention. SIG-Charter School Research and

Evaluation; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy I; 2:15-3:45pm

Chair: *Michelle L. Tichy, University of Northern Iowa*

Participants:

An Examination of Specialization and Niche Markets in New Jersey's Charter School Supply. *Chad Joseph D'Entremont, Teachers College, Columbia University*

An Investigation of the Factors That Impact Effective Response to Intervention (RTI) Practices in Urban Charter Schools. *York Williams, West Chester University of Pennsylvania*

The Impact of Ethical Philosophy upon the Academic and Character Development of Students at a High-Performing Urban Charter High School. *Scott Clifford Seider, Boston University; Sarah Novick, Boston University; Jessica Gomez, Boston University*

An Analysis of Milwaukee Public Charter Schools: Differences in Achievement, Behavior, and Attendance. *Curtis Jones, University of Wisconsin - Madison; Robert H. Meyer, University of Wisconsin - Madison; Hiren Dhiraj Nisar, Abt Associates Inc.*

Discussant: *Natalie Lacireno-Paquet, WestEd*

20.050. Classroom Observation Across Grade Levels and Settings. SIG-

Classroom Observation; Paper Session

VCC, Second Level, East Room 16; 2:15-3:45pm

Participants:

The Association Between Coder Mood and the Evaluation of Classroom Quality Using the Classroom Assessment Scoring System. *James L. Floman, Rutgers University; Carolin Hagelskamp, Yale University;*

Susan E. Rivers, Yale University; Marc A. Brackett, Yale University

Instructional Quality and Child Outcomes in Diverse Preschool Classrooms. *Yange Xue, Mathematica Policy Research, Inc; Sally Atkins-Burnett, Mathematica Policy Research, Inc.*

Classroom Observations of Instructional Practices and Technology Use in Diverse Elementary School Classrooms. *Kayla Brazier Rollins, Texas A&M University; Beverly L. Alford, Texas A&M University; Yolanda N. Padron, Texas A&M University; Hersh C. Waxman, Texas A&M University*

Systematic Observations of the Availability and Use of Instructional Technology in Urban Middle School Classrooms. *Hersh C. Waxman, Texas A&M University; Emin Kilinc, Texas A&M University; Russell Thomas Evans, Texas A&M University; W. Robert Houston, University of Houston*

The Impact on Achievement of Teaching for Meaning among Middle School Mathematics Students. *Robert G. Smith, George Mason University; Stephanie L. Knight, The Pennsylvania State University; Venkata Subbaiah Patnam, George Mason University*

20.051. Black Males in the Education Pipeline: Asset-Based Pedagogy for the 21st Century. SIG-Critical Examination of Race, Ethnicity, Class

and Gender in Education; Symposium
VCC, Second Level, West Room 223; 2:15-3:45pm

Chairs: *Rich Milner, Vanderbilt University; Chezare Warren, University of Illinois at Chicago*

Participants:

- Toward a Pedagogy of Hip-Hop in Urban Teacher Education. *Thurman L. Bridges, Morgan State University*
- What the Black Middle Class Can Tell Us: Stories From Inside the School-to-Prison Pipeline. *Crystal T. Laura, Chicago State University*
- Engaging African American Men in Higher Education: Examining African American Male Initiative Projects. *Derrick Brooms, Loyola University - Chicago*
- "Nice White Ladies": Operationalizing the Empathy Effect on Student-Teacher Interactions With Black Male Students. *Chezare Warren, University of Illinois at Chicago*

Discussant: *James L. Moore, The Ohio State University*

20.052. Critical Qualitative Research as Instrument for the Reconceptualization of Contemporary Early Education Issues. SIG-Critical Perspectives on Early Childhood Education; Symposium
VCC, Third Level, West Room 303; 2:15-3:45pm

Chair: *Michelle Salazar Perez, University of North Texas*

Participants:

- Using Qualitative Situational Analysis and Traditionally Marginalized Theory(ies) to Unmask Power Agendas in Early Education. *Michelle Salazar Perez, University of North Texas*
- The Possibilities of Critical Participatory Action Research: Unpacking Neoliberal Demands in Early Childhood Services. *Veronica Pacini-Ketchabaw, University of Victoria*
- Using Qualitative Methods to Critically Engage Community Perspectives. *Beth Blue Swadener, Arizona State University; Jamie Patrice Joanou, Arizona State University; Dawna Holiday, Arizona State University*
- Critical Case Studies (of the Corporatization) of Migrant/Seasonal Head Start: "Using" Children's Assistance Programs to Redevelop Public Funds. *Gaile S. Cannella, University of North Texas*

Discussant: *Marianne N. Bloch, University of Wisconsin - Madison*

20.053. Executive Functioning, Concepts, and Cognition. SIG-Early Education and Child Development; Paper Session
VCC, Third Level, West Room 304; 2:15-3:45pm

Chair: *Janice Kroeger, Kent State University*

Participants:

- Developmentally Appropriate Practice and Children's Cognitive and Psychosocial Outcomes: A Qualitative Metasynthesis. *Christopher P. Brown, The University of Texas - Austin; Yi-Chin Lan, The University of Texas - Austin*
- Higher Order Thinking: The Relationship Between Executive Functioning and Science Outcomes. *Irena Nayfeld, University of Miami; Janna M. Fuccillo, University of Miami; Daryl B. Greenfield, University of Miami*
- Hot and Cold Executive Functioning, Motivation, and Metacognition: Disentangling Young Children's Approaches to Learning. *Amanda L. Berhenke, University of Michigan; Loren Marie Marulis, University of Michigan; Noah Neidlinger, University of Michigan*
- Assessing Force and Motion in the Pre-K Classroom. *Marcia Denise Molinar, BLOCKS; Joy A. Moore, BLOCKS*

20.054. To Promote Research Is Not Enough: Research Capacity, Knowledge Mobilization, and Learning for Educational Change. SIG-Educational Change; Symposium
VCC, Second Level, East Room 13; 2:15-3:45pm

Chair: *David Fulford, Ontario Ministry of Education*

Participants:

- Universities and the Mobilization of Research Knowledge in Education: An International Perspective. *Benjamin Levin, OISE/University of Toronto; Jie Qi, OISE/University of Toronto*
- Challenges to Education Research in the United States: Turning Research Into Policy and Practice. *Sarah A. Mason, University of Wisconsin*
- The Missing Link? Intermediaries, Mediators, and Knowledge Brokers in Education. *Amanda Cooper, OISE/University of Toronto*
- Learning Conversations as a Means to Deepen Practitioner Engagement With and Use of Research. *Louise Stoll, Institute of Education - London*
- Research to Know, to Understand and to Do: Building Capacities for Educational Change. *Carol Campbell, University of Toronto - OISE*

Discussants: *Ann Lieberman, Stanford University; Mats Ekholm, University of Karlstad*

20.055. Issues of Parental Involvement in an International Context. SIG-Family, School, Community Partnerships; Paper Session
VCC, Second Level, East Room 18; 2:15-3:45pm

Chair: *Lusa Lo, University of Massachusetts - Boston*

Participants:

- Decentralizing Governance: A Policy Analysis of Partnerships Between Teachers and Parents in Morocco's Middle Schools. *Mohammed Elmeski, University of Minnesota*
- Family Involvement in School: View of Parents at Two Schools in Addis Ababa. *Lenore Kinne, Northern Kentucky University*
- Family-School Partnership: Practices of Immigrant Parents in Canada. *France Beauregard, University of Sherbrooke*
- Quality of Parental Homework Involvement: Predictors and Consequences. *Hanna Dumont, Tuebingen University; Ulrich Trautwein, Universitat Tubingen; Gabriel Nagy, Tuebingen University*

Discussant: *Martha A. Allexaht-Snyder, University of Georgia*

20.056. Instructional Technology SIG: Simulations, Games, Multimedia, and Mobile Learning. SIG-Instructional Technology; Paper Session
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 2:15-3:45pm

Chair: *Ying Xie, Idaho State University*

Participants:

- Metaconceptually Enhanced Simulation-Based Inquiry Learning: Effects on the Eighth-Grade Physics Students' Conceptual Change and Epistemological Beliefs. *Kun Huang, University of North Texas Health Science Center; Xun Ge, The University of Oklahoma; Deniz Eseryel, University of Oklahoma*
- Analyzing Patterns of Gameplay Data to Improve the Design of a Simulation Game. *Rodney D. Myers, Indiana University*
- Distinctions in Learning Environments and Self-Regulated Learning Viewed Through the Community of Inquiry Framework. *Peter Shea, University at Albany - SUNY; Temi Bidjerano, Furman University*
- An Investigation of Mobile Learning Readiness in Higher Education. *Jongpil Cheon, Texas Tech University; Steven M. Crooks, Texas Tech University; Sunho Lim, Texas Tech University; Xi Chen, Texas Tech University*

Discussant: *Benjamin Eric Erlandson, California State University - Monterey Bay*

20.057. Civic Participation at School in International Comparison. SIG-International Studies; Symposium
VCC, Second Level, West Room 208&209; 2:15-3:45pm

Chair: *Wolfram H. Schulz, Australian Council for Educational Research*

Participants:

- The Role of Civic Participation in National and School Curricula. *John G. Ainley, Australian Council for Educational Research; Tim Friedman, Australian Council for Educational Research*
- Civic Participation at School and School-Based Community Participation. *Bruno Losito, Third University of Rome; Elisa Caponera, Roma Tre University; Paola Mirti, Roma Tre University*
- Students' Participation in and Valuing of Civic Engagement at School. *Wolfram H. Schulz, Australian Council for Educational Research; Julian M.S. Fraillon, Australian Council for Educational Research*
- The influence of social origin on civic participation at schools in Latin America. *Cristian Cox, The Pontifical Catholic University of Chile; Juan Carlos Castillo, The Pontifical Catholic University of Chile; Daniel Miranda, The Pontifical Catholic University of Chile; Martin Bascope, The Pontifical Catholic University of Chile*

Discussants: *Carolyn Elizabeth Barber, University of Missouri - Kansas City; Walter C. Parker, University of Washington*

20.058. On the Design, Implementation, and Outcomes of Using Contrasts in Learning. SIG-Learning Sciences; Symposium
Sheraton Wall Centre, Fourth Level, North Port McNeill; 2:15-3:45pm

Chair: *Ido Roll, The University of British Columbia*

Participants:

- Learning Scientific Principles With Contrasting Cases: Key Ingredients of Effective Contrast-Focused Instruction. *Catherine C. Chase, Stanford University; Jonathan Todd Shemwell, Stanford University*
- How Mastery-Approach Goal Motivations Interact With Discovery by Contrasting Cases to Facilitate Transfer. *Daniel M. Belenky, University of Pittsburgh; Timothy James Nokes-Malach, University of Pittsburgh*
- Coevolution of Qualitative and Symbolic Reasoning in Invention Activities.

Ido Roll, The University of British Columbia
 Teacher Epistemologies of Comparing and Contrasting. *Lindsey E. Richland, University of Chicago; Katerina Schenke, University of California - Irvine; Keara Osborne, University of California - Irvine*
 Discussant: *Daniel L. Schwartz, Stanford University*

20.059. Digital Media Arts: Learning, Assessment, and Design. SIG-Media, Culture, and Curriculum; Symposium

Sheraton Wall Centre, Fourth Level, South Galiano; 2:15-3:45pm
 Chair: *Erica Rosenfeld Halverson, University of Wisconsin - Madison*

Participants:

Visual Artistic Development in Digital Media Contexts. *Kimberly Marie Sheridan, George Mason University*
 What Makes a Youth-Produced Film Good? A Youth Audience Perspective. *Erica Rosenfeld Halverson, University of Wisconsin - Madison; Damiana Gibbons, Appalachian State University; Alon Andrews, University of Wisconsin - Madison*
 "Put Us on the Map": Youth, DIY (Do-It-Yourself) Media, and Urban Schooling. *Korina Jocson, Washington University in St. Louis*
 Designing for Meaningful Disciplinary Participation in Museums. *Lisa Brahms, University of Pittsburgh*

Discussant: *Donna E. Alvermann, University of Georgia*

20.060. Contexts in Education: Illuminating Experience in Teaching. SIG-Narrative Research; Paper Session

Marriott Pinnacle, Third Level, Pinnacle II; 2:15-3:45pm
 Chair: *Denise L. McLurkin, City College of New York - CUNY*

Participants:

Learning to Care for Other Peoples' Children: Dilemmas of Practice in Urban Schools. *Anna E. Richert, Mills College*
 Narrating School Experience and Knowing Teaching: Confronting Issues of Social Justice in Teacher Education Programs. *Kathy Carter, The University of Arizona; Kathleen Jablon Stoeher, The University of Arizona*
 Storying and Restorying Experiences: Preservice Teacher Education as Narrative Inquiry. *Carla Dawn Nelson, Tyndale University College & Seminary; Mary Isabelle Young, University of Winnipeg; Yi Li, University of Manitoba; M. Shaun Murphy, University of Saskatchewan; Janice Huber, University of Regina*
 "I Don't Have Any Interesting Stories!" Examining Students' Experiences in a Diverse Classroom. *Candace M. Schlein, University of Missouri - Kansas City; Elaine Chan, University of Nebraska - Lincoln*
 "You Were Just the Sunshine in My Life": A Rural Teacher as a Beacon of Hope for Education in the Era of Standardization. *Jeong-Hee Kim, Kansas State University*

Discussant: *D. Jean Clandinin, University of Alberta*

20.061. Alterity, Others, and Teaching. SIG-Philosophical Studies in Education; Paper Session

VCC, Second Level, West Room 205; 2:15-3:45pm
 Chair: *Alma Krilic, Simon Fraser University*

Participants:

Indebtedness and Complicity: The Ethics of Hospitality in Education for Social Justice. *Claudia W. Ruitenberg, The University of British Columbia*
 Rooted and Rootless, Exiled and Belonging: Camus on Education, Ethical Dilemmas, and the Questions of Justice. *Jungah Kim, Borough of Manhattan Community College - CUNY*
 The Cosmopolitan Turn and Levinas's Open Subjectivity. *Guoping Zhao, Oklahoma State University*
 Reorienting Deconstruction: Researching the Iterability of the Pedagogical Mark. *Harvey Shapiro, Northeastern University*

Discussant: *Amy B. Shuffelton, University of Wisconsin - Whitewater*

20.062. Inside Accountability. SIG-Politics of Education; Paper Session

VCC, Second Level, East Room 14; 2:15-3:45pm
 Chair: *Judith Arlene Yurriago, Northeastern Illinois University*

Participants:

An Examination of Opposition to the Passage of a Statewide "High-Stakes" Accountability System. *Frank D. Grossman, Swarthmore College; Lynne Steuerle Schofield, Swarthmore College*
 Still Making the Cut? Shifting Cut Scores and Resultant Influences on Parental Satisfaction. *Rebecca Jane Jacobsen, Michigan State University; Jeffrey W. Snyder, Michigan State University; Andrew*

Saultz, Michigan State University

Two Worlds of Accountability. *Kevin J. Dougherty, Teachers College, Columbia University; Vikash Reddy, Teachers College, Columbia University; Rebecca S. Natow, Teachers College, Columbia University*
 Discussant: *Kimberly Scriven Berry, Florida State University*

20.063. Portfolio Reflection and Interpretation for Professional Development. SIG-Portfolios and Reflection in Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 219; 2:15-3:45pm

Chair: *Nona M. Lyons, University College Cork*

Participants:

Investigating Advanced Professional Learning of Early Career and Experienced Teachers Through Portfolios as Boundary Objects. *Rebecca K. Fox, George Mason University; Charles Stephen White, George Mason University; Jie Tian, George Mason University*
 Reflection on Action: Teaching Strategies for Faculty in National Council for Accreditation of Teacher Education Accredited Universities. *Cindy B. Giaimo-Ballard, University of La Verne; L. Hyatt, University of La Verne*
 Stimulating Reflection in Students: How Teachers Develop Their Role by Negotiated Assessment. *Christel Verberg, ICLON-Leiden University; Dineke Tigelaar, Leiden University; Nico Verloop, Leiden University*
 Two Dimensions of Reflection: A Heuristic for Describing and Interpreting Reflection in Teacher Education Programs. *Frederick Nelson, University of Florida*
 Teach For America Novice Teacher Reflections as Potential Spaces for Transformative Praxis. *Teresa R. Fisher, Georgia State University; Monica M. Alicea, Georgia State University; Barbara Meyers, Georgia State University*

20.064. Fireside Chat With Valerie J. Janesick: Oral History for the Qualitative Researcher: Choreographing the Story. SIG-Qualitative Research; Invited Session

Sheraton Wall Centre, Fourth Level, South Granville; 2:15-3:45pm

Chair: *Michelle Stewart, University of South Florida*

Participant:

Fireside Chat With Valerie J. Janesick: Oral History for the Qualitative Researcher: Choreographing the Story. *Valerie J. Janesick, University of South Florida*

Discussants: *Elliot W. Eisner, Stanford University; Robert B. Donmoyer, University of San Diego*

20.065. Studies in Rasch Conditions and Applications. SIG-Rasch Measurement; Paper Session

Marriott Pinnacle, Third Level, Dundarave; 2:15-3:45pm
 Chair: *Shungwon Ro, Kenexa*

Participants:

Rasch Analysis of the Outcome Questionnaire With African Americans. *Ruth C.L. Chao, University of Denver; Kathy E. Green, University of Denver*
 Differential Item and Person Functioning in Large-Scale Writing Assessments Within the Context of the SAT Reasoning Test. *George Engelhard, Emory University; Stefanie Anne Wind, Emory University; Jennifer L. Kobrin, The College Board; Michael Chajewski, The College Board*
 A Study of Rasch, Partial Credit, and Rating Scale Model Parameter Recovery in WINSTEPS and jMetrik. *Patrick Meyer, University of Virginia; Emily Hailey, University of Virginia*
 Measuring Student Perceptions of Adult Influences on Their Classroom Learning. *Robert Frederick Cavanagh, Curtin University; Graham B. Dellar, Curtin University*

Discussant: *Nathaniel J.S. Brown, Indiana University - Bloomington*

20.066. Discursive Practice and Knowledge Construction in Mathematics Classrooms in Widely Different Cultural Settings. SIG-Research in Mathematics Education; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 2:15-3:45pm
 Chair: *Minoru Ohtani, Kanazawa University*

Participants:

Dialogic Voices in a Japanese Fourth-Grade Mathematics Classroom: A Bakhtinian Perspective. *Minoru Ohtani, Kanazawa University*
 Embodied Epistemic Claims in Educational Settings. *Fritjof Sahlstrom,*

University of Helsinki; Helen Melander, Uppsala University
Metadiscursive Rules in Three "East Asian Classrooms": Case Studies of
Mathematics Classroom Discourse From Shanghai, Seoul, and Tokyo.
*Li Hua Xu, The University of Melbourne; David J. Clarke, University of
Melbourne*

Student-Student Classroom Discourse: Practices and Consequences for
Mathematics Classrooms in Different Countries. *Robert Hunting, La
Trobe University; David J. Clarke, University of Melbourne; Li Hua
Xu, The University of Melbourne; May Ee Vivien Wan, University of
Melbourne*

Discussant: *Anna Sfard, University of Haifa*

**20.067. Harnessing Psychometric Models to Develop Next-Generation,
Research-Based Assessments of Rational Number Knowledge.** SIG-
Research in Mathematics Education; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B;
2:15-3:45pm

Chair: *Andrew G. Izsak, University of Georgia*

Participants:

Middle Grades Teachers' Partitioning Activity. *Andrew G. Izsak, University
of Georgia; Erik D. Jacobson, University of Georgia*

A Diagnostic Assessment of Teachers' Understandings of Rational Number.
*Laine Bradshaw, James Madison University; Jonathan Templin,
University of Georgia; Andrew G. Izsak, University of Georgia*

Building Item Generation Environments Using Construct-Centered Design
With Learning Trajectories in Mathematics. *Jere Confrey, North
Carolina State University; Kenny Huy Nguyen, North Carolina State
University; Andrew Corley, North Carolina State University; Alan
Maloney, North Carolina State University*

Testing the Reorganization of the Equipartitioning Learning Trajectory
Using Rasch Item Response Theory Modeling. *Kenny Huy Nguyen,
North Carolina State University; Andre A. Rupp, University of
Maryland; Jere Confrey, North Carolina State University; Alan
Maloney, North Carolina State University*

Discussants: *Michael T. Battista, The Ohio State University; Mark D. Reckase,
Michigan State University*

**20.068. Text Complexity: What Is It, How Is It Measured, and, After
All, Why Is It Important?** SIG-Research in Reading and Literacy;
Symposium

Sheraton Wall Centre, Third Level, North Parkville; 2:15-3:45pm

Chair: *Peter P. Afflerbach, University of Maryland - College Park*

Participants:

Text Complexity: Toward Construct Definition Through Epistemological
Analysis. *Jill Fitzgerald, MetaMetrics and UNC Emeritus*

Contrasting Views on Increasing Capacity for Complex Text: Common
Core State Standards and Jeanne Chall. *Elfrieda H. Hiebert, University
of California - Santa Cruz*

Structural Approaches to the Analysis of Text Complexity. *Robert Calfee,
Stanford University*

A Proposal for New Comprehension Assessments: Addressing Issues of
Text Complexity and Reading Process. *Sheila Valencia, University
of Washington; Karen K. Wixson, University of North Carolina -
Greensboro*

Discussant: *Peter P. Afflerbach, University of Maryland - College Park*

**20.069. Innovations in STEM Education Evaluation: Enhancing the
Quality of Evidence Available to Assess the Impacts of Research
Portfolios.** SIG-Research on Evaluation Cosponsored with AERA
Sessions; Symposium

Marriott Pinnacle, Third Level, Pinnacle III; 2:15-3:45pm

Chair: *Finbarr C. Sloane, Arizona State University*

Participants:

Using Bibliometric Data for Program Evaluation: A Citation Analysis of the
National Science Foundation's Program on Research and Evaluation on
Education in Science and Engineering. *James S. Dietz, National Science
Foundation; Kevin L. Brown, NORC at the University of Chicago*

Developing a Rubric for Assessing the Methodological Rigor of Research
Portfolios: Insights From a Pilot Project. *Barbara Schneider, Michigan
State University; Sarah-Kathryn McDonald, NORC at the University of
Chicago*

Advancing Innovations in STEM Education Evaluation: Program,
Portfolio, and Project Evaluation Initiatives in the National Science
Foundation's Education and Human Resources Directorate. *Janice M.*

Earle, National Science Foundation

Discussants: *Finbarr C. Sloane, Arizona State University; Stephen J. Hegedus,
University of Massachusetts*

20.070. Student Understanding in Science. SIG-Science Teaching and
Learning; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A;
2:15-3:45pm

Chair: *David E. Long, Valdosta State University*

Participants:

Inquiry on the Periphery: Researching Student Agency in Science. *Jennifer
Lynne Arnold, Australian Catholic University*

Interdisciplinary Inquiry: Bridging the Conceptual Worlds of Science and
Mathematics. *Graham Hardy, University of Manchester; Andrew John
Howes, University of Manchester*

Learning to Integrate Inquiry-Based Science and Language Instruction in
a Linguistically Diverse Science After-School Program. *Youngjin Song,
University of Northern Colorado; Elizabeth A. Franklin, University
of Northern Colorado; Teresa M. Higgins, University of Northern
Colorado*

Levels of Reasoning Among Girls Engaged in Technology-Enhanced
Science Inquiry in an Urban Elementary Classroom. *Amy E. Trauth-
Nare, Indiana University; Gayle A. Buck, Indiana University; Nicole
Beeman-Cadwallader, Indiana University*

20.071. International Perspectives on Teacher Stress. SIG-Stress and
Coping in Education; Symposium

Pan Pacific, Restaurant Level, Pacific Rim 1; 2:15-3:45pm

Chair: *Rebecca A. Robles-Pina, Sam Houston State University*

Participants:

The Measurement Invariance of Teacher Scores on the Maslach Burnout
Inventory Across Multiple Forms and School Levels. *Richard G.
Lambert, University of North Carolina - Charlotte; Russell L. Carson,
Louisiana State University; Annette Ullrich, SRH Hochschule
Heidelberg; Costas N. Tsouloupas, University of Nicosia; Larissa
Barber, Northern Illinois University*

The Impact of Cultural Values, Country Characteristics, and Educational
Reform on Teacher Stress Levels in Norway. *Mette Lise Baran,
Cardinal Stritch University*

Student Teachers' Epistemological Beliefs, Conceptions About Teaching
and Learning, and Perceived Stress During Practicum. *Constantinos
M. Kokkinos, Democritus University of Thrace; George Stavropoulos,
Democritus University of Thrace; Aggeliki Davazoglou, Democritus
University of Thrace*

Assessment of Teacher Demands and Resources: Relationship to Stress and
Job Satisfaction. *Sonia Hart, The University of Texas - Austin; Elizabeth
Crowe, The University of Texas - Austin; Colleen Jaimie McCarthy, The
University of Texas - Austin; Christopher J. McCarthy, The University
of Texas - Austin; Michele Guzman, Ph.D., The University of Texas -
Austin; Richard G. Lambert, University of North Carolina - Charlotte;
Jenson Reiser, The University of Texas - Austin*

Putting Teacher Stress in Context: Theoretical Concerns and the Issue
of Globalization. *Ryan Douglas, The University of Texas - Austin;
Christopher J. McCarthy, The University of Texas - Austin*

**20.072. Building on Student Assets: Talent Development Approaches to
Motivation and Achievement.** SIG-Talent Development of Students
Placed at Risk; Symposium

Marriott Pinnacle, Third Level, Shaughnessy II; 2:15-3:45pm

Chair: *Wade Boykin, Capstone Institute at Howard University*

Participants:

The Effects of Teacher Expectations and Ability Grouping on African
American Students' Reading Comprehension. *Christopher D. Hill,
Howard University*

The Effects of Communalism and Popular Culture on the Mathematics
Performance of African American Children. *Richard D. Dixon,
Capstone Institute at Howard University*

Cultural Considerations in Motivation: Can Communal Learning Contexts
Positively Impact African-American Students' Efficacy Beliefs?
Jennifer O. Burrell, Howard University

The Effect of Cultural Preferences for Different Cultural Contexts on
the Math Performance of African American Middle School Students.
Adrian Wayne Bruce, Howard University

20.073. Teacher Preparation in Low-Performing Urban Settings. SIG-

Urban Learning, Teaching, and Research; Paper Session

VCC, First Level, West Room 113; 2:15-3:45pm

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

Examination of Readiness Rate and Instructional Quality. *Janice Hunter,**University of North Florida; Stephanie Wehry, University of North**Florida; Timothy R. Ballentine, Duval County Public Schools*Mentor Teachers' Perceptions of Urban Schools. *Sashelle T. Thomas-Alexander, Cleveland State University; Brian E. Harper, Cleveland State University*

Pathologizing the Poor: Implications for Preparing Teachers to Work in

High-Poverty Schools. *Kerri A. Ullucci, Roger Williams University;**Tyrone C. Howard, University of California - Los Angeles*

Preparing White Preservice Art Educators to Teach in Urban Classrooms.

Judith Ann Briggs, Illinois State University

Examining the Pedagogies of First-Year Alternate-Route Teachers in

Low-Performing Urban Schools: Implications for Policy, Preparation,

Practice, and Possibilities. *Sylvia Mae Roberts, City College of New**York - CUNY; Hazel M. Carter, City College of New York - CUNY*Discussant: *Sebnem Cilesiz, The Ohio State University***Division and SIG Roundtables****20.074. Mapping the Multiple Composing Spaces of Young Language Learners; Roundtable Session****20.074-1. Mapping the Multiple Composing Spaces of Young Language Learners. SIG-Writing and Literacies; Roundtable Session**

Sheraton Wall Centre, Third Level, South Finback; 2:15-3:45pm

Chair: *Jessica Zacher Pandya, California State University - Long Beach*

Participants:

Social Contexts of New Media Literacy: Mapping Libraries. *Elizabeth**Thorne Wallington, Washington University in St. Louis*

"Pictures in Their Writing": Engaging Deficit Ideologies About 21st-

Century Writing. *Melinda J. McBee Orzulak, Bradley University*

Blogging to Learn: Participation and Literacy Among Linguistically

Diverse Fifth-Grade Students. *Binbin Zheng, University of California -**Irvine; Mark Warschauer, University of California - Irvine***20.075. Roundtable Session 10; Roundtable Session****20.075-1. Academic Employment in Higher Education. Division J -**

Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Iris C. Rotberg, The George Washington University*

Participants:

Academic Capitalism in the Student Union. *Amy Liu, University of California - Los Angeles*

Gainful Employment Rules for U.S. Higher Education: Effects of Technical

Information Wars and Policy Monopoly Change. *Robin R. Lasota,**University of Washington*

The Contingency Movement: A Longitudinal Analysis of Changing Hiring

Patterns in U.S. Higher Education. *Mary Caroline Milan, University of**Georgia; Thomas Austin Lacy, University of Georgia; James C. Hearn,**University of Georgia***20.075-2. Factors Influencing College-Going Behavior. Division J -**

Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Lydia Foster Bell, The University of Arizona*

Participants:

Despite All Odds: The Network Behaviors of College-Bound Students.

Jonathan D. Mathis, University of Southern California

Falling Short of College: Family Relationships and Downward Mobility.

Elizabeth Dayton, Johns Hopkins University

Gatekeepers of Opportunity: The Influence of High School Counselors

on the College Choice Process. *Mark E. Engberg, Loyola University**Chicago***20.075-3. Factors Predicting Success in College: An International****Perspective. Division J - Postsecondary Education; Roundtable Session**

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Patrick Charles Kyllonen, ETS*

Participants:

The Relationships Among Personality, Learning Approaches, Major Satisfaction, School Leaver Status, and Academic Success: A Longitudinal Approach. *Lorelle Burton, University of Southern Queensland*

Fluid Reasoning and Crystallized Knowledge as New Admissions

Measures in German Higher Education. *Oliver Wilhelm, University of Duisburg-Essen*

Improving Admission Decisions for a Teacher Training Program: The

Case of a Multilingual and Multicultural Environment. *Salvador Rivas, University of Luxembourg*

Noncognitive Versus Cognitive Predictors for Academic Success:

Opportunities and Limits of Self-Assessments Illustrated by the

Viennese Products. *Klaus D. Kubinger, University of Vienna***20.075-4. Faculty as Change Agents: Issues of Citizenship and Community Engagement. Division J - Postsecondary Education; Roundtable Session**

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Rozana Carducci, University of Missouri*

Participants:

Developing Community Engagement in Student Affairs: The Promise and

Potential of Community-Based Learning. *Erica K. Yamamura, Seattle**University; Ethan DeCoster, Seattle University*The Role of Faculty in Institutional Change Efforts. *Jill Alexa Perry,**Duquesne University*

The Shared Characteristics of Faculty as Academic Citizens and

Philanthropists. *Genevieve Shaker, Indiana University - Purdue**University Indianapolis***20.075-5. Federal Aid Programming Effects: Fees, Work Study, and Loan Default. Division J - Postsecondary Education; Roundtable Session**

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Luis Ponjuan, University of Florida*

Participants:

An Analysis of Fees at Public Four-Year Universities: Differentiating Between Tuition and Required Fees. *Alaine K. Arnott, University of Missouri*SMART Money: Do Financial Incentives Encourage College Students to Study Science? *Brent Joseph Evans, Stanford University*

Structuring Economic Opportunity for College Success: Estimating the

Causal Effects of Work-Study on College Outcomes. *Pedro Villarreal**III, University of Florida; Abebayehu Aemero Tekleselassie, The George**Washington University*Student Loan Default: Moving Beyond the For-Profit Sector. *Nicholas**Hillman, University of Utah***20.075-6. Financial Aid Across Policy, State, and Institutional Cultures.**

Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Liliana M. Garces, University of Michigan, George Washington University*

Participants:

College Financing as a Cultural Field: A Bourdiean Analysis of Money and Money Practices. *Shannon M. Calderone, University of California - Los Angeles; Patricia M. McDonough, University of California - Los Angeles*

Interpretations of the Dream: A LatCrit Analysis of Congressional Statements

on the Dream Act. *Tiffany Nicole Jones, University of Southern California*

Reactions to Budgetary Restrictions for Four Year Public Universities.

*Justin Shepherd, Vanderbilt University***20.075-7. Issues in Postsecondary STEM Education. Division J -**

Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Uma Madhure Jayakumar, University of San Francisco*

Participants:

Impact of Math-Science Partnership Work on Higher Education Faculty.

*Deborah Pomeroy, Arcadia University; Edward Wolff, Arcadia**University; Ning Rui, Research for Better Schools*

Minority STEM Faculty Members' Socialization Experiences From

Mississippi and Beyond. *Ayana Milele Johnson, The University of**Mississippi; Amy E. Wells Dolan, The University of Mississippi*

Persistence of Women and Minorities in the STEM Education System at

Four-Year Research Universities in Wisconsin: Why Undergraduate Research Education Matters. *Bárbara Y. Escobar, University of Wisconsin - Madison*

20.075-8. Methods for Understanding the College Student Experience.

Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Darrell Jackson, University of Colorado*

Participants:

A Comparison of Modeling Strategies for Student Ratings of Instruction Data: Application of Simple Hierarchical Model and Cross-Classified Model. *Hyo Jeong Shin, University of California - Berkeley; In-Hee Choi, University of California - Berkeley*

A Q Factor Analysis of College Undergraduate Students' Study Behaviors. *Yang Lydia Yang, University of Alabama; Leonard B. Bliss, Florida International University*

Undergraduate Research Experiences: Coming Up With a Universal Definition of Success and Assessment Instrument. *Courtney Brown, Lumina Foundation; Adam V. Maltese, Indiana University; Joseph A. Harsh, Indiana University*

20.075-9. Postsecondary STEM 2. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Maria Adamuti-Trache, The University of Texas - Arlington*

Participants:

Minority-Serving Community Colleges and the Production of STEM Associate Degrees. *Frances K. Stage, New York University; Valerie C. Lundy-Wagner, New York University; Ginelle John, New York University; Katherine Mary Conway, Borough of Manhattan Community College - CUNY*

Predictors of Advanced Math Outcome Expectations on the Road to College. *Heather T. Rowan-Kenyon, Boston College; Marie F. Shoffner, University of Virginia*

The e-Math Forum: An Expansion to Supplement Structured STEM Support Services. *Yona Jean-Pierre, Polytechnic Institute of New York University; Haang Fung, Polytechnic Institute of New York University; Iraj Kalkhoran, Polytechnic Institute of New York University; Valerie C. Lundy-Wagner, New York University*

20.075-10. Postsecondary STEM 3. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Erin Denise Knepler, University of Maryland - College Park*

Participants:

The Role of Multilevel Strengths and Student Role Strain in STEM Research Opportunity Interventions: An Emerging Conceptual Framework. *Krystal L. Williams, University of Michigan*

Vocational Interests and Self-Efficacy Beliefs as Predictors of STEM Outcomes Before, During, and After the First Year. *Qiu Wang, Syracuse University; Matthew Diemer, Michigan State University*

Women in STEM Areas: Exploring Their Experiences, Understanding Their Journey. *Dimitra Lynette Jackson, Texas Tech University*

20.075-11. Teaching Assistants and the Scholarship of Teaching. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Ellen Bara Stolzenberg, University of Southern California*

Participant:

Toward Development of a Model of Graduate Teaching Assistant Teaching Effectiveness. *Sue Ellen DeChenne, University of Nebraska - Lincoln*

20.075-12. The Challenges of Fostering Organizational Transformation in Higher Education. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Vanessa Smith Morest, Norwalk Community College*

Participants:

An Exploration of Factors Affecting Higher Education Faculty Job Satisfaction. *Guili Zhang, East Carolina University; Miguel A. Padilla, Old Dominion University*

A Collaboration Model to Address Change in Postsecondary Education. *Thomas R. Guskey, University of Kentucky; George G. Hruby, University of Kentucky; Eve Proffitt, University of Kentucky; Ann E.*

Larson, University of Louisville; Kirsten Fleming, The Kentucky Center for Mathematics; Jillian Starman, Kentucky Council on Postsecondary Education

Creating an Intentional, University-Wide Community Engagement Strategy. *Jana Noel, California State University - Sacramento*

Trajectories of Engagement at Community Colleges: A Discursive Analysis of Carnegie Engagement Applications. *Ezekiel W. Kimball, The Pennsylvania State University*

20.075-13. The College Experience. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *James L. Olive, Ashland University*

Participants:

A Study on Reentry: Adult Black Males in Higher Education. *Dionne M. Rosser-Mims, Troy University; Glenn A. Palmer, DeVry University; Pamela Harroff, DeVry University*

Sexual Identity, Race, and Resiliency Among College Students. *Aaron Iffland, San Diego State & Claremont Graduate Universities*

Working Hard for the Degree: An Event History Analysis of the Impact of Working While Simultaneously Enrolled. *Toby Park, Vanderbilt University*

20.075-14. The Faculty Role in Promoting Nontraditional Student Success. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Kimberly A. Truong, Northeastern University*

Participants:

Expert Teaching of Developmental Education: Case Studies of Lesson Features From an Online Knowledge Base. *Louise G. Yarnall, SRI International; Judi Fusco, SRI International; Mingyu Feng, SRI International; Anna Werner, SRI International; Julie Remold, SRI International*

Shortchanging the Vulnerable? An Examination of the Effect of Contingent Faculty on Remedial Student Success. *Amanda Ochoa, Vanderbilt University*

They see you for who you are: How faculty promote nontraditional undergraduate women's persistence. *Danielle Ferioli Sulick, University of Denver*

20.075-15. P-20 Pipeline: Success Factors. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Daisy Denise Alfaro, University of Washington - Seattle*

Participants:

Adapting the Cooperative Institutional Research Program to Understand Latina/o Middle School Students' College-Going Behaviors, Attitudes, and Algebra Enrollment. *Angela M. Locks, California State University - Long Beach; Jeanette Maduena, California State University - Fullerton; Michelle Gonzalez, California State University - Fullerton; Dawn R. Person, California State University - Long Beach; Mark Kamimura-Jimenez, California State University - Fullerton; Heidi Linn Gilligan, California State University - Long Beach*

Early Predictors of Delayed Enrollment: An Analysis of Data From 8th, 10th, and 12th Grades. *Mary Kierst Hutchens, Vanderbilt University*

High School Predictors of Postsecondary Outcomes: What Factors Influence Postsecondary Access, Persistence, and Completion? *Celeste Alexander, The University of Texas - Austin; Matt Giani, The University of Texas - Austin; Pedro Reyes, The University of Texas - Austin*

20.076. Roundtable Session 11; Roundtable Session

20.076-1. Arts-Based Educational Research as Provocation Within Teacher Education. SIG-Arts-Based Educational Research; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Daniel T. Barney, Brigham Young University*

Participants:

Making A/r/tographic Novels to Construct Subjects and Build Critical Thinking About Asylum-Seeker and Refugee Learners. *Linda Michelle Knight, Queensland University of Technology*

Navigating the Profitable Relationship Between Teacher Education and Trusting Aesthetic Experience. *Stephanie Autumn Baer, University of Nebraska - Lincoln*

Research as Provocation With Teacher Candidates: Participatory, Film-

Based Methodology and Educational Space. *Adrienne Boulton-Funke, The University of British Columbia*

20.076-2. Ha'akea: Learning From Our Communities. SIG-Indigenous Peoples of the Pacific; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Kamuela Makanihahiwa Kimokeo, University of Hawaii*

Participants:

- Creating Indigenous Curricula to Support Student Achievement. *Pamela L. Alo, Nanaikapono Elementary School; Iwalani Hodges, Nanaikapono Elementary School; Jay M. Taniguchi, University of Hawaii*
- The Educational Initiatives of the Native Pacific Islander Educational Network. *Carl Kalani Beyer, Pacific Oaks College*
- Participatory Action Research on the Development of Indigenous Education Partnerships in Taitung, Taiwan. *Chien-Lung Wang, National Taitung University; Ju-Hui Chang, National Taitung University*
- Practices Contributing to Changes in Teacher Actions Toward Culturally Responsive Science Teaching in Indigenous Settings in Australia, Aotearoa-New Zealand, and Canada. *Bronwen Cowie, University of Waikato; Brian Ellis Lewthwaite, University of Manitoba; Edward Lewis Glynn, University of Waikato; Michael Michie, Batchelor Institute of Indigenous Tertiary Education; Kimberley Luanne Wilson, James Cook University - Australia; Barbara McMillan, University of Manitoba*
- "The Future of Our Past": Culturally Responsive Pedagogies for the Pacific Diaspora (Contributions From Aotearoa). *Tanya L.M. Samu, University of Auckland; Lesieli McIntyre, Massey University; Patisepa Tuafuti, The University of Auckland; Roberta Hunter, Massey University*

20.076-3. Preparing Disability Practitioners: Policy Implications. SIG-Disability Studies in Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Janet S. Sauer, University of Colorado - Colorado Springs*

Participants:

- Getting Disability Studies Into the Hands (and Heads) of Preservice Teachers. *Janet S. Sauer, University of Colorado - Colorado Springs; Christi R. Kasa-Hendrickson, University of Colorado - Colorado Springs*
- Getting to Know You: Learning From Narrative Assessment. *Missy Morton, University of Canterbury*
- [Dis]abling Inclusion: Critical Personal Narratives of How Inclusion Can Exclude. *Joseph Michael Valente, The Pennsylvania State University; Kathleen M. Collins, The Pennsylvania State University*
- "Other Tales of Wonder": Implementing Disability Studies in Rehabilitation Studies. *Michael T. Hartley, The University of Arizona*

20.076-4. Are We in This Together? The Relational Nature of Community Organizing and Participatory Action Research. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Ben R. Kirshner, University of Colorado*

Participants:

- Agents of Change, Even When They're Not in Charge: Apprenticing Youth in Community-Based Organizing. *Jesse Moya, University of California - Los Angeles*
- Poetic Justice: Engaging in Participatory Narrative Analysis to Find Solace in the "Killer Corridor". *LeConte Dill, Morehouse School of Medicine*
- Using Concept Mapping to Articulate Community Organizing Outcomes. *Rebecca R. Orsi, Colorado State University*

20.076-5. Achievement Goals and Motivations in Context. SIG-Motivation in Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Corwin Senko, State University of New York - New Paltz*

Participants:

- An Exploration of Children's Motivation, Reading Achievement, and School Climate Within and Across Schools. *Amy N. Ho, University of Maryland - College Park*
- Competitiveness: Dimensions, Gender, and Association With Achievement Goal Orientations. *Nir Madjar, Monash University; Michael P. Weinstock, Ben-Gurion University of the Negev; Dana Libman-Frangi, Ben-Gurion University of the Negev*
- Investigating the Compatibility of TARGET (Task, Authority, Recognition, Grouping, Evaluation, and Time) and High-Stakes Testing From the

Perspective of Teachers in the United States. *Heather Sue Dawson, The Ohio State University - Columbus; Bree Frick, Ohio State University; Monica J. Kowalski, Ohio State University*

Mediating Role of Sense of Classroom Community in the Relationship Between Achievement Goals and Learning. *Yan Yang, The University of West Georgia; YoonJung Cho, Oklahoma State University; Angela Leigh Watson, Oklahoma State University; Stacey L. Bridges, Oklahoma State University*

20.076-6. Critical Perspectives on the Social Studies. SIG-Research in Social Studies Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

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

Participants:

- "Why Isn't This in My Social Studies Class?" Learning About Genocide in a Summer Institute. *Robert Lawrence Dahlgren, SUNY - College at Fredonia; Jill M. Gradwell, Buffalo State College - SUNY; Misty Dawn Rodeheaver, Buffalo State College - SUNY*
- Critical Partners Striving to Expand Social Education. *J. B. Mayo, University of Minnesota*
- Realms of Culture. *Margaret E. Berci, College of Staten Island - CUNY*
- What The Fox (WTF): African American Patriots and Glenn Beck: Examining The Narratives of Founders' Fridays. *LaGarrett Jarriel King, The University of Texas - Austin*

20.076-7. Local and Global Forces That Shape History Curricula and Policy. SIG-Teaching History; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Jeremy D. Stoddard, College of William and Mary*

Participants:

- Holocaust Education: Global Forces Shaping Curricula Integration and Implementation. *Bryan Lee Davis, The University of Arizona; Eliane Rubinstein-Avila, The University of Arizona*
- History Education Denied: The Unheralded Growth of a Two-Tier Education System in England. *Katharine Burn, Institute of Education - University of London; Richard John Harris, University of Reading*
- Pedagogical Governance and the Teaching of World History: A Case Study of Policy to Practice in an Inclusive Classroom in a High-Stakes Testing Context. *Stephanie D. Van Hover, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University; Kevin Hessberg, University of Virginia*
- Gatekeepers of Local History Instruction. *John Joseph DeRose, University of Wisconsin - Milwaukee*

20.076-8. Critical Analysis of Teaching and Pedagogy. SIG-Critical Educators for Social Justice; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Eric J. DeMeulenaere, Clark University*

Participants:

- Action Medicine as Education for Social Justice Within Neoliberalism's States of Exception. *Matthew Weinstein, University of Washington - Tacoma*
- Critical Pedagogy in Educational Psychology: A Case Study on Student Responses to Critical Pedagogy. *Mary Crowell, Washington State University; Paul D. Mencke, Washington State University*
- Teaching Through the Test: Building Life-Changing Academic Achievement and Critical Capacity. *Victor Diaz, Arizona State University*
- Viewing and Visually Representing, Still Missing: Scaffolding Preservice Teachers' Understanding of English Language Arts With Critical Literacy. *Delane Ann Bender-Slack, Xavier University; Teresa Young, Xavier University*

20.076-9. The Sense of Education: Reexamining Michael Apple's Use of Gramscian Theory in Education Research. SIG-Marxian Analysis of Society, Schools and Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Michael W. Apple, University of Wisconsin - Madison*

Participants:

- Common Sense and the Alien Form of the Will in Apple, Marx, and Gramsci. *Josh Shepperd, University of Wisconsin - Madison*
- Hegemony and Common Sense in Israeli Public Education. *Assaf Meshulam, University of Wisconsin - Madison*
- Cognitive Frames and Struggles Over Sense. *Ross Emmerson Collin, Manhattanville College*

Can We Be Best Friends Forever? Why Apple's Theory of Hegemony Needs Normative Theory. *Quentin Wheeler-Bell, University of Wisconsin*

20.076-10. From Policy to Arts, Engaging K-12 Students in Peace

Education. SIG-Peace Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Candice C. Carter, University of North Florida*

Participants:

Building the Capacity of Students to Be Peaceful Citizens by Implementing a Culture of Care in Schools. *Tom Cavanagh, Walden University*

Contradictions and Opportunities for Peace Education: Critical Analysis of the Elementary and Secondary Education Act. *Peggy Shannon-Baker, University of Cincinnati*

"Building Peace" Through Quilt Making: Participatory Artistic Quilt Making for Supporting Peace Building Among Youth in Grades 4-7. *Roselynn Eileen Marie Verwoerd, The University of British Columbia*

20.076-11. Supports and Capacity Development for School Turnaround.

SIG-School Turnaround and Reform; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Jessica Ann Brown, The University of Texas - Austin*

Participants:

State Capacity to Support School Turnaround: What Are the Ingredients? *Brett Lane, Northeastern University*

Supporting School Turnaround: Coordinating External Supports to Improve Coherence. *Andrea Boyle, American Institutes for Research; Kerstin A. Carlson Le Floch, American Institutes for Research; Susan Bowles Therriault, American Institutes for Research*

Building the Capacity of Existing School Leadership to Lead Transformation Efforts: Processes and Outcomes. *Eric Barela, Partners in School Innovation; Derek S. Mitchell, Partners In School Innovation*

20.076-12. Contemporary Perspectives in Career Development.

SIG-Career Development; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Kimberly A.S. Howard, Boston University*

Participants:

From Faculty to Academic Leader: Career Choice or Accidental Administration. *Walter H. Gmelch, University of San Francisco*

Shifting Career Theory and Practice Paradigms Through the Lens of Career Adaptability. *V. Scott H. Solberg, Boston University; Patrick J. Rottinghaus, Southern Illinois University; Amanda Kyle Sommerfeld, Boston University; Kimberly A.S. Howard, Boston University*

The Use of the SCCT (Social Cognitive Career Theory) Model to Predict the Success of the PRODUCED (Providing Undergraduate Connections to Engineering Education) Program. *Chosang Tendhar, Virginia Polytechnic Institute and State University; Cheryl Carrico, Virginia Polytechnic Institute and State University; Penny L. Burge, Virginia Polytechnic Institute and State University*

20.076-13. Student Engagement, Coursework, and High School

Trajectories. SIG-Sociology of Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Sylvia Martinez, Indiana University*

Participants:

Effects of Advanced Math Course Taking on Math Achievement, High School Completion, and Postsecondary Entry: Evidence From the Educational Longitudinal Study. *Soo-Yong Byun, The Pennsylvania State University; Matthew J. Irvin, University of South Carolina*

Do We Know Who Will Drop Out? A Review of the Predictors of Dropping Out of High School: Precision, Sensitivity, and Specificity. *Alex J. Bowers, The University of Texas - San Antonio; Ryan Andrew Sprott, The University of Texas - San Antonio; Sherry Taff, The University of Texas - San Antonio*

Changing Patterns of Engagement in the Transition to High School. *Sean P. Kelly, Michigan State University; Heather E. Price, University of Notre Dame*

Changes in Secondary-Level Education and Social Stratification in Ireland: Effectively Maintained Inequality? *Delma V. Byrne, National University of Ireland - Maynooth*

20.077. Roundtable Session 12; Roundtable Session

20.077-1. Discussing Library Research. SIG-Research, Education, Information and School Libraries; Roundtable Session

VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Michelle Kowalsky, University of Hawaii at Manoa*

Participants:

Information Literacy as an Ethical Practice: A Levinasian Approach.

Jessica Lee Hochman, Pratt Institute

Preparing Teachers and Librarians to Teach 21st-Century Skills: A Needs Assessment. *Shelbie Witte, Florida State University; Melissa Gross, Florida State University; Don Latham, Florida State University*

Supporting and Promoting School Librarians as Coteachers. *Elizabeth J. Oyer, EvalSolutions Inc.; Tina Tipton, Ohio Valley Education Cooperative; Karen Larimore, Ohio Valley Education Cooperative; Diane Goodwin, Ohio Valley Educational Cooperative; Jason Adkins, Ohio Valley Education Cooperative*

20.077-2. Current Studies in Program Evaluation to Improve Student Achievement Outcomes.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Ginger Stoker, SRI International*

Participants:

Contextualizing Effect Size: Using Residual Effect Size to Measure the Closing of Achievement Gaps. *John Tapper, University of Hartford*

In School Settings Are All RCTs (Randomized Control Trials) Exploratory? *Denis Newman, Empirical Education Inc.; Andrew P. Jaciw, Empirical Education Inc.*

The Mediating Effects of Fidelity of Implementation and Principal Leadership on Student Outcomes in the Randomized Controlled Trial of "Success for All". *Sun Young Yoon, University of Wisconsin - Madison; Geoffrey D. Borman, University of Wisconsin - Madison*

Theory-Based Evaluation to Distinguish and Integrate Research and Evaluation Functions in Large-Scale Programs. *Carole G. Basile, University of Missouri St. Louis; Laura B. Sample McMeeking, Colorado State University*

Improving Mathematics Achievement Through Technology Integration and Professional Development: Evaluating a Statewide Title II-D Initiative. *Meltem Alemdar, Georgia Institute of Technology; Jeremy Lingle, Georgia Institute of Technology; Jessica Gale, Emory University*

20.077-3. Development and Validation of School-Based Assessments.

Division H - Research, Evaluation and Assessment in Schools;

Roundtable Session

VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Melinda A. Taylor, Pearson*

Participants:

Developing and Validating Scalable, Multimethod Approaches to Assessing Effective Classroom Interactions. *Megan Stuhlman, University of Virginia; Jason Downer, University of Virginia; Jamie DeCoster, University of Virginia*

Developing and Validating a Computer-Based Assessment of Foundational Fractions Concepts: A Pilot Analysis. *Maria Angela Mendiburo, Vanderbilt University; Anne Corinne Huggins, University of Miami; Ted Stephen Hasselbring, Vanderbilt University; Gautam Biswas, Vanderbilt University; John Kinnebrew, Vanderbilt University*

Evaluation of a Game-Based Performance Task for Measuring Collaborative Problem-Solving Skills. *Robert P. Dolan, Pearson; Joshua T. Goodman, Pacific Metrics; Ellen Strain-Seymour, Pearson*

The Use of Visual Representations of Scoring Bias in Rater Training. *Robert L. Johnson, University of South Carolina; Min Zhu, University of South Carolina - Columbia; Brandon Loudermilk, Lenoir-Rhyne University; Ashlee A. Lewis, University of South Carolina; Xiaofang Jae, University of South Carolina*

20.077-4. Investigating Middle School Mathematics Placement and Instructional Practices.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Ray Fenton, Fenton Research*

Participants:

What Does the Crystal Ball Show? Using Success Predictors for Algebra Placement in Middle Schools. *David Holdzkom, Wake County Public School System; Bradley J. McMillen, Wake County Public School System*

Predictors of Placement in Lower-Level Versus Higher-Level High School Math. *Douglas A. Archbald, University of Delaware; Elizabeth N. Farley-Ripple, University of Delaware*

Research on Teacher-Student Racial and Ethnic Matching Effects on

Mathematics Learning. *Antionette D. Stroter, Liberty University*
 The Allison Algebra Project as an Agent of Change. *Joanne Bookmyer, University of California - Davis; Mary Vixie Sandy, California Commission on Teacher Credentialing; Wendy Renae Gallimore, CTA/IFT UC Davis Algebra Success Academy*
 The Relationship between Teacher Mathematics Knowledge and Teacher Practice. *Mark C. Greenwood, Montana State University; Elizabeth Burroughs, Montana State University; David Yopp, Montana State University; Megan Higgs, Montana State University; John Sutton, RMC Research Corporation*

20.077-5. Investigating Reading Difficulties. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
 VCC, Second Level, East Room 1; 2:15-3:45pm
 Chair: *Thomas P. Crumpler, Illinois State University*

Participants:

Examining a Formative Assessment Risk-Classification System Using Latent Class Growth Analysis. *Cheng-Fei Lai, University of Oregon*
 Growth Estimation of Oral Reading Fluency Using Growth Mixture Modeling. *Bitnara J. Park, University of Oregon; Chris Pinkney, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*
 Identification and Assessment: Reading Difficulties: Problems Revealed and a Model Proposed. *Susan L. Beverton, Durham University*

20.077-6. Analyzing the School District as Agent of Reform. SIG-Districts in Research and Reform; Roundtable Session
 VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Kyo Yamashiro, Los Angeles Education Research Institute*
 Participants:

The Reincarnation of the Effective Schools Research: Rethinking the Literature on District Effectiveness. *Tina M. Trujillo, University of California - Berkeley*
 The Effects of School System Superintendents, School Boards, and Their Interactions on Longitudinal Measures of Districts' Student Mathematics Achievements. *Tom Shelton, Fayette County Public Schools; Samuel C. Stringfield, University of Louisville*
 Transformational Leadership and System-wide Reform in Nashville. *Jacob Mishook, Brown University; Ellen L. Foley, Brown University; Tracie Potochnik, Annenberg Institute for School Reform; Alethea Frazier Raynor, Brown University*

20.078. Roundtable Session 13; Roundtable Session

20.078-1. Education and Health Partnerships. SIG-Education, Health, and Human Services Linkages; Roundtable Session
 VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: *Sue Currie, Health Interactions and CARE*

Participants:

Determinants of School Health Service Use Among Adolescents. *Manuelito Deguzman Biag, University of California - Davis*
 Education, Health, and Human Services Partnerships in The Netherlands. *Dolf van Veen, Netherlands Centre on Education and Youth Care*
 Dissemination of Knowledge of Practices Supporting Education, Health, and Human Services Linkages Across Time and Institutional Contexts. *Hanne B. Mawhinney, University of Maryland - College Park; Hal A. Lawson, University at Albany - SUNY*

20.078-2. Engaging and Supporting Student Learning in Middle School. SIG-Middle-Level Education Research; Roundtable Session
 VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: *Regina E. Rahimi, Armstrong Atlantic State University*

Participants:

Agency Through Art: Implications for Middle School Students' Learning in an After-School Arts Program. *Ritu Radhakrishnan, University of Illinois*
 Autonomy-Supportive Teaching and Classroom Environments: The Key to Student Motivation. *Kathleen Marie Alley, University of South Florida*
 Middle School Principals' Perceptions of Effective Middle-Level Teaching Practices and Preparation. *Penny B. Howell, University of Louisville; Shawn A. Faulkner, Northern Kentucky University; Chris Cook, Northern Kentucky University*
 Predictors of STEM Career Interest Among Attitudes and Dispositions of Middle School Students. *Sita Periathiruvadi, University of North Texas;*

Gerald A. Knezek, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas; Leila Mills, University of North Texas; Rhonda R. Christensen, University of North Texas
 The Development and Analysis of the Middle School Student Reading Preferences Instrument. *Janine M. Firmender, Saint Joseph's University*

20.078-3. Cognition in Assessment and Cognitive Diagnostic Modeling. Division D - Measurement and Research Methodology; Roundtable Session

VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: *Russell Almond, Florida State University*

Participants:

A Framework for Validation of Test Score Interpretations Using Examinee Judgments of Intrinsic Item Difficulty. *Charles Secolsky, County College of Morris*
 A New IRT (Item Response Theory)-Based Continuous Conjunctive Diagnostic Modeling Approach. *Chun Wang, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign; Jeffrey Douglas, University of Illinois at Urbana-Champaign; Keith A. Boughton, CTA/McGraw-Hill LLC*
 An Investigation of the Influences of Item Stem and Option Representation on the Testlet Effect. *Yi-Hung Lin, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley*
 The Validity of Concurrently Measuring Students' Knowledge and Misconception related to Shape Properties. *Jessica Masters, Measured Progress*

20.079. Roundtable Session 14; Roundtable Session

20.079-1. Developing Critically Conscious Teachers: Shifting Ideologies and Perspectives for English Language and Biliteracy Development. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Dolores C. Gaunty-Porter, Vanguard University of Southern California*
 Participants:

Developing Critically Conscious Teachers: Shifting Ideologies and Perspectives for English Language and Biliteracy Development. *Cristina Alfaro, San Diego State University; Karen Cadiero-Kaplan, San Diego State University; Alberto M. Ochoa, San Diego State University*
 Exploring New Languages and Finding New Voices: Critical Possibilities in International Image-Based Projects With Children. *Carolyn Ali-Khan, University of North Florida; Christina Siry, University of Luxembourg*

20.079-2. Gender and Education in Nontraditional Contexts. SIG-Research on Women and Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Kerry Kathleen Robinson, Virginia Commonwealth University*
 Participants:

Advanced Placement Math Scores From 2000 to 2010: Does Gender Still Matter? *Jill Morris, Sam Houston State University; John R. Slate, Sam Houston State University*
 Wo(MEN's) Colleges: The Resistance to Maintain Tradition. *Lissa Place, Iowa State University; Kathleen E. Gillon, Iowa State University*
 "I Am a Mathy Kind of Person": Understanding Female Graduate Students' Experiences in Mathematics. *Lynn L. Hodge, The University of Tennessee; Mehmet Aydeniz, The University of Tennessee; Lauren Wagener, The University of Tennessee*

20.079-3. Student Bullying and Victimization Roundtable. SIG-Safe Schools and Communities; Roundtable Session
 Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Bianca J. Baldrige, Teachers College, Columbia University*

Participants:

Deconstructing Bullying: An Empirical Comparison Between the Constructs of Traditional and Electronic Aggression. *Danielle M. Law, The University of British Columbia; Jennifer D. Shapka, The University of British Columbia; Brent F. Olson, The University of British Columbia; Shelley C. Hymel, The University of British Columbia*
 Investigating Bystander Motivations and Behavior in Bullying Situations: A Qualitative Study in Sweden and the United States. *Robert Thornberg, Linkoping University; Kris Varjas, Georgia State University; Tomas Jungert, Linkoping University; Joel Meyers, Georgia State University*

Violent Writing: A Quantitative Examination Of An Unexplored High School Phenomenon. *Lori Dawn Brown, Buncombe County Schools; Frederick Chaim Buskey, Western Carolina University*

20.079-4. School Choice: Equity and Access. SIG-School Choice;

Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Tamara Wilder Linkow, Abt Associates Inc.*

Participants:

- International Study of the Scope and Nature of School Choice. *Gary J. Miron, Western Michigan University; Nakia James, Western Michigan University*
- School Choice and Low-Income Families: A Case Study of Hartford Public Schools. *Elizabeth Cooley Nelson, University of Washington*
- Student Representations and Equitable Educational Access for Minority Students: Evidence From Two Cities. *Matthew Allen Linick, University of Illinois; Christopher A. Lubienski, University of Illinois at Urbana-Champaign*

20.080. Roundtable Session 15; Roundtable Session

20.080-1. Inquiry and Evaluation in Collaborative School University

Partnerships. SIG-School/University Collaborative Research;

Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Chair: *Raymond L. Calabrese, The Ohio State University*

Participants:

- GK-12 Fellows in the Middle: Partnerships for Inquiry and Interdisciplinary Middle School Science and Mathematics. *Sumi Hagiwara, Montclair State University; Mika Munakata, Montclair State University*
- Learning Mathematics With Technology: The Influence of Virtual Manipulatives on Different Achievement Groups. *Patricia S. Moyer-Packenham, Utah State University; Jennifer M. Suh, George Mason University*
- Evaluation of a K-12 Urban Magnet School Through a School-University Partnership. *John A. McLaughlin, McLaughlin Associates; Thomas Joseph Ward, College of William and Mary; Virginia L. McLaughlin, College of William and Mary*

20.080-2. Instructional Tools for Learning Mathematics. Division C -

Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Chair: *Brian A. Bottge, University of Kentucky*

Participants:

- Developing Instructional Tools to Assist Teachers in Implementing the Common Core State Standards for Mathematics. *Angela Elizabeth Broadus, The University of Kansas*
- Do Computer Tutors Work? A Meta-Analysis of the Effectiveness of Intelligent Tutoring Systems on K-12 Students' Mathematical Learning. *Saiying Steenbergen-Hu, Duke University; Harris M. Cooper, Duke University*
- Effects of Technology-Supported and Hands-On Units on the Mathematics Performance of Low-Achieving Middle School Students. *Brian A. Bottge, University of Kentucky; Linda Joy Gassaway, University of Kentucky; Xin Ma, University of Kentucky; Michael Toland, University of Kentucky; Mark Butler, University of Kentucky*
- Developing Engineers' Adaptive Mathematical Expertise. *Julie Gainsburg, California State University - Northridge*

20.081. Roundtable Session 16; Roundtable Session

20.081-1. Assessing Competencies and Correlates of Social and Emotional Learning: Theoretical and Measurement Issues. SIG-Social and

Emotional Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Chair: *Susan Stillman, Six Seconds, Northcentral University; Fielding University*

Participants:

- A Factor Model for the Brigance IED-III Social-Emotional Scale. *Brian F. French, Washington State University; Chad M. Gotch, Washington State University; Panayota Y. Mantzicopoulos, Purdue University; Juan Antonio Valdivia Vazquez, Washington State University*
- Assessment of Social and Emotional Functioning in Economically

Disadvantaged Preschoolers. *Adena B. Meyers, Illinois State University; Kathryn E. Hoff, Illinois State University; Emily Kreke, Illinois State University; Kaylynn M. Pfister, Illinois State University; Rachael Levine, Illinois State University; Benicia Colon, Illinois State University*

Modeling Longitudinal Change in the Emotional Intelligence Self-Concept From Childhood to Adolescence. *Katia Keefer, Queen's University - Kingston; James D.A. Parker, Trent University; Ronald Robert Holden, Queen's University*

Emotional Self-Efficacy Moderates Anxiety-Related Impairments in Math Performance in Elementary School-Age Youth. *Brian M. Galla, University of California - Los Angeles; Jeffrey Wood, University of California - Los Angeles; Nora Bedrossian, University of California - Los Angeles; Julia Lesel, University of California - Los Angeles; Dmitry Shulga, University of California - Los Angeles*

20.081-2. Investigating Assessment and the Role of Technology. SIG-

Technology as an Agent of Change in Teaching and Learning;

Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Chair: *Christine A. Browning, Western Michigan University*

Participants:

- Rethinking Formative Assessment and the Role of Technology. *Ellen B. Meier, Teachers College, Columbia University; Caron M. Mineo, Teachers College, Columbia University; Rita Sanchez, Teachers College, Columbia University*
- Development and Validation of an Assessment Method to Measure the Quality of a Technological Strategy and Promote Teacher Growth. *Bridget A. Walsh, University of Nevada - Reno; Jenna T. Hayes, University of Nevada - Reno; Leah Sanders, University of Nevada - Reno; Brigitte Vittrup, Texas Woman's University; Jentry Hammond, University of Nevada - Reno*
- Investigating Usability and User Experience With Clickers in Large Lecture Learning With Student Teachers. *D. Michele Jacobsen, University of Calgary; Brent Davis, University of Calgary*

Division and SIG Posters

20.082. Poster Session 2; Poster Session

20.082-1. Division G Section 3 Poster Session: Social Context of Multiple

Languages and Literacies. Division G - Social Context of Education;

Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

1. Children on the Battlefield: Language and Nationalistic Identities in Arizona. *Sarah Jean Johnson, University of California - Los Angeles*
2. Discursive Engagement as the Collaborative Construction of Self. *Sherice Clarke, University of Pittsburgh*
3. Habit(at)s of "Knowing": Wrestling With Language in Content Classrooms. *Alice K. Holt Taum, Pacific Resources for Education and Learning; Emily Lam, Pacific Resources for Education and Learning; Margo H. Gottlieb, Illinois Resource Center; Marylin G. Low, Pacific Resources for Education and Learning*
4. Inventing Masculinity: An Ethnographic Portrait of a Black Male, His Mother, and Literacy. *David E. Kirkland, New York University/ Michigan State University*
5. School Administrators' Perspectives on the Benefits and Challenges of Implementing Restrictive Language Policies: The Case of English Learners in Arizona. *Erin Mackinney, The University of Arizona; Cecilia Rios Aguilar, Claremont Graduate University*
6. The Wisdom of Youth: Using Digital Conversations to Teach Preservice Teachers About Urban Youth's Literacies. *Robyn Seglem, Illinois State University; Antero Garcia, University of California - Los Angeles*
7. Understanding the "Meaning Potentials" of Three College English Learners in Taiwan: A Functional Approach. *Pei-Yu Shih, The University of Texas - Austin*
8. Vocational Training for Newcomer Adolescent English Language Learners: Opportunities or Isolation? *April Simun Salerno, University of Virginia; Amanda Kibler, University of Virginia*

20.082-2. Division G Section 5 Poster Session: Social Context of Research

on Schools and Communities. Division G - Social Context of

Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

9. Writing Our Stories: An Arts-Based Approach to Building Writing Skills and Fighting Violence. *Stacy Hughey Surman, The University of Alabama; Jeanie Thompson, Alabama Writers' Forum; Tracy Smitherman, Alabama Department of Youth Services School District; Margaret Peggy Shippen, Auburn University; David Houchins, Georgia State University*
10. The School's Dance Partner: Exploring Community, Collaboration, and Democracy During a K-5 Dance Residency. *Alison Elizabeth Leonard, University of Wisconsin - Madison*
11. Understanding the Challenges of Diversity: Analyzing a Restructured Curriculum. *Sandra Riegle, Morehead State University; Kitty Belinda Warsame, Morehead State University*

20.082-3. Division G Section 1: Local Contexts of Teaching and Learning.

Division G - Social Context of Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

12. Biopedagogies and Health: Localized Cultural Knowledge and School-Based Health Promotion. *LeAnne Dorothy Petherick, University of Manitoba; Natalie Beausoleil, Memorial University; Cora McCloy, Memorial University*
13. Exploring the Relationship Between Elementary Student Academic Achievement and Teacher Experiences With Team Learning. *Brian Zahn, Southampton Elementary School; S. Marshall Perry, Dowling College*
14. Unintended Consequences: How Teachers' Strategies for Managing Participation Can Disadvantage Some Students. *Michael A. Shepherd, University of Southern California*

20.082-4. Division G Section 4 Poster Session: Social Contexts of

Educational Policy, Politics, and Praxis. Division G - Social Context of Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

15. Caring Is Not Enough: A Critical Systematic Review of Research on Alternative Education. *Susan Glassett, University of California - San Diego*
16. Preparing a Response to the Silver Tsunami: Implications for Adult Education Research. *Linda Salter*
17. Queering Classroom Discourse: Turning Curriculum Into Content. *Pamela M. Malins, University of Western Ontario*
18. The Equitable Effects of Early Concerted Cultivation on Elementary and Middle School Achievement. *Emily K. Penner, University of California - Irvine*
19. The Case for Expanding the Comprehensive Educational Reform Model: Lessons From a Community Needs Assessment. *Joanna D. Geller, Vanderbilt University; Bernadette Doykos, Vanderbilt University; Krista Craven, Vanderbilt University; Maury Nation, Vanderbilt University; Kimberly Bess, Vanderbilt University*

20.082-5. Meeting the Needs of Immigrant Students. Division G - Social

Context of Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

20. Beyond Risks and Resources: The Home-School Relationship for Mexican Immigrant Families Within Two California School Districts. *Sera Jean Hernandez, University of California - Berkeley*
21. Latinos in Action: Cultivating Academics, Access, Equity, and Future Bilingual Educators. *Maria Timmons Flores, Western Washington University; Michael Sampson, Burlington Edison High School; Marilyn Terese Chu, Western Washington University*
22. Navigating Socioeducational Spaces: Bridging the Gap Between Undocumented Youth Needs and Challenges and Institutional Support. *Ana Karina Soltero Lopez, University of California - Los Angeles; Norma Rosa Salazar-Ibarra, California State University - Long Beach; Angela C. Chen, University of California - Los Angeles; Jaime Del Razo, University of California - Los Angeles*
23. "I Can Only Teach You What I Know": Transnational African Immigrants' Knowledge in the Classroom. *Azlima Abdul Aziz, Teachers College, Columbia University; Isabelle Tibi, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University*

20.082-6. Analyzing In-Service and Preservice Teachers' Knowledge, Identities, and Agency. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

24. "Nobody Can Do This Job": Efficacy Expectations, Emotional Exhaustion, and Burnout in Special Education Teachers. *Tracy Thorndike-Christ, Western Washington University*
25. A Four-Year Longitudinal Study of the Development of Student Teachers' Pedagogical Knowledge and Skills in Teaching. *Doris Choy, National Institute of Education - Nanyang Technological University; Angela Foong Lin Wong, National Institute of Education - Nanyang Technological University; Nguk Yin Sylvia Chong, National Institute of Education - Nanyang Technological University; Kam Ming Lim, National Institute of Education - Nanyang Technological University; Kim Chuan Goh, National Institute of Education - Nanyang Technological University*
26. Analyzing Higher Education Teachers' Learning-Teaching Conceptions With a Model of Student Thinking. *Erik Jan Van Rossum, Hotelschool the Hague; Rebecca Nicolette Hamer, Hamer Onderzoek & Organisation*
27. Challenging Conceptualizations of White Privilege. *Patricia L. Briscoe, University of Calgary*
28. Examining Expert Secondary Mathematics Teachers' Thinking About Mathematics Instruction. *Fran Arbaugh, The Pennsylvania State University; Cynthia E. Taylor, Millersville University of Pennsylvania; Rebecca Bruton, University of Missouri; Kathryn B. Chval, University of Missouri; John K. Lannin, University of Missouri; Matthew Michael Webb, University of Northern Iowa*
29. How Teachers Interpret Multimodal Learning Materials: Construction of Common Interpretive Spaces Through Intertextual Loops. *Yael Poyas, Oranim Academic College of Education; Billie Eilam, University of Haifa*
30. Investigating Prekindergarten Teachers' Beliefs About School Readiness Skills Using Q Methodology. *Cathy Yun, Vanderbilt University; Dale C. Farran, Vanderbilt University; Mark W. Lipsey, Vanderbilt University; Carol Bilbrey, Vanderbilt University*
31. Preparing Teacher Candidates for the Present: The Praxis of Mindfulness as Reflection in Action. *Geoffrey B. Soloway*
32. Supporting Out-of-Field Teachers of Mathematics and Science in Rural Schools. *Linda Maree Hobbs, RMIT University*
33. What Am I Supposed to Teach? Case Studies of Novice Teachers' Writing Knowledge. *Heather Tiffany Hebard, University of Washington*
34. Resiliency: Four Veteran Teachers' Reflections on Staying Engaged. *Patricia Ahrens, The Pennsylvania State University - Harrisburg; Denise G. Meister, The Pennsylvania State University - Harrisburg*
35. Situated Hope: Understanding Teacher Educators' Sources of Hope. *Melissa B. Rivers, Arizona State University*
36. Teaching Adolescent Literacy in These Times: Resources for Generating Knowledge in a Teacher Study Group. *Kathleen Riley*
37. Teaching for Transformative Experiences: Challenges, Benefits, and Teacher Change. *Karen E. Schmidt, University of Northern Colorado; Wendy B. Allen, University of Northern Colorado; Kevin J. Pugh, University of Northern Colorado*

20.082-7. Leadership for School Improvement. SIG-Leadership for School Improvement; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

38. Knowledge Mobilization on Decision Making for School Improvement: A Peer-to-Peer Network for School Principals. *Stephanie Chipin, University of Ottawa; Angus McMurtry, University of Ottawa; Marielle Simon, University of Ottawa; Peter P. Grimmett, The University of British Columbia; Colin W. Evers, University of Hong Kong; Karen Elizabeth Starr, Deakin University; Jeff Orr, Saint Francis Xavier University; Brennan Trainor, Renfrew County Catholic District School Board*
39. Urban-School Assistant Principals in Today's Accountability-Oriented Environment. *Anna Q. Sun, University at Buffalo - SUNY*
40. School Improvement or District Dissolution: Philadelphia as a Case. *James H. Lytle, University of Pennsylvania*

20.082-8. Transforming Schools and Strengthening Leadership to Support the Educational and Psychological Needs of Children Affected by

War. SIG-Leadership for Social Justice; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

41. Transforming Schools and Strengthening Leadership to Support the Educational and Psychosocial Needs of Children Affected by War. *Jan Stewart, University of Winnipeg*

20.082-9. Educational Research and Sociological Poetry: Representations for a Public Audience. Division B - Curriculum Studies; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

42. Educational Research and Sociological Poetry: Representations for a Public Audience. *Jeanne Cameron, Tompkins Cortland Community College*

20.082-10. Enigmatic Autobiographies in Teacher Education: A Multiyear Study of Teacher Narratives. Division B - Curriculum Studies; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

43. Enigmatic Autobiographies in Teacher Education: A Multiyear Study of Teacher Narratives. *Philip Evan Bernhardt, Metropolitan State College of Denver; Marjorie Clark, The George Washington University*

20.082-11. Looking Beyond the Dichotomies: Acknowledging Complexity in Kindergarten Research. Division B - Curriculum Studies; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

44. Looking Beyond the Dichotomies: Acknowledging Complexity in Kindergarten Research. *Angela Pyle, Queen's University*

20.082-12. Motivation and Cognition in Varied Contexts. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

45. Accepting Personal Responsibility When Becoming a Teacher. *Theresa A. Thorkildsen, University of Illinois at Chicago; Persis Driver, University of Illinois at Chicago; Kuan Xing, University of Illinois at Chicago*
46. Teacher Identity Development: A Psychological Journey of Career Decision Making. *Ji Yeon Hong, University of Oklahoma; Barbara A. Greene, University of Oklahoma; Robin R. Roberson, University of Oklahoma; Dionne Indera Cross, Indiana University; Lauren Rapacki, Indiana University; Emily Higgins, University of Oklahoma*
47. The Effect of Preservice Teachers' Instrumentality on Their Motivation in Required Courses for Teacher Education. *Jumi Lee, Florida State University; Jeannine E. Turner, Florida State University; Kyunghwa Cho, Florida State University; Sung-On Hwang, Florida State University*
48. Teachers' Goal Orientations: Revealing Links With Vocational Learning. *Sebastian Nitsche, University of Mannheim; Oliver Dickhäuser, University of Mannheim; Markus Dresel, University of Augsburg; Michaela Fasching, University of Augsburg*
49. Knowing What to Regulate and Regulating What You Know: The Effect of Metacognitive Awareness Among Initial Teacher Educators. *Roland Tormey, École polytechnique fédérale de Lausanne; Tamzin Batterson, Department of Education and Professional Studies; Timothy D. Ritchie, University of Limerick*
50. Students' Problem Behavior: Differential Effects on Grades and Achievement Test Scores? A Three-Wave Longitudinal Study. *Friederike Zimmermann, IPN - Leibniz Institute for Science and Mathematics Education; Paeivi Hannele Taskinen, Leibniz Institute; Olaf Koeller, Leibniz Institute*
51. Connected Knowing for an Out-Group May Depend Upon Cultural Values. *Marlene A. Schommer-Aikins, Wichita State University; Marilyn K. Easter, San José State University*
52. Looking for Epistemological Development in Vivo and Finding Uncertainty: Exploring Epistemologically Rich Micropractices in Families. *Jessica Umphress, Northwestern University*
53. Improving Education Through the Addition of Student Emotion Measurement. *Roger S. Taylor, SUNY - College at Oswego*
54. Measuring Creative Self-Efficacy. *Daniel H. Abbott, Microsoft*

Corporation

55. Self-Report of Engagement: Analysis of Two Scales. *Jennifer London, North Carolina State University; Eric N. Wiebe, North Carolina State University; David Sharek, North Carolina State University; Kristy Boyer, North Carolina State University; James Lester, North Carolina State University*
56. Fit for School: Links Among Physical Fitness, Executive Functions, and Classroom Performance in Elementary Students. *Lucy J. Le Mare, Simon Fraser University; Paul W. Neufeld, Simon Fraser University*
57. How Noticing and Attending Relate to Tactical Understanding in a Physical Domain. *Peter Baggetta, University of Maryland; Patricia A. Alexander, University of Maryland*
58. Influence of a Pedagogical Interdisciplinary Intervention on Interest, Engagement, and Performance in French. *Isabelle Cabot, University of Montreal; Roch Chouinard, University of Montreal*
59. Student or Patient: Exploring the School Perceptions of Children With Cancer. *Jessika Boles, The University of Memphis; Denise Lynne Winsor, The University of Memphis; Belinda Mandrell, St. Jude Children's Research Hospital; Jami Gattuso, St. Jude Children's Research Hospital*

Friday, 4:05 pm

Presidential Sessions

21.010. AERA Opening Plenary Session: Linda T. Smith. Presidential Session

VCC, First Level, West Ballroom C; 4:05-6:05pm

Chair: *Jo-ann Archibald, The University of British Columbia*

Speaker:

The Knowing Circle of Indigenous Education: It Is Not Enough Just to Know. *Linda T. Smith, The University of Waikato*

Friday, 6:00 pm

AERA Related Activities

22.010. AERA Opening Reception. AERA Related Activities; Reception
VCC, First Level, West Ballroom D; 6:00-7:00pm

Chair: *Arnetha F. Ball, Stanford University*

Friday, 6:15 pm

State and Regional Educational Research Associations

23.010. State and Regional Educational Research Associations: Business Meeting. Consortium of State and Regional Educational Research Associations; Business Meeting
Fairmont Waterfront, Concourse Level, Malaspina; 6:15-7:45pm
Participants: *Virginia C. Shipman, University of New Mexico; Candace H. Lacey, Nova Southeastern University; Kathleen F. Berg, University of Hawaii; Harry L. Bowman, Council on Occupational Education; Edith H. Carter, Radford University; John M. Enger, Nova Southeastern University; Malinda Hendricks Green, University of Central Oklahoma; Michael S. Green, Hudson Valley Community College; Keith M. Kershner, Research for Better Schools*

SIG Business Meetings and Receptions

23.011. Adult Literacy and Adult Education SIG Business Meeting. SIG-Adult Literacy and Adult Education; Business Meeting
VCC, Second Level, West Room 214; 6:15-7:45pm
Chair: *Esther Prins, The Pennsylvania State University*

23.012. Arts-Based Educational Research SIG Business Meeting: Dissertation Award and Tom Barone Award for Distinguished Contributions to Arts-Based Educational Research. SIG-Arts-Based Educational Research; Business Meeting
VCC, Second Level, West Room 220; 6:15-8:15pm
Chair: *Barbara A. Bickel, Southern Illinois University - Carbondale*
Participant:

Arts-Based Researchers: What, if Anything, Do We Have in Common?
Thomas E. Barone, Arizona State University

23.013. Bilingual Education Research SIG Business Meeting. SIG-Bilingual Education Research; Business Meeting
 VCC, Second Level, East Room 19&20; 6:15-8:15pm

23.014. Brain, Neurosciences, and Education SIG Business Meeting. SIG-Brain, Neurosciences, and Education; Business Meeting
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 6:15-7:45pm

Chair: *Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior*

23.015. Career Development SIG Business Meeting: Business Meeting and Keynote by Kathleen Jorissen: Learning to Lead Along Nonlinear Career Paths. SIG-Career Development; Business Meeting
 Pan Pacific, Restaurant Level, Pacific Rim 1; 6:15-7:45pm

Chair: *V. Scott H. Solberg, Boston University*

Participant:

Learning to Lead Along Nonlinear Career Paths: How Women Educational Leaders Develop Knowledge. *Kathleen Topolka Jorissen, Western Carolina University*

23.016. Chaos and Complexity Theories SIG Business Meeting. SIG-Chaos & Complexity Theories; Business Meeting
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 6:15-8:15pm

23.017. Classroom Management SIG Business Meeting: Classroom Management Special Interest Group Business Meeting. SIG-Classroom Management; Business Meeting
 VCC, Second Level, East Room 16; 6:15-7:45pm

23.018. Classroom Observation SIG Business Meeting. SIG-Classroom Observation; Business Meeting
 VCC, Second Level, East Room 13; 6:15-7:45pm

Chair: *Kelly Feighan, Research for Better Schools*

23.019. Confucianism, Taoism, and Education SIG Business Meeting: Daoist Lessons for Pedagogy of Authentic Leaders. SIG-Confucianism, Taoism, and Education; Business Meeting
 VCC, Second Level, East Room 17; 6:15-7:45pm

Participant:

Daoist Lessons for Pedagogy of Authentic Leaders. *Tom E. Culham, Simon Fraser University; Heesoon Bai, Simon Fraser University*

23.020. Critical Educators for Social Justice SIG Business Meeting. SIG-Critical Educators for Social Justice; Business Meeting
 VCC, Second Level, East Room 9; 6:15-8:15pm

23.021. Democratic Citizenship in Education SIG Business Meeting: International Perspectives on Publishing on Democratic Citizenship in Education. SIG-Democratic Citizenship in Education; Business Meeting
 VCC, Second Level, East Room 14; 6:15-7:45pm

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

Participant: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

23.022. Design and Technology SIG Business Meeting. SIG-Design and Technology; Business Meeting
 Sheraton Wall Centre, Fourth Level, South Galiano; 6:15-7:45pm
 Chair: *Patricia L. Hardre, University of Oklahoma*

23.023. Districts in Research and Reform SIG Business Meeting and Invited Speakers. SIG-Districts in Research and Reform; Business Meeting
 Marriott Pinnacle, Third Level, Shaughnessy II; 6:15-7:45pm

23.024. Education, Health and Human Service Linkages SIG Business Meeting. SIG-Education, Health, and Human Services Linkages; Business Meeting
 Marriott Pinnacle, Fourth Level, Ambleside; 6:15-7:45pm

Participant:

International Perspectives in Policy and Practice for Human Service

Linkages. *Robert Ian Hulme, University of Chester; Jennifer Sumison, Charles Sturt University*

23.025. Family, School, Community Partnerships SIG Business Meeting. SIG-Family, School, Community Partnerships; Business Meeting
 VCC, Second Level, East Room 18; 6:15-7:45pm

23.026. Indigenous Peoples of the Americas SIG Business Meeting: Indigenizing the Academy: "The Work Continues." SIG-Indigenous Peoples of the Americas; Business Meeting
 VCC, Second Level, West Room 204; 6:15-8:15pm

Chairs: *Susan C. Faircloth, The Pennsylvania State University; Tarajeau Yazzie-Mintz, Indiana University; Mary Eunice Romero-Little, Arizona State University*

Participants: *Andrew Dayton, University of California - Santa Cruz; Danielle N. Terrance, The Ohio State University; Eve Tuck, SUNY - College at New Paltz; Troy Richardson, Cornell University; Leilani Sabzalian, University of Oregon; Sandra J. Wolf, Lakehead University; Dana E. Christman, New Mexico State University; Amy J. Fann, University of North Texas; Tasha Seneca Keyes, University of Chicago; Larisa Warhol, Arizona State University*

23.027. Language and Social Processes SIG Business Meeting. SIG-Language and Social Processes; Business Meeting
 VCC, Second Level, West Room 215&216; 6:15-8:15pm
 Chair: *Beth V. Yeager, University of California - Santa Barbara*

23.028. Leadership for School Improvement SIG Business Meeting. SIG-Leadership for School Improvement; Business Meeting
 VCC, Second Level, East Room 10; 6:15-7:45pm

Chair: *Susan Korach, University of Denver*

Participants: *William C. Frick, University of Oklahoma; Tricia Browne-Ferrigno, University of Kentucky; Shelby A. Cosner, University of Illinois at Chicago; Kristina Astrid Hesbol, Illinois State University; Bonnie Carol Fusarelli, North Carolina State University; Joseph F. Murphy, Vanderbilt University*

23.029. Marxian Analysis of Society, Schools and Education SIG Business Meeting With Guest Speaker Angela Valenzuela. SIG-Marxian Analysis of Society, Schools and Education; Business Meeting
 VCC, Second Level, East Room 12; 6:15-7:45pm

Chair: *Sheila Macrine, University of Massachusetts - Dartmouth*

Participant: *Peter L. McLaren, University of Auckland*

Participant:

Native Worldings Centered on Land and Relationships: The Dismantling of Colonial Symbolic Orders in Education and Educational Policy. *Angela Valenzuela, The University of Texas - Austin*

23.030. Middle-Level Education Research SIG Business Meeting. SIG-Middle-Level Education Research; Business Meeting
 Marriott Pinnacle, Third Level, Shaughnessy I; 6:15-7:45pm
 Chair: *Penny A. Bishop, The University of Vermont*

23.031. Philosophical Studies in Education SIG Business Meeting. SIG-Philosophical Studies in Education; Business Meeting
 VCC, Second Level, West Room 205; 6:15-8:15pm

Chair: *Charles Bingham, Simon Fraser University*

Participants: *Amy B. Shuffelton, University of Wisconsin - Whitewater; Bryant Griffith, Texas A&M University - Corpus Christi*

Participant:

Misrecognition and Belonging. *Cris Mayo, University of Illinois at Urbana-Champaign*

23.032. Politics of Education SIG Business Meeting. SIG-Politics of Education; Business Meeting
 VCC, Second Level, East Room 11; 6:15-8:15pm

23.033. Rasch Measurement SIG Business Meeting. SIG-Rasch Measurement; Business Meeting
 Marriott Pinnacle, Third Level, Dundarave; 6:15-7:45pm

23.034. Research Focus on Education and Sport SIG Business Meeting. SIG-Research Focus on Education and Sport; Business Meeting
 Sheraton Wall Centre, Third Level, North Parksville; 6:15-7:45pm

23.035. Research on Learning and Instruction in Physical Education SIG Business Meeting. SIG-Research on Learning and Instruction in Physical Education; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 6:15-8:15pm

Chair: *Weiyun Chen, University of Michigan*

23.036. Research on Women and Education SIG Business Meeting and Willystine Goodsell Award Address. SIG-Research on Women and Education; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 6:15-8:15pm

23.037. Stress and Coping in Education SIG Business Meeting. SIG-Stress and Coping in Education Cosponsored with SIG-Social and Emotional Learning; Business Meeting
Pan Pacific, Restaurant Level, Pacific Rim 2; 6:15-8:15pm

Chair: *Rebecca A. Robles-Pina, Sam Houston State University*

Participants: *Russell L. Carson, Louisiana State University; Julie P. Combs, Sam Houston State University*

Participant:

Take a Meta-Moment: A Fresh Look at Emotion Regulation to Cope With Stress. *Marc A. Brackett, Yale University*

23.038. Technology as an Agent of Change in Teaching and Learning SIG Business Meeting. SIG-Technology as an Agent of Change in Teaching and Learning; Business Meeting
Sheraton Wall Centre, Fourth Level, North Port McNeill; 6:15-7:45pm

Chair: *Joan E. Hughes, The University of Texas - Austin*

23.039. Workplace Learning SIG Business Meeting. SIG-Workplace Learning; Business Meeting
VCC, Second Level, West Room 219; 6:15-7:45pm

Chair: *James E. Bartlett, North Carolina State University*

Participants: *Judith O. Brown, Barry University; Martin Mulder, Wageningen University; Margaret E. Malloch, University of East London; Jennie Walker, University of Denver*

Friday, 7:00 pm

Governance Meetings and Events

24.001. AERA Journal Publications Committee Reception: Invitation Only. AERA Governance; Reception
VCC, First Level, West Room 118-120; 7:00-8:30pm

Friday, 7:30 pm

AERA Sessions

25.010. Social Justice in Education Award (2012) Lecture: Daniel Gilbert Solorzano. AERA Sessions; Invited Session
VCC, First Level, West Ballroom A; 7:30-8:30pm

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

Award Recipient and Speaker:

The Role of Critical Race Theory in the Struggle for Social Justice. *Daniel Gilbert Solorzano, University of California - Los Angeles*

Friday, 8:30 pm

AERA Related Activities

26.010. Joint Social Justice Combined Reception. AERA Related Activities; Reception; Cosponsored with Affirmative Action Council, Scholars and Advocates for Gender Equity in Education Committee, Scholars of Color in Education Committee, and Social Justice Action Committee
VCC, First Level, West Ballroom A; 8:30-9:30pm

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

Saturday, 7:00 am

AERA Related Activities

27.010. Undergraduate Student Education Research Training Workshop Early Bird Breakfast: Invitation Only (Day 1 of 2). AERA Related Activities; Invited Session
Pan Pacific, Restaurant Level, Oceanview 3; 7:00-8:00am

Chair: *George L. Wimberly, American Educational Research Association*

AERA Sessions

27.011. AERA Welcoming Orientation for New Members and First-Time Attendees. AERA Sessions; Invited Session
VCC, First Level, East Ballroom A; 7:00-8:00am

Chair: *Arneetha F. Ball, Stanford University*

Participants: *William G. Tierney, University of Southern California; Felice J. Levine, American Educational Research Association*

Saturday, 8:00 am

Professional Development Courses

28.010. Modeling Mean Structures and Latent Growth Structures Using Structural Equation Modeling. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 1; 8:00am to 12:00pm

Director: *Gregory R. Hancock, University of Maryland*

28.011. Using NAEP Data on the Web for Educational Policy Research. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 2; 8:00am to 12:00pm

Directors: *Debra Kline, ETS; Catherine S. Trapani, ETS & Fordham U; Emmanuel Sikali, U.S. Department of Education*

28.012. Using the School Attendance Boundary Information System. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 8:00am to 12:00pm

Directors: *Salvatore Saporito, College of William and Mary; David Van Riper, Minnesota Population Center*

Saturday, 8:15 am

Governance Meetings and Events

29.001. AERA Committee on Scholars of Color in Education Awards Presentation and Business Meeting: Open Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 4; 8:15-9:45am

Chair: *Ruben Donato, University of Colorado - Boulder*

29.002. Review of Research in Education (2014) Closed Author Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 8:15-9:45am
Chairs: *Kathryn M. Borman, University of South Florida; Arnold B. Danzig, Arizona State University; Todd Reitzel, American Educational Research Association*

29.003. SIG Leadership Orientation: Session 1. AERA Governance; Governance Session
VCC, First Level, West Room 114&115; 8:15-9:45am
Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

AERA Related Activities

29.010. AERA Fellows Breakfast: Invitation Only. AERA Related Activities; Governance Session
VCC, First Level, West Ballroom D; 8:15-10:15am
Chair: *Robert S. Rueda, University of Southern California*

29.011. AERA Web Content Management System Training for Division and SIG Web Content Managers: Session 1. AERA Related Activities; Workshop
VCC, First Level, West Room 116&117; 8:15-9:45am
Chair: *Tracy Young, American Educational Research Association*

29.012. International Relations Committee Meeting Honoring International Travel Award Recipients. AERA Related Activities; Invited Session
Pan Pacific, Restaurant Level, Oceanview 6; 8:15-9:45am
Chair: *Michael T. Nettles, ETS*

Presidential Sessions

29.013. To Know Is Not Enough: Commissioned Essay Writers—Saturday (Coffee). Presidential Session
VCC, First Level, West Room 109&110; 8:15-9:45am

Chair: *Rick R. McCown, Duquesne University*

Participants:

Improving Teacher Education in the United States. *Kenneth Zeichner, University of Washington*

On Hampshire College's Motto, "Non Satis Scire," and the Educational Endeavor. *Sousan Arafeh, Southern Connecticut State University*

Justice-Oriented Service: Why The Academy Must Serve in Order to Lead. *Nicholas Daniel Hartlep, University of Wisconsin – Milwaukee; Robyn A. Carlson, Michigan State University*

Transformative Curriculum Praxis for the Public Good: Intersections of Pan-Ethnic Identity, Policy Frameworks, and Research Paradigms. *Joyce E. King, Georgia State University*

29.014. We Know It Works Here: Can We Make It Work There? Presidential Session Cosponsored with Division B - Curriculum Studies, Division L - Educational Policy and Politics

VCC, First Level, West Ballroom A; 8:15-9:45am

Chair: *Cynthia E. Coburn, University of California - Berkeley*

Participants:

The College Ambition Program: Challenges of Scaling-Up With Small Samples. *Barbara Schneider, Michigan State University*

Scaling Up Success for All: Lessons Learned Over 25 Years. *Robert Slavin, Johns Hopkins University*

A New Approach for Designing and Scaling Up Educational Interventions. *Thomas M. Smith, Vanderbilt University*

Implementing District-Driven Instructional Reform: Overcoming Barriers to Change in a Complex Urban Environment. *Adam Gamoran, University of Wisconsin - Madison*

Discussant: *Cynthia E. Coburn, University of California - Berkeley*

AERA Sessions

29.015. AERA Early Career Award (2010) Lecture: Guofang Li. AERA Sessions; Invited Session
VCC, First Level, West Ballroom C; 8:15-9:45am
Chair: *Milbrey W. McLaughlin, Stanford University*

Speaker:

Toward a Culture Pedagogy: Rethinking Literacy, Power, and "Minority."
Guofang Li, Michigan State University

Committee Sessions

29.016. GSC Chair Elect Fireside Chat: Queering the Academy: Doing Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Intersex (LGBTQI) and Ally Work in the Ph.D. Program and Beyond. Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 211; 8:15-9:45am
Chair: *Cathy Anne Rosenberg, Ohio State University*

Participants: *Mollie V. Blackburn, The Ohio State University; Caroline T. Clark, The Ohio State University; Kevin K. Kumashiro, University of Illinois at Chicago; Erica R. Meiners, Northeastern Illinois University; Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo; SJ Miller, Indiana University of Pennsylvania*

29.017. Neoliberalism and Public Education. Social Justice Action Committee; Invited Session
VCC, Third Level, West Room 306; 8:15-9:45am
Chair: *William H. Watkins, University of Illinois at Chicago*
Participants: *William H. Watkins, University of Illinois at Chicago; Antonia Darder, Loyola Marymount University; Todd Alan Price, National Louis University*

International Organization Sessions

29.018. Educational Leadership: Research as Praxis for the Public Good. Commonwealth Council for Educational Administration and Management; Invited Session
Pan Pacific, Restaurant Level, Pacific Rim 2; 8:15-10:15am
Chair: *Petros A. Pashiardis, The Open University of Cyprus*
Participants:

Building Creative Capacities in Tomorrow's Administrators: Innovative Interdisciplinary Leadership Development. *Jerome A. Cranston, University of Manitoba; Kristin Kusanovich, Santa Clara University*
Leadership for Successful School Capacity-Building. *Frank Crowther, University of Southern Queensland*

School Leaders Caught in a Discriminatory Web: Leveraging Greater Equity. *Jacky Lumby, University of Southampton*

Exploring a New Cocktail Mix: School Principals' Epistemological Beliefs, Context, and Leadership Practices. *Petros A. Pashiardis, The Open University of Cyprus; Panayiota Kendeou, Neapolis University Pafos; Athena Michaelidou, The Open University of Cyprus; Eleni Lytras, Open University of Cyprus*

Educational Research by/for the People: The Role of Research in Community-Based Organizations. *Sue Winton, York University; Michael P. Evans, Miami University*

29.019. Learning From Text in Today's Society: Reconciling Multiple Incoherent Sources of Information. European Association for Research on Learning and Instruction; Invited Session
Pan Pacific, Restaurant Level, Oceanview 7&8; 8:15-10:15am

Chairs: *Katharina Scheiter, Knowledge Media Research Center; Erica de Vries, University of Grenoble*

Participants:

Effects of News Frames in Texts About Topics of Conflicting Evidence on Risk Perception, Emotions, and Learning. *Christine Otieno, University of Freiburg; Hans Spada, University of Freiburg; Alexander Renkl, University of Freiburg*

How Children Deal With Conflicting Advice in Web Forums: Impact of Author and Message Cues. *Ladislao Salmerón, University of Valencia; J Francois Rouet, Université de Poitiers; Victoria García, University of Valencia; Mónica Macedo-Rouet, National Centre for Pedagogical Documentation*

The Effects of Text Structure on the Revision of Learners' Misunderstandings. *Hector Garcia Rodicio, Universidad de Cantabria; Emilio Sanchez, Universidad de Salamanca*

How Well Do Young People Deal With Contradictory and Unreliable Information Online? What the PISA (Programme for International Student Assessment) Digital Reading Assessment Tells Us. *Thomas Lumley, Australian Council for Educational Research; Juliette F. Mendelovits, Australian Council for Educational Research*

Plausibility Biases in Learning With Multiple Texts on Controversial Scientific Issues. *Tobias Richter, University of Kassel; Johanna Maier, University of Kassel*

29.020. On the Dynamics and Relatedness of Students' Approaches to Learning in Higher Education. Flemish Forum for Educational Research; Invited Session
VCC, Second Level, West Room 204; 8:15-10:15am
Chair: *Nadine S.L. Engels, Vrije Universiteit Brussel*

Participants:

The Interrelations Between Motivational, Cognitive, and Metacognitive Aspects of Student Learning: A Person-Oriented Perspective. *Gert Vanthournout, University of Antwerp; Sven De Maeyer, University of Antwerp; David Gijbels, University of Antwerp; Vincent Donche, University of Antwerp; Peter Van Petegem, University of Antwerp*
Looking at Learning Approaches From the Angle of Student Profiles: Combining Capacity and Motivation. *Eva Kyndt, University of*

Leuven; Filip J.R.C. Dochy, University of Leuven; Katrien Struyven, Vrije Universiteit Brussel; Eduardo C. Cascallar, Katholieke Universiteit Leuven
 Modeling the Evolution in Learning Strategies: A Multi-Indicator Latent Growth Analysis. Liesje Coertjens, University of Antwerp; Vincent Donche, University of Antwerp; Sven De Maeyer, University of Antwerp; Gert Vanthournout, University of Antwerp; Peter Van Petegem, University of Antwerp
 Enhancing Students' Approaches to Learning Through Student-Centered Learning Environments? Katrien Struyven, Vrije Universiteit Brussel; Marlies Baeten, Katholieke Universiteit Leuven; Filip J.R.C. Dochy, University of Leuven

Discussant: Sofie Loyens, Erasmus University

State and Regional Educational Research Associations

29.021. State and Regional Educational Research Associations:

Distinguished Paper Session 1. Consortium of State and Regional Educational Research Associations; Invited Session
 Fairmont Waterfront, Concourse Level, Malaspina; 8:15-10:15am

Chair: Keith M. Kershner, Research for Better Schools

Participants:

Northern Rocky Mountain Educational Research Association—Instructors' Perceptions of Community and Engagement in Online Courses. Athena Kennedy, University of Wyoming

Arizona Educational Research Organization—The SAS Education Value-Added Assessment System: Its Intended and Unintended Effects in a Major Urban School System. Audrey Amrein-Beardsley, Arizona State University; Clarin Elizabeth Collins, Arizona State University

Pennsylvania Educational Research Association—Impact of a High School Personal Finance Course on Student Attitudes. Bonnie Meszaros, University of Delaware; Erin Yetter, University of Delaware; Andrew T. Hill, Federal Reserve Bank of Philadelphia

California Educational Research Association—Impact of Kindergarten Entrance Age on Academic Achievement: A Longitudinal Study. Sara Najjarro, Azusa Pacific University; Hae-Seong Park, Azusa Pacific University

Division Sessions

29.022. Cosmopolitanism and Cultural Creativity. Division B - Curriculum Studies; Symposium
 Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 8:15-10:15am

Chair: Suzanne S. Choo, Teachers College, Columbia University

Participants:

Creating Cosmopolitan Meaning Through Conversation. Ninni Wahlstrom, Orebro University

Cultivating Belonging Through Multimodal Practices of "Everyday Cosmopolitanism". Lalitha M. Vasudevan, Teachers College, Columbia University

Living in Translation, Translating Living: Cosmopolitanism as Creative Meaning-Making Among Global Youth. Margaret R. Hawkins, University of Wisconsin - Madison

Cosmopolitan Literacies: Youth on the Frontlines of Intercultural Learning. Glynda A. Hull, University of California - Berkeley; Amy Stornaiuolo, University of California - Berkeley

Discussant: David T. Hansen, Teachers College, Columbia University

29.023. The (Non)Invisible Researcher. Division B - Curriculum Studies; Paper Session
 Sheraton Wall Centre, Third Level, North Junior Ballroom A; 8:15-9:45am

Chair: Laura M. Jewett, The University of Texas - Brownsville

Participants:

Crazy, Depressive White Ghosts in the Closet: Someone Help Me Say the "N" Word. David Lawrence Humpal, Texas A&M University

The Ties That Bind: Interrupting Familial and Personal Performances of Whiteness. Veronica E. Bloomfield, Chapman University

We Grew Up And Became Teachers: The Personal Reading Experience And Curriculum Understanding. Westry A. Whitaker, The George Washington University

Writing Stories Reveal Academic Insights: Transformative Learning Theory Incorporated With Autoethnography. Connie Elizabeth Taylor, Queen's University

In Their Own Words: A Digital Account of Innovative Scholarship in Education. Karyn A. Cooper, University of Toronto; Robert E. White, Saint Francis Xavier University

Discussant: Erica R. Davila, Arcadia University

29.024. Investigations of a Functional Grammar Approach to Enhance the Reading and Writing Achievement of Elementary English Language Learners. Division C - Learning and Instruction; Symposium
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 8:15-9:45am

Chair: Mary J. Schleppegrell, University of Michigan

Participants:

The Role of a Metalanguage in Supporting English Language Learners' Literacy Development. Mary J. Schleppegrell, University of Michigan
 Supporting Elementary-Level English Language Learners' Writing Development With Functional Grammar Metalanguage. Catherine O'Hallaron, University of Michigan

Investigating the Teaching of Processes and Attitudes in Text to Support Text Comprehension and Writing. Jason Patrick Moore, University of Michigan; Annemarie S. Palincsar, University of Michigan

Discussants: Nell K. Duke, Michigan State University; Maria E. Brisk, Boston College

29.025. Pedagogical Approaches to Enhancing Problem-Based and Simulation-Based Learning. Division C - Learning and Instruction; Paper Session
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 8:15-9:45am

Participants:

Problem-Based Learning, Goal Orientation, and Learning Success. Kevin J. Pugh, University of Northern Colorado; Michael M. Phillips, University of Northern Colorado; Cassandra M. Bergstrom, University of Northern Colorado; Moshe Machlev, University of Northern Colorado

Learning About Aquatic Ecosystems in Middle School Classrooms. Catherine Eberbach, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University; Suparna Sinha, Rutgers University; Rebecca Jordan, Rutgers University

User-Design Approach for Problem Development in Problem-Based Learning. Hyeon Woo Lee, Sangmyung University

Successful Collaborative Problem-Solving Through Constructing Qualitative and Quantitative Domain-Specific Representations. Bert Slof, University of Groningen; Gijsbert Erkens, Utrecht University; Paul A. Kirschner, Open University of the Netherlands

Science Vocabulary Development in a Problem-Based Learning Simulation. Lisa J. Lynn, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Kamila Brodowska, University of Illinois at Chicago; Gregory Mullin, University of Connecticut; Nicole Powell, University of Connecticut; Kimberly A. Richards, University of Illinois at Chicago; Mark A. Boyer, University of Connecticut

29.026. Researching Self- and Coregulated Learning as Situated in Contexts: Implications for Theory, Research, and Practice. Division C - Learning and Instruction Cosponsored with SIG-Studying and Self-Regulated Learning; Structured Poster Session
 Pan Pacific, Lobby Level, Oceanview 1&2; 8:15-9:45am

Chair: Deborah L. Butler, The University of British Columbia

Participants:

1. A Theoretical Framework for Considering Self- and Coregulated Learning as Situated in Practice. Deborah L. Butler, The University of British Columbia; Sylvie C. Cartier, University of Montreal
 2. Individual and Cultural Influences in ESL (English as a Second Language) Students' Academic Help-Seeking: A Multiple-Case Study in Secondary Classrooms. Aihling Tang, The University of British Columbia

3. Mathematical Flexibility: Case Studies of Individual-Context Interactions. Matt Giammarino, The University of British Columbia
 4. How Classroom Contexts Might Foster Self-Regulation and Self-Efficacy During Literacy Tasks: Studying Individuals in Context. Jennifer Scott, The University of British Columbia

5. Teachers' Working Collaboratively to Support Adolescent Literacy: A Case Study of a Multi-Level Community of Inquiry. Deborah L. Butler, The University of British Columbia; Leyton Schnellert, The University of British Columbia - Okanagan Campus; Kimberley MacNeil, The

University of British Columbia

6. Collaborative Inquiry: Teacher Professional Development as Situated, Responsive Coconstruction of Practice and Learning. *Leyton Schnellert, The University of British Columbia - Okanagan Campus*
7. Examining How Teachers Use Tasks, Practices, and Interpersonal Interactions to Support Children's Self-Regulation in Classrooms. *Lynda Ruth Hutchinson, The University of British Columbia; Nancy E. Perry, The University of British Columbia*
8. Understanding Postsecondary Students' Perceptions About Learning in Science From Within an Inquiry-Oriented Biology Laboratory. *Kathy Nomme, The University of British Columbia; Carol Pollock, The University of British Columbia; Joanne Nakonechny, The University of British Columbia; Sylvie C. Cartier, University of Montreal*
9. Scaffolding Medical Students' Self-Regulation During Practice on a Simulator: Divergences in Student/Expert Conceptions of Learning. *Ryan Brydges, University of Toronto; Adam Peets, The University of British Columbia; Barry Issenberg, University of Miami; Glenn Regehr, The University of British Columbia*
10. Students' Self-Regulated Strategies for an Engineering Design Project: An Exploratory Study of College Freshmen. *Oenardi Lawanto, Utah State University; Sylvie C. Cartier, University of Montreal*

Discussant: *Allyson F. Hadwin, University of Victoria*

29.027. Sylvia Scribner Award Address: Richard Mayer. Division C - Learning and Instruction; Invited Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 8:15-9:45am

Chair: *Mary M. McCaslin, The University of Arizona*

Speaker:

Games for Learning: An Evidence-Based Approach. *Richard E. Mayer, University of California - Santa Barbara*

29.028. Tools for Constructing Historical Narratives: Teaching African American and Latino Histories With GIS Census Maps. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 8:15-9:45am

Chair: *Joshua L. Radinsky, University of Illinois at Chicago*

Participants:

Do the Data Strike Back? Students' Presentations of Historical Narratives About Latino Communities Using Geographic Information Systems. *Jessica Roberts, University of Illinois at Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Jose W. Melendez, University of Illinois at Chicago*

Engaging and Problematizing Narratives of African American Migrations. *Michelle Boyd, University of Illinois at Chicago*

Co-Census: Designing an Interactive Museum Space to Prompt Negotiated Narratives of Ethnicity, Community, and Identity. *Jessica Roberts, University of Illinois at Chicago; Leilah Lyons, University of Illinois at Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Francesco Cafaro, University of Illinois at Chicago*

Middle School Students' Constructions of African American Migration Narratives: Scaffolding Historical Reasoning With Geographic Information System Maps. *Joshua L. Radinsky, University of Illinois at Chicago; Lori Butler, University of Illinois at Chicago*

Discussant: *Megan Bang, University of Washington*

29.029. Advances in Propensity Score Analyses and Causal Inference. Division D - Measurement and Research Methodology; Paper Session
Marriott Pinnacle, Third Level, Pinnacle I; 8:15-9:45am

Chair: *Larry R. Price, Texas State University - San Marcos*

Participants:

Evaluation of Variable Selection and Adjustment Procedures in Relation to Propensity Scores and Prognostic Scores. *Bing Yu, University of Chicago; Guanglei Hong, University of Chicago*

Interval Matching: Propensity Score Matching Using Case-Specific Bootstrap Confidence Intervals. *Wei Pan, University of Cincinnati*
Omitted Variables, R-Square, and Bias Reduction in Matching: A Monte Carlo Study. *Qiu Wang, Syracuse University; Kimberly S. Maier, Michigan State University; Richard T. Houang, Michigan State University*

Propensity Score Matching Within Prognostic Strata. *Benjamin Kelcey, Wayne State University*

The Nexus of Multilevel Models and Causal Inference in Non-Experimental Multisite Research. *Jordan Rickles, University of California - Los Angeles*

29.030. Modeling Rater Effects in the Presence of Data Dependency: Recent Advancements in Hierarchical Rater Models. Division D - Measurement and Research Methodology; Symposium
Marriott Pinnacle, Fourth Level, Ambleside; 8:15-9:45am

Chair: *Lihshing Leigh Wang, University of Cincinnati*

Participants:

On the Multilevel Facets Model for the Analysis of Rating Data. *Lidia Dobria, Wilbur Wright College*

Item Response Modeling of Inter- and Intra-Rater Variations in Severity and Local Dependence. *Wen-Chung Wang, The Hong Kong Institute of Education*

Some Notes on a Hierarchical Rater Model for Constructed Responses. *Lawrence T. DeCarlo, Teachers College, Columbia University; YoungKoung Kim, The College Board*

Cross-Classified Random-Effects Models for Assessing Rater Severity and Differential Rater Functioning. *Susan Natasha Beretvas, The University of Texas - Austin*

Discussants: *Edward W. Wolfe, Pearson; Mark R. Wilson, University of California - Berkeley*

29.031. Adolescent-Adult Relationships as Developmental Spaces: Mechanisms Underlying Positive Development for Diverse Youth. Division E - Counseling and Human Development; Symposium
VCC, Second Level, East Room 13; 8:15-10:15am

Chair: *Judith L. Meece, University of North Carolina-CH*

Participants:

"He's More Like a Brother Than a Teacher": Adult-Youth Relationships in a Program for African American Males. *Nailah Suad Nasir, University of California - Berkeley; Maxine Ramona McKinney de Royston, University of California - Berkeley; Kihana Miraya Ross, University of California - Berkeley; Jarvis Givens, University of California - Berkeley*
Feeling Known and Unknown in U.S. High Schools. *Vichet Chhuon, University of Minnesota*

Promoting and Silencing "Queer Voice": The Role of Educators. *Michael Sadowski, Bard College*

Quantity and Quality of Relationships With Important Nonparental Adults: The Mediating Role of Youth Intentional Self-Regulation and Hopeful Future Expectations for Positive Youth Development. *Edmond P. Bowers, Tufts University; G. John Geldhof, Tufts University; Kristina Schmid, Tufts University*

Reaching-Down Reaching-Up Models of Applied Child and Adolescent Development Research. *Tanner LeBaron Wallace, University of Pittsburgh*

Discussant: *Cynthia Hudley, University of California - Santa Barbara*

29.032. Black Campus Movements and the Challenge to Higher Education in North America During the 1960s. Division F - History and Historiography Cosponsored with SIG-Research Focus on Black Education; Symposium
VCC, Second Level, West Room 208&209; 8:15-9:45am

Chair: *Stephen Edward Kercher, University of Wisconsin - Oshkosh*

Participants:

The Black Campus Movement and the Racial Reconstitution of Higher Education, 1965-1972. *Ibram Rogers, SUNY - College at Oneonta*

The Black Revolution on Campus: The Montreal-Trinidadian Axis. *Martha Biondi, Northwestern University*

"On Strike! Shut It Down!": White College Student Allies in the Black Campus Movement in Madison. *Cornelius K. Gilbert, University of Wisconsin - Madison*

The Black Campus Revolt in Wisconsin: "Black Thursday," 1968. *Stephen Edward Kercher, University of Wisconsin - Oshkosh*

29.033. Bridging New Literacy Studies, Classroom Language Ethnography, and Bourdieu's Social Philosophy. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 206; 8:15-10:15am

Chair: *David M. Bloome, The Ohio State University*

Participants:

Introduction: Bourdieu, New Literacy Studies, and Classroom Ethnography. *David M. Bloome, The Ohio State University*

LETTER: Learning for Empowerment Through Training in Ethnographic-Style Research: Theory and Practice in the Adult Literacy Field From a Bourdieusean Perspective. *Brian V. Street, Kings College, London*

Declan Dancing: Tracing Pedagogic Habitus Across a Two-Year Ethnographic Study of the Impact of a Group of Artists in a School.

Kate Pahl, The University of Sheffield

Bridging Fields of Practice: A Comparative Analysis of Two Secondary Composition Teachers. *Jennifer Rowsell, Brock University*
 "I Once Was Lost But Now I Am Found": Teaching Against Cultural Reproduction. *Ayanna F. Brown, Elmhurst College*
 Bridging Classroom Language Ethnography, New Literacy Studies, and Bourdieu's Social Philosophy: Principles and Practice. *Michael James Grenfell, Trinity College, University of Dublin*

Discussant: *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

29.034. Programs for Critical Language Development and Maintenance.

Division G - Social Context of Education; Paper Session
 VCC, Second Level, West Room 205; 8:15-9:45am

Chair: *Janelle Marie Johnson, The University of Arizona*

Participants:

Language Status in Two-Way Bilingual Immersion: Dynamics Between English and Spanish in Peer Interaction. *Ana M. Hernandez, California State University - San Marcos*

Portrait of the Teacher as an Artist: Use of Academic Language as the Paintbrush. *Jeanette Mary Bicaia, California State University - East Bay; Dana L. Grisham, National University; Susan Elizabeth Crosby, Napa Valley Language Academy*

Promoting Language Maintenance Among Latino Adolescents: Additive and Subtractive Practices of Spanish Teachers. *Linwood John Randolph, University of North Carolina - Chapel Hill*

Sharing Languaculture Funds of Knowledge in Secondary Schools: How Minority-Language and Majority-Language Students Open Pathways to Future Learning. *Melinda E. Martin-Beltran, University of Maryland - College Park; Kayra Alvarado Merrills, University of Maryland*

The Sociohistorical Development of Testing and Test Accommodations for Dynamic Multilingual Students. *Jamie L. Schissel, University of Pennsylvania*

29.035. Reculturing Schooling: Strategies and Consequences.

Division G - Social Context of Education; Symposium
 VCC, Second Level, West Room 202&203; 8:15-10:15am

Chair: *Andrew Hargreaves, Boston College*

Participants:

Using Network and Collaboration to Foster Equity within Urban Education Systems: Possibilities and Barriers. *Mel Ainscow, University of Manchester*

Building Evidence-Based Cultures to Support Student Outcomes. *Henry I. Braun, Boston College; Beth Morton, Boston College*

Changing Professional Culture. *Kathryn Ann Sallis, Boston College; Karen W. Lam, Boston College*

Achievement Versus Identity: Student Subcultures Can Lever Change. *Maureen Hughes, Boston College*

The Culture of Urban School Reform. *Charles M. Payne, University of Chicago*

Discussant: *Warren Simmons, Brown University*

29.036. The Edge of Race: Critical Examinations of Education and Race/ Racism.

Division G - Social Context of Education; Symposium
 VCC, Second Level, East Room 8&15; 8:15-9:45am

Chair: *Kalervo N. Gulson, University of New South Wales*

Participants:

You Can't Erase Race! Attempting to Colorblind Color-Conscious Contexts. *Thandeka K. Chapman, University of Wisconsin - Milwaukee*

The Color of Cutbacks: The Undeclared War on Black Children. *David Gillborn, Institute of Education - London*

Islamic Schools and the New Suburban Edges of Race and Fear. *Kalervo N. Gulson, University of New South Wales*

Black Bodies in Canada: Epistemological Ambivalences and Systematic Exclusion. *Annette M. Henry, The University of British Columbia*

What Should People of Color Do? Education at the Edge of Race and the End of Whiteness. *Zeus Leonardo, University of California - Berkeley*

Fourteen Souls, 19 Days, and 1,600 Dreams: Education, Critical Race Theory, and the Politics of Interruption. *David O. Stovall, University of Illinois at Chicago*

29.037. The Challenge of Using Adaptive Models of Collaborative Inquiry: Tensions Between Knowledge Generation and Dissemination Within Schools and School Districts.

Division H - Research, Evaluation and Assessment in Schools; Symposium

Marriott Pinnacle, Third Level, Pinnacle II; 8:15-9:45am

Chair: *Mary Jean Gallagher, Ontario Ministry of Education*

Participants:

Collaborative Inquiry for Learning in Mathematics: Team-Based Collaborative Planning, Teaching, Observation and Learning. *Judi Kokis, Ontario Ministry of Education; Lucie McCartney, Ontario Ministry of Education*

How Choice Ignites Engagement and Learning in Early Primary Educators. *Rachel Ryerson, Ontario Ministry of Education; Barnabas Chukwujiebere Emenogu, Ontario Ministry of Education*

Studying Student Learning Through Collaborative Inquiry. *David Cameron, Ontario Ministry of Education; Dianne Oliphant, Ontario Ministry of Education*

Discussant: *Don A. Klinger, Queen's University*

29.038. Measurement of Reasoning Skills in the Health Professions.

Division I - Education in the Professions; Paper Session
 Pan Pacific, Restaurant Level, Pacific Rim 1; 8:15-10:15am

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

Participants:

An Evaluation of Standardized Patient Performance Over Time. *Crystal B. Brown, National Board of Medical Examiners; Nilufer Kahraman, National Board of Medical Examiners; Jeannette M. Sanger, National Board of Medical Examiners*

Physician Performance Assessment: Prevention of Cardiovascular Disease. *Rebecca S. Lipner, American Board of Internal Medicine; Weifeng Weng, American Board of Internal Medicine; Brian J. Hess, American Board of Internal Medicine*

Scaffolding Diagnostic Reasoning Skills of Emergency Medical Technicians: Cognitive Apprenticeship Emphasized Simulation-Based Instruction. *Woei Hung, University of North Dakota; Sherman Syverson, FM Ambulance Service*

Consistency in Diagnostic Suggestions Does Not Influence the Tendency to Accept Them. *Silvia Mamede, Erasmus University; Tamara Van Gog, Erasmus University; Jan Van Saase, Erasmus MC; Remy M. Rikers, Erasmus University*

Impact of Bedside Physical Diagnosis Training on Third-Year Medical Student's Physical Exam Skills. *Lloyd Roberts, Stony Brook University Medical Center; Wei-Hsin Lu, Stony Brook University Medical Center*

Discussant: *Danette W. McKinley, Foundation for Advancement of International Medical Education and Research*

29.039. Creating Opportunities for Latina/o Student Success.

Division J - Postsecondary Education; Paper Session
 VCC, Second Level, West Room 207; 8:15-10:15am

Chair: *Charles Lu, The University of Texas - Austin*

Participants:

(Mis)Aligned Ambitions? Piecing Together the Puzzle of Latina/o Postsecondary Attainment. *Sarah M. Ryan, University of California - Riverside*

Cultivating Care: The Affinity Research Group Model for Mentoring Hispanic Undergraduates. *Heather L. Thiry, University of Colorado - Boulder; Sarah Taylor Hug, University of Colorado - Boulder; Elsa Quiroz Villa, The University of Texas - El Paso*

Cultivating Legal Aspirations: Examining the Protective Factors of Academically Resilient Latino Law Students. *Daisy Denise Alfaro, University of Washington - Seattle*

Pursuing a Degree: Perceptions of Educational Leaders About Latino Males' Resources, Barriers, and Support Systems for Higher Education. *Mary Ann Clark, University of Florida; Luis Ponjuan, University of Florida*

The Challenges of Returning to School: The Role of Familismo. *Nora Pillard Reynolds, Temple University; Erin McNamara Horvat, Temple University*

Discussant: *Leticia Oseguera, The Pennsylvania State University*

29.040. From Religion to Race: Making Sense of Organizational Behavior in Institutionally Diverse Contexts.

Division J - Postsecondary Education; Paper Session
 VCC, Second Level, East Room 9; 8:15-9:45am

Chair: *Valerie C. Lundy-Wagner, New York University*

Participants:

The Institutionalization of Catholic Culture through the Student Life Office. *Joe Wurtz, The George Washington University; Mikyong Minsun Kim,*

George Washington University

Mapping the Heterogeneity of Hispanic-Serving Institutions:

Organizational Characteristics and Graduation Outcomes. *Anne-Marie Nunez, The University of Texas - San Antonio; Diane Elizondo, The University of Texas - San Antonio*

Understanding Sense-Making Processes in Transformational Change Processes From the Bottom Up. *Adrianna Kezar, University of Southern California*

Non-Tenure-Track Faculty's Social Construction of a Supportive Work Environment. *Adrianna Kezar, University of Southern California*

Discussant: *Penny A. Pasque, University of Oklahoma*

29.041. Race and the Postsecondary Student Experience. Division J -

Postsecondary Education; Paper Session

VCC, Second Level, East Room 14; 8:15-10:15am

Chair: *Jeremy D. Franklin, University of Utah*

Participants:

A Case Study of Cultural Wealth Among Utah Chicana/o College Students. *Trina Valdez, University of Utah*

Interrogating the Collegiate Experiences of African American Males Formerly in Foster Care. *Terrell Lamont Strayhorn, The Ohio State University; Mauriell Amechi, The Ohio State University*

The Forgotten Voices: Perspectives from Students of Color Living in a Multicultural Residential Community. *Kathy Sisneros, Colorado State University*

Un/Masking Racism: Exposing Effective Policies for Retention of Students of Color at Predominantly White Universities. *Dalia Rodriguez, Syracuse University*

Discussant: *Samuel D. Museus, University of Hawaii - Manoa*

29.042. State Policies and Student Outcomes. Division J - Postsecondary

Education; Paper Session

VCC, Second Level, East Room 10; 8:15-9:45am

Chair: *Julian Vasquez Heilig, The University of Texas - Austin*

Participants:

Beyond College Enrollment: An Examination of the Effects of State Merit-Aid on Labor Force Outcomes. *José Muñoz, University of Missouri; James R. Harrington, University of Missouri; Mark W. Ehlert, University of Missouri*

Student Choices, Community College Resources, and State Policies: A Multilevel Model Examining Influences on 2/4 Transfer. *Robin R. Lasota, University of Washington*

The Impact of Affirmative Action Bans in Graduate Studies: Evidence From California, Florida, Texas, and Washington. *Liliana M. Garces, University of Michigan, George Washington University*

The Efficiency of Taiwan's HTVE (Higher Technological and Vocational Education) Institutions: A Stochastic Frontier Estimation of CES (Constant Elasticity Substitution) Cost Function. *Chien-Ern Huang, Ling Tung University; Young Yuan, Ling Tung University; Chien-Fu Huang, Ling Tung University*

Discussant: *William M. Zumeta, University of Washington*

29.043. Assessing Diversity in Alternative Certification Programs. Division

K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 221; 8:15-10:15am

Chair: *Detra Price-Dennis, The University of Texas - Austin*

Participants:

An Evidence-Based Framework for Improving Teacher Education. *Ana M. Elfers, University of Washington; Margaret L. Plecki, University of Washington; Yugo Nakamura, University of Washington*

Residency to Relay: Exploring Faculty Perceptions on the Future of Teacher Preparation Programs. *Angus Shiva Mungal, New York University - Steinhardt*

Alternative Teacher Certification and the New Professionalism. *Andrew M. Brantlinger, University of Maryland*

Teach For América: The Latinization of U.S. Schools and the Critical Shortage of Latina/o Teachers. *Jason G. Irizarry, University of Connecticut; Morgaen L. Donaldson, University of Connecticut*

29.044. Embracing Soul Work: Black Educators Teaching for Justice.

Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 222; 8:15-9:45am

Chair: *Donyell Lakishka Roseboro, University of North Carolina - Wilmington*

Participants:

Care-Sickness: Teaching With a Pedagogy of Soul. *Donyell Lakishka Roseboro, University of North Carolina - Wilmington; Sabrina N. Ross, Georgia Southern University*

Education and Politics in Texas: The Legacies of Laurine C. Anderson and Edward L. Blackshear. *Jared R. Stallones, California State University, Long Beach*

Perspectives and Possibilities From a Black Veteran Educator: An Understanding of Agency. *Paige M. Bray, University of Hartford*

Journey of Elam: The Servant-Leadership Pedagogy of a Public Intellectual. *Zorka Karanxha, University of South Florida; Vonzell Agosto, University of South Florida*

Desegregation Pioneers: Teaching With an Epistemology of Navigation. *Karen Meadows, Guilford County Schools*

Discussant: *Sabrina N. Ross, Georgia Southern University*

29.045. Preachin' to the Unconverted: Building Community Between Critical Teacher Educators of Color and Their Predominately White Preservice Candidates. Division K - Teaching and Teacher

Education; Symposium

VCC, Second Level, West Room 224; 8:15-9:45am

Chair: *Adrienne D. Dixon, University of Illinois*

Participants:

Don't Wanna Be a Playa, but a Spect-Actor: Utilizing Theatre of the Oppressed Within Teacher Education to Create Emancipatory Teachers. *Shiv Raj Desai, Thomas More College*

Walking the walk: Using Culturally Responsive Pedagogy and Critical Pedagogy as a Model for Preservice Teachers. *Clifford H. Lee, University of California - Los Angeles*

On the "Flip" Side: A Teacher Educator of Color Unveiling the Dangerous Minds of Teaching White Teacher Candidates. *Cheryl E. Matias, University of Colorado - Denver*

Solidarity Not Charity: Decolonizing Teacher Education. *Patrick Camangian, University of San Francisco*

Discussant: *Tyrone C. Howard, University of California - Los Angeles*

29.046. Promoting Educator Agency: Navigating Restrictive Policy Environments Through Professional Development for Teachers of English Language Learners. Division K - Teaching and Teacher

Education; Symposium

VCC, Second Level, East Room 19&20; 8:15-9:45am

Chair: *Eugene E. Garcia, Arizona State University*

Participants:

Overview: The ITELL (Institute for Teachers of English Language Learners) Project Model for Teachers of English Language Learners. *Eugene E. Garcia, Arizona State University*

Professional Development Reflected in English Language Learner Classrooms. *Margarita Jimenez-Silva, Arizona State University; Tracy R. Nguyen, Arizona State University*

English Language Learners' Professional Development Reflects Educator Agency. *M. Beatriz Arias, Arizona State University; Amy M. Markos, Arizona State University*

ITELL (Institute for Teachers of English Language Learners) Quantitative Outcomes: Assessing the English Language Learner Professional Development Model. *Kerry Chase Lawton, Arizona State University; Eduardo Henrique Diniz De Figueiredo*

Discussant: *Luis C. Moll, The University of Arizona*

29.047. Researching the Humanities in PK-12 Classrooms. Division K -

Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 215&216; 8:15-9:45am

Chair: *Brad M. Maguth, The University of Akron*

Participants:

High School Teachers' Instruction of Writing: Negotiating Knowledge, Student Need, and Policy. *Juliet Michelsen Wahleithner, University of California - Davis*

"Othering" in Elementary Social Studies: A Critical Analysis of Teacher Talk. *Gisela Ernst-Slavitt, Washington State University; Michele Renate Mason, Washington State University - Vancouver*

Negotiating Challenges of Distance, Desire, and Context in Constructivist Literacy Classrooms. *Elizabeth Hope Dorman, Regis University*

Ready or Not? Student Perceptions of English Course Preparation for College. *Anne Hafner, California State University - Los Angeles; Zulmara Cline, California State University; Michelle Saint-Germain, California State University - Long Beach*

Sustainability of a Research-Based Reading Comprehension Program.
Clara E. Smith, Colorado University - Boulder; Kathryn H.O. White, University of Colorado - Boulder; Karla Scornavacca, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder

29.048. Teacher Education Policy Initiatives Committee Open Meeting.

Division K - Teaching and Teacher Education; Invited Session
 VCC, Second Level, West Room 217&218; 8:15-9:45am

Chair: *Magaly Lavadenz, Loyola Marymount University*

Participants: *Andrea K. Whittaker, Stanford University; Mary Vixie Sandy, California Commission on Teacher Credentialing; Cynthia Freeman Grutzik, Pacific Oaks College; Marcy Singer-Gabella, Vanderbilt University; Suzanne M. Wilson, Michigan State University; Marilyn Cochran-Smith, Boston College*

29.049. University Connections With Field Experiences. Division K -

Teaching and Teacher Education; Paper Session
 VCC, Second Level, West Room 220; 8:15-9:45am

Chair: *Margaret I. Ford, Southern New Hampshire University*

Participants:

Connecting University Coursework and Expert Teacher Knowledge Through Mediated Field Experiences. *Sara Sunshine Campbell, The Evergreen State College; Teresa Kathleen Dunleavy, University of Washington*

Integration of Theory and Practice in Mathematics Teacher Education. *Nermin Bayazit, Georgia State University; Stephanie Behm Cross, Georgia State University*

The Challenges That Field Supervisors Face When Engaging in Supervision for Social Justice. *Jennifer Lynn Jacobs, Texas State University*

Developing Stories From the Field: The Impact of Audience, Advice, and Authenticity on Preservice Teachers' Narrative Understandings of Teaching. *Kathy Carter, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona*

"What Did Your Students Learn? How Do You Know?" Helping Student Teachers Articulate Student Learning. *Kathie Kapustka, DePaul University; Sharon J. Damore, DePaul University*

Discussant: *Amna Latif, University of North Carolina - Greensboro*

29.050. Examining Intergovernmental Assumptions About School Integration. Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 16; 8:15-9:45am

Chair: *Darrell Jackson, University of Colorado*

Participants:

Lessons From a Federal Grant for School Diversity: Tracing a Theory of Change and Implementation of Local Policies. *Elizabeth H. DeBray, University of Georgia; Kathryn A. McDermott, University of Massachusetts - Amherst; Erica Frankenberg, The Pennsylvania State University*

Mitigating Milliken? School Desegregation Experiences in Four Southern Metropolitan Areas, 1990-2010. *Genevieve Parker Siegel-Hawley, Virginia Commonwealth University*

Parents Involved in Community Schools, Economic Segregation, and School District Capacity to Integrate. *Douglas S. Reed, Georgetown University; Andrea Mayer, Georgetown University*

The Emergency School Aid Act, 1970-1981: The Inducement as a Policy Tool for School Desegregation. *Emily Hodge, The Pennsylvania State University*

Discussant: *Jennifer Jellison Holme, The University of Texas - Austin*

29.051. Re-Imagining Researcher-Practitioner Partnerships: The Regional Educational Laboratories. Division L - Educational Policy and Politics Cosponsored with AERA Sessions; Symposium

VCC, Second Level, East Room 11; 8:15-9:45am

Chair: *John Q. Easton, Institute of Education Sciences*

Participants:

College and Career Readiness Research Alliances in the REL West Region. *Andrea Lash, WestEd (REL West)*

College and Career Readiness Research Alliances in the REL Pacific Region. *Akiemi Glenn, McREL (REL Pacific)*

College and Career Readiness Research Alliances in the REL Northeast and Islands Region. *Julie Riordan, Education*

Development Center (REL Northeast and Islands)
 Discussant, *Rebecca Maynard, Institute of Education Sciences*

SIG Sessions

29.052. National Databases, Science and Math Student Achievements, and a Methodological Assist. SIG-Advanced Studies of National Databases; Paper Session

Marriott Pinnacle, Third Level, Dundarave; 8:15-9:45am

Chair: *Susan Carol Losh, Florida State University*

Participants:

Reporting of Design Effects and Sample Weights: A Review of Published Early Childhood Longitudinal Study, Kindergarten Cohort and NAEP Articles. *Mihaela Ene, University of South Carolina; Kshawna Askew, University of South Carolina; Bethany A. Bell, University of South Carolina*

Effects of Single-Sex Schooling in High School: A Comparison of Analysis of Covariance and Propensity Score Methods. *Benjamin Nagengast, Tuebingen University; Herbert W. Marsh, University of Western Sydney; Kit-Tai Hau, Chinese University of Hong Kong*

Investigating Early Mathematics Achievement Trajectories for English Language Learners by Growth Mixture Models. *Tian Song, Pearson Assessment & Information*

Relationships Among Attitudes, Homework, and Achievement Among Eighth-Grade Mathematics Students in the United States. *Cornelius Mark McKenna, Northern Illinois University; Thomas J. Smith, Northern Illinois University; Stephen R. Wallace, Northern Illinois University; Wei Chen Hung, Northern Illinois University*

Teachers' Graduate Education and Experience Affecting Elementary Student Achievement: A Crossed Random Effects Growth Model. *Walter L. Leite, University of Florida; Robert John Sandbach, University of Florida; Gregory J. Palardy, University of California - Riverside*

29.053. Applied Research in Virtual Environments for Learning SIG Workshop. SIG-Applied Research in Virtual Environments for Learning; Invited Session

Sheraton Wall Centre, Third Level, North Junior Ballroom D; 8:15-10:15am

Participant:

Applied Research in Virtual Environments for Learning SIG Workshop. *Lisa Dawley, Boise State University; Christopher J. Dede, Harvard University; Scott Joseph Warren, University of North Texas; Jonathon J. Richter, University of Oregon; Amelia Cheney, Appalachian State University; Krista Terry, Appalachian State University; Jeffrey Jacobson, PublicVR; Brian C. Nelson, Arizona State University; Dennis Beck, University of Arkansas; Shari J. Metcalf, Harvard University; Sabine Karine Lawless-Reljic, Ashford University*

29.054. Creating a Professional Identity Within Career and Technical Education. SIG-Career and Technical Education Cosponsored with SIG-Workplace Learning; Paper Session

Sheraton Wall Centre, Fourth Level, South Galiano; 8:15-10:15am

Chairs: *James E. Bartlett, North Carolina State University; Janet Zaleski Burns, Georgia State University*

Participants:

Reviewing Manuscripts: Providing Service in Career and Technical Education. *James E. Bartlett, North Carolina State University; Michelle Elizabeth Bartlett, University of Louisville; Frankie Santos Laanan, Iowa State University*

A Grounded Theory Study of Career and Technical Education (CTE) Teachers' Perspectives on and Experiences With the Process of CTE and Science Content Integration. *Matthew Kenneth Spindler, SUNY - College at Oswego; Bradley C. Greiman, University of Minnesota*

Measuring Professional Identity in Professional Education: A Developmental Perspective. *Chin Pei Tan, Republic Polytechnic; Henk G. Schmidt, Erasmus University*

Discussant: *Kedmon N. Hungwe, Michigan Technological University*

29.055. Democratic Citizenship in Education 2. SIG-Democratic Citizenship in Education; Paper Session

VCC, Second Level, East Room 17; 8:15-10:15am

Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Participants:

"Mr. President, I'm a Fifth Grader". *Ed Madison, University of Oregon*

Democratic Citizenship in Elementary Social Studies Education: An

Examination of the Views of Graduate-Level Preservice Teachers. *Jason K. Ritter, Duquesne University*

Democratic Education at the Elementary Level. *Kathryn M. Obenchain, Purdue University; Julie L. Pennington, University of Nevada - Reno*

Democratic Participation With Scientists Through Place-Based Socioscientific Inquiry. *Kristin Leigh Cook, Indiana University; Gayle A. Buck, Indiana University*

In the Words of Youth: The Meaning of Public Engagement. *Pamela J. Gordon*

Perspectives on Democracy in Education as a Framework for Understanding Teachers' Beliefs. *Andrew L. Hostetler, Kent State University*

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

29.056. Implementation and Assessment in Early Childhood Programs.

SIG-Early Education and Child Development; Paper Session

VCC, Second Level, West Room 223; 8:15-9:45am

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

Participants:

Implementing Pre-K-3: Aligning Views of School Readiness and Early Childhood Curriculum Among School Staff and Parents. *Julie A. Spielberger, University of Chicago*

State-Funded Pre-Kindergarten Child Assessment Policies: Implications for Race to the Top—Early Learning Challenge Program Applicants. *Debra J. Ackerman, Educational Testing Service (ETS); Richard Coley, ETS*

Understanding Students' Skills at Kindergarten Entry: Findings From Connecticut. *Jessica A. Goldstein, University of Connecticut; Melissa Eastwood, University of Connecticut; Peter Behuniak, University of Connecticut*

Are Early Childhood Educators (ECE) Prepared for the Full Day Early Learning Kindergarten Program (FDEL-K)? Exploring Perspectives From Early Childhood Educators, Kindergarten Teachers, and ECE Faculty on Ontario's Full Day Early Learning Program. *Nathalie Di Francesco, Sheridan College-Institute of Technology and Advanced Learning; Shawn Lennie, OISE/University of Toronto; Nadia Breese, Sheridan College*

Success Factors in a Preschool Classroom in an Early Reading First Project: A Case Study. *Byeong-Keun You, Southwest Institute; Karen Burstein, Southwest Institute for Families and Children; Catherine Otto, Southwest Institute for Families and Children; Anubhav Sharma, Southwest Institute; Mi-Jung Song, Arizona State University*

29.057. Place and Sustainability Education for the Anthropocene: A Transnational Inquiry of Generative Tensions and Innovative Practices. SIG-Environmental Education; Symposium

VCC, Third Level, West Room 302; 8:15-10:15am

Chair: *Noel Gough, La Trobe University*

Participants:

Rootedness and Movement: What the "New Mobilities Paradigm" Offers Place-Responsive Discourses. *David A. Greenwood, Lakehead University*

"Thinking Through Country" as an Everyday Practice of Place. *Margaret Jean Somerville, Monash University*

Place-Based Pedagogy: Ecofeminism and "Standing With the Other". *Julie M. Matthews, University of the Sunshine Coast*

Global Sense of Place? A Cultural Turn for Place and Sustainability Education. *Inger Birkeland, Telemark University College*

Mapping Sustainability Across the Gippsland Region: Working With Generative Tensions. *Monica Green, Monash University*

Curriculum Geographies and Global Sustainability: A Project for a Precarious Age. *Bill Green, Charles Sturt University*

29.058. Holistic Education as Practical Transcendentalism. SIG-Holistic Education; Paper Session

VCC, Second Level, West Room 214; 8:15-10:15am

Chair: *Michelle L. Tichy, University of Northern Iowa*

Participants:

Transcendental Learning: The Educational Legacy of Alcott, Emerson,

Fuller, Peabody, and Thoreau. *John Miller, University of Toronto*

Becoming Dialogue: A Buberian Educational Project Beyond Knowing and the Capacities That Make It Possible. *Charles F. Scott, Simon Fraser University*

An Innovative Mentoring Approach to Prepare Holistic Educators for the 21st Century. *Michael Dominic Dyson, Monash University; Margaret M. Plunkett, Monash University*

A Constructive Postmodern Approach to Teacher Education Pedagogy Consistent With a Holistic Philosophy. *Robert H. London, California State University - San Bernardino*

Choosing a Life of Value: Arts Education and Capability Development in Four Urban High Schools. *Cindy Maguire, Adelphi University*

Gentling the Mind and Body to the Sacred Other. *Kelli Lynn Nigh, OISE/University of Toronto*

Discussant: *Bruce J. Novak, Indiana University of Pennsylvania*

29.059. Indigenous and Decolonizing Research Methodologies When Knowing Is Not Enough. SIG-Indigenous Peoples of the Americas; Paper Session

VCC, Second Level, West Room 219; 8:15-10:15am

Chair: *Eve Tuck, SUNY - College at New Paltz*

Participants:

Diné Youth Define Community: Researching Through an Indigenous Methodology, Theorizing Through a Diné Framework. *Hollie Anderson Kulago, Ithaca College*

Empowerment, Engagement, and Outreach: Evidence From a Photovoice Project in an American Indian Community. *Nicole L. Thompson, The University of Memphis; Nicole C. Miller, Mississippi State University*

Research and the Collective Story. *Catherine Longboat, Brock University*

Research in Indigenous Communities: The Suitability of a Community-Based Participatory Approach. *Melissa Daniels, University of Alberta; Rebecca Jayne Gokiart, University of Alberta; Rebecca Georgis, University of Alberta*

Storytelling of Métis Elders: Understanding Pedagogies in Indigenous Education. *Judy M. Iseke, Lakehead University*

Walking the Talk of Indigenist Research in Higher Education: Mobilizing "To Know Is Not Enough". *Joyce Schneider, The University of British Columbia*

Discussant: *Joel H. Spring, Queens College - CUNY*

29.060. Mana 'Ulu: Indigenous Action—Feeding Our Communities, Feeding Families. SIG-Indigenous Peoples of the Pacific; Paper Session

VCC, Third Level, West Room 304; 8:15-10:15am

Chair: *Larson Siu Wah Moke Ng, University of Hawaii - Manoa*

Participants:

Addressing Gambling Misuse: A Kāupapa Wahine Maori Education and Health Intervention. *Laurie Elena Morrison, Taupua Waiora Maori Health, Auckland University of Technology*

Fostering Resistance in the Classroom: A Land-Centered Approach to Education. *Dawn Michelle Zinga, Brock University; Sandra Styres, York University*

Researching Communities: Communities Researching. *Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi*

Understanding and Healing the Colonial Wounds of Family Violence with Indigenous Traditional Wholistic Practices. *Donna Michele Lester-Smith, The University of British Columbia*

Discussant: *Huia Tomlins Jahnke, Massey University*

29.061. Instructional Technology SIG: Explorations of Professional Development and Other Factors That Impact Teacher Learning and Technology Integration. SIG-Instructional Technology; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom C; 8:15-10:15am

Chair: *Brett E. Shelton, Utah State University*

Participants:

An Exploration of Learning Theories and Emerging Theories of Educational Technology on Teachers' Use of Technology in Classrooms. *Dazhi Yang, Boise State University; Yu-Hui Ching, Boise State University; Kerry L. Rice, Boise State University*

Exploring Cognitive and Metacognitive Processes of Teachers in an Open-Ended Learning Environment. *Hui-Chen Kung Durley, University of Oklahoma; Xun Ge, The University of Oklahoma*

An Evaluation of a Professional Development Program Funded by EETT (Enhancing Education Through Technology): Answers and More Questions. *Shadow William Jon Armfield, Northern Arizona University; Laura Esthela Sijo-Montes, Northern Arizona University; J. Michael Blocher, Northern Arizona University*

The Impact of School Technology Infrastructure on Teachers' Technology Integration. *Elizabeth Pierson, Education Development Center, Inc.; Daniel Light, Education Development Center, Inc.*

Discussant: *Mahnaz Moallem, University of North Carolina - Wilmington*

29.062. Complementary Approaches to Understanding Discourse as a Unified Linguistic, Social, and Cognitive Process. SIG-Language and Social Processes; Working Group Roundtable

Pan Pacific, Lobby Level, Crystal Pavilion C; 8:15-10:15am

Chair: *Stephanie Renee Couch, California State University - East Bay*

Participants:

Learning and Reasoning Through Interactive Discourse: Examples From Engineering and Medicine. *Carl H. Frederiksen, McGill University*

Tracing Ways of Knowing, Being, and Doing Constructed in Classrooms. *Judith L. Green, University of California - Santa Barbara*

The Nature of Dialogic Pedagogy: Understanding Discourse as Students' Grasp of Science. *Ellice A. Forman, University of Pittsburgh*

Second-Language Reading Comprehension: A Socio-Cognitive Perspective. *Janet Donin, McGill University*

Discursive Construction of Academic Identities as Social Scientists. *Maria L. Castanheira, Federal University of Minas Gerais*

29.063. Capitalism, Knowledge, and Democracy. SIG-Marxian Analysis of Society, Schools and Education; Paper Session

VCC, Second Level, East Room 18; 8:15-10:15am

Chair: *Rebecca A. Goldstein, Montclair State University*

Participants:

Adult Education and the State: Gramsci, the Historical Materialist

Tradition, and Relevant Others. *Peter G. Mayo, University of Malta*
Algorithmic Capitalism and Educational Futures. *Michael A. Peters, The University of Waikato*

An Historical Materialist Critique of Cosmopolitanism in Education. *Terezia Jadranka Zoric, University of Toronto*

Beyond Knowing: Experience(s) and Possibilities in Contemporary Critical Pedagogy. *Deborah P. Kelsh, College of Saint Rose*

Good Citizens and Community Service: AmeriCorps and the Democratic Management of Inequality. *Sara Carpenter, OISE/University of Toronto*

The 2011 International Year of Persons of African Origin, and why the world doesn't care. *Gina Theseu, University of Quebec - Montreal; Paul R. Carr, Lakehead University*

Discussants: *Joao Menelau Paraskava, University of Massachusetts; Sheila L. Macrine, University of Massachusetts - Dartmouth*

29.064. The Impact of Middle-Level Classroom Instructional Strategies.

SIG-Middle-Level Education Research; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy I; 8:15-10:15am

Chair: *David B. Strahan, Western Carolina University*

Participants:

A Study of the Impact of Professional Development on Middle-Level Advisors. *John M. Niska, Rhode Island College*

Engaging Digital Natives in the Middle Grades. *John M. Downes, The University of Vermont; Penny A. Bishop, The University of Vermont*

Middle School Mentoring Outcomes and Perceived Obstacles in College Attendance. *Lydia Foster Bell, The University of Arizona; Darold H. Joseph, The University of Arizona*

Missed Opportunities: Common Planning Time in Three Oregon Middle Schools. *Jan Marie Carpenter, George Fox University; P. Maureen Musser, Consultant; Micki M. Caskey, Portland State University; Linda L. Samek, George Fox University; William L. Greene, Southern Oregon University; Younghee M. Kim, Southern Oregon University*

The Relationship of Middle School Instructional Scheduling Configurations and Social Studies Achievement. *Kenneth E. Vogler, University of South Carolina; Audrey Allan, York School District One; Susan L. Schramm-Pate, University of South Carolina*

Discussants: *Nan Bahr, Queensland University of Technology; Virginia M. Jagla, National Louis University*

29.065. Achievement Goals and Beliefs. SIG-Motivation in Education; Paper Session

VCC, Second Level, West Room 212&213; 8:15-10:15am

Chair: *Lisa Linnenbrink-Garcia, Duke University*

Participants:

Antecedents and Consequents of Academic Goal-Construct. *Juyeon Song, Korea University; Sung-Il Kim, Korea University; Mimi Bong, Korea University*

Students' Achievement Goals and Identity Exploration in the Classroom Context. *Mirit Sinai, Ben-Gurion University of the Negev; Avi Kaplan, Temple University; Hanoch Flum, Ben-Gurion University of the Negev*

The Relations of Achievement Goals and Achievement Emotions. *Seung Lee Do, Sungkyunkwan University; Soo Kyoung Son, Sungkyunkwan University*

Performance-Avoidance Goals: Not Necessarily Bad All of the Time, for Everyone. *Chelsea M. Lovejoy, Northern Illinois University; Amanda Marie Durik, Northern Illinois University*

A Cultural Heuristic Approach to Studying Achievement Motivation: Building Practical and Useful Theories of Motivation for Jamaican Undergraduate Students. *Karen Elizabeth Clayton, Fordham University; Gerard Robertson, Fordham University; Akane Zusho, Fordham University*

Reactions to Failure: Self-Sabotage When Giftedness Is Viewed as Fixed. *Jenessa Malin, University of Maryland; Kate E. Snyder, Duke University; Amy L. Dent, Duke University; Lisa Linnenbrink-Garcia, Duke University*

29.066. Interaction and Collaboration in Online Learning Environments.

SIG-Online Teaching and Learning; Paper Session

Sheraton Wall Centre, Fourth Level, North Port Alberni; 8:15-9:45am

Chair: *Martha Marie Snyder, Nova Southeastern University*

Participants:

The Impact of Task Type on Learners' Online Interaction Patterns. *Ying-Ting Hsiao, Simon Fraser University; Alyssa F. Wise, Simon Fraser University; Farshid Marbouti, Simon Fraser University*

Examining Students' Participation Behaviors in Whole-Group Activities to Explore a Group Formation Method. *Namsook Jahng, The University of British Columbia*

Challenges in Computer-Supported Intercultural Collaborative Learning in Higher Education: An Experimental Research. *Vitaliy Popov, Wageningen University; Omid Noroozi, Wageningen University; Harm Biemans, Wageningen University; Dine Brinkman, Wageningen University; Martin Mulder, Wageningen University; Andrei Kuznetsov, Moscow State University of Agricultural Engineering*

Cooperative Learning in Distance Learning: Research to Practice. *Marie-Anne Mundy, Texas A&M University - Kingsville; Lori Kupczynski, Texas A&M University - Kingsville; Jaya Goswami, Texas A&M University - Kingsville; Vanessa Bogan Meling, Texas A&M University - Kingsville*

29.067. Advances in Out-of-School Time Research: Examining Relationships, Program Practices, and Professional Development.

SIG-Out-of-School Time; Paper Session

Sheraton Wall Centre, Fourth Level, South Granville; 8:15-10:15am

Chair: *Joy Connolly, University of Wisconsin - Madison*

Participants:

On Purpose: The Relationship Between Purpose, Hope, and Identity Development and College Student Extracurricular Participation. *Zach B. Mural, Michigan State University*

Adolescents' Skill Building and Persistence in Youth Programs. *Femi Vance, University of California - Irvine*

Boosting Girls' Self-Confidence in Out-of-School-Time Programs: What Matters for Older and Younger Girls. *Kallen E. Tsikalas, Girl Scout Research Inst / CUNY Graduate Center*

Learning More in Math Than Literacy: After-School Students' Achievement Gains. *Zena H. Rudo, SEDL; April C. Wilson, The University of Texas*

STEM Activities in After-School: Building Confidence, Motivation, and Knowledge Through High Quality Programming. *Christopher Smith, The After-School Corporation; Anne-Marie Hoxie, New York City Department of Education*

Discussant: *Dana R. Fusco, York College - CUNY*

29.068. Intersections of National and Transnational Class Formations, Postcoloniality, and Globalization in Elite Schools: Project Updates.

SIG-Postcolonial Studies and Education; Symposium

VCC, Third Level, West Room 303; 8:15-10:15am

Participants:

- Acts of Altruism in Elite Schools: A Global Class Performance? *Jane Edith Kenway, Monash University*
- The Argonauts of Postcolonial Modernity: A Multisited Global Ethnography of Schools in Barbados. *Cameron R. McCarthy, University of Illinois at Urbana-Champaign*
- Elite Education in Singapore: The Reproduction of Transnational Elites in an Elite Independent School. *Aaron Koh, The Hong Kong Institute of Education*
- Class Warfare: Exploring Mechanisms of Produced Privilege via Elite U.S. Secondary Schools Inside the Press of the Global Economy. *Lois Weis, University at Buffalo - SUNY*

29.069. Doing Deleuze: Exploring Qualitative Research Methodologies in Education. SIG-Qualitative Research; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 8:15-10:15am

Chair: *Jessica Lenore Ringrose, Institute of Education - London*

Participants:

- Using a Deleuzian Becoming in Qualitative Data "Analysis." *Alecia Youngblood Jackson, Appalachian State University*
- Desire Undone: Productions of Privilege, Power, and Voice. *Lisa A. Mazzei, Gonzaga University*
- Rhizoanalysis and Literacies Research. *Diana Masny, University of Ottawa*
- Activating Micropolitical Research Practices in the Early Years. *Mindy Blaise, The Hong Kong Institute of Education*
- Deleuze and Guatarri in the Nursery: Ethnographic Mappings of Multisensory Young Gendered Becomings. *Emma Renold, Cardiff University; David Mellor, Bristol University*
- Teen Girls, Visual Culture, and Affective Assemblages: Exploring Feminist Deleuzian Approaches to Educational Research. *Jessica Lenore Ringrose, Institute of Education - London; Rebecca Coleman, Lancaster University*

Discussant: *Maggie Maclure, Manchester Metropolitan University*

29.070. Students' Mathematical Thinking and Learning. SIG-Research in Mathematics Education; Paper Session
Sheraton Wall Centre, Fourth Level, North Port McNeill; 8:15-10:15am

Chair: *Thomas E. Ricks, Louisiana State University*

Participants:

- Relationships Between How Students Construct Diagrams and Their Mathematical Understandings. *Charles Hohensee, University of Delaware; Joanne Lobato, San Diego State University; Jaime Diamond, University of California - San Diego*
- Adding Up to Multiplicative Concepts: The Role of Embodied Reasoning. *Dor Abrahamson, University of California - Berkeley; Andrea Negrete, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley*
- Gender Gap Among the High Achievers in Mathematics and Implications for STEM Workforce Development: A Cross-Nation Study. *Xitao Fan, University of Macau; Xiaoxin Wei, University of Virginia; Robert H. Tai, University of Virginia*
- Preschool and Kindergarten Children's Understanding of Fraction and Fair Sharing Concepts. *Julie C. Cwikla, University of Southern Mississippi; Jennifer Vonk, University of Southern Mississippi*
- The Diagram as Story: Unfolding the Event Structure of the Mathematical Diagram. *Elizabeth De Freitas, Adelphi University*

Discussant: *Finbarr C. Sloane, Arizona State University*

29.071. National Trends and Research and Policy Issues in the United States and Canada. SIG-Research on Giftedness, Creativity, and Talent; Paper Session
VCC, First Level, West Room 111&112; 8:15-10:15am

Chair: *Nina K. Buchanan, University of Hawaii - Hilo*

Participants:

- A National Investigation Into the Status of Elementary Gifted Programs. *Tonya R. Moon, University of Virginia; Carolyn M. Callahan, University of Virginia; Sarah Oh, University of Virginia; Emily Hailey, University of Virginia*
- Using Summer Growth Patterns in Reading to Assess the Impact of Schools on Gifted Students. *Karen E. Rambo, Colorado State University; D. Betsy McCoach, University of Connecticut*
- Putting the Evaluation Policy Wheel to the Test: Examining State Evaluation Policy in Gifted Education. *Kristina Ayers Paul, University*

of South Carolina

- Policies Supporting Acceleration in Canadian Provinces and Territories. *Lannie S. Kanevsky, Simon Fraser University; Debbie Clelland, Adler School of Professional Psychology*
- Gifted Native American Students—Overlooked and Underserved: A Long-Overdue Call for Research and Action. *Marcia L. Gentry, Purdue University; Matthew Fugate, Purdue University; Jiaxi Wu, Purdue University*

29.072. Changing Places and Trading Spaces in Physical Education Teacher Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 8:15-10:15am

Chair: *Heather Sykes, OISE/University of Toronto*

Participants:

- Accomplished Teachers' Quality Teaching Practices. *Weiyun Chen, University of Michigan; Mary Ann Rickens, Huron Valley Schools; Austin Hammond-Bennett, University of Michigan; Ashley Upton, University of Michigan; Steve Mason, University of Michigan; Kristin Hendricks, University of Michigan*
- Student-Centered Inquiry as Curriculum as a Model for Field Based Physical Education Teacher Education. *Kimberly L. Oliver, New Mexico State University; Heather A. Oesterreich, New Mexico State University*
- Students as Pedagogical Consultants: Rethinking Student Voice in Physical Education Teacher Education. *Eimear Enright, University of Limerick; Leanne Coll, University of Limerick; Mary Fitzpatrick, University of Limerick*
- Experiences of the Transition From Physical Education Teacher to Teacher Educator. *Ashley Casey, University of Bedfordshire; Tim Fletcher, Memorial University*

Discussant: *David Kirk, University of Bedfordshire*

29.073. Educational Studies Research 30 Years After Jane Roland Martin's "Excluding Women From the Educational Realm". SIG-Research on Women and Education; Symposium
Sheraton Wall Centre, Third Level, North Parksville; 8:15-9:45am

Chair: *Susan Laird, University of Oklahoma*

Participants:

- Including Women in the Educational Realm Through Biographical Research. *Joan K. Smith, University of Oklahoma*
- Epistemological Inequality Thirty Years Later. *Barbara J. Thayer-Bacon, The University of Tennessee*
- Disappearing Tricks: The Loss of 19th-Century Women Theorists in Early Childhood Education. *Susan Franzosa, Fairfield University*

Discussant: *Jane Roland Martin, University of Massachusetts - Boston*

29.074. Emerging Years of Schooling. SIG-Science Teaching and Learning; Paper Session
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 8:15-9:45am

Participants:

- Elementary Teacher Candidates' Identity and Self-Efficacy Development Associated With Science Teaching and Learning. *Kara Naidoo, New York University*
- Exploring the Allocation of Time for Science in Urban Elementary Schools Implementing Comprehensive School Reform. *Jessica Gale, Emory University*
- Supporting the Long-Term Development of STEM Skills Among Preschool Teachers. *Caitlin Faas, Virginia Polytechnic Institute and State University; Victoria R. Fu, Virginia Polytechnic Institute and State University*
- Opportunities for Inquiry Science in Montessori Classrooms: Learning From Cultures of Interest, Communication, and Explanation. *Carol R. Rinke, Gettysburg College; Steve Gimbel, Gettysburg College; Sophie Haskell, Gettysburg College*
- With Their Help: How Community Members Construct a Congruent Third Space in an Urban Kindergarten Science Classroom. *Cassie Fay Quigley, Clemson University*

29.075. "Starting With Ourselves": Perspectives From the Transformative Education/al Studies Project. SIG-Self-Study of Teacher Education Practices; Symposium
VCC, Third Level, West Room 305; 8:15-9:45am

Chair: *Joan Elizabeth Whitehead, University of the West of England, Bristol*

Participants:

“Starting With Ourselves”: An Overview of the Transformative Education/al Studies (TES) Project. *Kathleen Pithouse-Morgan, University of KwaZulu-Natal*

How Is the Process of Self-Study Transforming Me as a Lecturer and Novice Education/al Researcher in a South African University of Technology? *Wendy Anne Rawlinson, Durban University of Technology*

How Is the Process of Self-Study Transforming Me as a Graduate Research Supervisor in a “Research-Intensive” South African University? *Guruvusagie (Daisy) Pillay, University of KwaZulu-Natal*

How Is the Process of Self-Study Transforming Me as a Professor and University Chaplain in a South African University in a Poor Rural Community? *Theresa Chisanga, Walter Sisulu University*

How Is the Process of Self-Study Transforming Me as a Doctoral Researcher and as an Academic at a University of Technology in South Africa? *Delysia Timm, Durban University of Technology*

Discussant: *Jack Whitehead, Liverpool Hope University*

29.076. An International Symposium on the Practice of Inclusive Education: From Teachers to Systems. SIG-Special Education Research; Symposium

VCC, Second Level, East Room 12; 8:15-9:45am

Chair: *Elizabeth B. Kozleski, Arizona State University*

Participants:

Exhibiting Identities: The Curatorial Work of Becoming an Inclusive Teacher. *Federico R. Waitoller, University of Illinois at Chicago*

Teachers’ Attitudes Toward Inclusive Education: A Comparative Cultural-Historical Analysis. *Petra Engelbrecht, Canterbury Christ Church University; Hannu Savolainen, University of Eastern Finland; Mirna Nel, North West University; Olli-Pekka Malinen, University of Eastern Finland*

Attitudes and Beliefs About Disability in Cross-Cultural Perspective and Their Implications for Inclusive Educational Practices. *Mikael Luciak, University of Vienna; Tirussew Teferra, Addis Ababa University*

The Dangerous Politics of Difference: How Systems Produce Marginalization. *Elizabeth B. Kozleski, Arizona State University; Alfredo J. Artilles, Arizona State University*

29.077. Contemporary Issues in Special Education. SIG-Special Education Research; Paper Session

VCC, First Level, West Room 113; 8:15-10:15am

Chair: *Sue Currie, Health Interactions and CARE*

Participants:

Applying Intersectionality and Intersectional Needs Politics to Special Education Research. *Zachary A. McCall, University of Missouri - Kansas City; Thomas Michael Skrtic, The University of Kansas*

A Critical Practice Framework for Examination of Special Education Policy Appropriation in Local Contexts. *Kathleen King Thorius, Indiana University - IUPUI; Brendan D. Maxcy, Indiana University - IUPUI*

The Participation of Students with Disabilities in Extracurricular Activities: Impacts of Disability and Family. *Colleen M. Gibbons, University of Illinois at Urbana-Champaign; Brent A. McBride, University of Illinois at Urbana-Champaign*

The Effectiveness of Schema-Based Instruction as a Tier 1 Intervention On the Proportional Reasoning of Students with Different Types of Learning Difficulties. *Asha K. Jitendra, University of Minnesota; Jon R. Star, Harvard University; Cara Bauer, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota*

The Status of Statistical Analysis in Single-Subject Research: A Comparative Analysis of Available Techniques. *Anya S. Evmenova, George Mason University*

Can Self-Determination Predict Academic Achievement for Students With Disabilities? *Chunmei Zheng, The University of Kansas; Amy S. Gaumer Erickson, The University of Kansas; Neal M. Kingston, The University of Kansas; Pattie Noonan, The University of Kansas*

29.078. Developing Preservice Teachers’ Technological Pedagogical Content Knowledge With Digital Technologies and Communities of Practice. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 8:15-9:45am

Chair: *Paul F. Conway, University College Cork*

Participants:

Developing Preservice Science Teachers in Video-Centered Communities of Practice. *Kim Lebak, Richard Stockton College of New Jersey; Ron Tinsley, Richard Stockton College of New Jersey*

Video as a Potential Resource for Student Teachers’ Agency Work. *Kristiina P. Kumpulainen, National Board of Education; Auli Toom, University of Helsinki; Merja Annika Saalasti, University of Oulu*

Work Samples and Video Cases as a Window on Teachers’ Inquiry Into Technology-Enhanced Literacy Learning in Primary Classrooms. *Paul F. Conway, University College Cork; Regina M. Murphy, Saint Patrick’s College, Dublin City University*

New Literacies and Teacher Education: Preparing Preservice ELA (English Language Arts) Teachers to Teach 21st-Century Literacy Skills. *Jennifer M. Conner-Zachocki, Indiana University - Columbus; Mary Beth Hines, Indiana University; Jenna McWilliams, Indiana University*

Discussant: *Doug Hearrington, Kennesaw State University*

29.079. Humanizing Literacy Research: Mapping Exchanges in Adolescent Reading and Writing Spaces. SIG-Writing and Literacies; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 8:15-9:45am

Chair: *Kevin M. Leander, Vanderbilt University*

Participants:

Designing “Culture Songs” as Migratory Texts: Exploring Transnational Exchanges in Digital and Multimodal Spaces. *Myrrh Domingo, New York University*

Intrinsic, Contextual, and Variable: Exploring the Complexity of Adolescent Reading Motivation in an Urban Secondary “Reading School”. *Chantal Francois, Teachers College*

Negotiating Collaboration: Engaging and Extending Youth and Digital Practices. *Lisa Hope Schwartz, The University of Arizona*

Disciplinary Literacy, Disciplining Identity: Possibilities and Constraints for Identity Instantiation Across Content Areas. *Amy Alexandra Wilson, Utah State University*

Discussant: *Kevin M. Leander, Vanderbilt University*

Division and SIG Roundtables

29.080. Roundtable Session 18.; Roundtable Session

29.080-1. Citizenship and Social Norms in the Progressive Era. Division F - History and Historiography; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

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

Participants:

Shifting Tides: The Expansion of the Citizenship Curriculum During the Progressive Era. *Jeremy Kelton Williams, Texas A&M University*

“Women Do Not Want to Vote”: Discussing Women’s Rights in the Shortridge High School Senate, 1895-1920. *J. Spencer Clark, Utah State University*

All That Jazz: Progressive Educators and the Antijazz Movement. *Jacob Hardesty, Indiana University*

29.080-2. Disrupting Currents: Arts-Based Educational Research Across Contexts and Discourses. SIG-Arts-Based Educational Research; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Peter J. Gouzouasis, The University of British Columbia*

Participants:

Disrupting Currents: Interdisciplinary Pedagogical Encounters With Interactive New Media/Artwork Within Cultural/History Museums as Learning Sites. *Ruth S. Beer, Emily Carr University of Art + Design; Kit M. Grauer, The University of British Columbia*

Poetics and Performance: Addressing the Challenges of Peer Review in Arts-Based Research. *Monica M. Prendergast, University of Victoria; George Belliveau, The University of British Columbia*

The Death of the Author Redux: (Re)theorizing the Academic Composer. *Alisha White, Georgia State University; Nicole Manry Pourchier, Georgia State University; Michelle Zoss, Georgia State University; Teri J. Holbrook, Georgia State University*

29.080-3. Innovation and Impact in Educational Leadership Preparation

Programs. Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

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

Participants:

An Innovative Ph.D. Program in Educational Leadership: 10 Years Out.

Jovita M. Ross-Gordon, Texas State University - San Marcos; Stephen P. Gordon, Texas State University-San Marcos; Geleana Drew Alston, Texas State University-San Marcos; Kenyatta Y. Dawson, Texas State University-San Marcos; Carl Van Aken, Texas State University-San Marcos

Breaking the Mold: How Backward Design Informed the Development of a New Curriculum for Principal Preparation. *Charles L. Howell, Northern Illinois University; Jeffrey Schuler, Kaneland School District; James Surber, Northern Illinois University*

Competencies for Effective School Leadership: To What Extent Are They Included in Ed.D. Leadership Programs? *Jinyi Li, California State University - Northridge; Jody E. Dunlap, California State University - Northridge; Robert E. Kladijko, California State University - Northridge; Philip J. Rusche, California State University - Northridge*

What We Know to What We Do: Enhancing Cohort Culture and Learning. *Dianne L. Hoff, The University of West Georgia; Mary A. Hooper, The University of West Georgia; Barbara B. Kawulich, The University of West Georgia; Tamra W. Ogletree, The University of West Georgia*

29.080-4. The Roles, Career Paths, and Behaviors of Educational Leaders.

Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Rebecca McBride Bustamante, Sam Houston State University*

Participants:

Career Mobility and Departure Behaviors of School Principals in the United States. *Abebayehu Aemero Tekleselassie, The George Washington University; Jaehwa Choi, The George Washington University; Felisa Gonzales, The George Washington University*

Career Paths in Educational Leadership: Comparing Female and Male Narratives. *Oksana Parylo, University of Georgia; Sally J. Zepeda, University of Georgia; Ed Bengtson, University of Arkansas*

Educational Leadership and Career Derailment. *Chu-Ting Chung, University of Minnesota; Joseph Wohkittel, University of Minnesota; Louis N. Quast, University of Minnesota; Bruce A. Center, University of Minnesota*

Networked for Instructional Leadership: Ties Between First-Year Principals, Their School Sites, School District, and Environment. *Jessica Rigby, University of California - Berkeley*

New Principals' Perceptions of Their Multifaceted Roles. *Curtis L. Guaglianone, California State University - Bakersfield; James L. Gentilucci, California Polytechnic State University, San Luis Obispo; Lou Denti, California State University - Monterey Bay*

29.080-5. A Nested View of Democratic Leadership and Community:

Agents of Change for the Public Good. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Lisa A.W. Kensler, Auburn University*

Participants:

Degrees of School Democracy: A Holistic Framework. *Philip Arthur Woods, University of Hertfordshire; Glenys Woods, University of the West of England*

The Importance of Belonging: Learning From the Student Experience of Democratic Education. *Max Hope, University of Hull*

Developing Critical Consciousness Through Teacher Leader Preparation. *Jill Bradley-Levine, University of Indianapolis*

Border Crossing: A Black Woman Superintendent Builds Democratic Community in Unfamiliar Territory. *Susan J. Katz, Roosevelt University*

Ecology, Democracy, and Green Schools: An Integrated Framework. *Lisa A.W. Kensler, Auburn University*

29.080-6. Developing Teacher Leaders to Reform Schools: An

International Comparative Study in London and Florida. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Ken Jones, Swansea Metropolitan University*

Participants:

Florida Master Teacher Initiative: Job-Embedded Graduate Education and Professional Development. *Alyson J. Adams, University of Florida; Philip Emery Poekert, University of Florida*

London Master School-Based Initiative: Job-Embedded Graduate Education and Professional Development. *Helen Mitchell, University of East London; Alex Alexandrou, Freelance Academic*

Across the Pond: A Comparative Look at Independently Designed School Reform Programs in England and the United States. *Philip Emery Poekert, University of Florida; Alex Alexandrou, Freelance Academic; Alyson J. Adams, University of Florida; Helen Mitchell, University of East London*

29.080-7. District Reform Roundtable. Division A - Administration Organization & Leadership; Roundtable Session VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Raymond A. Lauk, Cook County School District 130*

Participants:

Making Sense of Equity: An Exploration of Superintendents' Conceptions of Educational Equity. *Rachel D. Kliegman, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University*

School Principals' Role in the Interplay Between the Superintendents and Local Education Authorities in Israel. *Addi-Racah Audrey, Tel Aviv University*

The Leadership of Agenda Setting: A Study of the Council of Chief State School Officers. *Wesley Henry, University of Washington*

Identifying Leadership Potential: The Process of Principals Within a Charter School Network. *Lynn Waidelich, The George Washington University; Jennifer K. Clayton, The George Washington University*

Centralization and Decentralization in Real Time: The Interactions of High School and District-Level Reform. *M. Bruce King, University of Wisconsin - Madison; Frank F. Honts, University of Wisconsin - Madison; Terrance Green, University of Wisconsin - Madison*

29.080-8. Everybody Learns: Professional Learning Communities and Student Improvement. Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Karen Stansberry Beard, Miami University*

Participants:

An Examination of How Teachers Make Sense of Data in Professional Learning Communities. *Michelle DeVoogt Van Lare, George Mason University; S. David Brazer, George Mason University*

Closer to Learning: Social Networks, Trust, and Professional Communities. *Yi-Hwa Liou, University of California - San Diego; Alan J. Daly, University of California - San Diego*

Can Professional Development of Teachers Reduce Disparity in Student Achievement? *Kane Meissel, The University of Auckland; Judy M. Parr, University of Auckland*

Professional Learning Communities: Implementation Evidence From Delaware. *Joan L. Buttram, University of Delaware; Elizabeth N. Farley-Ripple, University of Delaware*

School Boards as Communities of Practice: Learning and Working Toward School Improvement. *Becky Gundrum, Marquette University*

29.080-9. Family, Parents, and Community: Changes in the Terrain of School Environments. Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Muhammad Khalifa, Michigan State University*

Participants:

Relationship Between Family Social Capital and Academic Performance in Japan: Examining School Organizational Activities as a Mediator Variable. *Kenji Tsuyuguchi, Ehime University; Tetsuo Kuramoto, Saga National University; Sigeru Kido, National Institute for Educational Policy Research*

A Quantitative Analysis of Parent and Teacher Perceptions of Parental Involvement. *Eleanor Delores White, Bowie State University; Nicole Syreeta Richardson-Garcia, Howard Road Academy*

Understanding School Effectiveness and School Community: School Resources and School Community Associations with School Engagement. *Heather E. Price, University of Notre Dame*

The Role of Social Networks in Parent Trust. *Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma; Katherine A.*

Curry, *Oklahoma State University*

Beyond Race and Poverty: Measuring School Disadvantage Using Proximal Measures of Students' Opportunity to Learn. *Kailey Lauren Spencer, University of Pennsylvania; Elizabeth A. Covay, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania; Kristie J.R. Phillips, Brigham Young University*

29.080-10. From Policy to Practice: Investigating the Implications of Reform. Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Madlene P. Hamilton, Stanford University*

Participants:

An Examination of Emerging Educational Opportunity Zones. *Peter Michael Miller, University of Wisconsin - Madison; Martin Scanlan, Marquette University; Kate L. Philippo, Loyola University Chicago*
The Costs of Equity-Based Reforms: A Case Study of the Michigan Merit Curriculum. *Kaitlin Tiplady Obenauf, Michigan State University; Justina L. Judy, Michigan State University*
The Back of a Short Bus Is Still the Back: Intersection and Impact of Policy, Context, Race, and Disability. *George Theoharis, Syracuse University; Meghan Cosier, Chapman University*
Framing School Organizations as Complexity Systems: An Education Policy Creation and Practice Tool. *Young Hyeo Joo, Dongguk University; Mark D. Halx, Halx Consulting Group*

29.080-11. Graduate Student Research Dialogic Forum. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Angela Urick, The University of Texas - San Antonio*

Participants:

Graduate Student Quantitative Research Discussion. *Virginia Walker Snodgrass Rangel, The University of Texas - Austin*
Graduate Student Qualitative Research Discussion. *Tiffany Harvey, Arizona State University; Marcia Ann Ranieri, Syracuse University*
Graduate Student Mixed-Methods Research Discussion. *Pat A. Schroeder, Texas A&M University; Virginia Walker Snodgrass Rangel, The University of Texas - Austin*

29.080-12. Home-School Relations in Traditional and New Immigrant Destinations: Opportunities and Challenges. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Rebecca Jane Lowenhaupt, Boston College*

Participants:

Building Bridges Through Bilingualism: Approaches to Parent-Teacher Communication in the Southwest. *Megan Hopkins, Northwestern University*
Access and Agency: Family-School Relations in the New Latino Diaspora. *Rebecca Jane Lowenhaupt, Boston College*
Reexamining Definitions of Successful Home-School Relationships in a Context of Rapid Demographic Change. *May Hara, University of Wisconsin - Madison*
Family-School District Relations and Educational Policy Making in New Immigrant Destinations. *Erica Owyang Turner, University of Wisconsin - Madison*

29.080-13. School Leadership Roundtable. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Anika Ball Anthony, The Ohio State University*

Participants:

Does Student Voice Matter in Chinese Context? A Case Study for Underprivileged Children. *Annie Y.N. Cheng, The Hong Kong Institute of Education*
School Leaders, Student Achievement, and Innovations: Lessons From Three Exemplars. *Lynne Schrum, George Mason University; Barbara B. Levin, University of North Carolina - Greensboro*
The Relationship Between Teachers' and Principals' Decision-Making Power: Findings Based on Schools and Staffing Survey 2003-2004. *Jiangang Xia, Western Michigan University; Jianping Shen, Western Michigan University*
The Role of Principal Leadership in Beginning Middle School Teacher Commitment and Retention. *Peter A. Youngs, Michigan State*

University; Hyun-Seung Kwak, Michigan State University; Ben Pogodzinski, Wayne State University

Value- Versus Values-Driven Decision Making: The Ethics Work of English Head Teachers Within Discourses of Constraint. *Linda Hammersley-Fletcher, Manchester Metropolitan University*

29.080-14. The Testing, Development, and Implementation of an Online Instructional Leadership Formative Assessment Tool. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Carolyn Kelley, University of Wisconsin*

Participants:

The Uses of Formative Assessment in School Leadership. *Richard R. Halverson, University of Wisconsin*
Design to Engage: Features of the CALL (Comprehensive Assessment of Leadership for Learning) Formative Feedback System That Promote Leadership for Learning in Middle and High Schools. *Carolyn Kelley, University of Wisconsin; Steven M. Kimball, University of Wisconsin - Madison; Matthew A. Clifford, Learning Point Associates; Seann Mason Dikkers, University of Wisconsin - Madison*
A Case Study Comparison of Leadership Practice Against Formative Assessment Survey Results. *Mark Blitz, University of Wisconsin - Madison*
Examining the Validity and Reliability of the Comprehensive Assessment of Leadership for Learning (CALL) Formative Leadership Assessment Tool: Pilot Study Results. *Eric M. Camburn, University of Wisconsin; Jason Salisbury, University of Wisconsin - Madison*

29.081. Roundtable Session 19; Roundtable Session

29.081-1. Literacy Inequities: Analysis of Diversity Discourse. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Michele D. Smith, Alliant International University*

Participants:

"I Am a Reader": A Mixed-Method Critical Race Theory Analysis of Black Adolescents' Motivations to Read. *Ann M. Bennett, The University of Tennessee - Knoxville; Susan L. Groenke, The University of Tennessee - Knoxville*
Broadening Our Reach: The Functional Benefits of Composite Counter-Storytelling for Race Research. *Daniella Ann Cook, University of Tulsa*
Images of Another Physical World. *Ben Jeanne Pfeiffer, Langara College; Bradley Hughes, Langara College*

29.081-2. Learning and Teaching About Race, Social Justice, and Global Citizenship Through the Use of Literature. SIG-Literature; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Carmen M. Martinez-Roldan, Teachers College, Columbia University, New York*

Participants:

Troubling Transformative Multicultural Literature Pedagogy: Four Teachers' Efforts Toward Moving Students Beyond the Rhetoric of Change. *Amanda Haertling Thein, University of Iowa*
Reading and Teaching for Social Justice: Two Teachers' Entwined Reader Responses and Pedagogical Plans for Children's Literature. *Grace Enriquez, Lesley University*
Global Literature Implementation in Secondary Content Area Classroom: A Case Study Analysis of Global Citizenship. *Marie A. Lejeune, Western Oregon University; Tracy Lynn Smiles, Western Oregon University*

29.081-3. Images and Imagination: Children, Rorty, Deleuze. SIG-Philosophical Studies in Education; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Patricia Lynn Walsh Coates, Kutztown University of Pennsylvania*

Participants:

Imagination in the Philosophy Class: A Response to Richard Rorty. *Mark E. Jonas, University of Wisconsin - Whitewater*
Arousing the Thinker in Us: Using Deleuze's Cinema-Philosophy to Reframe Visual Methods in Education Research. *Carol A. Taylor, Sheffield Hallam University*
Teachers, Children, and Philosophical Thinking. *Margaret E. Berci, College of Staten Island - CUNY*

29.081-4. Implications for Learning From Reflection and Portfolios.

SIG-Portfolios and Reflection in Teaching and Teacher Education;
Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Rebecca K. Fox, George Mason University*

Participants:

Autobiographical Reflection and a Focus on Personal, Lived Experience in Teacher Reflection. *Kelly Morris Roberts, Meredith College*
Using E-portfolios to Enhance Student-Teacher Ownership of Learning in Career Development. *Cher Ping Lim, The Hong Kong Institute of Education; Christopher Charles Deneen, The University of Hong Kong*
Using Teacher Candidate Portfolio to Demonstrate Impact on Student Learning. *Karen E. Levitt, Duquesne University*
E-Portfolio Design and Critical Reflection: A Field Experience Inquiry. *Katrina Liu, University of Wisconsin-Whitewater*

29.081-5. Spirituality and Education, Part 2. SIG-Spirituality & Education;

Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Russell Glen Yocum, Liberty University*

Participants:

Ethnicity, Spiritual Well-Being, and Life Satisfaction Among Immigrant Adolescents. *Celeste Yuet Mui Yuen, The Hong Kong Institute of Education*
Seven Spiritual Identities: Research, Theory, and Application in Education for Public Good. *Mubina Hassanali Kirmani, Towson University*
The influence of education on spirituality and religiosity. *D. Thomas Markle, University of New Mexico*

29.081-6. Teacher Research: Communities of Practice as a Tool for Teacher Empowerment. SIG-Teacher as Researcher; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Romena Marie Holbert, Wright State University*

Participants:

Improving Teacher Practice Through Intentional Group Action Research. *Annie Adamian, Bidwell Junior High School; Kris Calderon, Gray Avenue Middle School; Karen McCutcheon Schreder, Chico Christian; Ann K. Schulte, California State University - Chico; Kile Taylor, Hamilton Elementary*
Online Communities of Practice: ESL (English as a Second Language) Teacher Collaboration Using Google Docs. *Lan Ngo, University of Pennsylvania*
Teacher Inquiry: The Catalytic and Collaborative Role of a Canadian Teacher Union. *Charlie Naylor, British Columbia Teachers' Federation*

29.081-7. Confucianism and Its Implications for Equality, Democracy, and Critical Thinking. SIG-Confucianism, Taoism, and Education;

Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Huey-Li Li, The University of Akron*

Participants:

Salvaging Class Disparity and Salvaging Equality through Equitable Education: An Application of Confucian Ideals. *Baudelaire K. Ulysse, National-Louis University*
The Confucian Quest for Democratic Economic Development in the Global Age. *Huey-Li Li, The University of Akron*
Confucian Values and Their Contemporary Relevance to Public Relations: Exploring a Chinese Theory on Public Relations Education? *Ai Zhang, Richard Stockton College of New Jersey*
Confucius as a Critical Educator: Toward Educational Thoughts of Confucius. *Juanjuan Zhao, University of Cincinnati*

29.081-8. Explorations of Central Ideas in John Dewey's Philosophy of Education. SIG-Dewey Studies; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

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

Participants:

Examining Educative Versus Miseducative Experiences in Learning to Teach. *Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University*
Teacher's Perspectives on the Purposes of Schooling: A Democratic-Empirical Project on the Aims of Education. *Kurt Stemhagen, Virginia Commonwealth University; Jesse Senechal, Virginia Commonwealth*

University; Julia Vileisis, Virginia Commonwealth University; Jk Stringer, Virginia Commonwealth University
"Savage" Culture, "Civilized" Science, and the Norms of Inquiry. *Scott L. Pratt, University of Oregon*

29.081-9. Critical Social Justice Education Through Human Rights Education Praxis. SIG-Critical Educators for Social Justice;

Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Susan R. Katz, University of San Francisco*

Participants:

Teaching Human Rights Through a Performing Arts Methodology. *Andrea McEvoy Spero, University of San Francisco*
Race-Conscious Practitioner Research. *Jessica Blundell, University of San Francisco*
Teachers Research Human Rights in San Francisco Bay Area Schools. *Page Hersey, University of San Francisco*
Removing the "Dis" From "Disability". *Michelle Yee, University of San Francisco*

29.081-10. Mentoring Beginning Teachers. SIG-Mentorship and Mentoring Practices; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Julianna E. Kershen, Harvard University*

Participants:

But I Thought I Was Helping You? Challenges in Mentoring New Teachers in Urban Contexts. *Carol J. Gilles, University of Missouri; Antonio J. Castro, University of Missouri - Columbia; Erica Beth Thiemann, University of Missouri*
Differences in Mentoring Experiences Across Grade Span Among Principals, Mentors, and Mentees. *Rebecca K. Frels, Lamar University; Linda Reichwein Zientek, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*
Mentors, Mentoring, and Dilemmatic Spaces: A Contribution to Theoretical Renewal for Understanding Mentoring. *Göran Fransson, University of Gävle; Jan Grannas, University of Gävle*

29.081-11. Conceptualizing Peace Education Within a Framework of Ethics, Culture, and Conflict. SIG-Peace Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Supriya Baily, George Mason University*

Participants:

The potential of research to improve military education and serve the public good. *Rejane Pinto Costa, Brazilian Army Command and General Staff College*
Honoring Difference: Onto-Epistemological Challenges for Peace, Education, and Philosophy. *Bryan Wright, OISE/University of Toronto*
Peace and Development: Education, Conflict, and Development in Conflict and Postconflict Societies. *Muhammad Ayaz Naseem, Concordia University; Adeela Arshad-Ayaz, McGill University*
The "Peace Is..." Activity: Multilevel Conceptions of Peace. *Tasha Parrish, The University of Alabama; Rebecca L. Oxford, University of Maryland*

29.081-12. Characteristics of School Improvement Grants and Turnaround Schools. SIG-School Turnaround and Reform; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Felice Atesoglu Russell, University of Washington*

Participants:

School Improvement Grants (SIG): Characteristics of SIG Eligible and SIG Awarded Schools. *Steven Hurlburt, American Institutes for Research*
Turnaround Schools in California: Definition, Selection, and Reported Turnaround Strategies. *Tom B. Parrish, American Institutes for Research; Mette Huberman, American Institutes for Research*
Characteristics of Midwestern Schools Identified as Eligible for School Improvement Grants. *Coby Meyers, American Institutes for Research; Yinmei Wan, American Institutes for Research*
School Improvement Grants: An Inside View. *Robin J. Lake, University of Washington; Sarah Yatsko, University of Washington; Elizabeth Cooley Nelson, University of Washington; Melissa Bowen, University of Washington*

29.081-13. Second Language Research and Pedagogy. SIG-Second

Language Research; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Audrey F. Murphy, Saint John's University*

Participants:

Soka Education in Praxis: A Case Study in English Education. *Jason Goulah, DePaul University*Student Perceptions of Learner Autonomy in College-Level Foreign Language Instruction. *Heiko Everwien Ter Haseborg, West Virginia University; Reagan Curtis, West Virginia University*Task Relevance of Online Professional Development for Teachers of English Language Learners: A Q Methodology Study. *Linda Collins, The University of Akron; Xin Liang, The University of Akron*Teacher and School Practices as Predictors of Reading Proficiency and Language Acquisition for English Learners. *JoDee L. Marcellin, Sanger Unified School District; Susan M. Tracz, California State University - Fresno*"An Italian Mode of Thinking": Perspectives From College Foreign Language Writers. *Alessia Valfredini, Fordham University***29.081-14. Faculty Issues in Urban Settings: Commitment, Retention, and Institutional Changes.** SIG-Urban Learning, Teaching, and Research;

Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Adriana Villavicencio, New York University*

Participants:

Striving to Get It Right! UTEP (Urban Teacher Enhancement Program) Competencies and Teacher Retention. *Michele Jean Sims, The University of Alabama - Birmingham; Deborah L. Voltz, The University of Alabama - Birmingham*The Promise of University-School Partnerships in Urban Teacher Retention. *Sara Ewell, Northeastern University*What Is Urban About Urban Education? *Lara Willox, The University of West Georgia***29.082. Roundtable Session 20;** Roundtable Session**29.082-1. Communicating Science Knowledge Across Boundaries.** Division

C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am

Chair: *Iris C. Rotberg, The George Washington University*

Participants:

Review of Literature on Science Education for Students Who Are Deaf or Hard of Hearing. *Ye Wang, Missouri State University*Knowledge Coconstruction in Collaborative Inquiry: Using Collaborative Technology to Promote Distributed Participation. *Hedieh Najafi, OISE/University of Toronto; James D. Slotta, University of Toronto*Gender, Socialization, and Online Discourse Patterns in a High School Physics Class. *Florence R. Sullivan, University of Massachusetts - Amherst; Stefanie Shipe, University of Massachusetts - Amherst***29.082-2. Intervening in Algebra.** Division C - Learning and Instruction;

Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am

Chair: *Mariya Pachman, University of New South Wales*

Participants:

Context Personalization in Algebra: Supporting Connections Between Relevant Stories and Symbolic Representations. *Candace Walkington, University of Wisconsin - Madison*The Role of Reform-Oriented Mathematics Curriculum in More Equitable Instruction. *Julia Heath Kaufman, Carnegie Mellon University; Rita T. Karam, RAND Education; John Pane, RAND Corporation*When Students Can Choose Their Practice (Exploration of Practice Formats in Context of High School Geometry). *Mariya Pachman, University of New South Wales***29.082-3. Learning in Educational Games.** Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am

Chair: *Daniel T. Hickey, Indiana University*

Participants:

Epistemic Youth Development: Educational Games as Youth Development Activities. *Padraig Nash, University of Wisconsin - Madison; David W. Shaffer, University of Wisconsin*Investigating a Digital History Game in Middle School Classes: A Classroom Implementation Study. *James Patrick Diamond, New York University; Pilar Carmina Gonzalez, Education Development Center, Inc.; William Tally, Education Development Center, Inc.*Playing for Public Interest: Epistemic Games as Civic Engagement Activities. *Padraig Nash, University of Wisconsin - Madison; Elizabeth Bagley, University of Illinois at Urbana-Champaign; David W. Shaffer, University of Wisconsin***29.082-4. Literacy, Texts, and Language Arts: Connections to Science**

Education. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am

Participants:

Exploring Semantic Discontinuity in Middle School Science Texts: Implications for Science Literacy Development. *Diego Roman, Stanford University; Hannah Rohde, Stanford University; Stephanie Hironaka, Stanford University*Measuring the Quality of Instructional Activities Reflected in Student Science Notebooks. *Ming-Chih Lan, University of Washington; Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver*Preliminary Findings From a Randomized Literacy-Integrated Science Intervention Among Low-Socioeconomic-Status Minority Middle School Students. *Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Sam Houston State University; Cindy Lynn Guerrero, Texas A&M University; Yinan Fan, Texas A&M University; Margarita Huerta, Texas A&M University; Suchen Xu, Texas A&M University***29.083. Roundtable Session 20;** Roundtable Session**29.083-1. Talent Development of Students Placed at Risk.** SIG-Talent

Development of Students Placed at Risk; Roundtable Session

VCC, Second Level, East Room 1; 8:15-9:45am

Chair: *Carleen Carey, Michigan State University*

Participants:

Addressing Alabama's Efforts to Increase the Graduation Rate. *Stephanie Bostick; Danielle Joy Davis, Alabama State University*Predisposition and Preparation for Postsecondary Education: Student, Teacher, and Parent Perceptions. *Poonam C. Dev, Nazareth College*The Effects of a Gifted-Education, Early-Childhood, Home-Based Curriculum With Families in Poverty. *Bronwyn MacFarlane, University of Arkansas at Little Rock***29.083-2. Action Research: Pathway to Personal Growth, Cultural Awareness, and Quality Mentoring.** SIG-Action Research;

Roundtable Session

VCC, Second Level, East Room 1; 8:15-9:45am

Chair: *Elizabeth Anne Halsall, The University of Aberdeen*

Participants:

Epistemological Shift in Empowering Teachers' Action: Three Action Research Case Studies. *Luz Carime Bersh, National-Louis University*Investigating the Intersection of Race and Histories in the Classroom. *Christopher C. Martell, Boston University/Framingham Public Schools*Parallel Mentoring: Working With and Alongside but Never Against. *Ryan Flessner, Butler University; Julie R. Horwitz, Rhode Island College*Rethinking Teacher Action Research as Bildungsroman: A Phenomenological Approach to Professional Development. *Jeong-Hee Kim, Kansas State University***29.083-3. Globalizing Higher Education.** SIG-International Studies;

Roundtable Session

VCC, Second Level, East Room 1; 8:15-9:45am

Chair: *Donald K. Sharpes, Arizona State University*

Participants:

Is International Higher Education Moving Toward a Social Justice Model? *Heidi Whitford, Barry University*Stakeholders' Views on National Policy for Internationalization of South Korean Higher Education. *Young Ha Cho, Kyung Hee University; John D. Palmer, Colgate University*The Road to World-Class Universities: A case study of South Korea. *Dongbin Kim, The University of Kansas; Kiyong Byun, Korea University; Jae-Eun Jon, Korea University*

Understanding Barriers to Entry Facing Foreign Branch Campuses: An Exploratory Study. *Holly Kosiewicz, University of Southern California*

29.083-4. Habits of Spoken or Written Discourse for Academic Success.

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

VCC, Second Level, East Room 1; 8:15-9:45am

Chair: *Margaret M. Ferrara, University of Nevada - Reno*

Participants:

Being "Loud": Negotiating Intersecting Narratives of Race/Ethnicity, Class, Gender, and Achievement in Academic Contexts. *Limarys Caraballo, Teachers College, Columbia University*

Habits of Whiteness: Race/Ethnicity in College and University Admissions Viewbooks. *Nana Osei-Kofi, Iowa State University; Lisette Esmeralda Torres, Iowa State University; Joyce Lui, Iowa State University*

Critical Race Theory as a Lens for Understanding Costs of Academic Success for High-Achieving Students of Color. *Terah Talei Venzant Chambers, Texas A&M University*

"For Your Own Good" and "Less Is More": Manifestations of a Discourse of Social Inequality—From National Policy to Classroom Dynamics. *Enora R. Brown, DePaul University*

29.084. Roundtable Session 21; Roundtable Session

29.084-1. Math Talk and Communication Issues. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: *Nicole Rose Hallinen, Stanford University*

Participants:

Express Yourself: Math Learning in the Context of Communication.

Nicole Rose Hallinen, Stanford University; Robert Semmens, Stanford University; Ilsa Dohmen; Doris B. Chin, Stanford University; Catherine C. Chase, Stanford University

Helping Teachers Connect Writing to Doing Mathematics. *Sharon K.*

O'Kelley, Francis Marion University

Operationalizing a Linguistic Framework for Math Texts to Inform and Improve Instruction for English Learners. *Mary A. Avalos, University of Miami; Margarita Zisselsberger, Boston College; Alain Bengochea, University of Miami; Kristen Doorn; Naomi Ramona Iuhasz, University of Miami; Tracy A. McLeod, University of Miami; Ryan W. Pontier, University of Miami; Marc Puccinelli, University of Miami; Sabrina Francesca Sembiante, University of Miami; Vanessa Thorrrington, University of Miami*

29.084-2. Middle Elementary Students Constructing Literate Understandings Within and Beyond Instruction. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: *Anna O. Soter, The Ohio State University*

Participants:

Doing Reading: Student Understandings of What It Means to Read in Dialogically and Monologically Organized Classrooms. *Maren S. Aukerman, Stanford University; Lorie Chambers Schuldt, Stanford University; Erika Moore Johnson, Stanford University*

Growing Student Knowing Through Morning Meeting Talk. *Maureen P. Boyd, University at Buffalo - SUNY; Bill Markarian, University at Buffalo - SUNY*

29.085. Roundtable Session 22; Roundtable Session

29.085-1. Modifications: Assessing English Language Learners, Food Genetics, and Nutrition Understandings. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am

Chair: *John Settlege, University of Connecticut*

Participants:

Educative Assessments for English Language Learners: The Value of Increased Student Writing in Science. *Cory A. Buxton, University of Georgia; Martha A. Alexsaht-Snyder, University of Georgia; Regina Surriel, University of Georgia; Bruce Gabbittas, University of Georgia; Allan S. Cohen, University of Georgia; Youn-Jeng Choi, University of Georgia*

Let's Talk About Your Lunch: A Study of Young Students' Ideas About Food and Nutrition. *Tathali Urueta-Ortiz, The University of British*

Columbia; Jolie A. Mayer-Smith, The University of British Columbia
Food for Thought: Preservice Teachers' Knowledge, Emotions, and Attitudes Toward Genetically Modified Foods. *Suzanne H. Broughton, Utah State University; Louis S. Nadelson, Boise State University*

29.085-2. Multimedia Design Choices That Improve Learning. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am

Chair: *April GardnerTaylor, Argosy University - Hawaii*

Participants:

Can Feedback Visualization Promote Metacognitive Awareness of Revisions? *Lisa Ferrara, University of Utah; Kirsten R. Butcher, University of Utah*

The Influence of Self-Organized, Social Text Signals on Readers' Behavior: Collective Intelligence or Unchecked Imitation? *Andrew F. Chiarella, Athabasca University*

Using Multimedia to Augment Limited Instructional Time and Support Learning in Professional Education Coursework. *Cathy Newman Thomas, University of Missouri; Michael J. Kennedy, University of Virginia*

29.086. Roundtable Session 23; Roundtable Session

29.086-1. Phases of the Moon and Student Understandings. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am

Chair: *Karen S. Sullenger, University of New Brunswick*

Participants:

Academic Language of Science: Examining Fourth-and Fifth-Grade English Learners' Explanations of Moon Phases. *Carrie A. Strohl, University of California - Davis; Marco A. Bravo, Santa Clara University; Alison Knight Billman, University of California - Berkeley*

Gender Differences of High- and Low-Performing Students' Spatial Reasoning and Understanding of Lunar Phases. *Christa Jackson, University of Kentucky; Jennifer A. Wilhelm, University of Kentucky; Amber Sullivan, University of Kentucky; Ronald Wilhelm, University of Kentucky*

Urban Second Graders Learning About Sun, Earth, and Moon Through 3D Visualization. *Zeynep Zennur Isik-Ercan, Indiana University - Purdue University at Fort Wayne; Hatice Zeynep Inan, Dumlupinar University; Jeffrey Andrew Nowak, Indiana University - Purdue University at Fort Wayne*

29.086-2. Qualitative Insights Into How Technology Influences Classrooms and Schools. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am

Chair: *Tracey A. Stuckey-Mickell, The Ohio State University*

Participants:

A Two-Year Case Study of High School Student Engagement and Learning With Technology. *Sharon Friesen, University of Calgary; D. Michele Jacobsen, University of Calgary; Jason Scott Daniels, University of Alberta; Stanley J. Varnhagen, University of Alberta*

Online, All the Time: The Visibility of Learning in Digitally Rich Schools. *Mary Frances (Molly) Buckley, University of Pennsylvania*
Rethinking Organizational Change Through Technology Frames and Narrative Drivers. *Gigi L. Johnson, Marmel Institute*

29.087. Roundtable Session 24; Roundtable Session

29.087-1. Reading Practices. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am

Chair: *Lisa A. Scherff, Florida State University*

Participants:

Theory and Practice for Engagement and its Consequences. *Gay Ivey, James Madison University; Peter H. Johnston, University at Albany - SUNY*

Social Imagination in Wordless Book Reading. *Judith T. Lysaker, Purdue University*

Reading Rights: Literacy and Equity in the Contested Spaces of Core Reading Programs. *Helen Maniates, University of San Francisco; Jabari Mahiri, University of California - Berkeley*

Developing Three Formats for Assessing Online Reading Comprehension:

The ORCA (Online Reading Comprehension Assessment) Project Year 3. Donald J. Leu, *University of Connecticut*; Julie Coiro, *University of Rhode Island*; Jonna M. Kulikowich, *The Pennsylvania State University*; Nell Sedransk, *National Institute of Statistical Sciences*; Heidi Everett-Cacopardo, *University of Connecticut*; Greg McVerry, *University of Connecticut*; W. Ian O'Byrne, *University of New Haven*; Michael Hillinger, *Lexicon Systems LLC*; Lisa Zawilinski, *University of Hartford*; Clint Kennedy, *University of Connecticut*; Elena E. Forzani, *University of Connecticut*

Learning From the Teachers: Independent Reading in Real Classrooms. Sherry Lynn Sanden, *Illinois State University*

29.087-2. Impact of Professional Development and Instructional Design on Teacher and Student Learning. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am

Chair: Chauncey B. Monte-Sano, *University of Maryland*

Participants:

An Exploration of Flow Experiences in Secondary Education for Optimal Learning: Facilitators and Inhibitors. Linda Hauser, *California State University - Fresno*; Christine Marie Montanez, *California State University - Fresno*

Understanding the Influence of Professional Development on History Teachers' Pedagogical Content Knowledge. Leanne Kallemeyn, *Loyola University Chicago*; Daniela Marie Schiazza, *Loyola University Chicago*; Ann Marie Ryan, *Loyola University Chicago*; Crystal Johnson, *Chicago Metro History Education Center*; Julie Peters, *University of Illinois at Chicago*

From the Teacher Workshop to Actual Classrooms With Students: What Happens When Secondary Social Studies Teachers in Singapore Redesign Curriculum, Teaching, and Learning Through Inquiry and New Literacies. James S. Damico, *Indiana University*; Mark C. Baidon, *National Institute of Education - Nanyang Technological University*

Division and SIG Posters

29.088. Poster Session 3; Poster Session

29.088-1. College Student Learning and Outcomes Poster Session 2.

Division J - Postsecondary Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

1. A Cognitive-Development Analysis of the Paul and Elder Critical Thinking Framework. Susan Kay Wolcott, *CA School of Business*
2. Becoming Researchers: Language Minority Community College Students and Critical Information Literacy. David Jay Patterson, *University of California - Berkeley*
3. Differences Between Full-Time and Part-Time MBA Students' Self-Efficacy for Learning and for Employment: A Self-Regulatory Perspective. Maria K. DiBenedetto, *Baruch College - CUNY*
4. Four-Stage, Systems-Based Model of Graduate Student Transformation. Rachel Anne Winston, *Claremont Graduate University*
5. Influence of Visual Cues on Eye Movements and Reasoning in Physics Problems. Adrian Madsen, *Kansas State University*; Adam Larson, *Kansas State University*; Amy Rouinfar, *Kansas State University*; Allison Coy, *Kansas State University*; Lester Loschky, *Kansas State University*; N. Sanjay Rebello, *Kansas State University*
6. Starting Early: Integrating Reasoning About Nanobiotechnology Applications to a Media Literacy Course for Preservice Elementary Teachers. Eva E. Toth, *West Virginia University*; Meadow Sherrill-Graham, *West Virginia University*
7. The Influence of Alternative Break Programs on Students' Career Plans. Elizabeth Niehaus, *University of Maryland*; Karen K. Inkelas, *University of Virginia*
8. Academic Engagement of Undergraduate Students Majoring in STEM. Derek A. Houston, *University of Illinois at Urbana-Champaign*; Casey E. George-Jackson, *University of Illinois at Urbana-Champaign*
9. The Role of Community Colleges in STEM Pathways. Felisha Herrera, *University of California - Los Angeles*; Carlos Ayon, *University of California - Los Angeles*
10. Undergraduate Research Experiences: Modeling Relationships Among Program Outcomes. Omolola Adedokun, *Purdue University*; Ann Bessenbacher, *Purdue University*; Loran Carleton Parker, *Purdue University*; Amy L. Childress, *Purdue University*; Dorothy Teegarden, *Purdue University*; Wilella Burgess, *Purdue University*

11. Leadership and Self-Advocacy: The Impact of a Therapeutic Equine Program. Stephanie Kurts, *University of North Carolina - Greensboro*; Natsuko Takemae, *University of North Carolina - Greensboro*
12. Technician Training Trajectories: Employment Outcomes of Advanced Technician Education Programs. Sharika Bhattacharya, *FHI 360*; Corinne Alfeld, *FHI 360*; Mindy Feldbaum, *FHI 360*
13. Student Veterans' Grade Point Average and Military Experiences: Results From the Student Veteran School Experiences Web Survey. Chris Andrew Cate, *Student Veterans of America*; David Laurence Holmes, *University of California - Santa Barbara*
14. How Effective Is Honor Code Reporting? Lucy Barnard-Brak, *Texas Tech University*; Marcelo R. Schmidt, *Texas Tech University*; Tianlan Wei, *Texas Tech University*

29.088-2. Educational Needs of Immigrant and Minority Students.

Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

15. Academic Achievement by Immigrant Learners: A Proposal for Teacher Education Programs in Portugal. Maria Alfredo Moreira, *Minho University*
16. How to Make Educational Psychology More Effective in the Preparation of Culturally Responsive Teachers: A Conversation With Teacher Educators. Tehia V. Starker, *University of North Carolina - Charlotte*; Kamau Oginga Siwatu, *Texas Tech University*
17. In the Heart and to the Home: mLearning Shifts Perspectives and Professional Development for Instruction of Migrant Students in Their Context. Ivan Barron, *University of Washington*; Maria Muzzo, *University of Washington*; Ashley Varnell, *University of Washington*; Daniel Novak, *University of Washington*
18. Teaching Diversity: Listening to the Voices of Multicultural Parents in South Korea. Yoon H. Lee, *Temple University*; Yoo-Seon Bang, *Teachers College, Columbia University*
19. Working with Immigrant Children of "Undocumented" and "Mixed" Families. Xue Lan Rong, *University of North Carolina - Chapel Hill*; Liv Thorstenson Davila, *University of North Carolina - Charlotte*; Jeremy Hilburn, *University of North Carolina - Chapel Hill*
20. Working with Linguistically and Culturally Diverse Families: Learning to Teach by Doing. Mary E. Curran, *Rutgers University*; Sharon Ryan, *Rutgers University*; Ariana Mangual Figueroa, *Rutgers University*; Nora E. Hyland, *Rutgers University*; Jessie H. Curtis, *Rutgers University*; David Greer, *Rutgers University*
21. Let's Talk About Science: The Teacher's Role in Fostering Participation and Community in a Bilingual First-Grade Classroom. Cristin Marie Geoghegan, *University of Illinois at Urbana-Champaign*

29.088-3. Expanding What We Know About Alternative Certification Programs. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

22. Advancing Research on the Meaning of Dual Certification in General and Special Education: An Autoethnographic Approach. Marleen Carol Pugach, *University of Southern California*; Linda P. Blanton, *Florida International University*
23. Does Money Matter? A Policy Evaluation of Troops to Teachers Legislation Using a Mixed-Methods Approach. Meghan Stidd, *University of Colorado - Colorado Springs*
24. Efforts to Expand Undergraduate Math and Science Teacher Pipeline: Preliminary Findings About CalTeach. Heeju Jang, *University of California, Office of the President*; Ravinder Singh, *University of California*

29.088-4. Integrating Technology in Preservice Teacher Education.

Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

25. Cultivating Reflective Practitioners in Technology Preparation: Analyses of Preservice Teachers' Reflection on Their Technology Integration Experience. Liangyue Lu, *Syracuse University*; Jing Lei, *Syracuse University*; Yan Suo, *Syracuse University*
26. Image-Based Pedagogy: Enhancing Critical Reflective Practice in Teacher Education Through Teaching Technology and Image

Space. Kevin G. Davison, *The National University of Ireland*; Orla McCormack, *University of Limerick*; Mary Fleming, *The National University of Ireland*; Tony Hall, *National University of Ireland - Galway*; Manuela Heinz, *National University of Ireland - Galway*; Oliver McGarr, *University of Limerick*; Jim Lenaghan, *The National University of Ireland*

27. Preservice Teachers' Beliefs and Experiences in the Development of an E-Portfolio. Hyunjin Kim, *Sungkyunkwan University*; Hoewook Chung, *University of Wisconsin - Madison*; Soo Jung Lee, *University of Wisconsin - Madison*; Mona Lane, *Oklahoma State University*
28. Scaffolding Preservice Teachers' Critical Thinking in Wikibook Development. Nari Kim, *University of Wisconsin - Oshkosh*
29. The Interactive Whiteboard as a Tool. Diane Judd, *Valdosta State University*; Inez A. Heath, *Valdosta State University*; Mark J. Fenster
30. Validation of a Video Tool to Assess Preservice Teachers' Professional Vision. Gloria Katharina Jahn, *TU München*; Tina Seidel, *TU München*; Manfred Prenzel, *Technische Universität München*

29.088-5. Division D Section 2 Quantitative Methods and Statistical Theory. Division D - Measurement and Research Methodology; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

31. Intervention Effects for Multiple Social Networks in Education Research. Tracy Sweet, *Carnegie Mellon University*; Brian W. Junker, *Carnegie Mellon University*
32. Multiple Imputation for Confidence Interval Estimations for Standardized Linear Contrasts of Means: The One-Way Fixed-Effects Between-Subjects Univariate Case. Li-Ting Chen, *Indiana University*; Chao-Ying J. Peng, *Indiana University*
33. Testing for Measurement Invariance With Ordinal Data: A Robust Weighted Least Squares Approach. Cheng-Hsien Li, *Michigan State University*
34. Type I Error Rate and Statistical Power of ANCOVA (Analysis of Covariance), Potthoff's Modified Johnson-Neyman Method, and Wilcox's Trimmed-Mean Method. Soyoung Kim, *Korea National Sport University*; Stephen Olejnik, *University of Georgia*; Ju Sung Jun, *Sung-Sil University*
35. Reexamining Factors That Impact the Response Rate of Web Surveys: An Updated Meta-Analysis. Meng-Jia Wu, *Loyola University Chicago*; Jill Y. Young, *Loyola University Chicago*
36. Strategies for Imputing Missing Values in Hierarchical Data: Multilevel Multiple Imputation. Jee-Seon Kim, *University of Wisconsin - Madison*; Christopher M. Swoboda, *University of Cincinnati*

29.088-6. A Program Theory-Driven Perspective on Training Evaluation. SIG-Research on Evaluation; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

37. A Program Theory-Driven Perspective on Training Evaluation. Jan Hense, *Ludwig-Maximilians-Universität München*; Heinz Mandl, *University of Munich*

29.088-7. Partnership Without Hierarchy: Postsecondary Outcomes From a Cross-Sector Mathematics Collaboration. SIG-School/University Collaborative Research; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

38. Partnership Without Hierarchy: Postsecondary Outcomes From a Cross-Sector Mathematics Collaboration. Janet H. Frost, *Washington State University*; Jacqueline Rene Coomes, *Eastern Washington University*; Kristine Lindeblad, *Washington State University*

29.088-8. School-College Collaborative Research to Link Classroom Teaching to Student Learning: Video-Based Observational Studies. SIG-School/University Collaborative Research; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

39. School-College Collaborative Research to Link Classroom Teaching to Student Learning: Video-Based Observational Studies. Linda A. Catelli, *Dowling College*; Cristina Brazzelli, *William Floyd High School*; Dorothy Burns, *Dowling College*

29.088-9. The Influence of Teachers' Professional Knowledge on the Development of Students' Systems Thinking in Biology. SIG-

Systems Thinking in Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

29.088-10. Test Validity Research and Evaluation. SIG-Test Validity Research and Evaluation; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

40. Developing an Instrument to Assess Informal and Formal Statistical Inference: An Argument-Based Approach to Validity. Jiyeon Park, *University of Minnesota*; Robert C. Delmas, *University of Minnesota*

29.088-11. Special Education Research Poster Session. SIG-Special Education Research; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

41. The Good Behavior Game Is No Longer Just an Effective Intervention for Students: An Examination of the Reciprocal Effects in an Urban Classroom. Susan Elswick, *The University of Memphis*; Laura Baylot Casey, *The University of Memphis*; Steve Zankas, *The University of Memphis*; Thomas Black, *Middle Tennessee State University*

29.088-12. Division K, Section 2 Poster Session. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

42. Investigating Students' Perceptions of Moral and Value Conflicts in Relation to Their Personal Selves. Jeffrey Byford, *The University of Memphis*; Sean Michael Lennon, *Valdosta State University*

Saturday, 10:35 am

Governance Meetings and Events

30.001. AERA Ad Hoc International Representatives: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 10:35am to 12:05pm
Chair: Michael T. Nettles, *ETS*

30.002. AERA Communications and Outreach Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Lobby Level, Crystal Pavilion B; 10:35am to 12:05pm
Chair: Larry McQuillan, *American Institutes for Research*

30.003. AERA Fellows Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 10:35am to 12:05pm
Chair: Robert S. Rueda, *University of Southern California*

30.004. Journal of Educational and Behavioral Statistics Closed Management Committee Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 10:35am to 12:05pm
Chair: Mark R. Wilson, *University of California - Berkeley*

AERA Related Activities

30.010. Online Annual Meeting Management System (All Academic): Demonstration and Training for Program Chairs: Open Session 1. AERA Related Activities; Workshop
VCC, Third Level, West Room 306; 10:35am to 12:05pm
Chair: Rick Peacor, *All Academic, Inc.*

Presidential Sessions

30.011. AERA Distinguished Lecture: Jo-ann Archibald. Presidential Session
VCC, First Level, West Ballroom C; 10:35am to 12:05pm

Chair: Arnetha F. Ball, *Stanford University*

Speaker:

Hands Back, Hands Forward: Transforming Indigenous Education. Jo-ann Archibald, *The University of British Columbia*

30.012. The Making of Minds: Digital Fabrication and the Future of STEM Education. Presidential Session Cosponsored with Division C - Learning and Instruction

VCC, First Level, West Ballroom A; 10:35am to 12:05pm

Chair: *Paulo Blikstein, Stanford University*

Participants: *Michael Eisenberg, University of Colorado - Boulder; Jeanne Bamberger, Massachusetts Institute of Technology; Nanci Kauffman, Castilleja School; Yetunde Z. Reeves, University of California - Los Angeles*

AERA Sessions

30.013. Memorial Session Honoring Robert Glaser. AERA Sessions; Invited Session

VCC, First Level, West Room 121&122; 10:35am to 12:05pm

Chairs: *Alan Lesgold, University of Pittsburgh; Charles Perfetti, University of Pittsburgh*

Participants: *Eva L. Baker, University of California - Los Angeles; James W. Pellegrino, University of Illinois at Chicago; Lauren B. Resnick, University of Pittsburgh; Michelene T. Chi, Arizona State University; Erik De Corte, University of Leuven*

30.014. Meet Journal Editors: Journal Talks 1. AERA Sessions; Invited Roundtable

VCC, Second Level, West Room 201; 10:35am to 12:05pm

Participants:

1. American Journal of Education. *Gerald K. LeTendre, The Pennsylvania State University; Emily R. Crawford, The Pennsylvania State University*
2. LEARNING Landscapes. *Mary Stewart, LEARN; Lynn Butler-Kisber, McGill University*
3. Educational Management Administration & Leadership. *Marianne Lagrange, SAGE Publications*
4. International Journal of Educational Development. *Qing Gu, University of Nottingham*
5. Management in Education. *Caroline Lock, Senior Commissioning Editor; Linda Hammersley-Fletcher, Manchester Metropolitan University*
6. The Australian Educational Researcher. *Jolanda Voogd, Springer Publishing Company; Jillian Anne Blackmore, Professor, Deakin University; Christine M. Halse, Deakin University*
7. Catholic Education: A Journal of Inquiry and Practice. *Michael J. James*
8. New Horizons in Education. *Kwok Keung HO, Lingnan University, Hong Kong; Allan A.J. Luke, Queensland University of Technology; Hak Ping Tam, National Taiwan Normal University; William Y. Wu, Hong Kong Baptist University; Guofang Wan, Ohio University*
9. International Journal of Qualitative Studies in Education. *Elsa M. Gonzalez Y Gonzalez, Texas A&M University*
10. Middle Grades Research Journal. *David L. Hough, Missouri State University; Vicki L. Schmitt, Logan-Rogersville Public Schools*
11. Journal of Curriculum and Instruction. *Diane Rodriguez, East Carolina University*
12. The New Educator. *Beverly Falk, City College of New York - CUNY*
13. Gifted Child Quarterly. *D. Betsy McCoach, University of Connecticut; Del L. Siegle, University of Connecticut; Carolyn M. Callahan, University of Virginia*
14. Learning for Democracy: An International Journal of Thought and Practice. *Caroline R. Pryor, Southern Illinois University - Edwardsville; Kathleen S. Brown, University of Missouri; Glenn M. Hudak, University of North Carolina - Greensboro*
15. Effective Education. *Paul Connolly, Queen's University - Belfast*
16. Harvard Educational Review. *Monica Ng, Harvard University; Edward P. Clapp, Harvard University*
17. Educational Administration Quarterly. *Linda E. Skrla, Texas A&M University*
18. Paedagogica Historica. *Marc Depaepe, Catholic Universiteit Leuven; Frank Fernand Simon, Ghent University*
19. The Internet and Higher Education. *Laurie P. Dringus, Nova Southeastern University; Ann Corney, Elsevier Inc.*
20. The International Journal of Critical Pedagogy. *Rochelle Brock, Indiana University - Northwest; Mary Anne Drinkwater, OISE/University of Toronto; Antonio Garcia, SUNY Brockport*

Committee Sessions

30.015. Fireside Chat: Women Crossing Academia, Activism, and Spirituality. Committee on Scholars and Advocates for Gender Equity in Education Cosponsored with Committee on Scholars of Color in Education; Fireside Chat

VCC, First Level, West Room 114&115; 10:35am to 12:05pm

Chair: *Lisa Loutzenheiser, The University of British Columbia*

Participants: *Alejandra C. Elenes, Arizona State University - West; Celia E. Haig-Brown, York University; Angela Valenzuela, The University of Texas - Austin*

30.016. GSC Chair Fireside Chat: Educational Research in the 21st Century as an Abilene Paradox: Just Go With It... Or Should You? Graduate Student Council; Fireside Chat

VCC, Second Level, West Room 211; 10:35am to 12:05pm

Chair: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

Participants: *Thandeka K. Chapman, University of Wisconsin - Milwaukee; Ernest D. Morrell, Teachers College, Columbia University; David O. Stovall, University of Illinois at Chicago; Jeffrey M.R. Duncan-Andrade, San Francisco State University; Rema Reynolds, Azusa Pacific University; Cleveland Hayes, University of La Verne*

30.017. To Know English Learners Is Not Enough: A Call to Include the Other English Learners. Committee on Scholars of Color in Education; Symposium

VCC, First Level, West Ballroom B; 10:35am to 12:05pm

Chair: *Virginia M. Gonzalez, University of Cincinnati*

Participants:

Effective Schools for Teaching and Reaching the Other Latino Students. *Liliana Minaya-Rowe, Johns Hopkins University*

Knowing the "Other" Latino Student Is Not Enough: Teaching the U.S.-Born English Language Learner in California. *Sharon H. Ulanoff, California State University - Los Angeles; Nilsa J. Thorsos, Azusa Pacific University*

"Non Satis Scire": Standards-Based or Culture-Based Educational Reform? *Mariella M. Espinoza-Herold, Northern Arizona University*

Discussant: *Amado M. Padilla, Stanford University*

International Organization Sessions

30.018. Canadian Association for Teacher Education (CATE): Educating for Social Justice: Canadian Perspectives. Canadian Society for the Study of Education; Invited Session

VCC, Second Level, West Room 215&216; 10:35am to 12:05pm

Chair: *Lynn A. Thomas, Université de Sherbrooke*

Participants:

The Politics and Pedagogy of Sexual and Gender Minority Inclusion Studies. *Andre P. Grace, University of Alberta*

Developing Social and Cultural Perspectives in the Faculty of Education at Vancouver Island University. *Lilian Morton, Vancouver Island University*

Brave New Teachers: Examining the Longitudinal Impacts of a Thoroughly Integrated Equity-Centered Teacher Education Program. *Jordan Singer, York University*

Becoming Indigenist Through Transformative Inquiry. *Michele Tanaka, University of Victoria*

30.019. The Cohort Study on Educational Careers in Primary and Secondary Education (COOL5-18). Dutch Programme Council for Educational Research; Invited Session

VCC, Second Level, West Room 212&213; 10:35am to 12:05pm

Chair: *Diana Goederaad, The Netherlands Organisation for Scientific Research*

Participants:

Introduction of COOL5-18 (Cohort Onderzoek Onderwijs Loopbanen Among Students Aged 5-18). *Margaretha P.C. Van Der Werf, Groningen Institute for Educational Research; Lia Mulder, Radboud University Nijmegen; Hans Kuyper, University of Groningen*

Trends in Educational Disadvantage in Primary Education. *Jaap Roeleveld, University of Amsterdam; Geert Driessen, Radboud University Nijmegen; Ineke van der Veen, University of Amsterdam; Guuske Ledoux, Universiteitsrecht van Amsterdam*

Trends in Dutch Reading and Mathematics Achievement: Robustness of Cross-Cohort Comparisons. *Jos Keuning, Cito; Anton Beguin, Cito*
 Citizenship Competences of Students in Elementary and Secondary School in the Netherlands. *Guuske Ledoux, Universiteitsit van Amsterdam; Harm Naaijer, University of Groningen; Jaap Roeleveld, University of Amsterdam; Ineke van der Veen, University of Amsterdam*

Division Sessions

30.020. Education and the Racialization of Neoliberal Urban Governance: A Critical Geography Approach to Multiple Urban Contexts.

Division B - Curriculum Studies; Symposium
 Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C;
 10:35am to 12:05pm

Chairs: *Thomas C. Pedroni, Oakland University; Pauline Lipman, University of Illinois at Chicago*

Participants:

All Are Created Unequal in the Eyes of the Market: Education Policy, Christian and Islamic Schooling, and the New Urban Spaces of Race. *Kalervo N. Gulson, University of New South Wales*

Emaciating Gramsci: Is Consent Still Needed in an Era of Disposable Communities? *Thomas C. Pedroni, Oakland University*

Education and Neoliberal Responses to the Crisis: Producing and Contesting New Forms of Racialized Urban Space and Governance. *Pauline Lipman, University of Illinois at Chicago*

Can Black Get Blacker? Neo-Racial Spatialization, Education, and Marginal Youth Positioning in Postapartheid Cape Town. *Nur Mohammed Azeem Badroodien, Stellenbosch University; Aslam Fataar, Stellenbosch University*

Discussant: *William H. Watkins, University of Illinois at Chicago*

30.021. Language, Identity, and Citizenship in International/Transnational Contexts. Division B - Curriculum Studies; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 10:35am to 12:05pm

Chair: *Jason Goulah, DePaul University*

Participants:

Locating Globalization Through the "Chutkulas" of Multilingual Children at a Suburban Indian Orphanage. *Usree Bhattacharya, University of California - Berkeley*

Deconstructing the Concept of Good Citizenship Embedded in Foreign Language Curricula in China and America. *Juanjuan Zhu, Utah State University*

Speaking as Democratic Subjects: Transnational Youth, Democratic Discussion, and Learning Citizenship for the 21st Century. *Nancy L. Lesko, Columbia University; Teachers College; Roozbeh Shirazi, Teachers College, Columbia University*

Decolonizing Curriculum Discourses? Identities and Ideologies Within a TESOL (Teachers of English to Speakers of Other Languages) Masters Program for International Students. *Bonnie L. Waterstone, Simon Fraser University; Roumiana Ilieva, Simon Fraser University*

Identity Matters: An Examination of "Western-Based" TESOL (Teachers of English to Speakers of Other Languages) Programs and Teacher Candidates' Teaching Practice. *Pei-Chia Liao, University of Washington*

30.022. Elementary Preparation for Learning Algebra Concepts. Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom C; 10:35am to 12:05pm

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

Participants:

Algebra in Preschool: Emerging Understanding of Patterns in Four-Year-Olds. *Bethany Rittle-Johnson, Vanderbilt University; Emily Ruth Fyfe, Vanderbilt University; Laura McLean, Vanderbilt University; Katherine L. McEldoon, Vanderbilt University*

Concept Development of Decimals in Chinese Elementary Students: A Developmental Approach. *Ru-de Liu, Beijing Normal University; Yi Ding, Fordham University; Min Zong, China Foreign Affairs University; Dake Zhang, Purdue University*

Elementary Students' Recognition of Algebraic Structure: Not All Tasks Are Created Equal. *Isil Isler, University of Wisconsin - Madison; Ana C. Stephens, University of Wisconsin - Madison; Maria L. Blanton, TERC; Eric J. Knuth, University of Wisconsin; Timothy Marum,*

University of Massachusetts - Dartmouth; Angela Gardiner, University of Massachusetts - Dartmouth

Refraction Time: Making "Split" Decisions in an Online Fraction Game. *Taylor Martin, The University of Texas - Austin; Carmen Julia Petrick, The University of Texas at Austin; Erik Andersen, University of Washington; Yun-En Liu, University of Washington; Zoran Popovic, University of Washington*

Understanding of Mathematical Equivalence in U.S. and Chinese Elementary School Students. *Xingyu Pan, University of Michigan; Kevin F. Miller, University of Michigan*

30.023. Harnessing Technology to Aid Assessment. Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom D; 10:35am to 12:05pm

Chair: *Sousan Arafah, Southern Connecticut State University*

Participants:

A Systematic Evaluation of the Immediate Feedback Assessment Technique. *Whitney Smiley, University of South Carolina; Tracy E. Zinn, James Madison University*

Predicting Interest While Reading With Wii Fit Balance Boards. *Virginia E. Clinton, University of Wisconsin - Madison; Sidney K. D'Mello, The University of Memphis; Paul van den Broek, Leiden University*

Cross-Validation Study on Methods and Technologies to Assess Mental Models in a Complex Problem-Solving Situation. *Min Kyu Kim, University of Georgia*

Online Curriculum-Based Measurement for Second-Graders in Mathematics. *Martin Salaschek, University of Münster; Elmar Souvignier, University of Münster*

Suggestions, Corrections, or Critical Questions? Which Type of Feedback Contributes to Better Writing in a Collaborative Online Learning Environment? *Teresa Guasch, Universitat Oberta de Catalunya; Anna Espasa, Universitat Oberta de Catalunya; Ibis Alvarez, Universitat Oberta de Catalunya; Paul A. Kirschner, Open University of the Netherlands*

30.024. Interdisciplinary and Cross-Cultural Investigations Into Cognitive and Motivational Underpinnings of Mathematical Development.

Division C - Learning and Instruction; Symposium
 Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A;
 10:35am to 12:05pm

Chair: *Yulia Kovas, Goldsmiths, University of London and Tomsk State University*

Participants:

Developmental Trajectories of Number Knowledge in Preschool Children: A Closer Look at Some of Their Antecedents and Predictors. *Jean-Pascal Lemelin, Université de Sherbrooke; Michel Boivin, Université Laval; Nadine Forget-Dubois, Université Laval; Ginette Dionne, Université Laval; Hélène Desrosiers, Institute of Statistics Quebec; Jean Séguin, University of Montréal; Richard Ernest Tremblay, University of Montréal*

Genetic and Environmental Contributions to Math Cognition. *Stephen Petrill, The Ohio State University - Columbus*

The Origins of Mathematical Interest, Motivation, and Self-Perceived Ability. *Beata Tick, King's College London; Yulia Kovas, Goldsmiths, University of London and Tomsk State University; Robert Plomin, Kings College, London*

The Relationships Among Number Sense, Spatial Abilities, and Mathematics in Mathematically Gifted Students. *Olga Ovcharova, Psychological Institute of the Russian Academy of Education; Sergei Malykh, Psychological Institute of the Russian Academy of Education; Tatiana Tikhomirova, Institute of Psychology, Russian Academy of Sciences; Maria Tosto, University of London - Goldsmiths; Yulia Kovas, Goldsmiths, University of London and Tomsk State University*

Cross-Cultural Study of Individual Differences in Number Sense and Mathematics. *Sergei Malykh, Psychological Institute of the Russian Academy of Education; Tatiana Tikhomirova, Institute of Psychology, Russian Academy of Sciences; Maria Tosto, University of London - Goldsmiths; Maja Rodic, University of London - Goldsmiths; Robert Plomin, Kings College, London; Yulia Kovas, Goldsmiths, University of London and Tomsk State University*

Discussant: *Stephen Petrill, The Ohio State University - Columbus*

30.025. Multiple Representations and Learning Environments. Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B;
10:35am to 12:05pm

Chair: *Janette R. Hill, University of Georgia*

Participants:

Learning From Multiple Representations in Chemistry Simulations: The Effect of Fixation Transitions on Learning Outcomes. *Paul A. O'Keefe, Stanford University; Catherine E. Milne, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Ruth N. Schwartz, New York University; Jan L. Plass, New York University*

Drawing for Understanding: An Instructional Approach for Promoting Learning and Understanding. *Orit Parnafes, Tel Aviv University; Tali Aderet-German, Tel Aviv University; Efrat Toov Ward, Tel Aviv University*

Multimedia Instruction for Individual and Collaborative Interactive Learning Environments: A Cognitive Load Approach. *Priya K. Nihalani, The University of Texas - Austin; Daniel H. Robinson, The University of Texas*

New Evidence on the Productive Failure Paradigm: Designing Instruction Based on Students' Prior Knowledge. *Katharina Sophia Westermann, Ruhr-Universität Bochum; Nikol Rummel, Institute of Education - Ruhr-Universität Bochum*

Storyboarding and Upper Elementary Students' Conceptions of Magnetism. *James Minogue, North Carolina State University; John Curtin Bedward, North Carolina State University; Eric N. Wiebe, North Carolina State University; Lauren P. Madden, North Carolina State University; Mike Carter, North Carolina State University*

30.026. Proportionality Dynabook: Because "To Know Is Not Enough" in Mathematics Teacher Professional Development. Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom C;
10:35am to 12:05pm

Chair: *Jeremy Roschelle, SRI International*

Participants:

Designing a Digital Curriculum Environment for Preservice Teacher Education. *Teresa Lara-Meloy, Education Development Center, Inc.; Elizabeth Murray, CAST - Sr Research Scientist; Michelle Lea Phillips, Inverness Research - Phillips & Associates*

Teacher Education in the 21st Century: A Mash-Up of Teaching Resources. *Janet S. Bowers, San Diego State University; Susan D. Nickerson, San Diego State University*

The Dynamic Process of Teaching and Learning Mathematics: Preservice Teachers as Learners, Teachers, and Researchers. *Susan Courey, San Francisco State University; Jody Siker, University of California - Berkeley; Pamela C. Lepage, San Francisco State University*

Dynabook Research and Evaluation. *Jose Blackorby, SRI International; Charles Patton, SRI International; Michelle Lea Phillips, Inverness Research - Phillips & Associates*

Discussant: *Eric R. Hamilton, Pepperdine University*

30.027. Public Understanding and Public Engagement With Science.

Division C - Learning and Instruction; Invited Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B;
10:35am to 12:05pm

Chair: *Gale M. Sinatra, University of Southern California*

Participants:

Theme 1: Characteristics of a Scientifically Informed Public. *William A. Sandoval, University of California - Los Angeles*

Theme 2: Understanding and Evaluating Sources of Scientific Information. *Rainer F. Bromme, University of Münster*

Theme 3: Impact of Internet and Media on Public Engagement with Science. *Susan R. Goldman, University of Illinois at Chicago*

Theme 4: Communicating and Mediating Scientific Information for Understanding and Engagement. *Anne Britt, Northern Illinois University*

Discussants: *Janice M. Earle, National Science Foundation; Anne Brüggemann, DFG (German Research Foundation)*

30.028. The Role of Educative Curriculum Materials in Supporting Science Teaching Practices With English Language Learners.

Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Fourth Level, North Port McNeill; 10:35am to 12:05pm

Chair: *Marco A. Bravo, Santa Clara University*

Participants:

Identifying and Accommodating the Language Demands of Science for English Learners. *Marco A. Bravo, Santa Clara University*

Building a Teaching Intervention for English Language Learners. *Alison Knight Billman, University of California - Berkeley; Gina Cervetti, University of Michigan*

Measuring the Impact of Educative Curriculum Materials on Teacher Knowledge/Efficacy and English Language Learner Student Learning. *Seth Corrigan, Lawrence Hall of Science, University of California - Berkeley; Whitney Alicia Zimmerman, The Pennsylvania State University*

Influence of Educative Curriculum Materials on Teachers' Learning and Teaching. *Gina Cervetti, University of Michigan; Michelle Jane Drummond, University of Colorado - Boulder; Alison Knight Billman, University of California - Berkeley; Jonna M. Kulikowich, The Pennsylvania State University*

Discussant: *Donald J. Leu, University of Connecticut*

30.029. Approaches to Scaling, Equating, and Linking. Division D - Measurement and Research Methodology; Paper Session
Marriott Pinnacle, Third Level, Pinnacle I; 10:35am to 12:05pm

Chair: *Enis Dogan, Achieve, Inc.*

Participants:

Linking Assessments: Effects of Linking Method on Vertical Scale Projections and Resulting Interpretations. *Anthony D. Fina, University of Iowa; Katherine Furgol Castellano, University of California - Berkeley; Stephen B. Dunbar, University of Iowa*

Investigating Anchor Set Purification in Test Equating. *Alvaro J. Arce, Pearson*

A Comparison of IRT (Item Response Theory) Common-Scale Development Methods for Mixed-Format Test With Nonnormal Latent Trait Distribution. *Zhen Li, Government of Newfoundland and Labrador; Tianli Li, ACT, Inc.*

The Role of Anchor Block Item Difficulty Spread on Scale Stability.

Thomas P. Proctor, The College Board; Judit Antal, The College Board; Gerald J. Melican, The College Board

A New Procedure in Large-Scale Assessment Academic Growth Detection as Mixture Group Academic Growths Vary. *Ou Zhang, University of Florida; M. David Miller, University of Florida*

Discussant: *Marc W. Julian, CTB/McGraw-Hill LLC*

30.030. When Validity Theory Meets Validation Practice: Research Syntheses of Validity Evidence Reported in Seven Areas. Division D - Measurement and Research Methodology; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 10:35am to 12:05pm

Chairs: *Eric K. Chan, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia*

Participants:

1. What Counts as Evidence? An Empirical Review of Validity Studies in Educational and Psychological Measurement. *Benjamin R. Shear, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia*

2. Validity evidence presented in the Journal of Educational Psychology across two temporal periods. *Rebecca J. Collie, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia*

3. Research Synthesis of Validity Evidence in Four Counseling Journals. *Eric K. Chan, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia; Roya Vojdani Jahromi, The University of British Columbia*

4. A Critical Review of Validity Evidence in Exercise Psychology: An Examination of the Behavioral Regulations in Exercise Questionnaire. *Katie E. Gunnell, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia; Philip M. Wilson, Brock University; Diane E. Mack, Brock University; Peter R.E. Crocker, The University of British Columbia; Benjamin Schellenberg, The University of British Columbia*

5. Research Synthesis of Validity Evidence in Papers Published in a Journal on Patient-Reported Outcomes. *Eric K. Chan, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia; Ira Darmawanti, State University of Surabaya; Olivia Prabandini Mulyana, State University of Surabaya*

6. The Objective Structured Clinical Examination in "Validityland". *Tavinder K. Ark, The University of British Columbia; Neelam Ark, The University of British Columbia; Bruno D. Zumbo, The University of*

British Columbia

7. An Examination of Validity Research on the Mini-Clinical Evaluation Exercise (Mini-CEX): Is the Research Aligned With Contemporary Validity Theory and Does It Meet Established Standards? *Dallie A. Sandilands, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia*
8. Metasynthesis of Studies in "When Validity Theory Meets Validation Practices" With an Eye Toward Comparing and Contrasting the Seven Research Syntheses. *Yan Liu, The University of British Columbia; Juliette Lyons-Thomas, The University of British Columbia; Oscar L. Olvera, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia*

Discussant: *Stephen G. Sireci, University of Massachusetts - Amherst*

30.031. Youth Victimization: Diverse Contexts and Psychosocial

Consequences. Division E - Counseling and Human Development; Symposium

Fairmont Waterfront, Concourse Level, Malaspina; 10:35am to 12:05pm

Chair: *Roxana Marachi, San José State University*

Participants:

- Poly-Victimization and Psychosocial Adjustment Among African American Adolescents. *Lily Ortega, University of Illinois at Urbana-Champaign*
- Cumulative Risk Factors Leading to Delinquency and Antisocial Behavior. *Gabriel Joey Merrin, University of Illinois*
- The Long-Term Impact of Peer Victimization on Depressive Symptoms and Suicidal Thoughts. *Lisa De La Rue, University of Illinois at Urbana-Champaign*
- Links Between Depression and Substance Use in Early Adolescence: The Mediating Role of Bully Victimization. *Mrinalini Rao, University of Illinois @ Urbana-Champaign*

Discussant: *Ron Avi Astor, University of Southern California*

30.032. Educating Black Youth: Libraries, Literature, and Clubs.

F - History and Historiography Cosponsored with SIG-Research Focus on Black Education, Division G - Social Context of Education; Paper Session

VCC, Third Level, West Room 305; 10:35am to 12:05pm

Chair: *Christopher M. Span, University of Illinois at Urbana-Champaign*

Participants:

- The Black Flame Trilogy, Multigeneration Educational Trauma, and the Dehumanization of Black Students. *June Cara Christian, University of Missouri - St. Louis, Visiting Scholar*
- "A Mind and a Spirit": Negotiating African American Exclusion From the Jacksonville Public Library. *Linda Mizell, University of Colorado - Boulder*
- From Quaker Roots in Social Justice: John T. Emlen and the Establishment of the First "Colored" Boys' Club, 1903-1913. *Carter Julian Savage, Morehouse College*
- Educating the New Negro: Teaching and Learning in African American Literature and Life. *Daniel Perlstein, University of California - Berkeley*

Discussant: *Christopher M. Span, University of Illinois at Urbana-Champaign*

30.033. A Place for Indigenous, Immigrant, and Refugee Cultural

Contributions to Family Literacy. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 204; 10:35am to 12:05pm

Chair: *Suzanne Kathleen Smythe, Simon Fraser University*

Participants:

- Using Family Literacy Cultures to Build Curriculum for Family Literacy Cultures. *Victoria Purcell-Gates, The University of British Columbia; Kristy Younjung Jang, The University of British Columbia; Kimberly Lenters, University of Calgary; Marianne McTavish, The University of British Columbia*
- Parents as Literacy Supporters: A Bilingual Family Literacy Program With Immigrant and Refugee Families. *Jim Anderson, The University of British Columbia; Fiona Morrison, Decoda Literacy Solutions; Ji Eun Kim, The University of British Columbia*
- Indigenous Knowledge Contributions to Family Literacy. *Jan Hare, The University of British Columbia*

Discussant: *Suzanne Kathleen Smythe, Simon Fraser University*

30.034. Deconstructing Race, Racism, and Antiracism.

Division G - Social Context of Education; Paper Session

VCC, Second Level, West Room 206; 10:35am to 12:05pm

Chair: *Anjale DeVawn Welton, University of Illinois at Urbana-Champaign*

Participants:

- A Mother's Humiliation: School Organizational Violence Toward Latina Mothers. *Lilia D. Monzo, Chapman University*
- A Violent Production: Racial Fantasies, No Child Left Behind, and Anti-Blackness. *Connie Wun, University of California - Berkeley*
- Beyond Antiracism: Whiteness, Abolitionist Pedagogy, and the Dismantling of Race as a Social Institution. *Ricky Lee Allen, University of New Mexico*
- Chief Illiniwek: Understanding the Controversial Discourse and the Politics of Power. *Socorro Morales, University of Utah*

30.035. Literacies, Learning, and Drama: Engaging Multiliterate Knowledge Through Action Within Possible Worlds.

Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 205; 10:35am to 12:05pm

Chair: *Mia Perry, The University of Regina*

Participants:

- Multiliteracies and Teacher Change: Understanding the Challenges of Implementing Dramatic Approaches to Reading Complex Texts. *Brian W. Edmiston, The Ohio State University - Columbus*
- Literacy Learning on the Edge of Meaning: High-Poverty Students' Reading Achievement and Attitudes Toward Shakespeare. *Patricia E. Enciso, The Ohio State University*
- Reimagining Performances of Reading: English Language Learners Third Graders' Vocabulary, Intertextual, and Embodied Knowledge in Nondramatic and Dramatic Reading Events. *Camille Cushman, The Ohio State University*
- Staging Equality With Dramatic Inquiry Pedagogy: Changing Presumptions of Students and Teachers. *Meredith Whittaker*

Discussant: *Kathleen M. Gallagher, OISE/University of Toronto*

30.036. The Citizenship Education Dilemma: Implications for Civic Education Reform in Multicultural Nations.

Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 202&203; 10:35am to 12:05pm

Chairs: *Cherry A. McGee Banks, University of Washington - Bothell; James A. Banks, University of Washington - Seattle*

Participants:

- Understanding the Complexity of Citizenship: A Prerequisite for Developing Effective Citizenship Education Programs. *Angela M. Banks, William & Mary Law School*
- Maori Education: The Politics of Reconciliation and Citizenship. *John P. Hopkins, University of Washington - Seattle*
- Citizenship Education and Globalization: Lessons to Be Learned From Singapore. *Adebawale Adekile, University of Washington*
- Ethnic Minority Education in China: The Challenge of Inclusion in Citizenship Education. *Taylor D. Richman, University of Washington*
- Resolving the Citizenship Education Dilemma by Involving Marginalized Youth in Civic Engagement. *Konstantine Kyriacopoulos, University of Washington*

Discussant: *Audrey Helen Osler, University of Leeds*

30.037. Alternate Assessments: Looking Back, Looking Forward, Looking Around.

Division H - Research, Evaluation and Assessment in Schools; Symposium

Marriott Pinnacle, Third Level, Pinnacle III; 10:35am to 12:05pm

Chair: *Jill R. van den Heuvel, CTB/McGraw-Hill LLC*

Participants:

- Item Response Theory and Alternate Assessment: Will They Ever Converge? *Stephen Cubbellotti, Fordham University; Jill R. van den Heuvel, CTB/McGraw-Hill LLC*
- Longitudinal Analysis for Students With Significant Cognitive Disabilities: Looking Back in Order to Look Forward. *Jill R. van den Heuvel, CTB/McGraw-Hill LLC; Mary A. Hansen, Robert Morris University; Cristina Ilangakoon, McGraw-Hill Companies*
- Measuring Growth for Students With Disabilities: Differences in Disability Type, Services, and Accommodations. *Pamela L. Paek, National Center for the Improvement of Educational Assessment, Inc.; Christopher Domaleski, National Center for the Improvement of Educational Assessment*
- Consequential Validity Evidence for an Alternate Science Assessment. *Peter W. Heh, University of Pittsburgh; Mary A. Hansen, Robert*

Morris University; Steven R. Lyon, University of Pittsburgh; Naomi K. Zigmond, University of Pittsburgh

Discussant: *Sheryl S. Lazarus, University of Minnesota*

30.038. Measures of Effective Teaching Project. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Pinnacle II; 10:35am to 12:05pm

Chairs: *Steven M. Cantrell, The Bill & Melinda Gates Foundation; Thomas Kane, Harvard University*

Participants:

Value-Added Working Group. *Douglas Staiger, Dartmouth College*
Teacher Knowledge Working Group. *Geoffrey C. Phelps, Educational Testing Service; Drew H. Gitomer, Rutgers University*
Student Perceptions Working Group. *Ronald F. Ferguson, Harvard University*

Video-Scoring Working Group. *Catherine A. McClellan, ETS*
Building a Composite Measure of Effective Teaching. *Daniel McCaffrey, RAND Corporation*

30.039. Academic and Program Assessment in Higher Education. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 207; 10:35am to 12:05pm

Chair: *Cecilia Rios Aguilar, Claremont Graduate University*

Participants:

Assessment as an Innovation: Faculty Members' Changing Perspectives on Assessment. *Don Haviland, California State University - Long Beach; Harold S. Turley, California State University - Long Beach*
Nonresponse in Online Course Evaluations: An Analysis of Participation and Its Consistency Over Semesters. *Meredith J.D. Adams, North Carolina State University*
Program Assessment at a Research University. *Monica A. Stitt-Bergh, University of Hawaii*

Discussant: *Alexander C. McCormick, Indiana University - Bloomington*

30.040. Division J Invited Session: Developing an Activist Research Agenda. Division J - Postsecondary Education; Invited Session
VCC, Second Level, West Room 208&209; 10:35am to 12:05pm

Chair: *Michelle M. Espino, University of Georgia*

Participants: *Benjamin Baez, Florida International University; Estela M. Bensimon, University of Southern California; William G. Tierney, University of Southern California; Deborah Santiago, Excelencia in Education.*

30.041. Race/Ethnicity and the College Student Experience. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 220; 10:35am to 12:05pm

Chair: *Tryan L. McMickens, Suffolk University*

Participants:

Black Men in College: Understandings and Perceptions of Masculinity. *Jennifer Fellabaum, University of Missouri; Jeni L. Hart, University of Missouri - Columbia; Andre Brown, University of Missouri - Columbia*
Black and Latino Male Positionality in Narratives of Transition to Community College. *Beth E. Bukoski, The University of Texas - Austin; Deryl Keith Hatch, The University of Texas - Austin*
Race as Both Biologically and Socially Constructed: Exploring the Nature of College Students' Racial Conceptions. *Marc P. Johnston, University of California - Los Angeles*

Remaking Selves, Repositioning Selves: An Examination of Asian American College Students' Efforts to "Belong". *Michelle Samura, Chapman University*

Discussant: *Darnell G. Cole, University of Southern California*

30.042. Reimagining Teacher Education Through University-Community Partnerships. Division K - Teaching and Teacher Education; Symposium
VCC, First Level, West Room 116&117; 10:35am to 12:05pm

Chair: *Christina Paguyo, University of Colorado - Boulder*

Participants:

Reenvisioning Learning in Order to Transform Teaching. *A. Susan Jurow, University of Colorado - Boulder; Jacqueline S. Hotchkiss, University of Colorado - Boulder; Christina Paguyo, University of Colorado - Boulder*

Collaborative Teacher Education: Forging Tangible Connections Between the Field and the Classroom. *Andrea Caroline Bien, University of*

Colorado - Boulder; Makenzie Selland, University of Colorado - Boulder

Appropriating Principles of Practice: Novice Teachers as Students of the After-School Setting. *Shirin Vossoughi, Stanford University*

LabZone: Undergraduates and Youth Learning From Each Other in Informal Education Settings. *Alexander W. Chizhik, San Diego State University; George Franklin Sweeney, San Diego State University; Ariane Grubb, California State University, San Diego; Ricardo Nemirovsky, San Diego State University*

The Places People Become: The Role of Imagination, Language, and Bodies in Constructing Difference. *Emily Gleason, University of California - Berkeley*

Discussant: *Kris D. Gutierrez, University of Colorado - Boulder*

30.043. School Improvement Through Social Entrepreneurship? Division L - Educational Policy and Politics; Invited Session
VCC, Second Level, East Room 11; 10:35am to 12:05pm

Chairs: *William A. Firestone, Rutgers University; Donald J. Peurach, University of Michigan*

Participants: *Jeffrey R. Henig, Teachers College, Columbia University; Frederick M. Hess, American Enterprise Institute; Janelle T. Scott, University of California - Berkeley; Robert Slavin, Johns Hopkins University*

SIG Sessions

30.044. "To Know Is Not Enough": Action Research as the Core of Educational Research. SIG-Action Research; Symposium
Marriott Pinnacle, Fourth Level, Ambleside; 10:35am to 12:05pm

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

Participants:

To Know Is Not Enough, or Is It? *Jack Whitehead, Liverpool Hope University*

Unlearning what you know: A narrative analysis of university and school teacher reflective journals. *Patricia Thomson, University of Nottingham*

Whose knowledge, Which scope of action? Reflections on Teacher Action Research in Australia. *Marie T. Brennan, Victoria University*

Ethics, Caring, and Power: Grounding Our Work in Theory and Practice.

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

Discussant: *Gary L. Anderson, New York University*

30.045. Lifelong Learning From Adult Secondary to Postsecondary Education. SIG-Adult Literacy and Adult Education; Paper Session
VCC, Second Level, West Room 214; 10:35am to 12:05pm

Chair: *Cristine A. Smith, University of Massachusetts - Amherst*

Participants:

Exploring the Structure of Engagement Among Adult Secondary Students. *Madelyn A. Arballo, Mt. San Antonio College; Hiromi Masunaga, California State University - Long Beach*

Immediate Student Outcomes of Adult Education Bridge Programs in Illinois. *Jason L. Taylor, University of Illinois at Urbana-Champaign; Debra D. Bragg, University of Illinois at Urbana-Champaign*
From GED (General Educational Development) Testing to Postsecondary Education: The Role of Institutions. *Wei Song, The Council of Independent Colleges; Margaret B. Patterson, Research Allies for Lifelong Learning*

Academically Underprepared Writing Students and Morphological Awareness Instruction: An Intervention Study. *Sasha Lotas, University of Washington*

The Social Relations of Profiling the Language Requirements for Internationally Educated Professionals in Specific Occupations. *Tara Gibb, The University of British Columbia/Athabasca University*

Discussant: *Gail Palmisano, Mountain State University*

30.046. Assessing Students Using New Learning Technologies. SIG-Advanced Technologies for Learning; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 10:35am to 12:05pm

Chair: *Vanessa Svihla, University of New Mexico*

Participants:

Computer Support for Studying at the Right Times. *Turadg Aleahmad, Carnegie Mellon University; Kenneth R. Koedinger, Carnegie Mellon University; John Zimmerman, Carnegie Mellon University*

Increasing Academic Success in Undergraduate Engineering Education Using Learning Analytics: A Design-Based Research Project. *Andrew Edward Krumm, University of Michigan; Richard Joseph Waddington, University of Michigan; Steven Lonn, University of Michigan; Stephanie D. Teasley, University of Michigan*

The Development and Transfer of Data Collection Inquiry Skills across Physical Science Microworlds. *Michael A. Sao Pedro, Worcester Polytechnic Institute; Janice D. Gobert, Worcester Polytechnic Institute; Ryan S. Baker, Worcester Polytechnic Institute*

Using Process Analysis Techniques to Understand Students' Learning Strategies with Computer Models. *Lina Markauskaite, The University of Sydney; Michael J. Jacobson, The University of Sydney; Vilaythong Southavilay, The University of Sydney; Nick Kelly, The University of Sydney*

Discussant: *Daniel T. Hickey, Indiana University*

30.047. Transforming City Schools Through Art: Approaches to Meaningful K-12 Learning. SIG-Arts and Learning; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 10:35am to 12:05pm

Chair: *Karen Hutzel, The Ohio State University*

Participants:

Artful Cityscapes: Transforming Urban Education With Art. *Flavia M. C. Bastos, University of Cincinnati*

My Life in Teaching: On an Evolving Teacher Education Praxis for Social Justice. *Kimberly J. Cosier, University of Wisconsin - Milwaukee*

Artistically Asking About School: Picturing City Youth as Writers, Artists, and Citizens. *Kristien Zenkov, George Mason University; Kimberly Marie Sheridan, George Mason University*

Beyond Interpretation: Responding Critically to Public Art. *Melanie L. Buffington, The Ohio State University*

Community Arts Academy: Service-Learning for Urban Art Teachers. *Bryna Bobick, The University of Memphis; Donalyn Heise, The University of Memphis*

30.048. Complexities of Educational Experiences of Africans at Home and in the Diaspora. SIG-Caribbean and African Studies in Education; Paper Session

VCC, Second Level, East Room 18; 10:35am to 12:05pm

Chair: *Dolapo Adeniji-Neill, Adelphi University*

Participants:

Disability in Swahili Lexicon: Locating Signs of Disablement in Kenya. *Kagendo Mutua, The University of Alabama*

Supporting Elementary Mathematics Education in Rural Tanzanian Communities: Developing Relationships and International, Interdisciplinary, Cross-Sector Partnerships. *Florence A. Glanfield, University of Alberta; Elaine Simmt, University of Alberta; Joyce Mgombelo, Brock University; Dawn Wiseman, University of Alberta*

The Experiences of African-Born Professors in Higher Education: A Phenomenological Study. *Amon Okey Okpala, Fayetteville State University; Comfort O. Okpala, North Carolina A&T State University*

Who Will Remember Your Name? Teachers and African Immigrant Students. *Denzil Streete, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University*

"To Know Is Not Enough": Diaspora Fathers' Conduct of Fatherhood, Teaching, and Learning With Their Children in a New World. *Dolapo Adeniji-Neill, Adelphi University; Berte Van Wyk, Stellenbosch University*

Discussant: *Frank C. Worrell, University of California - Berkeley*

30.049. Classroom Management Research Presentations. SIG-Classroom Management; Paper Session
VCC, Second Level, East Room 16; 10:35am to 12:05pm

Chair: *Sandee G. McClowry, New York University*

Participants:

Working Together: The Role of a Transformative School-University Partnership in Changing Behavior at School. *Claire W. Lyons, Mary Immaculate College; Ann Mary Higgins, Mary Immaculate College; Fiona O'Connor, Mary Immaculate College*

Teacher Classroom Management Style and Efficacy: Do Novice, Mid-Career, and Veteran Teachers Differ? *Nancy K. Martin, The University of Texas - San Antonio; Joan M.T. Walker, Pace University*

Twenty Years of Research: A Person-Centered Instructional and Discipline Management Program. *Jerome Freiberg, University of Houston*

School-Wide Professional Development to Improving Teacher-Student Relationships: Complexities, Successes, and Failures. *Kent Alan Divoll, University of Houston - Clear Lake; Winona Burt Vesey, University of Houston - Clear Lake*

Teacher Student Relations and Job Satisfaction During the Teacher Career. *Ietje Veldman, Leiden University; Jan Van Tartwijk, Utrecht University; Theo Wubbels, Utrecht University*

30.050. Cognition and Assessment Paper Session. SIG-Cognition and Assessment; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 10:35am to 12:05pm

Chair: *Howard T. Everson, The Graduate Center - CUNY*

Participants:

Articulating a Common Algebra 1 Final Using Cognitive and Psychometric Models of Student Learning in Mathematics. *Jivan Dhaliwal, Santa Clara County Office of Education; Diana Bernbaum Wilmot, Santa Clara County Office of Education*

Developing a Diagnostic Test for Introductory Computer Science Courses: An Application of Cognitive Diagnostic Modeling. *Michael Cook, The Pennsylvania State University; Hongli Li, Georgia State University; Wik Hung Pun, The Pennsylvania State University; Steven Shaffer, The Pennsylvania State University; Doug Hogan, The Pennsylvania State University; Hoi K. Suen, The Pennsylvania State University*

Developing an Assessment of Reading Comprehension Utilizing a Cognitive Diagnostic Assessment Approach: A Critical View. *Richard F. Brummer, University of South Florida*

English Language Learners and Mainstream Students Solving Multiple-Choice Science Items With and Without Vignette Illustrations. *Rachel R. Kachchaf, TERC; Guillermo Solano-Flores, University of Colorado - Boulder*

Using Automated Knowledge Representation Methodologies to Cross-Validate Grading in Third-Level Education: A Cross-Validation Study. *Pablo Nicolai Pirnay-Dummer, University of Jena; Kausalai K. Wijekumar, The Pennsylvania State University*

30.051. New Developments in Conflict Resolution. SIG-Conflict Resolution and Violence Prevention; Paper Session
Sheraton Wall Centre, Fourth Level, South Granville; 10:35am to 12:05pm

Chair: *David W. Johnson, University of Minnesota*

Participants:

A Quasi-Experimental Analysis of School-Wide Violence Prevention Programs. *Tia Navelene Barnes, University of Florida; Walter L. Leite, University of Florida; Stephen W. Smith, University of Florida*

An Internal Exploration of the Santa Barbara School District's Gang and Violence Intervention Program. *Mario G. Galicia, University of California - Santa Barbara*

Gangs: An Examination of Social Bonding Theory. *Anthony Vander Horst, The Ohio State University; Richard G. Lomax, The Ohio State University*

Reproducing Social Inequality Through School Security: Effects of Race and Class on School Security Measures. *Geoff Ward, University of California - Irvine; Aaron Kupchik, Dept of Sociology and Criminal Justice*

"Stop Fighting!" Third-Party Peer Intervention and Preschoolers' Conflict Resolution. *Megan C. Fedor, Michigan State University; Barbara Thelamour, Michigan State University; Cary J. Roseth, Michigan State University*

Discussant: *Roger T. Johnson, University of Minnesota*

30.052. Critical Race Analysis of Internalized Racism Across the K-12 Educational Pipeline. SIG-Critical Educators for Social Justice; Symposium

VCC, Second Level, East Room 9; 10:35am to 12:05pm

Chair: *Marcos Pizarro, San José State University*

Participants:

Achievement Gap or Opportunity Gap? Implications of High-Stakes Testing on African American and Latina(o) Students With Dis/Abilities. *Adai Abebe Tefera, University of California - Los Angeles*

Internalized Racism and African American College Students: Implication for Academic Achievement. *Robin Nicole Johnson-Ahorlu, University of California - Los Angeles*

Internalized Racism, Teachers of Color, and the K-12 Classroom. *Rita Kohli, Santa Clara University*

30.053. M/othering a Bodied Curriculum: Emplacement, Desire, and Affect. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium
Sheraton Wall Centre, Fourth Level, North Port Alberni; 10:35am to 12:05pm

Chair: *Debra M. Freedman, UW/UofG/PSU*

Participants:

M/othering and a Minor Methodology. *Stephanie Springgay, OISE/University of Toronto; Debra M. Freedman, UW/UofG/PSU*

Consuming M/Otherhood: Pedagogical Regimes of Truth in Parental Consumerism. *Jake Burdick, Arizona State University; Jonel Thaller, Arizona State University*

Pregnant Pedagogy. *Julie Garlen Maudlin, Georgia Southern University*
Navigating M/other-Son Plots as a Migrant Act: Autobiography, Currence, and Gender. *Nicholas Ng-A-Fook, University of Ottawa*

Where Desire Endures: Intimacy and Mother a Bodied Curriculum. *Reta Ugena Whitlock, Kennesaw State University*

Multiple Stories: Alternate Constructions of M/othering in the Context of Family Violence. *Saskia Stille, OISE/University of Toronto*

Discussant: *Erik L. Malewski, Purdue University*

30.054. Documenting and Researching Early Childhood Practices. SIG-Critical Perspectives on Early Childhood Education; Paper Session
VCC, Third Level, West Room 302; 10:35am to 12:05pm

Chair: *Joseph J. Tobin, University of Georgia*

Participants:

Children, Mathematics, and Videotape: Using Multimodal Analysis to Bring Bodies Into Early Childhood Research. *Amy Noelle Parks, University of Georgia; Mardi Schmeichel, University of Georgia*

Kindergartens for the Deaf in Three Countries: Japan, France, and the United States. *Thomas P. Horejes, Gallaudet University; Joseph Michael Valente, The Pennsylvania State University*

Learning to Read in a Digital Age: A Multimodal Perspective. *Rosie Flewitt, The Open University*

Photo Elicitation and the Exploration of School Readiness in Low-Income Families. *Kyle Elizabeth Miller, University of Wisconsin - Madison; Janean Dilworth-Bart, University of Wisconsin - Madison*

The Politics of Ethnographic (Mis)Representation in Early Childhood Mathematics Research: Pedagogical Documentation. *Sylvia McLellan, The University of British Columbia*

30.055. Including and Excluding (Dis)ability. SIG-Disability Studies in Education; Paper Session
VCC, First Level, West Room 111&112; 10:35am to 12:05pm

Chair: *Emily A. Nusbaum, California State University - Fresno*

Participants:

Constructions of the Education of People With Dis/Abilities in Russia: A Discourse Analysis of Newspaper Talk. *Maria J. Oreshkina, University of Scranton; Jessica Nina Lester, Washington State University*

From Assistive to Accessible Technology: Ensuring Access and Inclusion. *Beth A. Ferri, Syracuse University; Alan R. Foley, Syracuse University*

Medicalized Exclusion Replaces Disciplinary Exclusion via PBIS/RTI (Positive Behavioral Interventions and Supports/Response to Intervention). *Joshua Bornstein, Syracuse University*

Thinking About College? Exploring an academic future with middle school students. *Maria C. Paiewonsky, University of Massachusetts*

Vulnerable to Exclusion: The Place for Segregated Education Within Conceptions of Inclusion. *Emily A. Nusbaum, California State University - Fresno*

30.056. Lifting All Boats With a Multisector Approach: Lessons From New Orleans. SIG-Districts in Research and Reform; Symposium
Marriott Pinnacle, Third Level, Shaughnessy II; 10:35am to 12:05pm

Chair: *Kara S. Finnigan, University of Rochester*

Participants:

The Recovery Trends in New Orleans. *Betheny Gross, University of Washington*

Turning Around Schools in New Orleans: Two Sectors, Two Directions. *Robin J. Lake, University of Washington*

What's in a Design? A Quasi-Experimental Evaluation of New Orleans High School Turnarounds. *Andrew McEachin, University of Southern California; Dominic J. Brewer, University of Southern California*

On Recovery School Districts and Stronger State Education Agencies: Lessons From Louisiana. *Paul Hill, University of Washington*

Discussant: *Elliot H. Weinbaum, U.S. Department of Education*

30.057. A Cross-Case Analysis of Preschool Through Third Grade (P-3) Alignment: Effective Practices and Policies at State, District, Municipal, and School Levels. SIG-Early Education and Child Development; Symposium

VCC, Second Level, West Room 224; 10:35am to 12:05pm

Chair: *Kristie Kauerz, University of Washington*

Participants:

Practices and Policies in Aligned Preschool-Through-Third-Grade (P-3)

Systems: Comparative Case Studies of a Suburban and a Rural School District in Washington. *Geoff Marietta, Harvard University; Celia Gomez, Harvard University*

Policies, Practices, and Leadership to Create Aligned and Integrated P-12 Learning Systems in Two States and Ontario. *Erika Lee Hunt, Illinois State University*

National League of Cities: Pre-K-to-Third-Grade Alignment Efforts in Five Cities. *Tonja Rucker, The National League of Cities*

A Collaborative Approach to Achieving Ready Schools and Ready Students. *Reuben Jacobson, University of Maryland*

Discussant: *Lisa Hood, Illinois State University*

30.058. Acknowledging Philanthropy in Faculty Work: A New Approach to Understanding the Professoriate. SIG-Faculty Teaching, Evaluation, and Development; Symposium
VCC, Second Level, West Room 223; 10:35am to 12:05pm

Chair: *Genevieve Shaker, Indiana University - Purdue University Indianapolis*

Participants:

Do Faculty Use a Portion of Their Time Philanthropically? *Thomas F. Nelson Laird, Indiana University*

Is Unrewarded Civic-Engagement Work Philanthropic? *William M. Plater, Indiana University - Purdue University at Indianapolis; Richard Turner, Indiana University - Purdue University at Indianapolis*

Are Full-Time Non-Tenure-Track Faculty Philanthropically Motivated? *Genevieve Shaker, Indiana University - Purdue University Indianapolis*

Discussant: *Ann E. Austin, Michigan State University*

30.059. Teachers, Parents, and Principals Supporting English Language Learners. SIG-Hispanic Research Issues; Paper Session
VCC, Second Level, East Room 17; 10:35am to 12:05pm

Chair: *Jacqueline Elena Romano, University of North Texas*

Participants:

Language and Literacy Practices of Parents That Enroll Their Children at a Spanish-English Two-Way Immersion Charter School. *Erika Feinauer, Brigham Young University; Erin Feinauer Whiting, Brigham Young University*

Something to Talk About: Studying Teachers' Conceptual Understandings of English Learners in an Online Course. *Elsa M. Billings, San Diego State University*

Successful Teachers of Latino English Language Learners. *Ixchel Samson, Stanford University*

The Contribution of Spanish Cognate Knowledge to the Literacy Development of Latino Students in the United States. *Igone Arteagoitia, Center for Applied Linguistics; Elizabeth R. Howard, University of Connecticut*

What is the connection between the Actions of the Principal and the Involvement of Latino Immigrant Parents in an Elementary School Setting? *Alicia Miguel, Kansas City Missouri School District; Barbara Nell Martin, University of Central Missouri*

Discussant: *Ellen R. Clark, The University of Texas - San Antonio*

30.060. Research and Strategies for Engaging African American and Latino Families in Informal STEM Education. SIG-Informal Learning Environments Research; Working Group Roundtable
Pan Pacific, Lobby Level, Crystal Pavilion C; 10:35am to 12:05pm

Chair: *Jill Denner, Education, Training, and Research Associates*

Participants:

Using Parent Leadership to Engage Latino Families in Informal STEM Education. *Jacob Martinez, ETR Associates; Sylvia Reyes, ETR Associates; Ken Rafanan, SRI International; Liliana Rucitinger, SRI International; Denise Sauerteig, SRI International*

Engaging Latino and African American Families in Informal STEM Education: Perspectives From Research and Practice. *Melissa J. Koch, SRI International; Patrik Lundh, SRI International; Christopher J.*

Harris, SRI International

Engaging African American Parents in Informal STEM Education. *Jason Lee, Detroit Area Pre-College Engineering Program*

30.061. From Deficit Discourse to Educational Resource: Using Discourse Analysis to Make Visible Difference and Diversity as Valued Resources. SIG-Language and Social Processes; Symposium
VCC, Second Level, West Room 217&218; 10:35am to 12:05pm

Chair: *W. Douglas Baker, Eastern Michigan University*

Participants:

Using Discourse Analysis to Reframe Racial Difference: Dialect Diversity as a Resource for Teachers' Learning. *Amy Carpenter Ford, Central Michigan University*

(Re)Framing Deficit as Possibility: Discourse as Resource for Making Visible What Diverse Students Can Do. *Beth V. Yeager, University of California - Santa Barbara*

Is Race a Factor? An Analysis of a Frame Clash in Black Studies.

Jacqueline Marie Reid, University of California - Santa Barbara

Spanish and English as Social and Academic Resources in a Fifth-Grade Multilingual Classroom. *Damian Corbin Jenkins, Pepperdine University*

Discussant: *Stephanie M. Power Carter, Indiana University*

30.062. Technology-Mediated Learning Environments. SIG-Learning
Environments; Paper Session
VCC, Second Level, West Room 219; 10:35am to 12:05pm

Chair: *David B. Zandvliet, Simon Fraser University*

Participants:

Behind the Screens: English Language Learners' Out-of-School Literacy Engagement in World of Warcraft (WoW). *Zhuo Li, University of Florida; Chu-Chuan Chiu, University of Florida*

Examining the Impact of Flexible and Digitally Mediated Learning Environments on Teachers' Conditions of Professional Practice. *Philip Andrew McRae, University of Alberta; Stanley J. Varnhagen, University of Alberta; Bradley Arkison, University of Alberta*

Grade-Level and Gender Differences in Learning Environment and Student Attitudes in Technology-Rich Biology Classrooms. *Lisa P. Incantalupo, Curtin University; David F. Treagust, Curtin University; Rekha Bhan Koul, Curtin University*

Perspectives on Boundary Crossing in an Innovative Playful Learning Environment. *Marjaana Kangas, University of Helsinki; Leena Krokfors, University of Helsinki; Kristiina P. Kumpulainen, National Board of Education; Lasse Lipponen, University of Helsinki*

Discussant: *Perry den Brok, Eindhoven University of Technology*

30.063. Framing and Epistemology and Theories of Learning. SIG-Learning Sciences; Paper Session
Sheraton Wall Centre, Third Level, North Parksville; 10:35am to 12:05pm

Chair: *AnnMarie Darrow Baines, San Francisco State University*

Participants:

Explaining How Expansive Framing Fosters Transfer: The Case of Elaine. *Diane Lam, University of California - Berkeley; Xenia S. Meyer, University of California - Berkeley; Randi A. Engle, University of California - Berkeley; Lloyd Goldwasser, University of California - Berkeley; Sarah Perez, University of California - Berkeley; Kathleen Zheng, University of California - Berkeley; Jim Clark, University of California - Berkeley; Erica Naves, University of California - Berkeley; Hernan Rosas, University of California - Berkeley; Danny Tan, University of California - Berkeley*

Exploring Secondary Preservice STEM Teachers' Domain-General and Domain-Specific Epistemic Constructs. *Mauricio A. Herron, Purdue University, Universidad Del Norte - Colombia; Ala Samarapungavan, Purdue University*

Speaking Across Levels: Generating and Addressing Levels Confusion in Discourse. *Mike Stieff, University of Illinois at Chicago; Minjung Ryu, University of Maryland - College Park; Jason C. Yip, University of Maryland - College Park*

The Decline of Learning Theory as an Influence on Pedagogy: A Cross-Disciplinary Analysis. *David Kirshner, Louisiana State University*

Discussant: *Victoria M. Hand, University of Colorado - Boulder*

30.064. Research Using Longitudinal Data: Latest in Longitudinal Data Systems Used, Topics Studied, and Methods Applied. SIG-Longitudinal Studies; Paper Session

Marriott Pinnacle, Third Level, Dundarave; 10:35am to 12:05pm

Participants:

College Readiness and Bachelor's Completion: A Longitudinal Analysis of the High School Class of 2003. *Eric J. Lichtenberger, Southern Illinois University Edwardsville; Cecile Dietrich, Radford University*

How to Investigate the Long-Term Effects of Early Academic Deficiency When Longitudinal Analysis Is Not Feasible: A Case Study of Hawaii From 2002 to 2009. *Malkeet Singh, Pacific Resources for Education and Learning; Shuqiang Zhang, University of Hawaii - Manoa*

Reverse Transferring Among Four-Year Starters: A Step-by-Step Approach. *Eric J. Lichtenberger, Southern Illinois University Edwardsville*

Longitudinal Factor Structure of General Self-Concept and Locus of Control Among High School Students. *Ze Wang, University of Missouri; Ihui Su, University of Missouri - Columbia*

Panel Longitudinal Stability Analysis of Student Examination Pace and Its Relationship to Didactic Ability. *James J. Thompson, Louisiana State University; Tong Yang, Louisiana State University; Sheila W. Chauvin, Louisiana State University*

Discussant: *Marilyn M. Seastrom, National Center for Education Statistics*

30.065. Ensuring Quality in Mixed-Methods Research in Higher Education: From Theory to Praxis. SIG-Mixed Methods Research; Symposium

Marriott Pinnacle, Third Level, Shaughnessy I; 10:35am to 12:05pm

Chair: *Vicki L. Plano Clark, University of Nebraska - Lincoln*

Participants:

Promoting Transparency: Explicating the Role of Philosophy in Design and Application of Quality Criteria in Mixed Research. *Kathleen M.T. Collins, University of Arkansas; Burke Johnson, University of South Alabama; Anthony J. Onwuegbuzie, Sam Houston State University*

Implementing Quality Criteria in Designing and Conducting a Sequential Mixed-Methods Study. *Nataliya V. Ivankova, The University of Alabama - Birmingham*

Inference Quality in a Multilevel Mixed-Methods Study of Quality Management in Greek Higher Education. *Antigoni Papadimitriou, Aristotle University of Thessaloniki*

Reflections of a Mixed-Method Researcher. *Sylvia Hurtado, University of California - Los Angeles*

Discussant: *Abbas Tashakkori, University of North Texas*

30.066. Motivation in Education SIG: Invited Keynote. SIG-Motivation in Education; Invited Session
VCC, Second Level, East Room 8&15; 10:35am to 12:05pm

Chair: *Lisa Linnenbrink-Garcia, Duke University*

Participant:

Achievement Emotions: Functions, Origins, and Implications for Educational Practice. *Reinhard Pekrun, University of Munich*

30.067. The Practice of Data Use. SIG-Organizational Theory; Symposium
VCC, Second Level, West Room 222; 10:35am to 12:05pm

Chair: *Andrea Conklin Bueschel, Spencer Foundation*

Participants:

Data in Practice: Conceptualizing the Data-Based Decision-Making Phenomena. *James P. Spillane, Northwestern University*

Understanding Data-Use Practices Among Teachers: The Contribution of Microprocess Studies. *Judith Warren Little, University of California - Berkeley*

School-Central Office Relationships in Evidence Use: Understanding Evidence Use as a Systems Problem. *Meredith I. Honig, University of Washington*

Performance Metrics as Formal Structures and Mechanisms: How Do They Work and How Do They Influence? *Jeannette Colyvas, Northwestern University*

Discussants: *Cynthia E. Coburn, University of California - Berkeley; Pamela A. Moss, University of Michigan*

30.068. Fulfillment of Self Through Adherence to Law: Formative Justice and Educational Politics. SIG-Philosophical Studies in Education; Symposium
VCC, Third Level, West Room 303; 10:35am to 12:05pm

Chair: *Jessica Lee Hochman, Pratt Institute*

Participants:

The Exercise of Formative Justice. *Seth Halvorson, Columbia University*

Can We Distribute Education? Formative Justice as Critique. *James*

Stillwaggon, Iona College

Study and the Question of Formative Justice. *Rene V. Arcilla, New York University*

Reframing Access to, Instruction in, and Alternatives Beyond the University: Formative Justice and Postsecondary Education. *Winston Charles Thompson, NYU-Steinhardt*

Discussant: *Robert McClintock, Teachers College, Columbia University*

30.069. New Material Feminist Methodologies. SIG-Qualitative Research; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 10:35am to 12:05pm

Chair: *Lisa A. Mazzei, Gonzaga University*

Participants:

Language and Materiality in Qualitative Methodology. *Maggie Maclure, Manchester Metropolitan University*

Matter That We Make, and Matter That Makes Us: Finding Freedom in New Feminist Materialisms. *Alecia Youngblood Jackson, Appalachian State University*

Possibilities and Difficulties in Performing a Diffractive Methodology in a Project on School-Related Health Problems. *Hillevi Lenz Taguchi, Stockholm University; Anna Palmer, Stockholm University*

Materialist Mappings of Knowing in Being: Researchers Constituted in the Mangle. *Lisa A. Mazzei, Gonzaga University*

Discussant: *Kate McCoy, SUNY - College at New Paltz*

30.070. Border Crossings: Intercultural Explorations of Gender and Sexuality in Families and Schools. SIG-Queer Studies; Paper Session VCC, Second Level, East Room 19&20; 10:35am to 12:05pm

Chair: *Sandra Schmidt, Teachers College, Columbia University*

Participants:

Staging Harriet's House: Writing and Producing Research-Informed Theatre. *Tara Goldstein, OISE/University of Toronto*

What's in a Label? Perspectives Toward "LGBT Community" and "Sexual Minority" Among Israeli Youth. *Oren Pizmony Levy, Indiana University; Guy Shilo, Tel Aviv University*

Gender Transgressors on Campus: The Educational Experiences of Transgender-Identified University Students. *Les Tyler Johnson, University of Wisconsin - Milwaukee*

Teaching Arab-Muslim Feminisms and Sexualities: Queer Ethics at the Intersections of Homophobia and Islamophobia. *Manal Hamzeh, New Mexico State University*

Alumni Relations and Development Among Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex Graduates. *Noah Daniel Drezner, University of Maryland - College Park; Jay Garvey, University of Maryland*

Discussant: *Geni Cowan, California State University - Sacramento*

30.071. Education in a Postsecular Age. SIG-Religion and Education; Symposium Pan Pacific, Restaurant Level, Pacific Rim 1; 10:35am to 12:05pm

Chair: *Hans-Uwe Otto, Bielefeld University*

Participants:

Theocracy and Pedagogy: Public Education in Israel between the Secular and the Religious. *Yotam Y. Hotam, Faculty of Education, University of Haifa*

Ecopedagogy as a Postsecular Educational Movement. *Richard V. Kahn, Antioch University Los Angeles*

A Hermeneutics of the Teleology of Education in the 21st Century. *Douglas R. Davis, The University of Mississippi*

Ernst Bloch's "Atheism in Christianity" Revisited: Bildung (Education) in the Postsecular Society. *Heinz Stinker, University of Wuppertal*

Discussant: *Philip Wexler, Brandeis University*

30.072. Research That Improves Education in the Context of Sport: "To Know Is Not Enough". SIG-Research Focus on Education and Sport; Paper Session

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 10:35am to 12:05pm

Chair: *Thalia Mulvihill, Ball State University*

Participants:

Exploitation in the American Academy: College Athletes and Self-Perceptions of Value. *Derek M. Van Rheenen, University of California - Berkeley*

Athletic Personnel's Influence on the Academic Success of Student-

Athletes in Featured Sports. *India Menon, The Pennsylvania State University; Karla Loya, The Pennsylvania State University; Susan Rankin, The Pennsylvania State University*

The Role and Influence of Support Service Practitioners and Big-Time College Head Coaches: An Academic-Athletic Priority Collision. *Eddie Comeaux, University of Kentucky*

Do Student-Athletes' Identity and Sense of Belonging Change Over Time? *Danielle D. Fearon, Baylor University; Lucy Barnard-Brak, Texas Tech University; Eric L. Robinson, Baylor University; Tracey Nicole Sulak, Baylor University*

Mentes Sanae in Corporibus Sanis? Evaluating Achievements on and off the Playing Fields in Ohio's High Schools. *Daniel Henry Bowen, University of Arkansas; Jay Phillip Greene, University of Arkansas at Fayetteville; Jennifer Ash, University of Arkansas*

Discussant: *James W. Satterfield, Clemson University*

30.073. Critical Components of Induction Programs: What Matters Most? SIG-Research on Teacher Induction; Paper Session

VCC, Second Level, East Room 13; 10:35am to 12:05pm

Chair: *Mary Jo Self, Oklahoma State University*

Participants:

The Power of Induction Programs: Components that Impact Student Achievement. *Janice H. Holt, Western Carolina University; Kathleen Topolka Jorissen, Western Carolina University*

Retaining Novice Teachers Through Effective Teacher Induction Programs. *Kathryn Ann Sallis, Boston College*

School Counselor Induction: The Importance of Mattering. *Jennifer R. Curry, Louisiana State University; Dana L. Bickmore, Louisiana State University*

Discussant: *Susan D. Myers, Texas Tech University*

30.074. Asian American and Pacific Islander Lived Experiences and Their Impact on K-16 Education. SIG-Research on the Education of Asian and Pacific Americans; Paper Session

VCC, Second Level, East Room 14; 10:35am to 12:05pm

Chair: *Sarai Koo, Chapman University*

Participants:

"Too Asian"? Ruling Through Discourse. *Dan Cui, University of Alberta*

Contextualizing Immigrant Youth's Adaptation: A Case Study of Filipino Immigrant Students From Transnational Households. *Jeomja Yeo, University of Washington*

Asian American Youth as Critical Researchers. *Judy W. Yu, REACH™: Research. Educate. Aspire. Change. History™*

Second Generation Laotian American College Students' Educational Aspirations: The Struggle for Individual Choice. *Malaphone Phommasa, University of California - Santa Barbara*

Understanding the Role of Culture in the Success of Southeast Asian American College Students. *Dina C. Maramba, Binghamton University - SUNY; Samuel D. Museus, University of Hawaii - Manoa; Robert Terry Palmer, Binghamton University - SUNY*

Discussant: *Clara Lee Brown, The University of Tennessee - Knoxville*

30.075. Library Research. SIG-Research, Education, Information and School Libraries; Paper Session

VCC, Third Level, West Room 304; 10:35am to 12:05pm

Chair: *Michelle Kowalsky, University of Hawaii at Manoa*

Participants:

Investigating Learning and Literacy Practices in YouTube Through Discourse Analysis. *Eric Meyers, The University of British Columbia*

School Librarians as Partners in School Improvement: What Principals Know and Do. *Lorraine C. Schmertz, Valdosta State University; Dianne Dees, Valdosta State University; Cheryl Youse, Colquitt County High School; Alisande Mayer, Moulton Branch Elementary School*

Stop and Think: Metacognition and the Standards for the 21st-Century Learner. *Robin Spruce, Old Dominion University; Kasey Lynn Garrison, Old Dominion University*

The Collaboration Penalty: Why Groups of Students Show Lower Performance on Complex Information Search Tasks. *Eric Meyers, The University of British Columbia*

Online Learning Communities: Enhancing Undergraduate Students' Acquisition of Information Skills. *Ling Wang, Nova Southeastern University; Noraida Dominguez, Nova Southeastern University*

Discussant: *M. Delia Neuman, Drexel University*

30.076. Potential Roles for Schools in Revitalizing Rural Communities: Perspectives From Canada, the United States, and Australia. SIG-Rural Education; Symposium
VCC, Second Level, East Room 10; 10:35am to 12:05pm

Chair: *Linda Farr Darling, The University of British Columbia*

Participants:

- Potential Roles for Schools in Rural Revitalization: School Closures and Community Well-Being. *Dennis M. Mulcahy, Memorial University*
- Small Schools, Rurality and the Programme for International Student Assessment (PISA): Is It possible Atlantic Canadian Rural Schools Are Overperforming? *Michael J. Corbett, Acadia University*
- Potential Roles for Schools in Rural Revitalization: The Coming Vitality of Rural Places. *Craig B. Howley, Ohio University; Aimee A. Howley, Ohio University*
- Potential Roles for Schools in Rural Revitalization: Perspectives From Australia. *Bill Green, Charles Sturt University*
- Potential Roles for Schools in Rural Revitalization: Perspectives on Teacher Preparation in Australia. *Jo-Anne Reid, Charles Sturt University*

30.077. Language, Identity, and Diversity. SIG-Second Language Research; Paper Session

VCC, Second Level, East Room 12; 10:35am to 12:05pm

Chair: *Priya Mariana Shimpi, Mills College*

Participants:

- Ethnolinguistic Identity of First-Year Non-Heritage Chinese Postsecondary Students. *Sharon Chang, Western Washington University*
- Factors Affecting Academic Outcomes of Newly Arrived Immigrant English Language Learners at Selected High Schools in Texas. *Gloria C. Lenoir, The University of Texas - Austin; Pei-Ling Lee, The University of Texas - Austin; Soojin Lim, The University of Texas - Austin*
- Second Language Education Research, the Construction of Gendered Identity and Becoming. *Douglas James Fleming, Ottawa University*
- Understanding Language Difference Versus Language Deficit as Quality of Education Practice. *Shu Jen Chen, Touro College*

Discussant: *Eva Ponte, University of Hawaii - Manoa*

30.078. High School and Postsecondary Education for Students With Disabilities. SIG-Special Education Research; Paper Session
VCC, First Level, West Room 113; 10:35am to 12:05pm

Chair: *Amanda L. Sullivan, University of Minnesota*

Participants:

- Postsecondary Education for Students With Intellectual and Developmental Disabilities: An Action Plan for Michigan. *Michael J. Bray, Wayne State University*
- Intermediate Postsecondary Educational Outcomes for Adolescents With High-Incidence Disabilities Compared With Those for Nondisabled Peers. *In Heok Lee, University of Georgia; Jay W. Rojewski, University of Georgia; Noel Gregg, University of Georgia*
- An Epidemiological Study of Transition and Post-School Outcomes. *Alfred W. Daviso, The University of Akron; Robert Baer, Kent State University*
- Professional Development Training Model to Develop Meaningful and Effective Individual Education Programs for Transition-Aged Students. *Bonnie Doren, University of Oregon; K. Brigid Flannery, University of Oregon; Allison Lombardi, University of Oregon*
- The Effect of An Enrichment Program on High-Achieving High School Students. *Carla Lisa DiGiorgio, University of Prince Edward Island*

30.079. Exploring Pedagogical Engagements of In-Service and Preservice Teachers in Learning With Technologies. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 10:35am to 12:05pm

Chair: *Joan E. Hughes, The University of Texas - Austin*

Participants:

- Unearthing Students' Digital Artifacts: Examining Technology Tools and Elements From a Yearlong Technology Integration Initiative. *Prisca Rodriguez, University of Florida; Chris Atkinson Frey, University of Florida; Kara M. Dawson, University of Florida*
- Examining the Effects of Cognitive Style on Learners' Performance and Interactivity With a Computer-Modeling Tool to Solve a Problem. *Charoula M. Angeli, University of Cyprus; Nicolaos C. Valanides, University of Cyprus*
- Just Ask Alice: Using Gaming Software to Develop Math Content and Technological Pedagogical Content Knowledge. *Pamela L. Whitehouse,*

West Virginia University; Ugur Kale, West Virginia University
The Gamer Generation Teaches School: The Gaming Practices of Preservice Teachers. *Elisabeth R. Hayes, Arizona State University; Maryellen Ohrnberger, Arizona State University*
Discussant: *Christopher J. Dede, Harvard University*

30.080. Social Issues and Content Domains in Workplace Learning. SIG-Workplace Learning Cosponsored with SIG-Career and Technical Education; Paper Session

VCC, Second Level, West Room 221; 10:35am to 12:05pm

Chair: *James E. Bartlett, North Carolina State University*

Participants:

- Addressing Social Exclusion Through Workplace Learning: A Case of Employer Partnership in England. *Alison Fuller, University of Southampton; Sadaf Rizvi, University of London*
- "Trades and Aides in Alberta": Exploring Social Mobility. *Alison Taylor, University of Alberta; Laura Autumn Servage, University of Alberta; Zane Hamm, University of Alberta*
- Workplace Learning opportunities: A comparison of older and younger workers. *Christian Harteis, Paderborn University; Anna Liza Daunert*
- Social Competence in Small Firms: Fostering Workplace Learning and Performance. *Thomas Lans, Wageningen University; Frans Verhees, Wageningen University; Jos Verstegen, Wageningen University*
- 21st-Century Skills Required for Workplaces: An Introduction to Economic Literacy and Numeracy. *Esther Winther, University of Paderborn; Frank Achtenhagen, University of Goettingen*
- Improving the Numeracy Component of the Essential Skills Profiles: A Canadian Perspective. *Oksana Bartosh, Directions Evidence and Policy Research Groups; Isabelle Eaton, Simon Fraser University; Charles S. Unglerleider, Canadian Council on Learning*

Division and SIG Roundtables

30.081. Roundtable Session 25; Roundtable Session

30.081-1. What Did I Read? Multiple Literacies in STEM Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Daniel Ness, Dowling College*

Participants:

- Conceptualizing Content-Specifically Important Pedagogical Opportunities. *Shari L. Stockero, Michigan Technological University; Laura R. Van Zoest, Western Michigan University; Keith R. Leatham, Brigham Young University; Blake E. Peterson, Brigham Young University*
- Developing Students Multiliteracies Through Multimodal Educational Material: Multimedia Builder Software Integration. *Simos Tsolakidis, Frederick University; Nikleia Eteokleous, Frederick University*
- Early Career Middle School Science Teachers Learning Science Through Teaching: Strategies for Recognizing Content Knowledge Gaps. *Brian Edward Kinghorn, Michigan State University; Ralph T. Putnam, Michigan State University; E. David Wong, Michigan State University*
- Mathematical Literacy: Reading Clinicians' Perceptions of Domain Relevance of Cognitive Comprehension Strategies. *Taylor B. Clements, University of Central Florida; Michele Gregoire Gill, University of Central Florida*
- Teacher's Instructional Strategies in Multimodal Modeling-Based Activities for Teaching and Learning the Moon Phases. *Mi Song Kim, Nanyang Technological University; Wei Ching Lee, Nanyang Technological University; Xiaoxuan Ye, Nanyang Technological University*

30.081-2. Using a Critical Inquiry Approach to Enhance Student Teachers' Capacity for Reflection. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Deb Morrison, University of Colorado*

Participants:

- Constructing a Critical Perspective on Teaching Writing: Learning From the Experience of a Middle School Preservice Teacher. *Detra Price-Dennis, The University of Texas - Austin*
- Fostering Data Literacy Through Preservice Teacher Inquiry in English Language Arts. *Steven Z. Athanases, University of California - Davis; Lisa H. Bennett, University of California - Davis; Juliet Michelsen*

Wahleithner, University of California - Davis

Learning to Teach Through Carnival in a Student Teaching Seminar.

Alexander Cuenca, Saint Louis University

Promoting Critical Enquiry in Field Experiences: Improving Student Teacher Education With Developmental Work Research. Alaster Scott Douglas, Roehampton University

Using Feedback from Stakeholders to Strengthen the Student Teacher Experience during Field Experience. Jeanne Maree Allen, University of Tasmania

30.081-3. Bilingual Education Research: Theory, Policy, and Practice

Roundtable. SIG-Bilingual Education Research; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Arturo Olivarez, The University of Texas - El Paso

Participants:

A Multisited Ethnography: Immigrant Adults' Church-Based Second Language Socialization and Family Cultural Capital. Xia Chao, The University of Alabama

Exploring the Development of English and Korean Oral Language Proficiency of Young Korean Children in Southern California. Jane Y. Choi, University of California - Santa Barbara; Jin-Sook Lee, University of California - Santa Barbara

Reality of Bilingualism When Home and School Languages Are Intersected. Keon-Ryeong Park, University of Georgia

Translanguaging Beliefs and Behaviors of Russian-Speaking Parents With Elementary-Age Children. Elena Lyutykh, Northern Illinois University

The Effects of Immersion Education on Children's Cognitive Development: A Longitudinal Study. Claire Stephens, Queen's University - Belfast; Judith Wylie, Queen's University - Belfast; Gerry Mulhern, Queen's University - Belfast

30.081-4. Ethnic Groups, Microaggression, and Social Capital. SIG-Critical

Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Kimberly R. White, Carroll University

Participants:

Educating Authenticity: A Collaborative Auto-Ethnographic Journey Through the Simulacra. Trenia L. Walker, Texas Tech University; Colette M. Taylor, Texas Tech University

Examining Effects and Responses to Racist Nativist Microaggressions in Chicana Students' Testimonios and Healing Through Conocimiento. Lindsay Perez Huber, University of California - Los Angeles; Bert Maria Cueva, University of California - Los Angeles

Parental Social Capital and Educational Outcomes: A Homogeneous Property or a Diversely Accessible Resource Across Ethnic Groups? Maria Papapolydorou, University of Greenwich

Teacher Choice Versus Gender Survey: Outcomes and Insights. Margaret M. Ferrara, University of Nevada - Reno

30.081-5. Experiences in Nature and Outdoor Education. SIG-

Environmental Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Justin Dillon, King's College London

Participants:

Outdoor Environment as a Discourse in Policy Documents. Kristín Norðdahl, University of Iceland; Ingolfur Asgeir Johannesson, University of Iceland; Johanna Einarsdottir, University of Iceland

Unearthing Possibility: Connecting Children with Nature Through School Gardens. Scott Frederick Hughes, Queen's University; Rena B. Upitit, Queen's University; Anna Ingibjörg Peterson, Queen's University; Jennifer Elisabeth Davis, Queen's University

School Teachers' Perception and Attitude Toward Outdoor Education. Judith Chen-Hsuan Cheng, Tamkang University; Ivy Haoyin Hsieh, Tamkang University; Yu-Chi Tseng, National Taiwan Normal University

30.081-6. 21st-Century Youth: Unlocking the Potential of Peer Networks and Identity in Youth Activism. SIG-Grassroots Community & Youth

Organizing for Education Reform; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Cynthia Taines, Northern Illinois University

Participants:

Alienation to Activism: Liberatory Lessons of Transformation From Alternative Education Youth. Angela Nusom, Lewis & Clark; Marla W.

McGhee, Texas Christian University

Building Networks for Youth Engagement: Social Networks and Change in Youth-Led Participatory Action Research. Kira J. Baker-Doyle, The Pennsylvania State University - Berks; Guadalupe Kasper, The Pennsylvania State University - Berks

Social Media Knowledge Networks in Youth Organizing: A Social Network Analysis. Michael P. Evans, Miami University; Sean C. Duncan, Miami University

Spatializing Identity: Identity Projects in the Lives of Youth Organizers. Sonia Michelle Rosen, University of Pennsylvania

30.081-7. Moral Education: The Role of Teachers and Topics. SIG-Moral

Development and Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Rita Nawrocki-Chabin, Alverno College

Participants:

Empathy, Empathizing, and Empathic Development: A Qualitative Analysis of Internet Content for Educators. Bruce Maxwell, Université du Québec à Trois-Rivières; Roxanne Desforges, Concordia University

How Teachers Shape Children's Shame and Guilt Experiences: Development of a Multicultural Instrument. Lourdes Majdalani, Majdalani Foundation - Center for Moral Development; Rebecca A. Robles-Pina, Sam Houston State University

Moral Educators Teaching for Nonviolence and Eco-Justice: Exploring Ethical Identity and Agency. Pamela Bolotin Joseph, University of Washington Bothell; Edward R. Mikel, Antioch University Seattle

The Effects of an Ethical Philosophy Course Upon the Moral Development of Urban Middle School Students. Scott Clifford Seider, Boston University; Sarah Novick, Boston University; Jessica Gomez, Boston University

30.081-8. Multicultural/Multiethnic Education: New Insights for

Schooling. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Daniella Ann Cook, University of Tulsa

Participants:

Culturally Relevant Science Teaching Using a Hip-Hop-Based Epistemological Model. Maurice Dolberry, University of Washington

Identity Politics Versus Politics of Identities: Whatever Happens in the Debates on Identities in Multicultural Education? Seungho Moon, Oklahoma State University - Stillwater

Internalizing Problem Behaviors and Academic Performance, With a Focus on Language Minority Students. Youngji Yoon Sung, The George Washington University; Sharon Anderson Dannels, The George Washington University

Intersections of Multicultural Identities With Diversity Issues in Online Multicultural Education Discussions. Binod Gurung, New Mexico State University

30.081-9. Music Education Roundtable 3. SIG-Music Education; Roundtable

Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: Ronald P. Kos, Boston University

Participants:

Becoming a Music Teacher: Preservice Music Teachers Describe the Meanings of Music Making, Teaching, and a Tour Experience. Kristen Pellegrino, Christopher Newport University

An Observational Study of Intermediate Band Students' Self-Regulated Practice Behavior. Peter John Miksza, Indiana University Jacobs School of Music; Stephanie Prichard, University of Colorado

Citing Influential Teachers: Perceptions of Undergraduate Music Education Majors. Dale Misenhelter, University of Arkansas

Music Making as Place Making: Case Studies of Place-Based Community Music in Japan. Koji Matsunobu, University of Queensland

30.081-10. Elementary Social Studies Pedagogy. SIG-Research in Social

Studies Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chairs: Andrea S. Libresco, Hofstra University; Cynthia S. Salinas, The

University of Texas - Austin

Participants:

Changing the Narrative: Dissecting Content and Structure Through Historical Thinking. Cynthia S. Salinas, The University of Texas -

Austin; Brooke Blevins, Baylor University

Describing Very Young Children's Perceptions of a Disaster Event. *Cynthia S. Sunal, The University of Alabama; Julianne Maner Coleman, The University of Alabama*

Preparing Preservice Elementary Teachers to Engage Students' Thinking About Social Studies Images. *Lauren McArthur Harris, Arizona State University; Melissa K. Stull, University of Michigan; Cathy Michele Johnson, University of Michigan*

30.081-11. Teacher Research: The Role of Inquiry in the Elementary Classroom. SIG-Teacher as Researcher; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Rebecca Akin, Oakland Unified School District / Stanford University*
Participants:

The Use of Play and Inquiry in a Kindergarten Drama Centre. *Laura Lynn Hope-Southcott, Lakehead University*

A Teacher Researcher's Look Into Small Book-Discussion Groups by First-Grade Boys. *Sudarshana Das, Manhattanville College; Joanna K. Uhry, Fordham University*

Pedagogical Documentation as a Tool of Teacher Research: Two Teachers' Experiences. *Amanda Humphreys, The Bishop Strachan School; Shelley van Benschop, The Bishop Strachan School*

Collaborative Teacher Research: Teacher Researchers Reflect on Their Experience. *Judith A. Gouwens, Roosevelt University; Leilani Pao, Roosevelt University; Tyler Flynn Rambo, Christopher House*

30.081-12. Formative Assessment, Questioning, and Higher Order Thinking. SIG-Classroom Assessment; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Susan K. Green, Winthrop University*

Participants:

Relating Formative Assessment and Affordances to Learn in Classroom Questioning Practices. *L. Shahrzad Ahmadi, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver*

From Research to Practice: Teachers Use Formative Assessment and Explicit Instruction to Develop Higher Order Thinking. *Henry W. Schulz, Memorial University; Beverly Ann Fitzpatrick, Memorial University*

How a Research-Based Intervention and Teacher Learning Community Supported Teachers in Teaching and Assessing Higher Order Thinking. *Beverly Ann Fitzpatrick, Memorial University; Henry W. Schulz, Memorial University*

30.081-13. Systems Learning From Educational Change. SIG-Educational Change; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Dan L. King, Massachusetts School of Professional Psychology*

Participants:

Multiple Mediator Models of Educational Reform: Organizational Learning as Persistent Change. *James A. Levin, University of California - San Diego; Amanda L. Datnow, University of California - San Diego*

The Use of Research to Improve Education and Serve the Public Good. *Adrienne Alton-Lee, Ministry of Education*

What Can We Learn from Educational Change in Finland? *Pasi Sahlberg, Center for International Mobility and Cooperation*

30.081-14. Teacher Contribution to School Effectiveness. SIG-School Effectiveness and School Improvement; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Kristy S. Cooper, Michigan State University*

Participants:

Assessing Student Teaching Experiences: Perceptions of Teacher Candidates' Preparedness. *Joohi Lee, The University of Texas - Arlington; Kathleen Tice, The University of Texas - Arlington; Denise Collins, The University of Texas - Arlington; Janet Melton, The University of Texas - Arlington; Amber L. Brown, The University of Texas - Arlington; Clela Smith, The University of Texas - Arlington; Jill Fox, University of Houston - Victoria*

Lesson Study With School Efforts to Improve Students' Academic Skills. *Wakio Oyanagi, Nara University of Education*

Teacher Practices and Beliefs on Students' Mathematic Self-Efficacy: A Multilevel Analysis. *Joshua Gisemba Bagaka's, Cleveland State University*

The Effect of a Standards-Based Teacher Professional Development

Intervention on Pupil Reading Comprehension Achievement. *Mechteld Femke van Kuijk, University of Groningen; Marjolein Deunk, University of Groningen; Roel J. Bosker, University of Groningen*

30.081-15. Early College as an Academic Turnaround Strategy. SIG-School Turnaround and Reform; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Charles F. Vanover, University of South Florida*

Participants:

Is the Early College High School Working Early On? *John Christopher Fischetti, Southeastern Louisiana University; Robert W. Smith, University of North Carolina - Wilmington*

Making a Difference: The Impact of Early College High Schools on 10th- and 11th- Grade Students. *Julie A. Edmunds, University of North Carolina - Greensboro; Larry Bernstein, RTI International; Fatih Unlu, Abt Associates Inc.; Elizabeth J. Glennie, RTI International; John T. Willse, University of North Carolina at Greensboro; Nina Arshavsky, University of North Carolina - Greensboro; Arthur V. Smith, Abt Associates*

Teacher Working Conditions in Early College High Schools. *Elizabeth J. Glennie, RTI International; Annaliza Michelle Nunnery, North Carolina State University; Larry Bernstein, RTI International*

30.081-16. Family and School Influences on Children's Achievement. SIG-Sociology of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *S. Michael Gaddis, University of North Carolina - Chapel Hill*

Participants:

It Takes a Whole Child to Achieve? Effects of Holistic Measures of School Readiness on Grade-3 Test Scores. *Scott Davies, McMaster University; Magdalena Janus, McMaster University; Eric Duku, McMaster University*

Investment in and Returns to Capital at Home and at School: Differences in the Achievement Process by Sex and Race. *Mikaela J. Dufur, Brigham Young University; Toby L. Parcel, North Carolina State University; Kristie J.R. Phillips, Brigham Young University*

Contextualizing Parental Involvement Across Measurements, Outcomes, and Immigration Backgrounds. *Miriam Clark, Brigham Young University; Craig L. Alder, Brigham Young University; Michelle Body, Brigham Young University; Benjamin G. Gibbs, Brigham Young University*

Social Capital and Educational Aspirations. *Carol Fuller, The University of Reading*

30.082. Roundtable Session 26; Roundtable Session

30.082-1. Becoming an Expert. Division I - Education in the Professions; Roundtable Session

VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Sara Kim, University of California - Los Angeles*

Participants:

Expertise Differences in the Comprehension of Visualizations: A Meta-Analysis of Eye-Tracking Research in Professional Domains. *Andreas Gegenfurtner, TU München; Erno A. Lehtinen, University of Turku; Roger Saljo, University of Gothenburg*

Can Medical Licensing Examination Scores Predict Examinees' Subsequent Professional Development and Conduct? *Linjun Shen, National Board of Osteopathic Medical Examiners; Feiming Li, National Board of Osteopathic Medical Examiners*

Factors Related to Occupational Expertise of Employees Working in Education, Finance, and Health Care. *Isabel Raemdonck, Université Catholique de Louvain; Mien Segers, Maastricht University; Harm H. Tillema, Leiden University*

Modeling the Characteristics of Vocational Expertise and Excellence: Case Study With Finnish World Skills Competition Participants. *Petri J. Nokelainen, University of Tampere*

30.082-2. Knowledge in Professional Development. Division I - Education in the Professions; Roundtable Session
VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Judith I. Brooks-Buck, Virginia State University*

Participants:

Decomposition in Professional Education: Professional Ontologies for Guiding Perception and Practice. *Jamie O'Keefe*

Calibration of Self-Efficacy and Knowing. *Glenda Simonton Stump, Massachusetts Institute of Technology; Sarah K. Brem, Arizona State University; Jenefer E. Husman, Arizona State University*

Computational Thinking "In Action" in America's Workplaces. *Joyce Malyn-Smith, Education Development Center, Inc.; Irene Lee, Santa Fe Institute; Joe Ippolito, Education Development Center, Inc.*

Knowledge Exchange Between Experiential Learning and Classroom Teaching of Pharmacy Students on Medication Safety. *Certina Ho, OISE/University of Toronto; Patricia Hung, University of Waterloo; Brett Morphy, University of Waterloo; Nancy Waite, University of Waterloo*

30.082-3. Instructional Approaches and Intervention Programs Designed to Promote Optimal Academic Performance. SIG-Studying and Self-Regulated Learning; Roundtable Session

VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Anthony R. Artino, Uniformed Services University of the Health Sciences*

Participants:

General Monitoring and Instructional Scaffolds That Support Metacognition in Middle School Students. *Rayne A. Sperling, The Pennsylvania State University; Crystal M. Ramsay, The Pennsylvania State University; Aaron S. Richmond, Metropolitan State College of Denver; John L. Niefeld, North Carolina State University; Philip M. Reeves, The Pennsylvania State University; Amanda M. Hood, The Pennsylvania State University*

Implementation of Self-Regulatory Instruction Based on a Guided Inquiry Approach in 11th-Grade Chemistry Class. *Cansel Kadioglu, Gaziosmanpasa University; Esen Uzuntiryaki, Middle East Technical University*

The Importance of Task Understanding for Learning in Young Students. *Stephanie Catherine Helm, University of Victoria; Allyson F. Hadwin, University of Victoria*

30.082-4. The Effects of Literacy, Information, and Environment on Health. SIG-Education, Health, and Human Services Linkages; Roundtable Session

VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Eunmi Park, Johns Hopkins University*

Participants:

Examining African American Male Adolescents' Literacy on Climate Change and Its Effects on Health. *Margaret D. Knight, Norfolk State University; Judith S. Connell, Norfolk State University*

The Effect of Educational Differential on Health-Information-Seeking Behavior of Adults in Taiwan. *Mi-Hsiu Wei, Tzu-Chi University; Chien-Hung Chen, Dahlan Institute of Technology*

The Effect of Social Groups and External Environments on Youths' Smoking Experience in China. *Tian Fu, The Pennsylvania State University*

30.082-5. Rasch Measurement SIG Roundtable Session. SIG-Rasch Measurement; Roundtable Session

VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Kwang-Lee Chu, Pearson*

Participants:

Effect of Missing Data in Computerized Adaptive Testing on Accuracy of Item Parameter Estimation: A Comparison of NWEA (Northwest Evaluation Association) and WINSTEPS Item Parameter Calibration Procedures. *Shudong Wang, Northwest Evaluation Association; Gregg Harris, Northwest Evaluation Association*

Using Rasch Measurement Theory to Validate the Student Performance Character and Student Moral Character Scales. *Jade Caines, University of Pennsylvania*

The Development of the TELCA (Teaching Economic Literacy: Confidence and Anxiety) Scale. *Julia Rollison; Larry H. Ludlow, Boston College*

The Effects of Sample Selection on Item Parameter Estimation. *Lixiong Gu, ETS; Venessa F. Lall, ETS; Maxwell D. Wise, ETS*

Cognitive Diagnostic Assessment of TIMSS (Trends in International Mathematics and Science Study) 2007 Mathematics Achievement Items for Eighth Graders in Turkey. *Turker Tokar, University of Denver; Kathy E. Green, University of Denver*

30.082-6. Innovative Models for Preparing Teachers for Urban Schools. Division K - Teaching and Teacher Education; Roundtable Session

VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Francine P. Peterman, Queens College - CUNY*

Participants:

Examining Urban Teacher Identity Formation Through the Lens of Figured Worlds. *Amy E. Saks Pavese, Saint Michael's College*

Examining the Effectiveness of a Residency Program in Providing High-Quality Special Education Teachers for Urban Schools. *Nancy D. Burstein, California State University - Northridge; Sue Sears, California State University - Northridge; Anne Wilcoxon, California State University - Northridge*

Examining Teacher Identity and Prospective Efficacy Beliefs Among Students in a Precollegiate Urban Teaching Academy. *Marsha Simon, University of South Florida*

Developing an Urban Community Pedagogical Stance: Research on Change in Teacher Candidates' Use of Conceptual Tools. *Honorine D. Nocon, University of Colorado - Denver; Ellen Robinson, University of Colorado - Denver*

Teacher Preparation for Urban Schools: Relationship Between Program Components and Teacher Retention. *Ruchi Bhatnagar, Georgia State University; Sarah Jihye Kim, Georgia State University; Joyce E. Many, Georgia State University*

30.083. Roundtable Session 27; Roundtable Session

30.083-1. Sociocultural Context of Schooling. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: *Shaka Rawls, University of Illinois at Chicago*

Participants:

Constructed Childhoods: I-Stories and Children and Youths as Researchers of Their Own Lives. *Susan Finley, Washington State University - Vancouver; Morgan Parker, Washington State University*

Wiring Culture Circles: Fostering Intergenerational Dialogues on Providing Quality Education in America's Public Schools. *Eli Tucker-Raymond, TERC; Christopher George Wright, TERC*

Apprenticeships in Power and Critique: Comparing Youth Critical Civic Development in the Classroom and Community. *Jesse Moya, University of California - Los Angeles*

Seeing Through Student Experiences: Unveiling the Complexities of the School-Community Divide. *Negin Dahya, York University*

30.083-2. Standards, Difference, and Competence: Boundaries and Borders in Contemporary Curriculum Studies. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: *Nikoletta Christodoulou, Frederick University*

Participants:

Curricular Standpoint and Strong Objectivity: Pushing the Boundaries of Curriculum Studies. *Wayne Au, University of Washington - Bothell*

Standardized Testing, Politics, and Complexity Theory. *Theodora A. Lightfoot, National Louis University; Ruth L. Peach, University of Wisconsin - Madison*

Gaining Traction on a Chaotic Difference: Rancière, Equality, and the Politics of Subjectivization. *Bryn Jaastad, University of Wisconsin - Madison*

Challenging Methodological Boundaries in Deaf Education. *Ye Wang, Missouri State University*

30.083-3. Popular Culture and Public Curriculum: Critical Questions in Nontraditional Spaces. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: *Pamela J. Konkol, Concordia University*

Participants:

A Pirate's Dilemma: Popular Culture, Piracy, and Outlaw Pedagogy. *Beth Pollock, Georgia Southern University*

Global Citizens and Olympic Branding: Mega-Events, Neoliberalism, and the Effects of Educational Discourse. *Jacqueline Kennelly, Carleton University*

Making "Radical" Public Space in Zines. *Karin H. deGravelles, Episcopal High School of Baton Rouge*

Public Curriculum as Ethical-Political Self-Understanding: The Case of Museum Education in Bosnia and Herzegovina. *Patrick Roberts, National Louis University*

To Believe is Not Enough: Reading Conspiracy Theory Texts with Implications for School Curriculum. *Mark C. Baidon, National Institute of Education - Nanyang Technological University; James S. Damico, Indiana University*

30.083-4. Instructional Technology SIG: Online Learning, Mobile Learning, and Technology-Enhanced Learning. SIG-Instructional

Technology; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: *Mahnaz Moallem, University of North Carolina - Wilmington*

Participants:

Students' Attitudes Toward an Online Synchronous Collaborative Problem-Based Learning Environment. *Chatchada Akarasriworn, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado*

Technology to Enhance Mathematics and Science Teaching and Learning. *Gladis Kersaint, University of South Florida; Albert Dieter Ritzhaupt, University of Florida; Feng Liu, University of Florida*

The Virtual 10-Frame: Lo-Fi Prototyping a Multitouch App for Pre-K Mathematics. *Michael A. Evans, Virginia Polytechnic Institute and State University; Sharon Warner, Haverford College in Pennsylvania*

30.084. Roundtable Session 28; Roundtable Session

30.084-1. Teacher Subjects, the Teacher Self, and Investigations Into Teacher Positioning. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 10:35am to 12:05pm

Chair: *Melissa B. Rivers, Arizona State University*

Participants:

To Hope Is Not Enough. *Melissa B. Rivers, Arizona State University*

Reading in Between the Lines: Exploring the Experience of Cultivating Cultural Awareness With White Teacher Candidates. *Holley Morris Roberts, Georgia College & State University*

Subject to Accountability: Target Practice and Teacher Subjectivities. *Becky M. Atkinson, The University of Alabama*

A Critical Project Gone Awry? Discourse and the Critique of No Child Left Behind. *Cristian R. Aquino-Sterling, San Diego State University*

30.084-2. Text, Context, and Narrating Identities of Self and Other.

Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 10:35am to 12:05pm

Chair: *Jeffrey J. Kuzmic, DePaul University*

Participants:

Collective Imagination of Others and the School Curriculum: America in the Korean Curriculum. *Won Pyo Hong, Yonsei University*

Multiple Ways of Learning About Disability: Literature Discussions, Critical Inquiry, and the Arts. *Donna Sayers Adomat, Indiana University*

Toward a Teacher- and Student-Focused Version of Comparative Education: A Perspective on the Needs and Opportunities of Practitioners. *Janet Marie Eckerson, University of Nebraska - Lincoln*

Who Is Afraid of the Body Snatchers? Conceptualizing a Genre of National Crisis and International Threat. *James C. Jupp, Georgia Southern University*

30.085. Roundtable Session 29; Roundtable Session

30.085-1. Transgressing National Boundaries, Troubling LGBT (Lesbian, Gay, Bisexual, Transgender, and Allies) Histories, Identities, Sexualities. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm

Chair: *Brian Casemore, The George Washington University*

Participants:

Gay Pride on Stolen Land at the Vancouver Olympics. *Heather Sykes, OISE/University of Toronto; Jeff Lloyd, University of Toronto*

Opening Spaces: A Gay-Straight Alliance's Efforts to Build Inclusive Spaces in a Public School. *Ross Emmerson Collin, Manhattanville College*

The Sand Diaries: Exploring Intersectionality, Agency, Identity, and Knowing in a Saudi Arabian Women's University. *Anastasia Kamanos, Bishop's University*

Sexual Citizenship: Sexuality Education for a Globalizing World. *Kathleen Anne Quinlivan, University of Canterbury*

30.085-2. Decolonizing Official Knowledge and Social Studies Curriculum in Iran, Africa, Asia, and the Americas. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm

Chair: *Yoonjung Choi, Teachers College, Columbia University*

Participants:

The Globalization of Multicultural Education in Social Science Textbooks: Cross-national Analyses, 1950-2010. *Patricia Bromley, University of Utah; Luke Terra, Stanford University*

Who We Are: Cultural Identity and School Curriculum in Postcolonial Taiwan and Postdemocratic Taiwanese Elementary Schools. *Ming-Chu Hsu, Elmira College*

Racialization of Asia, Africa, and Americas and the Construction of the Ideal Iranian Citizen: Local and Global Representations of Colonialism, Geography, Culture, and Religious Diversity in Iranian School Textbooks. *Amir Mirfakhraie, Kwantlen Polytechnic University*

Simple Yet Complicated: U.S. History Represented in South Korean History Textbooks. *Yonghee Suh, Old Dominion University; Sohyun An, Kennesaw State University*

30.086. Roundtable Session 30; Roundtable Session

30.086-1. Beyond Knowing: Migration, Immigration, and Diaspora in the Contested World Landscape. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm

Chair: *Jinting Wu, University of Wisconsin - Madison*

Participants:

Reexamining Immigrant Assimilation Models Through the Lens of Nostalgia. *Kaoru Miyazawa, Gettysburg College*

Beyond Knowing: Collaborating With Migrant Families for Quality Early Childhood and Parent Education. *Elizabeth P. Quintero, California State University - Channel Islands; Fernando Naiditch, Montclair State University*

Kinship Narratives: Transforming Boundaries of Knowing, Being, and Doing. *Loren Gayle Intolubbe-Chmil, University of Virginia; Lisa Jones, Eastern/Southern African and Virginia Networks and Association; Audrey Rudzani Raedani, University of Venda*

A Case Study of the Impact of Globalization and Migration on the Brain Drain on Select Sub-Saharan Africa Countries. *Kingsley Banyia, Misericordia University*

How Do You Know? Anzaldúa's Conocimiento as Framework for Understanding Immigrant Students' Ways of Knowing. *G. Sue Kasun, The University of Texas; Anita Bright, American University*

30.086-2. Old-School "Texting": Returning to Questions of Formal Curriculum. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm

Chair: *Jennifer Job, University of North Carolina - Chapel Hill*

Participants:

1904 Mathematics Textbook Series Content Analysis and Comparison to Modern Textbooks Linked to High Achievement. *Diana Goodwin, University of Idaho*

Forms and Presentations of Circle Proofs and Tasks in Geometry Textbooks, 1891-2010. *Amanda Thomas, University of Missouri; Victor Soria, University of Missouri*

Unmasking the Normative Production of Subjectivity: An Analysis of Chinese Textbooks. *Yi-Chen Lee, University of Wisconsin - Madison*

Using Documented Kenyan Indigenous Scientific Knowledge to Inform Science Education. *Nicole Beeman-Cadwallader, Indiana University*

30.087. Roundtable Session 31; Roundtable Session

30.087-1. Issues in Brain, Neuroscience, and Education. SIG-Brain, Neurosciences, and Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm

Chair: *Tracey Noel Tokuhama-Espinosa, Universidad San Francisco de Quito, Ecuador*

Participants:

The Design of Stimulus Tasks To Promote Interdisciplinary Research in Brain-Based Research in Mathematics. *Anthony E. Kelly, George Mason University; John Y. Baek, National Oceanic and Atmospheric Administration; Mary Layne Kalbfleisch, Krasnow Investigations of*

Developmental Learning and Behavior

Interviews With Academics on Shared Goals, Challenges, and the Future of Neuroscience in Education. *Abigail Lane Larrison, University of California - San Diego*

Affective Neuropedagogy: Enhancing the Role of Neuroscience in Emotional Literacy Programs. *Kathryn Elizabeth Patten, Simon Fraser University*

Teachers' Perceptions of Neuroscience, Medical Research, and Students With Attention Deficit-Hyperactivity Disorder. *Debby M. Zambo, Arizona State University; Lawrence Paul Sidlik, Arizona State University - West; Ron Zambo, Arizona State University*

30.087-2. Emergence, Change, and Improvement. SIG-Chaos & Complexity Theories; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm

Chair: *Michelle Jordan, Arizona State University*

Participants:

A Framework for Leading Emerging Education Systems "At the Edge of Chaos". *Eugene Gary Kowch, University of Calgary*

Realigning Continuous Improvement: An Epistemological Autobiography of Emergent Change. *Laura M. Jewett, The University of Texas - Brownsville*

Emergence in Science Learning: Noticing New Things in New Ways. *Cedric Linder, Uppsala University; Rachel F. Moll, Vancouver Island University*

Division and SIG Posters

30.088. Poster Session 4; Poster Session

30.088-1. Doing the Right Work and Doing It Well. Division A -

Administration Organization & Leadership; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

30.088-2. From Know-How to Do Now: Clinical Testing of the School Leader Communication Model. Division A - Administration Organization & Leadership; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

1. From Know-How to Do Now: Clinical Testing of the School Leader Communication Model. *Benjamin H. Dotger, Syracuse University; Amanda Leigh Alger, Syracuse University*

30.088-3. Issues in Education and Leadership. Division A - Administration Organization & Leadership; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

2. Emotional Intelligence Skills, School Accountability Ratings, and Demographic Factors. *Fred C. Lunenburg, Sam Houston State University; Sandra Labby, Sam Houston State University*
3. Sustaining Improved Practices Through Technology-Enriched Learning Communities. *Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Jean Cate, University of Oklahoma; Sharon Ann Wilbur, University of Oklahoma; Gregg A. Garn, University of Oklahoma; Scott Neal Wilson, University of Oklahoma; Gloria Hamlin, Oklahoma Educational Technology Trust*
4. Family Literacy and Differential Effects: The Role of Vocabulary Knowledge. *Lisa O'Brien, Boston University; Jeanne R. Paratore, Boston University; Christina Cassano, Boston University; Christine Leighton, Emmanuel College; Barbara Krol-Sinclair, Boston University; Jennifer Greif Green, Boston University*
5. Leading for Student Academic Outcomes: What Counts? *Paula Kwan, The Chinese University of Hong Kong*
6. Partnering for Success: Data-Based Parental-School Engagement in Low-Income Communities in New Zealand. *Irena Madjar, University of Auckland; Elizabeth McKinley, University of Auckland*
7. Understanding Secondary School Capacity to Educate Globally: A Case Study of School Leaders in Houston, Texas. *Debora Hinderliter Ortloff, University of Houston - Clear Lake*
8. The Effect of PAT (Parents as Teachers) on Childhood Outcomes for a Migrant Population: Results From a Quasi-Experimental Design Study. *Helena P. Miranda, Florida Gulf Coast University; Thomas C. Valesky, Florida Gulf Coast University; Madelyn Isaacs, Florida Gulf Coast*

University; Margaret Sullivan, Florida Gulf Coast University; Mari Fernandez, University of South Florida

9. Research on the Relationships Between Distributed Leadership, Teacher Academic Optimism and Student Achievement in Taiwanese Elementary Schools. *I-Hua Chang, National Chengchi University; Cheng-Mei Hsu, China University of Technology; I-Tsai Chang, Wulong Elementary School in Hsinchu County*
10. Types and Roles of Interruptions in School Faculty Meetings. *Lynn Marie Sikma, University of Illinois at Urbana-Champaign*
11. Middle School Teachers and Students in Texas: Ethnic Diversity Over 11 School Years. *Jamie A. Bone, Conroe Independent School District; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University*

30.088-4. Classroom Observation. SIG-Classroom Observation; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

12. Classroom Observations of Instruction for Second Language Students. *Yolanda N. Padron, Texas A&M University; Hersh C. Waxman, Texas A&M University; Kayla Brazier Rollins, Texas A&M University; Beverly L. Alford, Texas A&M University*
13. Identifying Efficacious Interaction in Collaborative Learning Situations. *Elina Maatta, University of Oulu; Hanna Jarvenoja, University of Oulu; Sanna Jarvela, University of Oulu*
14. Longitudinal Effects of Statewide Professional Development: Classroom Observations of Teachers' Mathematics Instruction and Student Outcomes. *Melanie N. Woods, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University; Beverly L. Alford, Texas A&M University; Kayla Brazier Rollins, Texas A&M University; Danielle Bairrington Brown, Texas A&M University; Jacqueline R. Stillitano, Texas A&M University - College Station*

30.088-5. Division H Graduate Student Poster Session: Using Data to Drive Educational Success. Division H - Research, Evaluation and Assessment in Schools; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

15. Correlations Between Developmental Kindergarten. *Kelly A. Coughlan-Mainard, University of Washington*
16. Examining Alignment Between State Science Assessment and Classroom Activities. *Linette Mar'ea McJunkin, The University of Kansas; Vicki D. Peyton, The University of Kansas; Melinda Montgomery, The University of Kansas; Kayla Supon-Carter, The University of Kansas*
17. Learning Through the Lens of 21st-Century Competencies: Evaluating a School-Based Professional Development Program. *Philip Evan Bernhardt, Metropolitan State College of Denver; Marjorie Clark, The George Washington University*
18. Performance Assessments: A Potential Solution to High-Stakes Testing Consequences. *Angela Shelton, Temple University*
19. Principal Change Facilitator Style and Student Learning: The Effects of Teacher Efficacy and Curriculum Satisfaction. *Jillian Cohen, University of Nevada - Las Vegas; Jason Boggs, University of Nevada - Las Vegas; Ralph E. Reynolds, University of Nevada - Las Vegas; Gwen C. Marchand, University of Nevada - Las Vegas; Gene E. Hall, University of Nevada - Las Vegas*
20. Attribution of Responsibility for College Readiness in High Schools. *Elizabeth M. Gilkey, University of Oregon*
21. Comparison of the Efficiency of Blocking Factors for Randomized Control Studies in Education. *Ying Zhang, IMPAQ International, LLC*
22. Creating the Tools for Student Success: Validation of an RtI (Response to Intervention) School Fidelity Rubric. *Adena S. Miller, Colorado Department of Education*
23. Examining Relationships Between Student Learning Conditions and Student Achievement: Evidence From a North Carolina Survey. *Jennifer Maxfield, North Carolina State University; Megan Townsend, North Carolina State University; Dina Carol Walker-DeVose, North Carolina State University; Daniel S. Stanhope, North Carolina State University*
24. How Principals Understand and Apply Growth Model Data. *Amanda Corby Soto, University of Massachusetts - Amherst; Kathryn A. McDermott, University of Massachusetts - Amherst; Lisa A. Keller, University of Massachusetts - Amherst*
25. Using Data to Innovate: How Teachers Develop Student Assessment

Systems to Advance New School Visions. *Jarod Noboru Kawasaki, University of California - Los Angeles; Karen H. Quartz, University of California - Los Angeles*

30.088-6. Language Instruction and Assessment. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

26. Metadiscourse in Oral Discussions and Persuasive Essays in Collaborative Reasoning Groups. *Beata M. Latawiec, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign*
27. Small Group Discussions and Language Development for Diverse Learners. *Jie Zhang, Western Kentucky University; Shahbaz Munawar, Western Kentucky University; Chunling Niu, Western Kentucky University; Richard C. Anderson, University of Illinois at Urbana-Champaign; Kim Nguyen-Jahiel, University of Illinois at Urbana-Champaign*
28. Morphological Processing During Children's Word Reading: Is It Really a Meaningful Relationship? *Deborah E. McCutchen, University of Washington; Becky D. Logan, University of Washington*
29. Long-Term Effects of Orthographic Depth on Literacy Performance: Reading Comprehension Difficulties Across Languages. *Nicola McCung, University of California - Berkeley*
30. Qualitative Portraits of Multifaceted Vocabulary Instruction in Diverse Upper Elementary-Grade Classrooms. *Patrick C. Manyak, University of Wyoming; Heather Peterson, University of Wyoming*
31. Cyber-Plagiarism Among Taiwanese 4th-12th Graders: The "Cut-and-Paste" of Digital Content. *Yun-Yin Huang, Institute of Education - National Chiao Tung University; Yin-lan Chen, Institution of Education - National Chiao Tung University; Chih-ming Chang, Institution of Education - National Chiao Tung University; Chien Chou, National Chiao Tung University*
32. Adolescents' Reading Attitude and Its Relationship to Reading Behavior and Strategy Use. *Hyo Jin Lim, Korea University; Yeon-kyoung Woo, Korea University (Brain and Motivation Research Institute)*
33. The Role of Overlapping and Contradictory Information in Students' Multiple Texts Comprehension. *Wenke Mork Rogne, Volda University College; Helge I. Stromso, University of Oslo*
34. Familiar and Unfamiliar Topics' Effect on Readers: Test-Taking Strategies for TOEFL iBT Reading Comprehension Questions. *Jia-Ying Lee, the University of Iowa*
35. The Role of Implicit Learning in Incidental Vocabulary Acquisition while Reading. *Ben Seipel, California State University, Chico*
36. A Study of Reading Identities and Reading Ideologies Among Adolescents. *Julie E. Learned, University of Michigan*

30.088-7. Learner Characteristics. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

37. A Meta-Analysis of the Relations Between Middle and Secondary School Learning Environments and Student Outcomes. *Rebecca Givens Rolland, Harvard University*
38. A Meta-Analysis on the Influence of Spatial Ability on Learning With Visualizations. *Tim Niclas Hoeffler, University of Kiel*
39. A Study of iGoogle PLE (Personal Learning Environment) Management as the Predictor for Self-Regulation in Online Learning. *Cherng-Jyh Yen, Old Dominion University; Chih-Hsiung Tu, Northern Arizona University; J. Michael Blocher, Northern Arizona University; Chien-Hui Hung, Oriental Institute of Technology*
40. It Runs in the Family: Association of Parental Occupation and Physical Scientists' Interest in Science. *Devasmita Chakraverty, University of Virginia; Robert H. Tai, University of Virginia*
41. Social Self-Efficacy in Virtual Versus Face-to-Face Environments. *Gena A. Khodos, University of Illinois at Chicago; Michael Manderino, Northern Illinois University*

30.088-8. Science Curriculum and Instructional Interventions. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

42. Can a Bridging Visualization Help Chemistry Students Integrate Observable and Molecular Views? *David I. Miller, University of*

California - Berkeley; Kevin McElhaney, University of California - Berkeley; Marcia Linn, University of California - Berkeley

43. Cognitive Processes During Reading and Conceptual Change. *Matthew T. McCrudden, Victoria University of Wellington; Julie Brockman Smart, Presbyterian College; Blair Daniel Northcott, Victoria University of Wellington*
44. Constraints and Criteria in the Classroom: Classifying Elementary Teacher Implementation of Engineering Design. *Louis S. Nadelson, Boise State University; Patricia Pyke, Boise State University; Janet Callahan, Boise State University*
45. Development, Implementation, and Evaluation of a Chemistry-Integrated Resource Package (ChIRP) for First-Year Chemistry. *Jaclyn Jeanette Stewart, The University of British Columbia*
46. Examining "Scientists in the Classroom" Through Systems Thinking. *P. Elizabeth Pate, The University of Texas - San Antonio*
47. Habitat Tracker: Learning About Scientific Inquiry Through Digital Journaling in Wildlife Centers. *Amanda N. Clark, Florida State University*
48. How to Get Real: The Authenticity of Computer-Based Science Labs. *Megan Sauter, Northwestern University; Michael Downing, Northwestern University; Kemi Jona, Northwestern University; David Henry Utal, Northwestern University; David Rapp, Northwestern University*
49. Middle School Students' Scientific Literacy: Constructing a Measure. *Helenrose Fives, Montclair State University; Wendy Huebner, Montclair State University; Amanda Birnbaum, Montclair State University; Mark Nicolich*
50. Reading Comprehension Strategies in High School Science Classrooms: Evidence That Improving Students' Reading-to-Learn Competencies Increases Science Achievement. *Phillip Herman, University of Pittsburgh; Kristen Perkins, Northwestern University; Peter Samuelson Wardrip, University of Pittsburgh*
51. Rethinking Expertise in Physics: An Investigation of Expertise in High School Physics Teachers. *Kara Krinks, Vanderbilt University; Pratim Sengupta, Vanderbilt University*
52. Student Uses and Perceptions of Formative Assessment: Voices From the "Truth Box". *Rachelle Haroldson, University of Minnesota*
53. Supporting Elementary Teacher Candidates' Understandings of Ambitious, Content-Rich Science Instruction. *Julie Kittleson, University of Georgia; Janna Dresden, University of Georgia; Julianne A. Wenner, University of Georgia*
54. The Stanford Global Climate Change Education Project: Classroom Implementation, Student Achievement, and Project Evaluation. *Nicole Holthuis, Stanford University; Rachel A. Lotan, Stanford University; Jennifer Saltzman, Stanford University; Michael Mastrandrea, Stanford University; Salina Gray, Stanford University; Laura Bofferding, Purdue University; Shayna Sullivan, Stanford University*
55. Technology Supported Inquiry-Based Approaches: Opportunities for Culturally-Relevant Pedagogy? *Noemi Waight, University at Buffalo - SUNY*
56. Student Learning and Inquiry-Based Science Instruction: Testing Effectiveness in a Randomized Trial. *Mack C. Shelley, II, Iowa State University; Christopher Gonwa-Reeves, Iowa State University; Joan Baenziger, Iowa State University; Ashley Seefeld, Iowa State University; Brian Hand, University of Iowa; William J. Therrien, University of Iowa*

30.088-9. Q Methodology Study of Personal Learning Profiles: An International Baccalaureate Staff Looks in the Mirror. SIG-School/University Collaborative Research; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

57. A Q Methodology Study of Personal Learning Profiles: An International Baccalaureate Staff Looks in the Mirror. *Linda Collins, The University of Akron; Lori J. Vargo, The University of Akron; Jaclyn Prizant Gordon, The University of Akron; Kristine Lynn Still, Cleveland State University; Ronald J. Abate, Cleveland State University; Lisa A. Lenhart, The University of Akron*

30.088-10. International Studies SIG Poster Session. SIG-International Studies; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

58. A Comparative Study of Principals' Roles, Responsibilities, Time Allocations, and Pedagogical Beliefs: The United States and China.

Neelam Kher, Michigan State University; Yehui Wang, Beijing Normal University; William H. Schmidt, Michigan State University; Richard T. Houang, Michigan State University; Na Yu, Beijing Normal University

Saturday, 12:25 pm

Governance Meetings and Events

31.001. AERA Committee on Scholars of Color in Education: Closed Meeting.

AERA Governance; Governance Session

Pan Pacific, Restaurant Level, Oceanview 5; 12:25-1:55pm

Chair: *Ruben Donato, University of Colorado - Boulder*

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

AERA Governance; Governance Session

Pan Pacific, Lobby Level, Crystal Pavilion B; 12:25-1:55pm

Chairs: *Arlette I. Willis, University of Illinois at Urbana-Champaign; Violet J. Harris, University of Illinois at Urbana-Champaign*

31.003. Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting.

AERA Governance; Governance Session

Pan Pacific, Restaurant Level, Oceanview 6; 12:25-1:55pm

Chair: *David H. Monk, The Pennsylvania State University*

Presidential Sessions

31.010. Moving From Knowing to Doing: Students of Color Engaging in Participatory Action Research in a Social Justice, College Access Program. Presidential Session

VCC, First Level, West Ballroom A; 12:25-1:55pm

Chair: *Tyrone C. Howard, University of California - Los Angeles*

Participants:

The Role of Family Support in Aiding First-Generation College Students.

Lidia Alfaro, University of California - Los Angeles

Examining the Effects of Campus Climate and Persistence to Graduation for Students of Color. *Markeisha Chong, University of California - Los Angeles*

The Role of Financial Support in the Support of College Access for Low-Income Students. *Tyrine Aman, University of California - Los Angeles*

Examining the Effects of a College Preparatory Program for First-Generation Students of Color. *Neshamah Keetin, University of California - Los Angeles*

Examining Issues of Access and Opportunities in Urban Schools. *Bree Blades, University of California - Los Angeles*

Discussant: *Jonli Tunstall, University of California - Los Angeles*

31.011. Pedagogical Imagination: Using Knowledge to Inform, to Change, and to Improve Teaching and Learning. Presidential Session Cosponsored with Division C - Learning and Instruction and Division B - Curriculum Studies, Division K - Teaching and Teacher Education

VCC, First Level, West Ballroom B; 12:25-1:55pm

Chairs: *Claude Steele, Stanford University; Susan Fuhrman, Teachers College, Columbia University*

Participants:

Panel 1: Changing the Subject. *William T. Trent, University of Illinois at Urbana-Champaign; Margaret Beale Spencer, University of Chicago; Ezekiel J. Dixon-Roman, The University of Pennsylvania; Carl F. Kaestle, Brown University; James Greeno, Stanford University*

Panel 2: Changing the Practice. *Linda Darling-Hammond, Stanford University; Eva L. Baker, University of California - Los Angeles; Carol Camp-Yeakey, Washington University in St. Louis; Wade Boykin, Capstone Institute at Howard University; Carol D. Lee, Northwestern University*

Discussant: *Edmund W. Gordon, Teachers College, Columbia University*

31.012. The Transformation of Academic Work and the Role of AERA in Encouraging Democracy. Presidential Session

VCC, First Level, West Room 109&110; 12:25-1:55pm

Chair: *Constance Iloh, University of Southern California*

Participants: *Kevin K. Kumashiro, University of Illinois at Chicago; Gary D. Rhoades, The University of Arizona; Estela M. Bensimon, University of Southern California; William G. Tierney, University of Southern California*

AERA Sessions

31.013. The Development of P-20 Common Education Data Standards (CEDS) To Advance Education Research and Policy. AERA Sessions; Invited Session

VCC, Second Level, East Room 13; 12:25-1:55pm

Chair: *Michael T. Nettles, ETS*

Participant: *Jack Buckley, Commissioner, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education*

Discussants: *Douglas N. Harris, University of Wisconsin - Madison; Barbara Schneider, Michigan State University; Michael J. Flicek, Michael Flicek Projects, LLC; Jerry D. Weast, Montgomery County Public Schools, Retired*

31.014. Walking in (More Than) Two Worlds: Literacy and Language Revitalization in Canada's North. AERA Sessions; Invited Session

VCC, Second Level, West Room 215&216; 12:25-1:55pm

Chair: *Bonny P. Norton, The University of British Columbia*

Participants:

Indigenous Contexts for Learning. *Lawence Fabian, Deninu School, Fort Resolution, Northwest Territories*

Language Connections Between Schools and Communities. *Angie Fabien, Deninu School, Fort Resolution, Northwest Territories*

Effective Literacy Programs for Aboriginal Students. *Kate Powell, Deninu School, Fort Resolution, Northwest Territories*

The Role of School Boards in Indigenous Student Learning. *Brent Kaulback, South Slave Divisional Education Council, Northwest Territories*

Technacy and Language Revitalization: Multimedia Technology Use Among Indigenous Communities. *Candace Kaleimamowahinekapu Galla, The University of British Columbia*

31.015. Meet Journal Editors: Journal Talks 2. AERA Sessions; Invited Roundtable

VCC, Second Level, West Room 201; 12:25-1:55pm

Participants:

1. Canadian Journal of Education. *Carla Lisa DiGiorgio, University of Prince Edward Island*

2. Journal of Education Policy. *Rosemary Papa, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University*

3. Educational Researcher. *Steven Richard Yussen, University of Minnesota - Twin Cities*

4. Journal of Research on Technology in Education. *Dave L. Edyburn, University of Wisconsin - Milwaukee*

5. Educational Review. *Emma Smith, University of Birmingham*

6. Education Policy Analysis Archives. *Gustavo E. Fischman, Arizona State University*

7. Studies in Philosophy and Education. *Gert J.J. Biesta, University of Stirling; Astrid Noordermeer, Springer Science + Business Media*

8. Curriculum Inquiry. *Dennis Thiessen, University of Toronto; Elizabeth Campbell, OISE/University of Toronto; Ruben Gaztambide-Fernandez, OISE/University of Toronto*

9. Journal of School Leadership. *Jeffrey S. Brooks, Iowa State University; Gaetane Jean-Marie, University of Oklahoma; Anthony H. Normore, California State University - Dominguez Hills; Autumn K. Tooms, Kent State University*

10. Journal of Educational Administration and History. *Helen Gunter, The University of Manchester*

11. TechTrends. *Abbie H. Brown, East Carolina University*

12. Brock Education: A Journal of Educational Research and Practice. *Julian Kitchens*

13. Journal of Moral Education. *Darcia F. Narvaez, University of Notre*

Dame

14. Contemporary Issues in Early Childhood. *Nicola J. Yelland, Victoria University - Australia; Susan J. Grieshaber, Queensland University of Technology*
15. Journal of Transformative Education. *John M. Dirkx, Michigan State University*
16. Global Studies of Childhood. *Nicola J. Yelland, Victoria University - Australia; Sue Saltmarsh, The Australian Catholic University; Esther Y.M. Chan, The Hong Kong Institute of Education; I-Fang Lee, The Hong Kong Institute of Education*
17. Journal of Early Childhood Teacher Education. *J. Amos Hatch, The University of Tennessee; Susan McLean Benner, The University of Tennessee*
18. Teachers and Teaching. *Christopher W. Day, University of Nottingham*
19. Mentoring & Tutoring. *Beverly J. Irby, Sam Houston State University*
20. Compare. *Qing Gu, University of Nottingham*

Committee Sessions

31.016. GSC Division A Fireside Chat: "Non Satis Scire": Evidence to Support School Leaders for Increased Capacity in Practice and Policy.

Graduate Student Council; Fireside Chat

Pan Pacific, Restaurant Level, Pacific Rim 2; 12:25-1:55pm

Chairs: *Angela Urlick, The University of Texas - San Antonio; Pat A. Schroeder, Texas A&M University*

Participants: *Ronald H. Heck, University of Hawaii - Manoa; Karen Seashore Louis, University of Minnesota; James P. Spillane, Northwestern University; Linda C. Tillman, University of North Carolina - Chapel Hill; Brian P. Rowan, University of Michigan*

31.017. GSC Division G Fireside Chat: Public or Private Intellectualism? Perspectives on Scholarly Responsibility and Social Change.

Graduate Student Council; Fireside Chat

VCC, Second Level, West Room 202&203; 12:25-1:55pm

Chairs: *LaGarrett Jarriel King, The University of Texas - Austin; Erika C. Bullock, Georgia State University*

Participants: *Joyce E. King, Georgia State University; Angela Valenzuela, The University of Texas - Austin; David O. Stovall, University of Illinois at Chicago; Dolores Delgado Bernal, University of Utah; Ernest D. Morrell, Teachers College, Columbia University*

31.018. Gendered Identities, Gender Differences, and Agency in Straight Spaces.

Committee on Scholars and Advocates for Gender Equity in Education; Paper Session

VCC, First Level, West Room 121&122; 12:25-1:55pm

Chair: *Lisa W. Loutzenheiser, The University of British Columbia*

Participants:

"Investing in the Girl Effect": A Critical Analysis of Transnational Corporate Investment in Adolescent Girls' Education. *Kathryn Jane Moeller, University of California - Berkeley*

Gender Differences in Identification of Gifted and Talented Youth: A Meta-Analysis. *Jennifer Lee Petersen, University of Wisconsin - Whitewater*

Gendered Identities, Cultural Beliefs, and the Teaching Force in the United Arab Emirates. *Bevin Roue, Michigan State University; Olena Aydarova, Michigan State University; Keith Kennetz, Emirates College for Advanced Education*

The "Box"ing Match: Gender Identity, Positioning, and Agency in Straight Spaces. *Bethy Leonardi, University of Colorado - Boulder*

Discussant: *Lisa W. Loutzenheiser, The University of British Columbia*

31.019. Graduate Student Council Take-A-Break.

Graduate Student Council; Graduate Student Seminar

VCC, Second Level, West Room 211; 12:25-1:55pm

Chair: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

31.020. Innovative Teaching and Learning Research: Global and National Results.

International Relations Committee; Symposium

VCC, Second Level, West Room 207; 12:25-1:55pm

Chair: *Sid F. Bourke, The University of Newcastle*

Participants:

Innovative Teaching and Learning: Research Design and Global Results.

Linda F. Shear, SRI International

Innovative Teaching in Finland. *Juho Matti Norrena, University of*

Jyväskylä; Marja Kankaanranta, University of Jyväskylä
 Innovative Teaching in Mexico. *Bernardo Naranjo, Proyecto Educativo; Lucia Remes, Proyecto Educativo*
 Innovative Teaching in Australia. *Kylie Shaw, The University of Newcastle; Greg Preston, The University of Newcastle; Katherine Holmes, The University of Newcastle; Sid F. Bourke, The University of Newcastle*
 Innovative Teaching in Indonesia. *Gucci Estrella-Trinidad, SRI International; Medelina Hendytio, Centre for Strategic and International Studies; Vidhyandika Perkasa, Center for Strategic and International Studies*

Discussant: *Deirdre Butler, St. Patrick's College*

International Organization Sessions

31.021. Educational Research in a Time of Transformation: Perspectives From Post-Celtic Tiger Ireland.

Educational Studies Association of Ireland; Invited Session

VCC, Third Level, West Room 304; 12:25-1:55pm

Chair: *Joe O'Hara, Dublin City University*

Participants:

Class Clashes: A Critical Ethnography of School Choice, Social Class, and Identity Constructions in an Irish Post-Primary School. *Kevin Cahill, University College Cork; Kathy Hall, University College Cork*

Transforming the Transition: Irish Students and the Transition to Higher Education. *Delma V. Byrne, National University of Ireland - Maynooth; Rose Malone, National University of Maynooth*

The Impact of Crisis on the Discourse of School Reform. *Anne Looney, National Council for Curriculum and Assessment*

Discussant: *Paul F. Conway, University College Cork*

31.022. Implementing Innovative Ideas and Practices in the Classroom: Pitfalls and Challenges.

International Academy of Education; Invited Session

VCC, First Level, West Room 114&115; 12:25-1:55pm

Chair: *Barry J. Fraser, Curtin University*

Participants:

Educational Innovation and the "Appropriation" of the Ideals of "New" Education: Primary Education in Belgium in the 1930s. *Marc Depaepe, Catholic Universiteit Leuven*

The Virtual Lab as a Context for Collaboration and Learning: Student Engagement and Teacher Contributions. *Emma Petersson, University of Gothenburg; Annika Lantz-Andersson, University of Gothenburg, Sweden; Roger Saljo, University of Gothenburg*

Will New Technologies Transform Teaching and Learning in Schools? *Nicholas C. Burbules, University of Illinois*

Implementing Research-Based Novel Ideas and Practices in the Mathematics Classroom: Lessons for Teacher Education and Professional Development. *Erik De Corte, University of Leuven; Lieven Verschaffel, University of Leuven; Fien Depaepe, University of Leuven*

Discussant: *David C. Berliner, Arizona State University*

Division Sessions

31.023. Innovations in Measuring and Assessing Instructional Leadership in Schools.

Division A - Administration Organization & Leadership; Symposium

VCC, Second Level, East Room 9; 12:25-1:55pm

Chair: *Richard R. Halverson, University of Wisconsin*

Participants:

Case Studies of California School District Policies: Testing a Research-Based Theoretical Model of Principal Evaluation and Improvement. *Christopher Thomas, University of San Francisco; Nancy M. Sanders, Washington State University - Vancouver*

The Development and Testing of the CALL (Comprehensive Assessment of Leadership for Learning) Survey Instrument. *Carolyn Kelley, University of Wisconsin; Richard R. Halverson, University of Wisconsin; Mark Blitz, University of Wisconsin - Madison; Seann Mason Dikkers, University of Wisconsin - Madison; Eric M. Camburn, University of Wisconsin; Matthew A. Clifford, Learning Point Associates*

The McREL (Mid-continent Research for Education and Learning) Educator Effectiveness and Evaluation Systems. *Charles Igel, McREL; Louis F. Cicchinelli, McREL*

The Vanderbilt Assessment of Leadership in Education: Conceptualization,

Psychometric Development, and Implementation. *Ellen B. Goldring, Vanderbilt University; Andrew C. Porter, University of Pennsylvania; Joseph F. Murphy, Vanderbilt University; Xiu Cravens, Vanderbilt University; Stephen N. Elliott, Arizona State University*

Discussant: *James H. Stronge, College of William and Mary*

31.024. Learning to Lead: Exploring Leadership Development, Effectiveness, and Capacity in U.S. Schools. Division A - Administration Organization & Leadership; Paper Session VCC, Second Level, East Room 10; 12:25-1:55pm

Chair: *Donald G. Hackmann, University of Illinois*

Participants:

Attaining the Standard for Headship and Enhancing the Leader's Capacity to Impact School Improvement. *Elizabeth Anne Halsall, The University of Aberdeen*

Effects of the National Institute for School Leadership's Executive Development Program on School Performance in Massachusetts. *John A. Nunnery, Old Dominion University; Shana L. Pribesh, Old Dominion University; Steven M. Ross, Johns Hopkins University; Cherng-Jyh Yen, Old Dominion University; Elizabeth Hoag-Carhart, Old Dominion University*

Exploring Leadership Trainees' Perceptions of Collective Learning in Schools. *Chen Schechter, Bar-Ilan University*

Exploring the Artistic Elements of Leadership Effectiveness and How These Can Be Taught. *Bob L. Johnson, Jr., The University of Alabama*

Leading, Leadership, and Learning: Exploring New Contexts for Leadership Development in Emerging School Environments. *Wendy M. Burke, Eastern Michigan University; Gary E. Marx, Eastern Michigan University; Ethan A. Lowenstein, Eastern Michigan University; James E. Berry, Eastern Michigan University*

Discussant: *Donald G. Hackmann, University of Illinois*

31.025. School Leadership Across Contexts. Division A - Administration Organization & Leadership; Paper Session VCC, Second Level, East Room 8&15; 12:25-1:55pm

Chair: *Ellen W. Eckman, Marquette University*

Participants:

Are Turkish Primary School Principals Ready for the 21st Century? *Sedat Gumus, Michigan State University; Mete Akcaoglu, Michigan State University*

Getting It Done: Leading Academic Success in Unexpected Schools. *Christina Theokas, The Education Trust*

Principal Effects: Using Hierarchical Linear Growth Models to Investigate the Effects of Principal Training and Tenure on Teacher Hiring and Student Proficiency. *Brad White, Illinois Education Research Council; Alex J. Bowers, The University of Texas - San Antonio*

Mapping the School Leadership Pipeline. *Jason A. Grissom, Vanderbilt University; Demetra Kalogrides, Stanford University; Susanna Loeb, Stanford University; Nathaniel A. Nakashima, Stanford University*

The Missing Reciprocity: The Origins of Leadership Capacities. *Alexander Mishra Hoffman, Teachers College, Columbia University*

Discussant: *Billie Gastic, Relay Graduate School of Education*

31.026. (Im)Possibilities of Alternative Representation of Reality, Memory, and Research in the Crisis of Representation. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 12:25-1:55pm

Chair: *Anna V. Wilson, Chapman University*

Participants:

Who "Are" I? Visual Narratives on the Subjectivity In-the-Making. *Seunggho Moon, Oklahoma State University - Stillwater*

Examination: A Survey of Self and Identity. *Christopher Strople, Chapman University*

Writing From the Ashes, the (Im)Permanency of Paper. *Heather J. Pinedo-Burns, Teachers College, Columbia University*

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

31.027. A Cosmopolitan Curriculum of Value Creation: Examining Daisaku Ikeda's Philosophy of Education. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom A; 12:25-1:55pm

Chair: *Nel Noddings, Stanford University*

Participants:

Daisaku Ikeda's Cosmopolitan Curriculum of Value-Creation. *Gonzalo Obelleiro, Teachers College, Columbia University*

Soka Education in Brazil: Daisaku Ikeda's Value-Creating Pedagogy in Escola Soka do Brasil. *Jason Goulah, DePaul University*

Daisaku Ikeda's Philosophy of Soka Education in Japan: A Narrative Analysis of Culturally Specific Language in Practice. *Julie Nagashima, University of Pittsburgh*

Education and Society in Postconflict Sierra Leone: Considering Daisaku Ikeda's Curriculum of Value-Creation. *Mitsuko Matsumoto, University of Oxford*

Ikeda Research in China and Taiwan: Possible Contributions of Soka Education to Educational Reformation in China. *Nozomi Inukai, Soka University of America*

Discussant: *Nel Noddings, Stanford University*

31.028. Critical (Post)colonial Pedagogies of the Contact Zone. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 12:25-1:55pm

Chair: *Sandy Grande, Connecticut College*

Participants:

The Contact Zone as a Frame for Critical Pedagogy? *Robert James Hattam, University of South Australia; Julie M. Matthews, University of the Sunshine Coast*

Indigenous Knowledge, Place, and Pedagogy. *Daryle M. Rigney, Flinders University; Belinda Mary MacGill, Flinders University*

Locating the "Museum" in Public Pedagogies of Indigenous/Settler Relations: The Case of the South Australian Museum. *Steve Hemming, Flinders University; Robert James Hattam, University of South Australia*

Ngapartji Ngapartji as a Pedagogy of Reciprocity. *Simone Tur, Flinders University*

Discussant: *Linda T. Smith, The University of Waikato*

31.029. Cross-Border Conversations: Perspectives on International Curriculum Work. Division B - Curriculum Studies; Invited Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 12:25-1:55pm

Chair: *Kalwant Bhopal, University of Southampton*

Participants:

Staying Ahead of the Game: Elite Schools' Globalizing Curriculum Practices. *Jane Edith Kenway, Monash University*

New Directions in International Education: Toward Multiple Identities in a Transnational World. *John P. Myers, University of Pittsburgh*

Kites Over Kabul: Rebuilding Teacher Education in Afghanistan. *Terrence C. Mason, Indiana University*

Limbic Places and Seeing Others in Global Curricular Partnerships. *William Gaudelli, Teachers College, Columbia University*

Discussant: *Kalwant Bhopal, University of Southampton*

31.030. What Is the Body Doing in Educational Theory and Justice-Oriented Pedagogy? Taking the Body Turn. Division B - Curriculum Studies; Symposium Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 12:25-1:55pm

Chair: *Grace Enriquez, Lesley University*

Participants:

Learning to Read Bodies Differently in Education. *Hilary E. Hughes-Decatur, Virginia Commonwealth University*

Embodying English: Performing and Positioning "White Teacher" in an English Classroom. *Elisabeth Johnson, College of Staten Island - CUNY*

"The Personal Has Become Political": The Presence of a Secondary Teacher's Body in the Classroom. *Christine Ann Mallozzi, University of Kentucky*

Orienting Bodies in Space: Riding the Bus in Teacher Education. *Stephanie R. Jones, University of Georgia; Rachel Monette, University of Georgia*

Discussant: *Elizabeth M. Dutro, University of Colorado*

31.031. Learning From Others: Advancing Theory and Research on Learning From Sources. Division C - Learning and Instruction Cosponsored with SIG-Science Teaching and Learning; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 12:25-1:55pm

Chair: *Clark A. Chinn, Rutgers University*

Participants:

Use the Epistemic Cognition of Evaluating Sources. *Clark A. Chinn, Rutgers University; Luke Andrew Buckland, Rutgers University*

Learning to Navigate the Science Information Landscape: Students Using Sources in Science Journalism. *Alan Newman, University of Missouri-St. Louis; Joseph L. Polman, University of Missouri; Angela Kohnen, University of Missouri; Cathy Farrar, University of Missouri; Cindy Graville, University of Missouri*

Effects of the Text Feature "Scientificness" on Laypeople's Evaluation and Resolution of Intertextual Conflicts. *Rainer F. Bromme, University of Münster; Lisa Scharer, University of Münster; Marc Stadler, University of Münster*

Using Media Production as a Lever for Critical Source Evaluation. *Jarod Noboru Kawasaki, University of California - Los Angeles; David DeLiema, University of California - Los Angeles; William A. Sandoval, University of California - Los Angeles*

Elementary Students' Use of Sources of Evidence to Build Arguments in Science and History. *Leslie R. Herrenkohl, University of Washington; Lindsay L. Cornelius, University of Southern California*

31.032. Reading for Understanding: Initial Studies of Students and Teachers Using Multiple Sources in Content Areas. Division C -

Learning and Instruction; Structured Poster Session

Pan Pacific, Lobby Level, Oceanview 1&2; 12:25-1:55pm

Chair: *Susan R. Goldman, University of Illinois at Chicago*

Participants:

1. Epistemic Bases of Prior Beliefs Predict Selective Use of Arguments From Evidence Versus Emotion-Based Texts. *Carlos R. Salas, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago*
2. Interpretation of Authentic Literary Texts. *Kathryn S. McCarthy, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago*
3. Affective Appraisal and Metacognitive Questioning as a Pedagogical Model for Teaching Literary Reasoning. *Sarah Levine, Northwestern University*
4. Teachers' Perspectives on Text Selection and Use for History and Social Studies Lessons. *Jacquelynn S. Popp, University of Illinois at Chicago*
5. Classroom Tasks Using Multiple Texts: Affordances and Missed Opportunities. *Teresa Sosa, University of Illinois at Chicago; Mary Pat Sullivan, University of Illinois at Chicago; Marianne George, University of Illinois at Chicago*
6. History Lessons in Evidence-Based Argumentation: Relationships Between Student Engagement and Classroom Culture. *Diane V. Puklin, University of Chicago; Allison H. Hall, University of Illinois at Chicago; Michael John Bolz, University of Illinois at Chicago; Jacquelynn S. Popp, University of Illinois at Chicago*
7. Examining Existing Discussion in Science Classrooms as a Means of Building Toward Evidence-Based Argumentation. *Tanya Cleveland Solomon, University of Illinois at Chicago; Megan Hughes, University of Illinois at Chicago; Ursula M. Sexton, WestEd; Irisa Charney-Sirott, WestEd; Willard R. Brown, WestEd*
8. Design Process for History Interventions. *Gina Hale, WestEd; Michael Manderino, Northern Illinois University; Gayle Cribb, WestEd; Diane V. Puklin, University of Chicago*
9. Teachers as Partners in Design for Reading, Evidence, and Argumentation in Disciplinary Instruction. *Willard R. Brown, WestEd; Irisa Charney-Sirott, WestEd; Gayle Cribb, WestEd; Rita Jensen, WestEd*

Discussant: *P. David Pearson, University of California - Berkeley*

31.033. Visual Displays. Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 12:25-1:55pm

Chair: *Kirsten R. Butcher, University of Utah*

Participants:

Learning From Concept Maps: Validating the Use of Eye-Movement Data. *Kiran Bisra, Simon Fraser University; John Cale Nesbit, Simon Fraser University*

Effectiveness of Student-Constructed Diagrams Versus Self-Explanation Instruction. *Jennifer G. Cromley, Temple University; Bradley W. Bergey, Temple University; Shannon L. Fitzhugh, Temple University; Theodore W. Wills, Temple University; Mandy Kirchgessner, Temple University;*

Nora Newcombe, Temple University

Metacognitive Strategy Instruction and Science Text Comprehension in Fifth-Grade Students. *Kristin Fisher Hoffmann, North Carolina State University; John L. Nietfeld, North Carolina State University; Lori Dolezal, NC State University*

Communicating Scientific Uncertainty: Pictures as Plausibility Cues. *Katja Knuth-Herzig, Goethe University; Holger Horz, University Frankfurt am Main; Wolfgang Schnotz, University of Koblenz-Landau*

Generating Titles to Decorated Graphs. *Irit Aharon, University of Haifa; Billie Eilam, University of Haifa*

31.034. Division D Measurement and Research Methodology Luncheon and Business Meeting: Computerized Adaptive Testing and Multistage Testing: In Which Direction Should Online Testing Go? Division D - Measurement and Research Methodology; Business Meeting

VCC, First Level, West Ballroom D; 12:25-1:55pm

Chairs: *Barbara G. Dodd, The University of Texas - Austin; Hyeonjoo J. Oh, ETS*

Participant:

Computerized Adaptive Testing and Multistage Testing: In Which Direction Should Online Testing Go? *Hua-Hua Chang, University of Illinois at Urbana-Champaign; Zhiliang Ying, Columbia University*

31.035. Bullying at School and Online. Division E - Counseling and Human Development; Paper Session

VCC, Second Level, East Room 11; 12:25-1:55pm

Chair: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Participants:

"My Worst Online Experience": Adolescent Coping Strategies in the Face of Cyberbullying. *Jenna Venker Weidenbenner, University of Illinois; Brendesha M. Tynes, University of Southern California*

Sexual Risk Behaviors Among Adolescents: Associations With Bullying Involvement and Victimization Experiences. *Melissa K. Holt, Boston University; Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Brian Koenig, K12 Associates*

Teachers' and Education Support Professionals' Perspectives on Bullying and Prevention: Evidence From National Education Association National Survey. *Michaela Gulemetova, National Education Association; Catherine P. Bradshaw, Johns Hopkins University; Tracy Evian Waasdorp, Johns Hopkins University; Lindsey M. O'Brennan, Johns Hopkins University*

Intrapersonal Factors Related to Self-Reported Victimization and Bullying Among Students With High-Incidence Disabilities. *Chad Allen Rose, Sam Houston State University; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

31.036. Spaces of Protests: Student Activism in the Post-World War II Era. Division F - History and Historiography Cosponsored with

Division J - Postsecondary Education and Division J - Postsecondary Education, SIG-Research on the Education of Asian and Pacific Americans; Paper Session

VCC, Third Level, West Room 306; 12:25-1:55pm

Chair: *Marybeth Gasman, University of Pennsylvania*

Participants:

"Building Up Our Own Institutions": A History of Student Agency in Mississippi, 1941-1965. *Jon Hale, College of Charleston*

Afro-Asian American Solidarity and Collaboration on College Campuses: 1965-1975. *Thai-Huy P. Nguyen, University of Pennsylvania; Keon Monte McGuire, University of Pennsylvania; Colin Williams, University of Pennsylvania*

The Seattle Liberation Front: Exploring (Former) Student Activism of the Late New Left Era. *Jacob Benjamin Starsky, University of Washington*

A History of the Vietnamese Students Association at the University of California, Irvine, 1980-1990. *Thai-Huy P. Nguyen, University of Pennsylvania*

Discussant: *Derrick Alridge, University of Georgia*

31.037. After the School Bell Rings: Opening Up New Spaces for Teaching/Learning Mathematics With Latinas/os. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 204; 12:25-1:55pm

Chair: *Peter M. Appelbaum, Arcadia University*

Participants:

When Home Came to School: Mexican Mothers and their Children Finding (and Solving) Mathematical Problems in their Life Experiences. *Higinio Dominguez, Michigan State University*

Mathematics Socialization Through Games: Bilingual Third Graders After School. *Alexander Radosavljevic, University of Illinois at Chicago*
Reconnecting With Powerful, Personal Resources to Teach and Learn Mathematics: Experiences of Three Latina/o Preservice Teachers. *Craig J. Willey, Indiana University - Indianapolis; Carlos Alfonso Lopez Leiva, University of New Mexico; Eugenia Vomvoridi-Ivanovic, University of South Florida*

Playing Games to "Change the Game": Preservice Teachers Learning to Support Latina/o Adolescents Through an After-School Mathematics Club. *Juan Manuel Gerardo, University of Illinois at Urbana-Champaign; Rochelle Gutierrez, University of Illinois at Urbana-Champaign; Sonya E. Irving, University of Illinois at Urbana-Champaign*

Family Mathematics Education: Improvement Performance Beyond the Classroom Walls. *Javier Diez-Palomar, Autonomous University of Barcelona; Silvia Molina Roldán, Universitat Rovira i Virgili; Itxaso Tellado, University of Vic*

Discussant: *Peter M. Appelbaum, Arcadia University*

31.038. Knowing English Is Not Enough! Cultivating Academic Literacies Among Bilingual Learners. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 206; 12:25-1:55pm

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

Participants:

"I Wanted to Make a Difference...": Building Mathematics Academic Literacy in Bilingual Kindergarten Classrooms. *Sylvia Celedón-Pattichis, University of New Mexico; Sandra I. Musanti, The University of Texas - Brownsville*

Aprendiendo Ciencias: Acquiring and Expanding Scientific Language and Literacy. *Maria-Antonietta Avila, The University of Texas - Austin; Cynthia Esperanza Lima, The University of Texas - Austin*

Identity Texts: Cultivating Academic Literacy in a Newcomer Social Studies Class. *Maria E. Franquiz, The University of Texas - Austin; Cynthia S. Salinas, The University of Texas - Austin*

Academic Literacies in Writing: A Case of Spanish/English Bilinguals in Middle Childhood. *Minda M. Lopez, Texas State University - San Marcos*

Discussant: *Kimberley Gomez, University of California - Los Angeles*

31.039. Teaching in K-12 Classrooms in China Today: Emerging Perspectives and Issues. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 205; 12:25-1:55pm

Chair: *Huajun Zhang, Beijing Normal University*

Participants:

Exploration of Teaching Conceptions of Teachers in China: A Case Study. *Zhiyong Zhu, Beijing Normal University; Xiaohui Fan, Hohai University*

Listening to Pupils' Experiences of Pedagogical Changes. *Wei Kan, Beijing Normal University*

Teaching as Aesthetic Experience: Using John Dewey to Reflect Classroom Teaching in China. *Huajun Zhang, Beijing Normal University*

Cultural Identity Formation in an Online Cross-Cultural Communication Project. *Liang Du, Beijing Normal University*

Discussant: *Gerard A. Postiglione, The University of Hong Kong*

31.040. When the Global Becomes Local: Seeking Agency Through Educational Research With Diverse Communities. Division G - Social Context of Education; Working Group Roundtable

Pan Pacific, Lobby Level, Crystal Pavilion C; 12:25-1:55pm

Chair: *Cynthia B. Dillard, The University of Georgia*

Participants:

Culturally Relevant Practices of Immigrant Teachers: Hybrid Global and Local Life Experiences in Teaching. *Gumiko Monobe, Kent State University*

Locating Agency in African American Girls' Negotiations of Gender, Class, and Race With Peers. *Samatha Wahome, Kent State University*

When the "Public" Has a Global Face: Understanding African Immigrant Identities Across Sociocultural Contexts. *Chinwe Linda Okpalaoka, The Ohio State University*

Researching Community, Constructing Selves: Appalachian Adolescents' Identity Positioning in English Class. *Audra Slocum, The Ohio State University*

31.041. Programs of Study as Locally Adaptable High School Reforms.

Division H - Research, Evaluation and Assessment in Schools; Symposium

Marriott Pinnacle, Third Level, Pinnacle II; 12:25-1:55pm

Chair: *James R. Stone, University of Minnesota*

Participants:

The Impact of Programs of Study on Student Achievement: Interim Results from a Longitudinal Study. *Marisa E. Castellano, University of Louisville; Kirsten Ewart Sundell, University of Louisville; Laura Overman, University of Louisville; Oscar A. Aliaga, University of Louisville*

Backward Mapping Mature Programs of Study: Local CTE (Career and Technical Education) Policy Implementation. *Corinne Alfeld, FHI 360; Sharika Bhattacharya, FHI 360*

Changes in Career and Technical Education Awareness and Participation in a Mandated Programs of Study School Reform Environment: Third-Year Results. *Cathy Hammond, Clemson University; Cairen Withington, Clemson University; Samuel Francis Drew, Clemson University; Catherine Mobley, Clemson University; Julia Sharp, Clemson University; Samuel C. Stringfield, University of Louisville; Natalie Kosine Stipanovic, University of Louisville*

A Study of Programs of Study in Six States. *Robert D. Shumer, University of Minnesota*

A Cross-Study Examination of Programs of Study in Three States. *Samuel C. Stringfield, University of Louisville; Robert D. Shumer, University of Minnesota; Natalie Kosine Stipanovic, University of Louisville; Nora Murphy*

Discussant: *Faith Connolly, Johns Hopkins University*

31.042. Bridging Research and Practice With "Practical Measurement": The Case of Improving Developmental Mathematics in Community Colleges. Division J - Postsecondary Education; Symposium

VCC, Second Level, West Room 208&209; 12:25-1:55pm

Chair: *Laura Graciela Torres, The University of Texas - Austin*

Participants:

A Theory of "Practical Measurement": Collecting Data to Support Improvements to Educational Practice and Theory. *Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Paul LeMahieu, The Carnegie Foundation for the Advancement of Teaching*

Practical Measurement in Action: Designing a New Measure of Community College Student Motivation and Engagement. *Laura Graciela Torres, The University of Texas - Austin*

Validating a New (Practical) Measure of Community College Student Motivation and Engagement: Results by Age and Race/Ethnicity. *David Scott Yeager, Stanford University*

Using Experiments to Optimize the Validity of a Practical Measure. *Yph Lelkes, Stanford University*

31.043. Factors Affecting College Enrollment. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 212&213; 12:25-1:55pm

Chair: *Melissa Ann Martinez, Texas State University-San Marcos*

Participants:

Navigating College Opportunity: The Impact of School-Based Counseling on Postsecondary Enrollment. *Andrew Steven Belasco, University of Georgia*

The Cumulative Effect of the Top Five Factors Associated With Higher Initial Four-Year and Two-Year College Enrollment Rates. *Greg Cumpton, The University of Texas - Austin; Deanna T. Schexnayder, The University of Texas - Austin; Chandler Stolp, The University of Texas - Austin; Christopher King, The University of Texas - Austin*

Understanding the Role of Information Utilized by Students in Their College Enrollment and Choice. *Alyssa M. D'Alconzo, University of Pennsylvania*

Who Gets In and Why? A Mixed Methods Study of Selective College Admissions. *Rachel B. Rubin, Harvard University*

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

31.044. Science, Technology, and Professional Development in Higher Education. Division J - Postsecondary Education; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy II; 12:25-1:55pm

Chair: *Kevin Eagan, University of California - Los Angeles*

Participants:

Aligning Instructional Policy With Current Practice: Exploring Faculty Use of Instructional Technology in the Classroom. *Jeremiah Isaac Holden, University of Wisconsin - Madison; Matthew Tadashi Hora, University of Wisconsin - Madison*

Brokering Successful Professional Development of STEM Faculty and Instructors Regarding Education Research and Theory. *Jana Bouwma-Gearhart, University of Kentucky; Kristen H. Perry, University of Kentucky*

Professional Development of Faculty Scientists Through Partnerships With Educators. *Michelle Lea Phillips, Inverness Research - Phillips & Associates; Lynn Uyen Tran, University of California - Berkeley; Catherine Halversen*

Surveying Research University Faculty, Graduate Students, and Undergraduates: Skills and Practices Important for Science Majors. *Gili Marbach-Ad, University of Maryland; Kathryn L. Schaefer, University of Maryland; Michal Orgler, University of Maryland; Spencer Benson, University of Maryland - College Park; Katerina Thompson, University of Maryland*

Discussant: *Frances K. Stage, New York University*

31.045. Addressing the Diverse Needs of All Learners. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 221; 12:25-1:55pm

Chair: *Mara Sapon-Shevin, Syracuse University*

Participants:

Preservice Teacher Inquiry as a Catalyst in Developing Pedagogical Content Knowledge for English Teaching With Diverse Learners. *Steven Z. Athanases, University of California - Davis; Juliet Michelsen Wahleithner, University of California - Davis; Lisa H. Bennett, University of California - Davis*

Promoting Interface and Knowledge Sharing: A Joint Project Between General and Special Education Preservice Teachers. *Xiuwen Wu, National Louis University*

Teaching Written Expression in the Inclusive High School Classroom: Strategies to Assist With Students With Disabilities Based on Teachers' Needs. *Cort Casey, St. George's Independent School; Laura Baylot Casey, The University of Memphis; Thomas Black, Middle Tennessee State University*

Teaching Boys: Toward a Theory of Gender Relevant Pedagogy. *Travis Bristol, Teachers College, Columbia University*

Discussant: *Darlene Russell, William Paterson University*

31.046. Inquiry-Based Tools for the Study and Use of Community Knowledge for Teaching and Teacher Learning in Urban Contexts. Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 217&218; 12:25-1:55pm

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

Participants: *Gwendolyn Williams, Georgia State University; Adrienne Goss, Georgia State University; Sherell A. McArthur, Georgia State University; Shonda Lemons-Smith; Ellen Swartz, The Rochester Teachers Association, Rochester, NY*

Participants:

Engaging Parents in Culturally Authentic Assessment of Heritage Knowledge and Contextualized Teaching for Black Middle School Students. *Adrienne Goss, Georgia State University; Sherell A. McArthur, Georgia State University; Joyce E. King, Georgia State University*

Using Re-Membered Student Texts as a Pedagogical Frame for Urban Preservice Math Teachers. *Shonda Lemons-Smith*

Using Practitioner Inquiry and Local Community Knowledge for Teacher Development, Parent Engagement, and Curriculum Transformation. *Ellen Swartz, The Rochester Teachers Association, Rochester, NY; Linda Campbell, The Rochester Teachers Association, Rochester, NY; Susan Goodwin, The Rochester Teachers Association, Rochester, NY*

Bringing Black Male Voices to the Teaching of Reading Through Digital Storytelling and Readers' Theatre. *Gwendolyn Williams, Georgia State University*

Discussants: *Kristen L. Buras, Georgia State University; Cirecie West-Olatunji, University of Florida*

31.047. Preparing Social Justice Teachers: Rethinking Action Research Curriculum for Transformation. Division K - Teaching and Teacher

Education; Symposium

VCC, Second Level, West Room 222; 12:25-1:55pm

Chair: *Jeremy N. Price, Montclair State University*

Participants:

Crafting Curriculum in Preservice Teacher Education: An Examination of Action Research Curriculum for Understanding the Needs of English Language Learners. *Courtney M. Clayton, University of Mary Washington*

Study Together: Collaborative and Transformative Action Research. *Lara Willox, The University of West Georgia*

Cartographies of Transformation: Rethinking Action Research Curriculum for Change Agency in an Online Transnational Community. *Jenifer Anne Crawford, University of Southern California*

Preparing Teacher Candidates for Social Justice Advocacy in a Graduate Action Research Course: Am I Walking My Talk? *Stephanie Burrell Storms, Fairfield University*

Cultural Consciousness in Social Justice Teaching: Rethinking Action Research Curriculum in Preservice Teacher Education. *Jeremy N. Price, Montclair State University*

Discussant: *Kathryn G. Herr, Montclair State University*

31.048. STEP-UP (Summer Teacher Education Partnership for Urban Preparation): An Innovative Program of Urban Teacher Preparation Through Cultural and Community Immersion. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 224; 12:25-1:55pm

Chair: *Robert E. Lee, Illinois State University*

Participants:

TEACHER+PLUS: A Model of Urban Teacher Preparation. *Robert E. Lee, Illinois State University*

Developing Community-Based Partnerships for Contextualized Teacher Preparation. *Dakota Pawlicki, Illinois State University*

Evaluation and Findings From the Inaugural STEP-UP (Summer Teacher Education Partnership for Urban Preparation) Cohorts. *Brent Showalter, Illinois State University*

The Path from Former Participant to In-service Urban Teacher. *Mitch Starosiek, Chicago Public Schools*

31.049. Understanding and Supporting Teaching Practice: Multiple Perspectives. Division K - Teaching and Teacher Education; Symposium

Fairmont Waterfront, Concourse Level, Malaspina; 12:25-1:55pm

Chair: *Walter Doyle, The University of Arizona*

Participants:

Targeting Core Practices for Enactment in Professional Development. *Pamela L. Grossman, Stanford University*

Bounded Rationality and the Task of Enactment. *Fred Janssen, Leiden University; Hanna Westbroek, VU University Amsterdam*

Mapping the Discourses of Practice. *Walter Doyle, The University of Arizona; Kristin L. Gunkel, The University of Arizona; Marcy B. Wood, The University of Arizona; Erin Turner, The University of Arizona*

Enacting Pedagogies of Practice: Teaching Beginners to Teach Mathematics. *Laurie Sleep, University of Michigan; Timothy A. Boerst, University of Michigan*

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

SIG Sessions

31.050. Defining Action Research Through Different Lenses. SIG-Action Research; Paper Session

Marriott Pinnacle, Fourth Level, Ambleside; 12:25-1:55pm

Chair: *Carrie Ann Barnes Rogers, Western Carolina University*

Participants:

Educational Researchers' and Practitioners' Perspectives About the Distinguishing Characteristics of Action Research: A Delphi Study. *Lonnie L. Rowell, University of San Diego; Elena Yu Polush, Ball State University; Margaret M. Riel, Pepperdine University*

Grant Funding Strategies for Action Research Designs. *Thomas W. Christ, University of Bridgeport*

International Action Researchers Talk About Tension in Their Work With Practitioners. *Rhonda L. Nixon, University of Victoria; Susan L. Lytle, University of Pennsylvania; Jill A. Mcclay, University of Alberta*

Practicing Value and Virtue: Action Research for a Good Social Order. *Jean*

McNiff, York St John University; Julie Pearson, St. Mary's University College; Peter McDonnell, independent researcher

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

31.051. Exploring Daily Social Transactions of Resilient Youth in Various Contexts Around the Globe. SIG-Adolescence and Youth Development; Symposium

VCC, Second Level, West Room 223; 12:25-1:55pm

Chair: *Catherine Ann Cameron, The University of British Columbia*

Participants:

Reflection on the Production of Day in the Life: A Study of Mise-en-scène in Visual Methodology. *Cindy Lau, The University of British Columbia*

Scaffolding Drawing in Youth Resilience Development. *Giuliana Pinto, University of Florence; Sombat Tapanya, Chiang Mai University; Catherine Ann Cameron, The University of British Columbia*

Resilience From Offending: Visions From First Nations. *Colleen Krushelinski, University of Saskatchewan; Carolyn Brooks, University of Saskatchewan*

The Child's Play of Adolescent Clowning. *Leslie Cameron, Carthage College; Nora Didkowsky, Dalhousie University; Catherine Ann Cameron, The University of British Columbia*

Sameroff's Transactional Model: A Framework for Research. *Lynda Phillips, Douglas College*

31.052. Alternative Technology Interfaces to Support Teaching and Learning. SIG-Advanced Technologies for Learning Cosponsored with SIG-Instructional Technology; Paper Session

Sheraton Wall Centre, Fourth Level, South Galiano; 12:25-1:55pm

Chair: *Robb William Lindgren, University of Central Florida*

Participants:

Battleship Numberline: A Digital Game for Improving Estimation Accuracy on Fraction Number Lines. *James Derek Lomas, Carnegie Mellon University; Dixie Ching, New York University; Eliane Stampfer, Carnegie Mellon University; Melanie Sandoval, Carnegie Mellon University; Kenneth R. Koedinger, Carnegie Mellon University*

OpenGesture: A Low-Cost, Easy-to-Author Application Framework for Collaborative, Gesture-, and Speech-Based Learning Applications. *Marcelo Worsley, Stanford University; Paulo Blikstein, Stanford University*

Simulating Students With Hearing Differences in Virtual Classrooms: The Use of Simulations for Training Teachers to Work With Students With Special Needs. *Tandra Lea Tyler-Wood, University of North Texas; Sita Periatiruvadi, University of North Texas; Leila Mills, University of North Texas; Gerald A. Knezek, University of North Texas*

Usability for Learning: Evaluation of a Map-Based Modeling Tool for Maximizing Productive Learning Time. *Vanessa L. Peters, University of Michigan; Nancy B. Songer, University of Michigan*

Discussant: *Brian J. Foley, California State University - Northridge*

31.053. Affordances and Constraints of Virtual Worlds for Formal and Informal Learning. SIG-Applied Research in Virtual Environments for Learning; Symposium

Sheraton Wall Centre, Fourth Level, South Granville; 12:25-1:55pm

Chair: *Selen Turkey, Teachers College, Columbia University*

Participants:

Collaborative Learning in a 3D Virtual Environment. *Mihwa Kim, Teachers College, Columbia University*

Science in Second Life: Embodying Scientific Inquiry in a High School. *Selen Turkey, Teachers College, Columbia University*

Grounding Learning in a Motivating Real-World Context. *Xin Bai, York College - CUNY*

On the Internet, No One Knows You're a Dog: Teaching Communication Skills to Medical Students. *Susan Lowes, Teachers College, Columbia University; Gillian Hamilton, The University of Arizona; Vicki Hochstetler, Hospice of the Valley; Jennifer Lower, Hospice of the Valley*

Hanging Out in Desi: Straddling Multiple Universes Through Second Life. *Devayani Tirthali, Teachers College, Columbia University*

Discussant: *Sabine Karine Lawless-Reljic, Ashford University*

31.054. Contextual Influences on the Career Development of Youth. SIG-Career Development; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 1; 12:25-1:55pm

Chair: *Kimberly A.S. Howard, Boston University*

Participants:

The Determinants of Occupational Aspiration among General High School Students in South Korea: Focusing on Working Class and Patriarchy. *BaekSan Yu, Korea University*

The Effects of Parental Environment on Students' Academic Self-Efficacy and Career Expectations. *Mihyeon Kim, Center for Gifted Education, College of William and Mary*

Social Capital and Career Choice: Pathways to STEMM (Science, Technology, Engineering, Mathematics, and Medicine) Professions for Students From Noncollege Families. *Jon D. Miller, University of Michigan; Linda G. Kimmel, University of Michigan*

Contextual Factors Influencing Canadian South Asian Young Women Selecting a Career in the Sciences. *Priya Subra Mani, University of Manitoba*

Discussant: *V. Scott H. Solberg, Boston University*

31.055. Assessment of Complex Thinking in Mathematics, Reading, Science, and History. SIG-Cognition and Assessment; Symposium

Sheraton Wall Centre, Third Level, North Junior Ballroom D; 12:25-1:55pm

Chair: *Peter C. Seixas, The University of British Columbia*

Participants:

Formative and Summative Assessments in Mathematics Supporting the Goals of the Common Core Standards. *Alan H. Schoenfeld, University of California - Berkeley*

Designing, Developing, and Validating Assessments of Complex Thinking in Mathematics for the Middle Grades. *Edith Aurora Graf, ETS*

Characterizing and Assessing Higher-Order Thinking in Reading. *Peter P. Afflerbach, University of Maryland - College Park; Byeong Yong Cho, University of Maryland - College Park; Jong-Yun Kim, University of Maryland*

Designing Assessments to Track Student Progress in Understanding the Complex Roles of Energy in Photosynthesis. *Kihyun (Kelly) Ryoo, University of California - Berkeley; Marcia Linn, University of California - Berkeley*

An Evidence-Centered Assessment Design for Historical Thinking. *Kadriye Ercikan, The University of British Columbia; Peter C. Seixas, The University of British Columbia; Juliette Lyons-Thomas, The University of British Columbia; Lindsay Smith Gibson, The University of British Columbia*

Discussant: *Richard J. Shavelson, Stanford University*

31.056. Extreme, Adventure, Scenario, and Game-Based Learning: The Future of Hybrid and Online Education. SIG-Computer and Internet Applications in Education; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom C; 12:25-1:55pm

Chair: *George Veletsianos, The University of Texas - Austin*

Participants:

Just How Extreme Is Adventure Learning? An Analysis and Comparison of Adventure Learning Websites. *Justin Whiting, Indiana University; Curtis J. Bonk, Indiana University; Minkyong Kim, Indiana University; Eulho Jung, Indiana University; Xiaokai (Katie) Jia, Indiana University; Matthew Callison, Indiana University - Bloomington; Verily Tan, Indiana University*

An Assessment of the Adventure Learning Framework as a Learner-Engagement Model for Designers and Educators. *Jeni Henrickson, University of Minnesota; Aaron Doering, University of Minnesota; Charles DeVaughn Miller, University of Minnesota*

Problematic Online Game Use Among College Students and Its Relationships With Social Skill, Aggression, and Depression. *Ikuko Aoyama, Chiba University*

Use of a Scenario-Based Tutorial to Facilitate Student Proficiency in Social Science Research Methodology and Attitude Toward Research. *M Cecil Smith, Northern Illinois University; Wei Chen Hung, Northern Illinois University; Thomas J. Smith, Northern Illinois University*

No Such Thing as Failure, Only Feedback: Designing Innovative Opportunities for E-Assessment and Technology-Mediated Feedback. *Charles DeVaughn Miller, University of Minnesota; Aaron Doering, University of Minnesota; Cassandra Scharber, University of Minnesota*

31.057. Advances in Cooperative Learning. SIG-Cooperative

Learning; Theory, Research and Practice; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom B; 12:25-1:55pm

Chair: *Roger T. Johnson, University of Minnesota*

Participants:

Effects of Collaborative Learning on Transfer Performance: A Meta-Analysis. *Hui-Hua Pai, Purdue University; David Sears, Purdue University; Jia Liu, Purdue University; Seung Yon Ha, Purdue University; Hannah Sasser, Purdue University*

Social Effects of Peer Tutoring in Elementary Schools. *Allen Thurston, Durham University; Victoria Burns, Institute for Effective Education; Keith J. Topping, University of Dundee; Mhairi Jane Thurston, University of Abertay - Dundee*

The Effects of Cooperative Learning Experiences on Students' Scientific Reasoning and Discourse During Inquiry Science. *Robyn Margaret Gillies, The University of Queensland*

Effects of Computer-Mediated Communication and Belongingness on Constructive Controversy. *Andy Saltarelli, Michigan State University; Cary J. Roseth, Michigan State University; Chris Glass, Michigan State University*

31.058. A Critical Look Into History: Implementing Our Cultural Intuition in Educational Research. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
VCC, Second Level, West Room 219; 12:25-1:55pm

Chair: *Sombra Libertad Ruiz, University of California - Los Angeles*

Participants:

"Lessons That Will Not Stay Taught": Dismantling Cultural Deficit Discourses of Mexican Mothers and Schoolchildren. *Michaela J. López Mares-Tamayo, University of California - Los Angeles*

Historicizing Race and Space: A Critical Race Discourse Analysis on Black-Latina/o Student Conflict in South Central Los Angeles. *Lluliana Alonso, University of California - Los Angeles*

Como Te Ven, Te Tratan: A Critical Race Analysis of Chicana Eyebrows and "Masked" Resistance. *Maria C. Olivares Pasillas, University of California - Los Angeles; Iris Lucero, University of California - Los Angeles*

Discussant: *Bert Maria Cueva, University of California - Los Angeles*

31.059. Accessing Doctoral Education: Enhancing the Socialization Process for Aspiring Scholars of Color. SIG-Doctoral Education across the Disciplines; Symposium
VCC, Second Level, West Room 214; 12:25-1:55pm

Chair: *Rachelle Winkle-Wagner, University of Nebraska*

Participants:

Toward a Model of Graduate Student Socialization and Satisfaction. *Susan K. Gardner, University of Maine*

Anticipatory Socialization for Underrepresented Prospective Doctoral Students. *Rachelle Winkle-Wagner, University of Nebraska; Dorian L. McCoy, Louisiana State University*

Stony the Road We Trod: African American Socialization in STEM-Related Disciplines. *Fred Arthur Bonner, Texas A&M University - College Station*

Discussant: *Anna Neumann, Teachers College, Columbia University*

31.060. Community Schools: Collective Trust, Collective Action, and Collective Impact. SIG-Family, School, Community Partnerships; Symposium
VCC, Second Level, East Room 17; 12:25-1:55pm

Chair: *Reuben Jacobson, University of Maryland*

Participants:

Community Schools as Ecological Systems: A Theoretical Framework. *Sebastian Castrechini, Stanford University; Rebecca A. London, Stanford University*

Community Schools: Structures and Cultures for Collective Action. *Reuben Jacobson, University of Maryland*

The Community School Effect. *Curt M. Adams, University of Oklahoma*
A National Perspective on Collective Impact: Methods and Results From the Communities in Schools National Evaluation. *Allan W. Porowski, ICF International*

Discussant: *John S. Rogers, University of California - Los Angeles*

31.061. Educational Reform and the Problem of Subjectification: Deglobalizing the Global. SIG-Foucault and Contemporary Theory in Education; Symposium
VCC, Third Level, West Room 302; 12:25-1:55pm

Chair: *Thomas S. Popkewitz, University of Wisconsin*

Participants:

Unpacking Discourses of Normalizing Taiwanese Teachers in the Era of Globalization. *Yi-Chen Lee, University of Wisconsin - Madison*

Becoming Teacher: Teacher Identity Formation in the Turkish Educational Reform Movement. *Aysegul Mester, University of Wisconsin - Madison*

Unlocking Educational Audit Culture in Southwest China. *Jinting Wu, University of Wisconsin - Madison*

A Fair (Af)fair? On Subjectivities and Stakeholding in Swedish Upper Secondary School Choice. *Martin Harling, University of Gothenburg*

Discussant: *Maarten Simons, Katholieke Universiteit Leuven*

31.062. Educational Border-Crossings: Exploring Political and Cultural Boundaries and Their Influences on Educational Practice. SIG-International Studies; Symposium
VCC, First Level, West Room 116&117; 12:25-1:55pm

Chairs: *Candace M. Schlein, University of Missouri - Kansas City; Barbara Garii, SUNY - College at Oswego*

Participants:

Border Crossings: Cross-Cultural Interpretations of the Professional Self. *Candace M. Schlein, University of Missouri - Kansas City; Barbara Garii, SUNY - College at Oswego*

Examining the Practice of Critical Reflection for Developing Preservice Teachers' Multicultural Competencies: Findings From a Study Abroad Program to Honduras. *Suniti Sharma, The University of Texas - Brownsville; JoAnn I. Phillion, Purdue University; Erik L. Malewski, Purdue University*

Digital Stories as Reflection Artifacts of Intercultural Competence. *Lynne Masel Walters, Texas A&M University; Martha Robison Green, Texas A&M University; Liangyan Wang, Texas A&M University*

Here, There, and Everywhere: Border-Crossing as Synthesis. *Jennifer A. Mahon, University of Nevada - Reno*

Discussant: *Jennifer A. Mahon, University of Nevada - Reno*

31.063. Enhancing Leadership Development in the International Community. SIG-Learning and Teaching in Educational Leadership; Symposium
VCC, Second Level, East Room 16; 12:25-1:55pm

Chair: *Charles Webber, Thompson Rivers University*

Participants:

Stages of Leadership Development: Foundational to Transitional to Entrepreneurial. *Charles Webber, Thompson Rivers University; Shelleyann Scott, University of Calgary; Donald E. Scott, University of Calgary*

Primary Headship in Scotland: The First Three Years—"Difficult to Prepare for and Has to Be Experienced to Be Believed". *Megan Crawford, University of Cambridge*

Perceptions of School Principals in Nairobi About Their Leadership Preparation. *Janet Mola Okoko, University of Calgary; Shelleyann Scott, University of Calgary; Donald E. Scott, University of Calgary*

The Need for Principal Preparation in Mexico City. *Charles L. Slater, California State University - Long Beach; Jose Maria Garduno Garcia, Universidad Autónoma de la Ciudad de México; Gema L. Gorosave, Escuela Normal Estatal*

Problems and Experiences of School Principals in Southern Mexico. *Edith J. Cisneros-Cohernour, Autonomous University of Yucatan; Charles L. Slater, California State University - Long Beach; Angel M. Aguilar-Riveroll, Universidad Autonoma de Yucatan*

Enhancing Leadership Development in the International Community. *Charles Webber, Thompson Rivers University*

The Effectiveness of Principal Preparation Programs: Results of a South African Survey. *Kobus Mentz, North-West University - South Africa*

Discussant: *Lauri Johnson, Boston College*

31.064. Producing the Young Citizen in Texts of Families, Neighborhoods, and Nations. SIG-Literature; Symposium
VCC, Third Level, West Room 303; 12:25-1:55pm

Chair: *Marnina Gonick, Mount Saint Vincent University*

Participants:

From a Wonderful Story to No-Nonsense Facts: Trajectories of Sex and Ethics in Pedagogical Texts for Children and Their Parents. *Susanne Marie Gannon, University of Western Sydney*

Good Secrets, Bad Secrets: The Discursive Complexity of Confession in Children's Picture Books About Sexual Child Abuse. *Jo Lampert, Queensland University of Technology*

Bullying in Girls' World: The Pedagogical Meanings of Teacher Texts About Girls and Bullying. *Jennifer Bethune, Mount Saint Vincent University; Marnina Gonick, Mount Saint Vincent University*
 The Girl Next Door: Postapocalyptic and Everyday Heroines in Popular Young Adult Texts. *Kelli McGraw, Queensland University of Technology*

31.065. Fiddling on the Fly: Thinking, Learning, and Designing Using Board Games. SIG-Media, Culture, and Curriculum; Symposium
 Sheraton Wall Centre, Third Level, North Parksville; 12:25-1:55pm

Chair: *Matthew W. Berland, The University of Texas - San Antonio*

Participants:

Using Game Design to Promote Play-based Science Inquiry Learning. *Kylie A. Peppler, Indiana University - Bloomington; Melissa Sommefeld Gresalfi, Indiana University; Charlene Ann Volk, Indiana University; Jacqueline Barnes, Indiana University; Rafi Santo, Indiana University - Learning Sciences*

Collective Gaming: Lessons for Designing 21st-Century Classroom Learning. *Joshua Adam Danish, Indiana University; David Phelps, Indiana University*

Help Seeking and Computation in a Collaborative Board Game Task. *Sean C. Duncan, Miami University; Melanie Boecking, The University of Texas - San Antonio; Matthew W. Berland, The University of Texas - San Antonio*

Spinners, Dice, and Pawns: Using Board Games to Prepare Learners for Agent-Based Modeling Activities. *Michael S. Horn, Northwestern University; Izabel Cristina Olson, Northwestern University*

Discussant: *Yasmin B. Kafai, University of Pennsylvania*

31.066. Dilemmas and Tensions in Faculty Mentoring in Higher Education. SIG-Mentorship and Mentoring Practices; Paper Session
 VCC, Second Level, East Room 14; 12:25-1:55pm

Chair: *Laura G. Lunsford, The University of Arizona*

Participants:

Managing the Dilemmas of Faculty Mentoring: Reconceptualizing Faculty Mentoring Within a Community of Practice. *Emily Remington Smith, Fairfield University; Patricia E. Calderwood, Fairfield University; Faith A. Dohm; Paula Gill-Lopez, Fairfield University*

Mentoring and Socialization Experiences of Faculty in Higher Education. *Comfort O. Okpal, North Carolina A&T State University; Linda B. Hopson, North Carolina A&T State University*

Negotiating Powerlessness and Power Dynamics in our Mentor-Junior Faculty Portraits. *Kathleen Mary Cowin, Oregon State University; Leonora M. Cohen, Oregon State University; Richard A. Orozco, Oregon State University; Kathryn E. McIntosh Ciechanowski, Oregon State University*

Understanding the Part-time Faculty Mentorship Experience. *Cecile Huynh Sam, University of Southern California*

Discussant: *Mark J. Hager, Menlo College*

31.067. A Closer Look at the Hispanic-White Achievement Gaps Using NAEP Data. SIG-NAEP Studies; Symposium
 Marriott Pinnacle, Third Level, Dundarave; 12:25-1:55pm

Chair: *Cadelle Hemphill, American Institutes for Research*

Participants:

Overview of Achievement and Attainment Gaps Between Hispanic and White Students at the National Level. *Cadelle Hemphill, American Institutes for Research*

Examining Contextual Factors Related to the Hispanic White Achievement Gaps. *Young Yee Kim, American Institutes for Research; Tiffany Decker, American Institutes for Research; Fei Liu, American Institutes for Research*

The Hispanic-White Achievement Gaps in the Five States With the Largest Hispanic Student Populations. *Alan Vanneman, American Institutes for Research; Steven Hummel, American Institutes for Research*

Examining the Hispanic-White Achievement Gaps in Large Urban School Districts Using NAEP Data. *Sami Kitmitto, American Institutes for Research; David Miser, American Institutes for Research; Brittany Diane Carpenter, American Institutes for Research*

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

31.068. Narratives at the Boundaries: Research Positioned in the Borderland Spaces. SIG-Narrative Research; Paper Session
 Marriott Pinnacle, Third Level, Shaughnessy I; 12:25-1:55pm

Chair: *Vera F. Caine, University of Alberta*

Participants:

(Be)Longing and Resisting: A Narrative Excavation of Critical Ontogeny. *Jake Burdick, Arizona State University*

Generating New Possibilities for Action in Research Through a Peircean Aesthetic. *Casey Emmanuel Tiemann, University of Oregon*

How Will I Tell You? Narrative Action in Ethnographic Interviews. *Holly Link, University of Pennsylvania*

Narratives of Power: Students' Stories and Situated Practices in Real and Virtual Spaces. *Sandra Schamroth Abrams, Saint John's University; Mary Beth Schaefer, Saint John's University*

Phenomenological Orienteering, Metaphoric Mapping, Indigenous Knowing: Across Worldviews. *Marlene R. Atleo, University of Manitoba*

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

31.069. Achieving Certification: Factors That Impact Success and Potential Outcomes. SIG-Professional Licensure and Certification;
 Paper Session
 VCC, First Level, West Room 111&112; 12:25-1:55pm

Chair: *Andrew Jones, American Board of Surgery*

Participants:

Strength in Numbers? Collaboration Effects on Achievement of National Board Certification. *Rita Pin Ahrens, National Board for Professional Teaching Standards*

Does the Timing Matter to Pass a Professional Certifying Examination? *Ying Du, American Board of Pediatrics; Linda A. Althouse, American Board of Pediatrics*

Slaying Ghosts in the Room: How Licensure Exams Become Racialized Testing Events for Black Preservice Teachers. *Emery Marc Petchauer, Lincoln University*

The Effects of Traditional Certification on Elementary Students' Reading Achievement. *John M. Weathers, University of Colorado - Colorado Springs; Hsien-Yuan Hsu, National Taiwan Normal University; Melissa Tran, University of Colorado - Colorado Springs*

Discussant: *Javarro Antoine Russell, National Board of Medical Examiners*

31.070. Supporting Epistemological Diversity and Widening the Struggle for Justice: New Directions in Critical Qualitative Research. SIG-Qualitative Research; Symposium
 Sheraton Wall Centre, Fourth Level, North Port McNeill; 12:25-1:55pm

Chair: *Bradley J. Porfilio, Lewis University*

Participants:

Scientifically Based Research and Settler Coloniality: An Ethical Framework of Decolonial Participatory Action Research. *Eve Tuck, SUNY - College at New Paltz; Monique Antoinette Guishard, The Graduate Center - CUNY*

The Politics of Nativism in U.S. Public Education: Critical Race Theory and Burundian Children with Refugee Status. *Allison Daniel Anders, The University of Tennessee - Knoxville; Jessica Nina Lester, Washington State University; Nicholas S. Mariner, The University of Tennessee - Knoxville*

Qualitative Research for Antiracism: A Marxist Perspective. *Mike Cole*
 SARs (Students as Researchers): What Happens When Students Become Researchers? *Rochelle Brock, Indiana University - Northwest*

Letters as Windows Into Situated Philosophy: Using the Epistolary Genre to Explore the Tensions Between the Public Self and Private Vision. *Robert Lewis Lake, Georgia Southern University*

Discussants: *Tricia M. Kress, University of Massachusetts - Boston; Curry Malott, West Chester University of Pennsylvania*

31.071. (Re)producing and Dismantling Heteronormative Spaces in Schools. SIG-Queer Studies; Paper Session
 VCC, Second Level, East Room 18; 12:25-1:55pm

Chair: *Timothy G. Larrabee, Oakland University*

Participants:

The Role of Space in (Re)producing Heterosexism/Heteronormativity in Icelandic Upper Secondary Schools. *Jon Ingvar Kjaran, University of Iceland; Ingolfur Asgeir Johannesson, University of Iceland*

Speech That Silences, Silences That Speak: Examining Safe Space for Sexuality and Race in School. *Susan Walker Woolley, University of California - Berkeley*

Boys, Bodies, and Negotiated School Spaces: When Boys Fail the Litmus Test. *Jim Burns, South Dakota State University; Michael D. Kehler,*

University of Western Ontario

Queering Sex Education: Rural Sex Educators' Perceptions of Queer

Issues. *Jennifer M. deCoste, Clarkson University*

Discussant: *Mary Louise Rasmussen, Monash University*

31.072. Best Practices Throughout Black Education: Evidence From Multiple Perspectives. SIG-Research Focus on Black Education; Paper Session

VCC, Second Level, East Room 19&20; 12:25-1:55pm

Chair: *V. P. Franklin, University of California - Riverside*

Participants:

Black Architects of Education for Freedom Dreams: Teaching and

African-Descent Students in the American South. *Brenda Gayle Juarez, University of Massachusetts - Amherst; Cleveland Hayes, University of La Verne*

Searching for Effective Methods for Teaching Students of Color With High-Incidence Disabilities: A Synthesis of Empirical Research. *Tristan L. Glenn, University of South Florida*

The Effectiveness of Fluency-Oriented Reading Programs With Improving Black and Latino Second-Grade Students' Word Recognition. *Franklin Dickerson Turner, Queens College - CUNY*

What Research Says About How Teachers Can Narrow the Black-White Achievement Gap. *James Haley, Boston College*

Discussant: *Dorinda Carter Andrews, Michigan State University*

31.073. Toward Black Educational Choice. SIG-Research Focus on Black Education; Symposium

VCC, Second Level, West Room 220; 12:25-1:55pm

Chair: *Diana T. Slaughter-Defoe, University of Pennsylvania*

Participants:

Toward Black Educational Choice: Introduction. *Diana T. Slaughter-Defoe, University of Pennsylvania*

African American Parental Perspectives on Independent Schooling.

Howard C. Stevenson, University of Pennsylvania

The Influence of Private and Public School Contexts on Children's Racial Coping. *Deborah Johnson, Michigan State University*

Race and Contemporary Education of African American Children: Identity and Socialization in Independent Schools. *Edith G. Arrington, RWJF New Connections*

31.074. Understanding the Development of High-Leverage Mathematical Teaching Practices. SIG-Research in Mathematics Education;

Symposium

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 12:25-1:55pm

Chair: *Ilana S. Horn, Vanderbilt University*

Participants:

Developing High-Leverage Practices Through Cycles of Enactment and Investigation. *Hala N. Ghousseini, University of Wisconsin - Madison; Magdalene Lampert, University of Michigan; Heather Lauren Beasley, University of Michigan*

The Development of Pedagogical Reasoning in Mathematics Teachers' Collaborative Conversations. *Ilana S. Horn, Vanderbilt University; Britnie Delinger Kane, Vanderbilt University*

Constructing Equitable Teaching Practices: An Analysis of Mathematics Teachers' Conversations. *Nicole Elaine Bannister, Clemson University*

Professional Development for Mathematics Teachers: Examining the Impact on Knowledge and Instructional Practice. *Karen A. Koellner, University of Colorado - Denver; Jennifer K. Jacobs, University of Colorado - Boulder; Hilda Borko, Stanford University*

Discussants: *Elham Kazemi, University of Washington; Paul A. Cobb, Vanderbilt University*

31.075. Female Faculty: Response to Challenges in Higher Education.

SIG-Research on Women and Education; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 12:25-1:55pm

Chair: *Janet L. Tareilo, Stephen F. Austin State University*

Participants:

Exploring Who We Are: The Emotional Themes of Female Full Professors. *Samara D. Madrid, University of Wyoming; Michelle Buchanan, University of Wyoming*

Black Women Faculty in Educational Leadership: Unpacking Their Silence in Research. *April L. Peters, University of Georgia*

Failure to Thrive: Mid-Career Women in Higher Education. *Andrea*

Marlene Gallant, Deakin University; Athena Vongalis-Macrow

Mentoring Experiences of Higher Education Women Leaders. *Julia Nell Ballenger, Texas Wesleyan University; Jenny S. Tripses, Bradley University; Linda J. Searby, The University of Alabama - Birmingham*

The Role of Interpreters in Sense-Making for Women Leaders. *Penelope M. Earley, George Mason University; Jane H. Applegate, University of South Florida; Jill M. Tarule, The University of Vermont*

Discussant: *Carolyn S. Ridenour, University of Dayton*

31.076. School Improvement in Different Contexts. SIG-School

Effectiveness and School Improvement; Paper Session

Marriott Pinnacle, Third Level, Pinnacle I; 12:25-1:55pm

Chair: *Coby Meyers, American Institutes for Research*

Participants:

Educational Effectiveness in Germany: Learners of English as a First Versus Second Foreign Language. *Michael Leucht, Leibniz Institute; Julia Buchheit, University of Kiel; Hans Anand Pant, Institute for Educational Progress (IQB); Olaf Koeller, Leibniz Institute*

How Can Country Differences in the Practice of Grade Retention in Primary and Lower Secondary Education Be Explained? A Closer Look at Country Educational Policy Factors in OECD (Organisation for Economic Co-operation and Development) Member Countries. *Brigitte Schreier, Tuebingen University; Mieke Goos, Catholic University of Leuven; Heidi Knipprath, Catholic University of Leuven; Bieke De Fraine, K.U. Leuven; Ulrich Trautwein, Universitat Tubingen*

The Estimated Effect of Catholic Schooling on Educational Outcomes using Matching Methods. *Perman Gochyyev, University of California - Berkeley; In-Hee Choi, University of California - Berkeley*

The Impact of School Policy in Action upon Student Achievement:

Expanding the Dynamic Model of Educational Effectiveness. *Leonidas Kyriakides, University of Cyprus; Demetris Georgiou Demetriou, University of Cyprus; Bert Creemers, University of Groningen*

Understanding the Institutional-Level Factors of Urban School Quality.

Michael A. Gottfried, Loyola Marymount University

Why We Need A Third Generation of Research on Class Size Effects. *Peter Blatchford, Institute of Education - London*

Discussant: *Eugene Gary Kowch, University of Calgary*

31.077. Children's Social-Emotional Development and Resiliencies:

Translating Assessment Into Practice. SIG-Social and Emotional Learning; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 12:25-1:55pm

Chairs: *Martin Guhn, The University of British Columbia; Tina Malti, University of Toronto*

Participants:

Holistic Student Assessment: Development of a Tool to Assess Adolescents' Resiliencies. *Gil G. Noam, Harvard University; Tina Malti, University of Toronto; Martin Guhn, The University of British Columbia*

From Assessment to Intervention: Reducing Aggressive Problem Behavior by Improving Children's Social-Emotional Development and Well-Being. *Tina Malti, University of Toronto; Martin Guhn, The University of British Columbia; Gil G. Noam, Harvard University*

Development and Psychometric Properties of an Assessment Tool on Children's Well-Being and Contextual Assets. *Kim A. Schonert-Reichl, The University of British Columbia; Martin Guhn, The University of British Columbia; Shelley C. Hymel, The University of British Columbia; Anne Gadermann, Harvard University; Lina Sweiss, The University of British Columbia; Clyde Hertzman, The University of British Columbia*

Children's Adult and Peer Connectedness Moderate the Relationship Between Victimization and Well-Being. *Martin Guhn, The University of British Columbia; Anne Gadermann, Harvard University; Kim A. Schonert-Reichl, The University of British Columbia; Shelley C. Hymel, The University of British Columbia; Clyde Hertzman, The University of British Columbia*

Discussant: *David M. Osher, American Institutes for Research*

31.078. Male Teachers as Cultural Workers in the Lives of Children,

Families, and Communities. SIG-Teacher as Researcher; Symposium

VCC, First Level, West Room 113; 12:25-1:55pm

Chair: *Lemuel W. Watson, Northern Illinois University*

Participants:

Becoming, Being, and Unbecoming Early Childhood Educator: Male Existence in the Lives of Young Children. *Will Parnell, Portland State University*

A Tale of Collective Achievement. *Darrell C. Hucks, Keene State College*
A New Perspective on the Lack of Men in Education. *Shaun Johnson, Towson University*

The Teacher with the Beard: A Nurturing Male Helps Children Overcome Bias. *Jeffrey M. Daitzman, National-Louis University*

Calling My "Maleness" Into Question. *Robert Michael Capuozzo, The University of Alaska - Anchorage*

Feeling Special and Feeling Lousy. *Patrick J. Lewis, University of Regina*

Discussants: *Cole Reilly, Towson University; Nathaniel Uriah Weber, The University of Texas - Austin*

31.079. Self-Knowledge, Metacognition, and Motivation in Preservice Teacher Education. SIG-Teaching Educational Psychology; Paper Session

VCC, Second Level, East Room 12; 12:25-1:55pm

Chair: *Gloria C. Berdugo Oviedo, Universidad Tecnológica de Bolívar*

Participants:

Community-Based Field Experiences in an Educational Psychology Course: Recognizing Theory in Action. *Jayne A. Downey, Montana State University; Sarah Schmitt-Wilson, Montana State University*

Fostering Preservice Teachers' Motivation for Interdisciplinary Education in an Educational Psychology Course. *Gina Park, University of Michigan - Ann Arbor; Kara A. Makara, University of Michigan*

Reflections on the Self and Others: The Use of Case Study and Self Narrative Analyses in Child and Adolescent Development Courses. *Richard S. Brody, College of Saint Rose; Katherine H. Voegtli, College of Saint Rose; Marguerite G. Lodico, College of Saint Rose*

Teachers' Perspectives, Epistemological Understanding and Critical Thinking Related to Case Studies: Transfer From an Educational Psychology Course Into the Classroom. *Diana Akhmedjanova, The College of Saint Rose; James D. Allen, College of Saint Rose*

Teaching Metacognition to Preservice Teachers: Learning Through the Item Review Process. *Agni Stylianou-Georgiou, University of Nicosia; Elena C. Papanastasiou, University of Nicosia*

Discussant: *Laura Reynolds-Keefer, University of Michigan - Dearborn*

31.080. Diverse Approaches for Developing Historical Literacy With K-12 Students. SIG-Teaching History; Paper Session

VCC, Third Level, West Room 305; 12:25-1:55pm

Chair: *Carla L. Peck, University of Alberta*

Participants:

Language Matters: Rethinking How We Teach the Concepts "Primary Source" and "Secondary Source". *Elizabeth E. Heilman, Michigan State University; Denice Blair Leach, Western Kentucky University*

Integrating Language and Content Instruction in History: Preparing History Teachers to Work With English Learners. *Laura Schall-Leckrone, Boston College; Patrick J. McQuillan, Boston College*

The Elusive Historical Past: Narrative, Historical Fiction, and Elementary Students' Remembering of Paul Revere. *John S. Wills, University of California - Riverside*

Disciplinary Scaffolds and Disciplinary Tools: Supporting Historical Literacy in High School World History. *Brian Girard, The College of New Jersey*

Discussant: *Keith C. Barton, Indiana University*

31.081. Technology, Instruction, Cognition and Learning SIG: Paper Session 2: Questioning Issues in Cognition and Learning. SIG-Technology, Instruction, Cognition & Learning; Paper Session

Pan Pacific, Restaurant Level, Oceanview 7&8; 12:25-1:55pm

Chair: *Maria D. Aygerinou, DePaul University*

Participants:

Assessing Arguments: Supporting Argumentation With Online Rubric-Based Assessment. *Jingyan Lu, University of Hong Kong; Zhidong Zhang, The University of Texas - Brownsville*

Examining Learners' Cognitive Processes as They Interact With Cognitive Tools in a Technology Enhanced Learning Environment. *Treavor Lowell Bogard, University of Dayton; Yueh-hui Vanessa Chiang, Stanford University; Min Liu, The University of Texas - Austin*

Expertise Differences in Air Traffic Control: An Eye-Tracking Study. *Ludo Van Meeuwen, The Open University of the Netherlands; Halszka Jarodzka, The Open University of the Netherlands; Saskia Brand-*

Gruwel, The Open University of the Netherlands; Paul A. Kirschner, Open University of the Netherlands; Jeano de Bock, Air-Traffic Control, the Netherlands; Jeroen J.G. Van Merriënboer, Maastricht University
Investigating Cognitive Factors That Mediate Learning in the Context of a Physics-Based Game. *Mario Manuel Martinez-Garza, Vanderbilt University; Douglas B. Clark, Vanderbilt University; Brian C. Nelson, Arizona State University; Kent Slack, Arizona State University; Cynthia M. D'Angelo, University of Wisconsin - Madison*

Mental Models and Coping: Effects of Experimentally Induced Emotions on Inductive Reasoning. *Dirk Ifenthaler, University of Oklahoma; Norbert M. Seel, University of Freiburg*

Discussant: *Russell Almond, Florida State University*

Division and SIG Roundtables

31.082. Roundtable Session 32; Roundtable Session

31.082-1. Curriculum Challenges: New Demands, Competing Priorities, and Persistent Dysfunction. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Corey Drake, Michigan State University*

Participants:

Inequality for All: Identifying and Addressing Curricular Policies Supporting Systemic Inequality in Mathematics. *William H. Schmidt, Michigan State University; Richard T. Houang, Michigan State University; Leland S. Cogan, Michigan State University*

Sense-Making of Contradictory No Child Left Behind Goals: A Case Study of Teaching Literacy Through History. *Judith L. Pace, University of San Francisco*

Service-Learning as a Graduation Requirement: What Do Students Think? *Rehab Ghazal, University at Buffalo - SUNY*

Social Studies Under Siege: Examining Policy and Teacher-Level Factors Associated With Elementary Social Studies Marginalization. *Paul G. Fitchett, University of North Carolina - Charlotte; Tina Lane Heafner, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte*

31.082-2. Designing and Implementing Educator Performance Pay Programs: Lessons From the Field. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Edward Wiley, University of Colorado - Boulder*

Participants:

Evaluation of Cohorts 1 and 2 of the Teacher Incentive Fund. *Daniel C. Humphrey, SRI International; H. Alix Gallagher, SRI International; Ashley Z. Campbell, SRI International*

Differences in the Effects of Three Types of Incentive Pay Programs on Teachers' Attitudes and Practices. *Vi-Nhuan Le, RAND Corporation; Kun Yuan, RAND Corporation; Julie A. Marsh, University of Southern California*

Incentivizing Principals: Lessons From One District's Experiences With Principal Pay for Performance. *Laura S. Hamilton, RAND Corporation*

31.082-3. Do Various Teaching Approaches and Students' Self-Concepts Affect Achievement Across Racial Groups and Subjects Differently? Findings Using the Data From Large-Scale International Studies. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Jian Wang, University of Nevada - Las Vegas*

Participants:

Do Reformed and Traditional Teaching Differently Influence Caucasian and Hispanic American Student Mathematics Achievements? Findings Using Data From TIMSS (Trends in International Mathematics and Science Study) 2007. *Qiang Cheng, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas*

Do Various Reading Activities Differently Influence Hispanic American Student Reading Achievements? Findings Drawing on Data From PIRLS (Progress in International Reading Literacy Study) 2006. *Siping Liu, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas*

Does Inquiry-Based Teaching Differently Influence Science Achievements

of African, Hispanic, and Caucasian American Students? Findings Based on Data From TIMSS (Trends in International Mathematics and Science Study) 2007. *Su Gao, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas*

Do Subject-Specific Self-Concepts Influence Relevant Students' Achievements Across Racial Groups and Subject Matters? Findings Using TIMSS (Trends in International Mathematics and Science Study), PISA (Programme for International Student Assessment), and PIRLS (Progress in International Reading Literacy Study) Data. *Qingmin Shi, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas*

31.082-4. Educational Policies Pursuing Equal Opportunity. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics and Division L - Educational Policy and Politics, Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

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

Participants:

Democracy in Dispute? Ballot Initiatives, Education Policy, and Equal Educational Opportunity. *Amy Nichole Farley, University of Colorado - Boulder*

Examining the Relationship Between School Racial Integration and Prestige of Postsecondary Educational Institutions: A Test of Perpetuation Theory. *Leila Nielsen, Brigham Young University; Kristie J.R. Phillips, Brigham Young University*

From Birth to School: Early Childhood Programs and Third-Grade Outcomes in North Carolina. *Helen F. Ladd, Duke University; Clara G. Muschkin, Duke University; Kenneth A. Dodge, Duke University*

City Lines, County Lines, Color Lines: An Analysis of School and Housing Segregation in Four Southern Metropolitan Areas, 1990-2010. *Genevieve Parker Siegel-Hawley, Virginia Commonwealth University*

31.082-5. How Schools Respond to Parental Choice. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Caitlin Farrell, University of Southern California*

Participants:

How Interdistrict Choice Impacted One Michigan District's Academic Programs, Financial Condition, and Local Political Support. *Wang Jun Kim, Michigan State University; Peter A. Youngs, Michigan State University*

Incentive Matters: School Decision Making at the Intersection of Markets and Accountability. *Sarah Butler Jessen, New York University*

Self-Managing Schools and Access for Disadvantaged Students: Organizational Behavior and School Admissions in New Zealand. *Christopher A. Lubienski, University of Illinois at Urbana-Champaign; Liz Gordon, Network Research; Jin Lee, University of Illinois at Urbana-Champaign*

31.082-6. Immigrant Rights, Citizenship Status, and Language Policy. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Liliana M. Garces, University of Michigan, George Washington University*

Participants:

Non Satis Surrogate Representation: Normative Democracy and Noncitizens in U.S. Schools. *Patricia L. Hanna, The Ohio State University; Ann M. Allen, The Ohio State University*

Policy Contradictions: The Clash Between No Child Left Behind and Higher Education Opportunity for Undocumented Students. *Judith C. Perez, University of Utah; Neri Oliva, University of Utah*

Transitioning Multilingual Learners: What Evidence Suggests. *Casey B. Nixon, University of Georgia; Pedro R. Portes, University of Georgia; Karen Samuelsen, University of Georgia*

31.082-7. Instructional Interventions: Designs, Enactment, and Challenges. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *John J. Hall, University of California - Berkeley*

Participants:

Game Planning: How Reading Coaches Generate District-Level Instructional Policy. *Sarah L. Woulfin, University of California - Berkeley*

Getting College Ready: The Impact of a Texas Summer Bridge Program on Developmental Students' Success. *Heather D. Wathington, University of Virginia; Elisabeth Barnett, Teachers College, Columbia University; Josh Pretlow, University of Virginia*

How Much Time Does It Take to Implement Expanded Learning Time (ELT)? Results From a Longitudinal Study of ELT in Massachusetts.

Amy E. Checkoway, Abt Associates; Beth Gamse, Abt Associates Inc.; Beth A. Boulay, Abt Associates Inc.; Carrie Lauren Conaway, Massachusetts Department of Elementary and Secondary Education

Opportunities Lost: An Explanation for the Fade-Out of Intervention Effects in Education. *Mimi Engel, Vanderbilt University; Amy Claessens, Northwestern University*

Organizational Learning and Effective School Interventions. *Hinckley Jones-Sanpei, Brigham Young University; Dennis K. Orthner, University of North Carolina - Chapel Hill; Lela Machado, Brigham Young University; Roderick Rose, University of North Carolina - Chapel Hill*

31.082-8. International Perspectives on Systemic Improvement. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Stefan Thomas Hopmann, University of Vienna*

Participants:

Data-Based Decision Making in The Netherlands and England: A Comparison. *Christopher Downey, Southampton Education School, University of Southampton; Kim Schildkamp, Universiteit Twente; Johanna Ebbeler, Universiteit Twente*

Designing for Scale: How Relationships Shape Curriculum Change. *Natalie Nicole Pareja Roblin, Ghent University; Gemma Corbalan, The Netherlands Institute for Curriculum Development; Susan McKenney, Universiteit Twente; Nienke Nieveen, SLO - The Netherlands Institute for Curriculum Development; Jan J. Van Den Akker, The Netherlands Institute for Curriculum Development*

Europe Turned Local, the Local Turned European? Constructions of "Europe" in Social Studies Curricula Across Europe. *Stavroula Philippou, University of Cyprus; Loizos Symeou, European University Cyprus*

Shaping and Selling Policy: A Critical Study of Policy Entrepreneurs in English Elementary School Literacy. *Colin John Mills, University of Manchester*

31.082-9. The Utilization, Implementation, and Effectiveness of Supplemental Educational Services: A Multidistrict Perspective. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Katherine Drake, Saint Paul Public Schools*

Participants:

Integrated Findings From a Mixed-Method, Longitudinal, Multisite Evaluation of Supplemental Educational Services. *Carolyn Heinrich, The University of Texas - Austin; Patricia Burch, University of Southern California; Annalee G. Good, University of Wisconsin - Madison; Mary Susannah Stewart, University of Wisconsin - Madison; Hiren Dhiraj Nisar, Abt Associates Inc.; Martina Chura, University of Wisconsin - Madison; Emily Cheng, University of Wisconsin - Madison; Hyun Sik Kim, University of Wisconsin - Madison; Kimberly M. Jones, The University of Texas - Dallas; Angelica Herrera, The University of Texas; Rudolfo Acosta, University of Southern California*

The Impact of Participation in Supplemental Educational Services on Student Achievement in the Los Angeles Unified School District.

Melissa K. Barnhart, Los Angeles Unified School District

Evaluation of Supplemental Educational Services in a Midwestern Urban School District. *Katherine Drake, Saint Paul Public Schools; Cheryl Carlstrom, Saint Paul Public Schools*

31.082-10. Policy Issues Related to Teacher Effectiveness. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Sarah Anne Eckert, Notre Dame of Maryland University*

Participants:

"HQT" (Highly Qualified Teacher) Status Is Not Enough to Improve Teacher Quality in High Poverty/High Minority Urban Schools. *Sarah*

Anne Eckert, Notre Dame of Maryland University

An Examination of State-Level Performance-Based Teacher Evaluation Systems in 2010-2011. *Julie Riordan, Education Development Center, Inc.; Maria Teresa Sanchez, Education Development Center, Inc.; Kyle DeMeo Cook, Education Development Center, Inc.; Richard Fournier, Education Development Center, Inc.*

Can Teachers Retain Their Effectiveness in Different School Settings? *Zeyu Xu, American Institutes for Research; Matthew Corritore, The Urban Institute; Umut Ozek, American Institutes for Research*

Teacher Effects on Achievement and Anthropometrics: A Cautionary Tale. *Marianne Bitler, University of California - Irvine; Thurston Domina, University of California - Irvine; Emily K. Penner, University of California - Irvine*

31.082-11. Inclusionary Practices in Special Education. SIG-Special Education Research; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *AnnMarie Darrow Baines, San Francisco State University*
Participants:

Using a Sociocultural Lens to Understand Inclusive Teaching and Learning in Teacher Learning Programs. *Jennifer Jeanné Huber, Arizona State University*

Developing a National System for Inclusion for Students With Special Educational Needs in Lesotho. *Stella Long, Mary Immaculate College/University of Limerick*

What Predicts Inclusion for Students with Disabilities? An Analysis of Student Factors. *Alisha Brown, Michigan State University*

Head Start Teachers' Needs, Supports, and Practices for Including Young Children With Disabilities. *Leah Schoenberg Muccio, George Mason University; Julie K. Kidd, George Mason University*

Cognition in the Classroom for Spanish-Speaking English Language Learners at Risk for Reading Disabilities. *Danielle Guzman-Orth, University of California - Santa Barbara*

31.082-12. Darder's Culture and Power in the Classroom: Forging a Critical Bicultural Praxis—Stories From the Field. SIG-Critical Educators for Social Justice; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chairs: *Antonia Darder, Loyola Marymount University; Eduardo Frutos Lopez, University of California - Los Angeles*

Participants:

De Levantarse y Seguir Cayendo: Taking a Critical Stance in Troubling Times. *Theresa Montano, California State University - Northridge*

Engaging Children's Televisual Media: A Critical Bicultural Pedagogy Approach. *Judith Estrada, University of Illinois at Urbana-Champaign*

31.082-13. Where the Rubber Meets the Road: Social Justice Issues in Higher Education and Leadership Preparation Programs. SIG-Leadership for Social Justice; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Edith A. Rusch, University of Nevada - Las Vegas*

Participants:

Social Justice in Higher Education: A Case Study of Senior Level Leadership and Community Engagement. *Cynthia Miller Veraldo, University of Cincinnati; James W. Koschoreck, University of Cincinnati*

The Role of Faculty Leadership in the Closing of Racial Achievement Gaps in Higher Education. *Eugene Fujimoto, California State University - Fullerton*

Principal Preparedness for Leading in Demographically Changing Schools: Where Is the Social Justice Training? *Catherine M. Miller, Raytown Public Schools; Barbara Nell Martin, University of Central Missouri*

Social Justice and Leadership Preparation Programs: The Call for Developing a Transformative Curriculum Centered on Critical Discourse. *Sarah Lauren Diem, University of Missouri; Bradley W. Carpenter, University of Louisville*

"Tuning the Ear" to Teacher Discourse About Students of Color and Their Families: Employing an Ethnographic Stance in Preparation for K-12 School Leadership. *Terry Pollack, San José State University*

31.082-14. The Centrality of Learning to Students' Welfare in Rural Schools in Australia, Canada, and Korea. SIG-Rural Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *David L. Paterson, University of New England*

Participants:

Key Features of Welfare Programs in New South Wales Schools. *Lorraine J. Graham, University of New England*

The Place of the SOLO (Structure of the Observed Learning Outcome) Model in Enhancing Rural Teachers' Instructional Decision Making. *John E. Pegg, University of New England*

Welfare, Place, Standards, Identity, and Mobility in Canadian Rural Education. *Michael J. Corbett, Acadia University*

Student Welfare in Australia and South Korea: Linking Relationships for Learning. *Myung Sook Auh, University of New England*

31.082-15. Current Issues in Professional Development. SIG-Urban Learning, Teaching, and Research; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Reyes L. Quezada, University of San Diego*

Participants:

New Conceptions on the Dispositions of Culturally Responsive Teachers: The Three Domains of Culturally Responsive Teaching. *Bradley M. Conrad, Capital University*

Teaching for Social Justice and Equity in Small Urban High Schools: Challenges and Possibilities. *Elizabeth Hope Dorman, Regis University*

What Urban Teachers Don't Learn: Emotional Labor and Student Connection as Topics in Professional Development. *Christopher Soto, Charter High School for Architecture and Design*

31.083. Roundtable Session 33; Roundtable Session

31.083-1. Cross-National and Cross-Profession Analyses of Coherence in Educating for the Professions. Division I - Education in the Professions; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Judith Warren Little, University of California - Berkeley*

Participants:

Biographic, Program, and Transitional Coherence. *Jens-Christian Smeby, Oslo and Akershus University College of Applied Sciences; Kaare Heggen, Volda University College*

Program Coherence and Learning in Four Professional Educational Programs: A Qualitative Study. *Andre Vagan, Oslo University College*

Coherence in Nursing Education in Norway and the United States: Knowledge, Know-How, and Professional Responsibility. *Kristin Ma Heggen, University of Oslo; Molly Sutphen, The Carnegie Foundation for the Advancement of Teaching*

Experiencing Continuous and Interactional Coherence in Initial Teacher Education. *Elaine Munthe, University of Stavanger; Karen M. Hammerness, Bard College*

31.083-2. Errors and Their Potential for Learning in the Professions. Division I - Education in the Professions; Roundtable Session
VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Christian Harteis, Paderborn University*

Participants:

What Are Typical Mistakes of Teachers in Parent Interviews? Findings From a Delphi Study. *Martin Gartmeier, Technische Universität München, TUM School of Education; Johannes Bauer, Technische Universität München; Manfred Prenzel, Technische Universität München*

Toward a Theory of Negative Knowledge: Almost-Mistakes as Amplification-Motor for Remembering. *Fritz K. Oser, University of Fribourg; Catherine Naepflin, University of Fribourg*

Development of a Training Toolbox to Prevent Handover Error in Health Care. *Henny Boshuizen, Open Universiteit Nederland; Wendy Kicken, The Open University of the Netherlands; Slavi Stoyanov, The Open University of the Netherlands; Marcel Van der Klink, The Open University of the Netherlands*

31.083-3. Factors Affecting Success. Division I - Education in the Professions; Roundtable Session
VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Joy L. Matthews-Lopez, National Association of Boards of Pharmacy*

Participants:

Predicting Academic Success: Learning-Style Inventory Use in Graduate Allied Health. *Antone Robert Opekin, Baylor College of Medicine; Denise M. McDonald, University of Houston - Clear Lake*

The Effect of Socialization on Doctoral Student Persistence in Engineering: A Structural Equation Model. *Evelyn Felina Castillo, University of Southern California; Linda A. Fischer, University of Southern*

California; Dennis Hocevar, University of Southern California
Self-Reported Research Experience: Does It Predict Performance in Medical School and Internship? *Ting Dong, The Uniformed Services University of the Health Sciences; Anthony R. Artino, Uniformed Services University of the Health Sciences; William Gilliland, The Uniformed Services University of the Health Sciences; Donna Waechter, The Uniformed Services University of the Health Sciences; David Cruess, The Uniformed Services University of the Health Sciences; Kent DeZee, The Uniformed Services University of the Health Sciences; Margaret Calloway, The Uniformed Services University of the Health Sciences; Steven J. Durning, The Uniformed Services University of the Health Sciences*

The Effect of Using a Personal Development Plan on the Pharmacy Assistant's Learning and Performance. *Simon Beausaert, Maastricht University; Mien Segers, Maastricht University; Didier Fouarge, Maastricht University; Wim H. Gijssels, Maastricht University*

31.083-4. Simulation and Technology. Division I - Education in the Professions; Roundtable Session
VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Eunmi Park, Johns Hopkins University*

Participants:

Impact of a Postsimulation Reflective Tool on Residents' Identification of Nontechnical and Cognitive Skills for Practice Improvement. *Yue Ming Huang, University of California - Los Angeles; Anahat Dhillon, University of California - Los Angeles; Sara Kim, University of California - Los Angeles; Jamie Stiner, University of California - Los Angeles; Sebastian Uijtdehaage, University of California - Los Angeles; Sarah Zacharia, University of California - Los Angeles; Marjorie Stiegler, University of California - Los Angeles*

The Effects of Authenticity and Self-regulation: Comparing the Power of Innovative and Traditional Practical Simulations. *Anne Khaled, Wageningen University; Judith Gulikers, Wageningen University; Harm Biemans, Wageningen University; Martin Mulder, Wageningen University*

Baseline Characteristics of Nursing Faculty Participating in a Patient Care Technology Faculty Development Program. *Denise Passmore, University of South Florida; Laura Gonzalez, University of South Florida; Joan Perl, University of South Florida; Allyson Radford, University of South Florida*

31.083-5. Special Education and Mathematics. SIG-Special Education Research; Roundtable Session
VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Heather J. Brace, Whittier College*

Participants:

Diagnostic Learning Progressions Framework—Developing a Universally Designed Classroom Assessment System That Is Inclusive of Students With Mathematics Learning Disabilities: Our First Pilot Study. *Kavita L. Seeratan, SRI International; Karen L. Draney, University of California - Berkeley; Geneva D. Haertel, SRI International; William P. Fisher, Living Capital Metrics; Elizabeth Murray, CAST - Sr Research Scientist; Jose Blackorby, SRI International; Mark R. Wilson, University of California - Berkeley; Christina Saldarriaga, SRI International; Hye-Kyung Lee, University of California - Berkeley; Sara Thayer, SRI International; Seoin Lim, CAST; Amanda L. McKerracher, University of California - Berkeley*

Measuring the Effects of General Educator Teacher Quality on the Math Achievement of Students With Disabilities. *Trisha D. Steinbrecher, University of New Mexico*

Improving Word Problem Solving in Children With Math Disabilities: A Longitudinal Investigation. *Dennis T. Sisco-Taylor, University of California - Riverside; Joseph A. Rios, University of Massachusetts - Amherst; Nicole M. Garcia, University of California - Riverside; H. Lee Swanson, University of California - Riverside*

Effectiveness of Small-Group Tutoring Interventions for Improving the Mathematical Problem-Solving Performance of Third-Grade Students With Mathematics Difficulties: A Randomized Experiment. *Asha K. Jitendra, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota*

Researching the Functionality and Feasibility of the Math Learning Companion. *Lindy L. Crawford, Texas Christian University*

31.084. Roundtable Session 34; Roundtable Session

31.084-1. Assessments Serving Science Learning and Instruction. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Chair: *Julie Brockman Smart, Presbyterian College*

Participants:

Impact of Formative Assessment Feedback on Students' Conceptual Understanding of Oxidation-Reduction. *Kun-Shia Liu, National Sun Yat-Sen University; Ying-Yao Cheng, National Sun Yat-Sen University; Wen-Chung Wang, The Hong Kong Institute of Education; Mark R. Wilson, University of California - Berkeley*

Measuring Student Perceptions of Constructivism Within the Science Classroom: Development and Application of the Elementary School Science Classroom Environment Scale. *Laura M. O'Dwyer, Boston College; Shelagh M. Peoples, Boston College; Yang Wang, Boston College; Katherine Shields, Boston College*

The Association of Parental Influence on Early Interest in Science. *Katherine P. Dabney, University of Virginia; Devasmita Chakraverty, University of Virginia; John Taylor Almarode, James Madison University; Robert H. Tai, University of Virginia*

31.084-2. Comprehension During and After Reading. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Chair: *Michael C. Mensink, Northern Illinois University*

Participants:

An Initial Study of Online Reading Comprehension Ability in Rich and Poor School Districts. *Donald J. Leu, University of Connecticut; Jonna M. Kulikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences; Julie Coiro, University of Rhode Island; Greg McVerry, University of Connecticut; Heidi Everett-Cacopardo, University of Connecticut; Elena E. Forzani, University of Connecticut; W. Ian O'Byrne, University of New Haven; Lisa Zawilinski, University of Hartford; Clint Kennedy, University of Connecticut; Michael Hillinger, Lexicon Systems LLC*

Examining Skilled and Less Skilled Readers' Inference Generation During an Online and Offline Reading Activity. *Sarah Elizabeth Carlson, University of Oregon - Center on Teaching and Learning; Paul van den Broek, Leiden University*

Reducing Cognitive Demands on Preschoolers and Its Effect on Causal Cohesion: A Preliminary Study. *Stephanie Lai, University of Georgia; Paula J. Schwanenflugel, University of Georgia; William Alexander Mira, University of Georgia*

Fostering Generative Learning Activities During Reading: An Experimental Test of the Generative Drawing Principle and the Prognostic Drawing Principle. *Annett Schmeck (nee Schwamborn), University Duisburg - Essen; Richard E. Mayer, University of California - Santa Barbara; Maria Opfermann, University of Duisburg-Essen; Vanessa D.I. Pfeiffer, University of Duisburg-Essen; Angela Sandmann, University Duisburg - Essen; Detlev Leutner, University of Duisburg-Essen*

The Effect of Recasts and Prompts on the Learning of New Linguistic Features. *Ting Ding, University of Cambridge; Androula Yiakoumetti, Oxford Brookes University; Michael Evans, University of Cambridge; Yang Zhao, Peking University*

31.084-3. Considerations in the Design of Technology-Enhanced Teaching and Learning. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Chair: *Chiarella Juliana Ducamp, UVA Curry School*

Participants:

Investigating Cyber-Enabled Learning Usage, Access, Achievement, and Beliefs. *Jeffrey Olsen, Utah State University; Brett E. Shelton, Utah State University; Todd Campbell, Utah State University*

Understanding Visual Characteristics in Virtual Digital Assistants that Support Positive Affect in Learning Elementary Science. *Eric N. Wiebe, North Carolina State University; Jennifer London, North Carolina State University; John Curtin Bedward, North Carolina State University; Marc Russo, North Carolina State University; Bradford Mott, North Carolina State University; Robert Taylor, North Carolina State University; James Lester, North Carolina State University*

Well Meant Is Not Well Done: When Instructional Aids in Computer-Based Simulations Fail. *Tim Niclas Hoeffler, University of Kiel*

31.084-4. Considering the Role of Audio and Video Tools to Enhance

Learning. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Chair: *Monty Jones, University of Virginia*

Participants:

Effects of Enhancing Lecture Podcasts With Learner-Generated Bookmarks and Notes. *Frank Zander, Simon Fraser University; Kevin O'Neill, Simon Fraser University*

Enabling Learning With User-Generated Web Video in Higher Education. *Dennis N. York, York University; Ronald D. Owston, York University*

Viewer Comments as Educational Annotation in Video Content Sharing Sites. *Penny Marie Thompson, Michigan State University*

31.085. Roundtable Session 35; Roundtable Session**31.085-1. Design and Use of Tech Tools in Hypermedia, Multimedia, and Text-to-Speech.** Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: *Sebnem Cilesiz, The Ohio State University*

Participants:

Can Text-to-Speech Software Be Used as a Reading Intervention? Findings From Two Pilot Studies. *Hye Jin Park, University of Hawaii; Kiriko Takahashi, University of Hawaii; Kelly Drew Roberts, University of Hawaii - Manoa; Robert A. Stodden, University of Hawaii*

Increasing Tool Use: The Solution to Better Learning? *Norma A. Juarez Collazo, Katholieke Universiteit Leuven; Jan M. Elen, Catholic University of Leuven; Geraldine B. Clarebout, Katholieke Universiteit Leuven*

The Segmentation Effect on Immediate and Delayed Knowledge Transfer in Multimedia Learning Environments. *Gina J. Mariano, Troy University*

31.085-2. Digital Storytelling, Process, and Product. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: *Joan E. Hughes, The University of Texas - Austin*

Participants:

Digital Storytelling and Cultural Historical Activity Theory: Engaging Secondary Readers With Information Texts. *Maryann Tatum Tobin, Nova Southeastern University; Lina Lopez Chiappone, Nova Southeastern University*

Negotiations and Challenges: An Investigation Into the Experience of Creating a Digital Story. *Anh Thuc Nguyen, University of Houston; Bernard R. Robin, University of Houston*

New Media Tools for Bridging the Digital Divide: Access and Cultural Change in Rural Bhutan. *Khendum Gyabak, The University of Texas - El Paso; Heriberto Godina, The University of Texas - El Paso*

31.086. Roundtable Session 36; Roundtable Session**31.086-1. Discourse, Peer Exchange, and Use of Evidence During Science**

Learning. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm

Chair: *Cheryl Ann Madeira, OISE/University of Toronto*

Participants:

Elementary Students Studying the Relationship of Evidence to Claims Further Develop Their Understanding of Knowledge. *Susan Kirch, New York University*

Planning and Enactment of Project-Based Science Lessons: The Impact of Collaboration and Reflection. *Cheryl Ann Madeira, OISE/University of Toronto; James D. Slotta, University of Toronto*

Repair-For-Participation: The Discursive Devices to Deal With Troubles in Doing Science. *Pei-Ling Hsu, University of Texas - El Paso*

31.086-2. Effects of Individualized Feedback and Pedagogical Agents.

Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm

Participants:

A Meta-Analysis of the Effects of Pedagogical Agents on Learning. *Noah L. Schroeder, Washington State University; Olusola Olalekan Adesope, Washington State University; Rachel Barouch Gilbert, Washington State University*

Measuring Learners' Unfolding, Discrete Emotional Responses to Different Pedagogical Agent Scaffolding Strategies. *Jason Matthew Harley, McGill University; François Bouchet, McGill University; Roger*

Azevedo, McGill University

Examining Feedback in an Instructional Video Game Using Process Data and Error Analysis. *Rebecca E. Buschang, University of California - Los Angeles; Deirdre Song Kerr, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles*

31.087. Roundtable Session 37; Roundtable Session**31.087-1. Exploring the Role of Modeling in the Science Classroom.**

Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: *Melissa Lee Braaten, University of Wisconsin - Madison*

Participants:

Using Student-generated Analogies to Understand Conceptions of Energy. *Rachael Anderman Lancor, Harvard University*

Thai High School Students' Understanding of Genes and Gene Expression. *Nantaya Auckaraaree, University of Wisconsin - Madison*

Tropical Ecology Through a Modeling-Based Perspective: Lessons From the University Classroom. *Sarah Jean Adumat, University of Wisconsin - Madison*

Tracing the Development of Students' Understandings of Matter at the Molecular Scale Through Student-Generated Conceptual Models. *Kevin Dean Cunningham, University of Wisconsin - Madison*

31.087-2. Factors in Teaching and Learning Environments. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: *Beth A. Scarloss, Frostburg State University*

Participants:

Predicting Students' Homework Environment Management at the Secondary School Level. *Jianzhong Xu, Mississippi State University; Ruiping Yuan, Mississippi State University; Jianxia Du, Mississippi State University*

Scaffolding Teacher and Student Growth Through a Principle-Based Approach to Knowledge Building. *Carol K. Chan, University of Hong Kong; Diane Hui, Lingnan University*

Does Providing Struggling Adolescent Readers With Computer-Based Peer Support Improve Their Understanding of Science Texts? *Kallen E. Tsikalas, Girl Scout Research Institute / CUNY Graduate Center*

Division and SIG Posters**31.088. Poster Session 5; Poster Session****31.088-1. Examining Teacher Research and Classroom Practice.** Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

- Building a Community of Practice by Reflective Discussions on Mathematics Teaching and Learning. *Jonina Vala Kristinsdottir, University of Iceland*
- Creativity and Transdisciplinary Thinking Skills Among Exceptional Teachers. *Punya Mishra, Michigan State University; Danah A. Henriksen, Michigan State University*
- Cultivating Teachers' Individual Citizenship Behavior: The Role of Optimism and Trust. *Nitza Schwabsky*
- Defeating Deficit Thinking: Graduate Students' Perspectives of Avoidance of Deficit Thinking. *Dawn Tracey Lambeth, Valdosta State University; Ann Marie Smith, Valdosta State University*
- Teachers' Expectations of Primary School Children's Cognitive Ability: Predictors and Consequences. *Tanja Gabriele Baudson, University of Trier; Franzis Preckel, University of Trier*
- The Moral Dimensions of Teaching: A Text Analysis of Policies on Teacher Ethics in China. *Wang Lijia, Chinese University of Hong Kong*
- The Perceptions of Coteachers About Their Roles and Responsibilities in Middle School Classrooms. *Darrell S. Carson, Seton Hall University/ Jersey City School District; Christopher H. Tienken, Seton Hall University; Rebecca D. Cox, Seton Hall University*
- The Decision to Teach in Urban Public, Urban Catholic, and Jewish Schools Among Elite College Graduates. *Eran Tamir, Brandeis University*
- The Far-Reaching Influence of Early Literacy Education: Beginning Teachers Look to Their Own Early Literacy Teachers as Role Models

for Their Teaching. *Monica Eileen McGlynn-Stewart, University of Toronto*

10. Teaching Moorsoldaten: The Narrative and Moral Nature of Teacher Knowledge. *Eeva Kaisa Hyry-Belhammer, University of Oulu; Doreen Cerny, University of Salzburg*
11. Teaching Activism: One Teacher's Journey for Change. *Keith C. Catone, Annenberg Institute for School Reform*
12. Spiritually Centered Education and "Self That Teaches": Early Educators' Reflections on the Community Garden Project. *Deborah S. Zurmehly, The Ohio State University*
13. Searching for New Directions: Developing Master of Arts Action Research Project as a Tool for Teaching. *Young Ah Lee, The Ohio State University - Lima; Ye Wang, Missouri State University*
14. Scrutinizing a Measure of Science and Mathematics Teacher Knowledge: Implications for Claims of Validity. *Robert M. Talbot, University of Colorado - Denver*
15. Resilience and Efficacy as They Relate to Early Career Teaching Success. *Laura Desportes, James Madison University*
16. Religion as a Category of Difference: Using Teacher Education to Explore the (Invisible) Curricular and Pedagogical Role of Christianity in Everyday School Practices. *Avner Segall, Michigan State University; Kevin Burke, University of Notre Dame*

31.088-2. Children Engaged in Early Childhood Environments. SIG-Early Education and Child Development; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

17. A Propensity Score Matching Analysis of the Effects of Head Start for English Language Learners. *Yujeong Park, University of Florida; Sungur Gurel, University of Florida; Ji Hyun Oh, University of Florida; Walter L. Leite, University of Florida*
18. Classroom Behavioral Patterns, Children's Self-Control, and Kindergarten Competence. *Carey E. Cooper, Arizona State University; Jodi Swanson, Arizona State University; Jennifer E. Glick, Arizona State University; Richard Fabes, Arizona State University; Robert H. Bradley, Arizona State University*
19. Fostering Vocabulary Knowledge of an English Language Learner Preschooler: Examination of Teacher's Instruction and Scaffolding Practices. *Ersoy Erdemir, University at Buffalo-SUNY*
20. Preschool Children's Mathematics Performance and Their Home Experience: A Case of Korea and the United States. *Soomi Yang, University of California - Santa Barbara; Yukari Okamoto, University of California - Santa Barbara*
21. The Relation between Preschoolers' Intentional Understanding and Their Conflict Resolution Skills. *Patrick Pieng, University of California - Santa Barbara; Ani Dzhidaryan, University of California - Santa Barbara; Yukari Okamoto, University of California - Santa Barbara*

31.088-3. Motivation in Education SIG: Poster Session 1 of 2. SIG-Motivation in Education; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

22. A Self-Determination Theory Perspective on the Big-Fish-Little-Pond Effect. *Frederic Guay, Université Laval*
23. Attributional Retraining and Student Health: A Latent Growth Analysis of Mediating and Moderating Variables. *Nathan C. Hall, McGill University; Lauren Elizabeth Musu-Gillette, University of Maryland; Jason L. Ringo, McGill University; Kyle Hubbard, McGill University*
24. Development of an Implicit Association Test Type (IAT-T) Measure of the 2 x 2 Achievement Goal Model. *Shems Marzouq, Roehampton University; Lance Slade, Roehampton University; Amanda Carr, Roehampton University*
25. Procrastination or Self-Regulated Delay? Examining the Relationship Between Procrastination and Flow. *Chad C. Mortensen, University of Oklahoma; Raymond B. Miller, University of Oklahoma*
26. Relevance Alone Is Not Enough: The Role of Teacher Credibility in Students' Perceived Cost of Learning in Health Education Classrooms. *Yujin Chang, The Ohio State University; Stephanie Levitt, The Ohio State University; Katherine Marie Kovach, The Ohio State University; Eric M. Anderman, The Ohio State University*
27. Superficial and Rigid or Vigilant and Flexible? Examining the Learning Approaches Triggered by Performance-Approach Goals. *Corwin Senko, State University of New York - New Paltz; Hidetoshi Hama, SUNY - College at New Paltz; Kimberly Belmonte, SUNY - College at New Paltz*

28. The Different Roles of Students' Three Levels of Goal-Orientations in Predicting Evaluation of Group Work. *Jung-In Kim, University of Colorado - Denver; Hyewon Chung, CNU; Myoungsook Kim, Dallas Independent School District; Marilla D. Svinicki, The University of Texas - Austin*
29. The Role of Parents in Adolescents' Motivation and Success in Dieting: It's Not Only About Counting Calories. *Idit Katz, Ben-Gurion University of the Negev; Adi Harari, Ben-Gurion University of the Negev; Nir Madjar, Monash University*
30. What Constructs Matter in Academic Motivation. *Kenn E. Barron, James Madison University; Chris S. Hulleman, James Madison University; Rory Lazowski, James Madison University; Jessica K. Flake, James Madison University; Makayla Grays, James Madison University*

31.088-4. Showcasing the Diverse Facets of Self-Study Research (Organized by James A. Muchmore). SIG-Self-Study of Teacher Education Practices; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

31. Exploring the Landscape of Advocacy as Practicing Teachers and Teacher Educators. *Mary F. Rice, Brigham Young University; Brian Joe Rice, Brigham Young University*
32. Longitudinal Study of Practice Using Metaphor as a Tool. *Katheryn East, University of Northern Iowa*
33. Practice What You Preach to Powerful Pedagogy: Using Student Feedback to Enhance Teaching. *Robyn T. Brandenburg, University of Ballarat*
34. Preparing Teachers to Cultivate Classroom Communities of Inquiry: Difficulties and Dilemmas. *Nathan D. Brubaker, James Madison University*
35. Professional Learning Through Rhizoactivity: Creating Collaborative Spaces With Self-Study and Arts-Informed Inquiry. *Jill B. Farrell, Barry University; Mark L. Rosenkrantz, Miami-Dade County Public Schools; Linda K. Schaffzin, Barry University*
36. Program Chair Lore: Illuminating the Process of Creating the S-STEP (Self-Study of Teacher Education Practices) Program for the AERA Annual Meeting. *James A. Muchmore, Western Michigan University*
37. Studying Ourselves Studying Relationships: Challenges Encountered in a Collaborative Self-Study About Teaching Relational Practices. *Lynn A. Thomas, Université de Sherbrooke; Amanda K. Berry, Leiden University*
38. Tensions and Dilemmas in Designing a Community-Based Mathematics Course for Preservice Teachers. *Vivian Y. Lim, University of Pennsylvania; Luke T. Reinke, University of Pennsylvania*

31.088-5. Showcasing the Diverse Facets of Self-Study Research (Organized by Sharon Cormany Ornelas). SIG-Teacher as Researcher Cosponsored with SIG-Self-Study of Teacher Education Practices, SIG-Action Research; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

39. Building Middle School Students' Literacy With Amazon.com Reviews. *Pernia Hassan, University of California - Davis*
40. Self-Representing My Role as a Latina Teacher and Researcher: A Testimonio of Oppression and Liberation. *Rosa Mazurett-Boyle, University of Rochester*
41. Teacher Inquiries on Creative Tactics, Strategies, Graphics Organizers, and Visual Journals in the K-12 Classroom. *Peter J. Gouzouasis, The University of British Columbia*

31.088-6. Division H Section 3: Assessment in the Schools Poster Session 1. Division H - Research, Evaluation and Assessment in Schools; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

42. Capturing Teacher Quality: A Validity Study of a Progress Monitoring Tool. *Chavaughn Brown; Lydia Janeva Carlis, AppleTree Institute for Education Innovation*
43. Comprehension of Written Grammar: Validating an Assessment for Students Who Are Deaf/Hard of Hearing. *Joanna Erin Cannon, The University of British Columbia; Anita M. Hubley, The University of British Columbia*
44. Diagnostic Accuracy of Formative Assessments and Optimal Cutoff Scores for Prediction of High-Stakes Assessment. *Tara Watkins*

Galloway, Belmont Abbey College; LuAnn Jordan, University of North Carolina - Charlotte; Claudia P. Flowers, University of North Carolina - Charlotte

45. Distractor Analysis: What Can We Learn From It? *Bitnara J. Park, University of Oregon; Leilani Saez, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*
46. Evaluating Growth Norms Using CBM-OR (Curriculum-Based Measurement of Oral Reading) for Monitoring Growth in RTI (Response to Intervention). *Joseph Betts, Riverside Publishing*
47. Predictive and Incremental Validity of Kindergarten and First-Grade Curriculum Based Measures on a Statewide Achievement Exam. *Ryan A. Allen, John Carroll University; Annie M. Moses, John Carroll University; Emily Gray, John Carroll University; Erin L. Buchholz, Ashland City Schools*
48. The Structure of an Early Reading Test in Grade 1: In Search of a Relationship With Reading in Spanish. *Monica Lara, Consultant*
49. What Counts as Validity in the Assessment and Classification of English Language Proficiency? *Patricia E. Carroll, University of California - Los Angeles; Alison L. Bailey, University of California - Los Angeles; Wendy St. Michell, English Language Assessment Coordinator*

31.088-7. Division H Section 3: Assessment in the Schools Poster Session

2. Division H - Research, Evaluation and Assessment in Schools; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

50. Access Is Not Enough: Alignment of College Ambition and Test Performance. *Justina L. Judy, Michigan State University; Reed Ebmeyer, Michigan State University*
51. An Alternative Assessment for Evaluating Achievement of Students in General and Special Education Elementary Classrooms. *Linda Ann Bovino, Joyce Kilmer School; Chun Zhang, Fordham University; Su-Je Cho, Fordham University*
52. Assessing Students' Processes of Experimentation. *Markus Emden, University Duisburg - Essen*
53. Can That Be Done? On Developing High-Stakes Summative Tests for Additional Formative Purposes. *Gudrun Erickson, University of Gothenburg; Monica Rosen, University of Gothenburg*
54. Impact of Qatar Education Reform on Student Learning Outcomes. *Joanna T. Tomkowicz, CTB/McGraw-Hill LLC; Changhua S. Rich, CTB/McGraw-Hill LLC; Hamda Hassan Al Sulaiti, Evaluation Institute. Supreme Education Council*
55. Intuitive, Criteria-Based, and Computer-Aided Grading Measures in German Biology Classes: Is It All Just Chaos? *Nadine Schlomske, University of Jena; Pablo Nicolai Pirnay-Dummer, University of Jena; Michaela Gläser-Zikuda, University of Jena*
56. Measuring Growth Toward College Readiness: Using MAP (Measures of Academic Progress) Scores to Predict Success on the ACT Test. *Robert A. Theaker, Northwest Evaluation Association; Clay S. Johnson, University of Arkansas*
57. Model Competence: A Valid Learning Progression for Biology Lessons. *Dirk Krueger, Freie Universität Berlin; Annette Upmeyer zu Belzen, Humboldt University - Berlin*

Saturday, 1:00 pm

Professional Development Courses

32.010. Developing a Competitive Educational Research Proposal for the National Science Foundation's Division of Research on Learning.

Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, MacKenzie 1; 1:00-5:00pm

Director: *Gavin W. Fulmer, National Science Foundation*

Instructors: *Janice M. Earle, National Science Foundation; Celestine H. Pea, National Science Foundation*

32.011. Marginal Mean Weighting Through Stratification: A Generalized Method for Causal Inference.

Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, MacKenzie 2; 1:00-5:00pm

Directors: *Guanglei Hong, University of Chicago; Yihua Hong, University of Chicago; Bing Yu, University of Chicago*

32.012. Postsecondary Transcript Analysis Using the BPS:04/09 and B&B:08, Including an Overview of NCES (National Center for Education Statistics) Postsecondary Surveys.

Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom A; 1:00-5:00pm

Directors: *Alexandria Walton Radford, MPR Associates, Inc.; Sean Anthony Simone, National Center for Education Statistics*

32.013. Protection of Human Subjects in Education Research.

Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, Cheakamus; 1:00-5:00pm

Director: *Felice J. Levine, American Educational Research Association*

32.014. Using the International Databases From Large-Scale Education Studies for Secondary Analysis.

Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 1:00-5:00pm

Directors: *Plamen Vladkov Mirazchiyski, IEA Data Processing and Research Center; Daniel H. Caro, IEA Data Processing and Research Center*

Saturday, 2:15 pm

Governance Meetings and Events

33.001. AERA SIG Executive Committee: Closed Meeting.

AERA Governance; Governance Session

Pan Pacific, Restaurant Level, Oceanview 5; 2:15-3:45pm

Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

33.002. Review of Research in Education (2013) Closed Editorial Board Meeting.

AERA Governance; Governance Session

Pan Pacific, Lobby Level, Crystal Pavilion B; 2:15-3:45pm

Chairs: *Jamal Abedi, University of California - Davis; Christian J. Faltis, University of California - Davis; Todd Reitzel, American Educational Research Association*

Presidential Sessions

33.010. How "Non Satis Scire" Has Guided Educational Innovation and Social Change for 40 Years: Insights From Hampshire College and the Five College Consortium.

Presidential Session

Cosponsored with Division F - History and Historiography

VCC, First Level, West Room 121&122; 2:15-3:45pm

Chair: *Sousan Arafah, Southern Connecticut State University*

Participants:

"Non Satis Scire" and the Making of a College: Historical Perspectives on Crafting Innovation in Education. *Charles Longworth, Hampshire College*

"Non Satis Scire" and the Five College System: Thoughts on Innovation, Disruption, and Diversity in Higher Education. *Neal Abraham, Five Colleges Incorporated*

"Non Satis Scire" in the 21st Century: What a Visionary College Sees in Today's Future. *Aaron Berman, Hampshire College*

Applying "Non Satis Scire" in 2012: A Current Student's Perspective. *Staci Akselrod, Hampshire College*

Interpreting "Non Satis Scire": The Importance of Research/Knowledge Impacts and Inputs. *Sousan Arafah, Southern Connecticut State University*

33.011. Knowing Is Never Enough: The Courts, Schooling, and the Law. Presidential Session
Cosponsored with Division B - Curriculum Studies and Division L - Educational Policy and Politics, Graduate Student Council

VCC, First Level, West Room 114&115; 2:15-3:45pm

Chair: *Thandeka K. Chapman, University of Wisconsin - Milwaukee*

Participants: *Richard Delgado, Seattle University; Jean Stefancic, Seattle University; Gloria J. Ladson-Billings, University of Wisconsin - Madison; William F. Tate, Washington University in St. Louis; Daniel Gilbert Solorzano, University of California - Los Angeles; Adrienne D. Dixon, University of Illinois; Thandeka K. Chapman, University of Wisconsin - Milwaukee*

33.012. The Wallace Foundation Distinguished Lecture: William T. Trent. Presidential Session

VCC, First Level, West Ballroom C; 2:15-3:45pm

Chair: *Arnetta F. Ball, Stanford University*

Speaker: *William T. Trent, University of Illinois at Urbana-Champaign*

33.013. To Know Is Only a Place to Begin: Letting Our Lives Speak to Move the Academy and Beyond. Presidential Session

VCC, First Level, West Ballroom A; 2:15-3:45pm

Chair: *Judy A. Alston, Ashland University*

Participants: *Judy A. Alston, Ashland University; Richard Gregory Johnson III, University of San Francisco; Lemuel W. Watson, University of South Carolina; Wanda J. Blanchett, University of Missouri - Kansas City*

33.014. Whither Opportunity? The American Dream, Then and Now: Examining the Relationship Between Increasing Economic Inequality, Schools, and Children's Life Chances. Presidential Session
Cosponsored with Division B - Curriculum Studies

VCC, First Level, West Room 118-120; 2:15-3:45pm

Chair: *Diana E. Hess, Spencer Foundation*

Participants: *Richard J. Murnane, Harvard University; Greg Duncan, University of California - Irvine; Rick Hess, American Enterprise Institute; Deborah Loewenberg Ball, University of Michigan; Diana E. Hess, Spencer Foundation; Charles M. Payne, University of Chicago*

AERA Sessions

33.015. Education, Democracy, and the Public Good: 2012 Volume of Review of Research in Education (RRE). AERA Sessions; Invited Session

VCC, Second Level, West Room 220; 2:15-3:45pm

Chair: *William Cope, University of Illinois at Urbana-Champaign*

Coeditors: *Kathryn M. Borman, University of South Florida; Arnold B. Danzig, Arizona State University*

Discussants: *Lorraine M. McDonnell, University of California - Santa Barbara; Jeannie Oakes, Ford Foundation*

33.016. National Science Foundation Priorities and Trajectories for Research Advancement: Leadership, Wisdom, and Perspectives. AERA Sessions; Invited Session

VCC, Second Level, East Room 8&15; 2:15-3:45pm

Chair: *P. David Pearson, University of California - Berkeley*

Speakers: *Joan Ferrini Mundy, National Science Foundation; Myron P. Gutmann, National Science Foundation*

Discussants: *Chandra Muller, The University of Texas - Austin; Deborah Vandell, University of California - Irvine*

33.017. Rethinking Youth Studies and Research: Indigenous, Immigrant, and Islamic Youths' Ambivalent Belonging in Multicultural Vancouver and the Making of Activist Research. AERA Sessions; Invited Session

VCC, Second Level, West Room 212&213; 2:15-3:45pm

Chair: *Handel K. Wright, The University of British Columbia*

Participants:

Coast Salish Youth and Resistance to Multicultural Education:

Transnational Identities and the Reinscription of Indigenous Cognitive Geographies. *Michael Marker, The University of British Columbia*

Social and Cultural Experiences of First- and Second-Generation Turkish Immigrant Youth in Vancouver. *Dilek Kayaalp, The University of British Columbia*

Picturing Oppression: Vancouver Seventh Graders Making Movies to "Talk Back" to Racism, Sexism, and Class Discrimination. *Ozlem Sensoy, Simon Fraser University*

Theatre of the Oppressed and Online Protests: Immigrant and Refugee Youth Learning Citizenship and Canadian Multiculturalism in Vancouver. *Handel K. Wright, The University of British Columbia; Maryam Nabavi, The University of British Columbia*

Committee Sessions

33.018. Cross-National Studies in Meeting Challenges and Opportunities to Learn. International Relations Committee; Paper Session
VCC, Second Level, West Room 204; 2:15-3:45pm

Chair: *Tesha Sengupta Irving, University of California - Irvine*

Participants:

Educational Technology in Latin American: A Survey Study in Argentina, Chile, Costa Rica, and Mexico. *Micaela Manso, Fundacion Evolucion; Daniel Light, Education Development Center, Inc.*

Students With Special Educational Needs in Inclusive Classrooms in Spain 15 Years After Salamanca. *Cristina M. Cardona, University of Alicante; Esther Chiner-Sanz, University of Alicante; Cristina Miralles, University of Wisconsin - Madison*

The Effectiveness of Educational Block Grants to Orphans and Vulnerable Children in Tanzania and Uganda. *Mary H. Shann, Boston University; Malcolm Bryant, Boston University School of Public Health; Bram Brooks, Boston University School of Public Health; Paul Bukuluki, Makerere University; Denis Muhangi, Makerere University; Joe Lugalla, Centre for Strategic Research and Development (CESTRE); Gideon Kwesigabo, Center for Strategic Research and Development (CESTRE)*

The Impact of Sociodemographic Background, Cognitive Abilities, and Educational Attainment on Middle-Age Social Status: Results From a Longitudinal Study Over 40 Years. *Romain Martin, University of Luxembourg; Martin Brunner, University of Luxembourg; Daniela Schalke, University of Luxembourg; Magda Chmiel, University of Luxembourg; Marius Wrulich, University of Luxembourg*

Comparative Analysis of Educational Policies and Research Explanations of the Achievement of Latinos in the United States, Latin Americans in Spain, and Dutch Turkish Students in the Netherlands. *Martha A. Montero-Sieburth, University of Amsterdam; Lidia Cabrera-Perez, Universidad de La Laguna*

Discussant: *Carolyn D. Herrington, Florida State University*

33.019. GSC Division E Fireside Chat: Publishing Tips and Strategies for Graduate Students and Early Career Scholars. Graduate Student Council; Fireside Chat

VCC, Second Level, East Room 12; 2:15-3:45pm

Chairs: *Jioni A. Lewis, University of Illinois at Urbana-Champaign; Ann Young Kim, University of California - Santa Barbara*

Participants: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Cynthia Hudley, University of California - Santa Barbara; Paul Poteat, Boston College; Brendesha M. Tynes, University of Southern California; Tracy Vaillancourt, McMaster University*

33.020. Race, Power, Identity, and Higher Education. Committee on Scholars of Color in Education; Paper Session

VCC, Third Level, West Room 306; 2:15-3:45pm

Chair: *Daniel Liston, University of Colorado*

Participants:

Black British Intellectuals, Critical Race Theory, and Education. *Paul Warmington, University of Birmingham*

Exploring the Social Support Networks of Black Male Doctoral Students in Higher Education Administration Programs at Predominantly White Institutions. *Chutney Nichole Walton, The University of Tennessee; Ferlin McGaskey, The University of Tennessee; Demetrius Richmond, The University of Tennessee - Knoxville; Corey Guyton, North Carolina Central University; Theresa Cooper, The University of Tennessee;*

Tracia NiKole Cloud, The University of Tennessee

I Want to Learn From Someone Who Looks Like Me Too: Black Student Responses to the Presence of Black Faculty at Predominantly White Universities. *Alana C. Butler, Cornell University*

Learning to Resist: Educational Counternarratives of Black College-Reentry Mothers. *Yolanda Sealey-Ruiz, Teachers College, Columbia University*

Racial Identity-Context Congruence in Educational Settings: How the Effects of African American Racial Identity Varies. *Christy Michelle Byrd, University of Michigan; Tabbye Maria Chavous, University of Michigan*

Discussant: *Laurence J. Parker, University of Utah*

33.021. Understanding Minority Student Participation and Excellence in STEM Disciplines and Fields. Social Justice Action Committee; Invited Session

VCC, Second Level, West Room 202&203; 2:15-3:45pm

Chair: *Michael T. Nettles, ETS*

Participants:

Current Trends of Minorities in STEM Fields. *Lorenzo Esters, Association of Public and Land-Grant Universities*

Enhancing Diversity in Science: The Role of Professional Associations and Scientific Societies. *George L. Wimberly, American Educational Research Association*

Mentoring, Networks, and Underrepresented Minorities in the Science Pipeline. *Olga V. Mayorova, American Sociological Association*

International Organization Sessions

33.022. Canadian Association for Curriculum Studies (CACS): Provoking Educational Research Across Canada: Knowledge, Dissemination, and the Public Good. Canadian Society for the Study of Education; Invited Session

VCC, Second Level, West Room 215&216; 2:15-3:45pm

Chair: *Nicholas Ng-A-Fook, University of Ottawa*

Participants:

Conceptualizing Curriculum Studies as Interdisciplinary, Aesthetic, and Unsettling: A Review of the Journal of the Canadian Association for Curriculum Studies. *Chloe Brushwood Rose, York University; Karen A. Krasny, York University*

Fomenting Flows: The Special Role of Review Issues for International and Intergenerational Dialogue. *Ruben Gaztambide-Fernandez, OISE/University of Toronto*

Bridging Two Research Solitudes: Language, Culture, and Curriculum Within the Canadian Journal of Education. *Rochelle Marie Skogen, University of Alberta*

Division Sessions

33.023. Game Change? The Increasing Significance of University-Based Research Centers in School Leadership and Policy Making. Division A - Administration Organization & Leadership; Invited Session

VCC, Second Level, East Room 19&20; 2:15-3:45pm

Participants: *Michelle Renee, Annenberg Institute for School Reform; Richard Gray, Annenberg Institute for School Reform; Kevin G. Welner, University of Colorado - Boulder; Julian Vasquez Heilig, The University of Texas - Austin*

Discussant: *Sonya Douglass Horsford, University of Nevada - Las Vegas*

33.024. Leadership and Evaluation for Improving Instruction. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 10; 2:15-3:45pm

Chair: *Kristina Astrid Hesbol, Illinois State University*

Participants:

Teachers' Response to Performance Feedback During Teacher Evaluation: A Qualitative Study. *Eva Vekeman, Ghent University; Melissa Andrea Tuytens, Ghent University; Geert Devos, Ghent University*

The Influence of School Variables on Teacher Evaluation: Toward an Integrated Model. *Melissa Andrea Tuytens, Ghent University; Eva Vekeman, Ghent University; Geert Devos, Ghent University*

Meaning Making and (Mis)understanding in Postobservation Conferences. *Deborah Lynn Teitelbaum, NC Center for the Advancement of Teaching*

School-Wide Instructional Leadership. *Claire Sinnema, The University of Auckland; Viviane M. Robinson, University of Auckland*

How Leadership Team Interactions Affect Leader Identity and Team Identity. *Maryann Michel Judkins, The University of Arizona*

Discussant: *Kristina Astrid Hesbol, Illinois State University*

33.025. Trickster Chases the Tale of Education: Indigenous Storytelling Disrupting Education. Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 2:15-3:45pm

Chair: *Judy M. Iseke, Lakehead University*

Participants:

Wasakechak in Métis/Cree Cultural Traditions in Digital Technologies of Film/Media. *Judy M. Iseke, Lakehead University*

The Pedagogical and Instructional Relevance of Proverbs and Songs as Indigenous Philosophies: The West African Case. *George J. Dei, OISE/University of Toronto*

A Glance at Africa Through Its Creation Stories: Pedagogical Implications in Education. *Njoki N. Wane, University of Toronto*

Trickster Chases the Tale of Education: A Mi'kmaq Exploration of Trickster Stories and Their Relevance in Community and Educational Practices. *Sylvia Moore, Lakehead University*

Discussant: *Bekisizwe S. Ndimande, University of Illinois at Urbana-Champaign*

33.026. A Framework for Conceptualizing Reading for Understanding: Evidence-Based Argumentation in History, Science, and Literature.

Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, North Junior Ballroom D; 2:15-3:45pm

Chair: *Susan R. Goldman, University of Illinois at Chicago*

Participants:

Introduction to Reading, Evidence, and Argumentation: Reconceptualizing Reading Comprehension in Adolescence. *Susan R. Goldman, University of Illinois at Chicago*

Reexamining Literary Reasoning: Understanding Progressions and Argumentation. *Carol D. Lee, Northwestern University; Stephen Briner, The University of Memphis; Marianne George, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Allison H. Hall, University of Illinois at Chicago; Rita Jensen, WestEd; Sarah Levine, Northwestern University; Joe Magliano, Northern Illinois University; Kathryn S. McCarthy, University of Illinois at Chicago; Teresa Sosa, University of Illinois at Chicago; Mary Pat Sullivan, University of Illinois at Chicago*

Historical Frameworks to Guide Research and Design. *Cynthia R. Shanahan, University of Illinois at Chicago; Anne Britt, Northern Illinois University; Gayle Cribb, WestEd; Susan R. Goldman, University of Illinois at Chicago; Gina Hale, WestEd; Kimberly A. Lawless, University of Illinois at Chicago; Michael Manderino, Northern Illinois University; Martin Moe, Chicago Public Schools; Jacquelynn S. Popp, University of Illinois at Chicago; Diane V. Puklin, University of Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Teresa Sosa, University of Illinois at Chicago*

Designing Text-Based Investigations in Science to Address Core Knowledge Constructs. *Cynthia L. Greenleaf, WestEd; Anne Britt, Northern Illinois University; Willard R. Brown, WestEd; Jodi Davenport, WestEd; Susan R. Goldman, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago; Gina Hale, WestEd; Megan Hughes, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago; Ursula M. Sexton, WestEd; Tanya Cleveland Solomon, University of Illinois at Chicago; Jennifer Wiley, University of Illinois at Chicago*

Approaching Reading for Understanding From Multiple Sources in History and Science: Initial Studies. *Jennifer Wiley, University of Illinois at Chicago; Anne Britt, Northern Illinois University; Thomas D. Griffin, University of Illinois at Chicago; Brent Steffens, Northern Illinois University; Carlos R. Salas, University of Illinois at Chicago; Kristopher Jon Kopp, Northern Illinois University; Srikanth Dandotkar, Northern Illinois University; Karyn Higgs, Northern Illinois University; Susan R. Goldman, University of Illinois at Chicago*

Discussant: *Elizabeth B. Moje, University of Michigan*

33.027. Assessing Transfer of Learning: Instructionally Sensitive Assessments, Curriculum, and Instruction. Division C - Learning and

Instruction; Structured Poster Session

Pan Pacific, Lobby Level, Oceanview 1&2; 2:15-3:45pm

Chair: *Maria Araceli Ruiz-Primo, University of Colorado - Denver*

Participants:

1. Instructionally Sensitive Assessments and Curricula Characteristics: Learning Goals, Opportunities to Achieve Them, and Opportunities to Transfer Them. *Maria Araceli Ruiz-Primo, University of Colorado - Denver; Min Li, University of Washington; Michael Giamellaro, University of Colorado - Denver; Kellie Wills, University of Washington; Hillary Mason, University of Colorado - Denver; Ming-Chih Lan, University of Washington; Deanna J. Sands, University of Colorado - Denver*
2. Teachers' and Students' Perceptions about Instructionally Sensitive Assessments: Disentangling the Meaning of Transfer of Learning. *Michael Giamellaro, University of Colorado - Denver; Deanna J. Sands, University of Colorado - Denver; Kellie Wills, University of Washington; Jennifer Feehan, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Min Li, University of Washington*
3. Linking Quality of Instruction to Instructionally Sensitive Assessments. *Ming-Chih Lan, University of Washington; Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Ting Wang, University of Washington; Michael Giamellaro, University of Colorado - Denver; Hillary Mason, University of Colorado - Denver*
4. Instructionally Sensitive Assessments Across Three Science Units. *Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Michael Giamellaro, University of Colorado - Denver; Kellie Wills, University of Washington*
5. Instructional Sensitivity and Transfer of Learning at Different Distances: Close, Proximal, and Distal Assessment Items. *Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Michael Giamellaro, University of Colorado - Denver; Kellie Wills, University of Washington; Hillary Mason, University of Colorado - Denver; Jennifer Feehan, University of Colorado - Denver*
6. Comparing Two Experimental Designs to Evaluate Item Sensitivity. *Kellie Wills, University of Washington; Min Li, University of Washington*

Discussant: *Jim Minstrell, FACET Innovations*

33.028. Assessment for Educational Accountability in History and Science: Beyond Recall. Division C - Learning and Instruction Cosponsored with Division L - Educational Policy and Politics, Division H - Research, Evaluation and Assessment in Schools; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom C; 2:15-3:45pm

Chair: *Richard A. Duschl, The Pennsylvania State University*

Participants:

- Assessing Historical Thinking: Challenges and Possibilities. *Peter C. Seixas, The University of British Columbia; Kadriye Ercikan, The University of British Columbia; Lindsay Smith Gibson, The University of British Columbia*
- Using Library of Congress's Digital Resources to Create New Forms of History Assessments. *Sam Wineburg, Stanford University; Joel Breakstone, Stanford University; Mark D. Smith, Stanford University*
- Including Higher-Order Thinking in Summative Assessment in Science Education. *Per Kind, Durham University*
- Teaching and Assessing Scientific Thinking: Online Inquiry Units With Automated Scoring. *Marcia Linn, University of California - Berkeley; Ou Lydia Liu, ETS; Kihyun (Kelly) Ryoo, University of California - Berkeley; Jacqueline J. Madhok, University of California - Berkeley*
- Assessing Scientific Argumentation by Middle School Pupils and Testing a Learning Progression for Argumentation. *Jonathan F. Osborne, Stanford University; Bryan Henderson, Stanford University; Anna MacPherson, Stanford University; Evan Szu, Stanford University*

Discussant: *Richard A. Duschl, The Pennsylvania State University*

33.029. Conceptual Change and Beliefs. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 2:15-3:45pm

Chair: *Julie Brockman Smart, Presbyterian College*

Participants:

- Conceptual Change With Refutational Maps. *Qing Liu, Simon Fraser*

University; John Cale Nesbit, Simon Fraser University

Transforming Misconceptions: Exploring the Relationship between Transformative Experience and Conceptual Change. *Benjamin C. Heddy, University of Southern California; Gale M. Sinatra, University of Southern California*

Using Rationality Priming to Build Cognitive Momentum When a Causal Explanation Challenges Students' Sacred Beliefs. *Brent Igo, Clemson University*

Testing the TIDE: Relations Between Teachers' and Students' Epistemic Beliefs Across High school, College and University. *Krista R. Muis, McGill University; Michael Joseph Foy, John Abbott College; Melissa Duffy, McGill University; Gregory Trevors, McGill University; John Ranellucci, McGill University; Xihui Wang, McGill University; Bogusia Gierus, McGill University*

Discussant: *Joanna Garner, Old Dominion University*

33.030. Integrating Different Approaches to Investigating Self-Regulated Learning. Division C - Learning and Instruction Cosponsored with SIG-Studying and Self-Regulated Learning; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 2:15-3:45pm

Chairs: *Adar Ben-Eliyahu, University of Pittsburgh; Matthew L. Bernacki, University of Pittsburgh*

Participants:

- A Longitudinal Analysis of High School Students' Self-Reported Strategy Use in Math and English. *Akane Zusho, Fordham University; Jared Anthony, Fordham Graduate School of Education; Karen Elizabeth Clayton, Fordham University; Gerard Robertson, Fordham University; Stuart A. Karabenick, University of Michigan*
- Extending Self-Regulated Learning to Include Self-Regulated Emotions. *Adar Ben-Eliyahu, University of Pittsburgh; Lisa Linnenbrink-Garcia, Duke University*
- Using Online Measures to Understand Self-Regulated Learning With Advanced Learning Technologies. *Roger Azevedo, McGill University; Jason Matthew Harley, McGill University; Reza Feyzi Behnagh, McGill University; François Bouchet, McGill University*
- Assessing Self-Regulated Learning: A (Meta)Cognitive Modeling Approach. *Vincent Aleven, Carnegie Mellon University; Ido Roll, The University of British Columbia; Bruce McLaren, Carnegie Mellon University; Kenneth R. Koedinger, Carnegie Mellon University*
- Moderators of the Relation Between Self-Regulated Learning and Academic Performance: A Meta-Analysis. *Amy L. Dent, Duke University; Harris M. Cooper, Duke University; Alison C. Koenka, Duke University*

Discussant: *Philip H. Winne, Simon Fraser University*

33.031. Playing to Learn: Tech-Based Games and Cognitive Processes. Division C - Learning and Instruction; Paper Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 2:15-3:45pm

Chair: *Robert L. Bangert-Drowns, University at Albany - SUNY*

Participants:

- IPro: A Social and Mobile Gaming Path to Programming Learning. *Tom Benton, The University of Texas - Austin; Taylor Martin, The University of Texas - Austin; Matthew W. Berland, The University of Texas - San Antonio; Carmen Julia Petrick, The University of Texas at Austin*
- Investigating the Salomon Effect Concerning Digital Educational Games: A Cognitive Load Approach. *Anja Hawlitschek; Helmut M. Niegemann, University of Erfurt (Germany)*
- Against the One-Size-Fits-All Model: Designing Games for Learning to Support Students With Varying Academic Motivation. *Girlic C. Delacruz, University of California - Los Angeles*
- Inquiry, Communication, Construction, and Expression Experiences for Transformative Learning in Digital Games. *Mamta Shah, Drexel University; Aroutis Nathaniel Foster, Drexel University*
- Spatial Cognitive Skill and Video Game Performance: What's the Connection? *Deanne Marie Adams, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara*

33.032. Recruiting, Preparing, Supporting, and Retaining Educators of Color. Division C - Learning and Instruction; Invited Session Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 2:15-3:45pm

Chair: *Kelly A. Rodgers, City University of New York*

Participants:

- New Teachers of Color as Change(d) Agents in Urban Schools:

Implications for Teacher Preparation and Development. *Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz*

Minority Teacher Recruitment and Retention Strategies. *Janet E. Kearney-Gissendaner, Ashland University*

Perspectives for Nurturing and Supporting High School and College Students of Color to Enter the Teaching Profession. *Reynaldo Lauro Martinez, Valdosta State University*

Participatory Action Research as a Pathway Into the Teaching Profession for Latina/o and African American Youth. *Jason G. Irizarry, University of Connecticut*

Discussant: *Sarah K. Silverman, TNTF*

33.033. Textures of Social Media Exchange: Youth Identity and Digital Aesthetics in a Global Learning Environment. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 2:15-3:45pm

Chair: *Anna Smith, New York University*

Participants:

"We Put Our Swag All Over It": Negotiating Local and Global Identity Online and Offline. *Tracie R. Wallace, University of California - Berkeley*

"No, I'm Not Smart; I'm Just Trolling": 21st-Century Identities Across Discussion Formats. *Anna Smith, New York University; Dee Anne Anderson, New York University*

Designing Identity: An Exploration of Youth Identity in Multimodal Design. *Matthew Hall, New York University; Laura A. Davis, New York University*

Aesthetics of the Everyday: A Walk Along the Shoreline of Youth Identity. *John Michael Scott, New York University*

Discussant: *Glynda A. Hull, University of California - Berkeley*

33.034. The Robert L. Linn Distinguished Address. Getting Serious About Test Score Reporting: One of the Keys to Successful Educational Reform. Division D - Measurement and Research Methodology; Invited Session
VCC, First Level, West Room 109&110; 2:15-3:45pm

Chair: *Lorrie A. Shepard, University of Colorado Boulder*

Speaker: *Ronald K. Hambleton, University of Massachusetts - Amherst*

33.035. Gender, Achievement, and Learning. Division F - History and Historiography Cosponsored with SIG-Politics of Education and Division G - Social Context of Education, SIG-Research on Women and Education; Paper Session
VCC, Third Level, West Room 305; 2:15-3:45pm

Chair: *Roland Sintos Coloma, OISE/University of Toronto*

Participants:

"Fostering Male Virility": A Gender History of Land-Grant Education Discourse and Practice, 1862-1895. *Nathan Masters Sorber, West Virginia University*

"A Tinge of Effeminacy": Masculinity and National Manhood in the Mosely Report, 1904. *Una Ni Bhroimeil, Mary Immaculate College*

The Problem With "Little Jack Canuck": Exploring Over 70 Years' Worth of Concerns Over Boys' Underachievement in School in Ontario, Canada. *Christopher John Greig, University of Windsor*

Invisible Spaces and Domestic Places as Gendered Learning Contexts in Colonial Mozambique. *Antoinette Errante, The Ohio State University*

33.036. Lessons From Below: Reshaping Southern and U.S. Educational History. Division F - History and Historiography Cosponsored with SIG-Research Focus on Black Education; Symposium
VCC, Second Level, West Room 205; 2:15-3:45pm

Chair: *Christopher M. Span, University of Illinois at Urbana-Champaign*

Participants:

Was It for Their Good? Black Students and the Desegregation of a Southern Private School, 1967-1972. *Michelle A. Purdy, Michigan State University*

"Students as a Force for Social Change": A History of the Freedom Schools and Head Start in Mississippi, 1963-1970. *Jon Hale, College of Charleston*

"Don't Be Fooled...The Fight Has Just Begun": Black Youth Activism and White Opposition, 1954-1972. *Vincent DeWayne Willis, Emory University*

Educational Capital and the Circular Migration of Southern Black Educators, 1945-1970. *Donna Jordan-Taylor, University of Washington*
Discussant: *James D. Anderson, University of Illinois at Urbana-Champaign*

33.037. Beyond Evidence: Toward a Politics of Concern. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 206; 2:15-3:45pm

Chair: *Jill P. Koyama, University at Buffalo - SUNY*

Participants:

Planning Sciences, Policy, and Conserving as the Problems of Change: Should We Take Seriously the Cautions of Foucault and Rancière?

Thomas S. Popkewitz, University of Wisconsin

Equity Measurement as a "Matter of Concern": The Case of PISA (Programme for International Student Assessment) in Australia. *Radhika Gorur, Victoria University - Victoria Institute for Education Diversity and Lifelong Learning*

How (Not) to Talk About Education Today? From Evidence-Based to Concern-Oriented Policy. *Mathias Decuyper, K.U. Leuven; Maarten Simons, Katholieke Universiteit Leuven; Carlijne Ceulemans, University of Antwerp*

Seeing Through Transparency: Controversy as Collective Learning. *Jill P. Koyama, University at Buffalo - SUNY; Radhika Gorur, Victoria University - Victoria Institute for Education Diversity and Lifelong Learning*

Discussant: *Nicholas C. Burbules, University of Illinois*

33.038. Empowering Teachers and Pedagogies in Local Contexts. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 214; 2:15-3:45pm

Chair: *Victoria M. Hand, University of Colorado - Boulder*

Participants:

When the Teachers are "Locals": A Case Study from a Low-Income Community with Average Reading Achievement. *Sky Harmony Marietta, Harvard University*

No Need for Chaperones: The Role of Field Trips in Teacher Professional Development. *Supriya Baily, George Mason University; Stacia M. Stribling, George Mason University*

Structure and Agency Within a School Reform Effort: Coteaching, Inclusion, and School Change. *Tina Y. Gourd, University of Washington*
Enacting Social Justice Pedagogy in Mathematics Classrooms. *Jacqueline Leonard, University of Colorado - Denver; Cara M. Moore, The University of Tennessee*

Multimodal Frames for Immigrant Adult Students: (Re)making Their Representations of Literacy and Life. *Carolyn A. Colvin, University of Iowa; Renee Martin, University of Iowa*

Discussant: *Louise B. Jennings, Colorado State University*

33.039. Lessons Learned: Challenges, Constraints, and Signs of Hope in Local Public Education Contexts. Division G - Social Context of Education; Symposium
VCC, Third Level, West Room 302; 2:15-3:45pm

Chair: *Janelle M. Silva, University of Washington - Bothell*

Participants:

¡Queremos Poder! School-Mediated Civic Engagement and Latino Youth Citizenship Construction. *Jesica Fernandez, University of California - Santa Cruz*

Process, Relationships, and Snacks: Context and Challenges in an After-School Participatory Action Research Project. *Sarah Grace, University of California - Santa Cruz*

Time Is Not on Our Side: Teacher-Identified Structural Constraints on a Public Elementary School Classroom. *Danielle Kohfeldt, University of California - Santa Cruz*

Reading, Writing, and Revolution: Becoming Critical Multicultural Citizens in First Grade. *Janelle M. Silva, University of Washington - Bothell*

Taking on Privilege in Context: University-Based Anti-Cuts Organizing as a Critical Pedagogical Space. *Erin Ellison, University of California - Santa Cruz*

33.040. Responding to the Challenges of Disadvantaged Populations: Engaging Families to Promote School Success. Division G - Social Context of Education; Symposium
VCC, First Level, West Room 111&112; 2:15-3:45pm

Chair: *Fabienne Doucet, New York University*

Participants:

A Culturally Sensitive Approach to Engaging in Research With Latino

Families. *David Enrique Rangel, University of Wisconsin - Madison; Carmen Valdez, University of Wisconsin - Madison*

Promoting Latino Parent Involvement in Title I Schools. *Hannah K. Miller, University of Wisconsin - Madison; Lynn McDonald, Middlesex University*

Engaging Families in a High-Mobility Context. *Jeremy Fiel, University of Wisconsin - Madison; Anna R. Haskins, University of Wisconsin - Madison; Ruth Lopez Turley, Rice University*

Family-School Intervention Effects on Grade Retention. *Adam Gamoran, University of Wisconsin - Madison; Alyn M. Turner, University of Wisconsin - Madison; Megan Shoji, University of Wisconsin - Madison*

Discussant: *Aaron Pallas, Columbia University*

33.041. Affirmative Action Perspectives: Blurring the Margin/Center Divide: Methodological, Theoretical, and Practical Implications for Research. Division H - Research, Evaluation and Assessment in Schools; Invited Session

Marriott Pinnacle, Third Level, Pinnacle III; 2:15-3:45pm

Chair: *Winona Burt Vesey, University of Houston - Clear Lake*

Participants:

The Space between the Margin and Center: Blurring Difference Lines in Educational Research. *Rachelle Winkle-Wagner, University of Nebraska; Debora Hinderliter Orloff, University of Houston - Clear Lake*

Crossing Difference Lines in Educational Research. *Lori D. Patton, University of Denver*

Engaging Critical Research on Asian Americans in Higher Education. *Dina C. Maramba, Binghamton University - SUNY*

"Checking Off" the "Race" Box: Reifying the Margin/Center Divide. *Cheryl A. Hunter, University of North Dakota*

Discussant: *Michael W. Apple, University of Wisconsin - Madison*

33.042. K-12 Student Success: Complexity in Mathematics and Science Education Research. Division H - Research, Evaluation and Assessment in Schools; Symposium

Marriott Pinnacle, Third Level, Pinnacle II; 2:15-3:45pm

Chair: *Hannah Sevia, University of Massachusetts - Boston*

Participants:

Reflecting on Complexity in Mathematics and Science Education Research Investigating Student Success. *Wendy M. Smith, University of Nebraska - Lincoln*

Impact of MSP (Math-Science Partnership)-Prepared Mathematics Specialists on Middle School Instruction and Student Success. *Aimee Ellington, Virginia Commonwealth University*

Using Learning Progression Frameworks and Assessments to Guide Research and Professional Development. *Jennifer H. Doherty, Michigan State University*

Disciplinary Content-Focused Versus Cross-Disciplinary Concept-Focused Professional Development for Science Teachers. *Robert Chen, University of Massachusetts - Boston*

Identifying and Measuring Factors Related to Student Learning: Promises and Pitfalls of Teacher Instructional Logs. *Sean Smith, Horizon Research, Inc.*

Discussant: *Lance Perez, University of Nebraska - Lincoln*

33.043. Recruiting and Advancement of Underrepresented Groups in the Professions. Division I - Education in the Professions; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 2; 2:15-3:45pm

Chair: *Brian J. Hess, American Board of Internal Medicine*

Participants:

Relationship of Geographic Mobility and Institutional Prestige to Career Advancement of Women in Academic Medicine. *Marsha R. McLean, Fayetteville State University; Sharon Anderson Dannels, The George Washington University; Sharon A. McDade, American Council on Education*

The Production of Engineering Doctoral Degrees for Women and Underrepresented Minorities: An Institutional Capital Examination. *Amanda Ostreko, The University of Kansas*

Understanding Stereotype Threat Among Premedical and Predental Underrepresented and Disadvantaged Students. *Lawrence Hy Doyle, University of California - Los Angeles; Lourdes R. Guerrero, University of California - Los Angeles; Michelle Lynn Vermillion, University of California - Los Angeles; Sebastian Uijtdehaage, University of California - Los Angeles*

Engineering Messaging and Female Role Models: Do They Make a World

of Difference? *Stephanie Rivale, University of Colorado; Janet L. Yowell, University of Colorado; Jayne Aiken, University of Colorado; Sweta Adhikary, University of Colorado; Alexander I. Archuleta, University of Colorado; Daniel W. Knight, University of Colorado; Jacquelyn F. Sullivan, University of Colorado*

Discussant: *Glen P. Rogers, Alverno College*

33.044. Advancing the Study of Student Teaching: New Literature Reviews, Coteaching Methodology, and Science Education. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 222; 2:15-3:45pm

Chair: *Rita Nawrocki-Chabin, Alverno College*

Participants:

A Synthesis of the Research on Community Service Learning in Science Teacher Education. *Samia Khan, The University of British Columbia; Evrim Baran, The University of British Columbia*

Applying Research Knowledge in Designing Student Teaching Programs to Maximize Preservice Science Candidates' Learning Opportunities. *Christine L. Manzey, University of Toledo*

Facilitating Cooperating Teachers' and Candidates' Understandings of Teaching and Learning Using the Coteaching Model. *Hillary Merk, University of Portland; Jacqueline C. Waggoner, University of Portland; James B. Carroll, University of Portland; Bruce N. Weitzel, University of Portland; John L. Watzke, University of Portland*

Promoting a Culture of Collaboration: Possibilities and Problems of Alternative Approaches to Traditional Student Teaching. *Brandon M. Butler, Old Dominion University*

Reconceptualizing Collaborative Practices in the Supervision of Teacher Candidates. *Laurie Joy Katz, The Ohio State University*

Discussant: *Dolores C. Gaunty-Porter, Vanguard University of Southern California*

33.045. Enhancing Teacher Efficacy Through Program and Instructional Reform. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 217&218; 2:15-3:45pm

Chair: *Gregg Jorgensen, Western Illinois University*

Participants:

Strategies for Building a Profession: Reflections on a University-District Professional Development Project for Seventh- and Eighth-Grade Mathematics and Science Teachers. *Pia I. Wong, California State University - Sacramento; Teanne Greenlee-Davis, Kit Carson Middle School; Kim Miyasaki, Will C. Wood Middle School*

Cultivating Teacher Efficacy. *Lisa Daniels, University of Central Arkansas; Gary O. Bunn, University of Central Arkansas; Donna Wake, University of Central Arkansas; Tammy Benson, University of Central Arkansas*

Using Technology and English in the 21st Century: A Study of Preservice Teachers. *Yung-Hui Chien, University of Michigan*

Lessons of Researcher-Teacher Codesign of an Environmental Health After-School Club Curriculum. *Savreen Hundal, Center for Public Service Communications; Daniel M. Levin, University of Maryland - College Park; Alla Keselman, National Library of Medicine*

Physics Teacher Collaboration as a Learning Strategy: A Case in Chinese Curriculum Reform. *Guopeng Fu, The University of British Columbia*

33.046. Preparing Teachers to Work With English Language Learners and Immigrant Students. Division K - Teaching and Teacher Education; Paper Session

Pan Pacific, Restaurant Level, Oceanview 7&8; 2:15-3:45pm

Chair: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

Participants:

A New Apprenticeship in Language Teacher Education. *Ann Devitt, Trinity College*

An Analysis of Preservice Teacher Responses to Participation in a Literacy Program for New Immigrant Children. *Kyaw Soe, Indiana University - Purdue University at Fort Wayne; Joe D. Nichols, Indiana University - Purdue University at Fort Wayne*

Learning From Non-English Speaking Parents: Preservice Teachers' Experiences. *Zulmaris Diaz, The University of Texas - Pan American; Olga M. Ramirez, The University of Texas - Pan American*

Discussant: *Courtney M. Clayton, University of Mary Washington*

33.047. Redesigning Teacher Education: Learning From the Past. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 221; 2:15-3:45pm

Chairs: *G Williamson McDiarmid, University of North Carolina; G Williamson McDiarmid, University of North Carolina*

Participants:

Teaching the Science and Art of Teaching: Revisiting Teachers for the Real World. *Sharon Feiman-Nemser, Brandeis University*

The Work of Reform in Teacher Education: Lessons from the Holmes Group. *Francesca Forzani, University of Michigan*

Driving and Guiding Program Change: Teachers for a New Era at the University of Washington. *G Williamson McDiarmid, University of North Carolina*

Discussants: *Kenneth Zeichner, University of Washington; Kenneth Zeichner, University of Washington*

33.048. Student Teaching in Urban Districts: Implications for Teacher Quality, Career Paths, and Policy. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 224; 2:15-3:45pm

Chair: *Lauren M. Anderson, University of Southern California*

Participants:

Do Student Teachers' Career Plans Change During Student Teaching? *Matthew A. Shirrell, Northwestern University; Michelle Reininger, Stanford University*

Do Student Teachers Need More or Better Student Teaching? *Matthew Ronfeldt, University of Michigan; Michelle Reininger, Stanford University*

The Effects of Student Teaching in Underserved and Hard-to-Staff Schools. *Matthew Ronfeldt, University of Michigan*

Discussant: *Pamela L. Grossman, Stanford University*

33.049. The Impact of Teacher Reflexivity on Student Achievement, Part 2. Division K - Teaching and Teacher Education; Working Group Roundtable

Pan Pacific, Lobby Level, Crystal Pavilion C; 2:15-3:45pm

Chair: *Shelley Thomas, University of Louisville*

Participants:

A Cross-Cultural Comparative Study of Teacher Effectiveness: Analysis of Award-Winning Teachers in the United States and China. *Leslie Grant, Old Dominion University; Xianxuan Xu, College of William and Mary; Patricia Popp, College of William and Mary; James H. Stronge, College of William and Mary; Yaling Sun, Yunnan University; Catherine A. Little, University of Connecticut*

Child and Teacher Characteristics Associated With Teachers' Expectations in Kindergarten: A Multilevel Analysis. *Sara Speybroeck; Sofie Kuppens, Katholieke Universiteit Leuven; Carl Lamote, Katholieke Universiteit Leuven; Ine Van Droogenbroeck, Katholieke Universiteit Leuven*

Collective Teacher Efficacy and Student Achievement: A Meta-Analysis. *Rachel J. Eells, Concordia University - Chicago; Therese D. Pigott, Loyola University Chicago*

Early Childhood Teacher Educator Teacher Research. *Kathryn Castle, Oklahoma State University*

33.050. Assessing Teacher Quality: Understanding Teacher Effects on Instruction and Achievement. Division L - Educational Policy and Politics; Symposium
VCC, Second Level, East Room 11; 2:15-3:45pm

Chair: *Sean P. Kelly, Michigan State University*

Participants:

Understanding Teacher Effects: Market Versus Process Models of Educational Improvement. *Sean P. Kelly, Michigan State University*

Beyond High-Stakes Tests: Teacher Effects on Other Educational Outcomes. *Jennifer Jennings, New York University; Sean Patrick Corcoran, New York University*

Measuring Teaching Quality Using Student Achievement Tests: Lessons From Educators' Responses to No Child Left Behind. *Laura S. Hamilton, RAND Corporation*

Teacher Effects: Past, Present, and Future. *Spyros Konstantopoulos, Michigan State University*

Using Social Network Analysis to Study How Collegial Interactions Can Augment Teacher Learning from External Professional Development. *William R. Penuel, University of Colorado; Kenneth A. Frank, Michigan State University; Min Sun, Virginia Polytechnic Institute and State University; Chong Min Kim, Northwestern University*

Power, Accountability, and the Teacher Quality Problem. *Richard Ingersoll, University of Pennsylvania*

33.051. Issues for Local Education Governance. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 14; 2:15-3:45pm

Chair: *Michelle D. Young, University Council for Educational Administration*

Participants:

Creating a Portfolio Management District in Detroit: Contested State Intervention and Regime Change. *David D. Arsen, Michigan State University; Mary L. Mason, Michigan State University*

How Labor Management Relationships Advance Reforms: Findings From 12 Districts. *Jonathan Eckert, Wheaton College*

Internal Pressures, External Opportunities: Investigating Why Superintendents Turn Over. *Jason A. Grissom, Vanderbilt University; Stephanie V. Andersen, University of Missouri*

The Implications of Decentralization for Student Achievement and Equity Across the Americas. *Jenna Cullinane, The University of Texas - Austin; Jane Arnold Lincove, The University of Texas - Austin*

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

33.052. Measuring the Impact of Teacher Education on Learning to Teach Mathematics: The Teacher Education Study in Mathematics. Division L - Educational Policy and Politics; Symposium
VCC, Second Level, West Room 208&209; 2:15-3:45pm

Chair: *Maria Teresa Tatto, Michigan State University*

Participants:

Measuring the Impact of Teacher Education on Learning to Teach Mathematics. *Maria Teresa Tatto, Michigan State University*

Challenges and Successes of Building Measures Relevant to Research on Teacher Education in International Contexts. *Michael C. Rodriguez, University of Minnesota*

The Assessment and Reporting of the Mathematics Knowledge of Prospective Teachers from International Studies. *Mark D. Reckase, Michigan State University*

Teacher Education Effects on Mathematics Knowledge for Teaching. *Maria Teresa Tatto, Michigan State University*

Discussants: *James S. Dietz, National Science Foundation; Robert E. Floden, Michigan State University*

SIG Sessions

33.053. Action Research and Practicing Teachers: Reflection, Collaboration, and Action. SIG-Action Research; Paper Session
Marriott Pinnacle, Fourth Level, Ambleside; 2:15-3:45pm

Chair: *Lonnie L. Rowell, University of San Diego*

Participants:

Developing Reflective Capacity Through the Action Research Process. *Ron Tinsley, Richard Stockton College of New Jersey; Kim Lebak, Richard Stockton College of New Jersey*

Engaging Teachers a Second Time: The Quest for Ongoing Action Research. *Brett D. Campbell, Clark County School District*

Improving Practice to Serve the Public Good: Grounding Research in the Experience of Practitioners. *Joan Walton, Liverpool Hope University*
Reflective Practice, Collective Wisdom, and Action for Change: Thoughts on an Action Research Study Day. *Lonnie L. Rowell, University of San Diego; Noriyuki Inoue, University of San Diego; Cheryl A. Getz, University of San Diego*

Discussant: *Dannelle D. Stevens, Portland State University*

33.054. Discussing Educational Policy and Implications of Efficacy in the Arts as School Subject Areas: NAEP to Teacher-Made Assessment to Subject Area Growth. SIG-Arts and Learning; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 2:15-3:45pm

Chair: *Read M. Diket, William Carey University*

Participants:

Questions About Arts Learning That National Assessment of Educational Progress Can Help Answer. *Read M. Diket, William Carey University*
Policy Power: Teacher Assessment and NAEP Exemplars. *Thomas Brewer, University of Central Florida*

How NAEP Data Explain Aspects of Arts Learning. *Lihua Xu, University of Central Florida*

The So-Called Achievement Gap Between White and Black Students on 2008 NAEP Visual Arts Assessment. *Deitra Davis, William Carey*

University

Discussant: *Emmanuel Sikali, U.S. Department of Education*

33.055. Twice Exceptionality: Insight Into Paradoxical Learners Through Neurological and Neuropsychological Investigation. SIG-Brain, Neurosciences, and Education; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 2:15-3:45pm

Chair: *Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior*

Participants:

Twice-Exceptionality Post-IDEA (Individuals with Disabilities Education Act) 2004. *Susan G. Assouline, University of Iowa*

A Neurodevelopmental Study of the Gifted and Twice Exceptional With Dyslexia. *Jeffrey W. Gilger, Purdue University*

When Extremely Gifted Students Are Twice-Exceptional: Issues and Insights Related to Diagnosis and Intervention. *Linda Brody, Johns Hopkins University*

Discussant: *Virginia Berninger, University of Washington*

33.056. Organizing Charter Schools for Success: The Role of Authorizers, Leaders, and Teachers. SIG-Charter School Research and Evaluation; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy II; 2:15-3:45pm

Chair: *Caitlin Farrell, University of Southern California*

Participants:

The Work of Charter School Authorizing: Do Size and Type of Authorizer Matter? *Sean Conlan, National Association of Charter School Authorizers; Alex L. Medler, National Association of Charter School Authorizers*

Founders and Financially Affiliated Directors on Charter School Boards and Their Impact on Financial Performance and Academic Achievement. *Charisse Atibagos Gulosino, Columbia University Teachers College; Elif Sisli Ciamarra, Brandeis University*

Concerns, Use of Time, and Leadership: A Cross-Case Study of Two Charter School Principals. *Dana L. Bickmore, Louisiana State University; Margaret-Mary Sulentic Dowell, Louisiana State University - Baton Rouge*

Teacher Working Conditions, Teacher Commitment, and School Choice. *Yongmei Ni, University of Utah*

Discussant: *Guilbert C. Hentschke, University of Southern California*

33.057. The Critical Value of Design: Transformative Opportunities in Online Learning. SIG-Computer and Internet Applications in Education; Paper Session

Sheraton Wall Centre, Fourth Level, South Galiano; 2:15-3:45pm

Chair: *Cassandra Scharber, University of Minnesota*

Participants:

Effects of Temporal Contiguity and Spatiotemporal Contiguity on Map Fact Location and on Inferences. *Colleen Pinar, Independent Researcher*

InfoViz: A Necessary Element for the Future of Hybrid and Online Learning and E-Assessment. *Charles DeVaughn Miller, University of Minnesota; Lucas Lecheler, University of Minnesota; Bradford Hosack, University of Minnesota; Aaron Doering, University of Minnesota*

Online Collaborative Learning Technologies to Support Integration, Pedagogical Changes, and Community in K-12 Environments. *Jonathan McKeown, University of Tampa*

The Apps Class: K-12 Teachers as Designers of Contemporary Mobile Education. *Charles DeVaughn Miller, University of Minnesota; Aaron Doering, University of Minnesota; Brad McLain*

The Impact of Visceral, Behavioral, and Reflective Levels of Emotional Design on Learners' Evaluation of Website Trustworthiness. *Supavich Pengnate, Oklahoma State University; Pasha Antonenko, Oklahoma State University*

33.058. Reclaiming Social Justice Teaching, Curriculum, and Teacher Education: The Centrality of Grassroots Community Organizing. SIG-Critical Educators for Social Justice; Symposium
VCC, Second Level, East Room 17; 2:15-3:45pm

Chair: *Bree Picower, Montclair State University*

Participants:

Humanizing Education Through the Creation and Implementation of a College Preparatory "Chicana/o-Latina/o Studies" Course. *Cati de los Rios, Teachers College, Columbia University*

Elementary Educators as Agents of Change via Culturally Relevant Critical Pedagogy to Build Community for Student Success. *Carolina Valdez, University of California - Los Angeles*

Teachers as Public Intellectuals: An Analysis of Teacher Inquiry Groups and Decolonizing Pedagogy. *Antonio Nieves Martinez, University of California - Los Angeles*

Decolonizing Teacher Education: The Role of Teacher-Led Political Education in the Formation of Teachers as Community Organizers.

Miguel Zavala, California State University - Fullerton

Discussant: *Patrick Camangian, University of San Francisco*

33.059. Reimagining Youth, Identity, and the Social World: Global Hip-Hop Intellectuals as a Site of Resistance and Transformation. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium
Sheraton Wall Centre, Fourth Level, North Port Alberni; 2:15-3:45pm

Chair: *Julie Gorlewski, SUNY - College at New Paltz*

Participants:

Rebellion Politik: A Tale of Critical Resistance Through Hip-Hop From St. Paul to Havana. *Brian Lozenski, University of Minnesota*

Toward a Critical Pedagogy of Possibility: Arab-American Hip-Hop and Spoken Word as Cultural Action for Freedom. *Muna J. Shami, American Institutes for Research*

After Hip-Hop Culture: Scandinavian Youth and the Self-Aesthetic Relation. *Kip Kline, Lewis University*

Hip-Hop and Folkbildning: A Voice for Marginalized Youth in Sweden. *Johan Soderman, Teachers College, Columbia University*

Hip-Hop, Critical Pedagogy, and Participatory Action Research in the Philippines. *Michael Joseph Viola, University of California - Los Angeles*

Discussants: *Bradley J. Porfilio, Lewis University; Peter L. McLaren, University of Auckland*

33.060. Research Contributions to Real Learning Contexts: Shaping Ideas, Enhancing Authenticity, Providing Feedback, and Increasing Motivation. SIG-Design and Technology; Paper Session
Sheraton Wall Centre, Fourth Level, South Granville; 2:15-3:45pm

Chair: *Ying Xie, Idaho State University*

Participants:

The Shape of Idea Flow: Third-Grade Students' Sharing Ideas Developed Through Logo Programming. *Danielle Boyd Harlow, University of California - Santa Barbara; Anne Elyse Emerson, University of California - Santa Barbara*

Problems and Motivation in Problem-Based Learning: A Case Study. *Şerife AK, Adnan Menderes University; Woei Hung, University of North Dakota; Jodi Bergland Holen, University of North Dakota*

An Interactive Multimedia Instructional Program on Statistics: An Instance of Design-Based Research. *Natalya Koehler, Iowa State University; Ann D. Thompson, Iowa State University; Ana-Paula Correia, Iowa State University; Linda Serra Hagedorn, Iowa State University*

What Motivates Student Learning in Technology-Enhanced Science Classrooms? Simulation Use in a High School Chemistry Class. *Jun Fang, Purdue University; Annette J. Tomory, Purdue University; William R. Watson, Purdue University; Minchi C. Kim, Purdue University*

Investigating the Effect of Advance Organizers on Learners' Reading of Leaning Content: An Eye-Tracking Exploration. *Jian-Wei Li, National Chiayi University; Han-Chin Liu, National Chiayi University; Hsueh-Hua Chuang, National Sun Yat-Sen University; Chi-Jen Huang, National Chiayi University*

Discussant: *Brent G. Wilson, University of Colorado - Denver*

33.061. Central Office-School Relationships in Support of School Improvement: Reconceptualizing the Problem and What's Promising. SIG-Districts in Research and Reform; Symposium
Marriott Pinnacle, Third Level, Shaughnessy I; 2:15-3:45pm

Chair: *Meredith I. Honig, University of Washington*

Participants:

Exploring the Space Between: Social Networks, Trust, and Urban School District Leaders. *Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester*

District Central Office Leadership as Teaching: How Central Office Administrators Support Principals' Development as Instructional Leaders. *Meredith I. Honig, University of Washington*

Portfolio District Reform Meets School Turnaround: Early Findings From the

Los Angeles Public School Choice Initiative. *Julie A. Marsh, University of Southern California; Katharine Omenn Strunk, University of Southern California; Susan C. Bush, University of Southern California*
 Discussants: *James P. Spillane, Northwestern University; Richard R. Halverson, University of Wisconsin*

33.062. Scaffolding Play and Creativity: Infants to Preschoolers. SIG-Early

Education and Child Development; Paper Session
 VCC, Second Level, West Room 219; 2:15-3:45pm

Chair: *Jerry West, Mathematica Policy Research, Inc.*

Participants:

Read To Me! Early Literacy Intervention in an Early Head Start. *Evelyn Blalock, Columbus State University; Deirdre C. Greer, Columbus State University; Camille L. Lawrence, Columbus State University*
 Scaffolding Infants' Play Through Empowering and Individualizing Teaching Practices. *Susan L. Recchia, Teachers College, Columbia University; Jeeseun Jung, Ohio University - Athens*

Toddlers Engage in Problem Solving. *Rosemary Geiken, East Tennessee State University; Linda M. Fitzgerald, University of Northern Iowa*

Conversational Pedagogy: Exploring the Impact of Encouragement on Young Children's Creative Experiences. *Angela L. Eckhoff, Old Dominion University*

The Contributions of Teacher-Child Play Interactions in Preschool to Young Children's Mathematical Thinking. *Jeffrey Trawick-Smith; Sudha Swaminathan, Eastern Connecticut State University; Xing Liu, Eastern Connecticut State University*

Discussant: *Jeffrey Trawick-Smith*

33.063. Teacher and Teacher Education Research in Environmental Education. SIG-Environmental Education; Paper Session

VCC, Third Level, West Room 303; 2:15-3:45pm

Chair: *Bonnie Lee Shapiro, University of Calgary*

Participants:

Science, Standards, and Nostalgia: How Teachers Make Sense of a School Garden Program. *Simon N. Jorgenson, University of Cincinnati*
 Connecting Environmental Literacy With Student-Teacher Relationships to Support Early Career Science Teachers. *Kelly E. Grindstaff, Empire State College - SUNY*

Re-visioning Environmental Learning in British Columbia Through Participatory Processes. *David B. Zandvliet, Simon Fraser University; Carlos Gustavo A. Ormond, Simon Fraser University*

Environmental Education Reforms in India: Teacher Educators' Experiences, Issues, and the Policy-Practice Gap. *Sylvia Christine Almeida, Monash University; Amy N. Cutter-Mackenzie, Southern Cross University*

Including Student Teacher Perspectives in a Study of the Environmental Messages of Learning Settings. *Bonnie Lee Shapiro, University of Calgary*

Discussant: *Amy N. Cutter-Mackenzie, Southern Cross University*

33.064. The Latino Student Journey to Higher Education. SIG-Hispanic Research Issues; Paper Session

VCC, Second Level, East Room 18; 2:15-3:45pm

Chair: *Marla Saterica Sanders, Francis Marion University*

Participants:

"No Way You Can Compete!" Examining College Choice Processes for Latina/o University-Admitted High School Students. *Nancy Acevedo-Gil, University of California - Los Angeles*

Ganas: A Qualitative Study Examining Mexican Heritage Students' Motivation to Succeed in Higher Education. *Margarita Bianco, University of Colorado - Denver; Nate Easley, Denver Public Schools; Nancy L. Leech, University of Colorado Denver*

Project GRADUATE: Utilizing State Data and Informed Practices to Create Early Warning Systems to Keep Latinos in School. *Frances E. Contreras, University of Washington; Esthela Chavez, University of Washington; Kathryn Elizabeth Torres, University of Washington*
 Self-Fulfilling Prophecy Not: Using Cultural Assets to Beat the Odds. *Cleveland Hayes, University of La Verne; Adonay A. Montes, University of La Verne; Laurie Schroeder, University of La Verne*

Undocumented Students in the United States and College Access. *Maricela Oliva, The University of Texas - San Antonio*

Discussant: *Carmen McCrink, Barry University*

33.065. Informal Settings as Spaces for Teacher Development. SIG- Informal Learning Environments Research; Paper Session

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 2:15-3:45pm

Chair: *Doris B. Ash, University of California - Santa Cruz*

Participants:

Building Staff Capacity: After-School Program Staff Learning and Teaching STEM. *Torie Gorges, SRI International; Melissa J. Koch, SRI International; Reina Fujii, SRI International; Eric B. Snow, SRI International; Christopher J. Harris, SRI International*

High-Quality Professional Development for Out-of-School-Time Science Programming. *Jacqueline Gayle Van Schooneveld, University of Pennsylvania; Susan A. Yoon, University of Pennsylvania*

Integrating Informal Education Experiences in K-12 Technology-Intense Teacher Professional Development. *Cathlyn D. Stylinski, University of Maryland Center for Environmental Science; Caroline E. Parker, Education Development Center, Inc.; Carla M. McAuliffe, TERC*

33.066. Global Higher Education and Visions of Social Justice. SIG- International Studies; Paper Session

VCC, First Level, West Room 116&117; 2:15-3:45pm

Chair: *Jennifer Deboer, Vanderbilt University*

Participants:

Chinese International Students' Identities at International Universities in Japan: Pursuit of Competitive and Irreplaceable Identities. *Hanae Tsukada, The University of British Columbia*

Community Colleges as Pathways to Social Mobility? Lessons From Abroad. *Constance Iloh, University of Southern California*

The Developing Purposes of Low-income College Students in China's Elite Universities. *Wanxia Zhao, Indiana University - Bloomington*

Women of K-12 and Higher Education Leadership in Afghanistan: A Comparison of Progress, Successes, and Challenges. *Elizabeth C. Reilly, Loyola Marymount University*

Discussant: *Hsiu-Zu Ho, University of California - Santa Barbara*

33.067. Integrating Issues of Knowledge and Interaction in Analyses of Cognition and Learning. SIG-Learning Sciences; Symposium

Sheraton Wall Centre, Fourth Level, North Port McNeill; 2:15-3:45pm

Chair: *Mariana Levin, Michigan State University*

Participants:

Representations, Interlocutors, and Their Influences on Apparent Knowledgeability. *Nathaniel J.S. Brown, Indiana University - Bloomington; Joshua Adam Danish, Indiana University; David DeLiema, University of California - Los Angeles; Randi A. Engle, University of California - Berkeley; Noel D. Enyedy, University of California - Los Angeles; Victor R. Lee, Utah State University; Orit Parnafes, Tel Aviv University*

The Contesting and Stabilizing of Teachers' Understandings and Participation in Professional Development. *Ann R. Edwards, University of Maryland; David Hammer, Tufts University; Chandra Anne Turpen, University of Maryland - College Park; Lama Ziad Jaber, Tufts University; Andrew R. Elby, University of Maryland - College Park; Janet E. Coffey, University of Maryland - College Park*

Perspectives on the Clinical Interview as an Interactive Genre. *Andrea A. diSessa, University of California - Berkeley; James G. Greeno, University of Pittsburgh; Sarah Michaels, Clark University*

Natural-Descriptive and Causal-Mechanistic Theories: A Complex Relationship Across Disciplines. *Rogers P. Hall, Vanderbilt University; Ricardo Nemirovsky, San Diego State University; Jasmine Y. Ma, Vanderbilt University; Molly Kelton, San Diego State University*

Discussants: *Bruce Sherin, Northwestern University; Reed Stevens, University of Washington*

33.068. Preparing School Leaders With Theory and Practice. SIG-Learning and Teaching in Educational Leadership; Paper Session

VCC, Second Level, East Room 16; 2:15-3:45pm

Chair: *Matthew C. Militello, North Carolina State University*

Participants:

Connecting to Practice: How School Leaders Manage and Learn Through and From Challenges. *Eleanor E. Drago-Severson, Teachers College, Columbia University; Patricia Maslin-Ostrowski, Florida Atlantic University; Alexander Mishra Hoffman, Teachers College, Columbia University*

Developing School Leaders' Diagnostic Skills in Support of Collaborative Data Practices: Key Developmental Issues and Considerations. *Shelby A. Cosner, University of Illinois at Chicago*

Exploring Trends in Evaluation Training in Leadership Preparation Programs. *Tara L. Shepperson, Eastern Kentucky University*
 Leadership for Adult Development: Lessons in Capacity-Building From the University Classroom and Real-Life Practice. *Eleanor E. Drago-Severson, Teachers College, Columbia University; Anila Asghar, McGill University; Jessica Blum, Teachers College, Columbia University*
 Discussant: *Liz Hollingworth, University of Iowa*

33.069. Assessment of Interest: New Approaches and New Insights. SIG-Motivation in Education; Symposium
 VCC, Second Level, West Room 223; 2:15-3:45pm

Chair: *Mary D. Ainley, University of Melbourne*

Participants:

Situational Interest in the Active-Learning Classroom: A Microanalytic Measurement. *Jerome I. Rotgans, National Institute of Education - Nanyang Technological University*

Neuroscientific Model of Interest Development. *Sung-Il Kim, Korea University*

A New Approach to Exploring and Profiling Interest. *Robert B.W. Ely, University of Melbourne; Mary D. Ainley, University of Melbourne; Jon M. Pearce, University of Melbourne*

Measuring Interest: The Open-Ended Response in a Large-Scale Survey. *K. Ann Renninger, Swarthmore College; Lynne Steuerle Schofield, Swarthmore College*

Discussant: *Suzanne E. Hidi, University of Toronto*

33.070. Black Men in College: Implications for Historically Black Colleges and Universities and Beyond. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Symposium
 VCC, Third Level, West Room 304; 2:15-3:45pm

Chair: *Adriel Adon Hilton, Upper Iowa University*

Participants:

Coming Out of the Dark: Black Gay Men's Experiences at Historically Black Colleges and Universities. *Terrell Lamont Strayhorn, The Ohio State University*

"Yes, I Can!" Strengths-Based Approaches for Engaging and Empowering Academically Underprepared Black Men. *Tiffany Patrice Fountaine, Morgan State University*

Black Fathers in College: Multiple Identities, Persistence, and Contextual Differences. *T. Elon Dancy, University of Oklahoma*

Standing in the Intersection: Black, Male, Millennial College Students. *Fred Arthur Bonner, Texas A&M University - College Station*

Discussants: *Robert Terry Palmer, Binghamton University - SUNY; J. Luke Wood, San Diego State University*

33.071. Issues of Rasch Dimensionality, Scaling, and Fit. SIG-Rasch Measurement; Paper Session
 Marriott Pinnacle, Third Level, Dundarave; 2:15-3:45pm

Chair: *Mary Garner, Kennesaw State University*

Participants:

Assessing the Effects of Different Item Parameter Profiles in Mixture Rasch Models. *Youngmi Cho, University of Maryland; Hong Jiao, University of Maryland; George B. Macready, University of Maryland*

Comparing Panel Designs With Routing Methods in the Multistage Test With the Partial Credit Model. *Jiseon Kim, University of Washington - Seattle; Hyewon Chung, CNU; Ryoungsun Park, The University of Texas - Austin; Barbara G. Dodd, The University of Texas - Austin*

Comparison of Priors in Bayesian Estimation of 1-PL (One-Parameter Logistic) Item Response Models. *Prathiba Natesan, University of North Texas; Ratna Nandakumar, University of Delaware; Tom Minka, Microsoft Research; Xiaoyu Qian; Jonathan D. Rubright, University of Delaware*

The Distribution of Between-Dimension Correlation in Misspecified Multidimensional Rasch Models in Unidimensional Data. *Leigh M. Harrell-Williams, Virginia Polytechnic Institute and State University*

Discussant: *Lihshing Leigh Wang, University of Cincinnati*

33.072. Inclusion and Play in a Global Context. SIG-Research in Global Child Advocacy; Paper Session
 Sheraton Wall Centre, Third Level, North Parksville; 2:15-3:45pm

Chair: *Amna Latif, University of North Carolina - Greensboro*

Participants:

Developing Inclusive Education Policies: A Study of the Roles of UNESCO (United Nations Educational, Scientific and Cultural Organization) and

Local Educators. *Aysegul Ciyer, Arizona State University*
 Gathering Play Memories for Research and Advocacy: Early Reports From the Global Play Memory Project. *Julie M. Nicholson, Mills College; Priya Mariana Shimpi, Mills College*
 Discussant: *Soojin Susan Oh, Harvard University Graduate School of Education*

33.073. Gender and Mathematics: An Interdisciplinary Symposium
Examining Classroom Influences, Achievement, and Affect. SIG-Research in Mathematics Education; Symposium
 Sheraton Wall Centre, Third Level, North Junior Ballroom B; 2:15-3:45pm

Chair: *Sarah Theule Lubienski, University of Illinois*

Participants:

Gender Differences and Similarities in Mathematics Performance: Results From Meta-Analyses. *Janet S. Hyde, University of Wisconsin - Madison*

Gender-Biased Perceptions Fuel Early Mathematics Gender Gap. *Joseph P. Robinson, University of Illinois at Urbana-Champaign; Sarah Theule Lubienski, University of Illinois; Yasemin Copur-Gencurk, University of Illinois at Urbana-Champaign*

Female Teachers' Math Anxiety Impacts Girls' Math Achievement.

Sian Leah Beilock, University of Chicago; Elizabeth A. Gunderson, University of Chicago; Gerardo Ramirez, University of Chicago; Susan C. Levine, University of Chicago

Unwarranted Uncertainty: Gender Patterns in Early Mathematical Confidence, Interest, and Achievement. *Sarah Theule Lubienski, University of Illinois; Colleen M. Ganley, University of Illinois at Urbana-Champaign; Corinna C. Crane, ECRA Group*

When Perception Is More Important Than Reality: Gender Differences in Goal-Related Behavior on Perceptions of Mathematical Ability. *Leigh Ann Mingle, University of Illinois; Megan Schleppenbach, University of Chicago; Michelle Perry, University of Illinois*

Discussant: *Gilah C. Leder, Monash University*

33.074. Exploring South Asian Experiences in North America: Negotiating Multiple Identities Across Educational Spaces. SIG-Research on the Education of Asian and Pacific Americans; Symposium
 VCC, Second Level, East Room 9; 2:15-3:45pm

Chair: *Margaret A. Gibson, University of California - Santa Cruz*

Participants:

Dialogues in the Diaspora: Muslim Bangladeshi American Women's Responses to South Asian Diaspora Literature. *Uzma Akhand Hossain, Teachers College, Columbia University*

School Leaders' Cultural Responsiveness to Sikh Students and Families in Ontario Schools. *Harpreet Kaur Neelam, University of Toronto - OISE*

Exploring Hybrid Identities: South Asian American Women Pursue a Career in Teaching. *Amita Shah, Teachers College, Columbia University*

Immigrant Punjabi Sikh Mothers' Engagement in Their Children's Schooling. *Ravneet Kaur Tiwana, University of California - Los Angeles*

Discussants: *Nina Asher, University of Minnesota - Twin Cities; Kathleen D. Hall, University of Pennsylvania*

33.075. Nature of Science and Understanding. SIG-Science Teaching and Learning; Paper Session
 Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 2:15-3:45pm

Chair: *Gail Dickinson, Texas State University-San Marcos*

Participants:

Beyond Knowing About Science: University Science Learners' Conceptions About the Nature of Science. *Trudy Leigh Bergere, Laurentian University @ Georgian College; Samson M. Nashon, The University of British Columbia*

Exploring High School Students Understanding of Nature of Science Concepts. *Blair Daniel Northcott, Victoria University of Wellington*

Demarginalizing Science in the Early Elementary Classroom: Supporting Teachers to Teach Science in Reform-Oriented Ways. *Alissa Berg, Teachers College, Columbia University; Felicia Moore Mensah, Teachers College, Columbia University*

Student Work Products as a Teaching Tool for Nature of Science Pedagogical Knowledge. *Erin E. Peters Burton, George Mason University*

Exploring Variables That Affect Students' Scientific and Spatial Understanding as They Engage in Earth-Space Science. *Jennifer A. Wilhelm, University of Kentucky; Christa Jackson, University of*

Kentucky; Amber Sullivan, University of Kentucky; Ronald Wilhelm, University of Kentucky

33.076. Education for Inner Transformation and an Expanded Self: Paradigm Shift in Education. SIG-Spirituality & Education; Symposium

VCC, First Level, West Room 113; 2:15-3:45pm

Chair: Jing Lin, University of Maryland - College Park

Participants:

Transforming the Role of Education to Focus on its Intrinsic and Spiritual Dimensions. *Ai Zhang, Richard Stockton College of New Jersey*
Developing a Unique but Inclusive Self: A Discussion With John Dewey and Liang Shuming. *Huajun Zhang, Beijing Normal University*
Self-Transformational Activities for Secondary Education and Above. *Rebecca L. Oxford, University of Maryland*
Education for Wisdom: Toward an Expanded Self. *Jing Lin, University of Maryland - College Park*

33.077. Advances in Stress and Coping in Education. SIG-Stress and Coping in Education; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 1; 2:15-3:45pm

Chair: Matthew Wappett, University of Idaho

Participants:

Testing a Model of School-Based Stressors, Coping Responses, and Academic Self-Concept for Same-Sex Attracted Youth. *Jacqueline Ullman, University of Western Sydney*
Exams Time: The Influence of Short-Term Stressful Events. *Zsuzsanna R. Szabo, Marist College; Mihai Ion Marian, University of Oradea*
Perceptions of High School Teachers' Efficacy in Handling Student Misbehavior: A Phenomenological Study. *Costas N. Tsouloupas, University of Nicosia; Russell L. Carson, Louisiana State University; Kim D. MacGregor, Louisiana State University*
How Teachers Can Learn From What We Know About Stress Management: The Process of Engaging in Stress Management Intervention at School. *Claire W. Lyons, Mary Immaculate College*
Relationship Between Turkish Elementary Science Teachers' Occupational Well-Being and Some Contextual and Demographic Characteristics. *Sundus Yerdelen, Middle East Technical University; Semra Sungur, Middle East Technical University*
Discussant: Julie P. Combs, Sam Houston State University

33.078. Teacher Leader Research: Urban English Language Learner Facilitators Inquire Into Their Leadership Practice. SIG-Teacher as Researcher; Symposium
VCC, Second Level, West Room 207; 2:15-3:45pm

Chairs: Chrysan Gallucci, University of Washington; Bernard Koontz, Highline Public Schools

Participants:

Using Student Surveys to Inform General Education Teachers about their English Language Learners. *Stephanie Forman, Rainer High School*
Data-Driven Planning for English Language Learners: Utilizing ELD (English Language Development) Data to Support Classroom Instructional Decisions. *Shawnda Fukano, Mount View Elementary*
The English Language Learner Specialist and the Classroom Teacher: Providing Support for Newcomer English Language Learners. *Rachel Hoff, Highline Public Schools*

Discussants: James H. Lytle, University of Pennsylvania; Mary Klehr, Madison Metropolitan School District

33.079. Educative Experience in Teacher Education. SIG-Teaching Educational Psychology; Paper Session
VCC, Second Level, East Room 13; 2:15-3:45pm

Chair: Theeraphab Phetmalaiikul, Srinakharinwirot University

Participants:

A Pragmatic System for Reconceptualizing, and Teaching, Behaviorist, Cognitive, and Situative Perspectives on Learning. *Steven K. Wojcikiewicz, Western Oregon University; Alicia Wenzel, Western Oregon University*
Experiencing Flow and Optimal Learning Environments in Undergraduate Educational Psychology Instruction. *David J. Shernoff, Northern Illinois University; Brett Anderson, Northern Illinois University*
Living Theory: Dramatization in Educational Psychology. *Cynthia Bolton, University of South Carolina - Beaufort*
Preservice Teachers Use Their "I"s (iPads, iPods and iPhones): Creating

Individual Behavior Interventions With Video Modeling. *Alandra S. Weller-Clarke, Benedictine University*

Using Visual Tools to Enhance Teachers' Metacognition. *Diane E. Salmon, National-Louis University; Melissa Kelly, National Louis University*
Discussant: Greg S. Goodman, Clarion University

Division and SIG Roundtables

33.080. Roundtable Session 38; Roundtable Session

33.080-1. Beyond Knowing the Motherscholar: Motherscholars Engaging in Self-Defining Motherscholarship. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: Cheryl E. Matias, University of Colorado - Denver

Participants:

Testimonios From Chicana Motherscholars: "I'm Not Gonna Ask Permission, 'Can I Have a Baby?!'". *Rebeca Burciaga, San José State University*
Critical Motherhood Praxis: Counternarrative of a Community-Engaged Motherscholar. *Arlene Sudaria Daus-Magbual, San Francisco State University*
Demystifying Myths: The Cultural Wealth of Latina Single Motherscholars. *Elecia Reyes McGovern, University of California - Los Angeles; Felisha Herrera, University of California - Los Angeles*
Motherscholar: Queer, Mamá, y Latina Educada. *Maria Angelica Garcia, Saint Mary's College of California*
Motherscholars: Creating "Homeplace" in Academia. *Shabnam Koirala-Azad, University of San Francisco; Emma H. Fuentes, University of San Francisco*

33.080-2. Classroom Experiences and College Outcomes. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: Young K. Kim, Azusa Pacific University

Participants:

Classroom Interaction in Taiwan: Does Taking Attendance Matter? *Te-Sheng Chang, National Dong Hwa University; Tsai-Wei Wang, National Dong Hwa University; Chia-Sheng You, National Dong Hwa University; Hsiu-Wen Huang, National Hualien University of Education*
The Effects of Spirituality on College Outcomes: Variation among Academic Disciplines. *Young K. Kim, Azusa Pacific University*
Use of the Fable Genre Empowers Students' Cultural Expression in a College Communications Class. *Bettina P. Murray, John Jay College of Criminal Justice - CUNY*

33.080-3. College Preparation Courses and Programs. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: La Monica Everett-Haynes, The University of Arizona

Participants:

Examining the College Preparation and Postsecondary Progress of AVID (Advancement Via Individual Determination) Graduates at Universities and Community Colleges. *Jeffery J. Huerta, The University of Texas - Pan American; Karen M. Watt, The University of Texas - Pan American; Patricia Reyes, The University of Texas - Pan American*
Modeling the Effects of Summer Bridge Program Participation. *Nolan L. Cabrera, The University of Arizona; Manuel S. Gonzalez Canche, The University of Arizona; Jeffrey F. Milem, The University of Arizona*
The Effects of Advanced Placement Course-Taking on Test Scores and College Attendance Across Racial and Ethnic Groups: Human Capital or Signaling? *Tina Wildhagen, Smith College*

33.080-4. College Students and Diversity Experiences. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: David Kasch, University of California - Los Angeles

Participants:

(Re)Thinking Machismo: Race, Gender, and Persistence Among Latino Male College Students. *Keon Monte McGuire, University of Pennsylvania; John Michael Lee Jr, The College Board*
Considering Social Class Diversity and Differences in Meaning Making. *Avery B. Olson, University of California - Los Angeles*
Examining the Impact of Diversity Courses on College Students: Which

Courses, What Outcomes? *Darnell G. Cole, University of Southern California; Michelle Castellanos, University of Southern California*

33.080-5. Community College Student Success. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Vanessa Smith Morest, Norwalk Community College*

Participants:

Transfer into West Virginia Public Four-Year Institutions: Student Characteristics, Outcomes, and Application of Articulation Agreements. *Angela Diane Bell, West Virginia Higher Education Policy Commission; Robert E. Anderson, West Virginia Higher Education Policy Commission*

Turning the Tide: Improving Community College Students' Success Through Data-Driven Reform. *Elizabeth Zachry Rutschow, MDRC; Lashawn Richburg-Hayes, MDRC; Thomas Brock, MDRC*

Using Student and Institutional Characteristics to Predict Graduation Rates at Community Colleges: New Developments in Performance Measures and Institutional Effectiveness. *David A. Walker, Northern Illinois University*

33.080-6. Division J Section 6 Roundtable 7. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Deborah Levine-Donnerstein, The University of Arizona*

Participants:

Community College Student Cultural Wealth. *Angela M. Locks, California State University - Long Beach; Sonja D. Simmons, California State University - Long Beach; Hilario Angel Torres, California State University - Long Beach; Kim M. Tabari, California State University - Long Beach*

Framing the College Experience for Underprepared Students: A Comparative Study of Three Four-Year Institutions. *Mary Ellen Mulvey, Medaille College; Bridget K. Mulvey, University of Virginia*

Getting Back What You Put In: Familial Capital Generated Through Family Roles and Responsibilities. *Fanny P. Yeung, University of California - Los Angeles*

Understanding the Moderating Effects of Cultural Aspects on the Relationships Between Students' Entrepreneurial Intention and Its Antecedents. *Saeid Karimi, Wageningen University; Martin Mulder, Wageningen University; Thomas Lans, Wageningen University; Harm Biemans, Wageningen University*

33.080-7. Division J Section 6 Roundtable 8. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Matthew A. Witenstein, Claremont Graduate University*

Participants:

Applying Culturally Responsive Pedagogy to Higher Education: Exploration of Afghan Student and Midwestern Faculty Perspectives. *Melissa Ann Holmes, Kansas State University*

Policy, Pedagogy, and Curriculum Practices: The Experiences of International Graduate Students in Higher Education Classrooms. *Anita Gopal, Queen's University*

Voicing Solidarity: ESA (Early Study Abroad) College Students Negotiate Race and Power at a Midwest University. *Hee Young Choi, University of Illinois at Urbana-Champaign*

What Degrees Are You Offering? The Institutional Role in Inequitable College Outcomes for Students of Color. *Keith Witham, University of Southern California; Raquel M. Rall, University of Southern California*

33.080-8. Division J Section 6 Roundtable 6. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Lydia Foster Bell, The University of Arizona*

Participants:

College Women's Interpretations of Sexual Harassment: What We Know, What Can Be Done. *Catherine Marshall, University of North Carolina; Stephanie N. Galloway, University of North Carolina - Chapel Hill; Keren Dalyot, University of North Carolina*

Predicting Student Cross-Racial Interaction During the First Year of College. *Marcia Violeta Fuentes, University of California - Los Angeles*

Rejecting Religious Homophobia: A Qualitative Analysis of Religion and Sexual Identity Among Lesbian and Gay Undergraduate Students.

Danielle Marie Johnson, University at Buffalo - SUNY
Prisms of Experience: The Role of Educational Diversity in Shaping the Law School Experience. *Siduri Haslerig, University of California - Los Angeles; Laura Bernhard, University of California - Los Angeles; Alana Mbanza, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles*

33.080-9. Gender and the Academy. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Shannon M. Calderone, University of California - Los Angeles*

Participants:

Constructing Identity: Narratives of Latina Faculty in the Academy.

Patricia Del Carmen Quijada, The University of Texas - San Antonio; Iliana Alanis, The University of Texas - San Antonio; Lucila D. Ek, The University of Texas - San Antonio; Mariela Aime Rodriguez, The University of Texas - San Antonio

Gender Matching: Increasing the Representation of Women in STEM Fields. *Joyce Main, Purdue University*

33.080-10. Indicators of College Success. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Lois Calian Trautvetter, Northwestern University*

Participants:

Comparing Alternatives in the Prediction of College Success. *Doris Zahner, Council for Aid to Education; Lisa Marie Ramsaran, New York University; Jeffrey T. Steedle, Council for Aid to Education*

The Link Between Financial Stress, Financial Self-Efficacy, and Initial College Success Among Low-Income Students. *Xueli Wang, University of Wisconsin - Madison*

Warning Indicators and First-Year Students' Academic Success: Predictive Models Using the MAP-Works Transition Survey. *Mack C. Shelley, II, Iowa State University; Don F. Whalen, Iowa State University; Hector Limon, Iowa State University; Jie Sun, Iowa State University; Frankie Santos Laanan, Iowa State University*

33.080-11. Institutional Analysis of Academic Life. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Cassandra Elena Harper, University of Missouri - Columbia*

Participants:

Organizational Perspectives on Faculty Incivility and Mobbing in One Institutional Context. *Susan K. Gardner, University of Maine; Amy Blackstone, University of Maine; Daniela Veliz, University of Maine*

Privatization, Institutional Isomorphism, and the Academic Work of Faculty in Public Comprehensive Universities. *Jay R. Dee, University of Massachusetts - Boston; Cheryl Joy Daly, Western Carolina University*

Transition into the Professoriate: Finding Balance between Challenge and Success. *Penny Tenuto, University of Idaho; Mary E. Gardiner, University of Idaho*

33.080-12. Internationalization in Higher Education From the Faculty and Student Perspectives. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Yishiuan Chin, University of Massachusetts - Boston*

Participants:

Internationalization of Higher Education Curriculum: What Does It Really Mean? *Thushari Welikala, The University of Nottingham*

The Role of Faculty Development in Curricular Transformation for Internationalization. *Elizabeth Niehaus, University of Maryland; Letitia Williams, University of Maryland - College Park*

33.080-13. Leadership Development Across Time, Space, and Roles.

Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Dan L. King, Massachusetts School of Professional Psychology*

Participants:

Academic Pathways to University Leadership: Presidents Descriptions of Their Doctoral Education. *Sydney Freeman Jr., Tuskegee University; Frances K. Kochan, Auburn University*

The role of leadership in creating a culture of change in schools of education. *Jill Alexa Perry, Duquesne University*

Leadership for Innovation at Two Schools of Education. *Thomas Kecskemethy, American Academy of Political and Social Science*

33.080-14. Wages and Economic Engagement Across International Contexts. Division J - Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Jonathan M.B. Stern, Vanderbilt University*

Participants:

Committed to Innovation: Universities Incorporate Economic Engagement Into Research Mission. *Thomas E. Perorazio, University of Michigan; Marvin G. Parnes, University of Michigan*

Financial Resources and Student College Choice in Taiwan: Exploring Income Group Differences. *Patricia Yu, University of Wisconsin - Madison*

Impact of Reservation Wage on College Graduate Employment in China. *Po Yang, Peking University*

33.080-15. Conceptualizing Apprenticeship in Doctoral Education. SIG-Doctoral Education across the Disciplines; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Bobbette M. Morgan, The University of Texas - Brownsville*

Participants:

Exploring Possibilities for Part-Time Doctoral Student Research Apprenticeship Through a Research Methodology Course. *Sonja Renee Cherry-Paul, Columbia University; Lisa Naomi Edstrom, Teachers College, Columbia University; Rachel D. Kliegman, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University; Tara Lencl, Teachers College, Columbia University; Ashley M. Taylor, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University*

Independent Learning and Apprenticeship Relationships in Doctoral Education. *Emma Maria Flores, University of Washington*

The Professor's Apprentice: Passing on the Tacit Knowledge of Academia From One Generation to the Next. *Tomoe Kitajima, University of Northern Iowa; Robert M. Boody, University of Northern Iowa*

33.081. Roundtable Session 39; Roundtable Session

33.081-1. Cultural Studies of Children: Critical Perspectives on Childhoods, Popular Culture, and Consumerism. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Beth Blue Swadener, Arizona State University*

Participants:

Your Baby Can Read, But Should She? Early Learning and the Commodification of Literacy. *Jennifer April Sandlin, Arizona State University; Julie Garlen Maudlin, Georgia Southern University*

What Disney Says About Princesses. *Jeanne Marie Iorio, University of Hawaii*

Through the Eyes of Primary-Aged Native and Nonnative Children. *Dawna Holiday, Arizona State University*

"She Don't Know I Got It, You Ain't Gonna Tell Her, Are You?" Popular Culture as a Space of Resistance in the Preschool Classroom. *Allison S. Henward, University of Hawaii - Manoa*

33.081-2. Youth Participatory Action Research Reveals the Power of Liberatory Curriculum and Grassroots Pedagogy. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Tyrone C. Howard, University of California - Los Angeles*

Participants:

Grassroots Pedagogy: Community-Based Classrooms for Social Change. *Vajra M. Watson, University of California - Davis*

"A Lethal Weapon": Youth Participatory Action Research and Her/History Students. *Juan Manuel Raygoza, University of California - Los Angeles*

"Math Is a Powerful Tool": Youth Participatory Action Research in Algebra 1. *Mary Candace Full, University of California - Los Angeles*

33.081-3. Practicing Holistic Education Within a Fragmented Education System. SIG-Holistic Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Michelle L. Tichy, University of Northern Iowa*

Participants:

Teacher Resiliency Through Holistic Practices and Educational Change. *Karen F. Tardrew, National Louis University*

Holistic Education in the Public Sector: Examining Parents' Perceptions of Waldorf Charters. *Abigail Lane Larrison, University of California - San Diego; Carol VanVooren, California State University - San Marcos*

Preparing Teachers for the Present: Exploring the Praxis of Mindful Dispositional Development in Teacher Education. *Geoffrey B. Soloway*

33.081-4. Indigenist Teacher Education. SIG-Indigenous Peoples of the Americas; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Malía Villegas, Queensland University of Technology*

Participants:

Aboriginal Teacher Education as Cultural Brokerage: A University/First Nations Partnership to Prepare Nishnawbe Aski Teachers. *Julian D. Kitchen, Brock University; John H. Hodson, Lakehead University*

Constructing Indigenous Pedagogy in American Indian Education Classrooms. *Vincent R. Werito, University of New Mexico; Vangee Nez, University of New Mexico*

Knowledge and Action: Critically Engaging Indigenous Issues in an Education College. *Christine Keller Lemley, Northern Arizona University; Tiffany Lee, Northern Arizona University; Gretchen F. McAllister, Northern Arizona University*

Nourishing the Teaching Spirit: Collaborative Development of Additional Qualification Course Guidelines for Aboriginal Teacher Education. *Deirdre M. Smith, The Ontario College of Teachers*

Teacher Recruitment, Retention, and Attrition: Issues in Selected First Nations Communities. *Robin Alison Mueller, University of Saskatchewan; Larry Steeves, University of Regina; Sheila Betty Carr-Stewart, University of Saskatchewan; Jim Marshall, University of Regina*

33.081-5. Becoming a Teacher: Construction of Teacher Identity. SIG-Lives of Teachers; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Julio E. Diniz-Pereira, Federal University of Minas Gerais*

Participants:

When Is a Teacher a Teacher? Case Study of a Beginning Teacher in a Nontraditional Role. *Judy A. Caulfield, OISE/University of Toronto; Clare Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto*

When Missions Collide: Colleen's Story. *Jennifer H. James, University of Georgia; Kimberly Logan Murphy, University of Georgia*

Professional Identities: A Narrative Inquiry of One Public Preschool Teacher. *Jamie Huff Sisson, Kent State University*

33.081-6. Creativity in Teaching and Student Development. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Kimberley L. Chandler, College of William and Mary*

Participants:

Activities and Accomplishments in Various Domains: Relationships With Creative Personality and Creative Motivation in Adolescence. *Eunsook Hong, University of Nevada - Las Vegas; Yun Peng, University of Nevada - Las Vegas*

Challenging Conceptions of Creativity in Educational Research and Teaching. *Andrew D. Colgan, University of Western Ontario*

Evaluating the Impacts of Destination ImagiNation on the Creative Problem-Solving Skills of Middle School Students. *Tracy Christine Missett, University of Virginia; Carolyn M. Callahan, University of Virginia*

Threshold Effects of Creative-Problem-Solving Attributes on Creative Performance in Math of Taiwanese Upper Elementary School Students. *Chia-Yi Lin, National Cheng Kung University; Seokhee Cho, St. John's University*

33.081-7. Feedback and Formative Assessments. SIG-Classroom Assessment; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Andrea D. Beesley, McREL*

Participants:

Student Pictures of Feedback: Feedback Is for Learning and From Teachers. *Lois Ruth Harris, University of Auckland; Gavin T. Brown, The University of Auckland; Jennifer Harnett, University of Auckland*

Using Feedback to Improve Language Learning: Narratives from Colombian Students. *Alexis Lopez, Educational Testing Service; Ruth*

Torrenegra, Universidad de los Andes

Conversations About Common Formative Assessment: An Analysis of a Teacher Learning Community. *Erin Marie Furtak, University of Colorado - Boulder; Sara C. Heredia, University of Colorado - Boulder; Deb Morrison, University of Colorado*

33.081-8. Confucianism, Taoism, and Their Implications for Education.

SIG-Confucianism, Taoism, and Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *C. Victor Fung, University of South Florida*

Participants:

Confucius and Plato: Harmony Between the East and the West. *C. Victor Fung, University of South Florida*

En-Teaching: A Powerful Pedagogy. *Jie Yu, Louisiana State University - Baton Rouge*

The nature of the common expressions in Confucius' Analects: Some educational implications. *Liqing Tao, College of Staten Island - CUNY; Gaoyin Qian, Lehman College - CUNY*

33.081-9. Leadership for Educational Transformation. SIG-Educational Change; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Karrin Lukacs, Shenandoah University*

Participants:

Fomenting a Silent Revolution: Bureaucratic Activism and Radical School Change in Tamil Nadu, India. *Tricia Niesz, Kent State University*

Transformational change: a complex systems approach to building district capacity. *Charmaine Brooks, University of Alberta; Jim Brandon, University of Calgary*

Governance in a Chain of Independent State-Funded Schools. *Maija Salokangas, The University of Manchester*

33.081-10. Learning Communities for School Improvement. SIG-

Leadership for School Improvement; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Eugene Gary Kowch, University of Calgary*

Participants:

Mature Professional Learning Communities: Do They Enhance Student Achievement? *Linda K. Lemasters, The George Washington University; Michael J. Cieslak, Fairfax County Public Schools; Marguerita K. Desander, The George Washington University*

Teacher Leadership: What Do Principals and Teachers Perceive about Roles, Characteristics, and Qualities? *Suzanne M. Harrison, George Fox University; Ginny D. Birky, George Fox University*

Using Social Network Analysis to Evaluate and Improve Teacher Collaboration: A District Case Study. *Rebecca H. Woodland, University of Massachusetts Amherst; Shannon Barry, University of Massachusetts Amherst*

Supporting the Development of Effective Professional Learning Communities: The Need for District, School, and Teacher Leadership. *Rebecca Ann Thessin, The George Washington University*

33.081-11. Mentoring College and Graduate Students. SIG-Mentorship and Mentoring Practices; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Heidi Whitford, Barry University*

Participants:

Critical Race Feminism: Black Faculty Mentoring White Students. *Kathleen E. Gillon, Iowa State University; Lissa Place, Iowa State University*

Faculty Perspectives on Doctoral Student Mentoring. *Carol A. Burg, National Louis University*

Insider School: Explicating Tacit Knowledge in Teaching Doctoral Students Disciplinary Conventions and Strategies. *Elizabeth Anne Daigle, Appalachian State University*

33.081-12. Critical Conceptions of Peace Education in Higher Education: Perspectives and Practices. SIG-Peace Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Kathy Bickmore, OISE/University of Toronto*

Participants:

From Knowing to Praxis: Social Movements and Peace Education. *Cheryl Duckworth, Nova Southeastern University*

Integrating Peace Education With Sustainability and Diversity: Utilizing Case Studies to Deepen Learning. *William M. Timpson, Colorado State University; Debra Kaye Holman, Colorado State University; Jehan*

Alandejani, Colorado State University

Peace Education in a Multicultural Perspective: Illustrating Possibilities in a Higher Education Institution. *Ana Canen, Federal University of Rio De Janeiro; Alberto Gabbay Canen, Federal University of Rio de Janeiro*

33.081-13. Second Language Teaching and Learning. SIG-Second

Language Research; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Samina Hadi Tabassum, Dominican University*

Participants:

A Multicomponent Approach to Conducting Outcomes Assessments of English Language Support Units. *Li-Shih Huang, University of Victoria*

An Evaluation of Veridicality in Verbal Protocols of English Language Learners. *Patriann Smith, University of South Florida*

Integrating Language and Content: Immersion Teachers' Practices, Perspectives, and Beliefs. *Diane J. Tedick, University of Minnesota; Tara Williams Fortune, University of Minnesota*

Oral Communicative Competence of Filipino College Students: Levels, Correlates, and Characteristics. *Allan Paul Delaman Sandigan, Bohol Island State University*

Rethinking Modern Languages and Cultures Instruction as Decolonizing Pedagogy. *Ismel Gonzalez, Lakehead University*

33.081-14. The Effect of Social Support for Academic Achievement in Urban Education. SIG-Urban Learning, Teaching, and Research; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Participants:

A Meta-Analysis: The Effects of Urban Programs of Parental Involvement on Youth Achievement. *William H. Jaynes, California State University - Long Beach*

Academic Press, Social Support for Learning, and Academic Engagement in Smaller Learning Community Classrooms. *Linda Bol, Old Dominion University; Christopher M. Fischer, Old Dominion University; Shana L. Pribesh, Old Dominion University; John A. Nunnery, Old Dominion University*

Community Partnerships: Working Across Institutions to Support Parent Education and Advocacy. *Jennifer McCormick, California State University - Los Angeles; Sara Ozuna, California State University - Los Angeles*

Not Your Typical Summer Break: Limiting the Summer Slide for Urban Elementary Students. *Joel P. Lewis, University of South Alabama; Andre M. Green, University of South Alabama; Andrea M. Kent, University of South Alabama; Phillip Feldman, University of South Alabama; Paige V. Baggett, University of South Alabama; Monica Renee Motley, University of South Alabama; Edward L. Shaw, Jr., University of South Alabama*

33.082. Roundtable Session 40; Roundtable Session

33.082-1. Enhancing Learning Opportunities for Young Adolescents. SIG-

Middle-Level Education Research; Roundtable Session

VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: *Donald G. Hackmann, University of Illinois*

Participants:

Digital Gameplay: Enhancing Science Content Learning and Problem Solving With Early Adolescent Students. *Hiller A. Spires, North Carolina State University; Meixun Zheng, North Carolina State University; Angela Meluso, North Carolina State University*

Easing the Transition From Middle School to High School: Developmentally Responsive Transition-Related Supports. *Jennifer M. Denmon, University of South Florida; Ruchelle L. Owens, University of South Florida; Cheryl R. Ellerbrock, University of South Florida; Krista Lindstrom, University of South Florida; Sarah Boles-Haslup, University of South Florida*

Middle School Sports Participation, Sense of School Membership, and Student Delinquency. *Kevin Kurrus, North Shore High School; Stephen J. Caddas, Manhattanville College*

Student Voice: Joint Work at the Boundaries of Convention in the Middle Years. *Emily Jane Nelson, University of Waikato*

33.082-2. Technology and the Social Studies. SIG-Research in Social Studies Education; Roundtable Session

VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: *Whitney G. Blankenship, The University of Texas - Austin*

Participants:

A Tale of Two TPACKs (Two Forms of Technological Pedagogical Content Knowledge): Alternative Approaches Toward Integrating Desktop Documentary Making in History Classrooms. *James Ervin Schul, Ohio Northern University*

Advanced Placement Human Geography Students Blogging Cultural Experts for the Development of Intercultural Competence and Globality. *Daniel W. Stuckart, Lehman College - CUNY; Kenneth T. Carano, Western Oregon University*

In Defense of the Social Studies: Investigating Social Studies Programs in STEM Schools. *Brad M. Maguth, The University of Akron*

33.082-3. Technology, Instruction, Cognition and Learning SIG

Roundtable 1: Issues in Knowledge Representation. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session

VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: *Peter Fadde, Southern Illinois University*

Participants:

Fully Iterative Versus Partially Iterative Visuospatial External Representations of Abstract Physics Concepts. *Satyugjit Singh Virk, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University*

Knowing About Collaborative Digital Concept Maps Is Not Enough. *Ria Hanewald, Deakin University*

The Instructional Use of Geogebra and Critical Thinking Disposition as Reflective Tools to Develop Student Understanding of Probability.

Nenad Radakovic, OISE/University of Toronto; Einav Aizikovitsh-Udi

Using Visualizations of Mental Models as Assessment Tools for Students' Multimedia Design and Development Skills. *Sara G. Mcneil, University of Houston*

Young Adults' Management of Money: Is Knowledge Enough for This Challenge? *Klaus U. Breuer, Johannes Gutenberg University of Mainz; Nina Bender, Johannes Gutenberg University of Mainz; Daniela Barry, Johannes Gutenberg University*

33.082-4. Evaluating Achievement Across Global and Cultural

Landscapes. SIG-International Studies; Roundtable Session

VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: *Yukari Takimoto Amos, Central Washington University*

Participants:

Big-Fish-Little-Pond Effects: Social Comparison Within Small Communities in China. *Xiaoyan Sun, The Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong*

Examination of Mathematics Intended Curriculum for Elementary School in China From an International Perspective. *Yehui Wang, Beijing Normal University; Yufang Bian, Beijing Normal University; Xin Tao, Beijing Normal University; William H. Schmidt, Michigan State University; Richard T. Houang, Michigan State University; Neelam Kher, Michigan State University; Qi Dong, Beijing Normal University*

The Quest for High-Quality Schools in Rural Thailand. *Ronnakorn Nonyaso, Khon Kaen University*

Understanding Achievement and Time Factors in South Korea and the United States. *Susan J. Paik, Claremont Graduate University; Thomas F. Luschei, Claremont Graduate University; Wendi J. Otto, Claremont Graduate University; Loris Fagioli, Claremont Graduate University*

33.083. Roundtable Session 41; Roundtable Session

33.083-1. Complexity and Education. SIG-Chaos & Complexity Theories; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Nuno Araujo, University of Coimbra*

Participants:

Education, Complexity Theory, Narrative Theory, and Morality. *Andrew (Andy) Gordon Bruce Rathbone, University of Alberta*

To Know English Only is not Enough: Chaos Theory and Dual Language Learning. *Stanley Shane Snelson, The University of Texas - Brownsville*

"Reviewing" Educational Relations: "Knowing" as Agents: Macmurray and the Complexity of Being "Persons-in-Relation". *Linda Craig, The University of Aberdeen*

33.083-2. Simulation Studies. SIG-Educational Statisticians; Roundtable

Session

Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *T. Mark Beasley, The University of Alabama - Birmingham*

Participants:

An Empirical Comparison of Conventional Moment and L-Moment Based Power Method Polynomial Transformations. *Mohan Dev Pant, Southern Illinois University - Carbondale; Todd Christopher Headrick, Southern Illinois University - Carbondale*

Bootstrap Standard Error of the Corrected Correlation Coefficient Under Various Types of Range Restriction. *Brett Loren Chaney, University of Oklahoma; Jorge L. Mendoza, University of Oklahoma*

Relative Variable Importance Measures for Multiple Linear Regression in Suppression Situations: A Monte Carlo Study. *Benjamin R. Shear, The University of British Columbia; Oscar L. Olvera, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia*

33.083-3. Influences in Using Digital Media: Narratives, Attitudes, and Educational Apps. SIG-Media, Culture, and Curriculum; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Jayne C. Lammers, University of Rochester*

Participants:

Media Multitasking: Are Adolescents' Attitudes and Behaviors Influenced by Their Parents? *Lin Lin, University of North Texas; Kim Nimom, University of North Texas; David Bonner, University of North Texas*

The Role of Narrative in the Design of an Educational Game. *Christopher Carl Blakesley, University of Wisconsin - Madison*

What Makes Learners Use Portable Educational Applications on the Smartphones in Their Pockets? *Sahoon H. Kim, Indiana University; Jungju J. Cha, University of Wisconsin - Madison; Kyongwan W. Kang, University of Wisconsin - Madison*

33.083-4. Neoliberalism, Neocolonial Domination, and Democratizing Research. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Thomas C. Wilson, Chapman University*

Participants:

Freeing Ourselves From Neocolonial Domination in Research, Classrooms, and Schooling. *Alan Russell Bishop, University of Waikato*

Paulo Freire's Pioneering Work in Democratizing Research. *Myriam N. Torres, New Mexico State University*

The Critical Pedagogy of Paulo Freire to Counterbalance the Threat of Neoliberalism to Education and Democracy. *Ana Lucia Cruz, Saint Louis Community College*

33.084. Roundtable Session 42; Roundtable Session

33.084-1. Issues in Recruiting Participants and Collecting Data From Historically Underrepresented Populations. SIG-Qualitative Research; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Chairs: *Mitsu Narui, The Ohio State University; Samuel D. Museus, University of Hawaii - Manoa*

Participants:

Challenges in Recruiting Hidden Populations: Asian/American Gay, Lesbian, and Bisexual College Students. *Mitsu Narui, The Ohio State University*

A Sensitive, Sensible, and Ethical Approach to Conducting Research With Vulnerable Populations. *Kimberly A. Truong, Northeastern University*

Benefits and Challenges of Conducting a Comprehensive Study With Black Undergraduate Students at Historically Black Colleges and Universities.

Tryan L. McMickens, Suffolk University

33.084-2. Research in Reading and Literacy SIG Roundtable 3: Reading and Writing. SIG-Research in Reading and Literacy; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Chair: *Seanna Takacs, Simon Fraser University*

Participants:

Examining Fourth and Fifth Graders' Critical Evaluation of Web Content. *Jill M. Castek, University of California - Berkeley*

What's Our Position? A Study of Critical Media Literacy with Middle School Students. *Theodore B. Kesler, Queens College - CUNY; Pablo L.*

Tinio, Queens College - CUNY

An Empirical Approach to Developing Learning Progressions for Reading.
Diana Blythe, Renaissance Learning; Margaret Heritage, University of California - Los Angeles; Laurie Borkon, Renaissance Learning

Teaching Reading Comprehension: An Investigation of Preservice Teachers' Text-Based Discussions With Elementary School Students.
Shannon Coman Henderson, The University of Alabama; Connie Buskist, Auburn University - Montgomery

The Beginning of a Collaborative, Longitudinal Professional Development Project. *Seth A. Parsons, George Mason University; Allison Ward-Parsons, George Mason University; Leila Nicole Richey, George Mason University; Stiles X. Simmons, Howard Road Academy; W. David Scales, University of North Carolina - Greensboro*

33.085. Roundtable Session 43; Roundtable Session

33.085-1. Rethinking Educational Systems and Technological Literacy Standards. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Chair: *Pamela L. Whitehouse, West Virginia University*

Participants:

Making Significant Change Through Appropriate Technology in Rural Kenya. *Brown Bully Onguko, University of Calgary; Susan E. Crichton, The University of British Columbia*

Barriers to Systemic, Effective, and Sustainable Technology Use in the Classroom. *Jason Scott Daniels, University of Alberta; Jean Kellogg, University of Alberta; Stanley J. Varnhagen, University of Alberta; Sharon Friesen, University of Calgary; D. Michele Jacobsen, University of Calgary*

A Governance Examination of Idaho's Technological Literacy Policy and Standards for Teachers: Past, Present, and Future. *Terah R. Moore, George Fox University*

33.085-2. Virtual Education: Effective Learning Practices for Teachers and Students. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Chair: *Satasha L. Green, The University of Alaska - Anchorage*

Participants:

Social Networking Site Use, Multitasking, and Academic Performance Among United States and European University Students. *Aryn C. Karpinski, Kent State University; Paul A. Kirschner, Open University of the Netherlands; Ipek Ozer, Kent State University; Jennifer Mellott, Kent State University; Pius Ochwo, Kent State University*

The Virtual Lab: An effective learning resource for secondary schools in rural Mexico. *Anette Julieta Frias-Zapata, ByCENECH; Eduardo Flores-Kastanis, Universidad Autonoma de Chihuahua; Veronica Valenzuela-Muniz, IBYCECH; Karina Alejandra Cruz-Pallares, ByCENECH*

Using Action Research in Professional Development for Virtual School Educators: Exploring an Established Strategy in a New Context. *Nancy Fichtman Dana, University of Florida; Kara M. Dawson, University of Florida; Rachel Wolkenhauer, University of Florida; Desirae Eva Krell, University of Florida*

33.086. Roundtable Session 44; Roundtable Session

33.086-1. Studying Literacy Practices With Teachers: How Writing Gets Taught. SIG-Writing and Literacies; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 2:15-3:45pm

Chair: *Leslie S. Cook, Appalachian State University*

Participants:

Revision and the Pedagogical Implications of Teachers as Digital Writers. *Shelbie Witte, Florida State University*

Response and Responsibility: Exploring Student Writing Through Collaborative Inquiry. *Rob Simon, University of Toronto*

Allowing the Data to Tell the Story: Studying Writing Assessment Data to Inform Faculty Development. *Jennifer M. Good, Auburn University - Montgomery*

33.086-2. Vocabulary Topics:. SIG-Vocabulary; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 2:15-3:45pm

Chair: *Julie Dwyer, Boston University*

Participants:

The Effects of Vocabulary Instructional Technique for English Language Learners and English-Only-Speaking Preschoolers. *Mi-Jung Song, Arizona State University; Karen Burstein, Southwest Institute for Families and Children; Byeong-Keun You, Southwest Institute*

Contextualizing Content Area Vocabulary: A 21st-Century Approach. *Robin Robinson Kapavik, Texas A&M University-San Antonio; Lorrie Webb, Texas A&M University-San Antonio*

Motivation for Vocabulary Learning of College Students. *Qizhen Deng, University of Nebraska - Lincoln*

Division and SIG Posters

33.087. Poster Session 6; Poster Session

33.087-1. International Field Experiences. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

1. Factors Influencing Preservice Teachers' Decisions to Participate in an Early Field Experience Abroad. *James C. Anderson II, University of Illinois*
2. Kenyan International Teaching Practicum: Preparing Preservice Teachers for a Global Perspective. *Glenda Lee Black, Nipissing University; Rogerio Bernardes, Nipissing University*
3. Preservice Teachers' Perceptions of an International Student Teaching Experience. *Elizabeth Outlaw Crawford, University of North Carolina - Wilmington; William J. Bolduc, University of North Carolina - Wilmington*
4. Studying Abroad and Preservice Teachers' Professional Development. *Audra Parker, University of South Florida; Danielle V. Dennis, University of South Florida; Jenifer J. Schneider, University of South Florida*
5. Learning to Teach Low-SES (Socioeconomic Status) Pupils Through Assessment in China. *Heng Jiang, Michigan State University*
6. Experiences of Coteaching in Elementary Teacher Students' Supervised Teaching Practice. *Katriina Jenni Johanna Maaranen, University of Helsinki; Riitta Jyrhama, University of Helsinki, Department of Teacher Education, Vice Head*

33.087-2. Preparing Science Preservice Teachers for Inclusive Diverse K-12 Classrooms. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

7. Building Education Majors' Confidence for Teaching Physics. *Ellen L. Usher, University of Kentucky; Natasha Mamaril, University of Kentucky; Jon Gaffney, University of Kentucky; Amy Gaffney, University of Kentucky*
8. Effects of Knowledge Building on Teacher-Education Students' Beliefs in Science Teaching. *Chih-Hsuan Chang, National Chengchi University; Huang-Yao Hong, National Chengchi University*
9. Improving Elementary Science Instruction: An Intervention for Preservice Teachers. *Kari Shutt, University of Washington; John R. Frederiksen, University of Washington*
10. Investigating Science Questioning Practices of Elementary Preservice Teachers: Design of Elementary Science Questions Evaluation Rubric. *Marina Milner-Bolotin, The University of British Columbia; Kshamta Bhupendra Hunter, UBC; Jeongho Cha, Daegu University*
11. Preservice Biology Teachers' Perceptions and Instruction of Socioscientific Issues in the Curriculum. *Yilmaz Kara, Karadeniz Technical University*
12. Preservice Teachers Experience Authentic Parental Involvement in Culturally Relevant Science Teaching. *Cherie A. McCollough, Texas A&M University - Corpus Christi; Olga M. Ramirez, The University of Texas - Pan American*
13. The EOS (Earth and Ocean Sciences) 120/Education Project: Improving Science Teacher Education Through Faculty Partnerships. *David Blades, University of Victoria; Eileen van der Flier-Keller, University of Victoria; Todd Milford, University of Victoria; Sarah Alpert, University of Victoria*

33.087-3. Classroom Management Posters. SIG-Classroom Management; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

14. Theory into Practice in Classroom Management. *Colette Rabin, San José State University; Grinnell Smith, San José State University*
15. Using Eye-Tracking Methodology To Study Differences Between Novice and Experienced Teachers' Monitoring of Classroom Situations. *Niek van den Bogert, Fontys University of Applied Science; Jan van Bruggen, Fontys University of Applied Science; Wim Jochems, Eindhoven University of Technology, the Netherlands*
16. Effects of a Classroom Management Skills Training for German Trainee Teachers. *Theresa Dicke, University of Duisburg-Essen; Jill Goessling, University of Duisburg-Essen; Detlev Leutner, University of Duisburg-Essen*
17. The role of certification area on student beliefs about classroom management. *Laura Reynolds-Keefer, University of Michigan - Dearborn*

33.087-4. Cuban/U.S. Educational Boundaries: The Unspoken Political-Cultural Contexts of Research Agendas. SIG-Politics of Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

18. Cuban/U.S. Educational Boundaries: The Unspoken Political-Cultural Contexts of Research Agendas. *Barbara Garii, SUNY - College at Oswego; Joanne E. O'Toole, Syracuse University; Barbara Streets, SUNY - College at Oswego; Elvira Sabina Martin, University of Havana; Adela Hernandez, Centro de Estudios para el Perfeccionamiento de la Educación Superior, Universidad de Habana; Ana Rosa Rojas, Universidad de La Habana*

33.087-5. Textbook Adoption Policy Changes in Korea. SIG-Politics of Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

19. Textbook Adoption Policy Changes in Korea. *Jaeho Sim, Korea Institute for Curriculum and Evaluation*

33.087-6. Understanding Youth Experiences Through School-Based Research. Division E - Counseling and Human Development; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

20. A Typology of High School Students Based on Noncognitive Factors. *Zhitong Yang, Educational Testing Service*
21. Choice of Counseling Channels for Different Psychological Problems: Face-to-Face Versus Computer-Mediated Alternatives. *Fu-Yun Yu, National Cheng Kung University; Hsiao-Ting Hsieh, National Cheng Kung University*
22. Counseling Self-Efficacy: Therapist Trainee Reactions to Premature and Mutual Terminations. *Margaux H. Brown, The George Washington University; Cheri Marmarosh, The George Washington University; Jaehwa Choi, The George Washington University*
23. Exploring Differences in Noncognitive Factors for Male and Female Engineering Students. *Bonni Behrend, University of Arkansas*
24. Possible Selves: Research and Counseling With Rural Youth and Families. *Elizabeth Anne Marshall, University of Victoria; Breanna Catherine Lawrence, University of Victoria; Deborah Begoray, University of Victoria*
25. The Role of School Resource Police Officers in Preventing and Responding to Bullying Incidents. *Rebecca A. Robles-Pina, Sam Houston State University; Magdalena Denham, Sam Houston State University*
26. Using Parenting Style and Cultural Orientation to Discriminate Between Adolescent Groups Involved in Bullying. *Michalis P. Michaelides, European University; Kyriaki Fousiani, University of Cyprus; Stelios Georgiou, University of Cyprus; Panayiotis Stavrinides, University of Cyprus*
27. Where to find online counseling and direction: Analysis of college sexual assault service websites. *Megan Tucker, George Mason University*
28. Why Teachers do not Learn from Teachers: Peer Observation and

Feedback Used in Professional Development. *Patrizia Salzmann, University of Fribourg; Fritz K. Oser, University of Fribourg*

33.087-7. Mapping the Impact of Teacher Education. SIG-Academic Audit Research in Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

29. Envisioning Teacher Preparation Programs as High-Impact Community Service. *Peter B. Jones, University of California - Irvine; George Farkas, University of California - Irvine; Anne Kristina Jones, University of California - Riverside; Justin Turpin, University of California - Irvine*

33.087-8. Bilingualism/English as a Second Language. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

30. Reading for Deep Understanding: Knowledge Building and Conceptual Artifacts in Secondary English. *Marc Nachowitz, University at Albany - SUNY*
31. Prediction on English-Speaking Children's Chinese Spoken-Word Learning: Contributions of Phonological Working Memory. *Junli Wei, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign*
32. Effects of Oral Proficiency and Comprehensive Literacy Intervention on English Language Learners' Reading Fluency Development. *Elizabeth P. Trevino, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Sam Houston State University*
33. Development of Phonological Awareness Among Learners of Typologically Distant Languages: A Study With Korean-Speaking EFL (English as a Foreign Language) Children. *Tae-Jin Kim, Northern Illinois University; Li-Jen Kuo, Northern Illinois University*
34. Suffix Spelling Growth in Middle School Spanish-English Bilinguals. *Jennifer D. Green, University of Connecticut; Elizabeth R. Howard, University of Connecticut*
35. Improving the Language and Literacy Skills of Bilingual Kindergartners: Implementation Fidelity and Sustainability of a Research-Based Vocabulary Intervention Program. *Lianna Pizzo, Boston College; Mariela M. Paez, Boston College*
36. The Features of Instructional Reading Efficacy with English Language Learners. *Michael John Orosco, University of California - Riverside; H. Lee Swanson, University of California - Riverside; Catherine Lussier, University of California - Riverside*
37. Examining Proficiency Classification in English Language Assessment Using Four Domain Score Estimation Methods. *Liyang Mao, Michigan State University; Xuechun Zhou, Michigan State University*
38. Comparison of Two Approaches to Reading Instruction for English Learners in Primary Grades. *Yonghan Park, Gangneung-Wonju National University, South Korea; Doris Luft Baker, University of Oregon*
39. Learning Chinese Characters: The Effects of Age, Presence of Radicals, and Visual Complexity. *Li-Jen Kuo, Northern Illinois University; Ying Li, Northern Illinois University*
40. Expert Readers Negotiating Dual Sign Systems in Graphic Novels. *Laura M. Jimenez, Michigan State University*
41. Book Access Among Bilingual and Native English-Speaking Children. *Laurie E. Hansen, University of California Irvine; Penelope Collins, University of California Irvine*

33.087-9. Teacher Perceptions, Knowledge, and Understanding in Reading. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

42. An Observational and Interview Study of Teachers Nominated by Their Principal as Exemplary Teachers of Reading. *Sue Dymock, University of Waikato*
43. Elementary School Teachers' Understanding and Implementation of Literacy Structures in Relation to Teacher Self-Efficacy. *Renita Schmidt, University of Iowa; Temi Bidjerano, Furman University*
44. Instructional and Curricular Commonalities: Four Language Arts Teachers Identified as Having Unusual Success With Underserved Student Groups. *Matt J. Hollibush, Mount Saint Mary College*
45. The Relationship Between Teacher Language During Circle Time and Young Children's Vocabulary Growth. *Erin Flynn, University of Michigan*

33.087-10. Instructional Technology SIG: Poster Session 1. SIG-

Instructional Technology; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

46. Comparison of Parent and Teacher Perceptions of Desired Website Features and Elementary Teacher Website Practice. *Tiffany Anne Roman, Indiana University; Anne Todd Ottenbreit-Leftwich, Indiana University*
47. Development of ACTIV (Adapted Captioning Through Interactive Video) 1.0 Through Design Research: Innovative Form of Learning for Students With Various Abilities and Needs. *Anya S. Evmenova, George Mason University*
48. Investigating Impacts of Technology-Related Teacher Professional Development Designs: A Comparative Case Study. *Mimi M. Recker, Utah State University; Linda Sellers, Utah State University; Ye Lei, Utah State University; M Brooke Robertshaw, Utah State University*
49. Using Digital Primary Sources and Tools to Engage Students in Inquiry and Project-Based Learning. *Kevin M. Oliver, North Carolina State University; John K. Lee, North Carolina State University*
50. An Investigation of the Interrelationships Between Motivation, Game-Play, and Complex Problem-Solving in MMOG (Massively Multiplayer Online Game) Learning Environments. *Deniz Eseryel, University of Oklahoma; Raymond B. Miller, University of Oklahoma; Victor Law, University of Oklahoma; Dirk Ifenthaler, University of Oklahoma; Xun Ge, The University of Oklahoma*
51. The Effects of Serious Games on Performance and Engagement: A Review of the Literature (2001-2011). *Yavuz Samur, Virginia Tech; Michael A. Evans, Virginia Polytechnic Institute and State University*
52. Exploratory Study of Teachers' Decisions to Utilize Educational Technologies in Teaching and Learning. *Maura J. Pereira, Indiana University*

33.087-11. Division C, Section 3 Poster Session. Division C - Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

53. The Effects of a Formative Assessment Intervention on Student Understanding of Basic Mathematical Principles. *Julia C. Phelan, University of California - Los Angeles; Yanyun Dai, University of California - Los Angeles; Terry P. Vendlinski, University of California - Los Angeles; Eva L. Baker, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles*

Saturday, 4:05 pm**Governance Meetings and Events****34.001. Educational Evaluation and Policy Analysis Closed Editorial Board Meeting. AERA Governance; Governance Session**

Pan Pacific, Restaurant Level, Oceanview 6; 4:05-5:05pm

Chairs: *Dominic J. Brewer, University of Southern California; Bruce Fuller, University of California - Berkeley; Susanna Loeb, Stanford University***Presidential Sessions****34.010. A Public Hearing on the Gordon Commission on the Future of Assessment in Education. Presidential Session Cosponsored with NCME and Division C - Learning and Instruction, Division L - Educational Policy and Politics**

VCC, First Level, West Ballroom C; 4:05-6:05pm

Chairs: *Edmund W. Gordon, Teachers College, Columbia University; Ezekiel J. Dixon-Roman, The University of Pennsylvania*Participants: *Robert J. Mislevy, University of Maryland; James W. Pellegrino, University of Illinois at Chicago; Andrew Dean Ho, Harvard Graduate School of Education*Discussants: *Eva L. Baker, University of California - Los Angeles; Louis M. Gomez, University of Pittsburgh***34.011. The Build-Your-Own School Project: Urban Youth as Researchers of School Quality. Presidential Session**

VCC, First Level, West Room 121&122; 4:05-5:35pm

Chair: *Jeffrey M.R. Duncan-Andrade, San Francisco State University*Participants: *Patrick Camangian, University of San Francisco; Jeffrey M.R. Duncan-Andrade, San Francisco State University***34.012. Theorizing and Transforming Place in the Learning Sciences. Presidential Session Cosponsored with Division C - Learning and Instruction**

VCC, Second Level, West Room 212&213; 4:05-5:35pm

Chair: *Kris D. Gutierrez, University of Colorado - Boulder*

Participants:

- Placing Learning and Social Change in the Local Foods Movement. *A. Susan Jurow, University of Colorado - Boulder; Kevin O'Connor, University of Colorado - Boulder; Molly Victoria Shea, University of Colorado - Boulder*
- Place-Based Partnerships for Learning as Models for Improving Opportunities to Learn in Communities. *William R. Penuel, University of Colorado; Ben R. Kirshner, University of Colorado; Adam J. York, University of Colorado - Boulder; John Falk, Oregon State University; Lynn Diane Dierking, Oregon State University*
- Place-Making With Students: Leveraging Local Knowledge to Transform Learning in Schools. *Ben R. Kirshner, University of Colorado; Elizabeth Mendoza, University of Colorado - Boulder; Adam J. York, University of Colorado - Boulder; Carrie Allen Bemis, University of Colorado - Boulder; Shelley Zion, University of Colorado - Denver; Carlos Porfirio Hipolito-Delgado, California State University - Long Beach*
- Reframing as a Means of Relocating Opportunities to Learn in Multilevel Educational Systems. *Victoria M. Hand, University of Colorado - Boulder; William R. Penuel, University of Colorado; Kris D. Gutierrez, University of Colorado - Boulder*

Discussant: *Stanton Wortham, University of Pennsylvania***34.013. The 16th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education. Presidential Session Cosponsored with Division F - History and Historiography, Division B - Curriculum Studies**

VCC, First Level, West Room 118-120; 4:05-6:05pm

Chair: *Henry T. Frierson, University of Florida*

Participants:

1. Women of Color in Academe: The Difference Makers and Continuing That Role. *Arnetha F. Ball, Stanford University; Olga M. Welch, Duquesne University*
2. Let's Discuss Why a Strong Orientation in Quantitative Methodology Is So Important Regardless of Your Research Direction. *Vinetta C. Jones, Howard University*
3. The Critical Importance of Addressing Culture in Educational Research. *Geneva Gay, University of Washington; Carol D. Lee, Northwestern University*
4. Men of Color in Academe: The Need and Roles That Must Be Undertaken and Sustained. *James D. Anderson, University of Illinois at Urbana-Champaign; Kofi Lomotey, P-LAN Enterprises, LLC*
5. The Critical Role of a Multidisciplinary Perspective in Politics and Policy Decisions. *Walter R. Allen, University of Illinois at Urbana-Champaign; William T. Trent, University of Illinois at Urbana-Champaign*
6. Laying the Initial Groundwork to Become Part of the Next Generation of Academic Administrators. *Wanda J. Blanchett, University of Missouri - Kansas City; Howard C. Johnson, Medger Evers College - CUNY; John L. Taylor, The University of Arizona*
7. Career Opportunities Outside of Academe to Conduct Educational Research, Influence National Policy Decisions, and Construct National Research Agendas. *Eugene L. Anderson, American Dental Education Association; Mary E. Dilworth, National Board for Professional Teaching Standards*
8. Generating External Research Funding: A Means to Control Your Professional Direction. *Vivian L. Gadsden, University of Pennsylvania;*

- Roosevelt Y. Johnson, *American Association for the Advancement of Science*; Deborah C. Saldana, *Saint John's University*
9. Effective and Efficient Methods for Publishing. Gloria J. Ladson-Billings, *University of Wisconsin - Madison*; Margaret Beale Spencer, *University of Chicago*
 10. Academic and Professional Expectations for Graduate Students: Establishing Foundations. Carol Camp-Yeakey, *Washington University in St. Louis*; Fayneese Miller, *The University of Vermont*
 11. Academic Politics: The Asa G. Hilliard III Table. Carl A. Grant, *University of Wisconsin - Madison*; William H. Watkins, *University of Illinois at Chicago*
 12. Strategic Means for Developing Meaningful University-Public School Partnerships. Charles I. Rankin, *Kansas State University*; Bernard Oliver, *University of Florida*
 13. Leveraging and Advancing a Career in Program Evaluation: A Multidisciplinary Field That Involves Practice, Scholarship, and Opportunities. Stafford Hood, *University of Illinois at Urbana-Champaign*; Rodney K. Hopson, *Duquesne University*; Elmira C. Johnson, *National Science Foundation*
 14. The Politics of Knowledge and Educational Research. Linda Darling-Hammond, *Stanford University*; William F. Tate, *Washington University in St. Louis*
 15. Is a Postdoctoral Fellowship/Training Program Right for You? If So, Then When? Where? How? Why? James Earl Davis, *Temple University*; Jerlando F.L. Jackson, *University of Wisconsin - Madison*
 16. The Importance of and Approaches for Conducting Community-Based Research. Jerome E. Morris, *University of Georgia*; Vanessa Siddle Walker, *Emory University*
 17. "Closeted No More": The Challenges and Triumphs of the Black LGBTQ (Lesbian, Gay, Bisexual, Transgender, or Queer). Judy A. Alston, *Ashland University*; Richard Gregory Johnson III, *University of San Francisco*

AERA Sessions

34.014. The Social and Behavioral Sciences in K-12 STEM Education: Challenges, Issues, and Opportunities. AERA Sessions; Invited Session

VCC, Second Level, West Room 224; 4:05-6:05pm

Chair: Felice J. Levine, *American Educational Research Association*

Participants: Robert M. Hauser, *National Research Council, National Academy of Sciences*; Myron P. Gutmann, *National Science Foundation*; Jacquelynne Eccles, *University of Michigan*; Walter G. Secada, *University of Miami*; Lorraine M. McDonnell, *University of California - Santa Barbara*

34.015. Excellence in Education Research: Early Career Scholars and Their Work. AERA Sessions; Invited Poster Session

VCC, First Level, West Ballroom D; 4:05-6:05pm

Chairs: George L. Wimberly, *American Educational Research Association*; Felice J. Levine, *American Educational Research Association*

Participants:

1. Defining Teacher Social and Emotional Capacity: Using Critical Incident Technique to Determine What It Is and How to Measure It. Samantha Francois, *American Institutes for Research*
2. The Role of Noncognitive Traits in the High-School-to-College Transition of First-Generation Students. Diane Cardenas Elliott, *Educational Testing Service*
3. Does Preschool Special Education Make a Difference? Propensity Score Weighting Analysis of the Effects on Kindergarten Pre-Academic Skills. Amanda L. Sullivan, *University of Minnesota*
4. A Tale of Two Post-Docs: Managing the Assessing Data Modeling Project and Exploring Extensions of Cognitive Diagnosis Models. Elizabeth Ayers, *American Institutes for Research*
5. Stop Talking and Type: Mentoring in a Virtual and Face-to-Face Environment. Elizabeth Bagley, *University of Illinois at Urbana-Champaign*
6. Predictors and Consequences of Engagement in Mathematics: A Comparison of Girls and Boys. Alison Elizabeth Baroody, *University of Virginia*
7. Assessing Complex Performance: A Postdoctoral Training Program Researching Students' Writing and Assessment in Digital Work Spaces.

- Shannon Marie Carlin-Menter, *University of Illinois at Champaign-Urbana*
8. Understanding the Relationship Between Reading Instruction and Reading Outcomes for Middle School Students. Sarah Carlson, *University of Oregon*
 9. Spatial Ability Mediates Gender Differences in Science Performance of Middle School Students. Colleen M. Ganley, *University of Illinois at Urbana-Champaign*
 10. Investigating Relationships Between Teachers' Visions of High-Quality Mathematics Instruction and Their Instructional Practice. Anne Louisa Garrison, *Vanderbilt University*
 11. Observing Classroom Quality Through Situated Interactions to Improve Learning Opportunities for Underperforming Ethnic Minority Students. Bryant T. Jensen, *University of Oregon*
 12. Raising Children to Save Words: Language Socialization at Korean Family Mealtime. Hyun Jung Kim, *State University of New York at Buffalo*
 13. Integration of Multiple Representations in a Chemistry Simulation Through Sequential Fixations and Mouse-Click Events. Susan Letourneau, *New York University*
 14. Understanding the Co-Development of Modeling Practice and Ecological Knowledge. Eve Manz, *Vanderbilt University*
 15. Segregation Built to Last: School Construction and the Formation of Segregated Housing Patterns in the Interwar South. Karen Benjamin, *Saint Xavier University*
 16. Rethinking the Literacy Demands of College and Career for Students in the New Mainstream: Academic and Professional Metagenres at One Community College. George C. Bunch, *University of California - Santa Cruz*
 17. Studying With Undertrained, Underpaid, Temporary Teachers: Analysis of Retrospective Data From Benin, Cameroon, Chad, Guinea, and Mali. Amita Chudgar, *Michigan State University*
 18. There Is No De Facto Segregation. Ansley Erickson, *Teachers College, Columbia University*
 19. The Effect of English Language Learner Identification on College Access Outcomes: Using Matching Techniques to Decipher the Role of Time in Program. Stella M. Flores, *Vanderbilt University*
 20. Birds of a Feather: Racial Similarity and Teacher-Student Relationships in Secondary Schools. Hunter Gehlbach, *Harvard University*
 21. Elaborating the "How" of Ambitious Mathematics Teaching: Introducing Cognitively Demanding Tasks. Kara J. Jackson, *McGill University*
 22. A Path to Literacy: Mapping the Literacy Practices of Young Black Men. David E. Kirkland, *New York University/Michigan State University*
 23. The Importance of Contract Design and Incentives for Teachers. Jane Arnold Lincove, *The University of Texas - Austin*
 24. Language Exchange Among Language-Minority and Language-Majority Students: Discovering Common Struggles and Expertise. Melinda E. Martin-Beltran, *University of Maryland - College Park*
 25. The Social Infrastructure of Autism Treatments in Schools. Elizabeth McGhee-Hassrick, *University of Chicago*
 26. Romo v. Laird (1925): The Earliest Known Mexican American School Segregation Challenge. Laura K. Munoz, *Texas A&M University - Corpus Christi*
 27. Education and Social Mobility in Comparative Perspective. Fabian T. Pfeffer, *University of Michigan*
 28. Detecting Intervention Effects Across Context: An Examination of the Power of Cluster Randomized Trials. Jessaca K. Spybrook, *Western Michigan University*
 29. Shaping Educational Access and Opportunity Through State Colleges and Universities, 1945-1970. Marc VanOverbeke, *Northern Illinois University*

Committee Sessions

34.016. Counternarratives: Voices From New Scholars of Color. Committee on Scholars of Color in Education; Symposium

VCC, First Level, West Room 116&117; 4:05-5:35pm

Chair: Victoria M. MacDonald, *University of Maryland - College Park*
Participants:

Black Female Architects of the Alternative Black Curriculum in Social Studies. *Alana D. Murray, University of Maryland*
 Double Jeopardy: An Analysis of the Reading Data of Eighth-Grade English Language Learners in Special Education. *Ebony Demetria Terrell Shockley, University of Maryland - College Park*
 Black English Teachers and Student Achievement in the Post-Civil Rights Era. *Summer Carrol, University of Maryland - College Park*
 Beyond After-School Activities: Toward a Theory of Pertinent Endeavors for Black Males. *Roderick LaMar Carey, University of Maryland - College Park*

Discussant: *Marvin Lynn, University of Wisconsin - Eau Claire*

34.017. GSC Special Canadian Spotlight Fireside Session: Exploring the Diversity of Canadian Education Through Graduate Student Research. Graduate Student Council; Fireside Chat
 VCC, Second Level, West Room 211; 4:05-5:35pm

Chairs: *Lori Ann Friesen, University of Alberta; Danielle Beckett, Brock University*

Participants: *Natasha Boskic, The University of British Columbia; Megan Cotnam, University of Ottawa; Andrew Peter Hodgkins, University of Alberta; Grace Karram Stephenson, OISE/University of Toronto; Brooke Madden, The University of British Columbia; Brenna Quigley, University of Ottawa; Heather Ritenburg, University of Regina; Maryam Wagner, OISE/University of Toronto*

34.018. Interrelations Between Community, Family, and the Individual: A Triarchic Examination of Learning. International Relations Committee; Symposium
 VCC, Second Level, West Room 220; 4:05-5:35pm

Chair: *David L. Paterson, University of New England*

Participants:

A Triarchic Framework of Learning. *Huy P. Phan, University of the South Pacific*

Parents' Perceptions of and Concerns About Composite Classes. *Linley Cornish, University of New England*

Education and Wellness: Case Study of an Individual With a Schizoaffective Disorder. *Lorraine J. Graham, University of New England*

A Triarchic Framework of Learning: A Linking in Relationships. *David L. Paterson, University of New England*

Discussant: *David L. Paterson, University of New England*

34.019. Learning "In-Between" Cultural Worlds: An Immigrant Perspective on Education. Social Justice Action Committee; Invited Session
 VCC, Third Level, West Room 306; 4:05-5:35pm

Chair: *Mariette Haan De, Utrecht University*

Participants:

The Transcultural Virtuosity of Immigrant Child Language Brokers. *Marjorie Faulstich Orellana, University of California - Los Angeles*

Immigrant Parents' Development of a Collective Voice in a Parent-School Organization. *Zuleyma Nayeli Rogel, University of California - Santa Barbara*

Learning in Culturally Heterogeneous Worlds: How Immigrant Parents Reinvent "Education." *Mariette Haan De, Utrecht University*

Immigrant Parents' Learning in Multi-Ethnic Settings: A Network Approach. *Marije Koeman, Utrecht University*

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

Division Sessions

34.020. Instructional Supervision and Leadership: Strategies, Development, and Practices. Division A - Administration Organization & Leadership; Paper Session
 VCC, Second Level, East Room 10; 4:05-5:35pm

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

Participants:

How Coaches' Beliefs Influence Their Instructional Leadership. *Melinda M. Mangin, Rutgers University; Kai Lonnie Dunsmore, The Ball Foundation*

ICT (Information and Communication Technologies) Strategies and Tools for the Improvement of Instructional Supervision: The E-Supervision. *Esteban Vazquez, Universidad Nacional de Educación a Distancia;*

Maria Luisa Sevillano, Universidad Nacional de Educación a Distancia
 Professional Learning Coordination as Career-Embedded Stewardship Development in an Urban Secondary School. *Michael A. Owens, Wayne State University*

The Association of District Principal Evaluation Practices with Learning-Centered Leadership: Evidence from Michigan and Beijing. *Min Sun, Virginia Polytechnic Institute and State University; Peter A. Youngs, Michigan State University; Haiyan Yang, Renmin University of China; Hongqi Chu, Beijing Normal University; Qian Zhao, Beijing Normal University*

Improving Teaching and Learning in Schools: Leaders' Roles in Intradistrict Instructional Observations. *Ellen M. Retelle, Central Connecticut State University*

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

34.021. It's the Principal of the Matter. Division A - Administration Organization & Leadership; Paper Session
 VCC, Second Level, East Room 9; 4:05-6:05pm

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

Participants:

Unpacking the Career Decisions of School Administrators. *Elizabeth N. Farley-Ripple, University of Delaware; Jeffrey A. Raffel, University of Delaware; Jennie Welch, University of Delaware*

Can They Make a Lasting Difference? Examining the Longitudinal Influence of Principals' Leadership on School-Wide Professional Community. *Jason Huff, The University of Tennessee*

Looking at the Big Picture by Examining Structural Relationship Mechanisms Among Principal Leadership, Teacher Self-Efficacy, and Collective Efficacy. *Ibrahim Dwyer, University of Arkansas at Little Rock; Carolyn Pearson, University of Arkansas at Little Rock; Alicia Cotabish, University of Arkansas at Little Rock; Nancy Lee Ras, Walden University*

Networked Leadership: Principal Influence on School Climate. *David M. Fultz, The Ohio State University; Belinda Gimbert, The Ohio State University*

Using Data to Inform Practice: Effective Principal Leadership Strategies. *Jeff Wayman, The University of Texas - Austin; Stephen Douglas Spring, The University of Texas; Melinda Anne Lemke, The University of Texas - Austin; Meghan Dwyer Lehr, The University of Texas - Austin*

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

34.022. The Promise of School Reform in Urban Communities: From Desegregation to Promise Neighborhoods. Division A - Administration Organization & Leadership; Invited Session
 VCC, Second Level, East Room 8&15; 4:05-5:35pm

Chair: *RoSusan D. Bartee, The University of Mississippi*

Participants: *Sonya Douglass Horsford, University of Nevada - Las Vegas; Charles M. Payne, University of Chicago; Daniel M. Miller, North Carolina A&T State University; Martin Scanlan, Marquette University*

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

34.023. Disrupting Representations in Research. Division B - Curriculum Studies; Paper Session
 Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 4:05-5:35pm

Chair: *Elisabeth Johnson, College of Staten Island - CUNY*

Participants:

Fostering Optimal Learning Spaces Through Embodied Poetic Narrative. *Kathryn Ann Ricketts, Simon Fraser University*

Getting to "Know" Pictures: A Methodological Shift to Critical Visuality. *Lisa L. Zagumny, Tennessee Technological University; Amanda B. Richey, Kennesaw State University*

Necessary Commitments in the Use of Digital Film for Education Research. *Saskia Stille, OISE/University of Toronto*

Reuniting Visual and Verbal: Integrating Comics for Expansive Thinking Across the Curriculum. *Nick Sousanis, Teachers College, Columbia University*

Symptomatic Analysis: Speculations on Significant Moments in Data Analysis. *Melanie D. Janzen, University of Manitoba*

Discussant: *Wade Tillett, Finlandia University*

34.024. Global Visions of Curriculum: Culture, Education, and Meaning. Division B - Curriculum Studies; Paper Session
 Sheraton Wall Centre, Third Level, North Junior Ballroom A; 4:05-

5:35pm

Chair: *Kay Fumiko Fujiyoshi, University of Illinois at Chicago*

Participants:

- Global Studies in Education: Where We Have Been and Where We Are Going as a Field of Study. *Nicole A. Lamers, University of Illinois*
- Global Education and the Postindustrial City: Student and Teacher Narratives of the Global in the Local. *Aaron Thomas Bodle, Michigan State University*
- Class, Ethnicity, and Exam Subject Entry: Trends From Academic Year 2002 to 2009. *Priya Khambhaita, Southampton Education School; Christopher Downey, Southampton Education School, University of Southampton; Daniel R. Muijs, University of Southampton; Anthony J. Kelly, University of Southampton*
- Globalized Culture of Measurement? Case Study of a Nongovernmental Organization in India. *Sarbani Chakraborty, University of Wisconsin - Madison*

Discussant: *Gonzalo Obelleiro, Teachers College, Columbia University*

34.025. A Framework to Understand the Impact of Technology on Collaborative Learning. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 4:05-6:05pm

Chair: *Emma M. Mercier, Durham University*

Participants:

- Mobile Applications and Support of Collaborative Mathematical Activity in Families. *Roy D. Pea, Stanford University; Shelley V. Goldman, Stanford University; Kristen Pilner Blair, Stanford University; Osvaldo Jimenez, Stanford University*
- I, Robot: An Embodied Action Adventure Story of Collaboration, Playing Robot, and Perspective Taking. *Carmen Julia Petrick, The University of Texas at Austin; Taylor Martin, The University of Texas - Austin; Matthew W. Berland, The University of Texas - San Antonio; Tom Benton, The University of Texas - Austin*
- Technological Support for Reflection and Discussion of What Counts as Math. *Lee Michael Martin, University of California - Davis; Pamela R. Gourley-Delaney, University of California - Davis*
- Collaborative Learning in a Multitouch Classroom. *Steven Edward Higgins, Durham University; Emma M. Mercier, Durham University; Elizabeth Louise Burd, Durham University*
- A Technology Framework for Smart Classrooms and Knowledge Communities. *Mike Tissenbaum, University of Toronto; James D. Slotta, University of Toronto; Michelle Lui, OISE/University of Toronto*

Discussant: *Shelley V. Goldman, Stanford University*

34.026. Adolescents Learning With Text in the Academic Disciplines. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 4:05-6:05pm

Chair: *Tamara L. Jetton, Central Michigan University*

Participants:

- Learning With Text in the Academic Disciplines: Research From the Last Decade. *Tamara L. Jetton, Central Michigan University; Richard Ian Lee, Central Michigan University*
- How Disciplinary Experts Read. *Cynthia R. Shanahan, University of Illinois at Chicago*
- Learning With Text in English Language Arts. *Troy W. Hicks, Central Michigan University*
- Learning With Text in Science. *Cynthia R. Shanahan, University of Illinois at Chicago*
- Learning With Text in History. *Bruce A. VanSledright, University of North Carolina, Charlotte*
- Learning With Text in the Arts. *Kathleen Moxley, Central Michigan University*

34.027. Interest Development and Its Relation to Academic Motivation. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 4:05-5:35pm

Chair: *K. Ann Renninger, Swarthmore College*

Participants:

- The Reciprocal Relationship between Value, Interest, and Learning over Time. *Carol Sansone, University of Utah*

What Can Attitude Research Tell Us about Individual Interest?

Relationship(s) between Self-Reported Interest and Behavior. *Amanda Marie Durik, Northern Illinois University; Jade S. Jenkins, Northern Illinois University*Interest and Achievement Among Those Who Continue in STEM. *K. Ann Renninger, Swarthmore College; Margaret W. Nam, Swarthmore College*The Interrelationships of Interest and Academic Performance in High School Math and Science Classes. *Judith Harackiewicz, University of Wisconsin; Chris Roze, University of Wisconsin - Madison; Chris S. Hulleman, James Madison University; Janet S. Hyde, University of Wisconsin - Madison*Discussants: *Dale H. Schunk, University of North Carolina - Greensboro; Suzanne E. Hidi, University of Toronto*

34.028. Learning From and With Peers. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 4:05-6:05pm

Chair: *Maeghan N. Hennessey, University of Oklahoma*

Participants:

- Social Perspective Taking and Similarity in Virtual Negotiations. *Hunter Gehlbach, Harvard University; Geoff Marietta, Harvard University; Jacob Pritt, Harvard University; Christopher J. Dede, Harvard University*
- Peer Relationship, Social Interaction, and Relational Thinking During Small-Group Discussions. *Tzu-Jung Lin, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign*
- Peer Tutoring Interactions as Stimulator of Metacognitive Regulation? *Liesje De Backer, Ghent University; Hilde Van Keer, Ghent University; Martin M. Valcke, Ghent University*
- Productive Peer Culture: Algebra Project Students' View. *Melva R. Grant, Old Dominion University*
- The Social Function of Peer Press in Coproducing Knowledge: Student Engagement in Small-Group Learning. *Judy H. Tang, University of New Hampshire*
- Facilitating Productive Student Dialogue in Mathematics Classrooms. *Noreen M. Webb, University of California - Los Angeles; Marsha M. Ing, University of California - Riverside; Megan L. Franke, University of California - Los Angeles; Angela Chan Turrou, University of California - Los Angeles; Nami Shin, University of California - Los Angeles*

34.029. Text Relevance and Task-Oriented Reading. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 4:05-5:35pm

Chair: *Matthew T. McCrudden, Victoria University of Wellington*

Participants:

- Task-Oriented Reading of Multiple Expository Texts. *Ivar Braten, University of Oslo; Laura Gil, University of Valencia; Helge I. Stromso, University of Oslo*
- Revisiting the Role of Standards of Coherence in Reading Comprehension. *Paul van den Broek, Leiden University; Panayiota Kendeou, Neapolis University Pafos; Catherine M. Bohn-Gettler, Wichita State University*
- Text Relevance and Reading Goals Can Be Framed as Questions. *Arthur C. Graesser, The University of Memphis; Blair Lehman, The University of Memphis; Sidney K. D'Mello, The University of Memphis*
- Methodological Demands Provide Insight Into Reader Focus and Comprehension. *David Rapp, Northwestern University; Michael C. Mensink, Northern Illinois University*
- Discussants: *Gregory John Schraw, University of Nevada - Las Vegas; Joe Magliano, Northern Illinois University*

34.030. The Form and Function of Transfer in Diverse Contexts. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 4:05-5:35pm

Chair: *P. Karen Murphy, The Pennsylvania State University*

Participants:

- Bringing Problem-Solving Transfer to the Science of Instruction. *Richard E. Mayer, University of California - Santa Barbara*
- Effects of Reflection, Worked Examples, and Reflection Examples on

Learning and Transfer of Reasoning and Judgment Tasks. *Tamara Van Gog, Erasmus University; Luh Anjani Kusuma, Erasmus University; Sofie Loyens, Erasmus University; Martine Baars, Erasmus University Rotterdam; Anita Heijltjes, Avans University of Applied Sciences; Silvia Mamede, Erasmus University*

Not All Transfer Is Created Equal: Making the Case for Different Types of Transfer. *Daniel Dinsmore, University of North Florida; Stephanie Doyle, Victoria University of Wellington; Peter Baggetta, University of Maryland; Sandra Michelle Loughlin, University of Maryland*

How to Avoid Inert Knowledge. *Alexander Renkl, University of Freiburg*

Discussant: *Patricia A. Alexander, University of Maryland*

34.031. Assessment of Special Populations. Division D - Measurement and Research Methodology; Paper Session
Marriott Pinnacle, Third Level, Pinnacle I; 4:05-5:35pm

Chair: *Arturo Olivarez, The University of Texas - El Paso*

Participants:

Disentangling Multiple Sources of Error in a Reading Assessment for Students With Disabilities. *Nancy A. Ewers, University of California - Davis*

Scale Comparability for Accommodated Forms in the Rasch Model: A Person-Fit Approach. *Dong Gi Seo, Michigan Department of Education; Shiqi Hao, Michigan Department of Education; Steven Guy Viger, Michigan State University*

The Effect of Linguistic Complexity on Math Word Problem Solving Tests: Multigroup Generalizability Analyses. *Ja Young Kim, University of Iowa; Kathleen Banks, University of Iowa; Robert L. Brennan, University of Iowa*

Discussant: *Karla L. Egan, CTB/McGraw-Hill LLC*

34.032. Division D Mentoring Reception for New Professionals. Division D - Measurement and Research Methodology; Mentoring Session
Fairmont Waterfront, Concourse Level, Malaspina; 4:05-6:05pm

Chair: *Daniel M. Lewis, CTB/McGraw-Hill LLC*

34.033. Validity Investigations. Division D - Measurement and Research Methodology; Paper Session
Marriott Pinnacle, Third Level, Dundarave; 4:05-6:05pm

Chair: *Shungwon Ro, Kenexa*

Participants:

Investigating the Relationship Between Test Preparation and TOEFL iBT Performance. *Ou Lydia Liu, ETS*

Multidimensional Rasch Model for Analysis of Growth in Career Maturity. *Hyo Jeong Shin, University of California - Berkeley*

Evaluating the Statistical Assumptions of Curriculum-Based Measurement of Mathematics (CBM-M). *Joseph Betts, Riverside Publishing*

Studying Effects of Data Collection Designs on Online Testing Comparability Studies. *Alvaro J. Arce, Pearson; Ileana Diaz-Cervera, University of Yucatan*

An Investigation of Time Management Strategies on Performance on a Computer-Based Exam. *Feiming Li, National Board of Osteopathic Medical Examiners; Linjun Shen, National Board of Osteopathic Medical Examiners*

Examining the Reliability of the National Writing Project's Analytic Writing Continuum Assessment System. *Hee Jin Bang, National Writing Project; Sherry Seale Swain, National Writing Project; Paul LeMahieu, The Carnegie Foundation for the Advancement of Teaching; Linda D. Friedrich, National Writing Project*

Discussant: *Michael T. Kane, ETS*

34.034. Breaking the Mold of Tradition: A Broader View of Diversity. Division E - Counseling and Human Development; Symposium
VCC, Second Level, East Room 12; 4:05-6:05pm

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

Participants:

The Influence of Perceived Poverty on School Counselor Perception. *Brian Hutchison, University of Missouri*

Window-Dressing the Urban Classroom: Exploring Technology, Diversity, and Economics. *Kate E. O'Hara, New York Institute of Technology*

Exploring the Career Possible Selves of Students in Foster Care. *Tina Antil, Portland State University*

The Diverse Needs of Urban Students and Their Personal Connections to a College Readiness Program. *Sejal Parikh, NC State University*
Supporting Diverse Student Populations Through Cultural Immersion.

Carol A. Dahir, New York Institute of Technology; Carolyn B. Stone, University of North Florida

Discussant: *Michael E. Uttendorfer, New York Institute of Technology*

34.035. Leaders in the History of American Education: Autobiographical Essays. Division F - History and Historiography Cosponsored with SIG-Biographical and Documentary Research; Symposium
VCC, Second Level, East Room 13; 4:05-6:05pm

Chair: *Wayne J. Urban, The University of Alabama*

Participants:

Leaders in the History of American Education: A Brief Introduction. *Wayne J. Urban, The University of Alabama*

From the Wabash to the Hudson to the Charles. *Patricia Albjerg Graham, Harvard University*

Seeking a Social and Urban History of Education. *John L. Rury, The University of Kansas*

Discussants: *Kathleen A. Murphey, Indiana University - Purdue University at Fort Wayne; William G. Tierney, University of Southern California; Alison Prentice, University of Victoria*

34.036. Education You Can Bank On: Portfolio School Districts and the Bottom Lining of Public Schools. Division G - Social Context of Education; Symposium

VCC, First Level, West Room 109&110; 4:05-5:35pm

Chair: *Kristen L. Buras, Georgia State University*

Participants:

Panel Member. *Kristen L. Buras, Georgia State University*

Panel Member. *Philip Edward Kovacs, The University of Alabama - Huntsville*

Panel Member. *Alex J. Molnar, Arizona State University*

Panel Member. *Jill Andrea Pinkney Pastrana, University of Wisconsin*

Panel Member. *Kenneth J. Saltman, DePaul University*

Discussant: *Kenneth J. Saltman, DePaul University*

34.037. Listening and Not Listening to Students' Voices. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 206; 4:05-6:05pm

Chair: *Laura A. Roy, The Pennsylvania State University*

Participants:

Listening to Students: Providing, Making, Taking, and Giving Time. *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

Hands Up, Mouths Shut: Silence and Speech in a Second-Grade Classroom of English Learners. *Sara Ann Rutherford-Quach, Stanford University*

Students Engaging in Diversity: Blogging to Learn in an Undergraduate Black Studies Course. *Anissa R. Stewart, University of California, Santa Barbara; Jacqueline Marie Reid, University of California - Santa Barbara*

Bridging, Dissonant, and the "Other Twin": The Multiple Literate Identities of Intermediate Elementary English Learners. *Pamela J. Hickey, SUNY - College at New Paltz*

Video of the Oppressed: A Cross-Cultural Comparative Study of Video Ethnography Research for Youth-Directed Learning Environments. *Donna DeGennaro, University of Massachusetts - Boston*

Discussant: *Sari K. Biklen, Syracuse University*

34.038. Performance-Based Assessment: Something Old, Something New. Division H - Research, Evaluation and Assessment in Schools; Working Group Roundtable

Pan Pacific, Lobby Level, Crystal Pavilion C; 4:05-5:35pm

Chairs: *Walter D. Way, Pearson; Stephen Lazer, ETS*

Participants:

Reimagining College/Career Readiness: Performance Assessments That Measure and Support Student Learning for 21st-Century Success. *Raymond Lee Pecheone, Stanford University*

Using a Research-Based Learning Progression Schema in the Design and Interpretation of Performance-Based Assessment Tasks. *Karin Hess, National Center for the Improvement of Educational Assessment, Inc.*

Introducing Statewide Performance Assessment: The Ohio Performance Assessment Pilot Project. *Lauren V. Monowar-Jones, Ohio Department of Education*

The Wyoming Body of Evidence System: District Assessment for High School Graduation. *Michael J. Flicek, Michael Flicek Projects, LLC*

Creating Curriculum-Embedded, Performance-Based Assessments for Measuring 21st-Century Skills in K-5 Students. *Emily R. Lai, Pearson*

*Assessment & Information***34.039. Division I Vice Presidential Address: Does Faculty Development Improve Learning and Performance Across the Professions?**

Division I - Education in the Professions; Invited Session

Pan Pacific, Restaurant Level, Pacific Rim 2; 4:05-6:05pm

Speaker: *Ara Tekian, University of Illinois at Chicago*Discussants: *Wim H. Gijssels, Maastricht University; Janet Palmer Hafler, Yale University; Trudie E. Roberts, University of Leeds***34.040. Social Media, Popular Culture, and Higher Education.** Division J -

Postsecondary Education; Paper Session

VCC, Second Level, East Room 14; 4:05-5:35pm

Chair: *Maria Adamuti-Trache, The University of Texas - Arlington*

Participants:

Everyday Racism and the Ubiquity of Social Media: An Examination of Cyber-Microaggressions on College Campuses. *David Kasch, University of California - Los Angeles; Marc P. Johnston, University of California - Los Angeles*Flirting, Fashion, and Fun: The Gendered Portrayal of Female College Students in ABC Family's "Greek". *Pauline J. Reynolds, University of Redlands; Jesse Perez Mendez, Oklahoma State University*Confessional Identity Performatives: College Student Individualization on Social Network Sites. *David Kasch, University of California - Los Angeles*Postracialism, the "Obama Effect" and the Future of Black Faculty at Predominately White Institutions. *JeffriAnne Wilder, University of North Florida; E. Newton Jackson, University of North Florida***34.041. Behind Closed Doors: Student Teaching, Supervision, and Curricular Goals.** Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 222; 4:05-5:35pm

Chair: *Barbara Garii, SUNY - College at Oswego*

Participants:

Student Teaching and Supervisors: Goals and Questions. *Barbara Garii, SUNY - College at Oswego; Julie Schofield, SUNY - College at Oswego*Student Teacher Field Supervisors Articulate Their Roles. *Jan Byers-Kirsch, Central Washington University; Naomi Jeffery N.J.P. Petersen, Central Washington University*Roles, Goals, and Practices of University Supervisors. *Judi H. Wilson, Augusta State University*Who Matters: New Program, Old Supervisors. *Jeff Edmundson, University of Oregon*Supervision, Student Teaching, and the Virtual Classroom. *Kathryn M. Kennedy, Georgia Southern University; Leanna Matchett Archambault, Arizona State University***34.042. Diverse Strategies for Preservice Teaching in K-12 Mathematics Classrooms Locally and Abroad.** Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 221; 4:05-6:05pm

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

Participants:

Examining Elementary Preservice Teachers' Mathematical Teacher Knowledge Development Through Participation in Microteaching Lesson Study. *Roxanne Valerie Molina, Florida International University; Maria Lorelei Fernandez, Florida International University*How Preservice Teachers Respond to a Student's Invented Strategy in Whole Number Subtraction. *Ji-Won Son, The University of Tennessee*Mathematical Work of Teaching as Content in Mathematics Teacher Education. *Yeon Kim, University of Michigan; Deborah Loewenberg Ball, University of Michigan*Preparing Teachers and Engaging Students in Mathematical Discourse. *Jaime Park, University of California - Los Angeles*U.S. and Taiwanese Preservice Teachers' Geometry Knowledge and Thinking. *Cheng-Yao Lin, Southern Illinois University - Carbondale; Fengjen Luo, Montana State University; Jane-Jane Lo, Western Michigan University; Der-Ching Yang, National Chiayi University***34.043. Studying Teacher Knowledge: Innovations in Methodology.**

Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 215&216; 4:05-5:35pm

Chair: *Paula Costello, Canisius College*

Participants:

What is Research Orientation Concretely in a Teacher's Work? *Riitta Jyrhama, University of Helsinki, Department of Teacher Education, Vice Head; Katriina Jenni Johanna Maaranen, University of Helsinki*
Deepening Novice Teachers' Mathematics Knowledge for Teaching Through Lesson Study in a Collaborative Action Research Context. *Rui Kang, Georgia College & State University; Tiffany Gibbs, Georgia College & State University; Pamela Johnson, Georgia College & State University; Tanyce Lucas, Georgia College & State University; Julie Soles, Georgia College & State University; Dustin Afman, Georgia College & State University*Case Study of a Preservice Teacher's Microgenetic Regression While Participating in a Virtual Training Environment. *Rebecca J. Blankenship, University of South Florida*Understanding Teacher Agency. *Mark Priestley, University of Stirling; Gert J.J. Biesta, University of Stirling; Sarah Robinson, University of Stirling*
Guided Critical Reflection: Moving Beyond "What Do You Know?" to "Why Do You Know It?". *Amy M. Markos, Arizona State University***34.044. Policy Issues Related to Teacher Pay and the Teacher Workforce.**

Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 11; 4:05-6:05pm

Chair: *Robert Rothman, Alliance for Excellent Education*

Participants:

Human Resources Management in Schools: Understanding the Implementation Gap Through the Lens of Discourses. *Piet Runhaar, Wageningen UR (University & Research Centre); Hens Runhaar, Utrecht University*Interactive Factors in Policy Implementation: A Study of Teacher Incentive Fund (TIF) Schools in Texas. *Jessica Ann Brown, The University of Texas - Austin; Celeste Alexander, The University of Texas - Austin; Pedro Reyes, The University of Texas - Austin*Performance Pay as a Human Capital Policy: Evidence From Texas. *Michael Volonnino, The University of Texas - Austin; Jenna Kelly-Landes, Institute for Public School Initiatives; Dawn Filer, Institute for Public School Initiatives*The Changing Face of the Teaching Force: Implications for Policy. *Richard Ingersoll, University of Pennsylvania; Lisa Merrill, University of Pennsylvania*Why Did "Payment-by-Results" Fail? Examining an Incentive Program in 19th-Century English Schools. *Huriya Jabbar, University of California - Berkeley*Discussant: *Joshua H. Barnett, Arizona State University***SIG Sessions****34.045. Adults: Dementia, Personality, Cognition, Depression, and Memories.** SIG-Adulthood and Aging; Paper Session

VCC, Second Level, West Room 208&209; 4:05-5:35pm

Chair: *Mary M. Chittooran, Saint Louis University*

Participants:

Non Satis Sola Persona: The Relationships Between Personality, Cognition, and Geriatric Depression. *James A. Katt, University of Central Florida; Linda M. Speranza, Valencia College; Wendy Shore, Johns Hopkins University; E. Lea Witta, University of Central Florida*Preservice Teachers' Academic Memories of School. *Patricia A. Haught, West Virginia University; Anne H. Nardi, West Virginia University; Richard T. Walls, West Virginia University*What contributes to quality of life in seniors with memory loss? *Donald G. Doty, Northwest University*Bias in Assessment of Dementia: Differential Screening Power for High and Low Education Groups. *Jianfang Chang, The Chinese University of Hong Kong; Linda C.W. Lam, Chinese University of Hong Kong; Grace Ty Leung, Tai Po Hospital; Chi-Shing Tse, Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong*Discussant: *Isabel Raemdonck, Universit  Catholique de Louvain***34.046. Stopping the STOPP: An Urgent Call to Critical Educators to Interrupt the School-to-Prison Pipeline.** SIG-Critical Educators for Social Justice; Symposium

VCC, Second Level, West Room 204; 4:05-5:35pm

Chairs: *Ernest D. Morrell, Teachers College, Columbia University; Deborah A. Appleman, Carleton College*

Participants:

Our Side of the Story": Privileging Incarcerated Youth Voices. *Maisha T.*

Winn, Emory University

Building Abolition Futures Through Restorative and Transformative Justice Practices. *Erica R. Meiners, Northeastern Illinois University; Crystal T. Laura, Chicago State University; Karen Reyes, University of Illinois at Chicago*

Inciting the Incarcerated Imagination: The Promise and Pedagogy of Creative Writing in Prison. *Deborah A. Appleman, Carleton College*

Our Lyrics Will Not Be on Lockdown: An Arts Collective's Response to an Incarceration Nation. *Keisha L. Green, Rutgers University*

34.047. Challenging the Discourse of a Postracial Future: Exploring the Continued Significance of Race in U.S. Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
VCC, Second Level, East Room 17; 4:05-5:35pm

Chair: *Dorinda Carter Andrews, Michigan State University*

Participants:

The New Stratification: Differentiating Opportunity at Community Colleges by Race and Class in the United States. *Gregory M. Anderson, University of Denver; Estela M. Bensimon, University of Southern California*

Race and Admissions After Grutter? A Call for Critical Race Realism. *Laurence J. Parker, University of Utah; Erin L. Castro, University of Illinois at Urbana-Champaign*

One Step Forward, Two Steps Back: The Current Manifestations of Race in Higher Education. *Franklin A. Tuitt, University of Denver; Bridgette Coble, University of Denver; Floyd Cobb, University of Denver; Kristin Lee Deal, University of Denver*

"Giving Name to My Pain," Treating the Symptoms, and Naming the Disease: Critical Race Theory, Racial Microaggressions, and White Supremacy. *Maria C. Ledesma, University of Utah; Daniel Gilbert Solorzano, University of California - Los Angeles*

Discussant: *Walter R. Allen, University of California - Los Angeles*

34.048. John Dewey and Issues of Pedagogy. SIG-Dewey Studies; Paper Session
VCC, Second Level, East Room 16; 4:05-6:05pm

Chair: *Stefan Thomas Hopmann, University of Vienna*

Participants:

An Inquiry Into the Implications of John Dewey's Philosophy for Today's Ecological Education. *Simon N. Jorgenson, University of Cincinnati*
Dewey's Sketch of Childhood: An Invitation to Draw Again the Project of Education. *Stephanie A. Burdick-Shepherd, Teachers College, Columbia University*

Eleanor Smith's Influence and Music Contributions at John Dewey's Laboratory School. *Colleen Pinar, Independent Researcher*

The Educative Experience and Kairotic Response: Implications of Parallels Between Deweyan and Sophistic Pedagogy. *Steven K. Wojcikiewicz, Western Oregon University*

Discussant: *Deborah Seltzer-Kelly, Southern Illinois University*

34.049. Elements of Successful Faculty Development. SIG-Faculty Teaching, Evaluation, and Development; Paper Session
VCC, Second Level, West Room 219; 4:05-5:35pm

Chair: *Jana Noel, California State University - Sacramento*

Participants:

Who to Consult? The Effects of Student Evaluations' of Teaching and Instructional Consultation on Medium- and High-Quality Teachers. *Mariska Knol, University of Amsterdam; Jan H. Van Driel, Leiden University; Gideon Mellenbergh*

STEM Faculty Motivations to Engage in Teaching Professional Development: Final Phase Findings in a Mixed-Methods Study. *Stephen E. Schmid, University of Wisconsin; Jana Bouwma-Gearhart, University of Kentucky; Jennifer Shalini Collins, University of Kentucky*

Faculty Research and Professional Development: Best Case Scenario. *L. Hyatt, University of La Verne; Mark B. Goor, University of La Verne*
Instructional Development Processes as Individually and Socioculturally Interdependent: Investigating Faculty "Lived" Experiences. *Cheryl L. Amundsen, Simon Fraser University*

Discussant: *Frank C. Worrell, University of California - Berkeley*

34.050. Multilevel Modeling Methods and Applications II. SIG-Hierarchical Linear Modeling; Paper Session
Marriott Pinnacle, Fourth Level, Ambleside; 4:05-6:05pm

Chair: *Bethany A. Bell, University of South Carolina*

Participants:

Level-Two Design Effects for Data From the National Center for Educational Statistics. *Laura M. Stapleton, University of Maryland; Yoonjeong Kang, University of Maryland - College Park*

The Impact of Using Incorrect Weights With the Multiple Membership Random Effects Model. *Lindsey Smith, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin*

Sample Size and Model Complexity: Impact and Implications for Variance Estimates in Two-Level Models. *Bethany A. Bell, University of South Carolina; Jason Schoeneberger, Charlotte-Mecklenburg Schools; Grant B. Morgan, University of South Carolina; Min Zhu, University of South Carolina - Columbia; Jeffrey D. Kromrey, University of South Florida; John M. Ferron, University of South Florida*

The Effect of Unbalanced Design and Estimation Methods in Multilevel Modeling. *Hyewon Chung, CNU; Jiseon Kim, University of Washington - Seattle; Ryoungsun Park, The University of Texas - Austin*

Estimating Context Effects: A Simulation Study. *Miao Gao, University of Florida; James Algina, University of Florida*

34.051. Apuwai: Indigenous Spaces—Sites of Resistance and Transformation. SIG-Indigenous Peoples of the Pacific; Paper Session
VCC, Second Level, West Room 223; 4:05-6:05pm

Chair: *Rawiri Stephen Tinirau, Massey University*

Participants:

At the Meeting House or the School House? Developing Tribal Language, Knowledge, and Identity. *Margie Kahukura Hohepa, The University of Waikato; Arapera Ngaha, The University of Auckland*

Indigenizing the Disciplines in Postgraduate Studies: Self-Determining Indigenous Ways of Knowing Across the Disciplines. *Paul Whitinui, University of Canterbury; Angus Hikairo Macfarlane, University of Canterbury*

Iwi and Higher Education: Beyond Consultation Toward Authentic Collaboration. *Catherine Savage, Te Tapuae o Rehua; Angus Hikairo Macfarlane, University of Canterbury; Sonja Macfarlane, University of Canterbury*

Traditional Education Practices and Cultural Adaptations in the Micronesian Island of Palau. *Virginia Luka, Southern Oregon University; William L. Greene, Southern Oregon University; Younghee M. Kim, Southern Oregon University*

Discussant: *Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga*

34.052. The New Lives of Teachers. SIG-Lives of Teachers; Symposium
VCC, Second Level, West Room 214; 4:05-6:05pm

Chair: *David T. Hansen, Teachers College, Columbia University*

Participants:

"Variations in Teachers' Work and Lives and Their Effects on Pupils": A Reflective Appraisal. *Robert V. Bullough, Brigham Young University*
Differentiated Learning Opportunities for Teachers. *Jason M. Margolis, Duquesne University*

Teacher Resilience and Demoralization: Tensions and Possibilities. *Doris A. Santoro, Bowdoin College*

Teachers' Lives and Dispositions. *Hugh T. Sockett, George Mason University*

Expanding the Horizons for Teacher Development. *Alice Pitt, York University*

Discussants: *Christopher W. Day, University of Nottingham; Qing Gu, University of Nottingham*

34.053. Mixed-Methods Education Research: Is It Science? SIG-Mixed Methods Research; Symposium
Marriott Pinnacle, Third Level, Shaughnessy I; 4:05-6:05pm

Chair: *Carolyn S. Ridenour, University of Dayton*

Participants:

Utilizing Mixed Data Analysis Techniques to Interpret Science and Evidence. *Kathleen M.T. Collins, University of Arkansas*

Where's the Science in Educational Research Praxis? *Sharlene J. Hesse-Biber, Boston College*

What Are We Mixing Here? Some Questions About Questions? *Yonna S. Lincoln, Texas A&M University - College Station*

What Makes Mixed-Methods Research "Scientific"? *Joseph A. Maxwell, George Mason University*

What Makes Research Scientific? *Isadore Newman, Florida International University*

Discussants: *Jennifer C. Greene, University of Illinois at Urbana-Champaign;*
Burke Johnson, University of South Alabama

34.054. Motivation in Education SIG Business Meeting. SIG-Motivation in Education; Business Meeting
 VCC, First Level, West Ballroom A; 4:05-5:35pm

Chair: *Michael J. Middleton, University of New Hampshire*

Participants: *Michael J. Middleton, University of New Hampshire; Helen M.G. Watt, Monash University; Michelle M. Riconscente, University of Southern California*

34.055. Emic Voices in Music Education. SIG-Music Education; Paper Session

VCC, Third Level, West Room 303; 4:05-5:35pm

Chair: *Dale E. Bazan, University of Nebraska - Lincoln*

Participants:

Exploring Cultural Beliefs of String Teachers in American and British Schools. *Khin Yee Lo, Indiana University*

Two Teachers' Content Knowledge and Pedagogical Content Knowledge While Embedding a Singing Rubric. *Donna Gallo, Northwestern University*

Student Perceptions of Meaningfulness in Three Instrumental Ensembles. *Janet Cape, Rider University*

An Examination of Preservice Music Teachers' Vision Statements. *Kimberly Lansinger Ankney, Northwestern University*

Discussant: *Peter Whiteman, Macquarie University*

34.056. Social Considerations in Education: Narrative Spaces for Understanding. SIG-Narrative Research; Paper Session
 Marriott Pinnacle, Third Level, Pinnacle II; 4:05-6:05pm

Chair: *Vicki Ross, Northern Arizona University*

Participants:

Between El Otro Lado and Este Lado: Corrido, Educorrido and Narrative Inquiry. *Laura M. Jewett, The University of Texas - Brownsville*

Exploring Teaching of a New Subject. *Rosa T. Chiu-Ching, The Hong Kong Institute of Education; Esther Y.M. Chan, The Hong Kong Institute of Education*

Narrative Identities of Arab American Muslim Women in a Midwestern City. *Emily Anastasia Hager, University of Missouri; Lisa M. Dörner, University of Missouri; Angela B. Layton, University of Missouri*

Queering Teacher Education and Developing a Collective Consciousness. *Tina Manuela Gutierrez-Schmich, University of Oregon*

Transitions: Narratives of Transitional Experiences of Nontraditional Female Students Upon Their Return to the University. *Susan A. Turner, Utah State University*

"I Do What I Do Because It Is the Right Thing to Do..." A Narrative Inquiry Into Three Latina Educators' Trajectories of Professional Identity Development. *Sharon H. Ulanoff, California State University - Los Angeles; Joan C. Fingon, California State University - Los Angeles; Alice M. Quiocho, California State University - San Marcos*

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

34.057. Empirical and Conceptual Views of Organizations, Actors, and Practices. SIG-Organizational Theory; Paper Session
 VCC, Third Level, West Room 304; 4:05-6:05pm

Chairs: *Sarah L. Woulfin, University of California - Berkeley; Jessica Rigby, University of California - Berkeley*

Participants:

Innovation Leaders Academy: District-Wide Strategic Teaming That Improves the Implementation and Sustainability of Innovative Reform Programs in High-Need Districts. *Thomas L. Alsbury, Seattle Pacific University; Andy Overstreet, North Carolina State University; Margaret R. Blanchard, North Carolina State University; Jason W. Osborne, Old Dominion University; Braska Williams, North Carolina State University; Jennifer L. Albert, North Carolina State University; Meredith Kier, North Carolina State University; Rebecca R. Reed, North Carolina State University*

Defining and Measuring Sustainability of Reform: Factors That Affect Our Abilities to Generate Enduring Change. *Jeanne Rose Century, University of Chicago; Mollie Rudnick, University of Chicago; Cassie Freeman, University of Chicago*

Omissions, Contradictions, and Perceptions: An Interpretation of Reality Construction Among Education and Policy Leaders. *La Monica Everett-*

Haynes, The University of Arizona
 Organizational Theory and Instructional Leadership. *S. David Brazer, George Mason University*
 Relational Bureaucracy: On the Boundary of Relational and Bureaucratic Organizing. *Anne Douglass, University of Massachusetts - Boston*
 A Review of Recent Literature on Interorganizational Networks in Education in England. *David H. Eddy Spicer, University of Bath*

34.058. The Project of Decolonization: Taking on Our Sacred Discourse. SIG-Postcolonial Studies and Education; Symposium
 VCC, Third Level, West Room 302; 4:05-5:35pm

Chair: *Roland Santos Coloma, OISE/University of Toronto*

Participants:

South Africa's Postcolonial Moments: Tensions and Complexities of Globalization Discourse and Social Justice Education. *Sharon S. Subreenduth, Bowling Green State University*

Decolonizing Global Perspectives. *Binaya Subedi, The Ohio State University*

Racial Neoliberalism and an Educated Subject. *Jeong-Eun Rhee, Long Island University - C.W. Post Campus*

Theorizing Is/As a "Best" Practice: Decolonizing Neoliberal (Non)Sense and Putting Gayatri Spivak To Work in Education. *Stephanie Daza, The University of Texas - Arlington*

Empire as a Relevant Category of Analysis in U.S. Educational Research. *Roland Santos Coloma, OISE/University of Toronto*

34.059. The Ongoing Role of Religion in Public Education. SIG-Religion and Education; Paper Session
 Pan Pacific, Restaurant Level, Pacific Rim 1; 4:05-6:05pm

Chair: *Larry D. Burton, Andrews University*

Participants:

Developing an Instrument for Assessing Student Biblical Worldview. *Katherine G. Schultz, Indiana Wesleyan University; James A. Swezey, Liberty University*

Exploring Religiosity and Spirituality in Urban High Schools. *Margarita R. Salazar, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles*

Middle Schoolers and the Prayer Request: Connecting Home, School, and Community. *Tryphenia B. Peele-Eady, University of New Mexico*

Faculty Perceptions of Teacher Professionalism in Christian Schools. *James A. Swezey, Liberty University; Don Finn, Regent University*

A Meta-Analysis on What Religious and Public Schools Can Learn From Each Other. *William H. Jeynes, California State University - Long Beach*

Discussants: *Diana B. Hiatt-Michael, Pepperdine University; Allyson Jule, Trinity Western University*

34.060. Teacher Education and the Black Community: Preparing Teachers to Teach Black Students, Preparing Black Students to Become Teachers. SIG-Research Focus on Black Education; Symposium
 VCC, Second Level, East Room 18; 4:05-6:05pm

Chairs: *Ivory A. Toldson, The Journal of Negro Education; Chance W. Lewis, University of North Carolina at Charlotte; Yolanda Sealey-Ruiz, Teachers College, Columbia University*

Participants:

Toward a Pedagogy of Hip-Hop in Urban Teacher Education. *Thurman L. Bridges, Morgan State University*

From "Maybe I Can" to "Yes I Can": Developing Preservice and In-Service Teachers' Self-Efficacy to Teach African American Students. *Kamau Oginga Siwatu, Texas Tech University*

The Ready to Teach Program: An HBCU (Historically Black Colleges and Universities) Model for Diversifying the Nation's Teaching Force and Increasing the Presence of African American Male Teachers. *Leslie T. Fenwick, Howard University*

Swords, Shields, and the Fight for Our Children: Lessons From Urban Prep. *Tim King, Urban Prep Academies*

Discussants: *Donna Y. Ford, Vanderbilt University; Donna Y. Ford, Vanderbilt University*

-34.061. Teachers' Mathematical Thinking and Learning. SIG-Research in Mathematics Education; Paper Session
 Sheraton Wall Centre, Fourth Level, North Port Alberni; 4:05-6:05pm

Chair: *Corey Drake, Michigan State University*

Participants:

K-8 Preservice Teachers' Inductive Reasoning in the Problem-Solving Contexts. *Marta T. Magiera, Marquette University*

- Dispelling the Notion of Inconsistencies in Teachers' Mathematics Beliefs and Practices: A Three-Year Case Study. *Dionne Indera Cross, Indiana University; Ji Yeon Hong, University of Oklahoma*
- Developing a Framework to Understand Mathematics at the Teacher/Learner Interface. *Geoff Wake, University of Manchester; Birgit Pepin, Hoegskolen i Soer-Troendelag*
- Curriculum for Professional Development: An Examination of Teachers' Opportunities to Learn From Mathematics Curriculum Materials. *Lorraine Marie Males, Michigan State University*
- Profound Understanding of Emergent Mathematics. *Brent Davis, University of Calgary; Moshe Renert, The University of British Columbia*

34.062. Teacher Education and Teacher Professional Development in the Social Studies. SIG-Research in Social Studies Education; Paper Session

VCC, Third Level, West Room 305; 4:05-5:35pm

Chair: *James Ervin Schul, Ohio Northern University*

Participants:

- Action Research and the Professional Knowledge of Novice and Experienced Social Studies Teachers. *Thomas C. Hammond, Lehigh University; Meghan McGlinn Manfra, North Carolina State University*
- Collective Critical Observation and Reflection of Social Studies Pedagogy: A Case Study of One Student-Teaching Seminar. *Ashley M. Taylor, Teachers College, Columbia University; Anand R. Marri, Teachers College, Columbia University*
- Making Meaning of Constructivism: A Longitudinal Study of Beginning History Teachers' Beliefs and Practices. *Christopher C. Martell, Boston University/Framingham Public Schools*
- Preservice Teachers Collaborating Across Universities in Social Studies Methods. *Jeremy Hilburn, University of North Carolina - Chapel Hill; Brad M. Maguth, The University of Akron*
- "I Would Probably Have to Test All the Time": Preservice Teachers' Thinking About Agency and Assessment. *J. Spencer Clark, Utah State University*

Discussant: *Stephanie D. Van Hover, University of Virginia*

34.063. Current Theoretical Perspectives and Methodological Approaches in Underachievement Research. SIG-Research on Giftedness, Creativity, and Talent; Symposium

VCC, First Level, West Room 114&115; 4:05-5:35pm

Chairs: *Carlton Jing Fong, The University of Texas - Austin; Kate E. Snyder, Duke University*

Participants:

- The Relationship Between Underachievement and Self-Concept, Motivation, and Self-Regulation: A Meta-Analysis. *Carlton Jing Fong, The University of Texas - Austin; Erika Alisha Patall, The University of Texas - Austin; Sara Jolly Jones, The University of Texas - Austin; Robin E. Zuniga, The University of Texas - Austin; Kate E. Snyder, Duke University*
- Academic Self-Concept and Performance Goals: Do Their Reciprocal Effects Differ for Academic Over- and Underachievers? *Franzis Preckel, University of Trier; Christoph Niepel, University of Trier*
- Beliefs About Academic Potential: Conceptual Development and Consequences for Academic Outcomes. *Erika Alisha Patall, The University of Texas - Austin; Christina M. Cestone, The University of Texas - Austin*
- Research With the Achievement Orientation Model as It Relates to Underachievement of Gifted Students. *Del L. Siegle, University of Connecticut*
- Applying Dynamic Systems Theory to Underachievement Research: A Theoretical Model of Development. *Kate E. Snyder, Duke University; Lisa Linnenbrink-Garcia, Duke University*

Discussant: *D. Betsy McCoach, University of Connecticut*

34.064. Images and Attitudes Surrounding Physical Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 4:05-6:05pm

Chair: *Linda Nilges, University of South Carolina*

Participants:

- "I Took This Picture Because...": Teachers' Depictions and Descriptions of Change. *Melissa Parker, University of Northern Colorado; Kevin Patton, California State University - Chico; Christina Sinclair,*

University of Northern Colorado

- Expectancy-Value and Situational Interest Motivation Specificity on Engagement and Achievement Outcomes in Physical Education. *Haiyong Ding, Shanghai University of Sport; Ang Chen, University of North Carolina - Greensboro; Haichun Sun, University of South Florida*
- Predicting Physical Activity and Mental Health Outcomes in Urban Physical Education. *Alex C. Garn, Louisiana State University; Nathan A. McCaughy, Wayne State University; Bo Shen, Wayne State University; Jeffrey Martin, Wayne State University; Mariane M. Fahlman, Wayne State University*
- Secondary School Students' Attitudes Toward Fitness Testing. *Kevin Mercier, Adelphi University; Stephen Silverman, Teachers College, Columbia University*
- Shepherds in the Gym: Employing a Pastoral Power Analytic on Caring Teaching in Health and Physical Education. *Marie Ohman, Orebro University; Louise Anne McCuaig, University of Queensland; Janice Wright, University of Wollongong*

34.065. Developing Content Area Pedagogy During Induction: Studies of New Math, Science, and Language Arts Teachers. SIG-Research on Teacher Induction; Paper Session

VCC, Second Level, East Room 19&20; 4:05-5:35pm

Chair: *Jian Wang, University of Nevada - Las Vegas*

Participants:

- School Conditions and Supports Affecting Beginning Math Teacher Turnover. *Laura Lee Neergaard, Vanderbilt University; Alfred Christopher Dunn, Vanderbilt University; Thomas M. Smith, Vanderbilt University; Laura M. Desimone, University of Pennsylvania*
- Understanding Noyce Scholars' Epistemological Beliefs about Teaching and Learning Science and Mathematics. *Gaoyin Qian, Lehman College - CUNY; Serigne Mbaye Gningue, Lehman College - CUNY; Angela M. Kelly, Lehman College - CUNY; Liqing Tao, College of Staten Island - CUNY*
- Learning to Teach English Learners: A Novice Science Teacher's Developing Capacity. *Felice Atesoglu Russell, University of Washington*
- Narrating Loneliness: New Teachers' Experiences Engaging Children in the Language Arts. *Jackie Seidel, University of Calgary*

Discussant: *Jodie A. Galosy, Knowles Science Teaching Foundation*

34.066. Issues and Interventions in School Safety. SIG-Safe Schools and Communities; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom B; 4:05-5:35pm

Chair: *Annie Woo, Oregon Department of Education*

Participants:

- Childhood Bullying and Social Dilemmas. *Amelia Kohm, The University of Chicago*
- The Significance of Perspectives on Harm for Safe and Caring School Initiatives. *Dorothy Vaandering, Memorial University*
- Peer-Victimization and School Safety: The Contribution of Coping Efficacy. *Leandra N. Parris, Georgia State University; Chris N. Harper, Georgia State University; Kris Varjas, Georgia State University*
- Corporal Punishment and Student Outcomes: Misbehavior, School Value, and Aspiration. *Seunghye Han, University of Missouri - Columbia; Seoung Joun Won, University of Missouri*
- Using the Extended Parallel Process Model To Understand How Likely Teachers Will Intervene with Bullying. *Jeffrey Duong, Johns Hopkins University; Catherine P. Bradshaw, Johns Hopkins University*
- Relationships Between Teachers and Suspended Students: The Students' Perspectives. *Katherine Rene Evans, Eastern Mennonite University*

Discussant: *Lisa Angela Romano-Dwyer, York University*

34.067. School Choice Policies and Practices. SIG-School Choice; Paper Session

Sheraton Wall Centre, Fourth Level, South Galiano; 4:05-5:35pm

Chair: *Kat Sonia Thomson, Teachers College, Columbia University*

Participants:

- Delivering on the Charter School Promise: Improving Academic Accountability for Charter Schools in California. *Samantha Olivieri, California Charter Schools Association; Aisha Noni Toney, California Charter Schools Association*
- Marketing a Middle School: Inside a School-Business Partnership. *Alexander Mishra Hoffman, Teachers College, Columbia University*
- Parental Decision-Making Processes in Nepal: Public and Private School

Differences. *Priyadarshani Joshi, University of Pennsylvania*
 The Effects of Catholic Schooling on 12th-Grade Mathematics
 Achievement: School District Variations. *Vivien W. Chen, The State of
 Washington; Suet-Ling Pong, The Pennsylvania State University*
 What Parents Really Want: Going Deeper into Parental School Choice
 Factors. *Nicole Leach, The Ohio State University*
 Discussant: *Guilbert C. Hentschke, University of Southern California*

**34.068. Gaining CoRe Insight: Examining the Uses of Content
 Representations for Pedagogical Content Knowledge Development
 in Science Teaching.** SIG-Science Teaching and Learning; Symposium
 Sheraton Wall Centre, Fourth Level, South Granville; 4:05-5:35pm

Chair: *Amanda K. Berry, Leiden University*

Participants:

Capturing Preservice Science Teachers' Pedagogical Content Knowledge
 Focusing on Inquiry-Oriented Practice. *Louise Lehane, University of
 Limerick*

Developing and Assessing Preservice Primary Science Teachers'
 Pedagogical Content Knowledge Through CoRes (Content
 Representations). *Pernilla Nilsson, Halmstad University*

Embedding Pedagogical Content Knowledge in a Geoscience Curriculum
 Using Content Representations. *Leah Moore, University of Canberra;*
James Woolnough, University of Canberra

Getting to the CoRe of It! Exploring Content Representations in the
 Context of Undergraduate Science. *Meredith A. Park Rogers, Indiana
 University - Bloomington; Adam V. Maltese, Indiana University*

Discussant: *Amanda K. Berry, Leiden University*

34.069. Engagement With Youth in the Community. SIG-Service-Learning
 & Experiential Education; Paper Session
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 4:05-
 5:35pm

Chair: *Kathleen B. Wasserman, Salem Community College*

Participants:

Toward Understanding Community Field Experiences as Hybrid Spaces in
 Teacher Education. *Kathleen Tice, The University of Texas - Arlington;*
Larry Nelson, The University of Texas - Arlington

An Evaluation of a Tutoring and Mentoring Program Involving
 Undergraduate College Students and Elementary School English
 Learners. *William Alexander Mira, University of Georgia; Pedro R.
 Portes, University of Georgia; Paula Jean Mellom, University of
 Georgia; Darcy Moreno, University of Georgia*

Children and Preservice Teachers: Gardening, Academics, and Situated
 Disciplinary Literacy. *Kathy M. Bussert-Webb, The University of Texas -
 Brownsville; Maria Diaz, The University of Texas - Brownsville*

Problem Solution Project in a Social Studies Course for Preservice
 Teachers: Service Learning Inspired by Critical Pedagogy. *Olga S.
 Jarrett, Georgia State University; Vera Stenhouse*

34.070. Emotional and Behavioral Supports and Interventions. SIG-
 Special Education Research; Paper Session
 VCC, First Level, West Room 113; 4:05-6:05pm

Chair: *Rebecca K. Shankland, Appalachian State University*

Participants:

Reading Interventions for K-12 Students With Emotional and Behavioral
 Disorders. *Min-Chi Yan, University of Wisconsin - Madison; Kimber L.
 Wilkerson, University of Wisconsin*

The Experiences of Girls with Emotional and Behavioral Disorders
 in a Gender-Responsive Support Group. *Amy Srsic, University
 of Pittsburgh; Elisabeth K. Hess Rice, The George Washington
 University*

Positive Behavioral Support as an Effective Approach to Support Students
 With Attention Deficit Hyperactivity Disorder. *Su-Je Cho, Fordham
 University; Kwang-Sun Cho Blair, University of South Florida; Chum
 Zhang, Fordham University*

The Efficacy of an Early Childhood Classroom Intervention in Reducing
 Problem Behaviors. *Kevin Sutherland, Virginia Commonwealth
 University; Lisa M. Abrams, Virginia Commonwealth University;*
*Maureen Conroy, University of Florida; Abigail Vo, Virginia
 Commonwealth University*

Longitudinal Outcomes of Children With Learning Disabilities or
 Emotional Disturbances Comorbid With or Without Attention Deficit
 Hyperactivity Disorder. *Xin Wei, SRI International; Jennifer Yu, SRI
 International*

Teaching Middle School Students With Emotional and Behavioral
 Disabilities to Write Essays Persuasively. *Nancy Irby Cerar, George
 Mason University; Margo A. Mastropieri, George Mason University*

**34.071. Seeing the Bigger Picture: Supporting Systems Thinking Through
 Designing Digital Systems.** SIG-Systems Thinking in Education;
 Symposium

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD;
 4:05-6:05pm

Chair: *Katie Salen, Parsons The New School for Design*

Participants:

Systems Thinking in Designed Games. *Melissa Sommefeld Gresalfi,
 Indiana University; Sinem Siyahhan, Arizona State University*

Fostering Systems Thinking Through Digital Storytelling in Scratch.
*Raft Santo, Indiana University - Learning Sciences; Kylie A. Peppler,
 Indiana University - Bloomington*

Assessing a Games-Based Approach to Systems Thinking Through the
 Development of 21st-Century Skills at Quest to Learn. *Valerie J. Shute,
 Florida State University*

Discussant: *Joshua Adam Danish, Indiana University*

34.072. Teacher Research: Building Student Agency and Motivation. SIG-
 Teacher as Researcher; Paper Session

VCC, Second Level, West Room 205; 4:05-5:35pm

Chair: *Erin A. Hashimoto-Martell, Boston College/Boston Public Schools*

Participants:

Arts Integration in a Multimodal Ninth-Grade English Classroom. *Debora
 Anne Broderick, University of Pennsylvania*

Examining Culturally Responsive Education in the Context of an
 Elementary School Science Unit. *Heather Van Ooyen*

Opposite Sides of the Portal: On the Brink of an Epic Win for Gaming in
 School. *Michelle Renee Zimmerman, University of Washington*

Self-Reflection: Deepening Student Self-Assessment and Increasing
 Efficacy. *Audrey Louise Rackley, George Mason University; Tracy
 Doyle, George Mason University; Melissa Breaden Miller, George
 Mason University; Kristen Anthony, George Mason University*

Discussant: *April Simun Salerno, University of Virginia*

34.073. Race and Nation in Canadian History Education. SIG-Teaching
 History Cosponsored with Division C - Learning and Instruction;
 Symposium

VCC, First Level, West Room 111&112; 4:05-5:35pm

Chair: *Penney I. Clark, The University of British Columbia*

Participants:

Identity, Nation, and Citizenship in Quebec History Programs. *Marc-Andre
 Ethier, University of Montreal; David Lefrancois, University of Quebec
 - Outaouais*

Decolonizing History: Indigenous Perspectives on History Education.
Michael Marker, The University of British Columbia

Dialogue Across Chasms. *Penney I. Clark, The University of British
 Columbia*

Canada's Historical Thinking Project Meets Critics on the Field of Race
 and Power. *Peter C. Seixas, The University of British Columbia*

**34.074. New International Developments and Cross-Validation in
 Constructive Knowledge Assessment and Rerepresentation.** SIG-
 Technology, Instruction, Cognition & Learning; Symposium
 Pan Pacific, Restaurant Level, Oceanview 7&8; 4:05-5:35pm

Chairs: *Pablo Nicolai Pirnay-Dummer, University of Jena; Dirk Ifenthaler,
 University of Oklahoma*

Participants:

Representation. *Anna Strasser, Humboldt University - Berlin*

Representation and Assessment of 21st-Century Skills. *Harold O'Neil,
 University of Southern California; Donna Ayala, University of Southern
 California*

Developing an Assessment Technology to Measure Knowledge Structures
 During Problem Solving. *J. Michael Spector, University of North Texas;*
Min Kyu Kim, University of Georgia

Questioning the Assessment of Mental Models: Why Written Texts and
 Knowledge Maps Measure Different Things. *Dirk Ifenthaler, University
 of Oklahoma; Pablo Nicolai Pirnay-Dummer, University of Jena*
 From Expertise and Mental Structures to Behavior and Back Again: A
 Multistudy Critical Review. *Pablo Nicolai Pirnay-Dummer, University
 of Jena; Dirk Ifenthaler, University of Oklahoma*

Discussant: *Peter Fadde, Southern Illinois University*

34.075. Joint Business Meeting of Test Validity Research and Evaluation SIG, Large Scale Assessment SIG, Advanced Studies of National Databases SIG, and Computer and Internet Applications in Education SIG. SIG-Test Validity Research and Evaluation
Cosponsored with SIG-Computer and Internet Applications in Education, SIG-Large Scale Assessment; Business Meeting
Marriott Pinnacle, Third Level, Pinnacle III; 4:05-7:30pm

Chair: *John W. Young, ETS*

Participants: *Hao Song, American Board of Internal Medicine; Jennifer L. Dunn, Measured Progress; George Veletsianos, The University of Texas - Austin; Charles DeVaughn Miller, University of Minnesota; Cassandra Scharber, University of Minnesota; Deanna Lynn Morgan, The College Board; Joanne L. Jensen, WestEd; Herbert W. Ware, George Mason University; Scott L. Thomas, Claremont Graduate University*

Participant:

Developing a Validation Strategy for College and Career Readiness Assessments: Multiple Lines of Evidence. *Wayne J. Camara, The College Board*

34.076. Learning to Assess and Respond: Cross-Institutional Partnerships for Writing Teacher Education. SIG-Writing and Literacies; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 4:05-5:35pm

Chair: *Leah A. Zuidema, Dordt College*

Participants:

Moving From Deficit to Potential in Responding to Student Writing: Preservice/Student Writing Partnerships. *Anne Elrod Whitney, The Pennsylvania State University*

Negotiating Dilemmas: The Resources Preservice Teachers Use to Assess and Respond to Students' Writing. *Jim Fredricksen, Boise State University*

"I'm a Writer": How Writing Experiences Matter When Teachers Assess Writing and Design Instruction. *Leah A. Zuidema, Dordt College*

Division and SIG Roundtables

34.077. Roundtable Session 45; Roundtable Session

34.077-1. Perspectives on Adult Immigrants as Learners. SIG-Adult Literacy and Adult Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Marguerite Lukes, City University of New York*

Participants:

Curriculum for a Time of Mass Migration: Collaborative Inquiry in Advanced Adult Settlement ESL (English as a Second Language). *Seonaigh A. MacPherson, ELSA Net; Chris David Campbell, The University of British Columbia*

Empowered Migrant Mothers: A Study of One Family Literacy Program. *Judith A. Gouwens, Roosevelt University; Robyn Henderson, University of Southern Queensland*

The Potential of Adult Education as a Postsecondary Pathway for Immigrant Status Dropouts. *Marguerite Lukes, City University of New York*

34.077-2. Rallying Calls: Arts-Based Engagement Within Relational Communities. SIG-Arts-Based Educational Research; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Monica M. Prendergast, University of Victoria*

Participants:

Contemplating Aesthetics in Places of Work: Implications for Thinking/Doing. *Wanda Hurren, University of Victoria*

Song As A/r/tographical Exploration. *Danny Bakan, University of British Columbia*

The Key to the Treasure: Using Metafictional Qualities in Educational Research to Close the Chasm Between Action and Research. *Mary Catherine Nino, Stephen F. Austin State University*

Using Arts-Based Forms of Representation to Bring Knowledge to Practitioners, Administrators, Parents, Legislators, and the Community. *Tawnya D. Smith, Lesley University*

34.077-3. Current Trends and Issues in Education in Africa and in the Caribbean. SIG-Caribbean and African Studies in Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Participants:

Kenyan Secondary School Students' Perceptions of Their Science Classroom: Influence of Gender and School Type. *Lee Shumow, Northern Illinois University; Teresa Akinyi Wasonga, Northern Illinois University; Anna D. Strati, Northern Illinois University*

The Impact of Problem-Based Learning on Nursing Students in Trinidad and Tobago. *Valerie Tobias, School of Nursing; Madgerie Jameson, University of the West Indies*

What Happens When You Listen to Males? Toward a Theory of Gender-Relevant Pedagogy. *Travis Bristol, Teachers College, Columbia University*

34.077-4. Disabling Intersections of Gender, Sex Education, and Families. SIG-Disability Studies in Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Andrew Bennett, Syracuse University*

Participants:

Invisible Bodies: (Dis)abled Youth and Sex Education. *Reshawna Chapple, Arizona State University; Sarah Flett Prior, Arizona State University*

Mobile Technology and Disability Advocacy. *Charlotte Flynn, Syracuse University*

Privilege, Parenting, and Disability. *Chris Hale, College of Staten Island - CUNY*

Sexuality Education for Students With Disabilities: The Effect of Parent and Educator Perceptions of Competency. *Matthew Wappett, University of Idaho; Trina Balanoff, University of Idaho*

The Facilitated Communication Debates and Masculinity: Implications for Educators. *Andrew Bennett, Syracuse University*

34.077-5. Meeting the Needs of Diverse Learners. SIG-Early Education and Child Development; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Christopher P. Brown, The University of Texas - Austin*

Participants:

A Study of Differences in Initiation Between Preschoolers With and Without Disabilities and Relation With Teachers' Behaviors. *Shu Hsien Tseng, Chung Yuan Christian University; Shu-Fang Chen, National Taitung University, Taiwan*

Beyond Read Aloud: Integrating Science and Literacy While Meeting the Needs of Diverse Learners. *Julia T. Atiles, Oklahoma State University; Jennifer Jones, Oklahoma State University; Jim Anderson, Oklahoma State University*

Intergenerational Indigenous Perspectives on Social-Emotional Development in Early Childhood. *Melissa Daniels, University of Alberta; Rebecca Jayne Gokiart, University of Alberta; Rebecca Georgis, University of Alberta; Clara Lee, University of Alberta*

It Only Looks Like We're Close: Teachers' Perceptions of Relationships With Challenging Black Male Preschoolers. *Patricia Nunley, Mills College*

Perspectives of Early Childhood and Elementary Preservice Teachers on Inclusion for Children With Developmental Disabilities. *Elaine Frankel, Ryerson University; Nancy L. Hutchinson, Queen's University; Patricia Minnes, Queen's University*

34.077-6. Addressing the Diverse Needs of Students and Their Families. SIG-Family, School, Community Partnerships; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Lauri Johnson, Boston College*

Participants:

Schools, Communities, and the Engagement of Homelessness: Toward a Network Perspective. *Peter Michael Miller, University of Wisconsin - Madison*

Redefining Parent Involvement and Transition to School for Children With Special Needs. *Hariclia Harriet Petrakos, Concordia University; Laura Fontil, Concordia University; Stephanie Peccia, Concordia University*

Transition to School for Children with Autism Spectrum Disorders: Are Families Getting Enough Support? *Laura Fontil, Concordia University; Hariclia Harriet Petrakos, Concordia University; Stephanie Peccia, Concordia University; Melanie Joly, Concordia University*

34.077-7. (Re)framing Theory: Foucault, Education, and Subjectivity.

SIG-Foucault and Contemporary Theory in Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Sophia Rodriguez, Loyola University Chicago*

Participants:

Educational Research From a Socio-Technical Approach: A Commitment to Education and Its "Agents of Change". *Carlijne Ceulemans, University of Antwerp; Mathias Decuyper, K.U. Leuven; Maarten Simons, Katholieke Universiteit Leuven; Elke Struyf, Universiteit Antwerpen*
Finding the Primacy of Educational Practice as a Gift in an Ownership Society. *Jason Manuel Carreiro, Simon Fraser University; Bhuvinder Singh Vaid, Simon Fraser University*
When the Skin of the Day Has Been Cast into the Hedge. *Juanita Beatriz Bautista Guerra, Michigan State University; Kyle A. Greenwalt, Michigan State University*

34.077-8. Mathematics and Motivation. SIG-Motivation in Education; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Bridget V. Dever, Georgia State University*

Participants:

Measuring Elementary Student Mathematics Motivation: A Validity Study of the Orosco Math Motivation Survey. *Joseph A. Rios, University of Massachusetts - Amherst; Patina Lynn Bachman, University of California - Riverside; Michael John Orosco, University of California - Riverside*
Parent Practices Facilitating Psychological Needs During Reform-Based Mathematics Homework: The Role of Parents' Competence Beliefs. *Hanin Rashid, Rutgers University; Toni Kempler Rogat, Rutgers University*
Parental Support for Learning and High School Students' Academic Motivation and Persistence in Mathematics. *Sarita Yogesh Shukla, University of Kentucky; Angela Kristi Tombari, University of Kentucky; Fred Danner, University of Kentucky*

34.077-9. Democratic Citizenship in Education Paper Discussion. SIG-

Democratic Citizenship in Education; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Participants:

Private School Children Acting for the Common Good. *John Lawrence Bencze, OISE/University of Toronto; Nathalie Lemelin, Lower Canada College*
To Know Citizenship Is Not Enough: Investigating Teachers' Knowledge Gains and Intentions to Use New Knowledge. *Caroline R. Pryor, Southern Illinois University - Edwardsville; Brandt W. Pryor, Educational Research Associates*
Toward a Theory of Adolescent Political Efficacy Development. *Brett Miller Levy, University of Wisconsin - Madison*
Critical Thinking and Democratic Deliberation: Beyond Logic and Argument Analysis in Citizenship Education. *Leonel Tze-Wei Lim, University of Wisconsin - Madison*
Knowing Ubuntu Is a Matter of Acting With Care. *Paul Smeyers, Ghent University*

34.077-10. Exploring the Role of School Leaders. SIG-Leadership for

School Improvement; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Kristina Astrid Hesbol, Illinois State University*

Participants:

Exploring the Influences of School-Level Leadership on the Implementation of Differentiated Instruction. *Jim C. Smith, University of Colorado - Colorado Springs; John M. Weathers, University of Colorado - Colorado Springs*
Leadership in Extraordinarily Challenging Circumstances: The Predicament of Schools Located in Post-New War Contexts. *Simon Clarke, University of Western Australia; Tom O'Donoghue, University of Western Australia*
School Administrator as Pedagogical and Servant Leader. *Glenda Lee Black, Nipissing University*
What does Love got to do with it: A case study of Leadership in Practice. *Juan Manuel Nino, Texas State University - San Marcos; Israel Aguilar, Texas State University - San Marcos; Dessynie Edwards, Texas State*

University - San Marcos

34.077-11. Sites of Struggle and Possibility: Reflections, Lessons, and Tools From the Field. SIG-Leadership for Social Justice; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Camille M. Wilson, University of North Carolina - Greensboro*

Participants:

Educational Institutions as Sites of Struggle and Sites of Possibilities: Learning From Latina/Chicana Activist Educators. *Marcia C. Venegas-Garcia, California State University, San Marcos*
Negotiating the Contested Terrain of Equity-Focused Change Efforts in Schools: Critical Race Theory as a Leadership Tool for Creating More Equitable Schools. *Terry Pollack, San José State University; Sabrina Zirkel, Mills College*
Gender Nonconformity in School: Case Studies and Lessons for School Leaders. *Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo*
Countering the Idea of Color-Blind Leadership: A Reflection on Race and Growing Pressures of Principals. *Mark A. Gooden, The University of Texas - Austin*
At the Crossroads of Standards and Equity: Merging Practice and Theory to Create the Leadership for Equity Assessment Tool. *Ann Ishimaru, University of Washington; Mollie Galloway, Lewis & Clark; Rob Larson, Education Northwest; Carolyn S. Carr, Lewis & Clark*

34.077-12. Emergent Principles, Trends, and Issues in the Field of Self-Regulation. SIG-Studying and Self-Regulated Learning; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Hefer Bembemutty, Queens College - CUNY*

Participants:

Learning Competencies Required for Self-regulated Learning With Expository Texts. *Melanie Schuette, Ruhr University Bochum; Joachim Wirth, Ruhr University Bochum*
The Role of Self-Regulation in Doctoral Students' Status of "All But Dissertation" (ABD). *Martha Joan Kelley, Auburn University; Jill D. Salisbury-Glennon, Auburn University*

34.077-13. Moving and Shifting Coaching Conversations to Deepen the Impact on Student Learning. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Letitia C. Fickel, University of Canterbury*

Participants:

Coaching Conversations About Teaching and Student Learning: How Professional Development Provides Resources to Enhance Teacher Learning. *Robyn A. Carlson, Michigan State University; Marjorie A. Terpstra, Calvin College; Robert E. Floden, Michigan State University; Robin Harris, Michigan State University; Eric Dickens, Michigan State University*
Improving Mathematics Teaching in Elementary School: Peer Coaching Initiative. *Douglas E. McDougall, University of Toronto; Limin Jao, OISE/University of Toronto; Xiao Heng Yan, University of Toronto; Kerry Kwan, University of Toronto*
The Effects of Coaching on Planning of Instructional Conversations Using Latent Growth Modeling. *Chen Ju Lin, University of Hawaii - Manoa; Tasha R. Wyatt, University of Hawaii - Manoa; Seongah Im, University of Hawaii; Elizabeth Brook Chapman de Sousa, University of Hawaii*

34.077-14. Revealing and Reinterpreting Social Inequalities in Schools.

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

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Peggy Tarpley, Longwood University*

Participants:

The Construction of Romani Children as Disabled and Racialized in Slovak Schools. *Julia M. White, University of Rochester*
Revealing, Reinterpreting, Rewriting Mujeres. *Cara L. Preuss, Okanogan School District; Cinthya M. Saavedra, Utah State University*
Minding the Gap: Understanding the Experiences of Racialized/Minoritized Bodies in Special Education. *Jagjeet Kaur Gill, University of Toronto - OISE*
Zero Tolerance Policy: The Racialized and Gendered Nature of School Discipline. *Nathern S. Okilwa, The University of Texas - Austin*

34.078. Roundtable Session 46; Roundtable Session**34.078-1. Cultural Dynamics of Social Class Inequality.** SIG-Sociology of Education; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pmChair: *Carolyn P. Panofsky, Rhode Island College*

Participants:

First-Generation College Graduates and the Discourses Needed for Academic Success. *Mari Plikuhn, University of Evansville; Matthew Knoester, University of Evansville*Reimagining the Study of Up: A Reflexive and Relational Approach. *Amy Elizabeth Stich, University at Buffalo - SUNY; Julia Colyar, University at Buffalo - SUNY***34.078-2. Evaluating the Effectiveness of Technology Initiatives on Student Achievement.** Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pmChair: *Ray Fenton, Fenton Research*

Participants:

International Comparison of the Effectiveness of Information and Communication Technologies in Education: Korea and the United States. *Hye-Sook Kim, Daegu University; Kil Hyeji, Seoul National University*Four Lessons for Sustaining a Technology Initiative. *Amy Overbay, North Carolina State University; Melinda J. Mollette, North Carolina State University; Megan Townsend, North Carolina State University*Using Cost-effectiveness Analysis to Evaluate School-of-One. *Fiona M. Hollands, Columbia University*Science Magnet Middle Schools and Their Influence on Student Motivation and Achievement in Science. *David E. Allen, Educational Testing Service; Larry R. Price, Texas State University - San Marcos; Robert F. Reardon, Texas State University - San Marcos*Teacher Integration of 21st-Century Skills in Technology Rich Classrooms. *Robin Lee Clausen, The Pennsylvania State University; Orrin T. Murray, The Pennsylvania State University; Jeanne Vilberg, Clarion University***34.078-3. Evaluation Studies Using Online and Paper Survey Research.**

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Raquel C. Sanchez, Berkeley Policy Associates*

Participants:

Paper Versus Web-Based Surveys: Knowing Your Audience. *Kari Nelsestuen, Education Northwest; Matthew C. Lewis, Education Northwest*Constructing a Quantitative Survey for Fostering Educational Resilience on a Qualitative Study Foundation. *Katherine Ann-Smith Bertolini, South Dakota State University*Empirical Support for a Fidelity of Implementation Instrument Based on NCATE (National Council for Accreditation of Teacher Education) Professional Development School Standards: A New Online Instrument. *William L. Curlette, Georgia State University; Robert Hendrick, Georgia State University; Susan L. Ogletree, Georgia State University; Gwendolyn T. Benson, Georgia State University; Harley Gordon Granville, Georgia State University***34.078-4. Evaluations of Collaboration, Mentoring, and School****Partnerships.** Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Brett D. Campbell, Clark County School District*

Participants:

Teaching Children of Different Backgrounds to Get Along: Second-Year Evaluation of the Together 4 All Program in Northern Ireland. *Steven M. Ross, Johns Hopkins University; Mary Sheard, University of York; Alan Cheung, Johns Hopkins University*Examining the Effects of a School-Based Mentoring Program on Social Network Development Among Youth Over Time. *Natalie A. Tran, California State University - Fullerton; Sara Trevino, California State University - Fullerton; Reina Galvez, California State University - Fullerton; Steve Tran, California State Polytechnic University, Pomona; Jennifer A. Yee, California State University - Fullerton;**Leslie Chanthaphasouk, Orange County Asian and Pacific Islander Community Alliance; Jason Lacsamana, Orange County Asian and Pacific Islander Community Alliance; Louise Milner, Garden Grove Unified School District; Daniel Mejia, Garden Grove Unified School District*Utilization-Focused Evaluation of a Community Program and School Partnership in Chicago: Staff and Evaluator Perspectives. *Korinne Chiu, University of North Carolina - Greensboro; Holly A. Downs, University of North Carolina - Greensboro; Amanda Glascott, City Year Chicago; Lauren Fleugge, University of North Carolina - Greensboro; Carly Siuta, City Year Chicago***34.078-5. Impact of Teacher Perspectives and Practices on Learner Outcomes.** Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Steven M. Cantrell, The Bill & Melinda Gates Foundation*

Participants:

Effects of Teachers and School Instructional Environment: Taking Action for Our Students. *Stacey Michie Takanishi, University of Hawaii - Manoa*Teacher Use of State Test Data for Classroom Instructional Purposes. *Sarah M. Bonner, Hunter College - CUNY; Peggy P. Chen, Hunter College - CUNY*Teachers' Perspectives on Eliciting Students' Knowledge: Do They Align With the Formative Assessment Model? *Comfort Muyang Ateh, Providence College***34.078-6. Issues in Accountability Models and Practices.** Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pmChair: *Thel Kocher, Walden University*

Participants:

To Know Is Not Enough: The Transparency-Vaulted EVAAS (Education Value-Added Assessment System) Model and Its Impact on Teaching Practices. *Clarín Elizabeth Collins, Arizona State University; Audrey Amrein-Beardsley, Arizona State University*The Consequence of Ignoring Student Mobility in Multilevel Modeling of Achievement Growth. *Shuyan Sun, University of Cincinnati; Wei Pan, University of Cincinnati*Data-Driven Decision Making: A Multisite Case Study in Trinidad and Tobago. *Rhoda Misty Mohammed, The University of the West Indies; Alicia Nalini Gayah-Batchasingh, The University of the West Indies; Jerome De Lisle, University of the West Indies; Sabeerah Abdul-Majied, The University of the West Indies*Accounting for the Unaccountable: Identifying Effective Schools Populated by Uncommon Students. *Belinda B. Brand, Louisiana State University; Kim D. MacGregor, Louisiana State University*Evaluating the Use of Interim Assessments as Measures of Teacher Effectiveness. *Elena Kitaoka Diaz-Bilello, Center for Assessment***34.078-7. Looking at the Formative and Summative Assessment Practices of Classroom Teachers.** Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Beverly M. Klecker, Morehead State University*

Participants:

A Sociocultural Analysis of Improving Teacher Judgment Practice for Summative Assessment in the Early Years of Schooling. *Annette Woods, Queensland University of Technology; Valentina Klenowski, Queensland University of Technology*Feedback Information Is Not Enough: A Cross-Cultural Exploration of Mathematics Teachers' Feedback Practices Reveals the Need for More Formative Feedback. *Whitney Elaine Wall, Queen's University - Belfast; Jannette Elwood, Queen's University - Belfast*Formative Feedback in Context. *Julie Rae Oxenford - O'Brian, University of Colorado - Denver; Deanna J. Sands, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; L. Shahrzad Ahmadi, University of Colorado - Denver***34.078-8. Qualitative Research and Approaches.** Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pmChair: *Jennifer Katz, University of Manitoba*

Participants:

Authority Roles of Teachers and Students' Achievement in Civic Knowledge and Attitudes in Secondary Schools. *Benilde Garcia-Cabrero, National Autonomous University of Mexico; Susana Eguía-Malo, National Autonomous University of Mexico*

Participant Research: Like Layers of an Iceberg. *Marisa Bier, University of Washington*

Situating Teacher Inquiry: A Micropolitical Perspective. *Kimberly LeChasseur, University of Connecticut; Anyisia P. Mayer, University of Connecticut; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign; Morgaen L. Donaldson, University of Connecticut; Casey D. Cobb, University of Connecticut*

Drama-Based Instruction at a Constructivist Charter School: Opportunities and Challenges for Research Methodology. *Elizabeth G. Walsh, The University of Texas - Austin; Kathryn Dawson, The University of Texas - Austin; Stephanie W. Cawthon, The University of Texas - Austin; Elijah Lotz, The University of Texas - Austin*

34.078-9. Student Voices About the Learning Process. Division H -

Research, Evaluation and Assessment in Schools; Roundtable Session VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Mark R. Low, MRL Research & Consulting*

Participants:

Engaging With Students' Voices: Evaluating and Refining a Framework for Addressing Marginalization in Schools. *Kyriaki Messiou, University of Hull*

Response to RTI: A Study of Five Schools Implementing Response to Intervention. *Julie Alonzo, University of Oregon; Frank Bender, University of Oregon; Rhonda Nadine Torki Nese, University of Oregon; Gerald A. Tindal, University of Oregon*

Talking The Walk: Students' Talk About Learning and School's Pedagogy. *Linor Lea Hadar, University of Haifa; Yotam Y. Hotam, Faculty of Education, University of Haifa*

Attribution of Responsibility for College Readiness in High Schools. *Michelle Baldwin, Educational Policy Improvement Center; Mary Seburn, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center*

34.079. Roundtable Session 47; Roundtable Session**34.079-1. Testing and Measuring Student Outcomes in Career and Technical Education.** SIG-Career and Technical Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 4:05-5:35pm

Chair: *Mary Jo Self, Oklahoma State University*

Participants:

The Utility and Methodological Quality of a Self-Assessment Tool in Senior Secondary Vocational Education. *Lidwien Sturing, Wageningen University; Harm Biemans, Wageningen University; Martin Mulder, Wageningen University; Elly Bruijn, de, Utrecht University*

New Evidence on High School Occupational Course Taking and Short-Term Postsecondary Outcomes. *Benjamin W. Dalton, RTI International*

Participation in Career and Technical Education in High School: A Course-Taking Perspective. *Oscar A. Aliaga, University of Louisville; Emily Dickinson, University of Louisville*

34.079-2. Putting the Learner at the Center of Design Efforts: Support, Develop, and Include. SIG-Design and Technology; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 4:05-5:35pm

Chair: *Evrin Baran, The University of British Columbia*

Participants:

Building an Online Dissertation Research Community of Practice (CoP): A Design Case. *Martha Marie Snyder, Nova Southeastern University; Steven R. Terrell, Nova Southeastern University; Laurie P. Dringus, Nova Southeastern University*

Designing for Success in Addressing a Compelling Social Need. *Sherry L. Kollmann, University of Oklahoma; Patricia L. Hardre, University of Oklahoma*

Formative Evaluation of User Perception on a Problem-Based Learning Support System Designed to Scaffold Learners' Metacognitive Process. *Wei Chen Hung, Northern Illinois University; Ifeng Jeng, Indiana University; Feng-Ru Sheu, Indiana University*

34.079-3. State of the State and Provinces 2012. SIG-Fiscal Issues, Policy, and Education Finance; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 4:05-5:35pm

Chair: *Catherine C. Sielke, University of Georgia*

Participants:

Georgia 2012 Legislative Update. *Catherine C. Sielke, University of Georgia*

The State of Wisconsin's School Finance: New Fiscal Challenges. *Faith E. Crampton, University of Wisconsin - Milwaukee*

Nevada Legislation: New Directions and Continuing Dilemmas. *Deborah A. Versteegen, University of Nevada*

Financing Education: A Survey of Finance Policies and Programs Across the 50 States. *Robert Charles Knoeppel, Clemson University; Deborah A. Versteegen, University of Nevada*

34.079-4. Using Popular Culture to Explore the Sociocultural Aspects of Learning. SIG-Media, Culture, and Curriculum; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 4:05-5:35pm

Chair: *Sean C. Duncan, Miami University*

Participants:

A Critique of No Child Left Behind in HBO's The Wire (Season 4). *James Trier, University of North Carolina - Chapel Hill*

An Analysis of Youth Talk About the American High School Film and School Culture. *Jennifer Dorsey, Harvard University*

From Secretary Pools to Civil Rights: Pedagogy of "Mad Men" as Curriculum and Cultural Practice. *Stephanie Troutman, Berea College; Mark Helmsing, Michigan State University*

What Viewers Think Tony Danza Knows about Teaching: An Examination of the Reality Show Teach's Discussion Forums. *Jacqueline Bach, Louisiana State University; Susan Weinstein, Louisiana State University*

34.080. Roundtable Session 48; Roundtable Session**34.080-1. Student Empowerment, Eco-Pedagogy, Popular Culture,**

and Love. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 4:05-5:35pm

Participants:

Freirean Reinvention Essential for a Paradigm Shift From Traditional Environmental Education Models to Ecopedagogy. *Greg William Misiaszek, University of California - Los Angeles*

Popular Culture as Teaching Resource: Deconstructing Racially Oppressive Discourses for Student Empowerment. *Luciene Soares Wandermurem, The University of Texas - El Paso; Cesar A. Rossatto, The University of Texas - El Paso*

Toward a Pedagogy of Love: Lessons Learned From a Participatory Community Education Initiative. *Paul Neil Warwick, University of Leicester*

Ending a Pedagogy of Ceaseless War, Promoting a Culture of Peace. *Paul R. Carr, Lakehead University*

Engaging Teachers and Students in Participatory Dialogues to Cogenerate Positive Learning Environments in Elementary Science Classrooms. *Sonya N. Martin, Seoul National University; Christina Siry, University of Luxembourg*

34.080-2. Perspectives on Data Analysis. SIG-Qualitative Research; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 4:05-5:35pm

Chair: *Rebecca McBride Bustamante, Sam Houston State University*

Participants:

Qualitative Data Analyses, or Finding "Findings" in Interview Research and Collective Auto-Ethnography Projects. *Raji Swaminathan, University of Wisconsin - Milwaukee; Thalia Mulvihill, Ball State University*

Producing Methodological Data in Cross-Theoretical Conversation: Beyond the Scope of the Dissertation? *Sarah Bridges-Rhoads, Georgia State University; Hilary E. Hughes-Decatur, Virginia Commonwealth University*

Formative Intervention: A Qualitative Research Design That Affords Causal Explanation? *Larika Bronkhorst, Utrecht University; Paulien C. Meijer, Utrecht University; Bob Koster, Utrecht University; Jan D.H.M. Vermunt, Utrecht University*

34.081. Roundtable Session 49; Roundtable Session**34.081-1. The Sport Experiences of Students and Teachers in Schools and Campus Environments.** SIG-Research Focus on Education and Sport; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 4:05-5:35pm

Chair: *C. Keith Harrison, University of Central Florida*

Participants:

Increasing Students' Participation in After-School Sport and Physical Activity. *Ken Robert Lodewyk, Brock University; Laura Cousens, Brock University; James Mandigo, Brock University*Core Content Area Preservice Teachers: Experiences, Motivations, and Perceptions That Affect Willingness to Coach Athletics. *Alan Brown, The University of Alabama; Nicole Sieben, Hofstra University/ Adelphi University*Predicting Adjustment to College: Student-Athletes' First Year of College. *Laura Bernhard, University of California - Los Angeles*Constructions of the Campus Environment: Issues of Space and Place for Division I Student-Athletes. *Lydia Foster Bell, The University of Arizona; Justin R. Strohmeier, The University of Arizona***34.081-2. Mathematics Learning With Diverse Learners.** SIG-Research in Mathematics Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 4:05-5:35pm

Chair: *Mary E. Brenner, University of California - Santa Barbara*

Participants:

Examining Preservice Teachers' Multicultural Mathematics Dispositions. *Dorothy Y. White, University of Georgia; Tonya Alicia DeGeorge, University of Georgia; Dario Andres Gonzalez, University of Georgia; Jun-ichi Yamaguchi, University of Georgia*Mathematics Learning and Diverse Students. *Nailah Suad Nasir, University of California - Berkeley; Niral Shah, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley; Kimberly Seashore, University of California - Berkeley; Nicole Louie, University of California - Berkeley; Evra Baldinger, University of California - Berkeley*Identities, Threat, and Repair: Examining the Mathematics Learning Experiences of African American Students. *Gregory V. Larnell, University of Illinois at Chicago*Factors Predicting Early Mathematics Skills for Low-Income Children: Using the Opportunity-Propensity Framework. *Aubrey H. Wang, Saint Joseph's University***34.082. Roundtable Session 50; Roundtable Session****34.082-1. Research in Reading and Literacy SIG Roundtable 2: Reading and Writing.** SIG-Research in Reading and Literacy; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 4:05-5:35pm

Chair: *Jerri Willett, University of Massachusetts*

Participants:

Development of a Chinese Readability Formula. *Yi-Chen Wu, University of Minnesota*Textbook Characteristics That Support or Thwart Comprehension: An Evaluation of Social Studies Texts. *Sheri Berkeley, George Mason University; Peggy King-Sears, George Mason University; Jessica Vilbas, George Mason University; Sarah Conklin, George Mason University*You Read to Me, I'll Read to You: Relations Between Early Parent-Child Book-Reading Interactions and Later Child Vocabulary and Reading Outcomes. *Ozlem Ece Demir, University of Chicago; Lauren Applebaum, University of Chicago; Susan C. Levine, University of Chicago; Susan Goldin-Meadow, University of Chicago***34.082-2. Considering Teachers' Beliefs and Teachers' Attitudes About Social and Emotional Learning: Correlates and Consequences.** SIG-Social and Emotional Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 4:05-5:35pm

Chair: *Sara E. Rimm-Kaufman, University of Virginia*

Participants:

Embedding Social Emotional Learning in Mathematics Education for Teachers. *Patricia E. Swanson, San José State University*How Emotionally Intelligent Are Preservice Teachers? *Roisin P. Corcoran, Yale University; Roland Tormey, École polytechnique fédérale de**Lausanne*Social and Emotional Learning and Teacher Commitment Across the Career Span. *Rebecca J. Collie, The University of British Columbia; Jennifer D. Shapka, The University of British Columbia*Social and Emotional Learning in Special Education: Investigating the Attitudes, Beliefs, and Practices of Specialist Teachers of the Deaf and Hard of Hearing. *Nancy Norman, The University of British Columbia***34.083. Separate or Equal: Race, Space, and Nation in Contemporary American Schools; Roundtable Session****34.083-1. Separate or Equal: Race, Space, and Nation in Contemporary American Schools.** Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 4:05-5:35pm

Chair: *Sonia Carlyle, University of Georgia*

Participants:

"Why Are They Doing This to Us?" The Meaning of the New Racial Segregation in Schools. *Jerry L. Rosiek, University of Oregon; Kathleen M. Kinslow, The University of Alabama*The Unintended Consequences of the Demographic Imperative. *Zachary A. Casey, University of Minnesota*Revisiting the Double-Edge Sword of Curriculum. *Tatiana Joseph, University of Wisconsin - Milwaukee; Thandeka K. Chapman, University of Wisconsin - Milwaukee; Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee; May Vang, University of Wisconsin - Milwaukee; Talonda Michelle Lipsey, University of Wisconsin - Milwaukee*Whose Space? Finding Third Space in an Urban High School Literature Classroom. *Noel Eric Sollom-Brotherton, University of Puget Sound; Fred L. Hamel, University of Puget Sound*Addressing the Complexities of Creating Partnerships Between Native American Communities and School. *Hollie Anderson Kulago, Ithaca College***Division and SIG Posters****34.084. Poster Session 7; Poster Session****34.084-1. Voices and Choices Influencing the Professional Development of Teachers and Teacher Education.** Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

- Evaluating Statewide Professional Development for Teacher Educators on the Implementation of College and Career Readiness Standards. *Kayla Braziel Rollins, Texas A&M University; Danielle Bairrington Brown, Texas A&M University; Beverly L. Alford, Texas A&M University; Hersh C. Waxman, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University - College Station*
- Examining Implementation Fidelity in America's Choice Schools: A Longitudinal Analysis of Changes in Professional Development Associated With Changes in Teacher Practice. *Zahid Kisa, University of Pittsburgh; Richard James Correnti, University of Pittsburgh*
- Influences on Teachers' Instructional Practices in Writing. *Sarah J. McCarthy, University of Illinois at Urbana-Champaign; Rebecca L. Woodard, University of Illinois*
- Teachers' Perceived Expertise in Collaborative Curriculum Design. *Tjark Huizinga, University of Twente; Adam Handelzalts, Universiteit Twente; Nienke Nieveen, SLO - The Netherlands Institute for Curriculum Development; Joke M. Voogt, Universiteit Twente*
- Literacy Mentorship: A Professional Development Model for Literacy Strategy Instruction Across Contents. *Brenna D. Towle, University at Buffalo - SUNY*
- Professionalization of Teacher Educators: The Relevance of a Knowledge Base for Teacher Educators. *Saskia Attema-Noordewier, VU University Amsterdam; Jurriën Dengerink, Vrije Universiteit Amsterdam; Mieke L. Lunenberg, Vrije Universiteit Amsterdam; Fred A.J. Korthagen, Vrije Universiteit Amsterdam*
- Teacher Professional Development Informed by Students and Parents: Participant Experiences of a Collaborative Team Approach. *Linda Mary Hogg, Victoria University of Wellington*

34.084-2. Division D Section 3 Qualitative Research Poster Session.

Division D - Measurement and Research Methodology Cosponsored
with SIG-Qualitative Research; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

8. E-Mailing, Talking, and Walking: Expatriates From "Down Under" Wrestle With Digital Duoethnography. *Deborah A. Ceglowski, Ball State University; Jennifer R. Wolgemuth, Colorado State University*
9. Cognitive Pretesting of Survey Questionnaires for Child Respondents: Essential or Dispensable? *Gerlinde Lenske, University of Koblenz-Landau; Anna-Katharina Praetorius, University of Koblenz-Landau; Schrader Friedrich-Wilhelm, Universität Koblenz-Landau; Andreas Helmke, University of Koblenz-Landau*
10. Fairness in a Large-Scale High-Stakes Test: Investigations With the Test Itself and Major Test Stakeholders. *Xiaomei Song, Queen's University*
11. Using Discourse Analysis to Explore IRF (Initiation-Response-Feedback) Exchanges Between Mainstream Elementary Teachers and English Language Learners. *He Huang, University of Florida; Yang Qi, University of Florida*
12. Women Scientists' Scientific and Spiritual Ways of Knowing. *Angela Cunningham Buffington, Texas Christian University*
13. "Are You the TA?" An Autoethnography About a Graduate Student and Her Dissertation. *Michelle Beth Bass, University of Wisconsin - Madison*
14. A Qualitative Playfulness-Based Research Method as a Tool for Crossing Boundaries and Involving Children in Research. *Marjaana Kangas, University of Helsinki; Pirkko Tellervo Hyvonen, University of Oulu*
15. The Qualitative Research Quilt: Reflections on Process, Paradigm, and Practice. *Lisa Darlington, Concord University*

34.084-3. Mathematics Curriculum and Instructional Practice.

Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

16. A Meta-Analysis of Activity-Based Mathematics Teaching Strategies. *Kira Joy Carbonneau, University of New Mexico; Scott C. Marley, University of New Mexico; James Selig, University of New Mexico*
17. Can a Pedagogical Agent Help Reduce Mathematics Anxiety? *Quan Wei, Western New England University; Yanghee Kim, Utah State University*
18. Communalism as Cultural Asset-Based Mathematics Pedagogy to Enhance Academic Achievement for African American Elementary School Students. *Sean T. Coleman, University of the District of Columbia*
19. Effect of Intervention on Conceptual Change of Decimals in Chinese Elementary Students: A Problem-Based Learning Approach. *Ru-de Liu, Beijing Normal University; Yi Ding, Fordham University; Min Zong, China Foreign Affairs University; Dake Zhang, Purdue University*
20. Effectiveness of Schema-Based Instruction for Improving Seventh-Grade Students' Proportional Reasoning: A Randomized Experiment. *Asha K. Jitendra, University of Minnesota; Jon R. Star, Harvard University; Danielle Nicole Dupuis, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Fumio Someki, Hamamatsu University School of Medicine*
21. Effects of Kentucky Virtual Schools' Hybrid Program for Algebra I on Math Achievement: Final Report. *Linda Cavalluzzo, CNA; Deborah Lowther, The University of Memphis; Christine Mokher, CNA; Xitao Fan, University of Macau*
22. Fourth-Grade Mathematics Teachers' Arrangement for Homework. *Rim R.Y. Lamb, HISD, R&A; Shu-Ling Lai, Asia University; Chin Mei Lin, Asia University*
23. Longitudinal Investigation of the Effect of Curriculum on Algebra Learning: Beyond Grade Bands. *Jinfa Cai, University of Delaware; Ning Wang, Widener University; John Moyer, Marquette University; Bikai Nie, University of Delaware*
24. Promoting Problem-Solving Accuracy Through the Use of Concrete Representations. *Brian D. Beitzel, SUNY - College at Oneonta; Richard K. Staley, SUNY - College at Oneonta*
25. The Choreography Of Conceptual Development: Cognitive Schemes Meet Cultural Practice In Instructional Design. *Timothy Charoenyong, University of California - Berkeley; Dragan Trninic, University of*

California - Berkeley; Dor Abrahamson, University of California - Berkeley

26. The Effects of Peer-Assisted Learning Strategies Math on Elementary School Students: A Meta-Analysis. *Evan Crossfield Sommer, Vanderbilt University*
27. The Role of Teachers' Autonomy-Supportive Behaviors in Situational Interest, Self-Regulated Learning Strategies, and Mathematics Academic Achievement. *Carmen Jamilla Riva, Romblon State University; Carlo Magno, De La Salle University*

34.084-4. Online Teaching and Learning.

SIG-Online Teaching and Learning; Poster Session

VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

28. Educational Facility Designers' Knowledge Construction of Learning Styles in an Online Learning Environment. *Andrea M. Honigsfeld, Molloy College; Susan Rundle, Performance Concepts; Thomas De Vere Wolsey, Walden University*
29. How Women Learning Online Make Space for Learning in Their Lives. *Jennifer Kelland, University of Alberta*
30. Language Learning on the Cloud: A Scene on Social Network Site. *Chin-Hsi Lin, University of California - Irvine*
31. Setting the Standard: Quality Control for K-12 Online Learning. *Jason B. Huett, The University of West Georgia; Kimberley Huett, The University of West Georgia; Ravic Ringlaben, The University of West Georgia*
32. Formative Evaluation in Online Education. *Michael Lindsley Hoover, McGill University; Janice Wong, McGill University*

34.084-5. Experiencing Globalization: Study Abroad and Cultural

Competency. SIG-International Studies; Poster Session

VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

33. Development and Analysis of the Wesleyan Intercultural Competence Scale. *Steven Stemler, Wesleyan University; Toshie Imada, Wesleyan University; Carolyn Sorkin, Wesleyan University*
34. Development of Global Competency: Study-Abroad Students' Responses to Culturally Unfamiliar Situations. *E. David Wong, Michigan State University; Allison L. Webster, Michigan State University*
35. Internationalization Requirement Experiences of Graduate Education Students: Do They Meet the Spirit of the Policy? *Sandy Buczynski, University of San Diego*
36. Learning, Laughter, and Tears: Initial and Longitudinal Outcomes Associated With International Internships. *Kari Knutson Miller, California State University - Fullerton; Amber Michelle Gonzalez, University of California - Santa Barbara*
37. Students' Individual Characteristics That Predict Success in Studying Languages Abroad. *Okim Kang, Federica Goldoni, Queensborough Community College - CUNY; Christine Nicodemus, Northern Arizona University*
38. Studying Abroad: Understanding the Choice Process of the Intent of Female Students in China. *Linda Serra Hagedorn, Iowa State University; Yi Zhang, Iowa State University; Jie Sun, Iowa State University*

34.084-6. Division D, Section 2 Poster Session.

Division D - Measurement and Research Methodology; Poster Session

VCC, First Level, East Ballroom B; 4:05-5:35pm

Poster:

39. Bootstrap Confidence Intervals for Range-Restricted Coefficient Alpha. *Johnson Ching-hong Li, University of Alberta; Ying Cui, University of Alberta; Mark J. Gierl, University of Alberta; Wai Chan, Chinese University of Hong Kong*

Saturday, 5:00 pm

Division Sessions

35.010. Division L Policy Makers Debriefing.

Division L - Educational Policy and Politics; Invited Session

VCC, Second Level, East Room 5; 5:00-6:15pm

Chair: *William A. Firestone, Rutgers University*

Saturday, 5:30 pm

Presidential Sessions

36.010. Non Satis Scire: reARTiculations! Live Performance (Saturday). Presidential Session

VCC, First Level, West Room 105 Foyer; 5:30-6:30pm

Chairs: *Susan Gerofsky, The University of British Columbia; Kathryn Ann Ricketts, Simon Fraser University*

Saturday, 6:15 pm

Governance Meetings and Events

37.001. American Educational Research Journal (Social and Institutional Analysis) Closed Editorial Board Meeting. AERA Governance; Governance Session

Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 6:15-7:45pm

Chair: *Kenneth R. Howe, University of Colorado*

Committee Sessions

37.010. Graduate Student Council (GSC) Open Business Meeting.

Graduate Student Council; Business Meeting

VCC, Second Level, West Room 211; 6:15-7:45pm

Chair: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

Participants: *Cathy Anne Rosenberg, Ohio State University; Annis N. Brown, Michigan State University; Carleen Carey, Michigan State University; Robyn A. Carlson, Michigan State University; Cecilia Henriquez Fernandez, University of California - Los Angeles*

Division Business Meetings and Receptions

37.011. Division B Curriculum Studies Business Meeting: Trudging in the Midst of "Soul Mountain" of Curriculum Studies. Division B - Curriculum Studies; Business Meeting

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 6:15-8:15pm

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

Participants: *Erik L. Malewski, Purdue University; Bernadette M. Baker, University of Wisconsin; Isabel Nunez, Concordia University - Chicago; Ming Fang He, Georgia Southern University; Stephanie Springgay, OISE/University of Toronto; Julie Garlen Maudlin, Georgia Southern University; Debbie Sonu, Hunter College - CUNY; Patrick Camangian, University of San Francisco; Lance Trevor McCready, OISE/University of Toronto; Ronald Kenneth Porter, University of California - Berkeley; Yoonjung Choi, Teachers College, Columbia University; Nina Asher, University of Minnesota - Twin Cities; Kalwant Bhopal, University of Southampton; William C. Ayers, University of Illinois at Chicago; Janet L. Miller, Teachers College, Columbia University; Thomas S. Popkewitz, University of Wisconsin; Brian D. Schultz, Northeastern Illinois University; Jason Michael Lukasik, Northeastern Illinois University; Walter S. Gershon, Kent State University; Mike Czech, Georgia Southern University*

37.012. NCME and AERA Division D Joint Welcome Reception for Current and New Members. Division D - Measurement and Research Methodology; Reception

Hyatt Regency, Convention Level, Regency A; 6:15-8:30pm

37.013. Division G Business Meeting and Invited Presentation. Division G - Social Context of Education; Business Meeting

VCC, First Level, West Room 114&115; 6:15-7:45pm

Chair: *Luis C. Moll, The University of Arizona*

37.014. Division I Business Meeting. Division I - Education in the Professions; Business Meeting

Pan Pacific, Restaurant Level, Pacific Rim 2; 6:15-8:15pm

Chair: *Ara Tekian, University of Illinois at Chicago*

37.015. Division J Postsecondary Education Business Meeting and Reception. Division J - Postsecondary Education; Business Meeting

VCC, Second Level, West Room 212&213; 6:15-8:15pm

Chair: *Laura W. Perna, University of Pennsylvania*

Participant: *Jenny J. Lee, The University of Arizona*

37.016. Division K Business Meeting: Developing Professional Knowledge: Taking Back Our Profession. Division K - Teaching and Teacher Education; Business Meeting

VCC, Second Level, West Room 220; 6:15-7:45pm

Chair: *Etta R. Hollins, University of Missouri - Kansas City*

Participant: *Ann Lieberman, Stanford University*

37.017. Division L (Policy and Politics) Business Meeting and Awards Session. Division L - Educational Policy and Politics; Business Meeting

VCC, Second Level, East Room 11; 6:15-7:45pm

Chair: *William A. Firestone, Rutgers University*

SIG Business Meetings and Receptions

37.018. Academic Audit Research in Teacher Education SIG Business Meeting: The Future of National Accreditation: CAEP (Council for the Accreditation of Educator Preparation). SIG-Academic Audit Research in Teacher Education; Business Meeting

Marriott Pinnacle, Third Level, Dundarave; 6:15-7:45pm

Chair: *Christine Carrino Gorowara, University of Delaware*

Participant: *The Meaning of "Raising the Bar" in the Future of Teacher Education Accreditation. Frank B. Murray, University of Delaware*

37.019. Adulthood and Aging SIG Business Meeting. SIG-Adulthood and Aging; Business Meeting

VCC, Second Level, West Room 208&209; 6:15-7:45pm

37.020. Career and Technical Education SIG Business Meeting. SIG-Career and Technical Education; Business Meeting

Sheraton Wall Centre, Fourth Level, North Port Alberni; 6:15-7:45pm

37.021. Dewey Studies SIG Business Meeting: Walter Feinberg Lecture "Teaching Religion in the Public Schools." SIG-Dewey Studies; Business Meeting

VCC, Second Level, East Room 19&20; 6:15-8:15pm

Chair: *Lynda Stone, University of North Carolina - Chapel Hill*

Participants: *Nakia S. Pope, Winthrop University; Craig A. Cunningham, National Louis University; Walter Feinberg, University of Illinois*

Participant: *Teaching Religion in the Public Schools. Walter Feinberg, University of Illinois*

37.022. Disability Studies in Education SIG Business Meeting. SIG-Disability Studies in Education; Business Meeting

VCC, Third Level, West Room 303; 6:15-7:45pm

37.023. Educational Statisticians SIG Business Meeting. SIG-Educational Statisticians; Business Meeting

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 6:15-7:45pm

37.024. Faculty Teaching, Evaluation, and Development SIG Business Meeting and W. J. McKeachie Career Achievement Award Presentation. SIG-Faculty Teaching, Evaluation, and Development; Business Meeting

VCC, Second Level, West Room 219; 6:15-7:45pm

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

Participant: *Future Issues in Faculty Teaching, Evaluation, and Development. William E. Cashin*

37.025. Indigenous Peoples of the Pacific SIG Business Meeting: "Elepaio": Indigenous Literacies, Indigenous Voices. SIG-Indigenous Peoples of the Pacific; Business Meeting

VCC, Second Level, West Room 222; 6:15-8:15pm

Chair: *Mischa Kauaunuhea Lenchanko, University of Hawaii - Manoa*

Participants:

Indigenous Performance Research, Theory, and Curriculum. *Keith Kalani Akana, University of Hawaii*

Indigenous Storytelling, Indigenous Self-Determination, and the Democratic Myth. *Kimo Alexander Cashman, University of Hawaii - Manoa; Margaret J. Maaka, University of Hawaii - Manoa; Uluwehi Cashman, Ho'okula'iwi*

Mele Hawai'i: More Than the Sound of Music. *Kamuela Makanahiwahiwa Kimoeko, University of Hawaii*

Walking Backwards Into The Future With Our Stories. *Lolehawk Laura Buker, Lakehead University*

"Hit the Pack": Young Nunga Males and Rap as Resistive Transcript to Engage Schooling. *Faye Blanch, Yunggorendi First Nations Centre*

37.026. Invitational Learning SIG Business Meeting: Forum on Invitational Learning Applications to Higher Education. SIG-Invitational Learning; Business Meeting
Sheraton Wall Centre, Third Level, North Parksville; 6:15-7:45pm

Chair: *Kay Hensler Phelps, Fort Lewis College*

Participants: *Jennifer L. Edwards, Fielding Graduate University; Sheila T. Gregory, Fielding Graduate University; Yolanda Gayol, Fielding Graduate University*

37.027. Leadership for Social Justice SIG Business Meeting. SIG-Leadership for Social Justice; Business Meeting
VCC, Second Level, East Room 18; 6:15-7:45pm

Chair: *Gaetane Jean-Marie, University of Oklahoma*

Participants: *Noelle Witherspoon Arnold, University of Missouri - Columbia; Katherine Cumings Mansfield, Virginia Commonwealth University; Latish Cherie Reed, University of Wisconsin - Milwaukee; Michael Patrick O'Malley, Texas State University - San Marcos; Joanne M. Marshall, Iowa State University; Maysaa Y. Barakat, Auburn University*

37.028. Literature SIG Business Meeting. SIG-Literature; Business Meeting
VCC, Third Level, West Room 305; 6:15-7:45pm

37.029. Lives of Teachers SIG Business Meeting. SIG-Lives of Teachers; Business Meeting
VCC, Second Level, West Room 223; 6:15-7:45pm

37.030. Longitudinal Studies SIG Business Meeting. SIG-Longitudinal Studies; Business Meeting
Marriott Pinnacle, Third Level, Shaughnessy I; 6:15-7:45pm

37.031. Mentorship and Mentoring Practices SIG Business Meeting. SIG-Mentorship and Mentoring Practices; Business Meeting
VCC, Second Level, East Room 16; 6:15-7:45pm

Chair: *Sarah K. McMahan, Texas Woman's University*

37.032. Moral Development and Education SIG Business Meeting. SIG-Moral Development and Education; Business Meeting
VCC, Third Level, West Room 302; 6:15-8:15pm

Participant: *Elizabeth C. Vozzola, Saint Joseph College*

Participant:

Fostering Professional Ethical Identity Formation. *Muriel J. Bebeau, University of Minnesota*

37.033. Organizational Theory SIG Business Meeting. SIG-Organizational Theory; Business Meeting
VCC, First Level, West Room 113; 6:15-7:45pm

37.034. Out-of-School Time SIG Business Meeting. SIG-Out-of-School Time; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 6:15-8:15pm

37.035. Peace Education SIG Business Meeting. SIG-Peace Education; Business Meeting
VCC, Second Level, East Room 17; 6:15-7:45pm

Chair: *Candice C. Carter, University of North Florida*

37.036. Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting. SIG-Portfolios and Reflection in Teaching and Teacher Education; Business Meeting
VCC, Second Level, West Room 206; 6:15-7:45pm

37.037. Research in Global Child Advocacy SIG Business Meeting. SIG-Research in Global Child Advocacy; Business Meeting
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 6:15-7:45pm

Participant: *Linda K. Swerdlow, Drew University*

37.038. Research in Mathematics Education SIG Business Meeting. SIG-Research in Mathematics Education; Business Meeting
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 6:15-8:15pm

37.039. Research on Evaluation SIG Business Meeting: Conclusions About the Breadth and Depth of Research on Evaluation. SIG-Research on Evaluation; Business Meeting

Marriott Pinnacle, Third Level, Shaughnessy II; 6:15-7:45pm

Chairs: *Nicole Lewis, University of Kentucky; David A. Urias*

Participant: *Paul R. Brandon, University of Hawaii - Manoa*

37.040. Research, Education, Information, and School Libraries SIG Business Meeting. SIG-Research, Education, Information and School Libraries; Business Meeting
VCC, Third Level, West Room 304; 6:15-7:45pm

37.041. Safe Schools and Communities SIG Business Meeting. SIG-Safe Schools and Communities; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 6:15-7:45pm

37.042. School Choice SIG Business Meeting and Charter School Research and Evaluation SIG Joint Business Meeting. SIG-School Choice
Cosponsored with SIG-Charter School Research and Evaluation; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 6:15-7:45pm

37.043. School Effectiveness and School Improvement SIG Business Meeting. SIG-School Effectiveness and School Improvement; Business Meeting
VCC, Second Level, East Room 9; 6:15-7:45pm

37.044. School/University Collaborative Research SIG Business Meeting. SIG-School/University Collaborative Research; Business Meeting
Sheraton Wall Centre, Fourth Level, South Granville; 6:15-7:45pm

37.045. Service-Learning and Experiential Education SIG Business Meeting. SIG-Service-Learning & Experiential Education; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 6:15-7:45pm

Chair: *Virginia M. Jagla, National Louis University*

37.046. Social and Emotional Learning SIG Business Meeting. SIG-Social and Emotional Learning; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 6:15-7:45pm

37.047. Sociology of Education SIG Business Meeting. SIG-Sociology of Education; Business Meeting
VCC, Second Level, East Room 14; 6:15-7:45pm

37.048. Spirituality and Education SIG Business Meeting. SIG-Spirituality & Education; Business Meeting
VCC, First Level, West Room 111&112; 6:15-8:15pm

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

37.049. Talent Development of Students Placed at Risk SIG Business Meeting: Talent Development. SIG-Talent Development of Students Placed at Risk; Business Meeting
Marriott Pinnacle, Fourth Level, Ambleside; 6:15-7:45pm

37.050. Teacher as Researcher SIG Business Meeting, Reception, and Author's Chat. SIG-Teacher as Researcher; Business Meeting
VCC, Second Level, West Room 214; 6:15-8:15pm

Chair: *Alan D. Amtzis, The College of New Jersey*

Participants: *Mary Klehr, Madison Metropolitan School District; Ryan Flessner, Butler University; Kenneth Zeichner, University of Washington; Cathy Caro-Bruce, Wisconsin Department of Public Instruction*

37.051. Teaching History SIG Business Meeting. SIG-Teaching History; Business Meeting

VCC, Second Level, West Room 205; 6:15-7:45pm

Chair: *Chauncey B. Monte-Sano, University of Maryland*

Participant: *Peter C. Seixas, The University of British Columbia*

37.052. Technology, Instruction, Cognition and Learning SIG Business Meeting, Reception, and Keynote. SIG-Technology, Instruction, Cognition & Learning; Business Meeting

Pan Pacific, Restaurant Level, Pacific Rim 1; 6:15-7:45pm

37.053. Urban Learning, Teaching, and Research SIG Business Meeting. SIG-Urban Learning, Teaching, and Research; Business Meeting

VCC, Second Level, East Room 10; 6:15-7:45pm

37.054. Vocabulary SIG Business Meeting. SIG-Vocabulary; Business Meeting

Sheraton Wall Centre, Fourth Level, North Port McNeill; 6:15-7:45pm

Chair: *Tanya S. Wright, Michigan State University*

Participants:

Examining the Potential of the L1 (First Language) to Promote L2 (Second Language) Vocabulary for Language Minority Children in Primary School. *Wahiba El-Khechen, IFS - TU Dortmund; Nele McElvany, Technical University of Dortmund; Miriam Gebauer, Technische Universität Dortmund; Karin Guill, Technical University of Dortmund*

Reading Personally Meaningful Books With Preschoolers: Do Personalized Features of Books Foster Children's Word Knowledge? *Natalia Kucirkova, The Open University; David Messer, The Open University; Kieron Sheehy, The Open University*

English-Spanish Cognates in Trade Books: Content and Quantity. *Jose A. Montelongo, Canutillo Independent School District; Anita C. Hernandez, New Mexico State University*

Teacher Implementation of Research-Based Vocabulary Instruction for Adolescent Learners. *Judith K. Wilson, The University of Texas - Permian Basin*

Saturday, 8:30 pm

Division Sessions

38.010. Division K and Division G Joint Reception. Division K - Teaching and Teacher Education; Reception

VCC, First Level, West Ballroom B; 8:30-10:30pm

Sunday, 7:00 am

AERA Related Activities

39.010. Undergraduate Student Education Research Training Workshop Early Bird Breakfast: Invitation Only (Day 2 of 2). AERA Related Activities; Invited Session

Pan Pacific, Restaurant Level, Oceanview 3; 7:00-8:00am

Chair: *George L. Wimberly, American Educational Research Association*

Sunday, 8:00 am

Professional Development Courses

40.010. Communications 201: Enhance Your Skills in Social Media, Presentations, and Media Outreach. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, MacKenzie 1; 8:00am to 12:00pm

Director: *Ronald J. Dietel, University of California - Los Angeles*

Instructors: *Barbara McKenna, Stanford University; Paul Alan Baker, Wisconsin Center for Education Research*

40.011. Culturally Grounded Research Approaches With Communities of Color and Immigrant Communities in Urban and Rural Contexts. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, Cheakamus; 8:00am to 12:00pm

Directors: *Michelle G. Knight, Teachers College, Columbia University; Ronald S. Rochon, Buffalo State College - SUNY; Heather A. Oesterreich, New Mexico State University; Clifton S. Tanabe, University of Hawaii - Manoa*

Instructors: *Vaughn W.M. Watson, Teachers College, Columbia University; Limarys Caraballo, Teachers College, Columbia University*

40.012. Negotiating Methodologies in Practice for Cross-National, International, and Comparative Research in Education. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom B; 8:00am to 12:00pm

Directors: *Martha A. Montero-Sieburth, University of Amsterdam; Olga A. Vasquez, University of California - San Diego*

40.013. Propensity Score Matching Using R. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 8:00am to 12:00pm

Director: *Haiyan Bai, University of Central Florida*

Instructors: *Wei Pan, University of Cincinnati; Ning Rui, Research for Better Schools; Haiyan Bai, University of Central Florida*

40.014. The High School Longitudinal Study of 2009 and Its Predecessors NELS:88 and ELS:2002. Professional Development and Training Committee; Professional Development Course

Fairmont Waterfront, Concourse Level, MacKenzie 2; 8:00am to 12:00pm

Directors: *Laura F. LoGerfo, U.S. Department of Education; Kristin Flanagan, American Institutes for Research*

Sunday, 8:15 am

Governance Meetings and Events

41.001. AERA Affirmative Action Council: Closed Meeting. AERA Governance; Governance Session

Pan Pacific, Restaurant Level, Oceanview 6; 8:15-9:45am

Chair: *April Z. Taylor, California State University - Northridge*

41.002. AERA Graduate Student Council: Closed Meeting. AERA Governance; Governance Session

Pan Pacific, Lobby Level, Crystal Pavilion C; 8:15-9:45am

Chair: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

41.003. AERA Journal Publications Committee and Journal Editors: Closed Meeting. AERA Governance; Governance Session

Pan Pacific, Lobby Level, Crystal Pavilion B; 8:15-9:45am

Chair: *William Cope, University of Illinois at Urbana-Champaign*

Presidential Sessions

41.010. Changing Policies and Practices in Education Around the World: What Can We Learn?

Presidential Session Cosponsored with Division L - Educational Policy and Politics

VCC, First Level, West Ballroom A; 8:15-9:45am

Chair: *Ann Lieberman, Stanford University*

Participants: *A. Lin Goodwin, Columbia University; Qiang Wang, Beijing Normal University; Karen M. Hammerness, Bard College; Hannele M. Niemi, University of Helsinki; Benjamin Levin, OISE/University of Toronto*

Discussant: *Linda Darling-Hammond, Stanford University*

41.011. To Know Is Not Enough: Commissioned Essay Writers—Sunday (Coffee). Presidential Session

VCC, First Level, West Room 109&110; 8:15-9:45am

Chair: Rick R. McCown, Duquesne University

Participants:

The Case for Translational Research in Education. Cynthia Hudley, University of California - Santa Barbara

Making Our Research Relevant, Holding Our Profession Accountable:

A Case of Responsibility and Opportunity in Chicago and Beyond.

William C. Ayers, University of Illinois at Chicago; Kevin K.

Kumashiro, University of Illinois at Chicago; Erica R. Meiners,

Northeastern Illinois University; Therese M. Quinn, School of the

Art Institute of Chicago; David O. Stovall, University of Illinois at Chicago

Increasing Education Research's Standing as a Public Good. John M.

Willinsky, Stanford University

Implications of Cultural, Complex Ecological Systems for What We Think

We Know and How Such Knowledge Can Enhance Teaching and

Learning. Carol D. Lee, Northwestern University

41.012. "To Know That We Know What We Know, and to Know That We Do Not Know What We Do Not Know, That Is True Knowledge": How Countries Formulate Education Policies in Response to International Test-Score Comparisons (*Compliments of Copernicus). Presidential Session

Cosponsored with Division B - Curriculum Studies, Division L - Educational Policy and Politics

VCC, First Level, West Room 118-120; 8:15-9:45am

Chairs: Michael J. Feuer, The George Washington University; Iris C. Rotberg, The George Washington University

Participants: Michal Beller, RAMA; Alison Wolf, King's College London UK; Yong Zhao, University of Oregon

Discussant: Hal Salzman, Rutgers University

Committee Sessions

41.013. The State of Single-Sex Schooling: Theoretical, Empirical, Methodological, and Legal Issues. Committee on Scholars and Advocates for Gender Equity in Education; Symposium

VCC, First Level, West Room 116&117; 8:15-10:15am

Chair: Rebecca S. Bigler, The University of Texas - Austin

Participants:

Brain Science, Sex Differences, and Rationales for Single-Sex Schooling.

Lise Eliot, Chicago Medical School, Rosalind Franklin University;

Janet S. Hyde, University of Wisconsin - Madison

Dependent Variables, Designs, and Data-Analytic Decisions: Empirical

Evidence on the Effects of Single-Sex Schools. Margaret Signorella,

The Pennsylvania State University - Greater Allegheny; Amy Roberson

Hayes, The University of Texas - Austin

Social Development in Gender-Integrated and -Segregated Contexts.

Richard Fabes, Arizona State University; Carol Lynn Martin, Arizona

State University; Laura Hanish, Arizona State University

Rationales for Single-Sex Schooling: Administrator, Teacher, Parent,

and Student Perspectives. Erin Pahlke; Meagan M. Patterson, The

University of Kansas; Katherine Galligan, Arizona State University

Reducing Sexism in Schools: Is Single-Sex Schooling a Solution?

Rebecca S. Bigler, The University of Texas - Austin; Lynn S. Liben, The

Pennsylvania State University

Legal Issues Surrounding Single-Sex Schools in the United States. Christia

Spears Brown, University of Kentucky; Diane F. Halpern

State and Regional Educational Research Associations

41.014. State and Regional Educational Research Associations:

Distinguished Paper Session 2. Consortium of State and Regional

Educational Research Associations; Invited Session

Fairmont Waterfront, Concourse Level, Malaspina; 8:15-10:15am

Chair: Michael S. Green, Hudson Valley Community College

Participants:

Iowa Educational Research and Evaluation Association—Evaluating College Readiness for English Language Learners and Hispanic and Asian Students. Min Wang, University of Iowa; Keyu Chen, University of Iowa; Catherine Welch, University of Iowa

New England Educational Research Organization—The Role of Situated Learning in Experiential Education: An Ethnographic Study of the Knowledge Construction Process of Pharmacy Students. Paul Difrancesco, University of Massachusetts

Mid-South Educational Research Association—Teachers' Clinical Experiences and Attitudes Toward Technology Inclusion. Andre Lynch Paganelli, University of Alabama; Margaret Rice, University of Alabama

Rocky Mountain Educational Research Association—A Validation of the Effective Learning Environments Assessment. Denae Dorris, Tarleton State University

Discussants: Anthony J. Onwuegbuzie, Sam Houston State University; Courtney A. Vaughn, University of Oklahoma

Division Sessions

41.015. Leadership and Making Meaning. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 14; 8:15-9:45am

Chair: Bob L. Johnson, Jr., The University of Alabama

Participants:

Decisions Principals Make During Their Daily Work: An Experience Sampling Study. Megan McGroarty, University of Redlands; Kenneth Wagner, University of Redlands; Michael Adams, University of Redlands; Marcus Funchess, University of Redlands; Margaret Moriarty, University of Redlands; Rodney K. Goodyear, University of Redlands; Ross E. Mitchell, University of Redlands

Problem Solving Under Accountability: Perspectives of Principals in High- and Low-Achieving Schools. William A. Firestone, Rutgers University; Steven Mayer, Robbinsville School District

Leadership as a Learning Profession: Igniting Innovation Through Collaborative Governance to Promote the Public Interest. Brenda Hood, University of Washington

Principal's Emotional Manipulations and Leadership in Schools: The Mediating Role of Extrinsic Emotion Regulation. Ori Eyal, Hebrew University of Jerusalem; Izhak Berkovich, Hebrew University

Conditions for Freshmen Success in Urban High Schools. Jason Salisbury, University of Wisconsin - Madison

Discussant: Bob L. Johnson, Jr., The University of Alabama

41.016. Leadership in Rural Contexts. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 10; 8:15-9:45am

Chair: Jeanne L. Surface, University of Nebraska - Omaha

Participants:

Reconceptualizing the Roles of Rural Midlevel Leaders. Lissa Steele, Chinook's Edge School Division

Resilience and the Rural Social Justice Leader. Gerri Marie Maxwell, Texas

A&M University - Kingsville; Jim Scheurich, Texas A&M University

Rural Alberta Educational Leaders' Perspectives on Accountability.

Dorothy Gail Negropontes, CASEA

Implementing the School Improvement Fund Transformation Model

in Maine's Rural High Schools. Angela Atkinson Duina, Boston

University; Mary H. Shann, Boston University

Research Evidence Use by Rural Central Office Administrators Leading

Educational Improvement. Patricia Moore Shaffer, NASA

Discussant: Jeanne L. Surface, University of Nebraska - Omaha

41.017. Understanding the Interaction Between School Culture, Leadership, and Trust. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 9; 8:15-10:15am

Chair: Karen Stansberry Beard, Miami University

Participants:

Exploring the Relationships Among Trust, Belongingness, and Academic Success in a High School Completion Program. Tenille Reena Gaines, Auburn University; Lisa A.W. Kensler, Auburn University; Cynthia J. Reed, Auburn University

Measuring Student Trust: A Second-Order Factor Model. Lisa S. Romero,

University of California Riverside
 School Level Trust and Student Outcomes Over Time. *Paul Goldman, Washington State University - Vancouver; Greg E. Lobdell, Center for Educational Effectiveness; Lois Davies, Pateros School District*
 Defining and Measuring a Strong School Culture. *Karen Seashore Louis, University of Minnesota; Moosung Lee, The Hong Kong Institute of Education*
 Collective Trust in Schools: Distinguishing Collective and Interpersonal Dimensions. *Patrick B. Forsyth, University of Oklahoma; Curt M. Adams, University of Oklahoma*
 Enabling School Structures, Trust, and Collective Efficacy: Predictors of Professional Learning Community. *Julie A. Gray, Texas A&M University - San Antonio; Roxanne M. Mitchell, The University of Alabama; C. John Tarter, The University of Alabama*
 Discussant: *Karen Stansberry Beard, Miami University*

41.018. Cognitive Processes in Comprehension of Visual Representations:

Art, Diagrams, Graphs, and Models. Division C - Learning and Instruction Cosponsored with SIG-Science Teaching and Learning; Symposium
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 8:15-9:45am

Chair: *Jennifer G. Cromley, Temple University*

Participants:

- Five Tests of the Ability-as-Compensator Hypothesis in Diagram Comprehension Instruction. *Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University; Theodore W. Wills, Temple University*
- Beyond the Ball-and-Stick: Students' Processing of Novel STEM Visualizations. *Scott R. Hinze, Northwestern University; David Rapp, Northwestern University; Vickie Williamson, Texas A&M University; Mary Jane Shultz, Tufts University; Kenneth C. Williamson, Texas A&M University; Ghislain Deslongchamps, University of New Brunswick*
- Children "Reading" Paintings: Evidence for the Trans-Symbolic Comprehension Framework? *Sandra Michelle Loughlin, University of Maryland*
- Desirable Difficulties in Graphical Displays. *Priti Shah, University of Michigan; Jessica Hullman, University of Michigan; Eytan Adar, University of Michigan; Akira Miyake, University of Colorado; Eric Freedman, University of Michigan - Flint*

Discussant: *Patricia A. Alexander, University of Maryland*

41.019. Factors Predicting Math Achievement.

Division C - Learning and Instruction; Paper Session
 Sheraton Wall Centre, Third Level, North Junior Ballroom C; 8:15-9:45am

Chair: *Thomas Fetsco, Northern Arizona University*

Participants:

- Academic Mentoring in Mathematics: Does It Improve High-School Student Achievement? *Thomas Fetsco, Northern Arizona University; Daniel L. Kain, Northern Arizona University*
- Examining the Influence of School-Based Collective Socialization for High-Achieving Black Males in Mathematics. *Kenneth Alonzo Anderson, Howard University; Keith E. Howard, Chapman University*
- Teacher Practices and Eighth Grade Students' Mathematics Achievement: Examining International Patterns. *Yang Wang, Boston College; Laura M. O'Dwyer, Boston College*
- Urban Elementary School Students' Academic Communities in Mathematics. *Nathan Napoleon Alexander, Teachers College, Columbia University; Erica Walker, Teachers College, Columbia University*

41.020. Learning Mathematics Through Representations: A Research-Based Curriculum.

Division C - Learning and Instruction; Symposium
 Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 8:15-9:45am

Chair: *Maryl Gearhart, University of California - Berkeley*

Participants:

- Learning Mathematics Through Representations: Overview. *Geoffrey B. Saxe, University of California - Berkeley*
- Learning Mathematics Through Representations: Foundational Developmental Research. *Darrell Earnest, University of California - Berkeley; Yasmin A. Sitabkhan, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley*
- Learning Mathematics Through Representations: Curriculum Design.

Maryl Gearhart, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley
 Assessing Effects of Learning Mathematics Through Representations on Student Learning. *Ronli Diakow, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley*
 Discussant: *Richard Lehrer, Vanderbilt University*

41.021. Student Coregulation in Small-Group Learning.

Division C - Learning and Instruction; Structured Poster Session
 Pan Pacific, Lobby Level, Oceanview 1&2; 8:15-9:45am

Chair: *Maryl M. McCaslin, The University of Arizona*

Participants:

1. Behavioral Indicators of Learning and Emotional Regulation in Small Groups: Instrument Development and Diagnostic Information. *Ruby Inez Vega, The University of Arizona; Erin Elizabeth Anderson, The University of Arizona; Lauren Ballard, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Angela M. Labistre, The University of Arizona, Tucson, AZ; Mary M. McCaslin, The University of Arizona*
2. Coping With Anger and Frustration in Small Groups. *Erin Elizabeth Anderson, The University of Arizona; Lauren Ballard, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Angela M. Labistre, The University of Arizona, Tucson, AZ; Ruby Inez Vega, The University of Arizona; Mary M. McCaslin, The University of Arizona*
3. Supportive Talk Among Peers in Small Groups. *Lauren Ballard, The University of Arizona; Erin Elizabeth Anderson, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Angela M. Labistre, The University of Arizona, Tucson, AZ; Ruby Inez Vega, The University of Arizona; Mary M. McCaslin, The University of Arizona*
4. An Exploration of Off-Task Behavior in Small Learning Groups. *Christine Nicole Calderon, The University of Arizona; Erin Elizabeth Anderson, The University of Arizona; Lauren Ballard, The University of Arizona; Angela M. Labistre, The University of Arizona, Tucson, AZ; Ruby Inez Vega, The University of Arizona; Mary M. McCaslin, The University of Arizona*
5. The Function of Student Imperatives in Small-Group Interaction. *Angela M. Labistre, The University of Arizona, Tucson, AZ; Erin Elizabeth Anderson, The University of Arizona; Lauren Ballard, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Ruby Inez Vega, The University of Arizona; Mary M. McCaslin, The University of Arizona*
6. Student Coregulation in Small-Group Learning. *Maryl M. McCaslin, The University of Arizona; Ruby Inez Vega, The University of Arizona; Erin Elizabeth Anderson, The University of Arizona; Lauren Ballard, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Angela M. Labistre, The University of Arizona*

41.022. Vocabulary Development.

Division C - Learning and Instruction; Paper Session
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 8:15-9:45am

Chair: *Jenny C. Wilson, Texas A&M University-San Antonio*

Participants:

- Development of an Academic Word Vocabulary Intervention to Enhance Word Knowledge and Comprehension for Middle School Students. *Margaret G. McKeown, University of Pittsburgh; Amy C. Crosson, LRDC, University of Pittsburgh; Isabel L. Beck, University of Pittsburgh; Cheryl Sandora, University of Pittsburgh; Nancy Artz, University of Pittsburgh*
- Development of an Innovative Assessment of Vocabulary Depth. *Amy C. Crosson, LRDC, University of Pittsburgh; Margaret G. McKeown, University of Pittsburgh; Isabel L. Beck, University of Pittsburgh*
- Systematic Academic Vocabulary Development in Middle Schools. *Elaine Mo, University of the Pacific; Joshua Fahey Lawrence, University of California*
- Effects of Inductive Vocabulary Development in Grades 3-4-5 on Achievement in Vocabulary and Reading Comprehension. *Michael R. Vitale, East Carolina University; Nancy Romance, Florida Atlantic University*
- Vocabulary Instruction in K-3 Low-Income Classrooms. *Kristin Leah Nelson, Weber State University; Janice A. Dole, University of Utah; John L. Hosp, University of Iowa*

41.023. Applying Advanced Models in Noncognitive Assessment. Division D - Measurement and Research Methodology; Symposium
Marriott Pinnacle, Third Level, Pinnacle I; 8:15-10:15am

Chair: *Ross Edward Markle, Educational Testing Service*

Participants:

Using Latent Growth Modeling to Examine Change in Motivation Across a Low-Stakes Testing Session. *Carol L. Barry, The College Board; Sara J. Finney, James Madison University*

Examining the Viability of Recent Models for Forced Choice Data. *Jimmy de la Torre, Rutgers University; Vicente Ponsoda, Universidad Autonoma; Iwin Leenen, Mexican Institute for Family and Population Research; Pedro Hontangas, Universidad de Valencia*

Longitudinal Invariance of the Scale of Ethnocultural Empathy. *Jerusha Gestner, James Madison University; Dena A. Pastor, James Madison University*

Change in Identity Achievement During the College Years: An HLM (Hierarchical Linear Modeling) Analysis. *Kelli Samonte, James Madison University; Dena A. Pastor, James Madison University*

Skills and Attitudes for College Success: A Multigroup Confirmatory Factor Analysis With First-Generation College Students. *Ross Edward Markle, Educational Testing Service; Jonas Bertling, Educational Testing Service; Priya Kannan, Educational Testing Service; Diane Cardenas Elliott, Educational Testing Service*

Discussant: *Richard Dean Roberts, ETS*

41.024. Assessments in International Settings. Division D - Measurement and Research Methodology; Paper Session
Marriott Pinnacle, Third Level, Pinnacle II; 8:15-9:45am

Chair: *Eugenio Gonzalez, ETS*

Participants:

Evaluating Attitudes Toward Science in Three Countries: Analysis of Data From PISA (Programme for International Student Assessment) 2006. *Xueming Li, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts*

Stability of Proficiency Scores in Progress in International Reading Literacy Study (PIRLS) When Different Countries Are Included in Item Parameter Estimation. *Mojca Rozman, Educational Research Institute Dimensionality Analyses for Response Data From Multistage Testing.*

Jinming Zhang, University of Illinois at Urbana-Champaign
Validation of Creative Achievement Questionnaire Through a Rasch Perspective. *Chia-chi Wang, National Sun Yat-Sen University; Hsiao-Chi Ho, National Sun Yat-Sen University; Chih-Ling Cheng, National Sun Yat-Sen University; Ying-Yao Cheng, National Sun Yat-Sen University; Chih-Wen Kuo, Institute of Education National Sun Yat-sen University*

Discussant: *James R. Chromy, RTI International*

41.025. The Usefulness of Post-Structuralism in Educational Research and Practice. Division D - Measurement and Research Methodology; Symposium
Marriott Pinnacle, Third Level, Shaughnessy II; 8:15-9:45am

Chair: *Elizabeth A. St. Pierre, University of Georgia*

Participants:

Everyday Post-Structuralism in Educational Research. *Elizabeth A. St. Pierre, University of Georgia*

The Future is Not in Planning People, and Practical Knowledge is Not Practical. *Thomas S. Popkewitz, University of Wisconsin*

Using Deleuze and Guattari's "Mapping" To Produce Rather Than Reproduce. *George A. Kamberelis, University of Wyoming*

Post Post Post: Putting Feminist Methodology to Work. *Patti A. Lather, The Ohio State University*

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

41.026. Student Voices on Culture, Rights, and Life on the College Campus. Division F - History and Historiography Cosponsored with Division J - Postsecondary Education and Division J - Postsecondary Education, SIG-Politics of Education; Paper Session
VCC, Third Level, West Room 305; 8:15-9:45am

Chair: *Philo A. Hutcheson, Georgia State University*

Participants:

College Women and Alcohol, 1870-1933: A Barometer of Equality? *Michael S. Hevel, University of Iowa*

Of Tempests, Laughing Horses, and Sacred Cows: Controlling College Student Presses Between the World Wars. *Timothy Reese Cain,*

University of Illinois at Urbana-Champaign
Voices from the New South: Students' Perspectives on College Life at the University of Georgia, 1866-1900. *James Ingerski, University of Georgia*

Discussant: *Philo A. Hutcheson, Georgia State University*

41.027. Contributions of Anthropology to Educational Research: The Continuing Legacy of Robert A. LeVine. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 202&203; 8:15-10:15am

Chair: *Rebecca S. New, University of North Carolina - Chapel Hill*

Participants:

Cultural Values and Local Appropriations of National Policies in Early Care and Education. *Rebecca S. New, University of North Carolina - Chapel Hill*

Bringing LeVinean Methods and Concerns to Studies of Japanese Early Childhood Education. *Joseph J. Tobin, University of Georgia*

Developing Destinies: Changes and Continuities in Learning of a Guatemalan Mayan Midwife and Town. *Barbara Rogoff, University of California - Santa Cruz*

LeVine as Provocateur for the Hybridization of Educational Research, Theory and Practice. *Susanna Mantovani, University of Milano - Bicocca*

Discussant: *Robert A. LeVine, Harvard University*

41.028. Politics and Praxis of Immigrant Education. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 206; 8:15-10:15am

Chair: *Rebecca M. Callahan, The University of Texas - Austin*

Participants:

Drawing Symbolic Boundaries in Navigating High School: A Case of Four African Immigrant Girls. *Betty Akinyi Okwako, Michigan State University*

Dropping In, Not Out: Immigrant Second-Chance Learners in Postsecondary Pathways. *Marguerite Lukes, City University of New York*

Educational Access for Adult Refugees in the United States: Countering a Deficit Approach. *Kristen H. Perry, University of Kentucky; Jana Bouwma-Gearhart, University of Kentucky; Nancye E. Mcrary, University of Kentucky; Christine Ann Mallozzi, University of Kentucky*
Facilitating Critical Literacy Among Preliterate Maya Immigrants Through Family Literacy: Implications for University-Community-School Partnerships. *Dilys Schoorman, Florida Atlantic University*

Teacher Assignment to English Learner Content Courses in Seven Comprehensive High Schools. *Dafney Blanca Dabach, University of Washington*

Discussant: *Rebecca M. Callahan, The University of Texas - Austin*

41.029. Security, Democracy, and Learning: Exploring the Dialectics of In/Security in Educational Space. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 204; 8:15-9:45am

Chair: *Jamie Lynn Magnusson, OISE/University of Toronto*

Participants:

The Rise and Fall of Socialist Education in North America. *Tara Silver, OISE/University of Toronto*

Securitization, Youth, and Urban Public Schooling. *Alexander James Means, University of Toronto*

"Where Are the Promises of America?" Educating Iraqi Refugee Youth in Our Public Schools. *Sally Wesley Bonet, Rutgers University*
Social Work Education for Social Change: Exploring the Impacts of the Post-9/11 Sociopolitical Context. *Sajedah Zahraei, University of Toronto*

Children of War? Security, Civic Education, and Democratic Learning. *Sara Carpenter, OISE/University of Toronto*

41.030. Which Public Do Public Schools Serve? Critical Ethnographic Perspectives on Home-School Connections in Schooling. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 205; 8:15-9:45am

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

Participants:

Affection as Revelation: Teachers' Assumptions About the Lives of Young Children of Immigrants. *Jennifer Keys Adair, The University of Texas -*

Austin

Comparisons on Early Educations' Cultural Negotiations From an Activity Theoretic Approach. *Angela E. Arzubiaga, Arizona State University*
 Parent Involvement as Ritualized Practice. *Fabienne Doucet, New York University*
 Parental Expectations for Public Schools: Working Together to Make Dreams Come True. *Ariana Mangual Figueroa, Rutgers University*
 Discussant: *Kris D. Gutierrez, University of Colorado - Boulder*

41.031. International Perspectives on Assessment in the Schools. Division H - Research, Evaluation and Assessment in Schools; Paper Session
 Marriott Pinnacle, Fourth Level, Ambleside; 8:15-10:15am

Chair: *Ray Fenton, Fenton Research*

Participants:

Assessing Chinese ESL Students' Reading Levels: Methodological Considerations When Using Informal Reading Inventories. *Peter G. Parker, Zayed University*

Comparing Hungarian Students' Reading Development in Continuous and Noncontinuous Text Types. *Agnes Hodi, University of Szeged; Edit Tôth, Hungarian Academy of Sciences; Eva D. Molnar, University of Szeged*

Evaluating the Practice of Continuous Assessment in Trinidad and Tobago: The Promise Versus the Reality. *Jerome De Lisle, University of the West Indies*

Performance Assessments in National Assessments: Speaking Exercise. *Marijke De Meyst, Katholieke Universiteit Leuven; Daniel Van Nijlen, Katholieke Universiteit Leuven; Tom Venstermans, Karel de Grote-Hogeschool; Sarah Gielen, Katholieke Universiteit Leuven; Rianne C. Janssen, K.U. Leuven*

Student Learning in Government Schools in Rural India. *Tavis N. Linsin, University of Washington*

41.032. Use of a Variety of Models and Frameworks to Investigate Fidelity of Implementation. Division H - Research, Evaluation and Assessment in Schools; Paper Session

Marriott Pinnacle, Third Level, Pinnacle III; 8:15-10:15am

Chair: *Evelyn Belton-Kocher, Saint Paul Public Schools*

Participants:

Using Program Logic to Evaluate New Zealand's First Integrated Secondary/Tertiary High School. *Colleen Young, Mamukau Institute of Technology*

Implementing a Problem-Based Learning Curriculum in a University-School Collaborative Project for Improving Middle School Science Education: Lessons From Year 1 on Fidelity of Implementation. *Brian D. Gane, Georgia Institute of Technology; Cher C. Hendricks, Georgia Institute of Technology*

Applying a Fidelity of Implementation Framework in an Urban School District. *Rachel Lander, University of Wisconsin - Madison; Clarissa Steele, Value Added Research Center; Richard Bukosky, Milwaukee Public Schools; Marc Sanders, Milwaukee Public Schools*

A Multisite Randomized Control Trial to Examine the Impact of ABRACADABRA on Early Literacy in Northern Australia: An Analysis of Implementation Fidelity. *Jennifer R. Wolgemuth, Colorado State University; Philip C. Abrami, Concordia University; Janet Helmer, Charles Darwin University; Robert Samuel Savage, McGill University; Helen Harper, Charles Darwin University; Tess Lea, Charles Darwin University*

Whose View of Implementation Fidelity? Consistency of Observations, Self-Reports, and Supervisor Reports. *Caitlin Scott, Education Northwest; Elizabeth Autio, Education Northwest; Jason Greenberg Motamedi, Education Northwest; Angela Roccograndi, Education Northwest*

41.033. Clarifying Assessment and Measurement Issues Across Disciplines and Professions. Division I - Education in the Professions; Symposium
 Pan Pacific, Restaurant Level, Pacific Rim 2; 8:15-10:15am

Chair: *Danette W. McKinley, Foundation for Advancement of International Medical Education and Research*

Participants:

Learning and Assessment of Competencies: Two Sides of the Same Coin. *Paul F. Wimmers, University of California - Los Angeles; Lourdes R. Guerrero, University of California - Los Angeles; Susan Baillie, University of California - Los Angeles*

Assessing Student Learning Outcomes Across a Curriculum: Resolving

Judgment and Validity Issues Across Disciplines and Professions.

Marcia Mentkowski, Alverno College

Measurement Issues in Conducting Action Research Across Primary Care Professions. *Anne Christine McKee, Anglia Ruskin University*

Assessment Challenges in Creating the Uniform Bar Examination: The Three P's—Politics, Practicality, and Psychometrics. *Douglas R. Ripkey, National Conference of Bar Examiners*

Clarifying Definitions and Measures of Clinical Thinking: A Systematic Review. *Lily Fountain, University of Maryland*

Discussant: *Andre F. De Champlain, Medical Council of Canada*

41.034. Experiences of Students With Dual Enrollment, Dual Credit, or Dual Degrees. Division J - Postsecondary Education; Paper Session
 VCC, Second Level, West Room 208&209; 8:15-9:45am

Chair: *Kelty Garbee, The University of Texas - Austin*

Participants:

Bridging College and Careers: Using Dual Enrollment to Enhance Career and Technical Education Pathways. *Clive Belfield, Teachers College, Columbia University; Olga Rodriguez, Columbia University; Katherine L. Hughes, Teachers College, Columbia University*

Grade-Point Average Differences Between Dual- and Nondual-Credit College Students. *Robert D. Young, Sam Houston State University; Sheila Ann Joyner, Sam Houston State University; John R. Slate, Sam Houston State University*

Pathways and Potholes: Student Transitions From Community College to University in a Dual-Degree Partnership Program. *Tekla Nicholas, Florida International University; Glenda Droogsma Musoba, Florida International University*

The Impact of Dual Enrollment on Time-to-Degree Completion. *Brian An, University of Iowa*

Discussant: *Debra D. Bragg, University of Illinois at Urbana-Champaign*

41.035. Preparing the Next Generation of Faculty. Division J - Postsecondary Education; Paper Session
 VCC, Second Level, West Room 220; 8:15-9:45am

Chair: *Gina Ann Garcia, University of California - Los Angeles*

Participants:

Becoming a Mathematics Educator: Novice Faculty Members' Perceptions of the Impact of Doctoral Program Experiences. *Jennifer Ann Eli, The University of Arizona; Mary Beisiegel, Harvard Graduate School of Education; Andrea McCloskey, The Pennsylvania State University; Rachael M. Welder, Hunter College - CUNY; Jan A. Yow, University of South Carolina - Columbia*

Conceptualizing Doctoral Advising From Professors' and Doctoral Students' Perspectives Using Concept Mapping. *Philip Kontor Adu, West Virginia University; Reagan Curtis, West Virginia University*

Exploring the Factors Affecting New Faculty Success: A Mixed-Method Study. *Robert H. Stupnisky, University of North Dakota; Yuliya Kartoshkina, University of North Dakota; Masela Obade, University of North Dakota; Marcus B. Weaver-Hightower, University of North Dakota; Anne Kelsch, University of North Dakota*

Preparing Future Mathematics Faculty Members for Teaching: Barriers to Change. *Mary Beisiegel, Harvard Graduate School of Education*

Discussant: *Susan K. Gardner, University of Maine*

41.036. Professional and Personal Identities of Faculty and Graduate Students. Division J - Postsecondary Education; Paper Session
 VCC, Second Level, West Room 207; 8:15-10:15am

Chair: *Sylvie Anna Lamoureux, University of Ottawa*

Participants:

Chinese Scholars in American Academe: Negotiating Transnational Academic Identities. *Qiongqiong Chen, University at Buffalo - SUNY*
 Faculty as Agents: Trading-Off, Holding Back at One Striving University. *Leslie D. Gonzales, Clemson University; Edna Martinez, Clemson University*

Outcast Phenomenon: Revealing Voices of African American Graduate Students. *April Marie Clay, University of Redlands; Jose Worrell Lalas, University of Redlands*

Self-Efficacy, Organizational Culture, and Change Process Correlates of Faculty. *Chad D. Ellett, CDE Research Associates, Inc.; Kadir Demir, Georgia State University; Lisa M. Martin-Hansen, Georgia State University; Judy Awong-Taylor, University System of Georgia; Nancy Vandergrift, University of Georgia*

A Case Study of Higher Education Equity Advocates: Negotiating

Resistance. *Robin M. Bishop, University of Southern California*
 Discussant: *James Earl Davis, Temple University*

41.037. Understanding Student Persistence Factors. Division J -
 Postsecondary Education; Paper Session

VCC, Second Level, West Room 212&213; 8:15-9:45am

Chair: *Gregory C. Wolniak, NORC at the University of Chicago*

Participants:

Encounters With Excellence: A Study of the Role of College Knowledge
 in Persistence Through the First Year of College. *Paz M. Oliveréz,*
California State University - Dominguez Hills; William Franklin,
California State University - Dominguez Hills

Institutional Location and College Persistence: The Role of Urbanicity.
Johanne Sparks, The University of Texas - San Antonio; Anne-Marie
Nunez, The University of Texas - San Antonio

Understanding Persistence Using a Phenomenological Variant of Ecological
 Systems Framework. *Jane Elizabeth Pizzoloto, University of California*
- Los Angeles; C. Casey Ozaki, University of North Dakota; Marc
P. Johnston, University of California - Los Angeles; Avery B. Olson,
University of California - Los Angeles

What Separates Girls and Boys? A Multivariate Analysis of the Conditional
 Effects of Race/Ethnicity and Gender on Postsecondary Access,
 Persistence, and Attainment. *Terris Raiford Ross, National Center for*
Education Statistics

Discussant: *Linda Serra Hagedorn, Iowa State University*

41.038. Building Quality School-University Partnerships. Division K -
 Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 222; 8:15-9:45am

Chair: *Timothy Edward Mahoney, Millersville University of Pennsylvania*

Participants:

Exploring the Third Space of a School-University Partnership in an
 Elementary After-School Program. *Jennifer L. Snow, Boise State*
University; Bevin Etheridge, Boise State University

Organizational Lessons for Professional Development School Partnerships:
 Seeking Sustainable Change. *Donna A. Breault, West Virginia*
University; Rick A. Breault, West Virginia University

Reframing Intersections: Assessing the Disconnects and Debates Within
 an Urban Community School-University Partnership. *Aamer Shujah,*
University of Windsor; Andrew M.A. Allen, University of Windsor

Professors in Residence: Agents of Constructive Dissonance. *Sylvia*
Boynton, University of Florida; Magdi Castaneda, University of
Florida; Raquel Rosa Diaz, University of Florida; Vicki A. Vescio,
University of Florida

Participating in Change: Mentor-Teacher's Perceptions of the Effectiveness
 of a Science Teacher Residency Program. *Nanette I. Marcum-Dietrich,*
Millersville University of Pennsylvania; Oliver Dreon, Millersville
University of Pennsylvania

Discussant: *Daniel Liston, University of Colorado*

**41.039. Defining and Measuring What Math and Science Teachers Need
 to Know: Implications for Professional Development.** Division K -
 Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 224; 8:15-9:45am

Chair: *Elaine Munthe, University of Stavanger*

Participants:

Defining Progress Variables and Measureable Levels of Teachers'
 Pedagogical Content Knowledge for Science. *Cory T. Forbes,*
University of Iowa; Mandy Biggers, University of Iowa; Laura Zangori,
University of Iowa

Elementary Teachers' Pedagogical Content Knowledge and Student
 Outcomes in Science Education. *Kim Lange, University of Muenster;*
Seminar für Didaktik des Sachunterrichts; Thilo Kleikmann, Seminar
für Didaktik des Sachunterrichts; Kornelia Möller, Seminar für Didaktik
des Sachunterrichts

Teachers' Knowledge of Mathematical Definitions. *Reidar Mosvold,*
University of Stavanger; Dicky Ng, Utah State University; Arne
Jakobsen, University of Stavanger; Janne Fauskanger, University of
Stavanger; Raymond Bjuland, University of Stavanger

Broadening the Content and Curriculum Horizon for all Mathematics
 Teachers. *Arne Jakobsen, University of Stavanger; Mark Hoover*
Thames, University of Michigan; Carlos Miguel Ribeiro, University of
Algarve; Sean F. Delaney, Marino Institute of Education

Discussant: *Hilda Borko, Stanford University*

**41.040. Exploration and Survey of Teacher Induction Programs and
 Accountability.** Division K - Teaching and Teacher Education; Paper
 Session

VCC, Second Level, West Room 217&218; 8:15-9:45am

Chair: *Gisele Ragusa, University of Southern California*

Participants:

Balancing the Tension Between Accountability and Teacher Inquiry in
 Induction Policy. *Marie-France Orillion, University of California -*
Riverside; Barbara Howard, Riverside County Office of Education;
Linda D. Scott Hendrick, University of California - Riverside

Characteristics of Effective Urban Mentors: Perspectives From Preservice
 Mathematics and Science Teachers in a Residency Program. *Ruben*
Garza, Texas State University - San Marcos; Gregory Rodriguez, Texas
State University-San Marcos; Rod Harter, Texas State University - San
Marcos

Induction and Mentorship Programs for Beginning Teachers: The Pan-
 Canadian Context. *Benjamin Kutsyuruba, Queen's University*

Mentoring the Novice Special Education Teacher During Induction:
 Collaboration Between a University and Partner Schools. *Carrie Ann*
Blackaller, California State University - Dominguez Hills; Shirley R.
Lal, California State University - Dominguez Hills

The First Five Years: Beginning Secondary Science Teachers in Different
 Induction Programs. *Julie A. Luft, University of Georgia; Jonah B.*
Firestone, Arizona State University; Sissy S. Wong, University of
Houston; Irasema Ortega, Arizona State University; Charles Weeks,
Arizona State University; Krista L. Adams, University of Nebraska-
Lincoln

Discussant: *Susan D. Myers, Texas Tech University*

**41.041. Innovations in Preservice Teacher Education: Evaluation and
 Assessment.** Division K - Teaching and Teacher Education; Paper
 Session

VCC, Second Level, West Room 221; 8:15-10:15am

Chair: *Kip T. Tellez, University of California - Santa Cruz*

Participants:

High-Quality Teachers Require High-Quality Teacher Educators: Moving
 From Mentorship to Apprenticeship When Teaching for Equity.
Maria E. Hyler, University of Maryland - College Park; Laura S. Yee,
University of Maryland

Evaluating Reformed Content-Area Courses for Teachers: A Rubric
 and Process for Rigor and Inquiry. *Laura B. Turchi, Arizona State*
University; Nancy B. Ruppert, University of North Carolina - Asheville;
Farzad Mahootian, Arizona State University

An Evaluation of the Implementation of the California Teacher
 Performance Assessment. *Anne Hafner, California State University -*
Los Angeles; Andrea P. Maxie, California State University - Los Angeles

Student Evaluation of Curriculum Content for Effective Beginning
 Teaching. *Christopher Charles Deneen, The University of Hong Kong;*
Gavin T. Brown, The University of Auckland

Incorporating a Collaborative Assessment Exchange Project With
 Preservice Teachers and Administrators: Getting to Know Educator
 Pedagogy From Two Perspectives. *Mary E. Yakimowski, University of*
Connecticut; Michael P. Alfano, University of Connecticut

Discussant: *Delar K. Singh, Eastern Connecticut State University*

**41.042. Supporting K-12 Preservice English and Literacy Teachers'
 Navigations Between Self and Student.** Division K - Teaching and
 Teacher Education; Paper Session

VCC, Second Level, West Room 215&216; 8:15-9:45am

Chair: *Ebony Elizabeth Thomas, Wayne State University*

Participants:

Book Club as a High-Leverage Practice in an Elementary Writing Methods
 Course. *Susan D. Martin, Boise State University; Sherry Dismuke, Boise*
State University

It Takes a Village: Working Together to Support Struggling Readers. *Jean P.*
Rohr, Elon University; Ye He, University of North Carolina - Greensboro

Locating the Links Between Preservice Teachers' Commonsensical Ideas
 About Adolescence and Their Thinking About Teaching. *Robert*
Petrone, Montana State University; Mark A. Lewis, Loyola University
Maryland

The Critical Identity Work of Preservice English Teachers. *Amy Vetter,*
University of North Carolina - Greensboro; Melissa Schieble, Hunter
College - CUNY

Discussant: *Kathleen A. Hinchman, Syracuse University*

41.043. Policy Issues Related to Teacher Quality. Division L - Educational

Policy and Politics; Paper Session

VCC, Second Level, East Room 11; 8:15-10:15am

Chair: *Heather E. Price, University of Notre Dame*

Participants:

New Teacher Excellence: The Impact of State Policy on Induction Program Implementation. *Lisa Lachlan-Hache, American Institutes for Research; Liam Goldrick, New Teacher Center; Molly S. Lasagna, American Institutes for Research*

Non Satis Certification: Policy and Teacher Quality. *Patricia L. Hanna, The Ohio State University; Belinda Gimbert, The Ohio State University*

Study of Teacher Selection, Assignment, and Classroom Effectiveness in Texas Public Schools. *William Reaves, Center for Research, Evaluation and Advancement of Teacher Education; Sherri Lowrey, CREATE; Dale M. Johnson, Tarleton State University; Sam Sullivan, Sam Houston State University; Susan Holley, Texas Association of School Administrators*

Understanding Differences between Formal and Informal Mentoring for Beginning Mathematics Teachers. *Eric D. Hochberg, University of Pennsylvania; Morgan S. Polikoff, University of Southern California; Laurie Joy Johnson, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania; Andrew C. Porter, University of Pennsylvania*

Using Value-Added Assessment for Personnel Decisions: How Omitted Variables and Model Specification Influence Teachers' Outcomes. *Christine Mokher, CNA; Linda Cavalluzzo, CNA; Dale Ballou, Vanderbilt University*

Discussant: *John M. Weathers, University of Colorado - Colorado Springs***SIG Sessions****41.044. Transforming Arts Education: Meaningful Curriculum, Pedagogy, and Professional Development in and Through the Arts.** SIG-Arts and Learning; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 8:15-10:15am

Chair: *Monica M. Prendergast, University of Victoria*

Participants:

Reimagining a Visual Arts Curriculum Through Relational Inquiry. *Daniel T. Barney, Brigham Young University; Nadine M. Kalin, University of North Texas*

Arts-Based Lesson Planning. *Bruce Uhrmacher, University of Denver; Bradley M. Conrad, Capital University; Christy M. Moroye, Regis University*

Promoting and Practicing Transformative Pedagogy in Art Education Research: A Practitioner Inquiry. *NaJuana Prudencia Lee, University of Georgia*

Preparing Teachers to Teach in the Arts: Examining Teachers' Transformative Change and Sustainability of Arts Impact Model. *Amy McBride, Tacoma Arts Commission; Rebecca McBride Bustamante, Sam Houston State University*

Situating Art History for Meaningful Learning. *Eliza Pitri, University of Nicosia*

Discussant: *Richard E. Siegesmund, Northern Illinois University***41.045. Perspective on Bilingual Teacher Education and Research.** SIG-

Bilingual Education Research; Paper Session

VCC, Second Level, East Room 19&20; 8:15-9:45am

Chair: *Virginia M. Gonzalez, University of Cincinnati*

Participants:

From English Language Learner to Bilingual Teacher: Identifying Teacher Dispositions From Personal and Professional Experiences. *Alfredo H. Benavides, Texas Tech University; Eva Midobuche, Texas Tech University; Erin Kostina-Ritchey, Texas Tech University*

Identity Construction of Bilingual/Biliterate Teachers. *Maria-Antonieta Avila, The University of Texas - Austin*

A Comparison of Bilingual Education and Generalist Teachers' Approaches to Scientific Bilinguality. *Esther Victoria Garza, Texas A&M University*

Teacher Perceptions About the Instructional Needs of Their English Language Learners. *Charmaine Llagas, The George Washington University; Meghan Victoria Mulhern, The George Washington University; Amy J. Mazur, The George Washington University*

The Causal Relationship Between Bilingual/ESL (English as a Second Language) Teachers' Characteristics and English Learners' Success: A Multilevel Approach. *Fuhui Tong, Texas A&M University - College*

Station; *Aida Esther Perez, Texas A&M University*Discussants: *Elva Reza-Lopez, Boise State University; Yeonsun (Ellie) Ro, The University of Memphis***41.046. Translating Scientific and Technological Advances From the Laboratory to the Classroom: It's About Time.** SIG-Brain,

Neurosciences, and Education; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 8:15-10:15am

Chair: *Paula Tallal, Rutgers University*

Participants:

Enhancing Language and Literacy Is a Matter of Time. *Paula Tallal, Rutgers University*

Neuroplasticity-Based "Video Game" Training Improves Students' Writing Skills. *Beth A. Rogowsky, Rutgers University*

Modeling Natural Facial Behavior With Computer Vision: Explorations in Learning Contexts. *Gwen Littlewort, University of California - San Diego; Gwen Littlewort, Institute for Neural Computation*

Demonstration of a Novel Face-Processing and Production Intervention Program for Autism. *Jim Tanaka, University of Victoria*

The Gamelan Project: A Study of Synchrony and Attention. *Alex Khalil, University of California - San Diego*

Gamelan Project Demonstration: Online Analysis of Synchrony. *Victor Mince, University of California - San Diego*

41.047. Exploring and Testing More Comprehensive Policy Frameworks for Career and Technical Education. SIG-Career and Technical

Education Cosponsored with SIG-Workplace Learning; Paper Session

Sheraton Wall Centre, Fourth Level, North Port Alberni; 8:15-10:15am

Chair: *Pradeep Kotamraju, National Research Center for Career and**Technical Education*

Participants:

An Analysis of the Regressive Nature of Universal College-Prep Curricula. *James Lynn Woodworth, University of Arkansas*

Policy Borrowing for the Career and Technical Education Sector. *Richard D. Lakes, Georgia State University; Antje Barabasch, Georgia State University*

Rigorous Tests of Student Outcomes in Career Technology Education Programs of Study: Two-Year Results. *Marisa E. Castellano, University of Louisville; Kirsten Ewart Sundell, University of Louisville; Laura Overman, University of Louisville; Oscar A. Aliaga, University of Louisville*

Vocational Education versus General Education in Hungary and Hong Kong: A Cross-Case Analysis. *Lydia Pungur, University of Alberta; George H. Buck, University of Alberta*

41.048. Cultural Expressions and Creativity in Education: Voices From Africa and the Caribbean. SIG-Caribbean and African Studies in

Education; Symposium

VCC, Second Level, East Room 18; 8:15-10:15am

Chair: *Dennis Conrad, State University of New York @ Potsdam*

Participants:

School Desegregation and a Call for Culturally Responsive Curriculum in Postapartheid South Africa. *Bekisizwe S. Ndimande, University of Illinois at Urbana-Champaign*

Brother Rex Proud: The Carnival Mas' Camp, a Culture-Based Model of Education. *Janice B. Fournillier, Georgia State University*

Math Is Math the World Over: Or Is It? *Veda Roodal Persad, Simon Fraser University*

Caribbean Folklore and Folktales: A Path to Critical Consciousness in a Neo-Colonial World. *Dyanis Popova, Virginia Polytechnic Institute and State University; Deborah J. Conrad, SUNY; Launcelot Brown, Duquesne University*

Culture in Educational Systems: Assumptions and Challenges. *Bonnie B. Mullinix, Greenville Technical College; David Scott McCurry, Jacaranda Educational Development*

Griot in the Rapso: Street Poetry in the Classroom? *Dennis Conrad, State University of New York @ Potsdam; Beulah Forteau Jaikaransingh, Ministry of Education; Dyanis Popova, Virginia Polytechnic Institute and State University*

41.049. Technology Leadership for Successful Technology Integration in Education: In-Depth Studies Throughout the World. SIG-Computer and Internet Applications in Education; Symposium

Sheraton Wall Centre, Fourth Level, North Port McNeill; 8:15-10:15am
 Chair: *Ruben Vanderlinde, Ghent University*
 Participants:
 An Investigation of the Relationship Between School-Based Technology Leadership Practices and Teacher Technology Integration Knowledge and Practices. *Hilary Ritt, University of Virginia; Sara L. Dexter, University of Virginia*
 Technology Planning for Technology Integration: A Leadership Perspective. *Ruben Vanderlinde, Ghent University; Johan Van Braak, Ghent University*
 Adopting an Activity Theoretical Perspective Toward Distributed Leadership to Support Effective Technology Integration. *Cher Ping Lim, The Hong Kong Institute of Education; Shanti Divaharan, National Institute of Education - Nanyang Technological University*
 Fostering a Technology Vision for School Leaders. *Jayson W. Richardson, University of Kentucky; Justin M. Bathon, University of Kentucky; Kevin Flora, University of Kentucky*
 District Information Technology Leadership: Fundamentals to Achieving Ubiquitous Effective Integration. *Maurice Hollingsworth, Learning Designs Inc.*
 Discussant: *Sara L. Dexter, University of Virginia*

41.050. Confucianism, Taoism, and Education: Wisdom and New Insights in Education. SIG-Confucianism, Taoism, and Education; Paper Session
 VCC, Second Level, East Room 17; 8:15-10:15am
 Chair: *Jing Lin, University of Maryland - College Park*
 Participants:
 Foucault's Difficult Reconfiguration of the Self and the Daoist Nonbeing Self. *Guoping Zhao, Oklahoma State University*
 Killing Mosquitoes and Keeping Practice: Teacher Education as Sustaining Paradox. *David Lee Keiser, Montclair State University*
 Chinese Language: A Cultivation System and the Universal Characteristics? *Jing Lin, University of Maryland - College Park*
 Teaching With Mindfulness: Pedagogy of Being-With and Being-For. *Mei W. Hoyt, University of North Texas*
 Confucian Teaching Meeting American Pedagogy: A Phenomenological Study of Teaching Chinese in American Chinese Schools. *Xuan Weng, University of Maryland - College Park*
 From Drama to Peace: A Taoist Reading of a Cross-Cultural Pathway. *Hongyu Wang, Oklahoma State University - Tulsa*
 Reflecting on Intellectuals and Academic Freedom in China: From a Perspective of Confucian Knowledge Tradition. *Qiang Zha, York University*

41.051. Educational Agency and Transformation: Enacting Pathways for Empowerment With Latino Educators and Youth. SIG-Critical Educators for Social Justice; Symposium
 VCC, Second Level, East Room 16; 8:15-10:15am
 Chair: *Karen Cadiero-Kaplan, San Diego State University*
 Participants:
 Cultural and Linguistic Pluralism in School Programs and Pedagogy Through a Transformative Multiliteracies Pedagogies Framework. *Gustavo Gonzalez, Arizona State University*
 Community Cultural Wealth With English Learners. *Rosa M. Jimenez, Arizona State University*
 Critical Pedagogical Teachers: Intentional Actions for Achievement and Empowerment of Latino English Learners. *Pablo Cortes Ramirez, Arizona State University*
 Transforming Education: Examining the Pedagogy of the Eagle and the Condor. *Ricardo Medina, San Diego State University*
 Discussants: *Antonia Darder, Loyola Marymount University; James Cummins, University of Toronto - OISE; Margarita I. Berta-Avila, California State University - Sacramento*

41.052. Make Me a Match: Helping Underrepresented Students Make Good College Choices. SIG-Education and Philanthropy; Paper Session
 VCC, First Level, West Room 114&115; 8:15-10:15am
 Chair: *Robert J. Ivry, MDRC*
 Participant:
 College Match Project. *Robert J. Ivry, MDRC*
 Discussants: *Greg Ratliff, The Bill & Melinda Gates Foundation; Michael S. McPherson, The Spencer Foundation; Jeannie Oakes, Ford Foundation; Bernard McCune, Chicago Public Schools*

41.053. Theories of Culture and Practice in Researching Environmental Education. SIG-Environmental Education; Paper Session
 VCC, Second Level, West Room 214; 8:15-10:15am
 Chair: *Arjen E. Wals, Wageningen University*
 Participants:
 Meanings and Implications of Culture in Environmental Education Research. *Vince Anderson, University of Saskatchewan; Ranjan K. Datta, University of Saskatchewan; Shannon Dyck, University of Saskatchewan; Jean Kayira, University of Saskatchewan; Janet McVittie, University of Saskatchewan*
 "Modernizing the Profession": Globalization and the Recognition of Teacher Accomplishment in Environmental Education. *Hamish Ross, University of Edinburgh*
 Post-Structural Criticism of Cosmopolitanism: Implications for Education for Sustainable Development. *Louise Sund, Orebro University; Johan Ohman, Orebro University*
 Sustainability-Oriented Hybrid Learning Configurations. *Arjen E. Wals, Wageningen University; Anne Remmerswaal, Wageningen University*
 Problems of Knowledge and Legitimation in Environmental Education Research. *Paul Hart, University of Regina*
 Discussant: *Richard V. Kahn, Antioch University Los Angeles*

41.054. Resources and Reform: Education Funding and Finance in the States. SIG-Fiscal Issues, Policy, and Education Finance; Paper Session
 Sheraton Wall Centre, Fourth Level, South Galiano; 8:15-10:15am
 Chair: *Tammy Kolbe, University of Connecticut*
 Participants:
 A Case Study of Title I Comparability in Three California School Districts. *Jay G. Chambers, American Institutes for Research; Jesse D. Levin, American Institutes for Research; Iliana Brodziak de los Reyes, American Institutes for Research; Clarisse Haxton, American Institutes for Research; Lisa Cruz, American Institutes for Research*
 Say Yes to Education Program's Initial Impacts on Family Choices and Economic Development in Syracuse. *Robert Bifulco, Syracuse University; Ross H. Rubenstein, Syracuse University*
 Exploring the Stochastic Frontier: The Impact of Inadequate Funding for English Language Learners on Colorado School Districts. *Al Ramirez, University of Colorado - Colorado Springs; Dick M. Carpenter, University of Colorado; Maureen Breckenridge, University of Colorado - Colorado Springs*
 Measuring Equity: Creating the New Standard for Inputs and Outputs. *Robert Charles Knoeppel, Clemson University; Patricia F. First, Clemson University; Matthew J. Piotrowsky, Clemson University; Matthew R. Della Sala, Clemson University*
 Discussants: *Alex J. Bowers, The University of Texas - San Antonio; Tammy Kolbe, University of Connecticut*

41.055. Kumu 'Ula'ula: Who Are We and Where Are We Heading? SIG-Indigenous Peoples of the Pacific; Paper Session
 VCC, Second Level, West Room 223; 8:15-10:15am
 Chair: *Margaret J. Maaka, University of Hawaii - Manoa*
 Participants:
 Transforming Schooling and Education: Connecting the Words With Music. *Graham H. Smith, Te Whare Wananga o Awanuiarangi*
 Getting to the Heart of Hawaiian: A Conversation About Indigenous Identity. *Kerry Laiana Wong, University of Hawaii - Manoa; Kekailoa Perry, University of Hawaii - Manoa; L. Laiana Kanoa-Wong, University of Hawaii - Manoa*
 Developing Culturally Responsive Leadership: Enhancing Educational Outcomes for Maori, as Maori, in Secondary Schools. *Hine Jane Waitere, Te Whare Wananga o Awanuiarangi*
 Grants and Apologies Are Not Enough: Student Activism, Hawaiian Sovereignty, and Settler State Recognition. *Jennifer Noelani Goodyear-Kaopua, University of Hawaii - Manoa*
 Cowboys, Indians, and Education. *Celia E. Haig-Brown, York University; Helen Haig-Brown, Independent Researcher*
 Discussant: *Leonie Pihama, Maori And Indigenous Analysis Ltd*

41.056. Instructional Technology SIG: Promoting Higher-Order Learning Through Scaffolding and K-12 Technology Integration Projects. SIG-Instructional Technology; Paper Session
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 8:15-9:45am
 Chair: *Joanna C. Dunlap, University of Colorado - Denver*

Participants:

A Conceptual Framework for Scaffolded Argumentative Interaction in Problem Solving. *Hyun S. Kim, University of Georgia*
 Impact of Scaffolding Characteristics and Study Quality on Learner Outcomes in STEM Education: A Meta-Analysis. *Brian R. Belland, Utah State University; Andrew Walker, Utah State University; Megan Whitney Olsen, Utah State University; Heather Leary, University of Colorado - Boulder*

Case Study Methodology in an EETT (Enhancing Education Through Technology) Program Evaluation. *Tania Jarosewich, Censeo Group LLC; Thomas A. Clark, TA Consulting; Elizabeth J. Oyer, EvalSolutions Inc.; Marica Cullen, Illinois State Board of Education; Kathleen Barnhart, Illinois State Board of Education*

The Role of Ethnography in Complex Technology-Enabled Education Partnerships. *Stephanie Renee Couch, California State University - East Bay; Judith L. Green, University of California - Santa Barbara*

Discussant: *Robert L. Bangert-Drowns, University at Albany - SUNY*

41.057. Perspectives on PISA (Programme for International Student Assessment) Reading. SIG-International Studies; Symposium VCC, First Level, West Room 121&122; 8:15-10:15am

Chair: *John G. Ainley, Australian Council for Educational Research*

Participants:

Print and Digital Reading in PISA (Programme for International Student Assessment) 2009: Comparison and Contrast. *Juliette F. Mendelovits, Australian Council for Educational Research*

The Interplay of Navigation and Text Processing in Digital Reading Performance. *Johannes Naumann, The German Institute for International Educational Research*

Exploring Gender Variability and Performances at the Extreme Tails of the Distribution in Reading. *Ariane Baye, Université de Liège*

How Does Engagement in Reading Predict Digital Reading Proficiency Among 15-Year-Olds? *Dominique Marie Lafontaine, University of Liège; Ariane Baye, Université de Liège*

Multilevel Item Response Theory in the Explanation of Cross-National and Cross-Linguistic Differential Item Functioning in Reading Comprehension 2009. *Gareth McCray, Lancaster University*

Discussant: *J Francois Rouet, Université de Poitiers*

41.058. Emergent Methods for Studying Spatial and Embodied Dimensions of Learning. SIG-Learning Sciences; Symposium Sheraton Wall Centre, Fourth Level, South Granville; 8:15-10:15am

Chair: *Joshua L. Radinsky, University of Illinois at Chicago*

Participants:

Making the Absent Present: Improvised Representational Fields in Students' Negotiations of Meaning With GIS (Geographic Information System) Tools. *Raedy Ping, University of Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Emma Hospelhorn, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago*

Constructing Quartets: A Framework for Analysis in Musical Groups. *Emma Hospelhorn, University of Illinois at Chicago*

Map Performances: Expanding Spatial Thinking With Embodied Activity. *Nathan C. Phillips, Vanderbilt University; Kevin M. Leander, Vanderbilt University*

Parsing Patterns: Developing Metrics to Characterize Spatial Problem-Solving Strategies Within an Environmental Science Simulation. *Leilah Lyons, University of Illinois at Chicago; Emily Minor, University of Illinois at Chicago; Moira Zellner, University of Illinois at Chicago; Brian Slattery, University of Illinois at Chicago; Tia Shelley, University of Illinois at Chicago*

Fostering Mathematical Discovery: One Tutor's Strategies for Ushering the Construction of Proportional Schemas Via Mediated Embodied Interaction. *Dor Abrahamson, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley; Timothy Charoenying, University of California - Berkeley; Andrea Negrete, University of California - Berkeley; Engin Bumbacher, University of California - Berkeley*

Discussant: *Jay L. Lemke, University of California - San Diego*

41.059. Does Gender Still Matter in Student Motivation? How, Why, for What, and for Whom? SIG-Motivation in Education; Symposium VCC, Third Level, West Room 304; 8:15-10:15am

Chair: *Ruth Butler, Hebrew University of Jerusalem*

Participants:

Gendered Motivational Processes Affecting High School Mathematics Participation, Aspirations, and Career Plans in Three Countries. *Helen M.G. Watt, Monash University; Jennifer D. Shapka, The University of British Columbia; Zoe A. Morris, Monash University; Amanda Marie Durik, Northern Illinois University; Daniel P. Keating, University of Michigan*

Gender Differences in the Educational and Vocational Aspirations of Rural Youth. *Judith L. Meece, University of North Carolina-CH; Karyl Jacqueline Shand Askew, University of North Carolina; Soo-Yong Byun, The Pennsylvania State University; Bryan C. Hutchins, Center for Developmental Science*

Expectancy-Value Theory and Gendered Academic and Occupational Choices. *Jacquelynne Eccles, University of Michigan*

To Prove or Improve: Gendered Strategies of Self-Appraisal Meet Gender Patterns of Learning in Interactions. *Ruth Butler, Hebrew University of Jerusalem*

Discussant: *Sandra Graham, University of California - Los Angeles*

41.060. Music Education Looking Outside the Classroom. SIG-Music Education; Paper Session VCC, Third Level, West Room 302; 8:15-9:45am

Chair: *Ronald P. Kos, Boston University*

Participants:

Acting Upon Dialectic Tensions: Integrating Informal Learning Practices for Adolescents in School Music Settings. *Katie Carlisle, Georgia State University*

Adult Perspectives of Learning Musical Instruments. *Kathryn J. Roulston, University of Georgia; Peter Jutras, University of Georgia*
 Music Education in U.S. Prisons: A Historiography. *Mary Cohen, University of Iowa*

The Day the Music Died: A Formal Ecological Examination of a Community Surrounding a Terminated High School Band Program. *Bruce Allen Carter, University of Maryland - College Park*

Discussant: *Margaret Schmidt, Arizona State University*

41.061. Achievement and Course Taking From the High School Transcript Study: Engagement, Charter Schools, and the Socioeconomic Status Measure in NAEP. SIG-NAEP Studies; Paper Session Marriott Pinnacle, Third Level, Dundarave; 8:15-10:15am

Chair: *Edward Wiley, University of Colorado - Boulder*

Participants:

Academic Achievement and Advanced Courses in High School: Do Schools Provide Access and Are Students Taking Advantage of It? *Stephen E. Roey, Westat; Judy H. Tang, University of New Hampshire; Robert Colby Perkins, Westat; Janis D. Brown, U.S. Department of Education; Philip H. Morse, Chapman University*

Not Being All They Can Be: A Comparison of Four-Year-College-Bound and Military-Bound High School Graduates. *Robert Colby Perkins, Westat; Stephen E. Roey, Westat; Philip H. Morse, Chapman University*

Examining Student Engagement and Motivation in Grade 12 NAEP Mathematics Assessment. *Burhan Ogut, American Institutes for Research; Ebony L. Walton, AIR/Optimal Solutions Group; Enis Dogan, Achieve, Inc.; William Tirre, National Center for Education Statistics*
 Comparing Public and Charter Schools Using Propensity Score Analysis. *Jason Bryer, University at Albany - SUNY*

Reliability of Student-Reported Parental Education at NAEP Grade 8 Mathematics Assessment. *Burhan Ogut, American Institutes for Research; George W. Bohrnstedt, American Institutes for Research*

Discussant: *Stacey S. Merola, ICF International*

41.062. In a Time of Permanent War: A Symposium to Generate a Culture of Peace. SIG-Peace Education; Symposium VCC, Second Level, East Room 13; 8:15-9:45am

Chair: *Bradley J. Porfilio, Lewis University*

Participants:

Educators Allied Against Militarism: Lessons From the U.S. Counter-Recruitment Movement. *Scott Kershner, University of Connecticut; Scott Harding, University of Connecticut*

Creating Peaceful and Nonviolent Schools in the Midst of a Culture of War and Violence. *Tom Cavanagh, Walden University*

Saying "No!": The Power of Transformative Learning. *Ilhan Kucukaydin, The Pennsylvania State University*

Art and Culturally Relevant Pedagogy Versus Warring Words in a Race to the Frontline. *Mary F. Wright, University of Wisconsin - River Falls;*

Brenda Wright, River Falls; Matthew McMillan, River Falls

Discussants: *Paul R. Carr, Lakehead University; Peter L. McLaren, University of Auckland*

41.063. The Virtual in Qualitative Research. SIG-Qualitative Research; Symposium
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD;
8:15-9:45am

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

Participants:

Virtual methodology and connectibility in qualitative research. *Mirka E. Koro-Ljungberg, University of Florida*

Power Relations During Online Research: Ethnography as Feminist Methodology. *Ronald Edward Hallett, University of the Pacific; Kristen Barber, Southern Illinois University - Carbondale*

Public Displays of Qualitative Enterprise: The Networked Researcher. *Prisca Rodriguez, University of Florida*

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

41.064. Learning to Listen and Listening to Learn: Bonding In/difference Across Academic Activisms. SIG-Queer Studies Cosponsored with SIG-Postcolonial Studies and Education; Symposium
VCC, Second Level, East Room 12; 8:15-9:45am

Chair: *Lilia Chavez, University of San Francisco*

Participants:

Border Crossing in Knowledge Production: Epistemological Pluralism, Ethical Globalism, and Agonistic Solidarities. *Vanessa de Oliveira Andreotti, University of Oulu*

Beyond Relationships Defined by the Cartesian Subject: Narratives and Metaphysics in Indigenous Knowledge Systems. *Cash Ahenakew, University of Calgary*

Sexual Citizenship in a Globalizing World. *Kathleen Anne Quinlivan, University of Canterbury; Mary Louise Rasmussen, Monash University; Clive Aspin, The University of Sydney*

Discussant: *Steven Paul Camicia, Utah State University*

41.065. Divergent Perspectives on Religion and Education. SIG-Religion and Education; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 1; 8:15-10:15am

Chair: *Linda L. Samek, George Fox University*

Participants:

"A Broader Sense of 'We'": Interfaith Community Organizing, Civic Engagement, and Multicultural Education. *Connie Kyung-Hwa Chung, Harvard University*

Islam and Evolutionary Science: A Comparative Study of Evolution in Science Curricula From Muslim Countries. *Anila Asghar, McGill University; Salman Hameed, Hampshire College; Najme Kishani Farahani, McGill University*

Perceptions of the Collegiate Religious and Spiritual Climate Among Religious and Nonreligious College Juniors. *Alyssa N. Bryant Rockenbach, North Carolina State University; Nicholas A. Bowman, Bowling Green State University; Matthew Mayhew, New York University*

Discussant: *Kimberly R. White, Carroll University*

41.066. Learning Mathematics Through Networked Classroom Activities: 10 Years of Progress? SIG-Research in Mathematics Education; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 8:15-10:15am

Chair: *Jeremy Roschelle, SRI International*

Participants:

Creativity: Pedagogical Moves in a Generative Classroom. *Sarah M. Davis, National Institute of Education - Nanyang Technological University*

Collaboration: Activity Designs and Pedagogy to Enhance Small-Group Learning. *Tobin White, University of California - Davis*

Missing Resources for Learning in Network-Supported Mathematics Learning? *Nancy Ares, University of Rochester*

Methodology: Inclusive Regression Discontinuity Designs in Analyses of the Effectiveness of Middle-School Mathematics Intervention. *Walter M. Stroup, The University of Texas - Austin; Guadalupe Carmona, The University of Texas - Austin; Vinh Pham, Landmark College; Celeste Alexander, The University of Texas - Austin*

Assessment Design: Network-Based Environments as and for Formative Assessment and Evaluation of Student Thinking. *Guadalupe Carmona,*

The University of Texas - Austin

Discussants: *Stephen J. Hegedus, University of Massachusetts; A. Louis Abrahamson, The Better Education Fdn.*

41.067. Narrowing the Distance: Critical Praxis With Asian Pacific Americans and Education. SIG-Research on the Education of Asian and Pacific Americans; Symposium
VCC, Second Level, East Room 8&15; 8:15-9:45am

Chair: *Arlene Sudaria Daus-Magbual, San Francisco State University*

Participants:

Whiteness and Asian American Educational Experiences: Combating Schooling as a Neocolonial Apparatus. *Edward Ryan Curammeng, University of California - Los Angeles; Allyson Tintiangco-Cubales, San Francisco State University*

Personal, Emotional, Political: The Transformative Influence of the Pin@y Educational Partnerships (PEP). *Roderick Daus-Magbual, University of San Francisco*

Courageous Hope: Critical Leadership Praxis of Pin@y Educational Partnerships. *Arlene Sudaria Daus-Magbual, San Francisco State University*

Discussant: *Allyson Tintiangco-Cubales, San Francisco State University*

41.068. Research to Improve Education for English Language Learners Through University-District Collaboration. SIG-School/University Collaborative Research; Symposium
Sheraton Wall Centre, Third Level, North Parksville; 8:15-9:45am

Chair: *Tracy Keenan, Denver Public Schools*

Participants:

What Matters for Staying on Track and Graduating: A Focus on English Language Learners. *Julia A. Gwynne, University of Chicago; Stacy B. Ehrlich, Consortium on Chicago School Research At The University of Chicago; Amber Stitzel Pareja, University of Chicago; Elaine M. Allensworth, University of Chicago*

Characteristics of Successful Schools for English Language Learners. *Alan Davis, University of Colorado - Denver; Honorine D. Nocon, University of Colorado - Denver; Tracy Keenan, Denver Public Schools*

Malleable Factors That Influence Outcomes of English Language Learners. *Sean F. Reardon, Stanford University; Ritu Khanna, San Francisco Unified School District; Suzanne Donovan, SERP Institute; Ilana Marice Umansky, Stanford University; Rachel Valentino, Stanford University*

A Team Approach to the Academic Language Analysis of Biology Standards With Implications for English Language Learners. *Patricia DiCerbo, The George Washington University; Kristina Anstrom, The George Washington University; Charlene Rivera, The George Washington University*

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

41.069. Understanding Emerging Opportunity Structures in STEM Education: Research Efforts to Explore School-Level Innovations. SIG-Science Teaching and Learning; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 8:15-9:45am

Chair: *Sharon J. Lynch, The George Washington University*

Participants:

Symposium Introduction: STEM Education Policy and Opportunity Structures. *Sharon J. Lynch, The George Washington University; Barbara M. Means, SRI International*

Understanding Implementation, Spread, and Sustainability of STEM High Schools in the Ohio STEM Learning Network. *Jeanne Rose Century, University of Chicago*

Exploring Intensive Educational Experiences for Adolescents Talented in Science. *Rena F. Subotnik, American Psychological Association; Robert H. Tai, University of Virginia*

Multiple Instrumental Case Studies of Inclusive STEM-Focused High Schools: Opportunity Structures for Preparation and Inspiration (OSPrI). *Sharon J. Lynch, The George Washington University; Tara Behrend, The George Washington University; Erin E. Peters Burton, George Mason University; Barbara M. Means, SRI International*

Expanding Access to STEM-Focused Education: What Are the Effects? *Barbara M. Means, SRI International; Viki M. Young, SRI International*
School Level Factors Contributing to Reductions in Science Achievement Gaps. *John Settlage, University of Connecticut; Malcolm B. Butler, University of South Florida, St Petersburg*

Discussant: *Martin Storksdieck, National Academy of Sciences*

41.070. Teachers' and Students' Beliefs and Understandings About History: Toward a Critical Engagement With the Past. SIG-

Teaching History; Paper Session
VCC, Third Level, West Room 303; 8:15-9:45am

Chair: *Carla L. Peck, University of Alberta*

Participants:

What is the use of the past? A snapshot at Francophone student teachers in Ontario and Québec Universities. *Stephane Levesque, University of Ottawa*

Inside's Out: Learning to Teach From the Dissonance at the Heart of Historical Narratives. *Laurence Abbott, University of Alberta; Kent G. Den Heyer, University of Alberta*

Essentializing Mendez v. Westminster: The Emplotment of the African American History Narrative Onto Mexican Americans. *Maribel Santiago, Stanford University*

Enacting Critical Historical Thinking: A Continuum of Possibilities. *Brooke Blevins, Baylor University; Cinthia S. Salinas, The University of Texas - Austin*

41.071. Framing Graduate Programs Toward Developing In-Service Teachers' Technological Pedagogical Content Knowledge. SIG-

Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 8:15-9:45am

Chair: *Tae Seob Shin, University of Central Missouri*

Participants:

Supporting Adaptive Expertise for Teachers Through a Customized Graduate Degree Program. *Meghan McGlinn Manfra, North Carolina State University; Hiller A. Spires, North Carolina State University*

Identifying Effective Pedagogical Approaches for Online Learning: Exploring Educators' Experiences in a Graduate-Level Course. *Erica C. Boling, Rutgers University; Erica Michelle Holan, Rutgers University; Brent Horbatt, Rutgers University; Mary Hough, Rutgers University; Jennifer Jean-Louis, Rutgers University; Chesta Khurana, Rutgers University; Hindi L. Krinsky, Rutgers University; Christina Spiezio, Rutgers University*

TPACK (Technological, Pedagogical, and Content Knowledge) Development in an Online Masters Program: How Do Teacher Perceptions Align With Classroom Practice? *Nancy Staus, Oregon State University; Henry Gillow-Wiles, Oregon State University; Margaret L. Niess, Oregon State University; Emily H. Van Zee, Oregon State University*

Affordances of Digital Technologies for Practicing Teachers. *Beth Bos, Texas State University-San Marcos*

Discussant: *Natalie B. Milman, The George Washington University*

41.072. Improving Materials Development With Shareable Instructional Objects: Demonstration and Discussion. SIG-Technology, Instruction, Cognition & Learning; Symposium

Pan Pacific, Restaurant Level, Oceanview 7&8; 8:15-9:45am

Chair: *Peter Fadde, Southern Illinois University*

Participants:

Introduction to Self-Contained Instructional Objects. *Sigmund Tobias, University at Albany - SUNY*

Developing Training Materials for the U.S. Army Using Sharable Content Objects. *Peggy Kenyon, Courseware Standards and Certification Division*

Reuse of Learning/Training Materials in Industry. *Don Holmes, Imedia.it, Inc.*

E-Learning Standards for Cost-Effective Development, Delivery, and Research of Educational Materials. *Michael Bush, Brigham Young University*

Discussants: *Eva L. Baker, University of California - Los Angeles; J. D. Fletcher, Institute for Defense Analyses*

41.073. Topics in Test Validity: Theory and Practice. SIG-Test Validity Research and Evaluation; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy I; 8:15-10:15am

Chair: *Allison Lombardi, University of Oregon*

Participants:

The Social Turn in Validity Theory. *Josh Lederman, Wellesley College*
Judgment Validity: It's Time to Move Beyond the Usual Debate. *David Marc Klieger, Educational Testing Service*

Building and Improving the Validity Argument for a Large-Scale Alternate Science Assessment. *Mary A. Hansen, Robert Morris University; Peter W. Heh, University of Pittsburgh; Steven R. Lyon, University of Pittsburgh; Naomi K. Zigmond, University of Pittsburgh*

Predictive Validity of No Child Left Behind Tests and Course Grades for Language Minority Students. *John W. Young, ETS; Steven L. Holtzman, ETS; Chen Li, ETS*

Validation of the Revised PSVT:R (Purdue Spatial Visualization Tests: Visualization of Rotation): Predicting First-Year Engineering Students' Academic Performance. *Yukiko Maeda, Purdue University; So Yoon Yoon, Purdue University*

Identifying Students at Risk for Leaving an Institution: A Tool to Improve Retention. *Emily J. Shaw, The College Board; Krista D. Mattern, The College Board*

Discussant: *Kimberly A. Swygert, National Board of Medical Examiners*

41.074. Contemporary Research Perspectives on African Transformative Education. SIG-Urban Learning, Teaching, and Research; Symposium

VCC, First Level, West Room 111&112; 8:15-9:45am

Chair: *Omiunota N. Ukpokodu, University of Missouri - Kansas City*

Participants:

The Workings of African Indigenous Education. *Peter Ukpokodu, The University of Kansas*

Transformative Leadership: The Kenyan Starehe Boys Model. *Peter Chrisanthus Ojiambo, The University of Kansas*

Harambee: A Community Effort for Social Change and Education in Kenya. *Alfred Taligoola Kisubi, University of Wisconsin - Oshkosh*

Leading and Making Adequate Yearly Progress in an Urban School: The Power of African Collective Framework. *Martin Ngom, Kansas City Missouri School District*

The Community Teacher: An African Perspective. *Omiunota N. Ukpokodu, University of Missouri - Kansas City*

Discussant: *Peter Ukpokodu, The University of Kansas*

41.075. Critical Digital Literacies as Social Praxis: Intersections and Challenges. SIG-Writing and Literacies; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 8:15-10:15am

Chairs: *Jessica Zacher Pandya, California State University - Long Beach; Julianna Avila, University of North Carolina - Charlotte*

Participants:

Good Reception: Utilizing Phones and Games in Schooling to Develop Critical Inner-City Agents of Social Change. *Antero Garcia, University of California - Los Angeles*

"This Changes His Story": Critical Digital Literacy in the Alternative School Context. *Dana Salter, McGill University*

Negotiating Identities in the Market Economy: An Analysis of Critical Literacy and Media Production. *Cynthia J. Lewis, University of Minnesota; Candance Marie Doerr-Stevens, University of Minnesota; Jessica Dockter Tierney, University of Minnesota*

Digital Literacy in a Visual Arts Class. *Arne Olav Nygard, University of Stavanger*

Toward a Hacker Literacy: How Reactions to Facebook Privacy Snafus Illustrate Empowered Digital Practices. *Rafi Santo, Indiana University - Learning Sciences*

Engaging Urban Youth in Critical Dialogue on Identity Through Digital Storytelling. *Althea Scott Nixon, University of Southern California*

Negotiating Discursive Tensions in a Digital Media Studies Classroom. *Stephanie Anne Schmier, University of Southern California*

Division and SIG Roundtables

41.076. Roundtable Session 52; Roundtable Session

41.076-1. Engagement and Literacy in Adult Learning. SIG-Adult Literacy and Adult Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Sasha Lotas, University of Washington*

Participants:

Contextual Information and the Reading Process. *Stephen B. Kucer, Washington State University - Vancouver*

Learning Online? Educational Internet Use and Participation in Adult Learning, 2002 to 2010. *Patrick Kieran White, University of Leicester;*

Neil Selwyn, Institute of Education - London

Disengaged and Low-Skill Adult Learners in Victoria. *Merryn Davies, University of Melbourne; Stephen Lamb, University of Melbourne*
From GED (General Educational Development) to College: Survival Analyses of the Relationship Between Individual Characteristics and College Enrollment and Graduation for GED Passers. *Jizhi Zhang*
The Doctoral Curricula of North American Adult Education Programs in Relationship to the Commission of Professors of Adult Education's 2008 Standards. *Wendy Jean Sonstrom, University of Southern Mississippi*

41.076-2. De/Colonizing Gender and/in Early Childhood Education.

SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Samara D. Madrid, University of Wyoming*

Participants:

Decolonizing and De-Westernizing Gender in Hong Kong, Singapore, and South Korea. *Mindy Blaise, The Hong Kong Institute of Education*
Early Education for Extinction in Post(colonial) Hawai'i: The Genocidal Legacy of the Hawaiian Chiefs' Children's Residential Boarding School. *Julie L. Kaomea, University of Hawaii - Manoa*
Gender, Parenting, and the Resourcing of Early Learning. *Sue Mary Nichols, University of South Australia*

41.076-3. The Promise and Perils of Diversity in Urban Education.

SIG-Education and Student Development in Cities; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Amina Shareef, Purdue University*

Participants:

Beyond Knowledge and Pedagogy: Teachers With Academic Optimism and Their Work in High-Need Schools. *Sheila R. Vaidya, Drexel University*
Examining How Elementary School Children From Mexico Transform Their Educational Challenges in the Postimmigration School in the United States: A Study of Children's Schooling Experiences. *Alicia Judith Bolt, The University of Texas - Brownsville*
Teacher Education Programs: Promoting a Culture of Research for the Common Good. *Amina Shareef, Purdue University; Adrien Chauvet, Purdue University*
Dogs in the Hall: A Case Study of an Urban Veterinary Technical Program. *John Tummons, University of Missouri; Michael J. Martin, University of Missouri - Columbia; William Bird, University of Missouri; Anna Henry, University of Missouri*

41.076-4. Issues in Faculty Development. SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Michele Marinovich, Stanford University*

Participants:

Consultation Models in Educational Development: A Literature Review. *Elaine R. Laflamme, McGill University; Alenoush Saroyan, McGill University*
The Role of Assessment and Accountability in Higher Education Doctoral Programs: A Presidential Perspective. *Sydney Freeman Jr., Tuskegee University; Frances K. Kochan, Auburn University*
I Know It When I See It: Explicating Critical Thinking in Higher Education Curriculum, Pedagogy, and Assessment. *Gerry Mac Ruairc, University College Dublin*
What's in a Postdoctoral Research Fellowship? Discursive Framework in a Faculty of Education. *Tuija Anneli Turunen, Charles Sturt University; Sandie Wong, Charles Sturt University; Laurette Maria Stacy Bristol, Charles Sturt University; Siew Yin Ho, Charles Sturt University*

41.076-5. Technologies of Subjectification: Foucault and the Production of Self. SIG-Foucault and Contemporary Theory in Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *David W. Kupferman, College of the Marshall Islands*

Participants:

Beyond Saying No: The Production of "Abstinence" in Federally Funded Sexuality Education Programs. *Shannon Dahmes, University of Minnesota*
The Desirable Recognition: A Foucauldian Analysis of the Production of Health and Ill Health in DISA (Depression in Swedish Adolescence).

Karin Gunnarsson, Stockholm University

Toward the Genealogy of Composition Writing: Writing as Discipline and the Developmental Student Body. *Edward J. Comstock*

41.076-6. Building Holistic Communities With the Disadvantaged. SIG-Holistic Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Bruce Novak, Indiana University of Pennsylvania*

Participants:

"Kamil Ville Is a Good, Calm Place": Holistically Healing, Empowering and Educating Urban African Youth. *Tabora A. Johnson, Medger Evers College - CUNY*
Giving Voice to Mexican-Origin Rural Adolescents' Stories of Academic Success. *Maria P. Rea, Bulloch County School System; Dan W. Rea, Georgia Southern University; Sally A. Brown, Georgia Southern University*
Creating a Beloved Community Through Teaching Presence. *Merlin Charles, University of Toronto*

41.076-7. Educating Moral Educators. SIG-Moral Development and Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Glen P. Rogers, Alverno College*

Participants:

Are Student Teachers Prepared for the Moral Education of Pupils? *Joanne O Flaherty, University of Limerick; James P. Gleeson, University of Limerick*
Educators as Moral Models: Assessing the Moral Work of Teaching Within an ECE (Early Childhood Educators) Setting. *Shawn Lennie, OISE/University of Toronto*
Enhancing Moral Sensibilities: A Cross-Sectional Analysis of Teacher Candidates' Dispositions Across Three Domains. *Deborah L. Schussler, Villanova University; Lynne A. Bercaw, California State University - Chico; Lisa M. Stooksberry, National Board for Professional Teaching Standards*

41.076-8. Improving Science Education Through Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Tom Russell, Queen's University*

Participants:

A Self-Study of a Thai Teacher Educator's Attempts to Develop Student Teachers' Pedagogical Content Knowledge. *Chatree Faikhanta, Kasetsart University; Anthony Clarke, The University of British Columbia*
Personal and Professional Growth Realized: A Self-Study of Curriculum Design and Implementation in a Secondary Science Classroom. *Elizabeth Coleman, Loyola University Chicago; Megan Leider*
There's Real Strength in the Points They Made: Responding to Students' Learning Preferences in Chemistry. *Rick Wiebe, University of Manitoba; Brian Ellis Lewthwaite, University of Manitoba*

41.076-9. Diagnostic and Formative Assessments for Young and Exceptional Learners. SIG-Classroom Assessment; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Lee Ann Jung, University of Kentucky*

Participants:

Exploring First-Grade Teachers' Use of Data to Inform Early Literacy Instruction. *Debbie Bohn, Skyblue Mesa Elementary School; Peggy Eileen Johnson, California State University - Northridge*
Product and Process: Evaluation Practices and Fifth-Grade Achievement in ECLS-K (Early Childhood Longitudinal Study—Kindergarten). *J. Edward Guthrie, Vanderbilt University*

41.076-10. Teachers and Change Over the Professional Life Span. SIG-Educational Change; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Andrea M. Honigsfeld, Molloy College*

Participants:

A Review of the Literature Related to the Change Process Schools Undergo When Developing Professional Learning Communities. *Christopher Jones, The George Washington University; Rebecca Ann Thessin, The George Washington University*

The Effectiveness of a Four-Year Systemic Change Professional Development Initiative: A Mixed-Method Investigation. *Rebecca Saunders, Murdoch University*

Toward a New Model of Educational Innovations: 90 Ways to Define Research-Based Initiatives. *Andrea M. Honigsfeld, Molloy College; Audrey Cohan, Molloy College*

41.076-11. Alternatives to Traditional Public Schools for Black Students:

What Works? SIG-Research Focus on Black Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Judith I. Brooks-Buck, Virginia State University*

Participants:

“Waiting for Superman”: Using Mathematics to Deconstruct Myths and Empower Communities. *Jacqueline Leonard, University of Colorado - Denver; Malaika W. McKee-Culpepper, University of Illinois/Champaign Urbana*

Is Choice a Panacea? An Analysis of Black Student Attrition From Charters and Urban Districts. *Julian Vasquez Heilig, The University of Texas - Austin; Amy Rachel Williams, The University of Texas - Austin; Linda McSpadden McNeil, Rice University; Christopher Lee, The University of Texas - Austin*

Supplementary Schools Making a Difference to the Attainment of Black Children. *Uvanney Maylor, University of Bedfordshire*

“Educate a Woman and You Education a Nation”: Black Women’s Community Othermothering and Supplementary Education. *Amira Millicent Davis, University of Illinois at Urbana-Champaign*

41.076-12. Issues at the Top: School Board Governance and Women in the Superintendency.

SIG-Research on the Superintendency; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Eva C. Smith, Berkeley School District #87*

Participants:

African American Women in the Superintendency: The Intersection of Race and Gender. *Eva C. Smith, Berkeley School District #87; Susan J. Katz, Roosevelt University*

School District Governance, Autonomy, and Decision Making in the Canadian Context: Preliminary Findings From a Canada-Wide Study. *Gerald J. Galway, Memorial University; Bruce L. Sheppard, Memorial University; John R. Wiens, University of Manitoba; Jean Brown, Memorial University*

What Have We Learned from the Departures of Female Superintendents? *Kerry Kathleen Robinson, Virginia Commonwealth University*

Demographic Factors Impacting Superintendent Decision Making and Problem Solving. *Walter S. Polka, Niagara University; Stephen J. Denig, Niagara University; Peter R. Litchka, Loyola University Maryland*

41.076-13. Rural Education and Curriculum.

SIG-Rural Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Dennis M. Mulcahy, Memorial University*

Participants:

Mathematics Achievement and Learning Climates in Rural Public High Schools: A Quasi-Experimental Approach Using the Educational Longitudinal Study of 2002 (ELS: 2002). *James R. Bliss, Eastern Kentucky University*

How Agricultural Science Trumps Rural Community in the Discourse of U.S. History Textbooks. *Aimee A. Howley, Ohio University; Marged D. Howley, Ohio University; Craig B. Howley, Ohio University; Karen Eppley, The Pennsylvania State University*

From Possum Trot to Rabun Gap: Exploring Curriculum History in the Context of Rural Place-Based Education. *Charles J. Elfer, Dalton State College*

Language, Literacy, and Place. *Sky Harmony Marietta, Harvard University*
Appalachia Thriving: Reading Achievement in K-3 Appalachian Ohio Schools. *James A. Salzman, Ohio University; Sharon A. Brown, The University of Akron; David O. Newman, Florida Atlantic University*

41.076-14. School Effectiveness and School Improvement Roundtable

2. SIG-School Effectiveness and School Improvement; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Michael A. Gottfried, Loyola Marymount University*

Participants:

A Development of Multilevel Value-Added Models for Measuring School Effectiveness in Thailand. *Penpak Pheunpha, Chulalongkorn University*
Determinants of Student Civic Knowledge Across and Within 35 Countries: Quality of Instruction and Opportunities to Learn Citizenship. *Maria Magdalena Isac, University of Groningen; Ralf Maslowski, University of Groningen; Margaretha P.C. Van Der Werf, Groningen Institute for Educational Research*

Does Attending an Elite High School Have an Impact on Students’ Academic Achievement? *Jiyun Lee, Teachers College, Columbia University*

The Augmented Efficacy of PBS (Positive Behavior Supports) Implementation. *Jessica Djabrayan Yergat, Central Unified School District; Susan M. Tracz, California State University - Fresno*

Toward Franchising in Education? An Empirical Investigation of Chains of Academies in England. *Daniel R. Muijs, University of Southampton; David Reynolds, University of Southampton; Christopher James Chapman, University of Manchester*

41.076-15. Examining Various Factors of Private Religious Education.

SIG-Associates for Research on Private Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Larry D. Burton, Andrews University*

Participants:

A National Study of the Relationship Between Achievement and Student, Home, Teacher, and School Factors. *Jerome Thayer, Andrews University; Elissa Kido, La Sierra University*

Developing and Validating the Growing Disciples Inventory: A Self-Assessment for Christian Students. *Glynis Madeleine Bradfield, Andrews University*

Longevity Narratives From the Perspective of Adventist Principals in North America: A Multiple Case Study. *Shirley A. Freed, Andrews University; Janet Ledesma, Andrews University*

41.077. Roundtable Session 53; Roundtable Session

41.077-1. Stress and Coping in Education Paper Discussions 1.

SIG-Stress and Coping in Education Cosponsored with SIG-Social and Emotional Learning; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Kun Yan, Tsinghua University*

Participants:

The Yoga Effect: How Classroom Yoga Affects Academic Performance and Anxiety in Elementary School Students. *Matthew Wappett, University of Idaho; Meriah Schauss, University of Idaho*

Teaching, Learning and Transfer in a Mindfulness-Based Stress Reduction Program for Teachers. *Robert William Roeser, Portland State University; Petra Horn-Keller, University of Oregon; Mariel Stadick, Portland State University; Tim Urdan, Santa Clara University*

Effect of a Mindfulness Intervention on Community College Students’ Writing Apprehension and Writing Performance. *Megan E. Britt, Old Dominion University; KaaVonia Mechelle Hinton-Johnson, Old Dominion University; Shana L. Pribesh, Old Dominion University; Abha Gupta, Old Dominion University*

41.077-2. Family and Public Engagement, School Choice, and Charter Schools.

SIG-Charter School Research and Evaluation; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *John J. Hall, University of California - Berkeley*

Participants:

Family and Community Engagement in Charter Schools. *Lindsey Brooke Jakiel, The University of New Orleans; Brian Robert Beabout, The University of New Orleans*

Family Gentrification, Student Diversity, and Academic Achievement: A Case Study of an Urban Charter School. *Elizabeth Sarah Brown, William Paterson University*

Why Do People Support Charter Schools and Vouchers? An Analysis of Trends in Public Support for School Choice Policies. *Jonah Liebert, Teachers College, Columbia University*

41.077-3. Responsibility and Resilience: Engaging in the Work of Narrative Inquiry.

SIG-Narrative Research; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Janice Huber, University of Regina*

Participants:

Negotiating Multiple I's Through Storytelling: Use of Narrative Inquiry to Understand Perspectives of Homeless Parents on Life, Education, and Literacy. *Minjeong Kim, University of Massachusetts - Lowell; Jihoun An, Texas State University - San Marcos*

Practical Dimensions of Ethical Narrative Inquiry. *Jeananne Nichols, University of Illinois at Urbana-Champaign*

41.077-4. Transforming Experience Into Graphic and Performance Texts.

SIG-Arts-Based Educational Research; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Lisa M. Donovan, Lesley University*

Participants:

Data as Drama: The Possibilities and Limits of Knowing Adult English Learners. *Anneliese Cannon, University of Wisconsin - Madison; Alissa Anne Blair, University of Wisconsin - Madison*

Hearts and Minds: A Meta-Synthesis of Plays Co-created With African American Adolescents. *Mary Stone Hanley, George Mason University*

Presenting Teacher Education Research Through the Graphic Novel. *James F. Woglom, University of Georgia; Stephanie R. Jones, University of Georgia*

41.077-5. Participatory Action Research: Doorway to Coconstruction of Knowledge and Power.

SIG-Action Research; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Noah A. Rubin, Harvard University*

Participants:

Collaborating for Change: Possibilities and Barriers to Teacher and Student Action Research. *Kathryn G. Herr, Montclair State University*

Participatory Action Research Facilitates the Implementation of Culturally Responsive Practices. *Peg Winkelman, California State University - East Bay*

The potential of school-based action research: Fostering youth and adult learning. *Karen C. Goodnough, Memorial University*

Toward Participatory Methodologies in Teacher Action Research. *Shannon Marie Pella, University of California - Davis*

41.077-6. Investigating School Climate in Middle School Roundtable.

SIG-School Community, Climate, and Culture; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Martha J. Strickland, The Pennsylvania State University - Harrisburg*

Participants:

Bullies and Victims: What Influence Do Gangs and Gang Members Exert in Middle School Environments? *Anjali Forber-Pratt, University of Illinois; Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Steven R. Aragon, Texas State University - San Marcos*

Research on Five Types of Bullying in Middle Schools. *Shu-Ling Lai, Asia University; Ram Green, Texas Tech University*

The Varying Composition of Teacher and Student Perceptions of School Climate: The Importance of Contextual Factors in the Middle School Experience. *David A. Walker, Northern Illinois University*

41.078. Roundtable Session 54; Roundtable Session

41.078-1. Decolonizing Science Education: What Roles Do Indigenous Knowledge, Languages, Practices, and Values Play in Teaching, Learning, and Professional Development?

Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am

Chair: *Ambareen Nasir, University of Illinois at Chicago*

Participants:

When Cultures Meet in an Elementary School: Seediq, Atayal, Han Chinese, and Western Science. *Chia-Ling Chiang, National Dong Hwa University; Chiung-Fen I. Yen, Providence University*

A Search for Indigenous Hawaiian Inquiry Methods/ Impacts of a Place-Based Science Curriculum. *Jennifer L.H. Kuwahara, University of Hawaii; Pauline W.U. Chinn, University of Hawaii - Manoa*

Multicultural Professional Development of Elementary School Science Teachers of Indigenous Children. *Huei Lee, National Dong Hwa University; Chiung-Fen I. Yen, Providence University*

E ke hoa, Aloha 'Āina: Place and Culture-Based Scientific Inquiry at O Hina I Ka Malama Hawaiian Language Immersion Program.

Gandharva Ross, Molokai High School

A Lexico-Grammatical Perspective on Indigenous Student Science Learning Difficulties. *Wen-Gin Yang, National Taiwan Normal University*

41.078-2. Disrupting the Dominant Paradigm: Science Learning as Identity Formation, Community Action, and Transformation

Toward a More Socially and Environmentally Just World. Division

B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am

Chair: *Heidi Carlone, University of North Carolina - Greensboro*

Participants:

The Role of Community in Becoming Science Experts. *Edna Tan, University of North Carolina at Greensboro*

My Place in Puget Sound: Exploring the Intersection of Ocean Science, Personal Values, and Personally Relevant Environmental Action. *Blakely K. Tsurusaki, University of Washington; Carrie T. Tzou, University of Washington - Bothell*

Environmental Education in the Era of a Changing Climate. *Sameer Honwad*

"We Know From Our Elders There Are Spirits in There [River]": Reconstructing Science Education Toward Lived Survivance, Sovereignty, and Sustainability. *Megan Bang, University of Washington*

41.078-3. Educational Globalization's Impact on Our Childhoods, Languages, Minds, and Morals.

Division B - Curriculum Studies;

Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am

Chair: *Joel H. Spring, Queens College - CUNY*

Participants:

Language Governmentality in A Global Age. *Nelson Flores, The Graduate Center - CUNY*

For-Profit Information and Technology Companies and Global Educational Policies. *Joel H. Spring, Queens College - CUNY*

Deconstructing Developmentally Appropriate Practices and the Notion of Universal Preschool. *Miriam B. Tager, CUNY*

The Moral Component of a U.S./Global Math Education. *Mark Wolfmeyer, The Graduate Center - CUNY*

41.078-4. Queer and Indigenous Perspectives on Science Education.

Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 8:15-9:45am

Chair: *Ajay Sharma, University of Georgia*

Participants:

Inviting Queer Ideas Into the Science Classroom. *Mattias Lundin, Linnaeus university*

Meeting Places in the Garden: Meaning Making Around the Integration of Indigenous Perspectives in Secondary Science Teacher Education. *Dawn Wiseman, University of Alberta; Florence A. Glanfield, University of Alberta; Dwayne Donald, University of Alberta*

The Nature of (School) Knowledge and Its Implications for Science Education: A Case Study. *Michael Tan, OISE/University of Toronto; Erminia G. Pedretti, OISE/University of Toronto*

41.079. Roundtable Session 55; Roundtable Session

41.079-1. Fieldworking in Philosophy as Methodology.

Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chairs: *Taylor Webb, The University of British Columbia; Elizabeth A. St. Pierre, University of Georgia*

Participants:

Shape/s/ing of Educational Future/s/. *Mary Adkins, The University of British Columbia*

Knowing Fieldwork in Philosophy Differently Through Desire as Assemblage. *Gloria Lin, The University of British Columbia*

Fieldwork in Philosophy: Aesthetics in Action. *Marcelina Piotrowski, The University of British Columbia*

(Re)Territorializing the Known: Fieldwork in Philosophy as Critical Policy Analysis. *Tobey Steeves, The University of British Columbia*

Deleuze and Research in Motion. *Mia Perry, The University of Regina*

41.079-2. Invigorating and Reexperiencing Teacher Identity and Teacher Education in International/Transnational Contexts.

Division B -

Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: *Jeffrey J. Kuzmic, DePaul University*

Participants:

China Study Trips: Expanding Teacher and Leadership Horizons. *Yali Zou, University of Houston; Cheryl J. Craig, University of Houston; Rita Poinbeauf, University of Houston*

Experiences of Four Preservice and In-Service Teachers From Diverse Spiritual Backgrounds in Educational Contexts. *Susan V. Bennett, The University of Mississippi; AnnMarie Alberton Gunn, University of South Florida; Mary Lou I. Morton, Walden University (University of South Florida, retired)*

Global Imperative for Teacher Education Revisited. *Olena Aydarova, Michigan State University*

Culturally Responsive Teacher Identity: Being and Becoming in an International Specialization Program. *Janet Ferguson, University of Prince Edward Island*

41.080. Roundtable Session 56; Roundtable Session

41.080-1. Invigorating Indigenous Identities and Pedagogies. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am

Chair: *Ming Fang He, Georgia Southern University*

Participants:

The Making of the Entrepreneur in Rural Tanzania: The Contested Terrain of Entrepreneurial Discourse, Partnership, and Decentralized Learning Practices. *Elizabeth H. Boner, University of California - Berkeley*

Indigenous Pedagogies: Exploring Diaspora, Nepantla, and Borderland Mestizaje Feminism. *Marissa Munoz, The University of British Columbia*

Education Policy Up North and Down Under: Indigenous Education Policy in Aotearoa New Zealand, Canada, and Australia. *Marra Neilson, University of Auckland*

The "Indigenous" Teacher: Toward a History of the Present of Teacher Education. *Ligia L. Lopez, University of Wisconsin - Madison*

Cultivating a Decolonizing Indigenous Academic Identity Within a Culturally Relevant Computer Science Curriculum Targeted for Students of Mesoamerican Descent and Females for Social Transformation. *Cueponcaxochitl Dianna Moreno, University of California - Los Angeles*

41.080-2. Is There Promise in Precedent? Learning From Our Curricular Paths. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am

Chair: *Susan R. Studer, California Baptist University*

Participants:

The Normative Vision for 21st-Century American Community Colleges. *Clifford P. Harbour, University of Wyoming*

The Canada School of Public Service: An Object Lesson in Public Servant Curriculum. *Mark J. Weiler, Simon Fraser University*

The Cycle of Order and Work Efficiency in Adult Education: From Americanization to Neoliberalization. *Maliheh M. Vafai, University of California - Berkeley*

Vocational Education and Training Programs in the Nigerian Education System. *Benjamin Chinwike Desmond Agbo, University of Minnesota*

41.081. Roundtable Session 57; Roundtable Session

41.081-1. Listening to Student Voices. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am

Chair: *Jim Garrison, Virginia Polytechnic Institute and State University*

Participants:

Aesthetics and Ethics of Listening. *Kerri Embrey, York University*

Understanding and Supporting Elementary Students' Experiences as Listeners During Mathematical Discussion. *Allison Beth Hintz, University of Washington*

Patterns of Listening in Interpretive Discussion and the Formation of Shared Doubt. *Sophie Haroutunian-Gordon, Northwestern University*

Beyond the "Right Answer": Listening to Understand Students' Thinking. *Kersti Tyson, University of New Mexico*

Enhancing and Expanding Listening Through Pedagogical Documentation. *Winifred Hunsburger, The Bishop Strachan School*

41.081-2. Making Meaning Together: Unraveling the Research Value of Thinking Through Art Making. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am

Chair: *Roselynn Eileen Marie Verwoord, The University of British Columbia*

Participants:

Fostering Living Inquiry Through A/r/tography: A/r/tographic Findings on Participatory Artistic Quilt Making for Peace Building. *Roselynn Eileen Marie Verwoord, The University of British Columbia*

Under/standing Relational Pedagogy as a Practice of Democratic Education. *Ofra Roll, The University of British Columbia*

Making Art, Making Meaning: A Collaborative and Participative Practice. *Rosemary Burd, Vancouver School Board*

Storytelling Through Art Making: An International Student's Button Analogy. *Sarah Meli, The University of British Columbia*

Life History Collage as a Method to Explore Learning, Knowing, and Meaning. *Susan Seymour, Utah Valley University*

41.082. Roundtable Session 58; Roundtable Session

41.082-1. Sexuality, Gender, and Questioning the Normative in School and Curricular Contexts. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am

Chair: *Melinda A. Hollis, Arizona State University*

Participants:

"I Would Want to Support Children but I Will Not Encourage Such Behavior": A Critical Examination of Heteronormativity in Early Childhood Programs. *Jeanne Marie Iorio, University of Hawaii; Andrew Reilly, University of Hawaii; Richard T. Johnson, University of Hawaii; Allison S. Henward, University of Hawaii - Manoa; John Patrick Onesta, University of Hawaii*

What It Looks Like in Practice: Including Nonnormative Genders and Sexualities in Elementary School Teaching. *Caitlin Law Ryan, East Carolina University; Jill M. Hermann-Wilmarth, Western Michigan University*

Elementary Class Discussions as Pedagogical Engagements With Competing Curricula of Gender(ing): A Critical Discourse Analysis. *Cole Reilly, Towson University*

Spicing Up the Curriculum: "Straight-Talk" and "Thick Desire" in Zane's Erotica Noir. *Alyssa D. Niccolini, Teachers College, Columbia University*

41.082-2. Sex, Scandal, and Pop Culture: Considering Technology in Curriculum Theory. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am

Chair: *Shaka Rawls, University of Illinois at Chicago*

Participants:

What's Sex Got to Do With It? Considering Sexuality in Research on Curriculum, New Technologies, and Youth Identities. *Catherine S. Ashcraft, University of Colorado - Boulder*

Knots in a Scandal: Educational Desire, Institutional Fantasy, and the Revenge of the Real in Contemporary Film. *James Stillwaggon, Iona College; David F. Jelinek, The Collegiate School*

Poetry and Postcards From the Margins: Errant Wanderings Among Silenced Voices. *Anna V. Wilson, Chapman University*

New Literacies, Popular Culture, and English as a Discipline: The Remix. *Dawnene D. Hassett, University of Wisconsin - Madison*

Referring to Technology: The Importance of Conceptual Clarity in Educational Scholarship. *Russell Alan Thomas, University of Dayton*

Division and SIG Posters

41.083. Poster Session 8; Poster Session

41.083-1. Teachers in Action: Lessons Learned From Compelling STEM Educational Practices. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

1. Development of a Valid and Reliable Protocol for the Assessment of Early Childhood Students' Conceptions of the Nature of Science and

- Scientific Inquiry. *Judith S. Lederman, Illinois Institute of Technology*
2. Effects of Classroom Management of Cooperative Learning on Student Engagement in High School Mathematics Classrooms. *Monica H. Kendall, Houston Independent School District; Jerome Freiberg, University of Houston*
3. Efficacy to Teach Statistics in Middle School: Development and Testing of an Instrument. *Leigh M. Harrell-Williams, Virginia Polytechnic Institute and State University; M. Alejandra Sorto, Texas State University - San Marcos*
4. Evaluating the Effectiveness of Teacher Preparation Academies Focused on Mathematics, Science, and Technology. *Danielle Bairrington Brown, Texas A&M University; Beverly L. Alford, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University - College Station; Kayla Braziel Rollins, Texas A&M University; Hersh C. Waxman, Texas A&M University*
5. Factors Affecting STEM College Major Choices: Multilevel Structural Equation Modeling. *Ahlan Lee, University of Pennsylvania; L. Allen Phelps, University of Wisconsin - Madison*
6. Forging a Knowledge Base for Teaching Mathematics and Science to English Language Learners: Disciplinary Linguistic Knowledge. *Sultan Turkan, ETS; Luciana De Oliveira, Purdue University*
7. Guiding Framework and Principles for Technology Integration: What Are the Key Questions? *Minchi C. Kim, Purdue University*
8. Investigating Elementary Preservice Teachers' Ability to Make Models of Children's Thinking in an Early Field Experience. *Mi Yeon Lee, Indiana University; Enrique Galindo, Indiana University*
9. Knowledge Held by Novice In-Service Elementary School Teachers of Student Algebra Misconceptions. *Nicole Ralston, University of Washington*
10. Mathematical Abstraction in Teaching: How Teachers Deal With It in Their Teaching Practices. *Krishna Subedi, Simon Fraser University*
11. Preservice Teachers' Conception and Potential Usage of Internet-Based Resources in Planning and Teaching Mathematics. *Ji-Won Son, The University of Tennessee; Qintong Hu, The University of Tennessee*
12. Strategies of Making Coherent Instruction in China: A Case of Teaching Systems of Linear Equations. *Rongjin Huang, Middle Tennessee State University; Yeping Li, Texas A&M University*
13. The Teacher's Perspective on the Separation Between Conjecturing and Proving in High School Geometry Classrooms. *Wendy Rose Aaron, University of Michigan; Patricio G. Herbst, University of Michigan*

41.083-2. Engaging Documentary Methods to Cultivate Reflective

Teaching and Learning. SIG-Biographical and Documentary Research; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

14. Critical Understanding of Project-Based Learning for High School Through Participatory CinéEthnography. *Scott Joseph Warren, University of North Texas; Jonathan Gratch, University of North Texas; Mary A. Fuller, University of North Texas; Brad Trussell, University of North Texas; Shelly Zhu, University of North Texas*
15. Documenting Democratic Learning Models and Student Engagement: The Story of a Teacher and Her Classroom. *Christine Banach, Everett Elementary School*
16. Skimming the Surface: Documentary Film in the Social Studies Classroom. *Ellen Livingston, Teachers College, Columbia University; Aviv Cohen, The Hebrew University of Jerusalem, Israel*
17. Troubling the (Public) Rhetoric of School Reform: The New Visions and Familiar Conflicts of CReATE (Chicagoland Researchers and Advocates for Transformative Education). *Brian D. Schultz, Northeastern Illinois University; Isabel Nunez, Concordia University - Chicago; Pamela J. Konkol, Concordia University*
18. Using Video Debriefings to Cultivate Pedagogical Language. *Christina L. Madda, Northeastern Illinois University; JoAnne Vazzano, Northeastern Illinois University*

41.083-3. Factors That Encourage Doctoral Student Success. SIG-Doctoral Education across the Disciplines; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

19. Self-Determination Theory and the School Satisfaction and Motivation of Doctoral Students. *Michelle Marie Mason, Troy University*
20. Teaching Future Education Scholars: Literature Review Skills and the Doctoral Student. *Melynda Harrison Fitt, Utah State University;*

Joel Lee Gardner, Utah State University; Kristy Bloxham, Utah State University

41.083-4. Issues in Early Childhood. SIG-Early Education and Child Development; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

21. Preschool Teachers' Repeated Readings of Thematically Related Books. *Barbara A. Bradley, The University of Kansas; Lisa Hammett Price, Indiana University of Pennsylvania*
22. Quality Assessment and Improvement: Child Care Providers' Perspectives. *Soyeon Park, San Francisco State University; Charlotte Ferretti, San Francisco State University; Gretchen Ames, San Francisco State University*
23. The States of Child Care: The Perspective of Working Women. *Sara Gable, University of Missouri*
24. Does School Socioeconomic Composition Moderate the Association Between Teachers' Assessments of Ability and Kindergarteners' Achievement? *Tamarie Macon, University of Michigan; Monica Faye Rochman, University of Michigan*
25. Parental Perspectives on the Transition to School for Low-Income Families. *Kyle Elizabeth Miller, University of Wisconsin - Madison; Janean Dilworth-Bart, University of Wisconsin - Madison*
26. Prekindergarten Child Care and Early Developmental Outcomes: An Exploration of Associations Within a Multivariate Framework. *Oksana Babenko, University of Alberta*
27. Promoting Children's Positive Emotions for and Engagement in Learning. *Mi-Hwa Park, Murray State University*
28. Shared Reading, Scaffolding, Guided Participation, and Mind-Mindedness in Appalachian Head Start Families. *Bradford Wiles, Virginia Polytechnic Institute and State University; Victoria R. Fu, Virginia Polytechnic Institute and State University; Danielle Skurka, Virginia Polytechnic Institute and State University*

41.083-5. Contextual and Cultural Influences on Motivation, Engagement, and Affect. Division C - Learning and Instruction; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

29. A Cross-Cultural Study of Autonomy, Help-Seeking, and Study Aids and Their Relationships. *Jaehak Jung, The University of Texas - Austin; Hwa Young Lee, The University of Texas - Austin*
30. Attributional Analysis of Perceived Reward for Collaborative Projects. *Sarah E. Peterson, Duquesne University; James B. Schreiber, Duquesne University*
31. Characteristics of Teachers as Sources of Academic Self-Efficacy Information. *Sun-Young Lee, Korea University; Sungjun Won, Korea University; Sung-Il Kim, Korea University; Mimi Bong, Korea University*
32. A Multilevel Modeling Analysis of Taiwanese Teenagers' Academic Emotions. *Po-Han Wu, National Cheng Kung University; Ying-Chuan Lai*
33. Loss of Control and Emotions in German and Chinese Students: Cross-Cultural Investigation of Experimental Paradigms. *Birgit Mirjam Wimmer, University of Konstanz; Thomas Goetz, University of Konstanz; Ping Fang, Capital Normal University; Keshun Zhang, Capital Normal University*
34. Engaged in What? The Multiple Worlds of a Novice Teacher's Engagement. *Gavin Tierney, University of Washington*
35. Interest and Intentions to Major in Engineering Among K-12 Hispanic Students. *Shirley L. Yu, University of Houston; Danya Marie Corkin, University of Houston; Kathana Shukla, University of Houston; Julie P. Martin, Clemson University*
36. Longitudinal Effects of Hispanic Students' Stability Attributions Following Initial Failure. *Yan Yang, The University of West Georgia; Cody Brent Cox, The University of Texas - Brownsville*
37. School Climate, Math Beliefs, and Math Behaviors as Sources of Math Achievement: A Theoretical Model. *Thomas W. Hamlet, The University of Memphis; Katherine Frances Wright, The University of Memphis; Caroline Hart, The University of Memphis; Christopher W. Cobb, The University of Memphis*
38. Socioeconomic and Ethnic Classroom Composition and Developments in Motivation and Achievement in Primary School. *Lisette Hornstra, University of Amsterdam; Ineke van der Veen, University of Amsterdam; Thea Peetsma, University of Amsterdam; Monique L. Volman,*

Universiteit van Amsterdam, Afdeling POWL

39. Teachers' Autonomy Supportive Practices During Inquiry-Based Science Curriculum. *Shelly A. Witham, High Tech H.S./ Rutgers University; Toni Kempler Rogat, Rutgers University*
40. Teachers' Estimates of Their Students' Motivation and Engagement. *Woogul Lee, University of Iowa; Johnmarshall Reeve, Korea University*
41. The Influence of Goal Orientation on the Relationship between Situational Interest and Prior Knowledge. *Mark Peter Schroeder, University of Wisconsin - Whitewater*
42. The Effect of Perception of Instrumentality on Self-Efficacy, Learning Strategy, and Grade Depending on Course Type. *Wonsik Kim, Arizona State University; Jenefer E. Husman, Arizona State University*
43. Examining the Role of Motivation in the Relationship Between Stereotype Threat and Test Performance. *Daniel J. Taylor, University of Houston; Christopher A. Wolters, University of Houston; Weihua Fan, University of Houston; Shirley L. Yu, University of Houston*

41.083-6. Tools and Constructs for Educational Design. SIG-Design and Technology; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

44. Design Practices at the Intersection of Technology and Education. *Gonzalo Obelleiro, Teachers College, Columbia University; Brian S. Hughes, Teachers College, Columbia University*
45. Once Upon a Programming Block: Storytelling as a Conduit for Computational Learning. *Jaime L. Hartkoh, Northwestern University*

41.083-7. Division D Poster Session. Division D - Measurement and Research Methodology; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

41.083-8. Division K, Section 6 Poster Session. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

46. Developing Culturally Responsive Teachers Through International Student Teaching. *Binbin Jiang, Kennesaw State University; Robert A. Devillar, Kennesaw State University; Sandra Bryan, Kennesaw State University; Andrew Sherman, Colegio Menor*

41.083-9. Division K, Section 3 Poster Session. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

47. Student Teachers Toward Completion of Their Program: The Expectations' Carousel. *Ditza Maskit, Gordon College of Education; Tamar Ariav, Beit Berl Academic College*

41.083-10. Faculty Teaching, Evaluation, and Development Poster Session. SIG-Faculty Teaching, Evaluation, and Development; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

48. Understanding the Reasons for Tenured and Tenure-Track Faculty Exit at a Doctoral Extensive Research Institution. *Heather Metcalf, The University of Arizona; Lara dos Passos Coggin, The University of Arizona; Helena Rodrigues, The University of Arizona; Lydia Foster Bell, The University of Arizona*

Sunday, 10:35 am

Governance Meetings and Events

42.001. AERA Ethics Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 10:35am to 12:05pm
Chair: *Carolyn J. Riehl, Teachers College, Columbia University*

42.002. AERA Professional Development and Training Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 4; 10:35am to 12:05pm
Chair: *Sarah W. Freedman, University of California - Berkeley*

42.003. Educational Researcher Closed Editorial Board Meeting. AERA Governance; Governance Session
Pan Pacific, Lobby Level, Crystal Pavilion B; 10:35am to 12:05pm
Chairs: *Steven Richard Yussen, University of Minnesota - Twin Cities; Deborah R. Dillon, University of Minnesota - Twin Cities; Michael R. Harwell, University of Minnesota; James C. Hearn, University of Georgia; Frances P. Lawrenz, University of Minnesota*

42.004. SIG Leadership Orientation: Session 2. AERA Governance; Governance Session
VCC, First Level, West Room 116&117; 10:35am to 12:05pm
Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

AERA Related Activities

42.010. Online Annual Meeting Management System (All Academic): Demonstration and Training for Program Chairs: Open Session 2. AERA Related Activities; Workshop
VCC, Second Level, West Room 212&213; 10:35am to 12:05pm
Chair: *Rick Peacor, All Academic, Inc.*

Presidential Sessions

42.011. A Framework for Change: A Broader and Bolder Approach to School Reform. Presidential Session
Cosponsored with Division L - Educational Policy and Politics

VCC, First Level, West Room 118-120; 10:35am to 12:05pm
Chair: *Ernest D. Morrell, Teachers College, Columbia University*
Participants: *Julio Cammarota, The University of Arizona; Shawn A. Ginwright, San Francisco State University; Augustine Francis Romero, Tucson Unified School District; A.A. Akom, San Francisco State University; Patrick Camangian, University of San Francisco*
Discussant: *David O. Stovall, University of Illinois at Chicago*

42.012. Presidential Invited Address: If You Make an Observation: Educational Researchers' Obligation to Improve Education and Serve the Public Good. Presidential Session
Cosponsored with Graduate Student Council

VCC, First Level, West Ballroom B; 10:35am to 12:05pm
Chair: *Cynthia A. Tyson, The Ohio State University - Columbus*
Speaker:
The Blank Page: How Educational Researchers Can Improve Education Through Creativity. *M.K. Asante, Morgan State University*

42.013. Knowing That to Know Is Not Enough, Based on the Work of Barbara Sizemore. Presidential Session
Cosponsored with Division K - Teaching and Teacher Education

VCC, First Level, West Ballroom A; 10:35am to 12:05pm
Chairs: *Arnetha F. Ball, Stanford University; Carol D. Lee, Northwestern University*
Participants: *Kofi Lomotey, P-LAN Enterprises, LLC; Gretchen Givens Generett, Duquesne University*
Participants:
Equity for English Language Learners (ELLs) in Urban Contexts: A Study of Preservice Teachers' Experiences and Beliefs. *Terri L. Rodriguez, Duquesne University; Nihat Polat, Duquesne University*
Preservice Teachers' Perspectives Toward Children Experiencing Homelessness. *Jinhee Kim, Duquesne University*
Creating Success for Early Childhood Professionals Through Literacy. *Rosemary Mautino, Duquesne University; Julia A. Williams, Duquesne University*
Discussant: *Arnetha F. Ball, Stanford University*

AERA Sessions

42.014. AERA Distinguished Public Service Award Lecture (2012): Jerry D. Weast.

AERA Sessions; Invited Session

VCC, First Level, West Ballroom C; 10:35am to 12:05pm

Chairs: *P. David Pearson, University of California - Berkeley; Gerald E. Sroufe, American Educational Research Association*

Participant:

Gateways to Excellence, Pathways to Equity. *Jerry D. Weast, Montgomery County Public Schools, Retired*

Discussants: *Charles M. Payne, University of Chicago; Michelle D. Young, University Council for Educational Administration*

42.015. Global Perspectives on New Technologies and Learning. AERA

Sessions; Invited Session Cosponsored With World Education Research Association

VCC, Second Level, East Room 12; 10:35am to 12:05pm

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

Participants: *Roy D. Pea, Stanford University; Sanna Jarvela, University of Oulu; Jong Wi, Chung-Ang University; Jeroen J.G. Van Merriënboer, Maastricht University*

42.016. Incentives and Test-Based Accountability in Education: The 2011 National Research Council (NRC) Report and Beyond. AERA

Sessions; Invited Session

VCC, Second Level, West Room 204; 10:35am to 12:05pm

Chair: *Joan L. Herman, University of California - Los Angeles*

NRC Committee Participants: *Brian Stecher, RAND Corporation; Kevin Lang, Boston University*

Discussants: *Michael T. Nettles, ETS; Adam Gamoran, University of Wisconsin - Madison; Jennifer A. O'Day, American Institutes for Research*

Committee Sessions

42.017. GSC Division I Fireside Chat: Research to Practice: Cooperative Learning in Professional Education. Graduate Student Council;

Fireside Chat

Pan Pacific, Restaurant Level, Pacific Rim 1; 10:35am to 12:05pm

Chairs: *Robert Williams Ellis, The University of Texas - Austin; Lauren Massari Taylor, Northwestern/ UIC*

Participant: *Karl Smith, Purdue University*

42.018. GSC Division J Fireside Chat: Research, Teaching, Service, and Life: Achieving Balance as Doctoral Students and Faculty. Graduate

Student Council; Fireside Chat

VCC, Second Level, West Room 208&209; 10:35am to 12:05pm

Chairs: *Lauren Theresa Schudde, University of Wisconsin - Madison; Daisy Denise Alfaro, University of Washington - Seattle*

Participants: *Anna Neumann, Teachers College, Columbia University; Darnell G. Cole, University of Southern California; Paul D. Umbach, North Carolina State University; Linda Serra Hagedorn, Iowa State University; Kelly A. Ward, Washington State University*

42.019. Reconceptualizing Boundaries and Identities Within and Across Cultures. International Relations Committee; Paper Session

VCC, First Level, West Room 121&122; 10:35am to 12:05pm

Chair: *Sung Choon Park, Seoul National University*

Participants:

Overcoming Cultural Collision in International Partnerships: A Practical Ethical Framework for International Collaboration for U.S. Education Workers. *Lisa Bass, University of Oklahoma*

Reconceptualizing Diasporic Intellectual Networks: Mobile Scholars in Transnational Space. *Qiongqiong Chen, University at Buffalo - SUNY*

Representation of Women in New Chinese Middle School History Textbooks. *Guichun Zong, Kennesaw State University*

Discussant: *Rodney K. Hopson, Duquesne University*

International Organization Sessions

42.020. Canadian Association for Educational Psychology (CAEP): Supporting At-Risk Learners: Applications of Educational Psychology in Canadian

Contexts. Canadian Society for the Study of Education; Invited Session

VCC, Second Level, West Room 215&216; 10:35am to 12:05pm

Chair: *Allyson F. Hadwin, University of Victoria*

Participants:

Thriving on Challenge: Examining Teachers' Views on Sources of Support for Motivation and Well-Being. *Nancy E. Perry, The University of British Columbia; Gigi Hofer, The University of British Columbia; Rebecca J. Collie, The University of British Columbia; Charlotte Ann Brenner, The University of British Columbia*

What Makes Work-Based Education Effective for Keeping At-Risk

Youth in School: Views of At-Risk Youth and Their Educators in Two Canadian Provinces. *Nancy L. Hutchinson, Queen's University; Connie Elizabeth Taylor, Queen's University; Jenn deLugt, Queen's University; Lorraine Godden, Queen's University; Marcea Ingersoll, Queen's University; Peter Chin, Queen's University; Joan Versnel, Dalhousie University*

Supporting Educational Success for Aboriginal Students: Identifying Key Influences. *Jessica Whitley, University of Ottawa*

Students With Learning Disabilities in Postsecondary Institutions:

Challenges and Opportunities. *John G. Freeman, Queen's University; Allyson Harrison, Queen's University; Ena Bronnum Holtermann, Queen's University*

Inclusion and Collaboration in Education: Lessons From University-School District Partnerships. *Donna R. McGhie-Richmond, University of Victoria; Juna Cizman, University of Victoria; Angela Nicole Irvine, University of Alberta; Tim Loreman, Concordia University College of Alberta; Rob McGarva, Pembina Hills Regional Division #7; Judy Lee Lupart, University of Alberta*

42.021. He Māori Ahau: Challenging Dominant Notions of Leadership, Responsiveness, and Effectiveness in Education. New Zealand

Association for Research in Education; Invited Session

VCC, First Level, West Room 109&110; 10:35am to 12:05pm

Chair: *Linda T. Smith, The University of Waikato*

Participants:

Kaupapa Māori: An Overview of Key Elements. *Leonie Pihama, Maori And Indigenous Analysis Ltd*

Māori Educational Leadership: New Dawn or Continued Capture? *Margie Kahukura Hohepa, The University of Waikato*

Ako: From Effective Teaching to Affective Māori Teachers. *Jenny Bol Jun Lee, Rautaki Ltd*

A New Dawn: Responding to and Realizing Māori Potential. *Lisa J. Smith, Rautaki Ltd*

Discussant: *Margaret J. Maaka, University of Hawaii - Manoa*

Division Sessions

42.022. Division A Vice Presidential Address: Keeping Equity in the Foreground for Educational Leadership in Turbulent Economic and Political Times. Division A - Administration Organization & Leadership; Invited Session

VCC, Second Level, East Room 8&15; 10:35am to 12:05pm

Chair: *Karen Stansberry Beard, Miami University*

Speaker: *Linda E. Skrla, Texas A&M University*

42.023. Contradictions and Complexities of Curriculum Reforms Around the World. Division B - Curriculum Studies; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 10:35am to 12:05pm

Chair: *Yoonjung Choi, Teachers College, Columbia University*

Participants:

Curriculum Reform and Policies of Japanese Language Education for Immigrant Children. *Jie Qi, Utsunomiya University; Sheng Ping Zhang, Meijo University*

Networked and Contradictory Local and Global Agendas: Literacy Curriculum Design and Implementation in a Canadian Transnational Education Program in China. *Zheng Zhang, University of Western Ontario*

Toward Ethical Internationalism/Globalism: Engaging the Political Economy of Knowledge Production in Global Citizenship Education. *Vanessa de Oliveira Andreotti, University of Oulu*

Tensions and Contradictions of Russian Educational Reforms. *Olena Aydarova, Michigan State University*

The Idea of Cosmopolitanism in Korean National Curriculum. *Sangeun Lee, Seoul National University; Jiae Park, Seoul National University; Jiyoung Kang, Seoul National University; Kyunghye So, Seoul National University*

42.024. Land Curriculum: Indigenous, Postcolonial, and Decolonizing Perspectives on Place, Education, and Educational Research.

Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 10:35am to 12:05pm

Chairs: *Eve Tuck, SUNY - College at New Paltz; K. Wayne Yang, University of California - San Diego*

Participants:

Tobacco in the Streets: Understanding Chicago as Indigenous Land. *Megan Bang, University of Washington; Ananda Maria Marin, Northwestern University*

Nature, Narrative, Natives: Posthumanist Ecstatic Environmentalism in the Work of Gerald Vizenor. *Troy Richardson, Cornell University*

Settler Colonialism in the Tsenacomah: Jamestown, Tobacco, and Manifest Destiny. *Kate McCoy, SUNY - College at New Paltz*

Speaking Back to Manifest Destinies: A Land-Based Approach to Critical Curriculum Inquiry. *Dolores Calderon, University of Utah*

Discussant: *Marcia McKenzie, University of Saskatchewan*

42.025. "Knowing It All": Conceptualizing the Curriculum for the Preparation and Practice of Elementary Teachers. Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A;

10:35am to 12:05pm

Chair: *D. Jean Clandinin, University of Alberta*

Participants:

"New Tools, New House": Shifting the Emphasis From Substance to Syntax in the Elementary Curriculum. *Vicki K. LaBoskey, Mills College*

Working From Inside-Out and Outside-In: Radical Curriculum Reform in a Postcolonial South African Context. *Carol R. Rodgers, University at Albany - SUNY; Noluthando Toni, Nelson Mandela Metropolitan University; Denise Zinn, Nelson Mandela Metropolitan University*

Developing Action-Oriented Knowledge Among Preservice Teachers. *Frances O. Rust, University of Pennsylvania; Nancee Rodenberg Bergey, University of Pennsylvania*

Teaching or Testing in Urban Schools: Learning to Manage Curriculum Dilemmas. *Anna E. Richert, Mills College*

Discussant: *Kevin K. Kumashiro, University of Illinois at Chicago*

42.026. Bridging Research and Practice: From Cognitive Principles to Design Principles of Curriculum, Instruction, and Assessment.

Division C - Learning and Instruction Cosponsored with SIG-Research in Mathematics Education; Symposium

Sheraton Wall Centre, Third Level, North Junior Ballroom D; 10:35am to 12:05pm

Chair: *Steven Arnold Schneider, WestEd*

Participants:

Design Principles for the Integration of Visual and Verbal Information in a Math Curriculum. *Jennifer L. Cooper, Wisconsin Center for Education Research; Mitchell J. Nathan, University of Wisconsin - Madison; Virginia E. Clinton, University of Wisconsin - Madison; Pooja Sidney, University of Wisconsin - Madison; Martha W. Alibali, University of Wisconsin - Madison*

Worked Examples and Self Explanation. *Julie L. Booth, Temple University; Kenneth R. Koedinger, Carnegie Mellon University; Kenneth R. Koedinger, Carnegie Mellon University*

Spacing and Formative Assessment. *Kevin Dietz, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Neil T. Heffernan, Worcester Polytechnic Institute; Cristina L. Heffernan, University of Pittsburgh; James W. Pellegrino, University of Illinois at Chicago; Deena Ariel Soffer, University of Illinois at Chicago*

Integration of Cognitive Design Principles With the Connected Mathematics Project Curriculum. *Kathleen L. Lepori, WestEd; Jodi Davenport, WestEd; Shandy Hawk, WestEd; Kimberly Viviani, WestEd; Steven Arnold Schneider, WestEd*

Discussant: *Taylor Martin, The University of Texas - Austin*

42.027. Digital Video Game Play in Children's Learning and Cognitive Development. Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, North Junior Ballroom C; 10:35am to 12:05pm

Chairs: *Bruce Douglas Homer, The Graduate Center - CUNY; Fran C. Blumberg, Fordham University*

Participants:

Developing Scientific Thinking in the Context of Video Games: Framework for a Research Agenda on Skills Transfer. *Corinne L. Zimmerman, Illinois State University*

Children's Development of Vocabulary and Reading Comprehension Skills Through an Interactive, Educational Video Game. *Bruce Douglas Homer, The Graduate Center - CUNY; M. Hadley, Michael Cohen Group LLC; Craig S. Rosen, Stanford University; Michael Cohen, Michael Cohen Group LLC*

Exergaming and Executive Functioning. *Rachel Flynn, University of California - Riverside; Amanda Staiano, Pennington Biomedical Research Center; Rebekah Richert, University of California - Riverside*

What Children and Adolescents Do During Video Game Play and What They Think They Do. *Fran C. Blumberg, Fordham University; Elizabeth Altschuler, Fordham University*

Discussant: *Jan L. Plass, New York University*

42.028. Exploring the Frontiers and Linking Critical Aspects of Assessments in Science. Division C - Learning and Instruction; Structured Poster Session

Pan Pacific, Lobby Level, Oceanview 1&2; 10:35am to 12:05pm

Chair: *Xiufeng Liu, University at Buffalo - SUNY*

Participants:

1. Empirical Investigation of the Construct in a Brief Electricity and Magnetism Assessment. *Lin Ding, The Ohio State University*

2. Using Role Playing as Formative Assessment for Preservice Science Teachers. *Rutchelle Batan Enriquez, Leyte Normal University; Ji Shen, University of Georgia*

3. Assessing Digital Competencies in Science Learning: A Construct. *Jing Lei, Syracuse University; Ji Shen, University of Georgia*

4. Measuring Knowledge Integration in Science. *Ou Lydia Liu, ETS*

5. Developing Computer Model-Based Assessment of Learning Progression. *Xiufeng Liu, University at Buffalo - SUNY; Noemi Waight, University at Buffalo - SUNY; Roberto Ma. Gregorius, Canisius College*

6. Developing a Framework to Assess Interdisciplinary Understanding. *Ji Shen, University of Georgia; Shannon Hsiang-Han Sung, University of Georgia*

7. Review of Using Concept Mapping as Assessment Tools in Science Education. *Yue Yin, University of Illinois at Chicago*

8. Science Assessment and Causal Inference: A Simulation Study on Regression Discontinuity and Propensity Score Matching. *Qiu Wang, Syracuse University*

9. Sampling Issues for Using Science Notebooks as Assessment Tools. *Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver*

42.029. Lesson Study Supported by Mathematical Resources: A Theoretical Framework, Randomized Trial, and Implications for Reform. Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 10:35am to 12:05pm

Chair: *Rebecca R. Perry, Mills College*

Participants:

Research Resources for Lesson Study: Principles and Rationale for a Linear Measurement Approach to Fractions. *Shelley Friedkin, Mills College; Catherine C. Lewis, Mills College; Rebecca R. Perry, Mills College*

A Randomized Trial of Lesson Study: Impact on Teachers' and Students' Knowledge of Fractions. *Rebecca R. Perry, Mills College; Catherine C. Lewis, Mills College*

Theoretical Model of Lesson Study's Instructional Impact: The Role of Teachers' Beliefs and Professional Community. *Catherine C. Lewis, Mills College; Rebecca R. Perry, Mills College*

Discussants: *James W. Stigler, University of California - Los Angeles; Geoffrey B. Saxe, University of California - Berkeley*

42.030. Public Understanding of Science: The Educational Challenges of Scientific "Uncertainty". Division C - Learning and Instruction Cosponsored with SIG-Science Teaching and Learning; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 10:35am to 12:05pm

Chair: *William A. Sandoval, University of California - Los Angeles*

Participants:

Problems in the Public Understanding of the Uncertainty of Science:

Introduction to the Symposium. *Barbara K. Hofer, Middlebury College*

Some Like It Hot: How Emotions Tinge Laypeople's Understanding of

Scientific Controversies. *Rainer F. Bromme, University of Münster; Dorothe Kienhues, University of Münster*

Students' Interpretation of Uncertainty in Health News Articles. *Anne Britt, Northern Illinois University; Amanda Marie Durik, Northern Illinois University; Brent Steffens, Northern Illinois University; Kayley Bloss, Northern Illinois University; John Baker, Northern Illinois University*

How Learners Deal With Uncertainty in Controversial Science-Related Texts. *Johanna Maier, University of Kassel; Tobias Richter, University of Kassel*

Elementary Students' Abilities to Evaluate Uncertain Data Presented as Contingency Tables: Basic Understanding, the Influence of Context and Numerical Data Integration. *Anke Lindmeier, TU München; Kristina M. Reiss, TU München; Petra Barchfeld, Ludwig-Maximilians-Universität München; Beate Sodian, University of Munich*

Discussant: *Jonathan F. Osborne, Stanford University*

42.031. Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 10:35am to 12:05pm

Chair: *Erica M. Barnes, Vanderbilt University*

Participants:

Pedagogical Features of Vocabulary Instruction in Kindergarten Core Reading Curricula. *Tanya S. Wright, Michigan State University; Susan B. Neuman, University of Michigan - Ann Arbor*

Examining Sophisticated Vocabulary Use by Preschool Teachers in Mealtime Conversations. *Molly F. Collins, Vanderbilt University*

The Impact of Curriculum Adherence on Creating a Linguistically Rich Environment in Head Start Classrooms. *Jin-Sil Mock, Vanderbilt University; David K. Dickinson, Vanderbilt University*

The Impact of Book Reading on Children with Low and Typical Language in Preschool Classrooms. *Erica M. Barnes, Vanderbilt University; David K. Dickinson, Vanderbilt University*

Discussant: *Margaret G. McKeown, University of Pittsburgh*

42.032. Training School Professionals in the Field of Child and Adolescent Mental Health. Division E - Counseling and Human Development; Symposium
VCC, Second Level, West Room 214; 10:35am to 12:05pm

Chair: *Heather Baker, The University of British Columbia*

Participants:

Training Graduate Students on the Anxiety Disorders Interview Schedule for Children-Parent Report. *Christine Yu, The University of British Columbia; Lynn D. Miller, The University of British Columbia; Karen Hamill, The University of British Columbia; Heather Baker, The University of British Columbia; Angela Herle, The University of British Columbia*

Factors Predicting Sustained Implementation of School-Based Behavior Support Interventions. *Kent McIntosh, The University of British Columbia; Susanna Mathews, The University of British Columbia*

Graduate Training in a Manualized Treatment for Young Children and Their Parents. *Arlene Young, Simon Fraser University*

Discussant: *Jane Garland, BC Children's Hospital*

42.033. Haptic History: International Studies of Touchable Things (and Other Lacunae) in Educational History. Division F - History and Historiography Cosponsored with SIG-Qualitative Research; Symposium
VCC, Third Level, West Room 306; 10:35am to 12:05pm

Chair: *Barry M. Franklin, Utah State University*

Participants:

How Irony Can an Educational Innovation Be? Brodsky's Flexible, Foldable School Desk. *Marc Depaepe, Catholic Universiteit Leuven; Frank Fernand Simon, Ghent University*

The Materiality of Being a Child: How Carpets and Furniture are Used in Early Childhood Education and Care. *Sascha Neumann, University of Luxembourg*

Seeing, Reading, Writing, Talking and the Society of Things: Cultural Practices and Social Structures. *Karin Priem, University of Luxembourg*

The Curious Case of Gustatory Taste: A Critical Inquiry Into a Historical Lacuna. *Lynn Fendler, Michigan State University*

Discussant: *Barry M. Franklin, Utah State University*

42.034. Bridging Multiple Worlds of Immigrant and Indigenous Students' Pathways to Academic and Life Success. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 206; 10:35am to 12:05pm

Chair: *Catherine R. Cooper, University of California - Santa Cruz*

Participants:

More Than One Path: How Mexican Immigrant Youth Navigate Cultural Worlds While Building Pathways to College and Careers. *Catherine R. Cooper, University of California - Santa Cruz; Elizabeth Dominguez, Cabrillo College; Robert G. Cooper, San José State University; Angelica Lopez, University of California - Santa Cruz; Alejandra Beristain-Barajas, University of California - Santa Cruz*

Identity Development and School Experiences Among Migrant Pacific Island Adolescents. *Katherine T. Ratliffe, University of Hawaii; Eric Folk, University of Hawaii; Lillian Segal, Hawaii State Department of Education; Mautumua A. Porotesano, University of Hawaii*

Latino Students' Transition to College and Perceptions of Future Goals. *Richard P. Duran, University of California - Santa Barbara; Sugely Chaidez, University of California - Santa Barbara*

Aligning Cultural Identity and Education: Students' and Families' Aspirations in the Hawaiian Language Immersion Program. *Rebecca J.I. Luning, University of Hawaii - Manoa*

Discussant: *Lois A. Yamauchi, University of Hawaii - Manoa*

42.035. Literacy, Identity, and Learning: A Three-Year Longitudinal Study With Immigrant Families. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 205; 10:35am to 12:05pm

Chair: *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

Participants:

An Introduction to the Symposium. *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

Portrait of an Emergent Bilingual: Bilingualism or Language Loss? *Yvonne Pek, University of Wisconsin - Madison*

Literacy, Learning, and Identity Construction: Elina Learns to Read and Write. *Dana L. Hagerman, University of Wisconsin - Madison*

Affirming Identity Through Literacy: Islamic Identity in Children of Muslim Immigrants. *Rohany Nayan, University of Wisconsin - Madison*

Discussant: *Marjorie Faulstich Orellana, University of California - Los Angeles*

42.036. The Power and Limitations of Critical Research as Praxis: Youth, Race, and Schooling in Western Canada. Division G - Social Context of Education; Symposium
VCC, Third Level, West Room 302; 10:35am to 12:05pm

Chair: *Verna L. St Denis, University of Saskatchewan*

Participants:

"We're Here Because We're Black": A Critical Theater-Based Pedagogy and Methodology for Understanding Student Experiences of Schooling in Western Canada. *Sara Schroeter, The University of British Columbia*

Expressions of Policy Effects: Aboriginal Students' Memories of Public School. *Lyn Denise Daniels, The University of British Columbia*

Educational Experiences of First- and Second-Generation Turkish Immigrant Youth in Canada. *Dilek Kayaalp, The University of British Columbia*

Researcher's Consciousness: Young People's Struggles With Racialization in the Context of Racially Sorting School Choice in Vancouver. *Ee-Seul Yoon, The University of British Columbia*

Discussant: *Verna L. St Denis, University of Saskatchewan*

42.037. Longitudinal Data Systems and Tracking Academic and Nonacademic Outcomes. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Marriott Pinnacle, Third Level, Pinnacle II; 10:35am to 12:05pm

Chair: *Debra J. Ackerman, Educational Testing Service (ETS)*

Participants:

Tracking Students' Academic Progress in Data-Rich but Analytically Poor Environments. *Warren E. Lacefield, Western Michigan University; Brooks Applegate, Western Michigan University*

Using District Longitudinal Data to Inform the Design and Evaluation of Supports for Students at Risk of Not Graduating: A District Collaborative Research Project. *Min Huang, WestEd; Laura Jaeger, WestEd; Loan Tran, WestEd; Andrea Anne Lash, WestEd; Ben Hayes, Washoe County School District*

College Aspirations and College Knowledge: Students' Preparation for Postsecondary Aspirations. *Elizabeth M. Gilkey, University of Oregon; Mary Seburn, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center*

College Completion—The New Graduation Rate: Learning From Students' Intentions, Preparation, and Postsecondary Actions. *Joseph M. O'Reilly, Mesa Public Schools; Carolyn O'Reilly, Mesa Public Schools; Cynthia R. Bochna, Mesa Public Schools; Cynthia S. McCahon, Mesa Public Schools*

Mobility and Attendance: Effects on Student Achievement. *Mary Grinstead, Iowa Department of Education*

42.038. Value-Added in Arizona: Specifics, Statistics, and Impact. Division

H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Pinnacle I; 10:35am to 12:05pm

Chair: *Audrey Amrein-Beardsley, Arizona State University*

Participants:

Implementing Teacher Effectiveness Measures Under Loosely Defined State Mandates: Practitioner Considerations at the LEA (Local Education Agency) Level. *Edward F. Sloat, Dysart Unified School District*

Validating the Arizona Growth Model Using Educator Peer-Review Data: Does Value-Added Match Value-Observed? *Sarah A. Polasky, Arizona State University; Wendy Miedel Barnard, Arizona State University*

Mediating Factors Between Teacher Effectiveness and Academic Achievement. *Wendy Miedel Barnard, Arizona State University; Kerry Chase Lawton, Arizona State University; Sarah A. Polasky, Arizona State University; Kim Marrone Beckert, Arizona State University*

Data-Driven Professional Development: A District-Wide Initiative to Improve Literacy Teaching and Learning. *Catherine Mary Weber, Arizona State University*

The Tipping Point: Using Student-Level Value-Added Data to Influence School Improvement Action Planning. *Ildiko I. Laczko-Kerr, Arizona Charter Schools Association*

Discussant: *Andrew Dean Ho, Harvard Graduate School of Education*

42.039. Measuring and Improving the Teaching Skills of Health

Professions Faculty. Division I - Education in the Professions; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 2; 10:35am to 12:05pm

Chair: *Ilene B. Harris, University of Illinois at Chicago*

Participants:

Characteristics of Educator Networking: Collegial Support and Collective Efficacy Among Health Science Educators. *Gustavo Loera, Mental Health America of Los Angeles; Jonathan Nakamoto, WestEd; Robert S. Rueda, University of Southern California; Katie Moulton, University of Southern California; Youn Joo Oh, Education Development Center, Inc.*

The Chair's Perspective on Part-Time Faculty in Departments of Pharmacy Practice: Benefits and Consequences. *Nancy F. Fjortoft, Midwestern University; Susan R. Winkler, Midwestern University; Thy Mai, Midwestern University*

Assessing Cross-Disciplinary Thinking in Cancer Prevention Research Training. *Loran Carleton Parker, Purdue University; Meghana Suchak, Purdue University; Omolola Adedokun, Purdue University; Robin Adams, Purdue University; Dorothy Teegarden, Purdue University; Amy L. Childress, Purdue University; Wilella Burgess, Purdue University*

Contextualizing Culture in Medical Practice: A Qualitative Study of Faculty at an Academic Health Center. *Madison L. Gates, Virginia Tech; Kelly D. Bradley, University of Kentucky*

42.040. College Classroom Structures and Student Engagement and

Outcomes. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 207; 10:35am to 12:05pm

Chair: *Marc P. Johnston, University of California - Los Angeles*

Participants:

College Students' Motivation and Performance in a Large Lecture-Format Geography Course. *ChanMin Kim, The University of Georgia; Seung Won Park, University of Georgia; Niem Huynh, Association of American Geographers; Ryan Thomas Schuermann, Texas State University-San Marcos*

Gaining Applicable Knowledge in the University Online Environment: An Exploratory Case Study. *Michelle L. Rosser, University of Oklahoma; Robert M. Nelson, University of Central Oklahoma*

Investigating the Impact of Sustainability-Focused Courses in Higher

Education: What Seems to Work? *Kshamta Bhupendra Hunter, UBC; Jolie A. Mayer-Smith, The University of British Columbia; David Anderson, The University of British Columbia*

One World, Two Meanings: The Lived Experiences of "Teamwork" in Virtual and Face-to-Face Student Teams. *Marzieh Saghaffian, York University; Kevin O'Neill, Simon Fraser University*

Discussant: *Karen K. Inkelas, University of Virginia*

42.041. Conditions Count: Teaching in Challenging Situations. Division K

- Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 222; 10:35am to 12:05pm

Chair: *Romena Marie Holbert, Wright State University*

Participants:

Gender, Race, and the Politics of Role Modeling: The Influence of Male Teachers in Urban Schools. *Wayne J. Martino, The University of Western Ontario; Goli Marzieh Rezaei-Rashti, University of Western Ontario*

What Do We Know About Male Teacher Perspectives On Queer Content in the Heterosexual Curriculum? *Patrick K. Finnessy, Brock University*
Perception of Working Conditions: Its Impact on Prospective Teachers' Decisions to Teach in Urban Districts. *Deena Khalil, Rutgers University; Peijia Zha, Rutgers University*

Challenges to Teacher Resilience: Conditions Count. *Qing Gu, University of Nottingham; Christopher W. Day, University of Nottingham*
Inside Urban Teaching: Teachers' Inquiries About Their Work. *Beverly Falk, City College of New York - CUNY; Megan Blumenreich, City College of New York - CUNY*

42.042. Extending Beyond the Achievement Gap: Teachers' Connections to Psychosocial Factors in STEM Education. Division K - Teaching

and Teacher Education; Paper Session

VCC, Second Level, West Room 217&218; 10:35am to 12:05pm

Chair: *Cathleen C. Loving, Texas A&M University*

Participants:

A Cross-Cultural Study of Mathematics Teaching Methods in Middle Schools. *Renmin Ye, Houston Independent School District; Carla Stevens, Houston Independent School District; Luellen Marie Bledsoe, Houston Independent School District*

Mathematics Anxiety in the High School Classroom: A Teacher's Perspective. *Melissa Carter, University of Arkansas; Elizabeth Ann Keiffer, University of Arkansas*

Putting the Earning Back in Learning: Does Teacher Salary Affect Student Performance? *Gladys Krause, The University of Texas - Austin*

Ten Teacher Behaviors That Improve Pupils' Choice for Science. *Rebecca Nicolette Hamer, Hamer Onderzoek & Organisation; Erik Jan Van Rossum, Hotelschool the Hague*

Transformative Education and Innovation: Developing Sources of STEM Teacher Efficacy. *Xiomara Mateo-Gaxiola, University of Southern California; Gisele Ragusa, University of Southern California; Nancy Sami Girguis, University of Southern California*

Discussant: *Yeping Li, Texas A&M University*

42.043. Issues in the Facilitation of Video-Based Professional

Development. Division K - Teaching and Teacher Education; Symposium

VCC, First Level, West Room 114&115; 10:35am to 12:05pm

Chair: *Elizabeth A. van Es, University of California - Irvine*

Participants:

Articulating a Model of Teacher Educators' Knowledge. *Malayna Bernstein, West Virginia University; Sarah Selmer, West Virginia University; Johnna Bolyard, West Virginia University*

A Framework for the Facilitation of Teachers' Analysis of Video. *Elizabeth A. van Es, University of California - Irvine; Jessica Tunney, University of California - Irvine; Nanette M. Seago, WestEd; Lynn T. Goldsmith, Education Development Center, Inc.*

Using Video Cases to Prepare Leaders of Professional Development in Mathematics. *Elham Kazemi, University of Washington; Megan M. Kelley-Petersen, University of Washington; Judith E. Mumme, WestEd; Cathy Carroll, WestEd; Rebekah Elliott, Oregon State University; Kristin Llesseig, Washington State University Vancouver; Matthew P. Campbell, Oregon State University*

Preparing Instructional Leaders to Facilitate Mathematics Professional Development. *Hilda Borko, Stanford University; Karen A. Koellner, University of Colorado - Denver; Jennifer K. Jacobs, University of*

Colorado - Boulder

Discussant: *Judith Warren Little, University of California - Berkeley*

42.044. Observations From Division K Section Chairs on Patterns in the Submissions for the 2012 Annual Meeting. Division K - Teaching and Teacher Education; Invited Session

VCC, Second Level, West Room 221; 10:35am to 12:05pm

Chair: *Brad Olsen, University of California - Santa Cruz*

Participants: *Darlene Russell, William Paterson University; Anne Burns Thomas, SUNY - College at Cortland; Brad Olsen, University of California - Santa Cruz; Tonda Liggett, Washington State University - Vancouver*

Discussant: *Kimberly A. White-Smith, Chapman University*

42.045. Race and Privilege in Teaching and Learning. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 224; 10:35am to 12:05pm

Chair: *Kagendo Mutua, The University of Alabama*

Participants:

Amplifying Silences: Reconsidering White Preservice Teachers' Engagement With Race. *H. James Garrett, University of Georgia; Avner Segall, Michigan State University*

Increase Awareness of Group Privilege With College Students: Race and Privilege in Teaching and Curriculum. *Jayne M. Lokken, Saint Cloud State University; Fatemeh Zarghami, Saint Cloud State University; Rose Stark-Rose, Saint Cloud State University*

Promoting Student Interest in Science: The Perspectives of Exemplary African American Elementary Teachers. *Jianzhong Xu, Mississippi State University; Linda T. Coats, Mississippi State University*

Unexamined Racial Biases Among White Teachers: Utilizing Critical Multiculturalism to Move From Silence to Empowerment. *Cassandra L. Tavaras, Brown University; Tina M. Durand, Wheelock College*

42.046. Redesigning Curriculum and Instruction to Meet the Needs of English Language Learners in Content Areas. Division K - Teaching and Teacher Education; Paper Session

Fairmont Waterfront, Concourse Level, Malaspina; 10:35am to 12:05pm

Chair: *Margaret M. Cramer, Northcentral University*

Participants:

How English Language Learners' Linguistic and Cultural Diversity Figures in Literacy Instruction: Perspectives From In-Service ESL (English as a Second Language) Teachers. *Jing Fu, Michigan State University*

Reverberating Chords: Implications of Preservice Teachers' Touchstones in Contemporary Multicultural Literature for Change in Schools. *Teresa Jean Strong-Wilson, McGill University; Ingrid Johnston, University of Alberta; Lynne Wiltse, University of Alberta; Anne Michelle Burke, Memorial University; Heather Ann Phipps, McGill University; Ismel Gonzalez, Lakehead University*

Teach the Students Not the Course: Preparing Secondary Content Teacher to Teach English Learners. *Laura Schall-Leckrone, Boston College; Christina M. Pavlak, Boston College*

Teaching Academic Language in High School Biology Through Coteaching. *James F. Nagle, Saint Michael's College; Rita MacDonald, Saint Michael's College*

42.047. Understanding Teacher Agency. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 220; 10:35am to 12:05pm

Chair: *Eran Tamir, Brandeis University*

Participants:

Compassion, Accountability, and Collaboration: Effective Teachers in High-Poverty Schools. *Michael Arthur Gallagher, Sunnyvale School District*

Clashes Within One Teacher's Understandings of Race: Potentials for Altering Practice of Judgment? *Jenna Min Shim, University of Wyoming*

Chinese Teachers' Self-Reported Beliefs and Practices Related to Minority Students in Xinjiang. *Hongyan Zhang Newton, University of Washington*

Harnessing the Generativity of Digital Diaries and Face-to-Face Semi-Structured Interviews: Perspectives of Beginning Teachers on Learning to Teach. *Daniel O'Sullivan, University College Cork; Paul F. Conway, University College Cork*

When Will I Stop Being From Away: A Teacher's Relocation into the World of Doctorate Studies. *Essie Lom, University of New Brunswick*

42.048. Can Accountability Lead to Improved Teacher Quality? Division

L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 14; 10:35am to 12:05pm

Chair: *Beth Gamse, Abt Associates Inc.*

Participants:

Did Schools That Missed AYP (Adequate Yearly Progress) Improve the Quality of Professional Development for Teachers? *Kwang Suk Yoon, American Institutes for Research; Mengli Song, American Institutes for Research*

Finding Value Using Value-Added Modeling: Identifying High-Performing Teachers in Low-Performing Urban Schools. *Mary Poplin, Claremont Graduate University; Mandy Renee Redfern, Claremont Graduate University*

The Effect of High-Stakes Testing on Teacher Quality: Evidence from California. *Seth Gershenson, American University*

The Influence of a High-Stakes Setting on Student Ratings of Teachers in Middle and High School. *Ryan Balch, Vanderbilt University; Matthew G. Springer, Vanderbilt University; Ron Zimmer, Vanderbilt University*

Discussant: *Jennifer L. Steele, RAND Corporation*

42.049. Making Difficult Decisions With Data: Does It Improve Student Learning? Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 17; 10:35am to 12:05pm

Chair: *Eugene Gary Kowch, University of Calgary*

Participants:

Accountability Shocks and How They Influence Principal Turnover and the Distribution of Principal Characteristics. *Michelle D. Young, University Council for Educational Administration; Edward J. Fuller, The Pennsylvania State University*

Bolder Action? School Closure in New York City. *Megan Silander, Teachers College, Columbia University; Douglas Ready, Teachers College, Columbia University*

Navigating the Data Deluge: How Schools Use State Test Data to Guide Efforts for Improvement. *Jessica K. Beaver, University of Pennsylvania; Elliot H. Weinbaum, U.S. Department of Education*

How the Pressure to Make Adequate Yearly Progress Drives Instructional Practices: A Case Study. *Amy Orange, University of Virginia; Walter F. Heinecke, University of Virginia*

Discussant: *Rick Mintrop, University of California - Berkeley*

SIG Sessions

42.050. Assessment and Accreditation: How Do Instruments and Procedures Relate to Policy and Performance Indicators? SIG-

Academic Audit Research in Teacher Education; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy I; 10:35am to 12:05pm

Chair: *Christine Carrino Gorowara, University of Delaware*

Participants:

Faculty and Administrators' Perceptions of Changing Accrediting Agencies From NCATE (National Council for the Accreditation of Teacher Education) to TEAC (Teacher Education Accreditation Council) at One Institution. *Muriel K. Rand, New Jersey City University; Sue Gerber, New Jersey City University; Matthew John Caulfield, New Jersey City University*

Professionalism Rules OK? Governmentality, Audit, and Inspection in Initial Teacher Education. *Olwen McNamara, University of Manchester; Jean M.F. Murray, University of East London; Sophina Qasim, University of Manchester; Marion Jones, Liverpool John Moores University; Grant Stanley, Liverpool John Moores University; Pete Boyd, University of Cumbria*

How Does Critical Thinking Predict Success on the Texas Pedagogy and Professional Responsibilities EC-12 Test? *Mohammed Mustafa Saleem, West Texas A&M University; Robin Lea Capt, West Texas A&M University*

Scale Functioning and Licensure Invariance of the Student Teaching Exit Survey: A Rasch Analysis. *Noela A. Houghton, University of Toledo; Peter Paprzycki, University of Toledo*

Using Standards-Based Assessment of Teacher Candidates as an Alternative to Value-Added Models. *James B. Carroll, University of Portland; Jacqueline C. Waggoner, University of Portland; Bruce N. Weitzel, University of Portland; Hillary Merk, University of Portland; John L. Watzke, University of Portland*

Discussant: *Christine Carrino Gorowara, University of Delaware*

42.051. Relationality and Pedagogy in A/r/tography. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Symposium
Sheraton Wall Centre, Fourth Level, South Galiano; 10:35am to 12:05pm

Chair: *Carl Leggo, The University of British Columbia*

Participants:

Becoming Pedagogical: Sustaining Hearts With Living Credos. *Rita L. Irwin, The University of British Columbia; Carl Leggo, The University of British Columbia*

Shakespeare in the Primary Classroom: Literacy and Learning. *George Belliveau, The University of British Columbia*

Disrupting Teacher Education: Performing an Intervention With/in the Space Between Art and Pedagogy. *Heidi May, The University of British Columbia; Donal O'Donoghue, The University of British Columbia*

Following A/r/tography in Practice: From Possibility to Potential. *Valerie Triggs, The University of British Columbia*

Discussant: *Carl Leggo, The University of British Columbia*

42.052. Assessment as a Complex Endeavor. SIG-Chaos & Complexity Theories; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 10:35am to 12:05pm

Chair: *Sarah Smitherman Pratt, University of North Texas*

Participants:

Assessment in a Changing Environment. *Lindsay Hetherington, University of Exeter*

Complex Classroom Discourse in Chinese Mathematics. *M. Jayne Fleener, North Carolina State University; Lianfang Lu, University of Arkansas at Little Rock*

Network Analysis and Knowledge Advancement. *Jun Oshima, Shizuoka University; Ritsuko Oshima, Shizuoka University; Yoshiaki Matsuzawa, Shizuoka University; Yusuke Niihara, Infocom*

Complexity and Scaling Learning Networks. *Steven K. Khan, The University of British Columbia*

Discussant: *Donald L. Gilstrap, Wichita State University*

42.053. Constructivism in Preservice Teacher Education and Classroom

Teacher Professional Development. SIG-Constructivist Theory,

Research, and Practice; Paper Session

VCC, Second Level, East Room 16; 10:35am to 12:05pm

Chair: *Sandra Stewart, Stephen F. Austin State University*

Participants:

One University's Journey to Academic Excellence: A Case Study of Effective Practices Including a Dedication to Constructivism. *Gloria Jean Gresham, Stephen F. Austin State University; Kimberly Welsh, Stephen F. Austin State University*

Outcomes in Constructivist-Based Professional Development in Science Inquiry. *Miriam Munck, Eastern Oregon University; Donna Rainboth, Eastern Oregon University*

Preservice Teachers' Teacher Efficacy Beliefs and Constructivist-Based Teaching Practice. *Tugba Temiz, Yuzuncu Yil University; Mustafa Sami Topcu, Mugla University*

Teachers' Perception of Constructivist Curriculum Change as a Predictor of Their Implementation of Constructivist Teaching-Learning Activities in Class. *Ali Yildirim, Middle East Technical University; Koray Kasapoglu, Middle East Technical University*

The Holy Curiosity of Inquiry: The Evolution of Teacher Practice Following District-Wide Professional Development. *Alan Stephen Canestrari, Roger Williams University; Bruce Alan Marlowe, Roger Williams University*

Discussant: *Virginia M. Jagla, National Louis University*

42.054. Human Rights and Democratic Citizenship in Education in International Contexts. SIG-Democratic Citizenship in Education; Symposium
VCC, Second Level, East Room 18; 10:35am to 12:05pm

Chair: *Walter C. Parker, University of Washington*

Participants:

Narratives in Teaching and Research for Justice and Human Rights. *Audrey Helen Osler, University of Leeds*

Human Rights Education in China: Contrasting Official History and Personal Narrative. *Juanjuan Zhu, Utah State University*

Human Rights Education Without a Notion of Rights? An Examination of

the Japanese Case. *Yuka Kitayama, Nagoya University*
Human Rights and Education for Democratic Citizenship in Kuwait: Uncovering a "Waystation". *Rania Al-Nakib, Institute of Education - London*

Education for Democratic Citizenship and Human Rights: Realistic Utopianism. *Hugh Starkey, Institute of Education - London*
Discussant: *Wanda E.M. Cassidy, Simon Fraser University*

42.055. Labeling and Performing (Dis)ability in Education. SIG-Disability Studies in Education; Paper Session

VCC, First Level, West Room 111&112; 10:35am to 12:05pm

Chair: *AnnMarie Darrow Baines, San Francisco State University*

Participants:

Labeled Lives: The Social Construction of Ability, Disability, and Youth Identity. *AnnMarie Darrow Baines, San Francisco State University*
Performative Texts and Community Performances as a Strategy for Sharing Findings: Experiences of Labeling and Being Labeled. *Rachael Gabriel, University of Connecticut; Jessica Nina Lester, Washington State University*

The Racialization of Student Ability: Examining Teachers' Cultural Responsiveness in the Construction of Student Ability. *Roey Ahram, New York University*

"Teach Me, Don't Label Me": Reading Specialist Candidates Reflect on the Discourses That Shape Their Work With "Special" Students. *Kathleen M. Collins, The Pennsylvania State University; Patrick Shannon, The Pennsylvania State University; Kathleen Shannon, The Pennsylvania State University*

42.056. Health Education and Multiagency Collaboration in Schools. SIG-Education, Health, and Human Services Linkages; Invited Session
Marriott Pinnacle, Fourth Level, Ambleside; 10:35am to 12:05pm

Chair: *Robert Ian Hulme, University of Chester*

Participants:

Action Research to Improve Collaboration Among School-Linked Services. *Twyla L. Salm, University of Regina*

Attitudes Toward School and School Plans, Given Levels of Family Alcohol, Substance, and Physical Abuse. *Ari Jacob Warshawsky, Carleton College; Michael C. Rodriguez, University of Minnesota; Julio C. Cabrera, University of Minnesota; Jose R. Palma Zamora, University of Minnesota; Anthony Daniel Albano, University of Minnesota; Yi Yue, University of Minnesota*

Development of a Grounded Theory for Teacher Decisions to Adapt Research-Based Health Education Curricula. *James P. Hurley, University of Colorado - Denver; Brent G. Wilson, University of Colorado - Denver*

Improving Outcomes for Children With Complex Learning, Mental Health, and Health Needs: Lessons Learned From Families, Teachers, and Service Providers. *Elizabeth McKendry Anderson, Binghamton University - SUNY*

The Availability of Health Literature in Elementary Schools and the Implications for Teaching Practices. *Suzanne F. Evans, National University*

42.057. The Power of Parent and Youth Organizing in School Reform. SIG-Grassroots Community & Youth Organizing for Education Reform; Paper Session

Marriott Pinnacle, Third Level, Pinnacle III; 10:35am to 12:05pm

Chair: *Soo Hong, Wellesley College*

Participants:

Changing the Terms of Engagement: Latino Parent Organizing and a New Approach to District Collaboration. *Ann Ishimaru, University of Washington*

Fix Our Schools, Don't Just Close Them": The Coalition for Education Justice's Vision and Campaign for School Improvement in New York City. *Liza Pappas, The Graduate Center - CUNY*

Power, Privilege, and Parental Involvement: Sustaining Justice in Community Organizing for School Reform. *Melissa Leigh Gibson, University of Wisconsin - Madison*

The Balancing Act: How a Youth Organizing Group Influences Educational Policy. *Jerusha Osberg Conner, Villanova University; Emily Scarola, Villanova University; Karen Zaino, Holmes High School*

Discussant: *Mark R. Warren, Harvard University*

42.058. Mexican-American Students and the Process of Social Action. SIG-Hispanic Research Issues; Paper Session

VCC, Second Level, East Room 9; 10:35am to 12:05pm

Chair: *Toni Griego-Jones, The University of Arizona*

Participants:

Chicana and Chicano "Pedagogies of the Home": Learning From Students' Lived Experiences. *Carmen Guzman-Martinez, The University of Texas - San Antonio*

Experiences of Central California Latino Males: Leaders and Youth Recollecting Despair and Success in Barrios and Schools. *Juan Carlos Gonzalez, California State University - Fresno; Jason C. Immekus, California State University - Fresno*

Multiple Perspectives on the Schooling of Mexican Indigenous Students in the United States. *Nadeen T. Ruiz, California State University - Sacramento; Manuel Barajas, California State University - Sacramento*

Recovering Latina/o History: Using Walkout to Teach Social Justice. *Julio Noboa, The University of Texas - El Paso*

"The Same But Different": Undocumented Latino Students Confront Nativism and Racism. *Jaime Del Razo, University of California - Los Angeles*

Discussant: *Heriberto Godina, The University of Texas - El Paso*

42.059. The Role of the Body in Indigenous and Decolonizing Research Methodologies. SIG-Indigenous Peoples of the Americas; Working Group Roundtable

Pan Pacific, Lobby Level, Crystal Pavilion C; 10:35am to 12:05pm

Chair: *Warren S. Linds, Concordia University*

Participants:

The body speaks: Theatre as an embodied decolonizing methodology. *Warren S. Linds, Concordia University; Linda M. Goulet, First Nations University of Canada; Heather Ritenburg, University of Regina; Jo-Ann Episkew, Indigenous People's Health Research Centre; Karen Schmidt, File Hills Qu'Appelle Tribal Council*

Mana Whenua: Belonging. *Meri Marshall, Victoria University of Wellington*

Spaces of Knowing: Bodies, Tribal Knowledges, and Indigenous Methodologies. *Margaret Elizabeth Kovach, University of Saskatchewan*

Embodying All Our Relations. *Denise Nadeau, Concordia University; Alannah Young-Leon, The University of British Columbia*

42.060. Death, Hope, and Educational Frankensteins: Biocapital and Domestic Thinkeries. SIG-Ivan Illich; Paper Session

VCC, Second Level, East Room 19&20; 10:35am to 12:05pm

Chair: *Madhu Suri SURI Prakash, The Pennsylvania State University*

Participants:

Domestic Thinkeries: Deschooling Examples From Duden and Illich. *Kristin Dillman Jones*

Educational Life in the Value-Added Era: Reflections on Educational Biocapital. *Clayton Todd Pierce, University of Utah; Engin Atasay, University of Utah*

Epimethean Man: A Modern Frankenstein. *Joseph D. Todd, Montclair State University*

Living, Dying, and the Living Dead in a Schooled Society. *Bradley D. Rowe, The Ohio State University; Thomas Michael Falk, The Ohio State University*

Solastalgia and Hope: Learning Through a Time of Rapid Change. *Maylan A. Dunn-Kenney, Northern Illinois University*

Discussant: *Daniel G. Grego, TransCenter for Youth, Inc.*

42.061. Leading Change in Schools. SIG-Leadership for School Improvement; Paper Session

VCC, Second Level, East Room 10; 10:35am to 12:05pm

Chair: *Shelby A. Cosner, University of Illinois at Chicago*

Participants:

Creating the Organizational Conditions That Enable and Support a Shared Approach to Leading School Change. *Danette Parsley, Education Northwest*

The Missouri Turnaround Schools Project: An Evaluation. *Ian Mette, University of Missouri; Jay P. Scribner, Old Dominion University; Jason A. Grissom, Vanderbilt University; Jennifer Ingrid Friend, University of Missouri - Kansas City*

Successful Leadership in High-Needs Schools: An Examination of Core Leadership Practices Enacted in Challenging Contexts. *Hans W. Klar,*

Clemson University; Curtis Anthony Brewer, Clemson University; Jane Clark Lindle, Clemson University; Robert Charles Knoeppel, Clemson University; Marissa Whitehouse, Clemson University; Amanda Bell Werts, Clemson University; Emily R. Green, Clemson University

Leadership Dispositions of Turnaround Principals. *Kathleen M. Hickey, Governors State University*

A Statewide Study of the Effects of the National Institute for School Leadership's Executive Development Program on School Performance in Pennsylvania. *John A. Nunnery, Old Dominion University; Cherng-Jyh Yen, Old Dominion University; Steven M. Ross, Johns Hopkins University; Shana L. Pribesh, Old Dominion University; Elizabeth Hoag-Carhart, Old Dominion University*

Discussant: *Jennifer K. Clayton, The George Washington University*

42.062. Transformative Leadership on the Front Lines: In Pursuit of Excellence and Equity for All Students. SIG-Leadership for Social Justice; Symposium

VCC, Second Level, East Room 13; 10:35am to 12:05pm

Chair: *Noni Mendoza-Reis, San José State University*

Participants:

The Complexities of Achieving Excellence and Equity: The Importance of Coaching Ethnic Minority Female Students to Navigate Their Academic, Cultural, and Sexual Identities. *Katherine Cumings Mansfield, Virginia Commonwealth University*

Disrupting "Deficit" Myths About Urban School Learners: African American Female Principals' Leadership Discourses. *Gaetane Jean-Marie, University of Oklahoma*

Critical Leadership for Critical Pedagogy: A View From Three Urban Districts. *Mark D. Halx, Halx Consulting Group*

Promoting Excellence and Equity Through Inquiry and Reflective Practice: Transforming Urban School Leadership in Southern California. *Anthony H. Normore, California State University - Dominguez Hills; Antonia IssaLaHera, California State University - Dominguez Hills; Stefanie Holzman, California State University - Dominguez Hills*

What Every Principal Needs to Know: Instructional Leadership for Equitable and Excellent Schools. *George Theoharis, Syracuse University; Jeffrey S. Brooks, Iowa State University*

Discussant: *Mara Sapon-Shevin, Syracuse University*

42.063. Influences on the Learning Environment. SIG-Learning Environments; Paper Session

VCC, Second Level, West Room 219; 10:35am to 12:05pm

Chair: *David B. Zandvliet, Simon Fraser University*

Participants:

Effect of Changes of Learning Environment on Student Achievement and Academic Self-Concept. *Chi-Ning Chang, National Taiwan Normal University; Li-yun Wang, National Taiwan Normal University; Weilin Chen*

Outside the Box: Assessing Informal Learning Space. *Jacqueline P. Ashby, Simon Fraser University*

Student Perceptions of Their Engagement in Learning and of the Learning Environment. *Robert Frederick Cavanagh, Curtin University; Graham B. Dellar, Curtin University*

The Impact of Natural Playscape Design: Environmental Affordances and Shifts in Young Children's Play Behaviors. *Lisa P. Kuh, University of New Hampshire; Iris Chin Ponte, Tufts University; Clement Chau, Tufts University*

Investigating Reality Pedagogy Through Changes in the Learning Environment and Students' Attitudes Toward Science. *George Sirrakos, Curtin University; Barry J. Fraser, Curtin University*

Discussant: *Jack Levy, University of Massachusetts - Boston*

42.064. Beyond Heinz: New Directions in Moral Research. SIG-Moral Development and Education; Paper Session

VCC, Third Level, West Room 303; 10:35am to 12:05pm

Chair: *Heather Mechler, Bucknell University*

Participants:

Moral Reasoning and Persistence in Higher Education. *Matthew Mayhew, New York University; Mark E. Engberg, Loyola University Chicago; Gregory C. Wolniak, NORC at the University of Chicago*

The Intersection Between Compassion to Humans and Animals: Why It Should Matter to Education. *Carolina Castano, Australian Catholic University*

Sexuality Education as Moral Education: Past, Present, and Future. *Sharon Lamb*

The Social Network: The impact of Facebook on the Moral Culture of Schools. *Shawn Lennie, OISE/University of Toronto*

Discussant: *Jason M. Stephens, University of Connecticut*

42.065. Multicultural/Multiethnic Education: Critical Perspectives. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
VCC, Second Level, West Room 223; 10:35am to 12:05pm

Chair: *Ayanna Marie Ibrahim-Balogun, University of Redlands*

Participants:

Affect and Advanced Placement: Change Over Time in Minority Learners' Attitudes Toward School Achievement. *Robert Todd Izzo, University of Virginia; Carolyn M. Callahan, University of Virginia; Michael S. Matthews, University of North Carolina - Charlotte; Katharine Meyer, University of Virginia*

Approaches to Multicultural Curriculum: Exploring the Power of Transformative Classroom Dialogue With Ethno-Cultural Minorities. *Christina A. Parker, OISE/University of Toronto*

Argumentation and Equity in Inquiry-Based Science Instruction: Reasoning Patterns of Teachers and Students. *Tobias Irish, Oregon State University*
Cultural Authenticity and Cross-Cultural Adaptation: The Untold Story of Yeh-Shen, the Chinese Cinderella. *Xiaoning Chen, SUNY - College at Fredonia*

"Beating Around the [National Policy] Bush": A Critical Perspective on High-Stakes Testing Reform. *Jeffrey Taylor Tribble, University of Oklahoma; William C. Frick, University of Oklahoma*

Discussant: *Amna Latif, University of North Carolina - Greensboro*

42.066. Exploring Online Discussions. SIG-Online Teaching and Learning; Paper Session
Sheraton Wall Centre, Fourth Level, South Granville; 10:35am to 12:05pm

Chair: *Steven R. Terrell, Nova Southeastern University*

Participants:

Building a Taxonomy of "Listening" Behaviors in Online Discussions: Case Studies of High- and Low-Activity Students. *Alyssa F. Wise, Simon Fraser University; Ying-Ting Hsiao, Simon Fraser University; Farshid Marbouti, Simon Fraser University; Jennifer Speer, Simon Fraser University; Nishan Perera, Simon Fraser University*

Instructor and Student Participation in Online Discussion Boards as Predictors of Student Outcomes. *Marlowe Mager, Haywood Community College; Steven Talmadge Heulett, Haywood Community College*

Online Learner Self-Regulation: Learning Presence Viewed Through Quantitative Content and Social Network Analysis. *Peter Shea, University at Albany - SUNY; Suzanne Hayes, Empire State College - SUNY; Sedef Uzuner Smith, Indiana University of Pennsylvania; Jason Vickers, University at Albany - SUNY; Mary Gozza-Cohen, Marist College; Shou-Bang Jian, University at Albany - SUNY; Alexandra Pickett, SUNY; Jane Wilde, University at Albany - SUNY; Chi-Hua Tseng, Empire State College - SUNY*

More Than Words: How the Structure of Online Discussions Impacts the Development of Learning Communities. *Lane W. Clarke, University of New England; Lenore Kinne, Northern Kentucky University*

The Impact of Modeling and Staggered Participation in Video-Annotated Preservice Teacher Discussions. *Craig D. Howard, Indiana University - Bloomington*

42.067. State and Local Politics of School Reform. SIG-Politics of Education; Paper Session
VCC, Second Level, East Room 11; 10:35am to 12:05pm

Chair: *Heather Sue Dawson, The Ohio State University - Columbus*

Participants:

Factors That Predict New Operating Levy Passage in Ohio, 2007-2010. *William Kyle Ingle, Bowling Green State University; Paul Andrew Johnson, Bowling Green State University; Matt Givens, Bowling Green State University; Jerry Rampelt, Support Ohio Schools*

The Politics of Teacher Reform: Evaluations, Merit Pay, and the Elimination of Tenure in Florida. *Christopher Harrison, University of North Carolina - Chapel Hill; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill*

The Power of Competing Narratives in Rural School Politics. *Erin C. McHenry-Sorber, Wilkes University*

Discussant: *Linda Symcox, California State University - Long Beach*

42.068. Literacy Then and Now: Distinguished Scholar Symposium in Honor of Daniel P. Resnick and Lauren B. Resnick. SIG-Research in Reading and Literacy; Invited Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 10:35am to 12:05pm

Chair: *Wayne H. Slater, University of Maryland*

Participants: *Daniel P. Resnick, Carnegie Mellon University; Lauren B. Resnick, University of Pittsburgh*

Discussants: *Lorrie A. Shepard, University of Colorado Boulder; David Coleman, Student Achievement Partners; Allan M. Collins, Northwestern University*

42.069. Critical Civics and Citizenship Education. SIG-Research in Social Studies Education; Paper Session
VCC, Third Level, West Room 304; 10:35am to 12:05pm

Chair: *Chris Brkich, Georgia Southern University*

Participants:

Marginalized Youth and Civic Engagement: Insights Offered by Urban Youth on Community, Responsibility, and Citizenship. *Konstantine Kyriacopoulos, University of Washington*

"Pay Attention and Take Some Notes": Lessons on "Citizenship" and Multimodal Instruction From Middle School Youths' Slam Poems. *Anthony Michael Pellegrino, George Mason University; Kristien Zenkov, George Mason University*

"To Know Is Not Enough, but Be Careful How You Choose to Act": The Un/desirable Citizen in Postsovereign Times. *Audrey Bryan, St. Patrick's College, Dublin City University*

Developing Inclusive Middle School History Curriculum for Democratic Citizenship. *Jeremy D. Stoddard, College of William and Mary; Carol L. Tieso, College of William and Mary; Janice I. Robbins, Virginia Polytechnic Institute and State University*

Discussant: *Paula McAvoy, Spencer Foundation*

42.070. Research on the Education of Deaf Persons. SIG-Research on the Education of Deaf Persons; Paper Session
VCC, First Level, West Room 113; 10:35am to 12:05pm

Chairs: *Thomas P. Horejes, Gallaudet University; Ye Wang, Missouri State University*

Participants:

Describing Urban Birds: Developing the Scientific Communication Skills of Deaf and Hard-of-Hearing Students. *Shannon C. Graham, The University of Tennessee; Hannah Marie Dostal, Southern Connecticut State University; Kimberly Wolbers*

Literacy Achievement of Deaf Learners With Cochlear Implants. *Connie C. Mayer, York University; Peter Papoulidis, Atlantic Provinces Special Education Authority; Pam Millett, York University*

Resilience in the Deaf and Blind Populations Compared to the General Population. *Casey Schindling, US Air Force Academy; Katherine Lee Dials, United States Air Force Academy; Michelle Butler, US Air Force Academy; Andrew D. Katayama, U.S. Air Force Academy*

Research on Writing Development in Young Deaf and Hard-of-Hearing Children. *Cheri Williams, University of Cincinnati; Connie C. Mayer, York University*

Discussant: *Tane Akamasu, Toronto School Board*

42.071. Exploring the Impact and Influence of Collaborative School-University Partnerships. SIG-School/University Collaborative Research; Paper Session
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 10:35am to 12:05pm

Chair: *Wendy M. Burke, Eastern Michigan University*

Participants:

Partnering Scientists and K-12 Educators: Developing Pedagogical Content Knowledge in Context. *Teresa M. Woods, Kansas State University*

The Impact of School-University Collaborative Research on a Full-Inclusion Preschool Program. *Susan R. Warren, Azusa Pacific University; Richard S. Martinez, Azusa Pacific University; Lori Sortino-Williams, Upland Unified School District*

Complexity of Collaboration: Striving for Authentic Partnership Between Teach For America and Its University Partner. *Barbara Meyers, Georgia State University; Teresa R. Fisher, Georgia State University; Monica M. Alicea, Georgia State University; Lauren Frank, Achievement First; Kolt Bloxson, Georgia State University*

Transformational Partnership: An Appreciative Inquiry Approach

To Creating An Empowered, Collaborative Education-Focused Organization. *Raymond L. Calabrese, The Ohio State University; Erik Cohen, The Ohio State University; Dustin Wade Miller, The Ohio State University*

Faculty Research Residencies: Partnering to Improve Practice. *Diane E. Salmon, National-Louis University; Wendy L. Gardiner, National-Louis University*

Discussant: *Jerri Willett, University of Massachusetts*

42.072. Fostering Service-Learning Initiatives. SIG-Service-Learning & Experiential Education; Paper Session
Sheraton Wall Centre, Third Level, North Parksville; 10:35am to 12:05pm

Chair: *Euljung Chun, Miami University*

Participants:

Inculcating Service-Learning in Higher Education: New Insights Into Institutional Leadership. *Neivin M. Shalabi, University of Denver*

Using a Participatory Process to Develop a Service-Learning Initiative. *Alan Scott Tinkler, The University of Vermont; Barri E. Tinkler, The University of Vermont; Cynthia Gerstl-Pepin, The University of Vermont; Vincent Mugisha, The University of Vermont*

Developing Interest in Research That Benefits the Community. *Joyce Fleck Long, University of Notre Dame; Brooke Kiener, Whitworth University; Paul Schadewald, Macalester College*

Sustaining Faculty Motivation in Academic Service-Learning. *Alexandra Nee Darby, Elon University; Mary Knight-Mckenna, Elon University*

42.073. Multiple Perspectives on a Collaborative Initiative to Promote Systemic Social and Emotional Learning in School Districts. SIG-Social and Emotional Learning; Symposium
Sheraton Wall Centre, Fourth Level, North Port Alberni; 10:35am to 12:05pm

Chair: *Libia Socorro Gil, Collaborative for Academic, Social, and Emotional Learning*

Participants:

Supporting District Learning and Facilitating Change: Collaborative Initiative to Promote Systemic Social and Emotional Learning's (CASEL) Role in the Collaborating District Initiative. *Amy Kathryn Mart, University of Illinois at Chicago; Deidre R. Farmbry, Collaborative for Academic, Social, and Emotional Learning; Christine Hiroshima, Consultant; Patricia D. Horsch, Collaborative for Academic, Social, and Emotional Learning; Linda Lantieri, The Inner Resilience Program; Eric Schaps, Developmental Studies Center; Libia Socorro Gil, Collaborative for Academic, Social, and Emotional Learning; Roger P. Weissberg, University of Illinois at Chicago*

Lessons Learned From the First Year Evaluating the Collaborating District Initiative. *Kimberly Trumbull Kendziora, American Institutes for Research; David M. Osher, American Institutes for Research; Lawrence B. Friedman, Learning Point Associates*

District Leadership for Systemic Social and Emotional Learning. *Ramona S. Trevino, University of Texas Elementary School; Carol Comeau, Anchorage School District; Eric S. Gordon, Cleveland Metropolitan School District*

Discussant: *Roger P. Weissberg, University of Illinois at Chicago*

42.074. Postsecondary Opportunities and Trajectories. SIG-Sociology of Education; Paper Session
VCC, Third Level, West Room 305; 10:35am to 12:05pm

Chair: *Kevin J. Dougherty, Teachers College, Columbia University*

Participants:

Mind the Gap (Year): College Delay, Time Use, and Postsecondary Pathways. *Stefanie A. Deluca, Johns Hopkins University; Anna Rhodes, Johns Hopkins University; Robert Bozick, RAND Corporation*

Beyond Lottery Dreams. *Kelly Iwanaga Becker, Northwestern University; James E. Rosenbaum, Northwestern University*

Does Gender Composition Matter? Persistence in Field of Study for Male and Female College Graduates. *Barbara Anne King, The University of Texas - Austin; Catherine C. Riegle-Crumb, The University of Texas*

Gendered Differences in Engagement and Pathways to STEM Careers. *Lara Cristina Perez-Felkner, University of Chester; Barbara Schneider, Michigan State University; Sarah-Kathryn McDonald, NORC at the University of Chicago*

The Value of a College Degree: An Audit Study of College Selectivity, Race, and Horizontal Stratification. *S. Michael Gaddis, University of*

North Carolina - Chapel Hill

42.075. The Challenges of Being a Good Citizen and a Good Teacher: Lessons From the Wisconsin Protests. SIG-Teacher's Work/Teachers Unions; Symposium

VCC, Second Level, West Room 202&203; 10:35am to 12:05pm

Chair: *Diana E. Hess, Spencer Foundation*

Participants:

"See You on the Square": The Contested Nature of Teachers' Public Activism. *Katy Swahwell, George Mason University*

When Silence Speaks: A Case Study Investigating the Effects of Restricting Teachers' Classroom Speech. *Janel Anderson, Lodi High School*

"Teacher Hat" and "Citizen Hat": One Strategy for Negotiating Tensions Between Union and Teaching Duties. *Ann Herrera Ward, Wauwatosa High School*

The Learnable Moment: On Becoming "Political" and Taking Action as Preservice Teachers. *Mary Klehr, Madison Metropolitan School District*

Discussant: *Michael W. Apple, University of Wisconsin - Madison*

42.076. Technology, Instruction, Cognition and Learning SIG: Paper Session 1: Questioning Issues in Instruction. SIG-Technology, Instruction, Cognition & Learning; Paper Session

Pan Pacific, Restaurant Level, Oceanview 7&8; 10:35am to 12:05pm

Chair: *Peter Fadde, Southern Illinois University*

Participants:

Effects of Generation and Critique of Visual Representations on Understanding Energy in Chemical Reactions. *Hillary Lucille Swanson, University of California - Berkeley*

Embodiment in Physical Science Learning Through Robotics Activities. *Carol M. Lu, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Seokmin Kang, Teachers College, Columbia University; Shih-Chieh Douglas Huang, Teachers College, Columbia University*

Enculturating Middle School Students Into the Scientific Community Using Scaffolds to Promote Dialectical Argumentation. *Joel Drake, Utah State University; Brian R. Belland, Utah State University*

Expertise-Based Training to Align Preservice Teachers' Classroom Awareness With That of Experts. *Peter Fadde, Southern Illinois University; Patricia Ann Sullivan, Purdue University*

Multitasking in the Classroom: Does Chatting With Friends on the Computer Affect Understanding of a Lecture? *Chris William Bigenho, Greenhill School; Lin Lin, University of North Texas*

Discussant: *Lijia Lin, Arizona State University*

Division and SIG Roundtables

42.077. Perspectives From Neuromusic, Arts Integration, and New Media Research for Student Achievement and Teacher Education; Roundtable Session

42.077-1. Perspectives From Neuromusic, Arts Integration, and New Media Research for Student Achievement and Teacher Education. SIG-Arts and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 10:35am to 12:05pm

Chair: *Catherine M. Larsen, DePaul University*

Participants:

Achievement in the Arts and Student Academic Performance. *Kimberly S. Howard, New York City Department of Education; Paul King, New York City Department of Education*

Urban Classroom Teachers and Arts Integration: The Impact of a Professional Development School Network on Preservice Preparation and Induction. *Catherine M. Larsen, DePaul University; Nancy L. Whitaker, University of Wisconsin - Parkside*

Adventures in Neuromusic: Making Research on the Brain Practical and Meaningful to Educators and Musicians. *Rachel Yu Lin Ee; Karin S. Hendricks, Ball State University*

42.078. Roundtable Session 59; Roundtable Session

42.078-1. Education Policies and Reform in Africa and in the Caribbean. SIG-Caribbean and African Studies in Education; Roundtable Session
VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Bonnie B. Mullinix, Greenville Technical College*

Participants:

From Neoliberalism to Kleptocracy: Two Decades of Educational Turmoil

in Zimbabwe. *Munyaradzi Hwami, University of Alberta*
 Haiti, Education Reform, and International Aid: Perspectives From Within the Haitian State. *Laura K. Colket, University of Pennsylvania*
 The Revised Primary Curriculum in Jamaican Grade 1 Classrooms. *Carmel Geneva Roofe, University of Technology - Jamaica*
 Understanding Education Reforms: Comparing the Perceptions of Secondary Teachers and Students in Jamaica. *Disraeli M. Hutton, University of the West Indies; Peter Yee Han Joong, University of the West Indies; Loraine Dale Cook, University of the West Indies*

42.078-2. Increased Schooling and Changes in Child, Family, and Community Life. SIG-Cultural Historical Research; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Luis Urrieta, The University of Texas - Austin*

Participants:

Schooling and Changing Patterns in Expectations for Children's Lives and Contributions in a Púrepecha Town. *Rebeca Mejia-Arauz, ITESO University; Maricela Correa-Chavez, Clark University; Ulrike Keyser, Universidad Pedagógica Nacional*
 Children's Initiative and Blending Agendas in the Home: Cultural Variation Across Two Mexican Communities. *Andrew Dee Coppens, University of California - Santa Cruz; Lucia Alcalá, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz*
 Maternal Schooling and Children's Patterns of Collaboration in a Púrepecha Town. *Heather Mangione, Clark University; Maricela Correa-Chavez, Clark University; Rebeca Mejia-Arauz, ITESO University*

42.078-3. Evaluating Assessment Tools and Programs. SIG-Early Education and Child Development; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Diane M. Horm, University of Oklahoma*

Participants:

Development of Tactile Test Items Using Haptic Development Research. *Kay Alicyn Ferrell, University of Northern Colorado; Ann Boehm, Teachers College, Columbia University; Catherine A. Smyth, University of Northern Colorado; Barbara W. Henderson, American Printing House for the Blind, Inc.*
 Evaluating the Technical Adequacy and Usability of Social Emotional Tools in Early Childhood. *Rebecca Georgis, University of Alberta; Rebecca Jayne Gokiart, University of Alberta; Clara Lee, University of Alberta; Melissa Daniels, University of Alberta*
 Race Toward Readiness: An Analysis of States' Responses to Race to the Top—Early Learning Challenge. *Vanessa Morales, The University of Texas - Austin; Christian Bell, The University of Texas - Austin*
 Teacher Response to Coaching With the CLASS: Data From Three Years of Observation. *Renee M. Casbergue, Louisiana State University - Baton Rouge; Karen Burstein, Southwest Institute for Families and Children; April Whatley Bedford, The University of New Orleans*

42.078-4. Meaningful Technologies in Indigenous Learning Contexts. SIG-Indigenous Peoples of the Americas; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Julie Gorlewski, SUNY - College at New Paltz*

Participants:

Aymara Language in Cyberspace. *Luz Jimenez Quispe, The University of Arizona*
 Endurance and Innovation: Technology Integration at an American Indian Boarding School. *Lee M. Adcock, University of North Carolina - Chapel Hill*
 Multimedia Technology Training and Praxis: Case Studies of American Indian Language Development Institute Students. *Candace Kaleimamoowahinekapu Galla, The University of British Columbia*
 Native American Education System and Social Sector Technology Integration for the Public Good: An Overview. *Crystal Claudett Jensen, Pepperdine University*

42.078-5. Exploring Language and Social Processes in Linguistically Diverse Settings. SIG-Language and Social Processes; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Participants:

Negotiating a "Scholar" Identity: The Case of a Designer Immigrant ESL

(English as a Second Language) Learner. *Peter Ignatius De Costa, Monterey Institute of International Studies*

Pluralist Discourses of Bilingualism and the Local Ecology of Talk in Classrooms. *Deborah K. Palmer, The University of Texas - Austin; Leah Duran, The University of Texas - Austin*

Scaffolding Academic Discourse in Two Languages: Teacher-Child Interactions in a Dual Language Preschool. *Sara C. Michael-Luna, Queens College - CUNY*

"Ganchulinas" in "Rainbowli" Colors: Young Multilingual Children Play With Language. *Ysaaca Axelrod, Teachers College, Columbia University*

42.078-6. Teachers' Perceptions of Teaching: Implications for Educational Policy and Reforms. SIG-Lives of Teachers; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Martha A. Adler, University of Michigan - Dearborn*

Participants:

Advanced Skills Teachers in England. *Andrew C. Goodwyn, University of Reading; Carol Fuller, The University of Reading; Ellie Francis-Brophy, The University of Reading*
 A Multilevel Analysis of Teacher Satisfaction and Student Achievement in the Elementary Grades. *Neena Banerjee, University of North Carolina - Charlotte; Elizabeth Stearns, University of North Carolina - Charlotte; Stephanie Moller, University of North Carolina - Charlotte; Roslyn Arlin Mickelson, University of North Carolina - Charlotte*
 Teachers in Changing Work Situation. *Hafdis Gudjonsdottir, University of Iceland*
 Value, Interest, Efficacy: Teachers' Interpretations of Participation in a Reading Fluency Intervention Study. *H. Emily Hayden, University at Buffalo - SUNY*

42.078-7. Applying Organizational Theory to the Education System. SIG-Organizational Theory; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

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

Participants:

Issues Impacting Principals With Stress and Burnout and the Impact on Autonomy and Control: A Comprehensive Review. *Lou L. Sabina, University of Pittsburgh*
 Plantation, Prison, Pedagogy: An Exploration Into How Male Teachers Organize Their Classrooms to Resist the Correctional Environments in Which They Teach and Their Students Learn. *Travis Bristol, Teachers College, Columbia University*
 Writing Program Leadership and Culture: An Organizational Case Study. *Haley Orton, University of California - Santa Barbara; Christine Victorino, University of California - Santa Barbara*

42.078-8. Local and Global Flows: Representation, Migration, and Internationalism. SIG-Postcolonial Studies and Education; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Mary Bryson, The University of British Columbia*

Participants:

Giving an Account of White Women Travelers to Hawaii: Language and Literacy and the American Missionary Empire. *Sarah Jane Twomey, University of Hawaii - Manoa; Sarah Jane Twomey, University of Hawaii - Manoa*
 International Students in the Postcolonial Discourse. *Yun-Shiuan (Viola) Chen, National Academy for Educational Research, Taiwan*
 Islamic Education and Life History: The Case of a Sudanese Teacher. *Patrick Norris Leahy, Michigan State University*
 Non-European Immigrant Adjustment to French Society. *Lisa Winstead, California State University - Fullerton*

42.078-9. Mentoring Preservice Teachers. SIG-Mentorship and Mentoring Practices; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Dolores C. Gaunty-Porter, Vanguard University of Southern California*

Participants:

Building Capacity for a Clinical Model of Teacher Preparation: Mentoring for Classroom Assessment. *John E. Henning, Ohio University; Aimee A. Howley, Ohio University; Ginger Weade, Ohio University; Marged D.*

Howley, Ohio University

Mentoring and the Images of Teaching. *Tracy W. Whitlock, Wittenberg University*

Preservice Mentor Preparation: The Loosely Coupled Relationship Between Program Structure and Field Instructor Autonomy. *Susan Brondyk, Michigan State University*

42.078-10. Should I Stay or Should I Leave? Factors of Induction

Decision-Making. SIG-Research on Teacher Induction; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Ann L. Wood, California State University - Los Angeles*

Participants:

Classroom Management = Student/Teacher Rapport + Engaged Learning: Principal and Mentor Perspectives on New Teacher Learning. *Cynthia L. Carver, Oakland University*

Falling Before Running: Perceptions of Preservice Teacher Education Programs as Predictors for Future Teacher Attrition. *Dino Sossi, Teachers College, Columbia University*

Kindergarten Teachers' Job Satisfaction, Burnout, and Mobility. *Ummuhan Yesil-Dagli, East Carolina University*

42.078-11. Rural Education Miscellany. SIG-Rural Education; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *William J. Mathis, University of Colorado - Boulder*

Participants:

Intergenerational Learning as Knowledge in Action: Dialogue in Rural Education and Community Development. *Zane Hamm, University of Alberta*

Where Are Rural Schools in Education Research? Recruiting For a Randomized Controlled Trial in a Rural Setting. *Elizabeth Autio, Education Northwest; Jason Greenberg Motamedi, Education Northwest*

Potential Synergy: Rural School Districts and International Students. *Hope Casto, Skidmore College; Alexandra Steinhauer, Skidmore College*

Variations in Resource Allocation Between Rural and Nonrural Public School Districts in Minnesota. *Yinmei Wan, American Institutes for Research; Heather Norbury, American Institutes for Research; Ayrin C. Molefe, American Institutes for Research; R. Dean Gerdeman, University of California - Los Angeles; Coby Meyers, American Institutes for Research; Matthew Raymond Burke, Learning Point Associates*

42.078-12. Second Language Research and Linguistics. SIG-Second Language Research; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Sonya N. Martin, Seoul National University*

Participants:

Code-Switching in Elementary School Classrooms: A Corpus-Based Study. *Susan Gwee, National Institute of Education - Nanyang Technological University*

Confinement in English as a Second Language: The Racialization Experiences of Somali High School Students. *Yukari Takimoto Amos, Central Washington University*

Cross-Language Morphological Transfer From Korean to English and Chinese. *Eunhee Cho, Texas A&M University; Fuhui Tong, Texas A&M University - College Station*

Instructional Organizers to Stimulate Deep Learning of World Languages and Cross-Cultural Pragmatics. *Francois Victor Tochon, University of Wisconsin - Madison*

42.078-13. Using Psychometrics to Optimize Certification Testing. SIG-

Professional Licensure and Certification; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Andrew Jones, American Board of Surgery*

Participants:

An Investigation of Response Time Differences on a Certification Examination With Multiple Item Formats. *Brian J. Hess, American Board of Internal Medicine; Mary Johnston, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine*

The Consideration of Subscores: Dimensionality Analyses of the Multistate Bar Examination. *Michelle Langer, National Conference of Bar Examiners*

The Effects of Image Zooming in a Medical Certification Examination.

Timothy A. Sares, American Board of Internal Medicine; Renbang Zhu, American Board of Internal Medicine

42.079. Roundtable Session 60; Roundtable Session

42.079-1. Developing Writers, Researchers, and Critical Scholars. SIG-Doctoral Education across the Disciplines; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Carol A. Taylor, Sheffield Hallam University*

Participants:

Developing a Writing Group for First-Generation Doctoral Students. *Kathryn J. Roulston, University of Georgia; Deborah Lynn Teitelbaum, NC Center for the Advancement of Teaching; Bo Chang, Ball State University; Ronald E. Butchart, University of Georgia*

Moving Beyond the Grocery List: Application of a Constant Comparative Framework in the Writing of Literature Reviews. *Ramona Parkash Arora, McGill University; Lynn Butler-Kisber, McGill University; Mary Stewart, LEARN*

Recognizing the Diverse Circumstances for Contemporary Doctoral Students and the Implications for Doctoral Education Research. *Margot Pearson, Australian National University*

The Radical Academy: Surviving as a Novice Academic on the Educational Left. *Marc Pruyn, Monash University*

42.079-2. Political Participation and Community-Based Environmental Learning. SIG-Environmental Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Amy L. Sloane, University of Wisconsin - Madison*

Participants:

(Re)Integrating the Economy and the Environment: Youth Considering a New Power Plant in Lansing, Michigan. *Mark Kissling, Michigan State University; Angela Calabrese Barton, Michigan State University*

Case Studies of Wildfire Education for Youth in the United States: Reinventing Our Relationship to Fire, Community, and the Environment. *Heidi L. Ballard, University of California - Davis; Emily Evans, University of California - Davis; Victoria E. Sturtevant, Southern Oregon University; Pam J. Jakes, USDA Forest Service Northern Research Station*

Taking Theory to Task: Testing a Theory of Teacher Agency for Community-Based Studies. *Robert Coulter, Missouri Botanical Garden*

To Know Is Not Enough: Secondary School Students' Engagement in Environmental Activism. *Mary Catherine Breunig, Brock University; Constance L. Russell, Lakehead University; Jocelyn Murtell, Brock University*

Toward Fostering Environmental Political Participation: Framing an Agenda for Environmental Education Research. *Brett Miller Levy, University of Wisconsin - Madison; Michaela T. Zint, University of Michigan*

42.079-3. Engaging Families of Children in Primary Grades. SIG-Family, School, Community Partnerships; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

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

Participants:

One Step Forward, Two Steps Back: How Families Support Russian Literacy Development of Their Children. *Elena Lyutykh, Northern Illinois University*

School-Level Contextual Effects of Parent Involvement on Children's Achievement Growth in Reading and Math During Elementary Grades. *Yoonkyung Oh, The Pennsylvania State University*

Understanding Absenteeism: Definitions, Causes, and Interventions. *Merlin R. Chatwin, School District No. 36 (Surrey); Michelle Johanna Nilson, Simon Fraser University*

42.079-4. Pili'alo'ha: Capacity Building. SIG-Indigenous Peoples of the Pacific; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Kahealani'akealoha Faria, University of Hawaii - Manoa*

Participants:

Maori Women's Political and Cultural Convictions: Shaping the Academy. *Donna Ngaronoa Gardiner, National Institute of Research Excellence for Maori Development and Advancement; Aroha Harris, The University of Auckland*

Professional Development for Teachers and Its Relationship to Native

Hawaiian High School Completion. *Larson Siu Wah Moke Ng, University of Hawaii - Manoa*

Teacher Retention: What Can We Learn From Veteran Teachers on the Leeward Coast. *Stephanie Furuta, University of Hawaii*

Rivers of Knowledge: Developing Culturally and Socially Responsive/able Research Methodologies. *Jocelyn Esquer, Chapman University; Mere Berryman, University of Waikato; Melanie M. Kamae, Chapman University; Ndindi Kitonga, Chapman University*

42.079-5. Examining Literacy Issues and Practices in Special Education.

SIG-Special Education Research; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Dawn H. Berlin, California State University - Dominguez Hills*
Participants:

A Critical Literature Review Focusing on Access to Literacy Instruction for Adolescents With Significant Cognitive Disabilities. *Carly A. Roberts, University of Wisconsin - Madison*

An Integrated Approach: Students With a Learning Disability Read and Write Across Genres. *Svjatlana Curcic, National Louis University; Robin Johnstone, Cove School*

Reading Comprehension Instruction for Adolescents With Learning Disabilities. *Tiffany J. Ko, University of Illinois at Chicago*

Comprehension Strategies Instruction With Latino English Language Learners: A Bilingual Special Education Case Study. *Michael John Orosco, University of California - Riverside*

Early Reading Failure and Later Socioemotional Maladjustment. *Paul L. Morgan, The Pennsylvania State University; Yu Zhao, The Pennsylvania State University; George Farkas, University of California - Irvine*

42.079-6. Disability and Accountability in Schools. SIG-Critical Educators for Social Justice; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Adai Abebe Tefera, University of California - Los Angeles*

Participants:

Constructing "Appropriate": A Critical Examination of Discourse in Special Education Dispute-Resolution Final Orders. *Michelle Henry, University of South Florida*

Disability Studies Unravel the Myth of the Normal Child: Building Alliances for Inclusive Education. *Susan E. Baglieri, Long Island University; Lynne M. Bejoian, Teachers College, Columbia University; Alicia A. Broderick, Teachers College, Columbia University; David J. Connor, Hunter College - CUNY; Jan W. Valle, City College of New York - CUNY*

Responsibility as a Critical Stance: Has the Accountability Movement Diluted Responsibility? *Rosalie M. Romano, Western Washington University; Molly Noelle Lawrence, Western Washington University*

42.079-7. A Mixture of Papers on Heterogeneity. Division D - Measurement and Research Methodology; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Jeffrey R. Harring, University of Maryland*

Participants:

An Examination of the Power of Experiments in Education to Detect Intervention Effects Across Contexts. *Jessica K. Spybrook, Western Michigan University*

The Ability for Posterior Predictive Checking to Identify Model Misspecification in Bayesian Growth Mixture Modeling. *Sarah Depaoli, University of California - Merced*

The Effects of Sample Size on the Estimation of Regression Mixture Models. *Jessalyn Smith, CTB/McGraw-Hill LLC; M. Lee Van Horn, University of South Carolina; Litong Zhang, CTB/McGraw-Hill LLC*

42.079-8. Approaches to Measuring Growth. Division D - Measurement and Research Methodology; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Timothy R. Vansickle, Questar Assessment, Inc*

Participants:

A Comparative Study of Summative and Interim Assessments for Measuring Academic Growth in One State. *Yun Xiang, Northwest Evaluation Association*

Designing a Student Improvement System: Using a Multimethod Approach. *Norma Y. Sinclair, Connecticut State Department of Education; Mohamed A. Dirir, Connecticut State Department of Education*

Different Tests, Different Student Growth Distributions, Different Teacher

Effects: Sensitivity of Value-Added Estimation to Test and Scaling. *Eun Hye Ham, Michigan State University; Mark D. Reckase, Michigan State University*

Modeling the Growth of PSAT and SAT Mathematics Performance. *YoungKoung Kim, The College Board; Judit Antal, The College Board; Thanos Patelis, The College Board*

42.079-9. Assessment of Technology-Based Collaborative Skills:

Transforming Assessment for the 21st Century. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Seamus F. Hegarty, International Association for the Evaluation of Educational Achievement*

Participants:

Definitions and Development of Assessments of Collaborative Skills.

Patrick E. Griffin, University of Melbourne; Esther Care, University of Melbourne

Measurement of Collaborative Problem-Solving Skills. *Patrick E. Griffin, University of Melbourne; Esther Care, University of Melbourne*

Assessment of Learning in Digital Social Networks. *Mark R. Wilson, University of California - Berkeley; Kathleen Scalise, University of Oregon*

Bringing Technology-Based Assessment to Scale to Advance Reform.

Linda Darling-Hammond, Stanford University

Government and Corporation Collaboration in Large-Scale Assessment. *Horn Mun Cheah, Singapore Ministry of Education*

42.079-10. Collection of Behavioral Information. Division D - Measurement and Research Methodology; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Participants:

A Measure of Teachers' Skills in Detecting Effective Classroom

Interactions: The Video Assessment of Interactions and Learning. *Faiza M. Jamil, University of Virginia; Bridget Kathleen Hamre, University of Virginia; Terri J. Sabol, Institute for Policy Research - Northwestern University; Robert Pianta, University of Virginia*

Effects of the Number of Response Categories and Verbal Anchoring on Rating Scales. *Julia Shaftel, The University of Kansas; Brooke Nash, The University of Kansas*

Ratings Versus Rankings: How Should We Measure Principal Preferences? *Mimi Engel, Vanderbilt University; Marisa A. Cannata, Vanderbilt University*

42.079-11. Computerized Adaptive Testing Issues. Division D - Measurement and Research Methodology; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Joy L. Matthews-Lopez, National Association of Boards of Pharmacy*

Participants:

A Comparison of Person-Fit Statistics in Computerized Adaptive Test Using Empirical Data From Two CAT Algorithms. *Chingwei D. Shin, Pearson; Yuehwei Chien, Pearson*

A-Stratified With B Blocking Methods Multistage Multidimensional Computerized Adaptive Testing to Control Item Exposure. *Haiyan Lin, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign*

Attribute-Level Discrimination Indices for Cognitive Diagnostic Computerized Adaptive Testing. *Teck Yong Lawrence Neo, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign*

42.079-12. Depth and Breadth: Approaches to Assessing Partial Vocabulary Knowledge and Supporting Word Learning. Division D - Measurement and Research Methodology; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *William E. Nagy, Seattle Pacific University*

Participants:

Measuring the Depth of Semantic Knowledge in Academic and Domain-Specific Vocabulary. *Rene R. Lawless, ETS; John P. Sabatini, ETS; Paul Deane, Educational Testing Service; Isaac I. Bejar, ETS; Chen Li, ETS*

General Vocabulary, Academic Vocabulary, and Vocabulary Depth:

Examining Predictors of Adolescent Reading Comprehension. *Joshua Fahay Lawrence, University of California; Elizabeth Juliana Pare-Blagojev, Harvard University; Rene R. Lawless, ETS; Paul Deane, Educational Testing Service; Chen Li, ETS*

Assessing Breadth of Academic Vocabulary: Testing “New” Words From Across the Fourth-Grade And Fifth-Grade Curriculum. *Susan Leigh Flinspach, University of California - Santa Cruz; Judith A. Scott, University of California; Jack L. Vevea, University of California - Santa Cruz*

Measuring Depth of Vocabulary Knowledge With Testlets: Simultaneously Assessing Six Aspects of Word Knowledge. *Judith A. Scott, University of California; Jack L. Vevea, University of California - Santa Cruz; Susan Leigh Flinspach, University of California - Santa Cruz*

Using Topic Maps to Survey Vocabulary Breadth in Specific Domains. *Paul Deane, Educational Testing Service; Rene R. Lawless, ETS; Robert Krovetz, Lexical Research; Isaac I. Bejar, ETS; Chen Li, ETS; Tenaha P. O'Reilly, ETS; Srinivasa Pillarisetti, ETS*

42.079-13. Mathematics, Business, Commerce, and Economics

Competence in Workplace Learning. SIG-Workplace Learning; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Martin Mulder, Wageningen University*

Participants:

Basic Academic Skills as Prerequisites for Successful Completion of Vocational Education and Training: The Example of Mathematics and Business Education. *Rainer H. Lehmann, Humboldt University - Berlin*

Which Competencies Are Really Requested at the Workplace? A Competence-Oriented Analysis in the Field of Business and Commerce. *Susanne D.E. Weber, University of Munich; Sandra Trost, Institut für Human Resource Education and Management (Institut für Wirtschaftspädagogik)*

Economic Competencies in Swiss Upper Secondary Education. *Stephan Schumann, University of Fribourg; Franz Eberle, University of Zurich*

42.080. Roundtable Session 61; Roundtable Session

42.080-1. New Perspectives on Mixed Methods. Division D - Measurement and Research Methodology; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: *Lisa D. Hobson, Prairie View A&M University*

Participants:

Mapping Me: A Mixed-Method Approach to Understanding Academic Self-Concept Among Black Males. *Terry Kyle Flennaugh, Michigan State University*

Mixed Methods and the Pleasures of Forgetfulness. *Douglas H. Macbeth, The Ohio State University*

Using a Quantitative Research Tool to Support a Postcolonial Inquiry: A Pragmatic Adaptation of Q Methodology. *Lydia E Carol-Ann Burke, OISE/University of Toronto*

42.080-2. Large-Scale Assessments for Students With Disabilities

and English Language Learners: Test Design and Student Characteristics. SIG-Inclusion & Accommodation in Educational Assessment; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: *Meagan Karvonen, Western Carolina University*

Participants:

Alternate Assessment (1%) Design: Common Core State Standards, English Language Arts, Evidence-Centered Design, and Universal Design. *Patricia JoAnn Almond, University of Oregon; Renee Cameto, SRI International; Geneva D. Haertel, SRI International; Katherine M. Nagle, SRI International; Angela Haydel DeBarger, SRI International; Kavita L. Seeratan, SRI International*

Developing the Next Generation of Accessible Assessments: What We Can Learn From the AA-MAS (Alternate Assessment Based on Modified Academic Achievement Standards). *Lynn Price, University of Minnesota; Jennifer R. Hodgson, University of Minnesota; Sheryl S. Lazarus, University of Minnesota; Martha L. Thurlow, University of Minnesota*

Item Illustration Complexity and the Performance of English Language Learners in a Science Test. *Chao Wang, University of Colorado - Boulder; Magda Yanira Chia, University of Colorado - Boulder; Rachel R. Kachchaf, TERC; Guillermo Solano-Flores, University of Colorado - Boulder*

Student and Teacher Characteristics Related to Performance on Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Tasks Developed Using Evidence Centered Design. *Renee Cameto, SRI International*

The Characteristics of Low-Performing Special Education and Non-Special Education Students on Large-Scale Assessments. *Yi-Chen Wu, University of Minnesota; Kristin K. Liu, National Center on Educational Outcomes; Martha L. Thurlow, University of Minnesota; Sheryl S. Lazarus, University of Minnesota; Jason Richard Altman, University of Minnesota; Elizabeth Christian, National Center on Educational Outcomes*

42.080-3. Research on Evaluation Tools and Trends. SIG-Research on Evaluation; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: *William H. Rickards, University of Southern California*

Participants:

Oral History Narratives as the Basis for Constructing a Federal Grants Program Theory. *Elena Yu Polush, Ball State University*

Scaling Failure: A Review of Success Rates and the Scale-Up Effect in Education Research. *Katie Barghaus, University of Pennsylvania; Jennifer McMaken, University of Pennsylvania*

Trends of Mixed-Methods Designs in Evaluation Studies From 2003 to 2011. *Susan T. Hibbard, Florida Gulf Coast University; Anthony J. Onwuegbuzie, Sam Houston State University*

42.081. Roundtable Session 62; Roundtable Session

42.081-1. New Approaches to Validity Judgments for Emergent Research Methods. SIG-Learning Sciences; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: *Clark A. Chinn, Rutgers University*

Participants:

A Design Study of a Wireless Interactive Diagnostic System Based on a Mathematics Learning Trajectory. *Jere Confrey, North Carolina State University; Andrew Corley, North Carolina State University; Alan Maloney, North Carolina State University; Kenny Huy Nguyen, North Carolina State University*

Building a Validity Argument for a Measure of Whole Number Problem Solving. *Finbarr C. Sloane, Arizona State University; Brandon Holding, Arizona State University*

Choice-Based Assessments. *Daniel L. Schwartz, Stanford University*

Playing With Theory to Build a Theory of Play. *Sasha A. Barab, Indiana University; Melissa Sommefeld Gresalfi, Indiana University; Adam Ingram-Goble, Indiana University; Anna Arici, Indiana University*

Establishing Principles for Design-Based Psychometric Theory. *Anthony E. Kelly, George Mason University; John Y. Baek, National Oceanic and Atmospheric Administration; Brenda Bannan, George Mason University; Patrick Shane Gallagher, Advanced Distributed Learning*

42.081-2. Education in the Media: Making “Sense” of Explicit and Implicit Messages. SIG-Media, Culture, and Curriculum; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: *Rebecca A. Goldstein, Montclair State University*

Participants:

Bad Teachers Waiting for Superman: Educational Research and Media Exploitation of Public Education. *Rebecca A. Goldstein, Montclair State University; Sheila L. Macrine, University of Massachusetts - Dartmouth; Shareen Shibli, North Bergen High School*

The Narrowing of the Principles and Purposes of Mathematics Education: Three Decades of Media Reporting. *Nataly Z. Chesky, Montclair State University*

Educational Affinity Spaces and News Media Discourse: An Approach Using Critical Discourse and Frame Analysis. *Drew Berkowitz, Montclair State University*

42.081-3. Youth Work: Examining Empowered Spaces. SIG-Out-of-School Time; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: *Jennifer Dorsey, Harvard University*

Participants:

“A Place That’s Our Own”: Exploring a Free Space for Urban Youth. *Cristen Jenkins, Northeastern Illinois University*

Designing an After-School Studio: Engaging Children in Real-World Problems. *William John Egnatoff, Queen’s University - Kingston; Richard J. Reeve, Queen’s University*

We Are “Family”: Care and Activist Literacy in an Out-of-School Debate

Community. *Susan Anne Cridland-Hughes, Bard College*
 Reconceptualizing the Social Construction of Out-of-Class Learning
 Opportunities Among English as a Second Language Learners in the
 United States. *Yin Lam Lee, The Ohio State University*

42.081-4. Teacher Leadership, Social Stratification, and Collaborative Pedagogy. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 10:35am to 12:05pm

Chair: *Robert Lewis Lake, Georgia Southern University*

Participants:

Freire, Bakhtin, and Collaborative Pedagogy: A Dialogue With Students and Mentors. *Greg McClure, Appalachian State University; Trevor Thomas Stewart, Appalachian State University*

A Consequence of Social Stratification. *Anne Lilla Blanchard, Western Washington University*

Teacher Leadership: Transformative Relationships in 21st-Century Schools. *Eleanor Blair Hilty, Western Carolina University; Michele Anne Acker-Hocevar, Washington State University*

42.082. Roundtable Session 64; Roundtable Session

42.082-1. Restorative Approaches to School Violence Roundtable. SIG-Safe Schools and Communities; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm

Chair: *Naomi Elizabeth Nichols, York University*

Participants:

Reimagining School Safety From a Perspective of Care and Opportunity: Considerations for Policy, Research, and Evaluation. *Bethy Leonardi, University of Colorado - Boulder; Lauren P. Saenz, Boston College*

Restorative Approaches in Schools: Findings From an International, Cross-Sector and Interdisciplinary Seminar Series. *Hilary Cremin, University of Cambridge; Edward Mark Sellman, University of Nottingham; Gillian McCluskey, University of Edinburgh*

Restorative Justice and School Safety: Pedagogy, Praxis, and Discipline. *Brenda Elizabeth Morrison, Simon Fraser University; Dorothy Vaandering, Memorial University*

42.082-2. Influences on Teaching Science. SIG-Science Teaching and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm

Chair: *Karen S. Sullenger, University of New Brunswick*

Participants:

Investigating Novice Teachers' Abilities for Noticing and Responding to Their Students' In-Class Inquiry. *Loucas T. Louca, European University; Thea Skoulia, University of Cyprus; Dora Tzialli, University of Cyprus*
 Student Science Teachers' Self-Efficacy Beliefs About Teaching a Socioscientific Issue. *Ahmet Kilinc, Ahi Evran Üniversitesi; Tezcan Kartal, Ahi Evran Üniversitesi; Ozkan Gorgulu, Ahi Evran Üniversitesi; Dilber Bahceci, Ahi Evran Üniversitesi; Mutlu Pinar Demirci Guler, Ahi Evran Üniversitesi; Ozlem Afacan, Ahi Evran Üniversitesi; Yildirim Kasim, Ahi Evran Üniversitesi; Baris Eroglu, Aksaray University; Umit Demiral, Ahi Evran Üniversitesi; Nagihan Tanik, Erciyes University*

The Attitudes Toward Science scale revisited: Attitudes and beliefs about science as a multidimensional composition. *M Cecil Smith, Northern Illinois University; David A. Walker, Northern Illinois University; Nigoraon Ismailovna Hamidova, Northern Illinois University*

Vertical Collaborative Inquiry: Assessing Elementary and Middle School Students' Models of Energy Transfer in Ecosystems. *Erin A. Hashimoto-Martell, Boston College/Boston Public Schools; Michael Clinchot, Boston Public Schools; Fiona Bennie, Boston Public Schools; Haven Daniels, Boston Public Schools*

Developing a Researchable Question: Open-Inquiry in a School Garden. *Eric Berson, University of California - Berkeley*

42.083. Roundtable Session 65; Roundtable Session

42.083-1. Self-Movement, Identity, and Sport Pedagogy. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm

Chair: *Tim Fletcher, Memorial University*

Participants:

The Experience of Self-Movement/Physical Activity: Looking Through and With a Different Lens. *Pierre Boudreau, University of Ottawa; John Paul Coleman, University of Ottawa*

The Gendered Spaces and Places of Physical Education. *Göran Gerdin, The University of Auckland*

When Winning Hurts. *Jeanne Adele Kentel, Brock University; David Ramsankar, Edmonton Public Schools*

42.083-2. Applying Foucault to Qualitative Inquiry in Education: Looking at Resistance as Opportunity for New Knowledge. SIG-Qualitative Research; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm

Chairs: *Elizabeth A. St. Pierre, University of Georgia; Alecia Youngblood Jackson, Appalachian State University*

Participants:

"Cougardom" as Resistance: Using Michel Foucault's Discipline Theory to Understand Identity Construction of Aging Women. *Allisa Abraham Hall, University of Georgia*

Crafting Fictions and Subjects: Foucault's Care of the Self and Adolescent Fanfiction Writers. *Amanda L. Hodges, Newberry College*

Teachers' Newest Punishment: Using Foucault's Discipline Theory to Construct New Meaning of Merit Pay's Implications. *Kevin Schneider, University of Georgia*

Emersonian and Foucauldian Resistance: A Qualitative Document Analysis of Scholarly Texts. *Michael D. Boatright, Colorado State University*

Division and SIG Posters

42.084. Poster Session 9; Poster Session

42.084-1. Postsecondary Research 1. Division J - Postsecondary Education; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

1. Advancement Via Individual Determination: Postsecondary Effects on First-Generation College Students. *Jennifer Butcher, The University of Texas - Pan American; Ernesto Ramirez, The University of Texas - Pan American; Karen M. Watt, The University of Texas - Pan American*
2. An Exploratory Study of California's College Student Out-Migration Pattern. *Hironao Okahana, University of California - Los Angeles*
3. An Investigation of Students' Use Experience of E-Textbooks: A Multicampus Study. *Eun-Ok Baek, California State University - San Bernardino; James M. Monaghan, California State University - San Bernardino*
4. College Choice Processes for Home-Schooled Students: Influences, Destinations, and Under/Overmatching. *Jim Vander Putten, University of Arkansas at Little Rock; Ann Ho Becks, University of Maryland; Amanda L. Nolen, University of Arkansas at Little Rock*
5. Exploring the College Readiness of American Indians. *Ryan Nicholas Goodwin, Michigan State University; Christie Michelle Poitra, Michigan State University*
6. Impact of Online Applications on Trends in Higher Education Outcomes. *Jennifer L. Kobrin, The College Board; Kelcey Edwards, The College Board*
7. Recruiting, Redefining, and Recommitting: The Quest to Increase Socioeconomic Diversity at Amherst College. *Rachel B. Rubin, Harvard University*
8. Selling College: The Iconography of College Life in College Bowl Games' Public Service Announcements. *Barbara F. Tobolowsky, The University of Texas - Arlington; John W. Lowery, University of South Carolina*
9. Separation, Transition, and Incorporation: The Impact of Parental Attachment. *Henrietta Williams Pichon, Northwestern State University of Louisiana*
10. Students' Perspective: My Best Math Class. *Pauline Anne Therese Malaya Mangulabnan, De La Salle University*
11. The Role of College Access Programs in College Completion: Case Studies of Promising Practices. *Maly Fung, Educational Policy Institute; Watson Scott Swail, Educational Policy Institute; Kate Quinn, Educational Policy Institute*
12. Trends in Students' Perceptions of Effectiveness of Teaching and Learning Across Years: The Case With the Student Instructional Report II. *Guangming Ling, ETS; Rochelle S. Michel, ETS*
13. What Affects Timely University Graduation of Hispanic Students? *Xiaohui Wang, The University of Texas - Pan American; Olga M. Ramirez, The University of Texas - Pan American*
14. What Stops Students' Ambition for a STEM-Related Major. *Jonghwan*

Lee, Michigan State University; Justina L. Judy, Michigan State University

15. When Race Disappears: Merit in the College Admissions Policy Decision-Making Process in the State of Texas. *Rachelle Winkle-Wagner, University of Nebraska; Venice Thandi Sule, Oakland University; Dina C. Maramba, Binghamton University - SUNY*
16. Who Defines Diversity Anyway? An Examination of Black Student Versus Institutional Constructions of Diversity at Two Predominantly White Universities. *Alana C. Butler, Cornell University*

42.084-2. Teacher Knowledge and Beliefs in the Context of Schooling.

Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

17. Characterizing the Identity of Three Knowledge-Building Teachers. *Barbara Maria Vokatis, SUNY; Jianwei Zhang, University at Albany - SUNY*
18. A Comparative Study of New Chinese Language Teachers' Socialization Into the Profession. *Wenxia Wang, Michigan State University*
19. Developing Teachers' Social Justice Beliefs About Race, Class, Culture, Literacy, and Language. *Althier M. Lazar, Saint Joseph's University*
20. Do Experiences With Their Own Teachers Predict How Preservice Teachers Understand Teaching? *Johannes Bauer, Technische Universität München; Barbara Drechsel, University of Bamberg*
21. Does Education Matter? Comparing Finnish and Norwegian Novice Teachers' Social and Epistemic Orientations. *Monika Nerland, University of Oslo*
22. Educator Collaboration in Action Research: To Know Is Not Enough. *Verna Lynn McDonald, University of Northern British Columbia*
23. Effective Teacher Attributes Represented in the Narratives of American and Chinese Secondary Preservice Teachers. *Minghui Gao, Arkansas State University; Qinhua Liu, Beijing Institute of Fashion Technology; Changchun Wang, Normal University; Yuheng Wang, China Higher Education Press*
24. Essential Supports for Enabling Teachers to Develop Adaptive Lesson Plans That Meet Student Needs. *Steven McGee, Northwestern University; Linda C. Brazdil, Northwestern University*
25. Heterogeneous Design, Heterogeneous Dilemmas. *Shannon S. Moon, Mills College*
26. How to Measure Professional Knowledge of Chemistry Teachers: Comparing and Validating a Test of Pedagogical Content Knowledge and Content Knowledge. *Oliver Tepner, University Duisburg - Essen; Sabrina Witner, University of Duisburg-Essen*
27. In-Service and Preservice Teacher Knowledge and Perceptions of Social Emotional Learning and Its Impact on Reading and Overall Academic Attainment. *April Gayle Douglass, Texas A&M University*
28. Men in Elementary Education: Life Satisfaction and Perceptions of Gender-Related Work Barriers. *Glenn E. Good, University of Florida; Aaron Rochlen, The University of Texas - Austin; Christopher C. Mackowiak, University of Missouri*
29. Teachers' Expectations as a Mediator of the Relation Between Children's Socioeconomic Status and Achievement. *Sara Speybroeck; Sofie Kuppens, Katholieke Universiteit Leuven; Jan A. Van Damme, Katholieke Universiteit Leuven*
30. Wrestling With Whiteness: White Preservice Teachers' Racial Identity and Social Responsibility for the "Common Good". *Miguel Guillermo Lopez, California State University - Monterey Bay; Krysta Bradley, California State University - Monterey Bay; Erin Barnes, California State University - Monterey Bay*
31. The Secret Lives of Teachers, Turnover, and the Basic Principles of Teacher Care Programs. *Valerie Hill-Jackson, Texas A&M University*

42.084-3. Learning and Motivation in Education. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

32. Accuracy of Judgments of Learning and Restudy Choices When Studying Worked Examples. *Martine Baars, Erasmus University Rotterdam; Tamara Van Gog, Erasmus University; Anique De Bruin, Erasmus University; Fred Paas, Erasmus University*
33. Cognitive and Motivational Mediators of Behavioral Engagement and Reading Comprehension. *Katherine Marie Muenks, University of*

Maryland; John T. Guthrie, University of Maryland

34. Beliefs System and Knowledge: Analyses of Teachers' Cognitions and Impact on Teaching. *Margareta Maria Pop, North Carolina State University; John L. Niefeld, North Carolina State University*
35. Teachers' Perceptions About Climate Change: Using Critical Evaluation to Influence Plausibility Reappraisals and Knowledge Reconstruction. *Douglas Lombardi, University of Nevada - Las Vegas; Gale M. Sinatra, University of Southern California*
36. The Underlying Cognitive Processes of Collaborative Learning From Text and Pictures. *Krista E. DeLeeuw, Knowledge Media Research Center; Katharina Scheiter, Knowledge Media Research Center; Friedrich Hesse, Knowledge Media Research Center*
37. Achievement Goals as Predictors of Feedback Emotions in a Computer-Based Learning Environment. *Laura Naismith, McGill University; Susanne P. Lajoie, McGill University*
38. Negative Emotions With Positive Outcomes: Epistemic Emotions in Everyday Cognitive Problem Solving. *Elisabeth Meier, University of Munich; Julia Cada, University of Munich; Reinhard Pekrun, University of Munich*
39. Academic Self-Concept and Performance Goals: Do Their Reciprocal Effects Depend on Student Achievement? *Christoph Niepel, University of Trier; Franzis Preckel, University of Trier*
40. Role Models and the Implicit Academic Self-Concept of African American and Latino College Students. *Joyvin Benton, Rutgers University*
41. "Should I Get Help?" The Motivation of College Students With Disabilities to Utilize the University Support Services. *Rachel H. Meyer, Temple University; Nicholas R. Hood, Temple University; Avi Kaplan, Temple University; John Bennett, Temple University*

42.084-4. Innovation and Impact on Teaching, Learning, and Classrooms in Globalized Settings. SIG-International Studies; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

42. Implementation of School-Based HIV/AIDS Education Programs: Head Teachers Perspectives in Western Kenya. *Kennedy Ongaga, University of North Carolina - Wilmington; Mary M. Ombonga, University of North Carolina - Wilmington*
43. Influence of the New Mathematics Textbooks on Student Achievement in China. *Zhonghe Wu, National University; Shuhua An, California State University - Long Beach*
44. Parental Representations in Japanese Picture Books: A Quantitative Content Analysis. *Yoshimi Ohashi, California State University - Long Beach; Jyotsna Pattnaik, California State University - Long Beach*
45. Private Supplementary Tutoring for Secondary School Students in Hong Kong: Scale, Nature, and Implications. *Chad Robert Lykins, University of Hong Kong; Mark Bray, University of Hong Kong*
46. The Impact of the Market Economy on English Teachers in China. *Yan Guo, University of Calgary*
47. The New Face of Private Schools in Zimbabwe: A Potential Challenge to School Discipline, Organizational Contexts, and Behavior Management? *Angellar Manguvo, University of Missouri*

42.084-5. Motivation in Education Poster Session. SIG-Motivation in Education; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

48. What Predicts Middle School Course Preferences: Expectancy for Success, Task Value, or Academic Achievement? *Cathy Tran, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine; Greg Duncan, University of California - Irvine; Thurston Domina, University of California - Irvine*

Sunday, 12:25 pm

Governance Meetings and Events

43.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Closed Meeting. AERA Governance; Governance Session

Pan Pacific, Lobby Level, Crystal Pavilion B; 12:25-1:55pm

Chair: Dolores Delgado Bernal, University of Utah

- 43.002. AERA Journal Publications Committee: Open Meeting.** AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Pacific Rim 2; 12:25-1:55pm
Chair: *William Cope, University of Illinois at Urbana-Champaign*
- 43.003. AERA Task Force on Standards for Part-Time, Adjunct, and Contingent Faculty: Closed Meeting.** AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 12:25-1:55pm
Chair: *Adrianna Kezar, University of Southern California*

AERA Related Activities

- 43.010. AERA Past Presidents Luncheon: Invitation Only.** AERA Related Activities; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 12:25-1:55pm
Chair: *Arnetha F. Ball, Stanford University*

Presidential Sessions

43.011. An Overview of Key LGBTQ Issues in Education Research. Presidential Session

- VCC, First Level, West Room 109&110; 12:25-1:55pm
Chair: *George L. Wimberly, American Educational Research Association*
Participants:
LGBTQ Education Research in Historical Context. *Karen L. Graves, Denison University*
LGBTQ Teachers and Other Educators. *Jackie M. Blount, The Ohio State University*
K-12 Students in Schools. *Mollie V. Blackburn, The Ohio State University*
Bullying and K-12 Students. *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*
Children in Families with LGBTQ Parents and Schools. *Stephen T. Russell, The University of Arizona*
Discussants: *Cris Mayo, University of Illinois at Urbana-Champaign; Anna V. Wilson, Chapman University*

43.012. To Know Is Not Enough: Putting Theory to Work in Qualitative Research. Presidential Session

- Cosponsored with Division D - Measurement and Research Methodology
VCC, First Level, West Ballroom A; 12:25-1:55pm
Chair: *Lisa A. Mazzei, Gonzaga University*
Participants: *Alecia Youngblood Jackson, Appalachian State University; Patti A. Lather, The Ohio State University; Lisa A. Mazzei, Gonzaga University; Jerry L. Rosiek, University of Oregon; Harry Torrance, Manchester Metropolitan University; Cynthia A. Tyson, The Ohio State University - Columbus*

AERA Sessions

- 43.013. Are You Seeking a Research Grant? The Current Landscape of Federal Funding Programs and Opportunities.** AERA Sessions
VCC, First Level, West Room 118-120; 12:25-1:55pm
Chair: *Frederick D. Erickson, University of California - Los Angeles, Retired*
Participants: *Janice M. Earle, National Science Foundation; James A. Griffin, National Institute of Child Health and Human Development; Deborah L. Speece, Commissioner, National Center for Special Education, Institute of Education Sciences, U.S. Department of Education*
- 43.014. Meet Journal Editors: Journal Talks 3.** AERA Sessions; Invited Roundtable
VCC, Second Level, West Room 201; 12:25-1:55pm
Participants:
1. Interdisciplinary Journal of Problem-Based Learning. *Peggy A. Ertmer, Purdue University; Michael M. Grant, The University of Memphis; Christopher J. Mong, Purdue University*
2. Journal of Curriculum Studies. *Robert E. Boostrom, University of Southern Indiana*
3. International Journal of Education Policy and Leadership. *Daniel A. Laitsch, Simon Fraser University; Penelope M. Earley, George Mason University*
4. Journal of the Learning Sciences. *Cindy E. Hmelo-Silver, Rutgers University; Yasmin B. Kafai, University of Pennsylvania*

5. Journal of Interactive Online Learning. *Cynthia S. Sunal, The University of Alabama; Vivian H. Wright, The University of Alabama*
6. Vocations and Learning. *Bernadette Ohmer*
7. Social Studies Research and Practice. *Cynthia S. Sunal, The University of Alabama; Janet Strickland, University of West Georgia*
8. Journal of Teacher Education. *Stephanie L. Knight, The Pennsylvania State University*
9. Curriculum and Teaching Dialogue. *David J. Flinders, Indiana University*
10. Assessment in Education: Principles, Policy & Practice. *Jo-Anne Baird, Oxford University Centre for Educational Assessment*
11. Higher Education. *Amy S. Metcalfe, The University of British Columbia; Jussi Valimaa, University of Jyväskylä, Finland*
12. International Journal of Disability, Development, and Education. *Robyn Margaret Gillies, The University of Queensland*
13. International Journal on School Disaffection. *Jane Clark Lindle, Clemson University; Linda Jayne Graham, Macquarie University*
14. Learning and Instruction. *Lucia Mason, University of Padova; Ann Corney, Elsevier Inc.*
15. The High School Journal. *Jennifer Job, University of North Carolina - Chapel Hill; Madeleine Grumet, University of North Carolina - Chapel Hill; Kate Robb Allman, University of North Carolina - Chapel Hill*
16. Physical Education and Sport Pedagogy. *David Kirk, University of Bedfordshire*
17. School Leadership & Management. *Christopher James Chapman, University of Manchester*
18. Changing English. *Bill Green, Charles Sturt University*
19. American Educational Research Journal (Teaching, Learning, and Human Development). *Arlette I. Willis, University of Illinois at Urbana-Champaign; Violet J. Harris, University of Illinois at Urbana-Champaign*
20. Educational Technology Research & Development. *J. Michael Spector, University of North Texas; Michael J. Hannafin, University of Georgia*

Committee Sessions

- 43.015. Black Women Faculty: Stories of Trial and Triumph, Recommendations for Change.** Social Justice Action Committee; Symposium
VCC, First Level, West Room 121&122; 12:25-1:55pm
Chair: *Tamara Bertrand Jones, Florida State University*
Participants:
Sisters of the Academy: Modeling Leadership, Collaboration, and Faculty Development for the Public Good. *Dannielle Joy Davis, Alabama State University; Ifeoma A. Amah, The University of Texas - Arlington*
"Women Like Us": Common Themes of Struggle and Progress Among Black Women in Academia. *Rema Ella Reynolds, University of California - Riverside*
When "One" Turns Into "Two or More": Women in STEM in Academia. *Virginia Tickles, National Science Foundation*
Black Female Emerging-Scholar Early-Career Professional Development: Issues of Socialization and Transition. *Tamara Bertrand Jones, Florida State University; Anna L. Green, Atlanta Metropolitan College*
Discussant: *Gaetane Jean-Marie, University of Oklahoma*
- 43.016. GSC Division K Fireside Chat: Talking the Talk and Walking the Walk... Taking Research to the Next Level: Using Research to Improve Education and Serve the Public Good.** Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 208&209; 12:25-1:55pm
Chairs: *Norma Valenzuela, Chapman University; Dorothy Elizabeth Hines, Michigan State University*
Participants: *Bryan A. Brown, Stanford University; Thomas M. Philip, University of California - Los Angeles; Jamy Stillman, University of Southern California; Jeffrey M.R. Duncan-Andrade, San Francisco State University*

- 43.017. Graduate Student Council Take-A-Break.** Graduate Student Council; Graduate Student Seminar
VCC, Second Level, West Room 211; 12:25-1:55pm
Chair: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

International Organization Sessions

43.018. Knowledge Mobilization: Linking Policy, Research, and Practice: An ICSEI (International Congress of School Effectiveness and Improvement) Perspective. International Congress for School Effectiveness and School Improvement; Invited Session
VCC, First Level, West Room 114&115; 12:25-1:55pm

Chair: *Lorna M. Earl, Aporia Consulting Ltd.*

Participants: *Daniel R. Muijs, University of Southampton; Lorna M. Earl, Aporia Consulting Ltd.; Kim Schildkamp, Universiteit Twente; Alma Harris, Institute of Education - London; Tony Mackay, Centre for Strategic Education Melbourne*

Division Sessions

43.019. A Veritable Cornucopia of Student Achievement in a Post-NCLB (No Child Left Behind) Era. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 12:25-1:55pm

Chair: *Alex J. Bowers, The University of Texas - San Antonio*

Participants:

Does Greater Autonomy Improve School Performance? Evidence From a Regression Discontinuity Analysis in Chicago. *Matthew Philip Steinberg, University of Chicago*

School-Wide Professional Community and Mathematics Achievement: Cross-National Evidence From Trends in International Mathematics and Science Study (TIMSS) 2003 and 2007. *Xiu Cravens, Vanderbilt University; Nianbo Dong, Vanderbilt University*

Class Size and Classroom Effects on Reading Achievement: Evidence From PIRLS 2006. *Madhur Chandra, Michigan State University; Spyros Konstantopoulos, Michigan State University*

School Climate, Student Behavioral and Academic Outcomes: A Structural Equation Modeling Analysis of the Trends in International Mathematics and Science Study (TIMSS) Top Five. *Tiedan Huang, Lehigh University; George White, Lehigh University; Floyd D. Beachum, Lehigh University; Carlos Raphael McCray, Fordham University*

Discussant: *Alex J. Bowers, The University of Texas - San Antonio*

43.020. Community Engagement in an Accountability Era: North American Cases. Division A - Administration Organization & Leadership; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 12:25-1:55pm

Chair: *Gerardo R. Lopez, Loyola University New Orleans*

Participants:

Effective Leadership and Community Engagement in Two Urban Southern Arizona Schools. *Rose M. Ylimaki, The University of Arizona; Jeffrey V. Bennett, The University of Arizona*

Contexts and Consequences of Partnership Development in a Diverse Urban Elementary School: Organizational Narratives of Community Engagement. *Samantha Paredes Scribner, Indiana University - Indianapolis; Thu Suong Thi Nguyen, Indiana University - IUPUI; Gary M. Crow, Indiana University*

Community Engagement as Capacity Building Inside and Out: A 13-Year Journey. *Margaret Terry Orr, Bank Street College of Education; Monica Byrne-Jimenez, Hofstra University*

Discussant: *Sue Winton, York University*

43.021. Leadership, Policy, and Politics. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 12:25-1:55pm

Chair: *Katherine Cumings Mansfield, Virginia Commonwealth University*

Participants:

A Closer Examination of the Dilemmas, Complexities, and Political Tensions Surrounding Interdistrict Choice. *Kara S. Finnigan, University of Rochester; Burke Scarbrough, University of Rochester*

Contentious Politics of Public Charter Accountability. *Hanne B. Mawhinney, University of Maryland - College Park*

Counter/Public Contentions: Policy Deliberation, Educational Leadership, and the Black Educational Imagination. *Michael J. Dumas, New York University*

The Micropolitical Process of Social Justice Leadership: When Educators' Perspectives and Actions Conflict. *Denise E. Armstrong, Brock University; Stephanie Diane Tuters, OISE/University of Toronto;*

Nathalie Carrier, OISE/University of Toronto

The Racial Politics of Renaming an Elementary School Rosa Parks. *Dr.*

Darius Derron Prier, Duquesne University

Analyzing the Distribution of Qualified School Construction Bonds Under the American Recovery and Reinvestment Act. *Thomas Edward Davis, University of Maryland*

Discussant: *Katherine Cumings Mansfield, Virginia Commonwealth University*

43.022. Supports, Challenges, and Opportunities: Examining Teachers' and Administrators' Experiences in High-Poverty Urban Schools. Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 8&15; 12:25-1:55pm

Chair: *Susan M. Johnson, Harvard University*

Participants:

How Context Matters in High-Need Schools: The Effects of Teachers' Working Conditions on Their Professional Satisfaction and Their Students' Achievement. *Matthew A. Kraft, Harvard University*

To Share or Control: Administrative Leadership in High-Poverty Schools and its Relationship to Teachers' Efficacy and Retention. *Susan M. Johnson, Harvard University*

Often Effective, Always Vital: Experiences of Teacher Teams in High-Poverty, Urban Schools. *Megin Charner-Laird, Harvard University*

We're All in This Together: Teachers' Commitment to Their Students in High-Poverty, Urban Schools. *Monica Ng, Harvard University*

Discussants: *Sharon Feiman-Nemser, Brandeis University; Brad Jupp, U.S. Department of Education*

43.023. University-School Partnerships: Building on What We Know in the Service of Students and Families. Division A - Administration Organization & Leadership; Working Group Roundtable
Pan Pacific, Lobby Level, Crystal Pavilion C; 12:25-1:55pm

Chair: *Vivian L. Gadsden, University of Pennsylvania*

Participants:

Just Like a Good Neighbor: Capacity Building and Civic Responsibility of University-School Partnerships. *James Earl Davis, Temple University; Victoria Chou, University of Illinois at Chicago*

Conceptualizing "Deep University-School Partnerships": Six Critical Factors of Implementation (and) for Research. *Nancy W. Streim, Teachers College, Columbia University; Emily Zemke, Teachers College, Columbia University*

Urban University-Partnered Schools: Sites of Innovation or Sites of Exception? *Vivian L. Gadsden, University of Pennsylvania; Mary Yee, University of Pennsylvania; Susan Bickerstaff, Teachers College, Columbia University*

Shifting Power: University Researchers and Teachers Collaborating in the Development of an Early Childhood Curriculum. *Jie Yie Park, Bard College; Cleopatra Jacobs Johnson, Mathematica Policy Research, Inc.*

43.024. Grassroots Educational Organizing in an Era of Global Capital.

Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 12:25-1:55pm

Chair: *Kristen L. Buras, Georgia State University*

Participants:

Wayne Au, University of Washington - Bothell

Kristen L. Buras, Georgia State University

Janelle T. Scott, University of California - Berkeley

David O. Stovall, University of Illinois at Chicago

Kurt D. Squire, University of Wisconsin - Madison

Discussants: *Michael W. Apple, University of Wisconsin - Madison; Joseph J. Ferrare, University of Wisconsin - Madison*

43.025. Landscapes of Curriculum: Intersections of Place, Sexuality, and Interdisciplinarity in Curriculum Studies. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 12:25-1:55pm

Chair: *Reta Ugena Whitlock, Kennesaw State University*

Participants:

DixieQueer: Loving, Telling, and Reconstructing the South. *Reta Ugena Whitlock, Kennesaw State University*

The Journey to "Becoming" an Afrocentric Lesbian Southern Belle. *Qiana M. Cutts, Argosy University Atlanta*

Love Is a Battlefield: How Gay, Lesbian, and Bisexual Teachers in the

South Compare to Those in New England. *Janna Jackson Kellinger, University of Massachusetts - Boston*

"I Was Born on the Wrong Planet": Flights of Fancy, Gone With the Wind, and Other Gay Narratives of the South. *Patrick Slattery, Texas A&M University*

Jesus, Dolly Parton, and Solid Gold: Risk and Resilience in a Southern Gay Childhood. *Travis S. Wright, The George Washington University*

Discussants: *Ming Fang He, Georgia Southern University; William H. Schubert, University of Illinois at Chicago*

43.026. Can Formal-Informal Collaborations Improve Science Literacy in Urban Middle Schools? The Development, History, and Impact of the Urban Advantage Middle School Science Initiative. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 12:25-1:55pm

Chair: *James B. Short, American Museum of Natural History*

Participants:

History and Development of the Urban Advantage Program. *James B. Short, American Museum of Natural History; Suzanne Elgendy, American Museum of Natural History; Hudson Roditi, American Museum of Natural History; Jay Holmes, American Museum of Natural History*

The Urban Advantage Teacher Professional Development Model. *James B. Short, American Museum of Natural History; Suzanne Elgendy, American Museum of Natural History; Hudson Roditi, American Museum of Natural History; Jay Holmes, American Museum of Natural History*

The Impact of the Urban Advantage Initiative on Student Achievement. *Meryle Weinstein, New York University; Emily Ruble, New York University; Amy E. Schwartz, New York University*

Lessons Learned From the Urban Advantage Leadership Institute. *Meryle Weinstein, New York University; Robyn Sperling, New York University; James B. Short, American Museum of Natural History*

Discussant: *Suzanne M. Wilson, Michigan State University*

43.027. Emerging Issues and Challenges in Contemporary Science Education. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 12:25-1:55pm

Chair: *Adam Johnston, Weber State University*

Participants:

Developing an Integrated Assessment and Observation System Aligned to the Framework for K-12 Science Education. *Christopher J. Harris, SRI International; William R. Penuel, University of Colorado; Angela Haydel DeBarger, SRI International; Savitha Moorthy, SRI International; Eric B. Snow, SRI International; Patrik Lundh, SRI International; Carrie-Anne Sherwood, University of Michigan; Joseph S. Krajcik, University of Michigan*

Impact of Specialized Science High Schools on Talented Girls and First-Generation College Students. *Rena F. Subotnik, American Psychological Association; Robert H. Tai, University of Virginia; John Taylor Almarode, James Madison University; Edward Crowe, The Woodrow Wilson National Fellowship Foundation*

Developing Explanations and Developing Understanding in a Student-Generated Representations Activity. *Orit Parnafes, Tel Aviv University*

Language-Enriched Science Instruction in Second Grade: Promoting Gains Across Levels of English Proficiency. *Sheryl L. Honig, Northern Illinois University*

The Impact of Teachers' Reflective Assessment on Science Achievement in Elementary School. *Cathleen A. Kennedy, Education Research Consultant*

43.028. New Measurement Paradigms: Psychometric Methods for Technology-Based Assessments. Division C - Learning and Instruction; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 12:25-1:55pm

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

Participants:

1. From Rasch Models to Rule Space and Poset-Based Adaptive Testing. *Douglas H. Clements, University at Buffalo - SUNY; Curtis Tatsuoka, Case Western Reserve University; Kikum Tatsuoka, Teachers College, Columbia University*

2. Using Model-tracing to Conduct Performance Assessment of Students'

Science Inquiry Skills Within a Microworld. *Janice D. Gobert, Worcester Polytechnic Institute; Kenneth R. Koedinger, Carnegie Mellon University*

3. Applying Educational Data Mining in E-Learning Environments. *Diane Jass Ketelhut, University of Maryland - College Park; Michael Timms, Australian Council for Educational Research*

4. Knowledge Discovery From Selene Data. *Ben Hitt, Wheeling Jesuit University; Debbie Denise Denise Reese, Wheeling Jesuit University - Center for Educational Technologies*

5. Knowledge Specification: A Priori Requirement for Effective Embedded Assessment. *Debbie Denise Denise Reese, Wheeling Jesuit University - Center for Educational Technologies*

6. Toward a Hidden Markov Modeling Framework for Real-time Assessment in Tutorial Dialogue. *James Lester, North Carolina State University; Kristy Boyer, North Carolina State University; Eric N. Wiebe, North Carolina State University*

7. Using Bayes Nets to Measure Learning in E-Learning Environments. *Michael Timms, Australian Council for Educational Research*

Discussant: *Andre A. Rupp, University of Maryland*

43.029. Reading Processes. Division C - Learning and Instruction
Cosponsored with SIG-Research in Reading and Literacy; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 12:25-1:55pm

Chair: *Daniel Dinsmore, University of North Florida*

Participants:

Assessing the Dynamic Nature of Comprehension Processes. *Joe Magliano, Northern Illinois University; Janet K. Holt, Northern Illinois University; Amanda Marie Durik, Northern Illinois University*

Curriculum Influences the Accuracy of Comprehension Monitoring Among Seventh Graders. *Keith W. Thiede, Boise State University; Joshua Redford, Boise State University; Jennifer Wiley, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago*

Interest, Inferences, and Learning From Texts. *Virginia E. Clinton, University of Wisconsin - Madison; Paul van den Broek, Leiden University*

Reading Mathematics: Elementary Students' Cognitive Strategy Use. *Taylor B. Clements, University of Central Florida; Michele Gregoire Gill, University of Central Florida*

The Effect of Delayed-JOL (Judgments of Learning) and Sentence-Generation Instructions on Children's Metacomprehension Accuracy: Discrimination and Calibration. *Mariette Henrica Van Loon, Maastricht University; Anique De Bruin, Erasmus University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merriënboer, Maastricht University*

43.030. Reading/Writing Strategies: Supporting Intertextuality in 21st-Century Literacy. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 12:25-1:55pm

Chair: *Randy E. Bennett, ETS*

Participants:

Connections Between Specific Reading and Writing Tasks in an Integrated System of Assessment. *John P. Sabatini, ETS; Paul Deane, Educational Testing Service; Peter Van Rijn, Educational Testing Service; Tenaha P. O'Reilly, ETS*

A Cognitive Strategies Approach to Connecting Reading and Writing Instruction for English Language Learners in Grades 6-12. *Carol B. Olson, University of California - Irvine; Tina Matuchniak, University of California - Irvine*

Scaffolding Teachers and Students: Lessons on Improving Student Writing Outcomes. *Libby Baker, Teaching Matters Inc.; Naomi Cooperman, Teaching Matters Inc.*

Exploiting Automated Scoring and Feedback to Support Effective Reading/Writing. *Paul Deane, Educational Testing Service*

Discussant: *Jill V. Jeffery, University of New Mexico*

43.031. Rasch Measurement Models and the Advanced Placement Program Examinations. Division D - Measurement and Research
Methodology; Symposium
Marriott Pinnacle, Third Level, Pinnacle I; 12:25-1:55pm

Chair: *George Engelhard, Emory University*

Participants:

Rating Quality Studies Using Rasch Measurement Theory. *George Engelhard, Emory University; Stefanie Anne Wind, Emory University*
Comparative Analyses of Generalizability Theory and the Many-Facet Rasch Model. *Amy B. Hendrickson, The College Board; George Engelhard, Emory University*

Hierarchical Rasch Models for Rater-Mediated Assessments. *George Engelhard, Emory University; Yuk F. Cheong, Emory University*
Using the Many-Facet Rasch Model to Inform Standard-Setting Procedures: Setting performance standards for Advanced Placement examinations. *Pamela K. Kaliski, The College Board; George Engelhard, Emory University; Deanna Lynn Morgan, The College Board; Rosemary A. Reshetar, The College Board; Barbara S. Plake, University of Nebraska - Lincoln*

Discussants: *Suzanne Lane, University of Pittsburgh; Mark D. Reckase, Michigan State University*

43.032. Social and Academic Adjustment in Early Childhood. Division E - Counseling and Human Development; Paper Session
VCC, First Level, West Room 116&117; 12:25-1:55pm

Chair: *Laura Hanish, Arizona State University*

Participants:

Identifying Thresholds on the ECERS-R (Early Childhood Environment Rating Scale-Revised) in Relation to Children's Social and Academic Outcomes. *Vi-Nhuan Le, RAND Corporation; Claude Messan Setodji, RAND Corporation; Diana Schaack, University of California at Berkeley*

Long-Term Outcomes of Intervention Promoting Positive Development in High-Risk Children: Early Risers Skills for Success. *Joel M. Hektner, North Dakota State University; Gerald J. August, University of Minnesota*

Parental Employment Patterns and Child Development Outcomes in Canada: A Longitudinal Perspective. *Zohreh Yaghoub Zadeh, Directions Evidence and Policy Research Group, LLP; Antonia Andonova, Directions Evidence and Policy Research Group, LLP; Isabelle Eaton, Simon Fraser University; Sonia Guerriero, Directions Evidence and Policy Research Group, LLP; Charles S. Ungerleider, Canadian Council on Learning*

The Outdoor Play Inventory: A Time-Sampling Observation Protocol for Assessing Children's Play in Outdoor Playgrounds. *Clement Chau, Tufts University; Iris Chin Ponte, Tufts University; Lisa P. Kuh, University of New Hampshire*

Links Among Temperament, Play Styles, and Classroom Adjustment in Boys and Girls in Kindergarten and Grade 1. *Lucy J. Le Mare, Simon Fraser University; Hilla Hammerman, Simon Fraser University*

43.033. Convergence and Disjunction in School Desegregation. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 206; 12:25-1:55pm

Chair: *Nicole Louie, University of California - Berkeley*

Participants:

Examining the Effects of Racial Desegregation Techniques on Low-Income Students. *Bethany J. Nichols, Cornell University*

From Resegregation to Reintegration: Trends in Metropolitan School Racial Segregation, 1992-2009. *Meredith Paige Richards, The University of Texas - Austin; Kori James Stroub, The University of Texas - Austin*

Losing in Las Vegas: The Politics of Demography, Diversity, and District-Led School Reform in the West. *Sonya Douglass Horsford, University of Nevada - Las Vegas*

Beyond Interest Convergence. *Maria C. Ledesma, University of Utah*

Discussant: *Daniel Perlstein, University of California - Berkeley*

43.034. Evaluating a Statewide Community-Based Initiative to Enhance School Readiness: A Kindergarten Profile. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Pinnacle III; 12:25-1:55pm

Chair: *Ronald W. Marx, The University of Arizona*

Participants:

A Profile of Preschool Emergent Literacy Based Upon Children's Performances and Family Literacy Practices. *David B. Yaden, The University of Arizona; Adriana Diane Cimetta, The University of Arizona*

Beginning Kindergartners' Language Proficiency in English and Spanish. *Kathy Nakagawa, Arizona State University*

Teachers' Ratings of Kindergartners' Mathematical Ability and Parents' Report of Math Activities at Home. *Nancy J. Perry, Arizona State University*

Arizona Parents' and Teachers' Divergent Perspectives on the Social and Emotional Development of Children. *Lawrence Gallagher, Northern Arizona University*

Children's Overall Health and Physical Well-Being at the Beginning of School in Arizona. *Christina Cutshaw, The University of Arizona; Douglas Taren, The University of Arizona*

Discussant: *Robert S. Rueda, University of Southern California*

43.035. Nurturing Consortia in the Maelstrom of Education Reform: Conversations With Chicago, New York City, Baltimore, and Los Angeles. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Pinnacle II; 12:25-1:55pm

Chair: *John Q. Easton, Institute of Education Sciences*

Participants:

Lessons Learned From Chicago. *Paul D. Goren, Consortium on Chicago School Research At The University of Chicago*

Lesson Learned From New York City. *James J. Kemple, New York University*

Lessons Learned From Baltimore. *Faith Connolly, Johns Hopkins University*

Lessons Learned From Los Angeles. *Meredith Phillips, University of California - Los Angeles*

43.036. College Identity Development in Students. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 207; 12:25-1:55pm

Chair: *Felisha Herrera, University of California - Los Angeles*

Participants:

Academic Identity Development Among Students From Two Early College High Schools. *Laura Carolyn Murray, University of Pennsylvania; Gina M. Arnone, University of Pennsylvania; Michael J. Nakkula, University of Pennsylvania*

Determining Factors of Academic Self-Concept Among Student Veterans. *Jose L. Santos, University of California - Los Angeles; Dani Molina, University of California - Los Angeles*

Transition to Further and Higher Education for Young People With Disabilities in Ireland: The Need for a Flexible and Individualized Approach. *Cristina Devecchi, University of Northampton; Sheena Bell, University of Northampton; Conor McGuckin, Trinity College; Michael Shevlin, Trinity College*

"It's Pushed Me to Help Others": The Relationship of Racial Identities and Students' Career Choices. *Deborah F. Carter, University of Michigan; Julio J. Cardona, University of Michigan; Gloryvee Lisa Fonseca-Bolorin, University of Michigan - Ann Arbor; Carmen Michele McCallum, University of Michigan; Julie Renee Posselt, University of Michigan*

Discussant: *Vasti Torres, Indiana University*

43.037. Division J Invited Session: Big-Time College Sports: Mitigating the Academic-Athletic Divide. Division J - Postsecondary Education
Cosponsored with SIG-Research Focus on Education and Sport; Invited Session
VCC, Second Level, West Room 215&216; 12:25-1:55pm

Chair: *Eddie Comeaux, University of Kentucky*

Participant: *Charles Clotfelter, Duke University*

Discussant: *James Antony, University of Washington*

43.038. Postsecondary Math and Science Learning and Development. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 212&213; 12:25-1:55pm

Chair: *Comfort O. Okpala, North Carolina A&T State University*

Participants:

College Students' Views of the Use of Mathematics in a Nonmathematical Context. *Carina Marie Rebello, University of Missouri; N. Sanjay Rebello, Kansas State University*

The Interplay Between Contingencies of Self-worth and Test Anxiety. *Mandy Kirchgessner, Temple University; Anthony C. Perez, Duke University; Ting Dai, Temple University; Jennifer G. Cromley, Temple University*

The Role of Black Colleges in the Development of Mathematicians. *Erica*

Walker, Teachers College, Columbia University; Viveka O. Borum, Wayne State University; Adriel Adon Hilton, Upper Iowa University

Understanding students' beliefs about the nature of knowing in chemistry and biology: A mixed-method analysis. *Emily Tancredi-Brice Agbenyega, Temple University; Ting Dai, Temple University; Melissa Karakus, Temple University; Erin McNamara Horvat, Temple University; Jennifer G. Cromley, Temple University; Anthony C. Perez, Duke University; Joseph Agyare Kumi, Temple University*
Discussant: *Terrell Lamont Strayhorn, The Ohio State University*

43.039. Understanding and Facilitating Students' College Readiness.

Division J - Postsecondary Education; Paper Session
VCC, Third Level, West Room 306; 12:25-1:55pm

Chair: *Joanne Lee, Mathematica Policy Research, Inc*

Participants:

Accelerating Community College Students' Progression Through Developmental Education: Does It Work? *Shanna Smith Jaggars, Teachers College, Columbia University; Michelle Hodara, Teachers College, Columbia University*

Development of a College Readiness Screening Measure for Student Athlete Recruits. *Allison Lombardi, University of Oregon; Andrew Downs, University of Portland; Robyn Conley Downs, Educational Policy Improvement Center*

Fault Lines in Postsecondary Educational Opportunity: A Mixed-Methods Examination of At-Risk Students. *Gregory C. Wolniak, NORC at the University of Chicago; Jesse Rude, NORC at the University of Chicago; Panagiotis Rekoutis, The McCarton School*

Unlocking the Gate to College: An Analysis of Rigorous Research on Improving Developmental Education. *Elizabeth Zachry Rutschow, MDRC; Emily Schneider, MDRC*

Discussant: *Susan Auerbach, California State University - Northridge*

43.040. Constructing Knowledge and Promoting Social Change: Cutting Edge Issues in Social Justice. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 222; 12:25-1:55pm

Chair: *Satasha L. Green, The University of Alaska - Anchorage*

Participants:

Critical Civic Praxis: Constructing Knowledge and Promoting Social Change Through Hip-Hop. *Jung E. Kim, Lewis University; Isaura Betzabe Pulido, Northeastern Illinois University*

From Safe Spaces to Empowering Spaces: One LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer)-Supportive Teacher's Pedagogy of Empowerment. *Sarah Schneider Kavanagh, University of Washington*

Learning From the "Other" Side of Us: A Cooperative Inquiry by Minorities in Teacher Education. *Laura Bower-Phipps, Southern Connecticut State University; Thomas D. Homa, Southern Connecticut State University; Maria Cristina Cruz, Southern Connecticut State University; Arlette Mello Johnson, Southern Connecticut State University; Cristina Albaladejo, Southern Connecticut State University*

Oh, Those Loud Black Girls: A Study of Black Girls Talking With an Attitude. *Jacqueline B. Koonce, Michigan State University*

Preparing Teachers to Identify and Address Bias and Discrimination Online: Literature Review and Framework. *Rick J. Voithofer, The Ohio State University*

Reimagining Youth and Education Through Indigenous Hip-Hop Pedagogues and the Beat Nation. *Julie Gorlewski, SUNY - College at New Paltz; Bradley J. Porfilio, Lewis University*

Teacher Perceptions of English Language Learners in Rural Mainstream Classrooms. *Suzanna Jo Luttrell, Walden University; Li-Ching Hung, Overseas Chinese University*

43.041. Identity and Teachers: Teacher Sense-Making in Context. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 217&218; 12:25-1:55pm

Participants:

Exploring Teacher Identity: A Pilot Study of Immigrant Chinese Teachers of Mandarin in a Canadian University. *Yujia Jiang, Simon Fraser University*
Preservice Teachers' Attitudes About Diversity as a Result of a Semester Study Abroad Program. *Sandra Mammano Linder, Clemson University*
Hip-Hop Identity and Curriculum Construction Among Urban Public High School English Teachers. *H. Bernard Hall, Temple University*

Identity Development in Career-Changing Beginning Teachers: A Qualitative Study of Professional Scientists Becoming School Teachers.

James J. Watters, Queensland University of Technology; Carmel M. Diezmann, Queensland University of Technology

When You Don't Know What You Don't Know: Racial Touchstones and White Teachers' Racial Sense Making. *Amanda J. Taylor, Harvard University*

43.042. Innovations in Supervision: Explorations of the Relationship Between Teacher Candidate, Cooperating Teacher, and University Supervisor. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, East Room 11; 12:25-1:55pm

Chair: *Fatima Pirbhai-Illich, University of Regina*

Participants:

A Review of the Cooperating Teacher Literature: 1948-2011. *Anthony Clarke, The University of British Columbia; Valerie Triggs, The University of British Columbia; Wendy S. Nielsen, University of Wollongong*

Collaboration During Mentor-Guided Lesson Study: Mentors and Interns Sharing Mathematical Knowledge for Teaching. *Jennifer Nimtz, Michigan State University; Kristen Bieda, Michigan State University*

The Efficacy of Training Cooperating Teachers: Investigating an Assumption. *Christopher R. Gareis, College of William and Mary; Leslie Grant, Old Dominion University*

"TIP"-ing Through Mathematics Teacher Education: A Triadic Approach to Teacher Preparation. *Pier A. Junor Clarke, Georgia State University; Erika C. Bullock, Georgia State University*

Discussant: *Hsu-Min Chiang, Teachers College, Columbia University*

43.043. Teacher Accountability, Teacher Evaluation, and Learning Outcomes: A Perspective From the American Federation of Teachers. Division K - Teaching and Teacher Education; Invited Session

VCC, Second Level, East Room 16; 12:25-1:55pm

Chair: *Etta R. Hollins, University of Missouri - Kansas City*

Speaker: *Francine Lawrence, American Federation of Teachers*

43.044. Teacher Advocacy and Social Justice With English Language Learners. Division K - Teaching and Teacher Education; Paper Session

Fairmont Waterfront, Concourse Level, Malaspina; 12:25-1:55pm

Chair: *Amanda Wager, The University of British Columbia*

Participants:

Bridging the Divide: Stepping Out With Teachers to Enact Culturally Responsive Pedagogies. *Corliss Brown, University of North Carolina - Chapel Hill; Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Scott Morrison, University of North Carolina*

Constructing Conversations Across Social Justice and Christianity. *Sarah Bridges-Rhoads, Georgia State University*

Methodological Review of the Literature on Teacher Education for Social Justice. *Emilie N. Reagan, Teachers College, Columbia University*

Preparing Teacher Candidates to Educate English Language Learners: "A Free Ticket"? *Shannon Mary Daniel, University of Maryland*

Teaching to Close the Opportunity Gap: Four Educators' Actions to Promote Equity. *Jenifer Anne Crawford, University of Southern California; Paula M. Carbone, University of Southern California*

The Imperative of Care: ESL (English as a Second Language) Teacher Negotiations Toward Advocacy and Equity. *Michael C. Dominguez, University of Colorado - Boulder; Michael F. Suarez, Colorado University - Boulder*

¡Listo! Proven Practices for Teacher Educators, Preservice Teachers, and Their English Learners. *Carole L. Walker, Texas A&M University - Commerce; Martha M. Foote, Texas A&M University; Laura Chris Green, Texas A&M University - Commerce; Cathy K. Zeek, Lasell College; Cindy Shuman, Kansas State University*

43.045. Teacher Perspectives on English Language Learners and Diverse Learners: Translations of Theory Into Classroom Practices.

Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 224; 12:25-1:55pm

Chair: *Sidonia Jessie Alenuma-Nimoh, Gustavus Adolphus College*

Participants:

A Look Through the Eyes of Preservice Educators and In-Service Teachers on English Language Learner Students. *Marisa Anne del Campo, University of Connecticut; Mary E. Yakimowski, University of Connecticut*

ESL (English as a Second Language) Professional Development and

Teachers' Trajectories of Change. *Eva Ponte, University of Hawaii - Manoa*

Preparing Teachers for Diverse Classrooms: What Two Veteran Teacher Educators Have Learned. *Constance L. Walker, University of Minnesota; Tina Edstam, University of Minnesota*

Stories of Diversity and Citizenship: Constructing Self and Other in Teacher Education for English Learners. *Terri L. Rodriguez, Duquesne University; Nihat Polat, Duquesne University*

Teachers' Perceptions of Effective School-Wide Programs and Strategies for English Language Learners. *Kip T. Tellez, University of California - Santa Cruz; George Manthey, University of California - Santa Cruz*

To Know Is Not Enough: Measuring Dispositions of Preservice Teachers. *Robert J. Tobias, New York University; Jinghong Tian, New York University; Kimberly Woo, New York University*

Toward More Equitable Education: Teachers' Perspectives on "Successful" Detracked Classrooms. *Craig Bruno, University of Washington*

43.046. Designing and Evaluating Instructional Practice and Outcomes.

Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 14; 12:25-1:55pm

Chair: *Kristy S. Cooper, Michigan State University*

Participants:

A Framework for Assessing the Quality of Instructional Policy Designs. *Michael S. Knapp, University of Washington*

Outcomes of Placing Low-Performing Eighth-Grade Students in Algebra Content Courses. *Don Joseph Taylor, University of California - Davis; Michal Kurlaender, University of California - Davis; Heather Rose, University of California - Davis*

The Relationship of Observed Teacher Characteristics with the Content and Form of Instruction. *Morgan S. Polikoff, University of Southern California*

The Mediating Role of Teaching Practices in Kindergarten and First-Grade Classrooms. *So Jung Park, University of Wisconsin*

Discussant: *Geoffrey C. Phelps, Educational Testing Service*

43.047. Division L Junior Faculty Mentoring Seminar. Division L -

Educational Policy and Politics; Mentoring Session

VCC, Second Level, West Room 202&203; 12:25-1:55pm

Chairs: *Motoko Akiba, University of Missouri - Columbia; Susan J. Paik, Claremont Graduate University; Stacey A. Rutledge, Florida State University*

Participants:

Working Toward Tenure. *Robert E. Floden, Michigan State University*

Publishing in Prestigious Policy Journals. *Rick Mintrop, University of California - Berkeley*

Securing External Funding for Policy Research. *James S. Dietz, National Science Foundation*

SIG Sessions

43.048. Queer Performative Autoethnography as Antioppressive

Education. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Demonstration/Performance

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 12:25-1:55pm

Chair: *Celeste N. Snowber, Simon Fraser University*

Participant:

Queer Performative Autoethnography as Antioppressive Education. *Kerri Mesner, The University of British Columbia*

43.049. What Is a Poem Good For? The Possibilities of Poetic Inquiry

Within Educational Research. SIG-Arts-Based Educational Research; Demonstration/Performance

VCC, Third Level, West Room 302; 12:25-1:55pm

Chair: *Pamela Richardson, The Conversatorium*

Participants:

Education and/as Art: A Found Poetry Suite. *Monica M. Prendergast, University of Victoria*

Eco-Poetic Inquiry: The Poetry of Place. *Veronica Gaylie, The University of British Columbia*

Being Eaten and Eating: Red Meets Her Wolf. *Cornelia Hoogland, University of Western Ontario*

Homophobic Graffiti on the Portable Wall. *John J. Guiney Yallop, Acadia*

University

Living in a Different Key: Poetic Inquiry as Educational Research. *Rebecca J. Luce-Kapler, Queen's University*

Letters of Love and Loss: Writing Mileva Einstein. *Pamela Richardson, The Conversatorium*

43.050. Perspectives on Biliteracy Research. SIG-Bilingual Education

Research; Paper Session

VCC, Second Level, West Room 221; 12:25-1:55pm

Chair: *Christian J. Faltis, University of California - Davis*

Participants:

Bilingual First-Graders' Reading Development in Two Languages. *Angela Maria Lopez-Velasquez, Southern Connecticut State University; Georgia E. Garcia, University of Illinois at Urbana-Champaign*

Assessing Fidelity of Implementation of an Instructional Model: Targeting Student Trajectories Toward Biliteracy. *Wendy Sparrow, University of Colorado - Boulder; Sandra Adriana Butvilofsky, University of Colorado Boulder; Edward Wiley, University of Colorado - Boulder; Kathy Escamilla, University of Colorado - Boulder*

Better Comprehension Through Translation. *Robert T. Jimenez, Vanderbilt University; Samuel David, Vanderbilt University; Christopher Keyes, Vanderbilt University; Mikel Walker Cole, Vanderbilt University*

An Examination of Young Bilinguals' Early Literacy Skills: Understanding Cross-Language Transfer. *Erika Feinauer, Brigham Young University; Kendra Hall-Kenyon, Brigham Young University; Kimberlee Callister Davison, Brigham Young University*

Shared Reading Interventions With Hispanic Families of Pre-Kindergarten Students: Oral Language and Home Literacy Behaviors. *Tracey Hasbun, Stephen F. Austin State University; Hope Elisabeth Wilson, Stephen F. Austin State University*

Discussant: *Laura A. Valdiviezo, University of Massachusetts*

43.051. Contemporary Analyses of Context and Integration in Educational Technology. SIG-Computer and Internet Applications in Education;

Paper Session

Sheraton Wall Centre, Fourth Level, South Galiano; 12:25-1:55pm

Chair: *Charles DeVaughn Miller, University of Minnesota*

Participants:

A Longitudinal Analysis of Instructors' Use of a Learning Management System. *Andrew Edward Krumm, University of Michigan; Stephanie D. Teasley, University of Michigan*

A Multilevel Analysis of Digital Literacy: The Effects of Goal Orientation, Family Background and School Leadership. *Ove Edvard Hatlevik, The Norwegian Centre for ICT in Education; Inger Throndsen, University of Oslo; Geir Ottestad, Norwegian Centre for ICT in Education*

Impact of a Technology After-School Program on Middle School Students and Their Families From Underserved Communities. *Ravi Narayan, The University of Texas - Austin; Joan E. Hughes, The University of Texas - Austin*

Learning in 1:1 Laptop Contexts: A Review of the Literature. *Marilyn Hillarious, The George Washington University; Natalie B. Milman, The George Washington University*

Use of Technology in a Large School District: Perspectives From Students, Teachers, and Principals. *Stacy B. Ehrlich, Consortium on Chicago School Research At The University of Chicago; Susan E. Sporte, University of Chicago; James Sebastian, Consortium on Chicago School Research At The University of Chicago*

43.052. Rethinking and Redoing Race in Early Childhood Education: Policies, Perspectives, and Pedagogy. SIG-Critical Perspectives on

Early Childhood Education; Symposium

VCC, Third Level, West Room 303; 12:25-1:55pm

Chair: *Timber Dove Washington, Teachers College, Columbia University*

Participants:

Teaching and Learning About Racial and Ethnic Diversity in Early Childhood Classrooms. *Caryn C. Park, Tufts University*

Toward a Multidisciplinary Perspective on the Role of Early Childhood Education in the Formation of Broader Racial/Ethnic Relations and Ideologies. *Mariajose Romero, LaGuardia Community College -CUNY*

Preservice Teachers' Love/Hate Relationship With a Racial/Cultural Self and Society. *Lucinda G. Heimer, Wheelock College*

Young Children's Racial Development: The Process of Learning Who Was and Was Not a Slave. *Jennifer Keys Adair, The University of Texas - Austin*

Discussant: *Celia S. Genishi, Teachers College, Columbia University*

43.053. Equity-Oriented Public Knowledge Formation: Lessons From

Dewey Toward Social and Institutional Transformation. SIG-Dewey Studies Cosponsored with Division G - Social Context of Education; Symposium

VCC, Second Level, East Room 12; 12:25-1:55pm

Chair: *Ronald David Glass, University of California - Santa Cruz*

Participants:

Facing Today's "Economic Situation": Reconsidering Dewey's Depression-Era Insights in an Era of Neoliberalism and the Great Recession. *John S. Rogers, University of California - Los Angeles*

Education Research and Policy Making: Whose "Felt Difficulties"? *Kenneth R. Howe, University of Colorado*

The Politics of Urgency: A Chicana Feminist Perspective on Knowledge Production, Educational Advocacy, and Transformational Change.

Angela Valenzuela, The University of Texas - Austin; Patricia D. Lopez, The University of Texas - Austin

Truth, Justice, and the Formation of Publics: University Leadership of Democratic Deliberations about Social Problems. *Ronald David Glass, University of California - Santa Cruz; Samara S. Foster, University of California - Santa Cruz*

Discussants: *Jeannie Oakes, Ford Foundation; Kal Alston, Syracuse University*

43.054. Intersections of Disability Studies Theory and Policy in Education.

SIG-Disability Studies in Education; Paper Session

VCC, First Level, West Room 111&112; 12:25-1:55pm

Chair: *Deborah J. Gallagher, University of Northern Iowa*

Participants:

A Conversation Worth Having: A Response to Anastasiou and Kauffman. *Deborah J. Gallagher, University of Northern Iowa; David J. Connor, Hunter College - CUNY; Beth A. Ferri, Syracuse University*

Educating the Disabled or Disabling Education? The Convergence of Culture and Postcoloniality. *Kagendo Mutua, The University of Alabama; Beth Blue Swadener, Arizona State University*

Inside "What Works": Ideology, Power, and Politics in Evidence-Based Practices in Special Education. *Sarah R. Semon, University of Northern Iowa; Deborah J. Gallagher, University of Northern Iowa*

Think, Hear, See, Believe... College: Getting the Word Out Together. *Maria C. Paiewonsky, University of Massachusetts*

43.055. Media and Technology in Early Childhood. SIG-Early Education and Child Development; Paper Session

VCC, Second Level, West Room 223; 12:25-1:55pm

Chair: *Julie Dwyer, Boston University*

Participants:

Family Literacy in the Context of Educational Media. *Kadria Anne Simons, OISE/University of Toronto; Janette P. Pelletier, University of Toronto; Sue Anderson, University of Toronto*

From Viewing to Doing: Supporting Young Children's Learning Through Joint Engagements With Media. *Savitha Moorthy, SRI International; Hannah Lesk, SRI International; Carlin Llorente, SRI International; Ximena Dominguez, SRI International*

Parents' and Children's Questions While Sharing Digital and Print Books. *Ji Eun Kim, The University of British Columbia*

Supporting Early Childhood Student Teachers' Reflective Practice: The Influence of Technology. *Abigail M. Jewkes, Hunter College - CUNY*

Creative Digital Technologies as a Catalyst for Literacy and Numeracy Development in the Early Years of Formal Schooling. *Susan Ellen McDonald, Australian Catholic University; Jennifer Howell*

Discussant: *Denise Lynne Winsor, The University of Memphis*

43.056. Health in Schools and Preservice Programs. SIG-Education, Health, and Human Services Linkages; Paper Session

Marriott Pinnacle, Fourth Level, Ambleside; 12:25-1:55pm

Chair: *Robert Hulme, University of Chester*

Participants:

Breast Cancer Knowledge and Awareness Among High School and College Students in the Midwestern United States. *Benford Mafuvadze, University of Missouri; Angellar Manguvo, University of Missouri; Jiaxin He, University of Missouri; Stephen D. Whitney, University of Missouri; Salman Hyder, University of Missouri*

Mental Health Literacy of Preservice Educators. *Jessica Whitley, University of Ottawa; Suzanne Gooderham, University of Ottawa*

Multiple Influences on Changing the Health Culture of a School. *Pamela*

H. Kulinna, Arizona State University; Donetta J. Cothran, Indiana University; Tiffany Ann Kloeppel, Montclair State University
Stressful Life Events and Secondary School Student Connections to School Support. *Katherine Marian Thompson, OISE/University of Toronto*
The Impact of a Federal Grant Initiative on Collaboration between Schools and Mental Health Systems. *Lara Jakobsons, University of Illinois at Chicago; Krista Kutash, University of South Florida; Al Duchnowski, University of South Florida*

43.057. Alternative Methods for Data Analysis. SIG-Educational Statisticians; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 12:25-1:55pm

Chair: *Haiyan Bai, University of Central Florida*

Participants:

Classification in the Presence of Heterogeneous Groups: A Monte Carlo Comparison of Several Statistical Methods. *William Holmes Finch, Ball State University; Jocelyn E. Holden, Ball State University; Ken Kelley, University of Notre Dame; Mike Starling, Ball State University*

Confidence Interval Estimations for Standardized Linear Contrasts of Means: The One-Way Fixed-Effects Between-Subjects Univariate Case. *Li-Ting Chen, Indiana University; Chao-Ying J. Peng, Indiana University*

Investigating the Impact of Nonnormality, Effect Size, and Sample Size on Two-Group Comparison Procedures: An Empirical Study. *Yoonjeong Kang, University of Maryland - College Park; Jeffrey R. Harring, University of Maryland*

Comparison of Inverse Probability of Treatment Weighting and Optimal Full Matching Methods to Estimate the Average Treatment Effect: A Monte Carlo Simulation Study. *Sungur Gurel, University of Florida; Walter L. Leite, University of Florida*

Conducting Hypothesis Tests With Parallel Analysis and Likelihood Ratio Tests: A Comparison of Error Rates. *Samuel B. Green, Arizona State University; Roy Levy, Arizona State University; Marilyn S. Thompson, Arizona State University; Wen-Juo Lo, University of Arkansas; Yixing Liu, Arizona State University*

Discussant: *Michael R. Harwell, University of Minnesota*

43.058. Teacher Preparations and Home-School Partnerships. SIG-Family, School, Community Partnerships; Paper Session

VCC, Second Level, East Room 17; 12:25-1:55pm

Chair: *Trini Lewis, California State University - Long Beach*

Participants:

Constructing New Futures: Examining the Effects of an After-School Enrichment Program on English Learners and Families. *Reyna G. Garcia-Ramos, Pepperdine University*

Mechanisms for Teacher Outreach to Parents in Charter and Traditional Public Schools. *Bess A. Rose, Johns Hopkins University; Marc L. Stein, Johns Hopkins University*

Parent and Family Involvement in Teacher Education After No Child Left Behind. *Mary M. Harris, University of North Texas; Arminia Lee Jacobson, University of North Texas; Laura Nathans, University of North Texas*

"It's the Emotional Connection, It's the Global Connection": The Social Contexts That Influence School-Community Partnering. *Catherine Hands, Brock University*

Discussant: *Margaret M. Ferrara, University of Nevada - Reno*

43.059. How, When, and Why Are English Language Learners Reclassified as Fluent English Proficient? New Methods for Establishing and Examining English Language Learner Assessment, Accountability, and Equity Policies. SIG-Hispanic Research Issues; Symposium

VCC, Second Level, East Room 18; 12:25-1:55pm

Chair: *Robert T. Linquanti, WestEd*

Participants:

Monitoring the Progress of English Learners: The Importance of Focusing on Current and Reclassified English Learners. *William M. Saunders, University of California - Los Angeles*

Languages, Labels, and Opportunity: Latino English Learners and Reclassification in a Large, Urban School District. *Ilana Marice Umansky, Stanford University*

Time to English Proficiency and Relationship Between English Proficiency and Academic Achievement: Analysis of Long-Term Linguistic and Academic Outcomes for English Learners. *Karen D. Thompson,*

Stanford University

Evaluating Criteria for English Learner Reclassification: How Do We Know if the Chosen Reclassification Policy Is Appropriate? *Joseph P. Robinson, University of Illinois at Urbana-Champaign*
 Discussants: *Kenji Hakuta, Stanford University; Patricia C. Gandara, University of California - Los Angeles*

43.060. Instructional Technology SIG: Blogging, Pseudonyms, and Academic Emotions. SIG-Instructional Technology; Paper Session
 Sheraton Wall Centre, Fourth Level, North Port McNeill; 12:25-1:55pm

Chair: *Joel P. Lewis, University of South Alabama*

Participants:

A Naturalistic Investigation of Faculty Members' Twitter Participation.
George Veletsianos, The University of Texas - Austin
 Microblogs: The Next Generation of Debate. *Shelley Hayes, University of South Florida; Tina N. Hohlfeld, University of South Florida*
 Comparative Content Analysis of Online Learning: Pseudonyms Versus Real Names. *Benedict Lai, University of Connecticut; Stephen Slota, University of Connecticut; Michael F. Young, University of Connecticut*
 Evoking Emotional Dimensions in Human Computer Interaction: Development of the Questionnaire User Experience. *Julia Müller, University of Erfurt; Steffi Heidig, University of Erfurt; Helmut M. Niegemann, University of Erfurt (Germany)*

Discussant: *Sebnem Cilesiz, The Ohio State University*

43.061. Invitational Learning in Multiple Contexts. SIG-Invitational Learning; Paper Session
 Sheraton Wall Centre, Third Level, North Parksville; 12:25-1:55pm

Chair: *Kathleen F. Berg, University of Hawaii*

Participants:

An Evaluation Approach That Is Invitational. *Susan E. York, University of Hawaii - Manoa; Susan M. Saka, University of Hawaii; Morris K. Lai, University of Hawaii*
 Community Partner Tutoring and Video Self-Modeling as Response to Intervention for Reading: Connections to Invitational Education. *Caryl Hitchcock, University of Hawaii - Manoa; Kavita Rao, University of Hawaii - Manoa; Peter W. Dowrick, University of Hawaii - Manoa; Chuan Chang, University of Hawaii*
 Sustainability Savvy: The Role of Invitational Theory Toward Maintaining Grant-Funded Service Programs. *Kay Hensler Phelps, Fort Lewis College*
 The Impact of an Invitational Environment on Preschoolers with Special Needs. *April Gardner-Taylor, Argosy University - Hawaii; Bobbie-Jo Moniz-Tadeo, Argosy University - Hawaii*
 Using Invitational Learning and Discourse-Based Strategies to Address Writing Competence for Students with Disabilities. *Rhonda S. Black, University of Hawaii; Cecily Ornelles, University of Hawaii - Manoa*
 Discussant: *Jennifer L. Edwards, Fielding Graduate University*

43.062. Transgressive Language Practices: Taboos, Boundaries, and Linguistic Agency in the Classroom. SIG-Language and Social Processes; Symposium
 VCC, Second Level, West Room 219; 12:25-1:55pm

Chair: *Ramon Antonio Martinez, The University of Texas - Austin*

Participants:

¿Puras Groserias? Rethinking the Role of Profanity and Graphic Humor in Latina/o Students' Bilingual Word Play. *Ramon Antonio Martinez, The University of Texas - Austin; P. Zitlali Morales, University of Illinois at Chicago*
 Code-Switching on Command: The Dominant and Nondominant Language Practices of Students and Teachers in Secondary English Classrooms. *Ursula S. Aldana, University of California - Los Angeles*
 "It's Both What You Say and How You Say It": Transgressive Language Practices Via Spoken Word Poetry. *Shiv Raj Desai, Thomas More College*
 "That's Just How We Talk": The Affordances and Constraints of Profanity Used by Black and Latina/o Youth in an English Language Arts High School Classroom. *Danny Cortez Martinez, University of California - Los Angeles*

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

43.063. Methodological Issues in Evaluating Higher Education Outcomes. SIG-Measurement Services Cosponsored with Division D - Measurement and Research Methodology; Paper Session
 Marriott Pinnacle, Third Level, Dundarave; 12:25-1:55pm

Participants:

Achievement Trend and Growth in Higher Education: An Investigation of Gender, Ethnic Differences, and School Effects. *Zhen Wang, ETS; Rochelle S. Michel, ETS; Weiling Addy Deng, ETS*
 Genetic Algorithms for Propensity Score Matching: Evaluation of Project Lead the Way in College Persistence. *Soko S. Starobin, Iowa State University; Frankie Santos Laanan, Iowa State University; Tom Schenk, Iowa Department of Education; David Rethwisch, University of Iowa; Melissa J. Chapman, Professional Data Analysts, Inc.*
 Investigating ESL (English as a Second Language) Students' Performance on a Higher Education Learning Outcomes Assessment. *Joni M. Lakin, Auburn University; Diane Cardenas Elliott, Educational Testing Service; Ou Lydia Liu, ETS*
 Discussant: *Ronna L. Turner, University of Arkansas*

43.064. Middle-Level Education Research SIG National Project on Middle-Level Common Planning Time. SIG-Middle-Level Education Research; Symposium
 Marriott Pinnacle, Third Level, Shaughnessy I; 12:25-1:55pm

Chair: *Nancy Flowers, University of Illinois*

Participants:

The Middle-Level Education Research SIG's National Common Planning Time Project: Background and Findings. *Steven B. Mertens, Illinois State University; Vincent A. Anfara, The University of Tennessee; Nancy Flowers, University of Illinois; Micki M. Caskey, Portland State University*
 Teacher Perceptions of the Use of Common Planning Time in Middle Grade Schools. *Chris Cook, Northern Kentucky University; Lenore Kinne, Northern Kentucky University; Shawn A. Faulkner, Northern Kentucky University*
 A Portrait of Two Middle Schools: An Examination of Common Planning Time. *Pamela S. Angelle, The University of Tennessee*
 The Implementation and Use of Middle-Level Common Planning Time. *Steven B. Mertens, Illinois State University; Ellis Hurd, Illinois State University; Keith Tilford, Illinois State University*
 Discussants: *Vincent A. Anfara, The University of Tennessee; Micki M. Caskey, Portland State University*

43.065. Sometimes My Teaching Just Flows: Emerging Research on Teachers' Emotions and Motivation. SIG-Motivation in Education; Symposium
 VCC, Third Level, West Room 304; 12:25-1:55pm
 Chairs: *Anne C. Frenzel, University of Augsburg; Debra K. Meyer, Elmhurst College*

Participants:

The Teaching Emotions Scales: A New Self-Report Instrument for Assessing Teacher Enjoyment, Anger, and Anxiety. *Anne C. Frenzel, University of Augsburg; Thomas Goetz, University of Konstanz; Reinhard Pekrun, University of Munich; Lia Marie Daniels, University of Alberta*
 The Context Specificity of Teachers' Emotional Experiences. *Betty Becker-Kurz, University of Munich; Anne C. Frenzel, University of Augsburg*
 Do Emotionally Exhausted Teachers Really Feel So Bad? The Role of Emotional Exhaustion in Self-Reported State and Trait Emotions of Teachers. *Melanie M. Keller, University of Konstanz; Thomas Goetz, University of Konstanz; Jason L. Ringo, McGill University; Eva Becker, University of Konstanz*
 Student Teachers' Reflection During Teaching Practicum: A Diary Study. *Minjeong Song, University of Oxford; Lars-Erik Malmberg, University of Oxford*
 From Preservice to Practicing Teacher: Considering the Stability of Personal and Classroom Goals. *Lia Marie Daniels, University of Alberta*
 Discussant: *Rob Klassen, University of Alberta*

43.066. Multicultural/Multiethnic Education: Perspectives on Teacher Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
 VCC, Third Level, West Room 305; 12:25-1:55pm
 Chair: *John D. Harrison, Lincoln Memorial University*

Participants:

"Wrong Moves" and "Epiphanies": Examining Group and Individual Narratives Expressed in Multicultural Teacher Education. *Ellie Fitts Fulmer, University of Pennsylvania*
 Is There a "Hierarchy of Oppression" in Multicultural Teacher Education? *Paul Cameron Gorski, George Mason University*

Fostering Preservice Teachers' Multicultural Competency: Deconstructing the Notion of Culturelessness. *Omiunota N. Ukpokodu, University of Missouri - Kansas City*

Resisting Resistance: Understanding, Exploring, and Dismantling Resistance in Teacher Educator Preparation. *Kenneth James Fasching-Varner, Louisiana State University; Shirley N. Mthethwa-Sommers, Nazareth College; Christine Clark, University of Nevada - Las Vegas; Mark Brimhall-Vargas, University of Maryland - College Park*

Discussant: *John D. Palmer, Colgate University*

43.067. Online Teaching and Learning: Research Methodologies. SIG-

Online Teaching and Learning; Paper Session

Sheraton Wall Centre, Fourth Level, North Port Alberni; 12:25-1:55pm

Chair: *Dave L. Edyburn, University of Wisconsin - Milwaukee*

Participants:

Quantitative Research Methods in Online Business Education 2000-2010: A Review and Comparison by Discipline. *J. B. Arbaugh, University of Wisconsin - Oshkosh; Michael Godfrey, University of Wisconsin - Oshkosh; Alvin Hwang, Pace University; Birgit Leisen Pollack, University of Wisconsin - Oshkosh; Bruce Niendorf, University of Wisconsin - Oshkosh*

Developing Quality Indicators for Evaluating Online Graduate Degree Programs in Agricultural Sciences and Engineering. *Holly A. Downs, University of North Carolina - Greensboro*

The Development of a Metacognition Questionnaire for Online and Blended Communities of Inquiry. *Zehra Akyol; D. Randy Garrison, University of Calgary; Norman Davis Vaughan, Mount Royal University*

Validation of a Modified Instrument: Using Social Network Analysis to Measure Social Presence. *Jea H. Choi, Purdue University; Johannes Strobel, Purdue University*

Preliminary Validity and Reliability of the Sense of Community in Online Courses Scale. *Justus J. Randolph, Mercer University; Linda Crawford, Walden University*

43.068. Utilizing Out-of-School-Time Program Strategies to Reduce Risk and Promote Positive Social, Emotional, and Academic Outcomes. SIG-Out-of-School Time; Symposium

Sheraton Wall Centre, Third Level, North Junior Ballroom B; 12:25-1:55pm

Chair: *Lisa M. Chauveron, The Leadership Program*

Participants:

Supporting Student Success in Middle Schools: Examining the Relationship Between Elementary Afterschool Program Participation and Subsequent Middle School Attainments. *Denise Huang, University of California - Los Angeles*

Effects of Extracurricular Activities and Quality on Primary School-Age Student's Achievement in Mathematics in Switzerland. *Marianne Schuepbach, University of Bern*

Using School-CBO (Community-Based Organization) Partnerships to Improve Parent Engagement in Under-Resourced Schools. *Juliana Karras, New York University; Amanda C. Thompkins, The Leadership Program; Lisa M. Chauveron, The Leadership Program*

Promoting Youth Engagement Through After-School Arts Activities: A Case Study. *Anne-Marie Hoxie, New York City Department of Education*

Teaching Conflict Resolution in Out-of-School Time: Adapting an Evidence-Based Conflict Resolution Program for Use During Afterschool Hours. *Lisa M. Chauveron, The Leadership Program; Amanda C. Thompkins, The Leadership Program*

Discussant: *David J. Shernoff, Northern Illinois University*

43.069. Knowledge and Cognition. SIG-Philosophical Studies in Education; Paper Session

VCC, Second Level, West Room 204; 12:25-1:55pm

Chair: *Rosa Hong Chen, Simon Fraser University*

Participants:

Inferentialism and Subject Knowledge. *Jan Derry, Institute of Education - London*

Ontology and Agency: A Badiouian Critique on Political Mathematics Pedagogies. *Nataly Z. Chesky, Montclair State University*

Neuroethics in Mind: Education in the Wake of Neurotechnology. *Helene Lalancette, Simon Fraser University*

The Psychologization of the Human and Curriculum Subject: The Philosophical Roots of an Emotional Epistemology. *Kathryn Ecclestone,*

University of Birmingham

Discussant: *Deron R. Boyles, Georgia State University*

43.070. Politics of Diversity and the Future of Desegregation. SIG-Politics of Education; Paper Session

VCC, Second Level, East Room 13; 12:25-1:55pm

Chair: *Dan L. King, Massachusetts School of Professional Psychology*

Participants:

The Changing Politics of Diversity: Lessons from a Federal Technical Assistance Grant. *Erica Frankenberg, The Pennsylvania State University; Elizabeth H. DeBray, University of Georgia; Kathryn A. McDermott, University of Massachusetts - Amherst*

The Limits of Desegregation Accountability: Questions of Measurement. *Ross E. Mitchell, University of Redlands; Douglas E. Mitchell, University of California - Riverside*

Using San Antonio v. Rodriguez to Explore Racial Silences Within School Finance Policy. *Erin Atwood, SEDL*

Discussant: *Venus E. Evans-Winters, Illinois State University*

43.071. Does Feedback in Problem-Based Learning Enhance Student Learning? SIG-Problem-Based Education; Symposium

Pan Pacific, Restaurant Level, Pacific Rim 1; 12:25-1:55pm

Chair: *Luann Wilkerson, University of California - Los Angeles*

Participants:

Tutoring Online for Problem-Based Learning: Effects of Different Tutoring Strategies and Learners' Expertise. *Joerg Zumbach, University of Salzburg; Jasmin Ottitsch, University of Salzburg*

The Influence of Tutor Communication on Motivation: Controlling Versus Noncontrolling Language. *Lisette Wijnia, Erasmus University; Sofie Loyens, Erasmus University; Eva Derous, Ghent University; Henk G. Schmidt, Erasmus University*

Improving Tutor Feedback in Problem-Based Learning With a Web-Based Training Module. *Tatum Langford Korin, University of California - Los Angeles; David Geffen, University of California - Los Angeles*

A Tutor Feedback Intervention in Problem-Based Learning and Its Effects on Student Learning. *Alexandra Corina Niculescu, Maastricht University; Mien Segers, Maastricht University; Erik De Regt, Maastricht University; Wim H. Gijssels, Maastricht University*

The Effect of Peer Feedback on Student Functioning in Problem-Based Learning Tutorials. *Henk Van Berkel, Maastricht University; Henk G. Schmidt, Erasmus University*

43.072. Multiple Perspectives on Professional Development School Research. SIG-Professional Development School Research; Paper Session

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 12:25-1:55pm

Chair: *Audrey M. Kleinsasser, University of Wyoming*

Participants:

Cross-Career Learning Communities: A Case Study of a Critical Friends Group Model With Promising School-Level NCATE (National Council for Accreditation of Teacher Education) Professional Development School Standards Outcomes. *Harley Gordon Granville, Georgia State University; William L. Currence, Georgia State University; Robert Hendrick, Georgia State University; Susan L. Ogletree, Georgia State University; Gwendolyn T. Benson, Georgia State University*

Institutional to Individual Inquiry: A Historical Study of a Research-Based Professional Development School Partnership. *Jeanne L. Tunks, University of North Texas*

Supervision in the Professional Development School: A Case Analysis of Two School-Based Hybrid Educators. *Rebecca West Burns, The Pennsylvania State University; Bernard J. Badiali, The Pennsylvania State University*

The Pennsylvania PDS (Professional Development Schools) Principals Study: A Cross-Institution Research Effort. *Alison L. Rutter, East Stroudsburg University; James F. Nolan, The Pennsylvania State University; Bernard J. Badiali, The Pennsylvania State University; Brian Peters, Penn State PDS; Beverly Melenzyer, California University of Pennsylvania*

Discussant: *Ronald Beebe, University of Houston - Downtown*

43.073. Educating School Personnel About Lesbian, Gay, Bisexual, and Transgender Issues: Effectiveness of Professional Development Programs. SIG-Queer Studies; Symposium

VCC, Second Level, East Room 19&20; 12:25-1:55pm
Chair: *Emily Ann Greytak, GLSEN: Gay, Lesbian & Straight Education Network*

Participants:

Increasing Educators' Capacity to Create Safer Schools: Findings From a District-Wide Training Program. *Emily Ann Greytak, GLSEN: Gay, Lesbian & Straight Education Network*

Welcoming Schools Guide: Elementary School Educator Training and Evaluation. *Laura Szalacha, Arizona State University; Suzanne Pasch, Wheelock College*

Reduction of Stigma in Schools Program: Evaluations and Reflections on the First Three Years. *Elizabeth Payne, Syracuse University; Melissa J. Smith, Syracuse University*

Addressing Anti-LGBT (Lesbian, Gay, Bisexual, Transgender) Bias in Schools: Changing Educators' Knowledge, Beliefs, and Behaviors Through Professional Development. *Stacey S. Horn, University of Illinois at Chicago; Shannon Sullivan, Illinois Safe Schools The Alliance*

Discussant: *Joseph G. Kosciw, Gay, Lesbian and Straight Education Network*

43.074. Crossing the Divide: Integrating Doing What Works Resources Into Professional Learning—Results From Four Implementation Projects. SIG-Research Use; Symposium

Marriott Pinnacle, Third Level, Shaughnessy II; 12:25-1:55pm

Chair: *Marlene J. Darwin, American Institutes for Research*

Participants:

Knowledge to Action: The CONNECT (Center to Mobilize Early Childhood Knowledge) Web-Based Module on Dialogic Reading. *Pamela J. Winton, University of North Carolina - Chapel Hill*

Helping It Happen: Getting Effective Vocabulary Instruction for English Language Learners Into Practice. *Barbara D. Acosta, The George Washington University*

Supporting School Improvement in an Oregon Education Service District Using Doing What Works Resources. *Jacqueline Beth Raphael, Northwest Regional Educational Laboratory*

"Doing What Works" for Transition Kindergarten Dual Language Learners: A Focus on Effective Classroom Practices for Dialogic Reading. *Magaly Lavadenz, Loyola Marymount University; Elvira Garcia Armas, Loyola Marymount University*

Discussant: *Joseph F. Johnson, San Diego State University*

43.075. Reexamining the Links Between Curriculum and Instruction for Latina/o Mathematics Learners. SIG-Research in Mathematics Education; Symposium

Sheraton Wall Centre, Fourth Level, South Granville; 12:25-1:55pm

Chair: *Craig J. Willey, Indiana University - Indianapolis*

Participants:

Moving From Knowing to Doing: Teachers Developing Mathematics Discourse Communities With Latinas/os. *Craig J. Willey, Indiana University - Indianapolis*

Strengthening the Links Between Curriculum and Instruction for Latina/o Mathematics Learners. *Kathleen Pitvovec, University of Illinois at Chicago; Lena Licon Khisty, University of Illinois at Chicago; Craig J. Willey, Indiana University - Indianapolis*

Enhancing Mathematics Curricula and Instruction to Facilitate Latino English Language Learners' Success: A Case Study of Juan. *Kathryn B. Chval, University of Missouri; Rachel J. Pinnow, University of Missouri; Amanda Thomas, University of Missouri*

The Rise and Run of a Procedural Approach in Discussions about Slope. *William Carl Zahner, Boston University*

Discussant: *Beth M. Warren, Cheche Konnen Center, TERC*

43.076. Critical Approaches to Civic Education: International Perspectives. SIG-Research in Social Studies Education; Symposium
VCC, Second Level, West Room 220; 12:25-1:55pm

Chair: *Hilary Cremin, University of Cambridge*

Participants:

Youth Participatory Action Research in the Classroom: Striving for Critical Civic Learning in U.S. Social Studies Classrooms. *Beth C. Rubin, Rutgers University; Mayida Zaal, Montclair State University*

Professional Development Deliberations Using Empirical Evidence and Ethical Reasoning to Improve Civic Education Teachers' Practice. *Diana E. Hess, Spencer Foundation; Paula McAvoy, Spencer Foundation*

Facing Social Justice Conflicts: Case Studies of Critical Dialogic Education

in Teacher Development and High School Classrooms. *Kathy Bickmore, OISE/University of Toronto*

Actions Speak Louder Than Words? The Development of Active and Critical Approaches to Civic Education in a U.K. Context. *Paul Neil Warwick, University of Leicester*

Second Rate Citizens: Social Studies and Structural Inequalities in an American High School. *Claire Elizabeth Crawford, Cardiff University*

Diverse Students' Perceived Sense of Individual Agency to Effect Social Change. *Kaylan C. Schwarz, University of Toronto*

43.077. When Knowing Is Not Enough: Critical Examination of Self-Study of Practice Methodology. SIG-Self-Study of Teacher Education Practices; Symposium

VCC, Second Level, West Room 205; 12:25-1:55pm

Chair: *Mary Lynn Hamilton, The University of Kansas*

Participants:

"Is There a There There?" Applying Self-Study Criteria to My Research. *Vicki K. LaBoskey, Mills College*

Scrutinizing Trustworthiness in our Practice as Self Study of Teacher Education Practices Researchers. *Mary Lynn Hamilton, The University of Kansas; Stefinee E. Pinnegar, Brigham Young University*

The Tightness of Tensions as a Conceptual Frame and Analytic Tool for the Self-Study of Practice. *Amanda K. Berry, Leiden University*

An Invitation to "Look Again": An International Literature Review of Self-Study of Teacher Education Practices. *Eline Vanassche, University of Leuven; Geert Kelchtermans, University of Leuven*

Discussants: *Peggy L. Placier, University of Missouri; Carol R. Rodgers, University at Albany - SUNY*

43.078. Mathematics Instruction for Students With Disabilities. SIG-Special Education Research; Paper Session

VCC, First Level, West Room 113; 12:25-1:55pm

Chair: *Barbara J. Dray, University of Colorado - Denver*

Participants:

Make Explicit the Reasoning Behind Math Problem Solving: Explore the Effect of an Intelligent Tutor. *Yan Ping Xin, Purdue University; Casey Hord, Purdue University; Joo Young Park, Purdue University; Jia Liu, Purdue University; Ahmet Bugdayci, Purdue University; Ron Tzur, University of Colorado - Denver; Luo Si, Purdue University*

Nurturing Multiplicative Reasoning in Students With Learning Disabilities: A Preliminary Discourse Analysis of Reform-Based Math Instruction. *Yan Ping Xin, Purdue University; Jia Liu, Purdue University; Sarah Jones, Purdue University; Ron Tzur, University of Colorado - Denver; Luo Si, Purdue University*

The Language of Mathematics: Investigating the Ways Language Skills Count for Children's Mathematical Cognition. *Rose K. Vukovic, New York University; Nonie K. Lesaux, Harvard University*

Effects of Solve It! Instruction on Math Problem-Solving Processes of Middle School Students With a Learning Disability. *Marjorie Montague, University of Miami; Jennifer Lee Krawec, Missouri State University; Benikia Kressler, University of Miami*

The Effects of Comprehension Intervention on Mathematics Problem-Solving for Students With Mathematics Disability. *Amber Squire Moran, University of California - Santa Barbara; Michael M. Gerber, University of California - Santa Barbara; H. Lee Swanson, University of California - Riverside; Cathy Lussier, University of California*

43.079. Reconceptualizing Teacher Evaluation Policies and Practices. SIG-Supervision and Instructional Leadership; Paper Session
VCC, Second Level, West Room 214; 12:25-1:55pm

Chair: *John J. Hall, University of California - Berkeley*

Participants:

Adoption and Applicability of Peer Coaching as a Form of Teacher Professional Development: Comparing the Beliefs of American and Turkish Educators. *Sally J. Zepeda, University of Georgia; Abdurrahman Ilgan, Celal Bayar University; Oksana Parylo, University of Georgia*

Colorado Districts' Teacher Evaluation Policies: A Critical Examination. *Jim C. Smith, University of Colorado - Colorado Springs; John M. Weathers, University of Colorado - Colorado Springs*

Expert Judgment: A Concept for Teacher Evaluation in a Postmodern World. *Helen M. Hazi, West Virginia University*

On the Pathway From Preservice to Instructional Leader: Developing Skills and Knowledge for Leadership. *Kate Spence-Ado, Fairleigh Dickinson*

University

Discussant: *Stephen P. Gordon, Texas State University-San Marcos*

43.080. Assessing Teachers and Technologies for Reforming Classrooms and Schools. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 12:25-1:55pm

Chair: *Bronwen Cowie, University of Waikato*

Participants:

Leveraging Technology for School Reform: Cross-Case Analysis of Award-Winning Secondary Schools. *Barbara B. Levin, University of North Carolina - Greensboro; Lynne Schrum, George Mason University*

Validation of the Inventory of Teacher Technology Skills. *Feng Liu, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Ann E. Barron, University of South Florida; J. Christine Harnes, University of South Florida*

An Evaluation of Statewide Online Professional Development for Integration of Laptops and Mobile Devices in the Middle School Curriculum: Year 2 Report. *Neal Strudler, University of Nevada - Las Vegas; P.G. Schrader, University of Nevada - Las Vegas; Loretta Asay, Clark County School District*

The Promises of Automated Essay Scoring: Teacher Perceptions of Scoring Consistency and Feedback. *Bridget Mahoney, University of South Florida*

Discussant: *Lynne Schrum, George Mason University*

Division and SIG Roundtables

43.081. Research on Teaching With Simulated Virtual Tools and Spaces; Roundtable Session

43.081-1. Research on Teaching With Simulated Virtual Tools and Spaces. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 12:25-1:55pm

Chair: *Joyce A. Pittman, Drexel University*

Participants:

Effects of Virtual Manipulatives on Student Achievement and Mathematics Learning. *Patricia S. Moyer-Packenham, Utah State University; Arla Westenskow, Utah State University*

Teacher Perceptions of the Practicality and Effectiveness of Immersive Ecological Simulations as Classroom Curricula. *Shari J. Metcalf, Harvard University; Amy M. Kamarainen, Harvard University*

Designing Smart Worlds: Automated Scoring of Learners' Transportation Decisions in a Virtual Urban Commuting Simulation. *Benjamin Eric Erlandson, California State University - Monterey Bay; Andre R. Denham, Arizona State University; Kent Slack, Arizona State University; Lijia Lin, Arizona State University; Brian C. Nelson, Arizona State University*

43.082. Roundtable Session 66; Roundtable Session

43.082-1. Topics in African American Education During the Postwar Era. Division F - History and Historiography Cosponsored with SIG-Research Focus on Black Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Emily Straus, SUNY - College at Fredonia*

Participants:

Decreased Employment of Black American Teachers: 1940-1980. *Aarti Bajaj, University of Missouri - Kansas City*

Black High School Protest in the United States, 1960-1980. *John L. Rury, The University of Kansas*

Sumner High School and Community Identity. *Aaron Rife, The University of Kansas*

43.082-2. "Schools of Tomorrow," Schools of Today Revisited: Histories of Five Contemporary Progressive Schools. Division F - History and Historiography; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Alan R. Sadovnik, Rutgers University*

Participants:

The Weekday Independent School in New York City. *Amita Gupta, City*

College of New York - CUNY

The Wikwam Public School in New York City. *Kirsten Cole, CUNY*

A Look Into KIPP (Knowledge Is Power Program) Culture Through the Prism of Progressive Schools. *Andrew Robert Ratner, City College of New York - CUNY*

The Discovery Charter School in Newark. *Susan F. Semel, City College of New York - CUNY*

The Learning Community Charter School in Jersey City. *Elizabeth Morrison-Brown, William Paterson University*

43.082-3. Math Matters: Making Math Accessible to Women and Students of Color. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Loren Gayle Intolubbe-Chmil, University of Virginia*

Participants:

Linguistic Minority Students' Opportunities to Learn High School Mathematics. *Eduardo Mosqueda, University of California - Santa Cruz; Saul Isaac Maldonado, University of California - Santa Cruz*

Power and Identity: A Sociopolitical Framework for Immigrant Students and Math Education. *Daniel Luis Ramirez, University of Oregon*

Toward Alleviating the Reproduction of Social Inequities: A School-University Math and Science P-16 Collaborative Reports Lessons Learned. *Betty Jane Alford, Stephen F. Austin State University; Amanda M. Rudolph, Stephen F. Austin State University; Heather K. Olson Beal, Stephen F. Austin State University; Brenda Hill, Stephen F. Austin State University*

Youths' Perception and Use of Mathematical Socialization Messages and Stories. *Traci L. English-Clarke, University of Pennsylvania*

43.082-4. Studying Young Girls in Diverse Learning Contexts. Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Johanna Lahja Lasonen, University of South Florida*

Participants:

Converting Challenges Into Motivation: An Examination of the Nature of Latina Student Resiliency. *Aliyah Rayna Carolan-Silva, Goshen College; J. Robert Reyes, Goshen College*

Practicing Gender: A Feminist Ethnography of an All-Girls After-School Club. *Alison Happel, Georgia State University*

Urban Girls' Struggles for Symbolic Recognition: Space, Affect, and Girl Imaginings. *Stephanie Skourtes, The University of British Columbia*

43.082-5. Teaching About Race—Struggling With Teaching About Race: Teachers' Reflections. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Irene V. Garza, The University of Texas - Austin*

Participants:

Measuring Teacher Cultural Competence: Survey Development in an Indigenous Context. *Malia Villegas, Queensland University of Technology; Allan A.J. Luke, Queensland University of Technology; Pamela Theroux, Queensland University of Technology*

"I Don't Want to Sound Racist, But...": Race, Ethnicity and Identity Construction Among Music Teacher Candidates. *Adria R. Hoffman, University of Mary Washington; Lindsey Midori Keay, University of Southern Mississippi; A. Rebecca Halliday, University of Southern Mississippi*

Relationships Between Middle School Teachers' and Students' Ethnicities: A Multiyear Statewide Analysis. *Jamie A. Bone, Conroe Independent School District; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University*

We Spent Our Money, Put in Our Efforts, and Got the Teaching Certificates—Now What? Internationally Educated Teachers' Employment-Seeking Experiences in Canada. *Kangxian Zhao, University of Toronto*

43.082-6. Tensions Between What We Know and What We Do: Research Praxis in Higher Education. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Cheryl E. Matias, University of Colorado - Denver*

Participants:

Knowing the Right Things to Do, Doing the Right Things to Know. *Irene Maya Ota, University of Utah*

From Absence to Presence: Tensions in Transforming Praxis in Indigenous Education. *Sundy L. Watanabe, University of Utah*
 Writing Teacher Assistant Identity and Discourse: Tensions as Learners and Teachers. *Kathleen McMonigle Smyth, University of Utah*
 Tensions in Deconstructing and (Re)Constructing Institutional Knowledge. *Belinda Otukolo Saltiban, University of Utah*
 Cutting Out Their Tongue: Translated Mujeres' Testimonios. *Judith Flores Carmona, Hampshire College*

43.082-7. The Effects of Social Context on Education. Division G - Social Context of Education; Roundtable Session
 VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Kevin S. Carroll, University of Puerto Rico - Mayaguez*

Participants:

Intersectionality of Raced, Classed, and Disabled Spaces: A Case Study of One Western School District. *Kathryn S. Young, Metropolitan State College of Denver*

Researching Aspirations for Education and the Future in a High-Poverty Region. *Lew Zipin, Victoria University; Sam Sellar, University of Queensland; Marie T. Brennan, Victoria University; Rosie Roberts, University of South Australia; Grant Banfield, University of South Australia*

The Taking of the Darker Cities: The Detroit Public Schools Takeover and the Neoliberal State. *Bianca Ayanna Suarez, University of California - Berkeley*

Tu Sabes que Somos de Calle: The Role of Thirdspace in the Construction of a Street Child Identity. *Jamie Patrice Joanou, Arizona State University*

43.082-8. The Transnational Nature of Schooling: Redefining Global in Schooling Contexts. Division G - Social Context of Education; Roundtable Session
 VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Clara C. Park, California State University - Northridge*

Participants:

Trans-Immigrant Korean Parents' Choice for Their Child's Preschool in Canada: A Parent Perspective. *Jaehee Kwon*

Examining the Relationship Between Biculturalism and Language Confusions: Case Series of Children of Southeast Asian Immigrant Spouses. *Sa-Hui Fan, National Taichung University of Education; Hao-Pai Ni, Da Chien General Hospital*

Transnational Migration and Schooling: Toward a Taxonomy Using Cases From North America and South Africa. *Edmund T. Hamann, University of Nebraska - Lincoln; Saloshna Vandeyar, University of Pretoria*

Institutional Transnationalism: Exploring the Japanese High School Sojourner Student's Everyday World. *Mariko Mizuno, The Ohio State University*

From Community to School: Creating "Third Spaces" of Literacy Learning for Aboriginal Students. *Lynne Wiltse, University of Alberta*

43.082-9. Transformational Spaces: Marginalized School Communities' Projects of Resistance. Division G - Social Context of Education; Roundtable Session
 VCC, First Level, East Ballroom C; 12:25-1:55pm

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

Participants:

Asymmetrical Equity: Reconciling Cultural Relevance With School Finance to Serve Students of Color. *Kip Austin Hinton, The University of Texas - Brownsville*

Mapping College Opportunity: Inequalities and Community Assets in Post-Katrina New Orleans. *OiYan A. Poon, University of California - Los Angeles*

Convergent Meanings of Race and Space: The Spatial Duality of Higher Education for Asian American Students. *Michelle Samura, Chapman University*

Mapping for Social Change: Exploring the Use of Geographic Information Systems for Community-Based Organizing With Latina Immigrant Mothers. *Veronica Nelly Velez, University of California - Los Angeles*

43.082-10. Transforming Urban Spaces for Democratic Education.

Division G - Social Context of Education; Roundtable Session
 VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Afra Ahmed Hersi, Loyola University Maryland*

Participants:

Authentic Communities in Democratic Schools: How Participant Beliefs, Organizational Structures, and School Culture Interact. *Jennifer M. Worden, Harvard University*

Creating Communities of Practice for Racial Justice and School Equity: School Change as Social Movement. *Sofia A. Villenas, Cornell University; Alana C. Butler, Cornell University; Alison Remillard, Cornell University*

Freedom Market: Taking Back a Corner Market. *Joanne C. Larson, University of Rochester; Nancy Ares, University of Rochester; George Moses, Freedom Schools*

43.082-11. Using Literacies: Multiple Literacies to Explore Students' Identities and Experiences. Division G - Social Context of Education; Roundtable Session
 VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Guadalupe Dominguez Chavez, The University of Texas - Austin*

Participants:

Dual Language Enrichment Bilingual Education: Understanding Each Other and the World Through Dramatic Enactments of Multicultural Children's Literature. *Nancy L. Roser, The University of Texas; Miriam Martinez, The University of Texas - Austin; Deborah K. Palmer, The University of Texas - Austin; Katie Peterson, The University of Texas - Austin; Holly Carrell-Moore, The University of Texas; Sharon O'Neal, Texas State University-San Marcos; Christian Ellen Zuniga, The University of Texas - Austin; Suzanne Garcia Mateus, The University of Texas; Leah Duran, The University of Texas - Austin; Kathryn I. Henderson, The University of Texas - Austin*

Four Individual Narratives on Forgiveness, One Collective Narrative on Violence. *Sharon M. Chubbuck, Marquette University; Michalinos Zembylas, The Open University of Cyprus*

Planting a Field, Growing an Orchard, Using Literature Response Blogs With Students in the United Arab Emirates and the United States. *Patience A. Sowa, Zayed University; Cynthia M. Schmidt, University of Missouri - Kansas City*

What Digital Storytelling Can Teach Us About "Author's Chair" in Diverse Classroom Communities. *Marva Jeanine Solomon, Angelo State University*

43.082-12. Learning in Schools: From Racial Literacy to Cultural Capital to Women's Leadership. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
 VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Deneese L. Jones, Longwood University*

Participants:

How Asian American Women Perceive and Move Toward Leadership Roles in Community Colleges: A Study of Insider Accounts. *Sayumi Irej, University of Washington*

Learning to "Do School": Cultural Wealth, Capital, and Curriculum. *Maria Montalvo-Balbed, Kennesaw State University; Bernadette Bridget Musetti, Loyola Marymount University*

Learning to Talk and Write About Race: Developing Racial Literacy in a College English Classroom. *Yolanda Sealey-Ruiz, Teachers College, Columbia University*

Lived Experiences of African American Women in the Academy: Reconceptualizing Effective Mentoring Relationships. *Cosette M. Grant, University of Cincinnati; Juanita M. Simmons, University of Missouri - Columbia*

43.082-13. Practices in Measurement and Documentation Related to Achievement and Gifted Education. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session
 VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Frances R. Spielhagen, Mount Saint Mary College*

Participants:

Effects of Cluster Grouping on Gifted and Nonidentified Elementary School Students' Academic Achievement Growth. *Jennifer Ritchotte, University of North Carolina - Charlotte; Michael S. Matthews, University of North Carolina - Charlotte; Matthew McBee, Frank Porter Graham Child Development Institute; Yi Pan, University of North Carolina - Chapel Hill*

Facilitating Effective Information Retrieval on the Topic of Giftedness Using the Pearl Harvesting Methodological Framework. *Robert Sandieson, University of Western Ontario*

Time Allocation of Academically Talented Students: An International

Comparison. *Matthew C. Makel, Duke University; Jon Wai, Duke University; Martha Putallaz, Duke University*

What Works in Gifted Education: Development of Reliable and Valid Student Outcome Measures in Gifted Programs. *Carolyn M. Callahan, University of Virginia; Amy Azano, University of Virginia; Sarah Oh, University of Virginia; Emily Hailey, University of Virginia*

43.082-14. Pedagogical Approaches for Improving Instruction in History

Classrooms. SIG-Teaching History; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Whitney G. Blankenship, The University of Texas - Austin*

Participants:

Lesson Study and History Instruction: Rewards and Challenges. *Anne-Lise F. Halvorsen, Michigan State University; Alisa Kesler-Lund, Michigan State University*

Developing Historical Thinking Through Research Projects: A New Zealand Case Study. *William Mark Sheehan, Victoria University of Wellington*

Remembering the Confederacy: Collective Memory in the Old Dominion. *Gabriel Aaron Reich, Virginia Commonwealth University; Melanie L. Buffington, The Ohio State University; William Robert Muth, Virginia Commonwealth University*

The Effects of Culturally Relevant Pedagogy on High School Students' Narratives of National History. *Terrie Epstein, Hunter College - CUNY*

43.082-15. Research on Second Language Pedagogy. SIG-Second Language Research; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Raquel C. Sanchez, Berkeley Policy Associates*

Participants:

A Decade of Research on Content Based Instruction in K-12 Contexts: Present Status and Future Directions. *Diane J. Tedick, University of Minnesota; Laurent Cammarata, University of Alberta*

Analysis of the Implementation of an ESL Coteaching Model in a Suburban Elementary School. *Maria G. Dove, Molloy College; Andrea M. Honigsfeld, Molloy College*

Effects of Curriculum and Teacher Professional Development on the Language Proficiency of Elementary English Language Learners in the Central Region. *Sheila A. Arens, McREL; Susan Shebby, McREL; Louis F. Cicchinelli, McREL*

Multilingual Classroom Resources for English Language Learners. *Anne Jund, University of Hawaii - Manoa*

43.083. Roundtable Session 67; Roundtable Session

43.083-1. When Experience Is Complex: Competing Stories on the School

Landscape. SIG-Narrative Research; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Candace M. Schlein, University of Missouri - Kansas City*

Participants:

Could a Ban Change Teachers? *Wen-Ting Chung, Arizona State University; Sarah K. Brem, Arizona State University*

Examining Preservice Teachers' Narratives of Learning to Teach Diverse Students. *Elaine Chan, University of Nebraska - Lincoln; Stephen A. Swidler, University of Nebraska - Lincoln*

Passion in an Early Career Teacher Identity: Interruptions That Sustain on the Professional Knowledge Landscape. *Lynnette M. Driedger-Enns, University of Saskatchewan; M. Shaun Murphy, University of Saskatchewan*

Pushing the Frontiers of Critical and Postpositivist Approaches to Promoting Educational Equity Through Intimate Performance Narratives. *Suzanne Miric, University of Minnesota*

43.083-2. Higher Education, Diversity, and Equity in Critical Perspective.

Division G - Social Context of Education; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Michelle A. Purdy, Michigan State University*

Participants:

Critical Literacy and Equity in Higher Education in Australia. *Sarah Hattam, University of South Australia; Robert James Hattam, University of South Australia*

Exploring the Black, White, and Gray Areas of Faculty Perceptions of Inclusiveness. *Kelly D. Bradley, University of Kentucky; Sonja Feist-Price, University of Kentucky; Nancy E. Mcrary, University of Kentucky; Jessica D. Cunningham, Western Carolina University*

The Nature of Contemporary Black Student Activism at Historically Black Colleges and Universities: A Present-Day Portrait of the Atlanta University Center. *Jamon Holt, University of Georgia*

Creating and Being the "We": A Relational Counter-Hegemonic Pedagogy in a Graduate School of Education. *Sumer Seiki, Illinois Wesleyan University; Marguerite A. Wilson, University of California - Davis; Daniela Torres-Torretti, University of California - Davis; Mayra G. Sanchez, University of California - Davis; Luis E. Ramirez, University of California - Davis; Frances K. Holmes, University of California - Davis; Karen A. Watson-Gegeo, University of California - Davis; Cirilo Cortez, University of California - Davis*

43.083-3. Mixture and Growth Mixture Models. SIG-Structural Equation Modeling; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Prathiba Natesan, University of North Texas*

Participants:

Evaluation of the Ability Estimates Under the Factor Mixture Model and Mixture IRT (Item Response Theory) Model. *Xiaodong Hou; Gregory R. Hancock, University of Maryland*

Using Joint Criteria for Class Enumeration in Growth Mixture Modeling. *Min Liu, University of Hawaii - Manoa; Gregory R. Hancock, University of Maryland*

Examining the Effects of Design Factors on Fit Indices Used With Finite Mixture Models. *Grant B. Morgan, University of South Carolina*

43.083-4. Assisting Adolescents as They Journey Toward Adulthood. SIG-

Adolescence and Youth Development; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Regina E. Rahimi, Armstrong Atlantic State University*

Participants:

From "No" Where to "Know" Where: Hong Kong Youth's Conceptions of and Experience in Transition to Adulthood. *Shuying Li, Hunan International Economics University; Xiqing Su, Hong Kong Baptist University; Qian Yan, The Hong Kong Institute of Education*

Memberships, Voting, Social Trust, and Online Participation in Emerging Adulthood. *Lauren Ann Menard, Avoyelles Parish School Board; Robert O. Slater, University of Louisiana at Lafayette*

Constructing the Future in the Liminal Spaces Between Adolescence and Adulthood: Responsibilities, Careers, and Social Contexts. *Amanda Benjamin, University of New Brunswick; Jose F. Domene, University of New Brunswick; Kim Landine, University of New Brunswick*

Middle Grades Students in College: The Potential of University-School Partnerships to Facilitate College Readiness. *Mary Beth Schaefer, Saint John's University; Lourdes M. Rivera, Queens College - CUNY*

43.083-5. Education Policy in Theory and Practice: Consequences for

Equitable Schooling. Division G - Social Context of Education;

Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Valerie C. Lundy-Wagner, New York University*

Participants:

How to Punish What Really Works: Policy in Practice in a High-Achieving, High-Poverty School. *Sara M. Childers, The University of Alabama*

Parent Trigger Policies, Representation, and the Public Good. *Ann M. Allen, The Ohio State University*

Rethinking the Pragmatism of Language Education Policy in the "National Interest": Lessons From Three Studies. *Donald Jeffrey Bale, Michigan State University*

The Deserving Underserved: AVID (Advancement Via Individual Determination), Colorblindness, and the Achievement Ideology. *Lacy Marie Rivera, University of New Mexico*

Vocationalism and Structural Change: a Social Justice Analysis of the Growing Connection Between Schools and the Economy. *Ryan H. Pfleger*

43.083-6. Technology, Instruction, Cognition and Learning SIG Roundtable 2: Issues in Technology, Instruction, Cognition, and Learning. SIG-Technology, Instruction, Cognition & Learning;

Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Kirsten R. Butcher, University of Utah*

Participants:

Design Study of Interactive Formative Assessment Software for Teaching

Gas Laws Using PhET (Physics Education Technology) Simulation. *Natalya Koehler, Iowa State University; Ann D. Thompson, Iowa State University; Ana-Paula Correia, Iowa State University; Gary D. Phye, Iowa State University; Aileen Mahood Sullivan, Ames High School*

Digitally Curious: A Qualitative Case Study of Students' Demonstrations of Curiosity in a Technology-Rich Learning Environment. *Julie McLeod, University of North Texas; Mary Jo Dondlinger, Richland College of the Dallas County Community College District; Sheri Vasinda, Allen Independent School District*

Exploring an Intersection of Formative Assessment, Multimedia, and Mobile Technologies. *Reshan Richards, Teachers College, Columbia University*

Quantitative Research Results From the National Science Foundation Tri-Regional Information Technology (Tri-IT) Project for High School Girls. *LaDonna K. Morris, Florida State College - Jacksonville; Larry G. Daniel, University of North Florida*

Online Note Taking and Metacognitive Awareness: Effects of Online Note-Taking Forms and Metacognitive Awareness on Online Reading and Note-Taking Behavior. *Hyun Suk Kim Chung, Shingu College; Kathy L. Schuh, University of Iowa*

43.084. Roundtable Session 68; Roundtable Session

43.084-1. Student Perceptions and Motivations in Pursuing Career and Technical Education. SIG-Career and Technical Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Participants:

A Collaborative Extension Garden-Based Nutrition Program: Measuring Attitudes, Behaviors, and Self-Efficacy of Third-Grade Participants and Their Families. *Matthew J. Kararo, Purdue University; Kathryn S. Orvis, Purdue University; Neil A. Knobloch, Purdue University*

Student Characteristics and Self-Concept of Secondary Career and Technical Education Students. *Lynne Cox, University of North Texas; Pamela Kay Scott-Bracey, University of North Texas*

What With Your Grades? Student Experience of and Motivations for Vocational Training. *Tony Macfadyen, The University of Reading; Carol Fuller, The University of Reading*

43.084-2. Current Issues in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Chair: *David W. Johnson, University of Minnesota*

Participants:

"What Do You Reckon?" Examining High-Level Content-Related Interactions Among Australian Upper Primary Students in Science. *Amanda Woods-McConney, Murdoch University; Marold S. Wosnitza, RWTH Aachen University*

Cooperative Learning and Korean EFL (English as a Foreign Language) Learners' Self-Efficacy. *Jeehwan Yun, Korea Institute for Curriculum and Evaluation; Yong-Hyo Park, Chung-Ang University; Hyang-jin Sohn, The University of Kansas*

Changes of Cooperative Learning Groups in the Classroom at a Teachers' College in Taiwan. *Yueh-Suey Shiao, National Taitung University, Taiwan; Hsiu-Ping Huang, National Taitung University, Taiwan*

43.084-3. Place, Posterity, and Possibility: Writing the Past, Imagining the Future. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Chair: *William M. Reynolds, Georgia Southern University*

Participants:

"A Mystery Untamed": Exploring the Theoretical Foundations of a Youth Writing Collaborative. *Brian Casemore, The George Washington University; Ami Turner, The George Washington University*

We Saved the Best for You: Letters of Hope, Wisdom, and Imagination to 21st-Century Educators. *Robert Lewis Lake, Georgia Southern University; Tricia M. Kress, University of Massachusetts - Boston*

A Garden From Ashes: The Post-9/11, Manhattan City-Shrine, the Triangle Fire Memorial March, and the Educative Value of Mourning. *Stacy Otto, Illinois State University*

Give Me That Old-Time Religion: Southern Pastimes in Black and White. *Sean Fretwell, Georgia Southern University; Ben Horner, Georgia Southern University*

Cinematic Visions and Lost Causes: The Civil War and the South. *William M. Reynolds, Georgia Southern University*

43.084-4. Critical Assessment of Who Is Learning What in Informal Learning Environments. SIG-Informal Learning Environments
Research; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 12:25-1:55pm

Chair: *Ruchi Tirumala Bhanot, SRI International*

Participants:

Embedded Assessment Activities as Reciprocal Practice: How Research and Evaluation Can Give Back to Participants. *Phyllis Campbell Ault, Education Northwest*

Informal Learning and the Problem of Disengagement in Science. *Karen S. Sullenger, University of New Brunswick; R. Stephen Turner, University of New Brunswick*

43.085. Roundtable Session 69; Roundtable Session

43.085-1. Exploring the Role of Digital Media Play in Understanding Identity. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: *Jennifer Dorsey, Harvard University*

Participants:

Cyberpunked: Teachers Re/Authoring Identities Through Digital Media. *Douglas J. Loveless, James Madison University; Bryant Griffith, Texas A&M University - Corpus Christi*

Viable Social Identity: An Identity Model to Analyze Products, Processes, and Reflections Using Digital Technologies. *Michelle Beth Bass, University of Wisconsin - Madison*

"She Wanted to Be Julie Andrews/He Was Supposed to Be Steve McQueen": Using Iconic Media Form(s) to Situate Gender as Learned. *Jennifer Peterson, York University; Steven Paul Camicia, Utah State University*

43.085-2. Researcher Positionality. SIG-Qualitative Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: *Virginia M. Jagla, National Louis University*

Participants:

A Double Dutch Methodology: (Re)conceptualizing Qualitative Researcher Positionality. *Keisha L. Green, Rutgers University*

Uncovering and Discovering Multiple Realities: An Exploration of Emerging Scholars' Positionalities Toward Research, Researcher, and Research Participants. *Sonja Renee Cherry-Paul, Columbia University; Lisa Naomi Edstrom, Teachers College, Columbia University; Rachel D. Kliegman, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University; Tara Lencl, Teachers College, Columbia University; Ashley M. Taylor, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University*

Multiple-Researcher Theoretical Voice Analysis. *Julia Kathryn Daine, University of Oklahoma; William C. Frick, University of Oklahoma*

Reconsidering "Speed Bumps" in Current Qualitative Research. *Lois Weis, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY; Kristin Cipollone, University at Buffalo - SUNY; Andrea Nikischer, University at Buffalo - SUNY*

43.086. Roundtable Session 70; Roundtable Session

43.086-1. Women at the Margins. SIG-Research on Women and Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm

Chair: *Teri L. Sosa, Saint Joseph's University*

Participants:

"Who Gets to Flourish?" Low-Income Women and the Broken Promise of Higher Education. *Leslie Rebecca Bloom, Roosevelt University*

Her Story: A Qualitative Study of the Journey of the African American Woman Superintendent. *Linda K. Lemasters, The George Washington University; Jamill Ray Jones, Portsmouth Public Schools; Virginia Roach, Bank Street College of Education*

Including School Support Staff in Technology Professional Development. *Teri L. Sosa, Saint Joseph's University*

43.086-2. Effects of School Violence Roundtable. SIG-Safe Schools and

Communities; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm

Chair: *Amanda L. Sullivan, University of Minnesota*

Participants:

Mobilizing Humanistic Pedagogies in Long-Term Suspension and

Expulsion. *Lisa Angela Romano-Dwyer, York University; Alison I. Griffith, York University; Naomi Elizabeth Nichols, York University*

Perceptions of Safety and the Reality of Violence: Its Impact on

Prospective Teachers' Decisions to Teach in Newark. *Deena Khalil, Rutgers University; Hanaa Hamdi, New Jersey Institute of Technology; Peijia Zha, Rutgers University*

Student Mobility and School Disorder in Urban Public Schools. *Seunghee*

Han, University of Missouri - Columbia; Seoung Joun Won, University of Missouri

43.087. Roundtable Session 71; Roundtable Session

43.087-1. Various Perspectives About Science Teaching and Learning.

SIG-Science Teaching and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: *Liza Finkel, Portland State University*

Participants:

Beyond Knowing About Science: University Science Learners'

Conceptions About the Nature of Science. *Trudy Leigh Bergere, Laurentian University @ Georgian College; Samson M. Nashon, The University of British Columbia*

Understanding the "Virtual" Science Fair: A Critical Analysis of the Online

Competition Experience. *G. Michael Bowen, Mount Saint Vincent University; John Lawrence Bencze, OISE/University of Toronto; Susan Jagger, OISE/University of Toronto*

School/Community Gardens: The Need to Cultivate Communities of

Practice for Teachers. *Christopher Burke, University of Michigan - Dearborn*

Exploring Preservice Science Teachers' Technological Pedagogical Content

Knowledge and Classroom Practices Involving the Topic of Electricity.

Aygin Kilic, Firat University; Zehra Kaya, Firat University; Selcan Sungur, Firat University; Didem Karakaya, Firat University; Selcuk Aydemir, Firat University; Mine Zorlu, Firat University; Osman Nafiz Kaya, Firat University

Participatory Approaches to Science Teacher Education Courses: Fostering

Professionalism Through Sharing Responsibility. *Christina Siry, University of Luxembourg; Sonya N. Martin, Seoul National University*

43.087-2. Evaluating Social and Emotional Learning Programs 1:

Feasibility, Fidelity, and Outcomes. SIG-Social and Emotional Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: *Joshua L. Brown, Fordham University*

Participants:

Comparing the Feasibility and Efficacy of Two Different-Length

Mindfulness-Based Stress-Reduction Programs for Teachers. *Jessica L. Harrison, Portland State University; Cynthia Taylor, Portland State University; Tanya Denne, Portland State University; Robert William Roeser, Portland State University*

The Effects of the Responsive Classroom Approach on Teacher-Student

Interactions: The Importance of Implementation Fidelity. *Tashia Abry, University of Virginia; Sara E. Rimm-Kaufman, University of Virginia; Ross Allen Andrew Larsen, University of Virginia*

Division and SIG Posters

43.088. Poster Session 10; Poster Session

43.088-1. Innovations in Field Experiences. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

1. A Student Teaching Seminar Using Theater of the Oppressed: Perspectives of University-Based Supervisors. *Foram Bhukhanwala, Arcadia University; Kimberly Dean, Arcadia University*
2. Coteaching in Student Teaching: An NCATE (National Council for Accreditation of Teacher Education) Promising Practice. *Nancy L. Bacharach, Saint Cloud State University; Teresa Washut Heck, Saint*

Cloud State University

3. Constructing a Third Space: A Discourse Analysis of Preservice Teacher-Student Talk. *Lisa A. Scherff, Florida State University; Jessica Nina Lester, Washington State University; Trena M. Paulus, The University of Tennessee*
4. Impact of a Content Area Practicum Experience on Preservice Teacher Content and Pedagogical Efficacy. *Timothy Andrew Goodale, College of Coastal Georgia*
5. Putting Critical Literacy Into Practice: Developing a Critical Consciousness in the Field Experience. *Edric Johnson, University of Wisconsin - Whitewater*
6. Student teacher challenges: Using the Cognitive Load Theory as an explanatory lens. *Daniel Charles Moos, Gustavus Adolphus College; Deb Pitton, Gustavus Adolphus College*
7. How Do Teacher Candidates Use Data and Reflection to Inform Classroom Instruction? *Kim Marrone Beckert, Arizona State University; Wendy Miedel Barnard, Arizona State University*
8. Linking The Watsons Go to Birmingham—1963 and Expository Texts: Cultivating Preservice Teachers Toward Culturally Relevant Literacy Practices. *Kirsten D. Hill, University of Michigan - Dearborn*
9. Preservice Teachers' Experiences With Technology Integration in Professional Development Schools. *Chinwe H. Ikepeze, Saint John Fisher College; Kathleen Ann Broikou, Saint John Fisher College; Sharon Christman, Saint John Fisher College*
10. Reflection and Practice in After-School Tutorials as a Vehicle for Teacher Education. *Tori A. Barber, University of Colorado - Boulder*
11. Supporting Cooperating Teachers as Efficacious Teacher Educators: Learning to Become Change Agents. *Kelly A. Donnell, Roger Williams University*
12. "Your Lesson Plan Really Matters!" Preservice Teachers' Initial Experiences With Literacy Instruction in Alternative Field Placements. *Carolyn A. Groff, Monmouth University; Laurel Kristine Chehayl, Monmouth University*
13. Retrospective on Establishing an Office of Partnerships at a Public Research University's College of Education. *Megan Fidler-Carey, University of Massachusetts - Boston*
14. Student Teacher Observation Instrument: Generalist and Content Pedagogy. *Lisbeth Ann Dixon-Krauss, University of North Texas; Jimmy K. Byrd, University of North Texas; Hector Ponce, University of North Texas; Brandon Bush, University of North Texas*

43.088-2. Embedded Practicum Experiences in Educational Leadership.

SIG-Learning and Teaching in Educational Leadership; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

15. Candidates' Perspectives of Embedded Approach to Practicum Experiences in Educational Leadership. *Mary M. Chandler, Kennesaw State University; Tak C. Chan, Kennesaw State University; Binbin Jiang, Kennesaw State University*

43.088-3. Division I Poster Session. Division I - Education in the Professions; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

16. A Process Model of Continuing Professional Learning and Change: A Longitudinal Mixed-Method Study of a Faculty Development Program in Geriatrics. *Eunmi Park, Johns Hopkins University; Colleen Christmas, Johns Hopkins / Medicine; Gary J. Confessore, The George Washington University; Samuel C. Durso, Johns Hopkins / Medicine*
17. Effective Interprofessional Education in Child Welfare for Prelicensure Nursing, Social Work, and Education Students. *Robert F. Whiteley, The University of British Columbia - Okanagan; Deb Carter, The University of British Columbia - Okanagan*
18. Assessing the Moral Judgment of Medical Students at the Start of a Four-Year Professional Curriculum. *Kirk L. Smith, The University of Texas - Medical Branch at Galveston; Sandra Riegle, Morehead State University; Ann W. Frye, The University of Texas - Medical Branch at Galveston; Jason Glenn, The University of Texas - Medical Branch at Galveston*
19. Academic Socialization in Online Doctoral Programs. *Liam Rourke, University of Alberta; Heather A. Kanuka, University of Alberta*
20. Entrepreneurial Internship Experiences: Changes in Perceptions and Interest in Small Businesses and Entrepreneurship. *Loran Carleton Parker, Purdue University; Mary E. Varghese, Purdue University;*

Omolola Adedokun, Purdue University; Wilella Burgess, Purdue University; Monica Shively, Purdue University; Ann Bessenbacher, Purdue University

21. Modeling Cultural Competency: Student-Perceived Qualities of Culturally Competent Providers. *Regina Richter, University of California - Los Angeles; Arthur Gomez, University of California - Los Angeles; Arleen Brown, University of California - Los Angeles*
22. From Knowing What Is Better to Doing What Is Best! Patient-Centered Interprofessional Education: Evaluation of a Campus-Wide Implementation. *Deidre Houston Magee, University of Colorado - Denver*
23. Are Feedback Sandwiches Junk Food or Healthy Fare? *Jay Parkes, University of New Mexico; Sara A. Abercrombie, Bowling Green State University; Teresita Mccarty, University of New Mexico*
24. Standardized Open-Ended Questionnaires as a Substitute for Personal Interviews in Admissions to Various Educational Programs. *Naomi Gafni, National Institute for Testing & Evaluation; Avital Moshinsky, National Institute for Testing & Evaluation; Janine P. Woolfson, NITE, Israel*
25. Assessing Clinical Skills of Veterinary Medical Students: A Validation Study. *Mo Zhang, Washington State University; Long Luo, Southern Methodist University*
26. Design Formats of Continuous Learning Pathways in Dutch Vocational Education and Training Related to Student Performance and Satisfaction. *Harm Biemans, Wageningen University; Martin Mulder, Wageningen University*

43.088-4. Diverse Topics in Psychometrics and Educational Measurement.
Division D - Measurement and Research Methodology; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

27. A Comparison of Mantel-Haenszel and DFIT (Differential Functioning of Items and Tests) on the Detection of Multidimensional Differential Item Functioning. *Huey-Ing Tzou, National University of Tainan; Pei-Ming Chiang, National University of Tainan*
28. Assessing Informant Discrepancies in Child and Youth Problem Behaviors. *Xin Liu, NCS Pearson; Haijiang Kuang, Pearson Education, Inc.; Jing-Jen Wang, Pearson*
29. Connecting English Language Learning and Academic Performance: A Prediction Study. *Xiaojing (Jadie) Kong, Pearson; Sonya Powers, Pearson; Laura Starr, Pearson; Natasha J. Williams, Pearson*
30. Diagnostic Item Analysis: A Comparison of Methods in Detecting Schools' Strengths and Weaknesses. *John N. Denbleyker, University of Iowa; Hyo Jeong Shin, University of California - Berkeley; Shuqin Tao, Data Recognition Corporation*
31. Investigation of Fixed-Item Parameter Calibration for Mixed Format Tests. *Tianli Li, ACT, Inc.; Jong-Pil Kim, ACT, Inc.*
32. Longitudinal Relationships Among Student Behaviors and Achievement: A Differential Examination by Informant Type. *Timothy R. Konold, University of Virginia*
33. OpenBUGS for the Two- and Three-Parameter Logistic Models in Item Response Theory. *Leslie A. Hendrix, University of South Carolina; Brian T. Habing, University of South Carolina*
34. Reframing Retention: New Evidence From Within the Elementary School Classroom on Postretention Performance. *Michael A. Gottfried, Loyola Marymount University*
35. Sensitivity of Anchor Designs on Scaling and Proficiency Classifications in the Rasch Model. *Thakur B. Karkee, Measurement Incorporated; Winnie K. Reid, Measurement Incorporated*
36. Simplifying Automated Test Assembly and the Tuning of Draft Forms Through the Abstraction of Critical Item Properties. *Gerald Griph, Pearson*
37. The Comparison of Interrater Reliability Estimating Techniques in Assessment of Higher Order Cognitive Skills. *Ozge Birkmaz, Adnan Menderes University; Nuri Dogan, Hacettepe University*
38. Trend Analysis of Math Performance of U.S. Students Using Standardized Educational Tests. *Jisung Cha, Georgia State University*
39. Exploring Teachers' Understanding of Graphical Representations of Group Performance. *Diego Zapata-Rivera, ETS; Waverly VanWinkle, Educational Testing Service; Margaret Vezzu, ETS*

43.088-5. Cognition and Assessment SIG Poster Session. SIG-Cognition and Assessment; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

40. Applying Differential Item Functioning to Validate the Construct Structure and Diagnostic Classification for Diagnostic Assessment. *Yi-Hsin Chen, University of South Florida*
41. Creating a Resource-Based Cognitive Model for Predicting Mathematical Item Difficulty. *Kristin Morrison, Georgia Institute of Technology; Susan Embretson, Georgia Institute of Technology*
42. How Do You Figure Out What's Wrong With a Test Item? *Linda Morell, University of California - Berkeley*
43. Modified-Multiple Choice as a Possible Alternative to Short Answer Assessments to Increase Long-Term Retention. *Alyssa Reinhart, The University of Texas - Austin; Daniel A. Clark, The University of Texas - Austin; Jason Crandall, The University of Texas - Austin; Daniel H. Robinson, The University of Texas*
44. Using Cognitive and Psychometric Theory to Inform Test Specifications. *Matthew Joseph Burke, American Institute of Certified Public Accountants; Richard N. Devore, American Institute of Certified Public Accountants; Josh Stopek, American Institute of Certified Public Accountants*
45. Item-Attribute Misspecifications and the Reparameterized Unified Model for Cognitive Diagnosis. *Robert John Sandbach, University of Florida; M. David Miller, University of Florida*
46. Evaluating Alternative Models for an Explanatory Scale of Algebra Word Problem Solving. *Xiangdong Yang, East China Normal University; Yuhuan Xu, East China Normal University; YongXin Ma, East China Normal University*

43.088-6. Advanced Technologies for Learning Poster Session. SIG-Advanced Technologies for Learning; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

47. Comparing the Learning Effect Differences Between Digital and Paper Textbooks for Elementary Social Studies. *Myunghye Ju Kang, Ewha Womans University; Yunhee Song, Hanbat National University; Minjeong Kim, Ewha Womans University; Youngran Yoo, Ewha Womans University*
48. Emerging Musical Sense Making: Constructionism and Collaboration in Computer-Aided Music Composition. *Michael Downton, Indiana University; Kylie A. Peppler, Indiana University - Bloomington; Jeanne Bamberger, Massachusetts Institute of Technology*
49. How Students Use Handheld Video Cameras on Field Trips. *Jonathan Boxerman, Northwestern University*
50. Mathematics Learning Through Computer Educational Game Design. *Tami Im, Florida State University; Fengfeng Ke, Florida State University*
51. The Category Creator: An Interactive Online Gallery for Bridging Student-Generated Artifacts and Whole-Classroom Reflection. *Michelle Hoda Wilkerson-Jerde, Tufts University*
52. The ESTRELLAS (Electronic-Supported Text Research for English Language Learner Academic Success) Project: Preliminary Findings for a Supported E-Text Intervention for Middle School English Language Learners. *Fatima Elvira Terrazas-Arellanes, University of Oregon; Mindy Frisbee, University of Oregon; Lynne Anderson-Inman, University of Oregon; Elizabeth Autio, Education Northwest*
53. The Use of a 3-D Force Feedback Joystick in Abstract Physics System Learning. *Shih-Chieh Douglas Huang, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Tanner Vea, Teachers College, Columbia University*

Sunday, 12:30 pm

Committee Sessions

44.010. Site Visit and Graduate Student Networking Opportunity at the University of British Columbia Museum of Anthropology: Sponsored by the Graduate Student Council. Graduate Student Council; Off-Site Visit
The University of British Columbia Anthropological Museum, 6393 N.W. Marine Drive Vancouver, B.C. V6T 1Z2; 12:30-3:30pm

Visit Leaders: *Robyn A. Carlson, Michigan State University; Christine Renee Klerian Rodriguez, The University of British Columbia; Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

Sunday, 2:15 pm

Governance Meetings and Events

45.001. AERA Affirmative Action Council: Open Meeting. AERA

Governance; Governance Session
VCC, Second Level, West Room 212&213; 2:15-3:45pm

Chair: *April Z. Taylor, California State University - Northridge*

45.002. Handbook of Research on Teaching Editors Meeting. AERA

Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 2:15-3:45pm

45.003. Journal of Educational and Behavioral Statistics Closed Editorial Board Meeting. AERA Governance; Governance Session

Pan Pacific, Lobby Level, Crystal Pavilion B; 2:15-3:45pm

Chairs: *Matthew Scott Johnson, Teachers College, Columbia University; Sandip Sinharay, ETS*

Presidential Sessions

45.010. Acting on What We Know: Exemplary Models of Educational Research and Practice in Indigenous Schools and Communities. Presidential Session

Cosponsored with SIG-Indigenous Peoples of the Americas, SIG-Indigenous Peoples of the Pacific, Division A - Administration Organization & Leadership, Division B - Curriculum Studies and Division H - Research, Evaluation and Assessment in Schools, Division L - Educational Policy and Politics
VCC, First Level, West Room 118-120; 2:15-3:45pm

Chair: *Susan C. Faircloth, The Pennsylvania State University*

Participants: *Margaret J. Maaka, University of Hawaii - Manoa; Tiffany S. Lee, University of New Mexico; Beth Leonard, The University of Alaska - Fairbanks*

45.011. Innovative Programs for District-Level Evaluation: Education Research for the Public Good. Presidential Session

VCC, First Level, West Ballroom A; 2:15-3:45pm

Chair: *Michael J. Feuer, The George Washington University*

Participants: *William F. Tate, Washington University in St. Louis; Jennifer A. O'Day, American Institutes for Research; Rebecca Ann Thessin, The George Washington University; Michael J. Feuer, The George Washington University; John Q. Easton, Institute of Education Sciences; Robert M. Hauser, National Research Council, National Academy of Sciences; Carl A. Cohn, Claremont Graduate University*

45.012. To Know and to Act: The Dimensions of Multicultural Education 20 Years On. Presidential Session Cosponsored with Division B - Curriculum Studies

VCC, First Level, West Ballroom B; 2:15-3:45pm

Chair: *James A. Banks, University of Washington - Seattle*

Participants:

Content Integration: Research and Action in Schools. *Christine E. Sleeter, California State University - Monterey Bay*

Knowledge Construction: Implications for Teaching, Learning, and Action. *Sandra G. Harding, University of California - Los Angeles*

Prejudice Reduction: Research, Teaching, Learning, and Action in Schools. *Rebecca S. Bigler, The University of Texas - Austin*

Equity Pedagogy and Culturally Responsive Teaching, Learning, and Action in Schools. *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

An Empowering School Culture and Social Structure: Understanding and Challenging Key Changes in Secondary-to-Postsecondary Transition Patterns. *Lois Weis, University at Buffalo - SUNY*

Discussant: *Sonia Nieto, University of Massachusetts - Amherst*

AERA Sessions

45.013. AERA Task Force on Evaluating Educational Research, Scholarship, and Teaching in Postsecondary Education: An Open Discussion Forum. AERA Sessions; Invited Session

VCC, First Level, West Room 121&122; 2:15-3:45pm

Chair: *William G. Tierney, University of Southern California*

Participants: *James S. Fairweather, Michigan State University; Christine A. Stanley, Texas A&M University - College Station; Marilyn Cochran-Smith, Boston College; David F. Labaree, Stanford University; Estela M. Bensimon, University of Southern California*

45.014. Challenges and Opportunities for Education Data and Statistics: The Current State and Wellbeing of NCES. AERA Sessions; Invited Session

VCC, First Level, West Room 116&117; 2:15-3:45pm

Chair: *Felice J. Levine, American Educational Research Association*

Participant: *Jack Buckley, Commissioner, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education*

Discussants: *Laura W. Perna, University of Pennsylvania; William H. Schmidt, Michigan State University; Helen F. Ladd, Duke University*

45.015. Observational Methods and Advancing Knowledge of Classroom Teaching and Learning. AERA Sessions; Invited Session

Pan Pacific, Lobby Level, Crystal Pavilion A; 2:15-3:45pm

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

Participants:

Watching Teachers Work. *Lisa Guernsey, New America Foundation*
Observational Methods and Research on Classroom Teaching and Learning. *Gerald E. Sroufe, American Educational Research Association*
Building Research Capacity and Training for Video Research. *Frederick D. Erickson, University of California - Los Angeles, Retired*
Archiving, Sharing, and Using Video Classroom Data. *Brian P. Rowan, University of Michigan*

45.016. Meet Journal Editors: Journal Talks 4. AERA Sessions; Invited Roundtable

VCC, Second Level, West Room 201; 2:15-3:45pm

Participants:

1. Contemporary Issues in Technology and Teacher Education. *Natalie B. Milman, The George Washington University; Thomas C. Hammond, Lehigh University; Scott W. DeWitt, University of Cincinnati; Kathleen Owings Swan, University of Kentucky*
2. Vitae Scholasticae. *Linda C. Morice, Southern Illinois University - Edwardsville; Laurel D. Puchner, Southern Illinois University - Edwardsville*
3. Equity & Excellence in Education. *Maurianne Adams, University of Massachusetts - Amherst*
4. Journal of Literacy Research. *Douglas K. Hartman, Michigan State University; Douglas K. Kaufman, University of Connecticut*
5. Journal of the Professoriate. *Barbara J. Johnson, Northern Illinois University; Henrietta Williams Pichon, Northwestern State University of Louisiana*
6. Community College Review. *Carol E. Kasworm, North Carolina State University*
7. ICBCHE Journal. *Barbara J. Johnson, Northern Illinois University*
8. Journal of International Social Studies. *Gloria T. Alter, DePaul University; Beverly Milner Bisland, Queens College - CUNY*
9. The Teacher Educator. *Gregory J. Marchant, Ball State University; Sharon E. Paulson, Ball State University*
10. High Ability Studies. *Kirsi A. Tirri, University of Helsinki*
11. Issues in Teacher Education. *Suzanne SooHoo, Chapman University; Joel A. Colbert, Chapman University*
12. History of Education. *David Crook, Brunel University*
13. Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity, and Cultural Survival. *Seonaigh A. MacPherson, ELSA Net; Zvi Bekerman, Hebrew University of Jerusalem*
14. Race Ethnicity and Education. *David Gillborn, Institute of Education - London; Kalervo N. Gulson, University of New South Wales; Zeus Leonardo, University of California - Berkeley; Nicola Rollock, Institute of Education - London*
15. International Journal for Mentoring and Coaching in Education

(IJMCE). *Sarah J. Fletcher, Consultant*

16. *Revista Española de Pedagogía. Jose A. Ibanez-Martin, University Complutense of Madrid*
17. *Studying Teacher Education. Amanda K. Berry, Leiden University; Clare Kosnik, University of Toronto*
18. *Online Educational Research Journal. Peter B. Tymms, Durham University; Richard Remedios, Durham University*
19. *Metacognition and Learning. Roger Azevedo, McGill University*
20. *Educational Evaluation and Policy Analysis. Laura S. Hamilton, RAND Corporation; Bruce Fuller, University of California - Berkeley; Mark Berends, University of Notre Dame; Luis Alberto Huerta, Teachers College, Columbia University; Ron Zimmer, Vanderbilt University*

Committee Sessions

45.017. GSC Division L Fireside Chat: The Evolving Role of the Teacher's Union: How Changing Union Strength Affects Education. Graduate Student Council; Fireside Chat

Pan Pacific, Restaurant Level, Pacific Rim 1; 2:15-3:45pm

Chairs: *Timothy Lyle Nordin, Rutgers University; Todd Hutner, The University of Texas - Austin*

Participants: *Susan M. Johnson, Harvard University; Howard F. Nelson, American Federation of Teachers; Julia E. Koppich, J Koppich & Associates*

45.018. Negotiating Identities in the Transitions of Early Career Teachers: International Perspectives. International Relations Committee; Symposium

VCC, First Level, West Room 109&110; 2:15-3:45pm

Chair: *D. Jean Clandinin, University of Alberta*

Participants:

In the Midst of Becoming Teachers: Storying Second- and Third-Year Teacher Identities. *Lee Mason Schaefer, University of Alberta; Julie Sharon Long, University of Alberta; D. Jean Clandinin, University of Alberta; Sheri Wnuk, The University of Arizona; Eliza Anne Pinnegar, University of Alberta; Sue McKenzie-Robblee, University of Alberta; Pamela A. Steeves, University of Alberta; C. Aiden Downey, Emory University*

Narrative Identity Work Among Becoming and Beginning Teachers:

Finnish Example. *Eila Estola, University of Oulu; Minna Uitto, University of Oulu; Leena Syrjälä, University of Oulu*

Always in Transition? Australian Early Childhood Teachers' Experiences of Negotiating "Identity". *Tamara Cumming, Charles Sturt University; Jennifer Sumsion, Charles Sturt University; Sandie Wong, Charles Sturt University*

Be(com)ing a Teacher in Challenging Circumstances: Giving Up or Sustaining Commitment? *Maria A. Flores, Minho University*

Discussants: *Geert Kelchtermans, University of Leuven; Jerry L. Rosiek, University of Oregon*

International Organization Sessions

45.019. Canadian Association for the Study of Indigenous Education (CASIE): Responding to the Challenge of Teaching, Learning, and Researching From Indigenous Standpoints. Canadian Society for the Study of Education; Invited Session

VCC, Second Level, West Room 215&216; 2:15-3:45pm

Chair: *Dwayne Donald, University of Alberta*

Participants:

Approaches in Second Language Teaching and Learning: A Synthesis of Traditional and Contemporary Practice at Shingwauk Kinoomaage Gamig. *Brian McInnes, University of Minnesota - Duluth*

Lessons Learned: Effectiveness of Synchronous Full-Distance Delivery for Aboriginal Teacher Candidates. *Megan Kathleen Gordon, Brock University; John H. Hodson, Lakehead University; Julian D. Kitchen, Brock University*

Weaving Words: Enhancing the Learning of Aboriginal Students. *Lorna B. Williams, University of Victoria*

Aoksisowaato'p: Place and Story as Organic Curriculum. *Dwayne Donald, University of Alberta*

Division Sessions

45.020. Advancing Equity: Transformations, Culture, and Leadership.

Division A - Administration Organization & Leadership; Paper Session VCC, Second Level, East Room 10; 2:15-3:45pm

Chair: *Anthony H. Normore, California State University - Dominguez Hills*

Participants:

Culturally Competent Educational Leaders: Expanding Their Horizons With the "Study Australian Schools Experience". *Ellen H. Reames, Auburn University; James S. Kaminsky, Auburn University; Sherida Downer, Auburn University*

Enhancing Cross-Cultural and Global Perspectives Among Educational Leaders. *Cameron S. White, University of Houston; Laveria Hutchison, University of Houston; Liping Wei, University of Houston*

Getting to Equity in a Network of Superintendents: Issues, Approaches, and Challenges in a Wide Range of District Contexts. *Rachel D. Kliegman, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University*

Using Transformative Experiences to Prepare Doctoral-level Instructional Leaders. *Margery B. Ginsberg, University of Washington - Seattle; Camille A. Farrington, University of Chicago; Michael S. Knapp, University of Washington*

Discussant: *Anthony H. Normore, California State University - Dominguez Hills*

45.021. Leading the System-Wide Use of Research to Inform Policy, Program, and Practice. Division A - Administration Organization & Leadership; Symposium

VCC, Second Level, East Room 8&15; 2:15-3:45pm

Chair: *Raymond Thérberge, Ontario Ministry of Education*

Participants:

The Case of a System Committed to Being Research-Informed: Ontario's Research and Evaluation Strategy. *Doris McWhorter, Ministry of Education; Carol Campbell, University of Toronto - OISE; Raymond Thérberge, Ontario Ministry of Education; David Fulford, Ontario Ministry of Education*

The Use of Evidence and Research to Differentiate and Personalize Support for Districts and Schools. *David Hagen Cameron; Barnabas Chukwujiebere Emenogu, Ontario Ministry of Education; Judi Kokis, Ontario Ministry of Education; Lucie McCartney, Ontario Ministry of Education; Dianne Oliphant, Ontario Ministry of Education; Rachel Ryerson, Ontario Ministry of Education*

Distributed Leadership Through Communities of Practice: Collaborative Inquiry-Based Professional Learning. *David Hagen Cameron; Barnabas Chukwujiebere Emenogu, Ontario Ministry of Education; Judi Kokis, Ontario Ministry of Education; Lucie McCartney, Ontario Ministry of Education; Dianne Oliphant, Ontario Ministry of Education; Rachel Ryerson, Ontario Ministry of Education*

Ontario Leadership Strategy and District Effectiveness Framework. *Barry Pervin, Ontario Ministry of Education; Marg Connor, Ontario Ministry of Education; Kenneth A. Leithwood, OISE/University of Toronto; Laurie Pedwell, Ontario Ministry of Education; Jingping Sun, OISE/University of Toronto*

Discussant: *Michael Fullan, OISE/University of Toronto*

45.022. To Know and Do! Using School Improvement Research for Practice. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 9; 2:15-3:45pm

Chair: *Cynthia J. Reed, Auburn University*

Participants:

LeaderPAR: A Participatory Action Research Framework for School Improvement. *Gary L. Anderson, New York University; Erika Bernabei Middleton, New York University*

Learning From Students: Putting Student Voice Research Into Practice. *Luzelena Perez, California State University - San Marcos*

Relationship of High Schools That Work (HSTW) Indices of Key Practices With Changes in HSTW Assessment Scores. *Stacy R. Karl, University of Minnesota; Frederick A. Cline, ETS; John W. Young, ETS*

Research to Practice: Experience From the Ohio School Improvement Diagnostic Review. *Jill D. Lammert, Westat; Karen E. Sanders, RMC Research Corporation; Linda L. McDonald; Barbara J. Boone, Ohio Department of Education*

School Improvement Through Action Research: Equity-Centered Teacher Leaders Igniting Change in Schools. *Jennifer Lynn Jacobs, Texas State University*

Discussant: *Cynthia J. Reed, Auburn University*

45.023. The Purposes of History: Curriculum Studies and the 21st Century.

Division B - Curriculum Studies; Invited Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 2:15-3:45pm

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

Participants: *Warren E. Crichlow, York University; Ines Dussel, FLACSO Argentina; Bernadette M. Baker, University of Wisconsin*

45.024. Boredom in Academic Settings.

Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Symposium

Sheraton Wall Centre, Third Level, North Junior Ballroom C; 2:15-3:45pm

Chairs: *Reinhard Pekrun, University of Munich; Thomas Goetz, University of Konstanz*

Participants:

Boredom and Students' Academic Achievement: An Analysis of Reciprocal Causation. *Reinhard Pekrun, University of Munich; Nathan C. Hall, McGill University; Raymond P. Perry, University of Manitoba*
Under- and Over-challenging Tasks as Antecedents to Students' Boredom. *Taylor Wayne Acee, Texas State University - San Marcos*

Cognitive Reappraisal to Alleviate Boredom During Learning. *Amber Chauncey Strain, The University of Memphis; Sidney K. D'Mello, The University of Memphis; Arthur C. Graesser, The University of Memphis*
Types of Students' Boredom: An Experience-Sampling Approach.

Thomas Goetz, University of Konstanz; Anne C. Frenzel, University of Augsburg; Ulrike Elisabeth Nett, University of Konstanz; Anastasiya A. Lipnevich, Queens College - CUNY

Discussant: *Lisa Linnenbrink-Garcia, Duke University*

45.025. Cognitive Process and Science Learning.

Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom D; 2:15-3:45pm

Chair: *David N. Boote, University of Central Florida*

Participants:

The Development of Science Proficiency Through Argument-Focused Lab Instruction in High School Biology. *Victor Dale Sampson, Florida State University; Melanie Hester, Florida State University Schools; Patrick James Enderle, Florida State University*

Text-Based Conceptual Change on an Ontologically Misclassified Biological Evolution Conception. *Gregory Trevors, McGill University; Krista R. Muis, McGill University*

An Examination of Metacognitive and Experimentation Behaviors During Technology-Enhanced Virtual Experiments. *Angela Bianco, University of Minnesota; Keisha Varma, University of Minnesota; Shiyu Liu, University of Minnesota; Sarah Lee, University of Minnesota*

The Role of Hybridization in Bridging Out-of-School and Scientific Discourses. *Kok-Sing Tang, National Institute of Education - Nanyang Technological University; Natasha Anne Rappa, National Institute of Education - Nanyang Technological University*

The Role of Instructional Scaffolding and Executive Function in the Development of the Concept of Density. *Jeremy Wang, University of Minnesota; Sashank Varma, University of Minnesota; Keisha Varma, University of Minnesota*

45.026. Education Technology, Teacher Knowledge, and Classroom Impact: Frameworks and Approaches to Research.

Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 2:15-3:45pm

Chair: *Meghan McGlinn Manfra, North Carolina State University*

Participants:

Teacher Knowledge and Education Technology: Two Frameworks to Guide Inquiry. *Robert N. Ronau, University of Louisville; Christopher R. Rakes, Institute of Education Sciences; Margaret L. Niess, Oregon State University*

How Do We Measure Technological Pedagogical Content Knowledge? Let Me Count the Ways. *Matthew J. Koehler, Michigan State University;*

Punya Mishra, Michigan State University; Tae Seob Shin, University of Central Missouri

The Effects of Teacher Content Authoring on TPACK (Technological Pedagogical Content Knowledge) and on Student Achievement in Algebra: Research on Instruction With the TI-Nspire Handheld. *Irina Lyublinskaya, College of Staten Island - CUNY; Eleni Tournaki, College of Staten Island - CUNY*

TPACK (Technological, Pedagogical, and Content Knowledge) Vernaculars in Social Studies Research. *John K. Lee, North Carolina State University; Meghan McGlinn Manfra, North Carolina State University*

Principles of Effective Pedagogy Within the Context of Connected Classroom Technology: Implications for Teacher Knowledge. *Stephen J. Pape, University of Florida; Karen E. Irving, The Ohio State University; Clare Valerie Bell, University of Missouri - Kansas City; Melissa L. Shirley, University of Louisville; Douglas T. Owens, The Ohio State University; Sharilyn K. Owens, Appalachian State University; Jonathan David Bostic, Bowling Green State University; Soon C. Lee, The Ohio State University*

Making the Grade: Reporting Education Technology and Teacher Knowledge Research. *Robert N. Ronau, University of Louisville; Christopher R. Rakes, Institute of Education Sciences*

Discussant: *Ryan S. Baker, Worcester Polytechnic Institute*

45.027. Evaluating the Psychometric Quality of Self-Efficacy Measures With Diverse Item-Analysis Methods.

Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 2:15-3:45pm

Chairs: *Mei-Lin Chang, Emory University; George Engelhard, Emory University*

Participants:
Measuring the Sources of Teaching Self-Efficacy: A Review of Emerging Scholarship. *David Brent Morris, Saint Mary's College of Maryland*
Using the Many-Facet Rasch Model to Evaluate the Psychometric Quality of Teacher Sense of Efficacy Scale. *Mei-Lin Chang, Emory University; George Engelhard, Emory University*
Exploring Profiles of Responses for the Sources of Science Self-Efficacy Scale. *Jason A. Chen, Harvard University; Ellen L. Usher, University of Kentucky; Jennifer Randall, University of Massachusetts*
Measuring More Than Mechanics: The Development and Validation of an Expanded Writing Self-Efficacy Scale. *Nadia Behizadeh, Emory University*

Can I Change the World? Assessing Individual Self-Efficacy Beliefs About Ability to Change Society. *Brandi Nicole Hinnant-Crawford, Emory University*

Discussant: *Dale H. Schunk, University of North Carolina - Greensboro*

45.028. Ready to Learn Initiative: Using a Transmedia Approach to Enhance Early Literacy and Numeracy Skills.

Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 2:15-3:45pm

Chair: *Karen Cator, U.S. Department of Education*

Participants:

Current and Emerging Uses of Digital Media Artifacts in Preschools and Summer Learning Programs. *Shelley Pashnik, Education Development Center, Inc.*
Formative Evaluation of PBS Ready to Learn Transmedia Gaming Suites. *Elizabeth M. McCarthy, WestEd*
Young Children, Apps, and iPads: Touch Screen Technology and Early Childhood Education. *Michael Cohen, Michael Cohen Group LLC*

Discussant: *Christopher J. Dede, Harvard University*

45.029. Technology-Supported Learning in K-12 Science.

Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Fourth Level, North Port McNeill; 2:15-3:45pm

Chair: *Mable Kinzie, University of Virginia*

Participants:
EcoMUVE: Shifts in Affective Beliefs and Values About Science Through Learning Experiences in Immersive Virtual Environments. *Amy M. Kamarainen, Harvard University; Shari J. Metcalf, Harvard University*
Common Knowledge: Scaffolding Collective Inquiry for Knowledge Communities. *Cresencia Fong, OISE/University of Toronto; Rebecca M. Cober, University of Toronto; Cheryl Ann Madeira, OISE/University of*

Toronto; James D. Slotta, University of Toronto

Model-Based Learning About Climate Change With Productive Failure:

Preliminary Findings. Michael J. Jacobson, The University of Sydney;

Lina Markauskaite, The University of Sydney; Nick Kelly, The

University of Sydney; Paul G. Stokes, Hornsby Girls School

Learning by Designing With Data: Harnessing Low-Cost Handheld Game

Controllers to Instrument Students' Science Projects. Sarah Lewis,

Stanford University; Wendy Ju, Stanford University

Children Learning Technological Design With Physical and Digital Robots.

Katherine Joy Nilsen, University of California - Santa Barbara;

Danielle Boyd Harlow, University of California - Santa Barbara

45.030. Complicating Qualitative Data: Philosophy, Politics, and Power.

Division D - Measurement and Research Methodology Cosponsored
with SIG-Qualitative Research; Paper Session

Marriott Pinnacle, Third Level, Pinnacle I; 2:15-3:45pm

Chair: Rozana Carducci, University of Missouri

Participants:

What do data want? Mirka E. Koro-Ljungberg, University of Florida

Making Mixed Methods "Smart" in Higher Education Research: The

Interaction of Philosophy and Research Design. Daniel W. Newhart, The
Ohio State University; Patti A. Lather, The Ohio State University

What Can the General Learn From the Specific? Finding Significance in

Qualitative Research for Policy. Ruth Boyask, Plymouth University

The Politics of Talk about Schools: Power Relations in Qualitative

Research with Children. Sari K. Biklen, Syracuse University; Nicole

Nguyen, Syracuse University

Discussant: Susan Finley, Washington State University - Vancouver

45.031. Issues in Computerized Adaptive, Computer-Based, and Tailored Testing.

Division D - Measurement and Research Methodology; Paper

Session

Marriott Pinnacle, Third Level, Pinnacle II; 2:15-3:45pm

Chair: Thomas P. Proctor, The College Board

Participants:

An Exploratory Study of Bias in Estimation of Examinee Proficiency From

Self-Tailored Tests. David T. Morse, Mississippi State University; Jasna

Vuk, University of Arkansas for Medical Sciences

Construct Validity and Measurement Invariance of Computerized

Adaptive Testing: Shudong Wang, Northwest Evaluation Association;

Marty McCall, Smarter Balanced Assessment Consortium; Hong

Jiao, University of Maryland; Gregg Harris, Northwest Evaluation

Association

New Conditional Item Selection Procedures for an Adaptive Test Based

on the Testlet Response Theory Model. Tsung-Han Ho, ETS; Zhan Shu,

ETS

The Stratification Method for the CD-CAT (Cognitive Diagnosis

Computerized Adaptive Testing) Item Selection. Chanjin Zheng,

University of Illinois at Urbana-Champaign; Hua-Hua Chang,

University of Illinois at Urbana-Champaign

Variable-Length Computerized Adaptive Testing for Cognitive Diagnosis.

Chia-Ling Hsu, The Hong Kong Institute of Education; Wen-Chung

Wang, The Hong Kong Institute of Education

Discussant: Mark D. Reckase, Michigan State University

45.032. Defending Childhood: Toward a Broader View of Early Education.

Division E - Counseling and Human Development; Symposium

VCC, Second Level, West Room 217&218; 2:15-3:45pm

Chair: Beverly Falk, City College of New York - CUNY

Participants:

The Science of Early Childhood Development. Todd Grindal, Harvard

University; Jack Shonkoff, Harvard University

Foreclosed Childhoods: Poverty, Inequality, and Public Policy. Valerie

Polakow, Eastern Michigan University

Working with Latino Preschoolers: The Literacy and Language Goals of

Teachers and Mothers. Delis Cuellar, University of Oregon; Eugene E.

Garcia, Arizona State University

The Art of the Matter: Playful Learning in an Arts-Enriched Preschool.

Jessa Reed, Temple University; Kathy Hirsh-Pasek, Temple University;

Roberta Michnick Golinkoff, University of Delaware

Tensions Past, Present, and Future: Using Literature to Promote Social

Awareness and Literacy in Children. Robert L. Selman, Harvard

University; Janet Kwok, Harvard University

45.033. Spatial Categories of Analysis and Educational Inequality in the

Postwar Era. Division F - History and Historiography; Symposium

VCC, Third Level, West Room 305; 2:15-3:45pm

Chair: Harvey A. Kantor, University of Utah

Participants:

Schools for the Suburbs: Defining Spaces for Education in a Metropolitan

District. Ansley T. Erickson, Teachers College, Columbia University

No Choice but Choice: Eliminating School District Boundaries in the

Desegregation Era. Hilary Moss, Amherst College; Rachel optional

Stern, Amherst College

Education and the Changing Geo-Spatial Organization of Inequality:

Secondary Attainment in the United States, 1940-1980. John L. Rury,

The University of Kansas; Argun Saatcioglu, The University of Kansas

45.034. Charting Reform, Achieving Equity in a Diverse Nation.

Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 202&203; 2:15-3:45pm

Chair: Gail Sunderman, The George Washington University

Participants:

Equal Educational Opportunity: Can We Get There From Here? Robert G.

Croninger, University of Maryland - College Park; Kathleen Mulvaney

Hoyer, University of Maryland - College Park

Wither the Suburban Ideal? Understanding Contemporary Suburban School

Contexts. Erica Frankenberg, The Pennsylvania State University

Where Do I Go? Parents' Perspectives on Privatizing Trends in Education.

Patricia Burch, University of Southern California; Rudolfo Acosta,

University of Southern California

Local College Access Strategies: Issues of Equity for Place-Based

Initiatives. Nathan J. Daun-Barnett, University at Buffalo - SUNY

Discussant: Kenneth K. Wong, Brown University

45.035. Ethnographic Perspectives on Race and (Un)Accountability.

Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 206; 2:15-3:45pm

Chair: Kysa Nygreen, University of Massachusetts - Amherst

Participants:

Requirement for Entry: (Un)Accountability and Marginalization in a

Community-Based Movement for School Reform. Kysa Nygreen,

University of Massachusetts - Amherst

Race, Reintegration and (Un)Accountability: The School-to-Prison Pipeline

and Restorative Justice. Ragnhild Utheim, Marymount Manhattan

College

Kristina's Ghetto Family: Marginalization and (Un)Accountability in a

Language-Arts Classroom. Denise Ives, University of Massachusetts -

Amherst

Transparency as a Policy Technology: The Obscuring of Persistent Racial

Inequities in New York City Schools. Brian Kania, University at Buffalo

- SUNY; Jill P. Koyama, University at Buffalo - SUNY

Between Critique and Compliance: Antiracist Testing Discourse at a Social

Justice School. Savannah Shange-Binion, University of Pennsylvania;

Katrina Traylor, June Jordan School for Equity

Discussant: Pauline Lipman, University of Illinois at Chicago

45.036. New Media as a Resource for Transforming Civic Learning

Contexts. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 204; 2:15-3:45pm

Chair: Ellen Middaugh, Mills College

Participants:

Service and Activism in the Digital Age: Supporting Youth Engagement in Public

Life. Ellen Middaugh, Mills College; Joseph E. Kahne, Mills College

New Media, New Practices, and New Communities in Youth Organizing.

Jerusha Osberg Conner, Villanova University

Building Community Online: Opportunities, Challenges, and the Role of

Schools. Katie Davis, Harvard University

Inform, Perform, Transform: Amplifying Urban Youth Civic Agency

Through Mobile Media and Game Play. Antero Garcia, University of

California - Los Angeles

Discussant: Joel Westheimer, University of Ottawa

45.037. The Unintended Impact of Education Policy Implementation.

Division G - Social Context of Education; Paper Session

VCC, Second Level, West Room 205; 2:15-3:45pm

Chair: Michelle A. Purdy, Michigan State University

Participants:

Can Agency Be Imposed? Examining Teacher (Re)Positioning During the Ongoing Curriculum Change in Cyprus. *Stavroula Kontovourki, University of Cyprus; Stavroula Philippou, University of Cyprus; Eleni Theodorou, European University*

Conditional Effects of Language Acquisition Policies on Academic Achievement of Hispanic English Language Learners. *Francesca Lopez, Marquette University; Elizabeth McEneaney, University of Massachusetts - Amherst; Martina Nieswandt, University of Massachusetts - Amherst; Lara Geronime, Marquette University*

Distinguishing Where Their Children Belong: Parents' Perceptions of the Boundaries Separating "Gifted" and "Nongifted" Educational Programs. *Allison Kaye Roda, Teachers College, Columbia University*

Illusion of Inclusion: Race, Politics, and Standards. *Julian Vasquez Heilig, The University of Texas - Austin; Keffrelyn D. Brown, The University of Texas - Austin; Anthony L. Brown, The University of Texas - Austin*

Discussant: *Jim Scheurich, Texas A&M University*

45.038. Evaluating Alabama's Math, Science, and Technology Initiative: Results of a Three-Year, Statewide Randomized Experiment.

Division H - Research, Evaluation and Assessment in Schools; Symposium

Marriott Pinnacle, Third Level, Pinnacle III; 2:15-3:45pm

Chair: *Ludwig D. Van Broekhuizen, AdvancED*

Participants:

Background and Policy Context for the Alabama Math, Science, and Technology Initiative. *Steve Ricks, Alabama Department of Education; Jean S. Scott, Alabama Department of Education*

Experimental Design of the AMSTI (Alabama Math, Science, and Technology Initiative) Evaluation. *Denis Newman, Empirical Education Inc.*

Components and Implementation Results of the Alabama Math, Science, and Technology Initiative. *Jenna Lynn Zacamy, Empirical Education Inc.; Laura Feagans Gould, SERVE Center at the University of North Carolina - Greensboro*

Quantitative Methods and Results From the First Year of Alabama's Math, Science, and Technology Initiative Study. *Andrew P. Jaciw, Empirical Education Inc.; Boya Ma, Empirical Education Inc.*

Quantitative Methods and Results From the Second Year of Alabama's Math, Science, and Technology Initiative Study. *Steve Bell, Abt Associates Inc.; Andrew P. Jaciw, Empirical Education Inc.*

Discussant: *Sean F. Reardon, Stanford University*

45.039. Measuring the Noncognitive Traits of Students in the Professions.

Division I - Education in the Professions; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 2; 2:15-3:45pm

Chair: *Louis J. Grosso, American Board of Internal Medicine*

Participants:

Cross-Classified Model of Repeat Examinee's Ratings of Humanistic Competence on a Medical Licensure Examination Assessing Clinical Performance. *Xiaoshu Zhu, University of Maryland - College Park; William L. Roberts, National Board of Osteopathic Medical Examiners; Xiuyuan Zhang, National Board of Osteopathic Medical Examiners*

Development and Validation of an Observation Scale for Assessing Humanistic Patient Care: A Preliminary Study. *Ming Lee, University of California - Los Angeles; Paul F. Wimmers, University of California - Los Angeles; Cha-Chi Fung, University of California - Los Angeles*

Many-Facet Rasch Analysis of Standardized Patient Ratings of Students' Humanistic Competence on a Medical Licensure Examination. *Xiuyuan Zhang, National Board of Osteopathic Medical Examiners; William L. Roberts, National Board of Osteopathic Medical Examiners*

Development and Initial Validation of a Survey to Assess Self-Efficacy in Undergraduate Medical Education. *Anthony R. Artino, Uniformed Services University of the Health Sciences; Ting Dong, The Uniformed Services University of the Health Sciences; William Gilliland, The Uniformed Services University of the Health Sciences; Donna Waechter, The Uniformed Services University of the Health Sciences; Kent DeZee, The Uniformed Services University of the Health Sciences; David Cruess, The Uniformed Services University of the Health Sciences; Steven J. Durning, The Uniformed Services University of the Health Sciences*

Discussant: *Dorthea H. Juul, American Board of Psychiatry and Neurology, Inc.*

45.040. College Student Experiences With Diversity. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 207; 2:15-3:45pm

Chair: *Cosette M. Grant, University of Cincinnati*

Participants:

Black, Brown, White, and Greek: Cross-Racial Interactions at an Emerging Hispanic-Serving Institution. *Brigid M. Dwyer, Villanova University*
Out in the Classroom: The Transgender Student Experience. *Jonathan Thomas Ta-Pryor, University of Missouri*

The Impact of College Residence and Diversity Experiences on the Development of Critical Thinking in First-year College Students. *Chad Loes, Mount Mercy University*

The Impact of Global, Social Issue, and Diversity Courses on Students' Critical Thinking. *Ji Zhou, University of Southern California; Darnell G. Cole, University of Southern California; Michelle Castellanos, University of Southern California; Sable Manson, University of Southern California*

Discussant: *Mark E. Engberg, Loyola University Chicago*

45.041. Division J Invited Session: The Global Implications of Immigration: Educational Attainment and Jobs. Division J - Postsecondary Education; Invited Session VCC, Second Level, West Room 208&209; 2:15-3:45pm

Chair: *Stella M. Flores, Vanderbilt University*

Participants: *Angel Harris, Princeton University; Alma Maldonado-Maldonado, National Polytechnic Institute, Mexico; Amy S. Metcalfe, The University of British Columbia*

45.042. Experiences of Language Minority Students in Postsecondary Education. Division J - Postsecondary Education; Paper Session VCC, Second Level, West Room 224; 2:15-3:45pm

Chair: *Judith Arlene Yturriago, Northeastern Illinois University*

Participants:

A Qualitative Study of First-Year College Transition Experiences Among First-Generation, Ethnic Minority Immigrant Students. *Eunyoung Kim, Seton Hall University; Tharinee Kamnoesin, Seton Hall University*

An Investigation of Factors Influencing English Language Learners' Selection of Post-High School Pathways. *Manka M. Varghese, University of Washington; Jenee Myers Twitchell, University of Washington; Cristina Gaeta, University of Washington*

Help! I Need Somebody: Impacts of a Peer-Mentoring Program on Minority-Language Students' Academic Success. *Sylvie Anna Lamoureux, University of Ottawa; Megan Cotnam, University of Ottawa*

The Effects of Developmental Education and ESL (English as a Second Language) on Language-Minority Community College Students. *Michelle Hodara, Teachers College, Columbia University*

Discussant: *Patricia C. Gandara, University of California - Los Angeles*

45.043. Town Hall Meeting: A Framework for Clinically Rich Teacher Preparation. Division K - Teaching and Teacher Education; Invited Session VCC, Second Level, West Room 220; 2:15-3:45pm

Chair: *Etta R. Hollins, University of Missouri - Kansas City*

Participants: *Nancy Zimpher, State University of New York; Kenneth Howey, State University of New York - University at Albany*

45.044. Developing and Studying Educative Science and Mathematics Curriculum Materials. Division L - Educational Policy and Politics; Symposium VCC, Second Level, East Room 14; 2:15-3:45pm

Chair: *Matty Lau, University of Pittsburgh*

Participants:

Designing Educative Curriculum Materials: Characterizing a Process Building on Complementary Sources of Influence. *Elizabeth A. Davis, University of Michigan; Annemarie S. Palincsar, University of Michigan; Anna Arias, University of Michigan; Loren Marie Marulis, University of Michigan; James Hagerty, University of Michigan*

Designing Educative Teacher Guides for Informal Learning. *Samuel O. King, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Melissa D. Boston, Duquesne University*

Modes of Address: How and What Do Mathematics Curriculum Materials Communicate to Teachers? *Janine Remillard, University of Pennsylvania; Luke T. Reinke, University of Pennsylvania*

Educative or Not: How Teachers' Framing of Activities Impacts Their Learning From Curricular Materials. *Matty Lau, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh; Birdy Susan*

Reynolds, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Rebecca Ruppel, University of Pittsburgh; Charles David Cox, The Pennsylvania State University; Sophia Bender, University of Pittsburgh

Discussant: Matthew W. Brown, *Inquirium*

45.045. New Perspectives on the Roles of Institutional Actors in Education Reform. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Paper Session
VCC, Second Level, East Room 17; 2:15-3:45pm

Chair: Richard D. Lakes, *Georgia State University*

Participants:

Ideological Call to Arms: Disentangling Ideology, Meanings, and Practices in the Reproduction of Education Policy. Debbie Kim, *Northwestern University*; Jeannette Colyvas, *Northwestern University*

New Directions in Law and Education Reform Research. Danfeng Soto-Vigil Koon, *University of California - Berkeley*

New Labour and the Governance of Educational Reform in England. Helen Gunter, *The University of Manchester*

The Politics of Institutional Change: Historical Institutionalism and the Case of School Discipline. Judith R. Kafka, *Baruch College - CUNY*

Discussant: Andrea K. Rorrer, *University of Utah*

SIG Sessions

45.046. Learning to Live Well: Developing, Deconstructing, and Sustaining an Aesthetic Way of Life With/in Arts-Based Curricula. SIG-Arts-Based Educational Research; Symposium
VCC, Third Level, West Room 302; 2:15-3:45pm

Chair: Richard E. Siegesmund, *Northern Illinois University*

Participants:

Living Love: Confessions of a Fearful Teacher. Carl Leggo, *The University of British Columbia*

Developing an Arts of Living/Deconstructing Care. Karinna J. Riddett-Moore, *Notre Dame Academy*

Reparative Pedagogy. Pauline Sameshima, *Washington State University*

Teaching What We Value: Care As an Outcome of Aesthetic Education. Richard E. Siegesmund, *Northern Illinois University*

Discussant: Rita L. Irwin, *The University of British Columbia*

45.047. Educational Evaluation and Reform in Africa and in the Caribbean. SIG-Caribbean and African Studies in Education; Paper Session
VCC, Second Level, East Room 18; 2:15-3:45pm

Chair: Satasha L. Green, *The University of Alaska - Anchorage*

Participants:

Education Research and Evaluation Inside the Eastern Caribbean: A Clearer Picture of K-12 Academic Attainment/Achievement. Anica G. Bowe, *University of Minnesota*; Frances P. Lawrenz, *University of Minnesota*

Impact of the Provision of School Lunch on Attendance in Jamaican Primary Schools. Zellynne Jennings, *University of the West Indies*

Teacher Performance Evaluation in Jamaica: Perceptions and Reactions. Andrew Bruce Campbell, *University of Toronto*

The Role of Volunteerism in Social Integration: A Case Study of African International Students in the United States. Angellar Manguvo, *University of Missouri*; Stephen D. Whitney, *University of Missouri*

"I Like the Story Very Much": Impact of Access to Books and Teacher Read-Alouds on Primary School English Language Discourse Development in Ghana. Amma K. Akrofi, *Texas Tech University*

45.048. Issues of Diversity in Urban Catholic Schools. SIG-Catholic Education; Working Group Roundtable
Pan Pacific, Lobby Level, Crystal Pavilion C; 2:15-3:45pm

Chair: Shane P. Martin, *Loyola Marymount University*

Participants:

Changing Landscape: Demography and Urban Catholic Schools. Anthony C. Holter, *University of Notre Dame*

Catholic School Administrators' Attitudes Toward Diversity. Brandy J. Ellison, *University of Notre Dame*

Crafting Asset-Based Approaches to Linguistically Diverse Students and Families in Catholic Schools. Martin Scanlan, *Marquette University*; Irma Munoz, *Marquette University*

A View From Here: A Principal's Perspective on Diversity in an Urban

Catholic School. Elizabeth Swift, *Holy Names Academy*
Issues in Research on Catholic Urban Schools in the Los Angeles Region. Shane P. Martin, *Loyola Marymount University*
The Catholic Framework for Celebrating Diversity Within Catholic Education. Shannon Alexis Stackhouse, *University of Notre Dame*

45.049. Getting to Bedrock: Diverse Perspectives on Emergence, Nonlinearity, and Relationality in Education. SIG-Chaos & Complexity Theories; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 2:15-3:45pm

Chair: William E. Doll, *Louisiana State University and UBC and U.Victoria*

Participants:

Community Organizing-Based School Reform as Emergence. Dennis Lynn Shirley, *Boston College*

Culture, Chaos, and Complexity: Catalysts for Change in Indigenous Education. Ray Barnhardt, *The University of Alaska - Fairbanks*

Educational Change as a Complexity-Riddled Enterprise. Brian Robert Beabout, *The University of New Orleans*

French-Speaking Educational Sciences and the Contribution of Edgar Morin's "Paradigm of Complexity". Michel Alhadeff-Jones, *Teachers College, Columbia University*

Do-It-Yourself Education as Pedagogical/Curricular Catalyst. Debra M. Freedman, *UW/UofG/PSU*

Discussant: Blane Despres, *The University of British Columbia - Okanagan*

45.050. Confluence in Education and Professional Development: Expert Knowledge, Autobiography, and Narrative to Develop Transformative Practice. SIG-Confluent Education; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 2:15-3:45pm

Chair: Geni Cowan, *California State University - Sacramento*

Participants:

Expert Knowledge Is Not Enough to Improve Education: A Holistic View of Professional Development. Saskia Attema-Noordewier, *VU University Amsterdam*; Rosanne Cathelijne Zwart, *Vrije Universiteit Amsterdam*; Fred A.J. Korthagen, *Vrije Universiteit Amsterdam*

On the Use of Music as a Pedagogical Tool. Marianne D'Emidio-Caston, *Antioch University Santa Barbara*; Gretchen Tofflemier, *Aliso School, Carpinteria*; Julie Felix, *Isla Vista School*

To "Know Thyself" is Not Enough: Envisioning a Teaching Life through Autobiographical Narrative. Isabel Nunez, *Concordia University - Chicago*; Pamela J. Konkol, *Concordia University*; Simeon Martin Stumme, *Concordia University - Chicago*

MyStory as Professional Development Tool: Does It Provide Educators With Lasting Changes One Year Later? Kylea Asher, *Indiana University*; JulieMarie Frye, *Indiana State University*

Indigenous Education as Cultural Confluence: El Colegio de Santa Cruz de Tlaltelolco. Bernardo P. Gallegos, *National University*

The Confluence of Native Hawaiian Spirituality and Western Research. Carl Kalani Beyer, *Pacific Oaks College*

45.051. Public Pedagogies: Torture, Paranoia, and Popular Culture. SIG-Critical Issues in Curriculum and Cultural Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 2:15-3:45pm

Chair: Julie Garlen Maudlin, *Georgia Southern University*

Participants:

Slavoj Zizek, Popular Culture, and Social and Psychoanalytic Theory. James Trier, *University of North Carolina - Chapel Hill*

Pedagogies of Torture, Pedagogies as Torture: A Curricular Palimpsest. Mia Walter, *Teachers College, Columbia University*; Cathlin Bryn Goulding, *Teachers College, Columbia University*; Daniel Friedrich, *Teachers College, Columbia University*

Paranoid Pedagogies: The Metaphysics of Coding in the Religious Tracts of Jack T. Chick. Jennifer April Sandlin, *Arizona State University*; Jason J. Wallin, *University of Alberta*

Responses to the Abyss: Problematising Conceptualizations of Public Pedagogy. Jake Burdick, *Arizona State University*; Jennifer April Sandlin, *Arizona State University*; Michael Patrick O'Malley, *Texas State University - San Marcos*; Glenn Clifton Savage, *The University of Melbourne*

Discussant: William M. Reynolds, *Georgia Southern University*

45.052. Troubling Our Assumptions About Family Literacy: What Do We Know and How Do We Know It? SIG-Critical Perspectives on Early Childhood Education; Symposium

VCC, Third Level, West Room 306; 2:15-3:45pm

Chair: *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

Participants:

Introduction to the Session. *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

So Many Ways to Share a Book: Researching Diverse Home Book Sharing Practices Among Diverse Families. *Kate Pahl, The University of Sheffield*

Major Works in Family Literacy: Where We Have Been and Where We Are Going in Early Literacy. *Jennifer Rowsell, Brock University; Kate Pahl, The University of Sheffield*

Home Literacy, Diversity, and Epistemological Assumptions. *Catherine F. Compton-Lilly, University of Wisconsin - Madison; Rebecca L. Rogers, University of Missouri; Tisha Y. Lewis, Georgia State University*

Discussant: *Deborah Rowe, Vanderbilt University*

45.053. Beyond the Zone of Proximal Development: Vygotsky and English Language Arts and Drama Pedagogy. SIG-Cultural Historical Research; Symposium

VCC, Third Level, West Room 303; 2:15-3:45pm

Chair: *Viv Ellis, University of Oxford*

Participants:

Citing Vygotsky: Beyond the Zone of Proximal Development. *Viv Ellis, University of Oxford; Bowen Yang, University of Oxford*

Vygotsky's Contribution to English Language Arts Pedagogy in the Postwar United Kingdom. *John Hardcastle, University of London*

Teachers, Arts Practice, and School Pedagogies: Vygotskian Perspectives. *Anton Franks, Institute of Education - London*

Stimulating Professional Creativity in English Language Arts Teaching: Semiotic Freedom, Historical Consciousness, and Conceptual Growth. *Viv Ellis, University of Oxford*

Discussant: *Peter Smagorinsky, University of Georgia*

45.054. Exploring Processes, Philosophies, Impediments, and Connections in Design and Technology. SIG-Design and Technology; Paper Session

Sheraton Wall Centre, Fourth Level, South Granville; 2:15-3:45pm

Chair: *Alan R. Foley, Syracuse University*

Participants:

Aligning the Means With the Ends: How Philosophies Impact the Design of Curriculum and Technology in Higher Education Practice. *Erika Elizabeth Smith, University of Alberta; Jennifer Kelland, University of Alberta; Heather A. Kanuka, University of Alberta; Liam Rourke, University of Alberta*

Learning Experience Design: Principles and Processes. *Wayne A. Nelson, Southern Illinois University - Edwardsville*

Design Fixation and Cooperative Learning Strategies in Elementary Engineering Education. *Nikki Kim, Purdue University; Mariana Tafur, Purdue University; Woori Kim, Purdue University; Ronald L. Carr, Purdue University; Yi Luo, Purdue University; Yan Sun, Purdue University; Tugba Yuksel, Purdue University; Nicole R. Weber, Lesley University; Melissa Dyehouse, Purdue University; Johannes Strobel, Purdue University*

Social Connections in e-Learning: Facilitating Peer Engagement in Online Training. *Debby Kalk, The University of Texas - Austin*

Using Eye-Tracking Technology to Explore the Effect of Computer Animations and Redundant Onscreen Text on Viewers' Processing of Multimedia Learning Content. *Han-Chin Liu, National Chiayi University; Hsueh-Hua Chuang, National Sun Yat-Sen University; Chi-Jen Huang, National Chiayi University; Pei-I Chou, National Sun Yat-sen University*

Discussant: *Patricia L. Hardre, University of Oklahoma*

45.055. Careers, Identities, and Disciplinarity in Doctoral Education. SIG-Doctoral Education across the Disciplines; Paper Session

VCC, Second Level, West Room 214; 2:15-3:45pm

Chair: *Mark R. Connolly, University of Wisconsin - Madison*

Participants:

Cultivating Academics? Doctoral Students' Vocational Choices. *Laura M. Portnoi, California State University - Long Beach; Ana Lima, California State University - Long Beach; Dilianna Peregrina-Kretz, OISE/University of Toronto*

Gender and Interdisciplinary Science: The Participation of Female Scientists in Interdisciplinary Fields. *Karri A. Holley, The University of Alabama*

Mind the Gap: The Mismatch Between Career Decision-Making Needs and Opportunities for Science Ph.D. Students. *Sandra Laursen, University of Colorado Boulder; Heather L. Thiry, University of Colorado - Boulder; Heidi G. Loshbaugh, University of Colorado - Boulder*

Professional Identity Development Through a Nontraditional Program for STEM Graduate Students: A Grounded Theory Study. *Theresa R.F. McKinney, University of Nebraska - Lincoln; Vicki L. Plano Clark, University of Nebraska - Lincoln; Amanda Leigh Garrett, University of Nebraska; Diandra L. Leslie-Pelecky, University of Nebraska - Lincoln*

Reshaped Graduate Education: Workforce Outcomes of Interdisciplinary Training. *Alina Martinez, Abt Associates Inc.; Amanda Parsad, Abt Associates; Kristen Neishi, University of Michigan; Jennifer Giancola Carney, Jack Kent Cooke Foundation; Carol Frank Stoel, National Science Foundation*

45.056. Adults and Families in Early Childhood. SIG-Early Education and Child Development; Paper Session

VCC, Second Level, West Room 223; 2:15-3:45pm

Chair: *John A. Sutterby, University of Texas - Brownsville*

Participants:

"It's Not Just About the Kids": Adult Learning Environments in Early Childhood. *Sharon Ryan, Rutgers University; Marcy Whitebook, University of California - Berkeley; Fran Kipnis, Center for the Study of Child Care Employment; Mirella Almaraz, Center for the Study of Child Care Employment; Lea J.E. Austin, Center for the Study of Child Care Employment; Laura Sakai, Center for the Study of Child Care Employment*

Developing and Piloting a Bilingual Parent Report Tool for Preschool Children of Latino Heritage. *Belinda J. Hardin, University of North Carolina - Greensboro; Catherine Scott-Little, University of North Carolina - Greensboro; Mariana Mereoiu, Bowling Green State University*

Pedagogies and Partnership in Early Intervention: An Ethnographic Study. *Nick Hopwood, University of Technology - Sydney*

Using Early Childhood Education to Build Social Capital among Immigrant Families. *Colleen Vesely, George Mason University*

Discussant: *Victor Kuo, Foundation Strategy Group*

45.057. Knowledge Transfer Through Professionally Embedded Collaborative Learning Communities. SIG-Educational Change; Symposium

VCC, Second Level, East Room 16; 2:15-3:45pm

Chair: *Lee R. Bartel, University of Toronto*

Participants:

CLC (Collaborative Learning Community)-Initiated Action Research as Means to Teacher Development. *Lyn P. Vause, Ontario English Catholic Teachers Association; Linda Cameron, University of Toronto - OISE; Lee R. Bartel, University of Toronto*

Needs-Based Knowledge Acquisition and CLC (Collaborative Learning Community) Application in Full-Day Kindergarten. *Lyn P. Vause, Ontario English Catholic Teachers Association; Linda Cameron, University of Toronto - OISE*

Changing Perspectives and Pedagogy Through Collaborative Learning Communities. *Lee R. Bartel, University of Toronto; Lee Willingham, Wilfrid Laurier University; Linda Cameron, University of Toronto - OISE*

The Content of Change: An Analysis of Collaborative Learning Communities' Decisions. *Augusto Monk, University of Toronto; Lee R. Bartel, University of Toronto; Lee Willingham, Wilfrid Laurier University*

Discussant: *Ann Lieberman, Stanford University*

45.058. Mediation, Ordinal, and Nonlinear Modeling. SIG-Educational Statisticians; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 2:15-3:45pm

Chair: *Jeffrey R. Harring, University of Maryland*

Participants:

An Empirical Examination of Tests for Mediation Under Nonnormality. *Amy K. Atwood, University of Wisconsin - Madison; Ronald C. Serlin, University of Wisconsin - Madison*

Evaluation of the Use of Propensity Scores in Mediation Analysis. *Yasemin Kaya, University of Florida; Walter L. Leite, University of Florida*

Assessing Model Fit for Ordinal Response Regression Models. *Ann A.*

O'Connell, The Ohio State University; Sandra Reed, The Ohio State University; Sui Huang, The Ohio State University; DeLeon Lavron Gray, The Ohio State University

Ordinal Regression Analysis: Using Generalized Ordinal Logistic Regression Models to Estimate Educational Data. *Xing Liu, Eastern Connecticut State University; Hari P. Koirala, Eastern Connecticut State University*

Nonlinear Structural Equation Modeling With Nonnormal Data and Small Sample Sizes. *Xinya Liang, Florida State University; Yanyun Yang, Florida State University*

Discussant: *Wei Pan, University of Cincinnati*

45.059. Spatial and Geographic Analysis in Environmental Education

Research. SIG-Environmental Education; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 2:15-3:45pm

Chair: *Kevin M. Leander, Vanderbilt University*

Participants:

1. Examining Urban Planning Through GIS (Geographic Information Systems)-Based Computational Modeling. *Michael Barnett, Boston College; Dennis Debay, Boston College; Sharon L. Mark, Boston College; Amy Anderson, Placeways, LLC.*
2. Balancing Adaptations and Outcomes: Understanding Teacher Decision Making When Using Geospatial Technologies. *James G. Makinster; Daniel R. Zalles, SRI International*
3. My Place in Puget Sound: Leveraging Ethnographic Methods in the Design of a Culturally Relevant, Place-Based Ocean Sciences Curriculum. *Carrie T. Tzou, University of Washington - Bothell; Blakely K. Tsurusaki, University of Washington*
4. Art-Based Methodologies for Environmental Education in the Dinner Plate Project. *Andrew Bieler, York & Ryerson Universities*
5. Living in Machines: The Sociospatial Dynamics of a Sustainability Education Program. *Joseph A. Henderson, University of Rochester*
6. Public Participation in Environmental Monitoring: Sociospatial Analysis of Environmental Education in a Southeastern Watershed. *Carol B. Brandt, Temple University; Jessica Stephenson, Virginia Polytechnic Institute and State University*
7. Affecting the Rest of the World: Environmentality and Geography in an Ecotourism Experience. *Joseph A. Henderson, University of Rochester; Brian Bailey, Nazareth College; April L. Luehmann, University of Rochester*
8. The Alignment of Traditions in Vietnamese Education and Socioeconomic Policy Making for Sustainability. *Stefan Bengtsson, Uppsala University*
9. Using Sociospatial Theory to Analyze Sustainable Development in the Developing World. *David W. Hursh, University of Rochester*
10. A Politics of Scale in Research: The "Youth Making Place" Project and Sustainability Education Policy. *Marcia McKenzie, University of Saskatchewan*

Discussant: *Jan K. Nespor, The Ohio State University*

45.060. Joining Forces: The Potential of Union-Community Organization Collaborations.

SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium
VCC, Second Level, East Room 12; 2:15-3:45pm

Chair: *Sara McAlister, Annenberg Institute for School Reform*

Participants:

- Building a Framework for Partnerships Between Unions and Organized Parents and Communities. *Eric Zachary, Annenberg Institute for School Reform; Sara McAlister, Annenberg Institute for School Reform*
- A National Teacher Union's View of Community Engagement and Collaboration. *Michael Mulgrew, United Federation of Teachers - AFT*
- Shared Goals, Shared Work: A Local Case Study of Collaboration. *Steven Fletcher, Minnesota Neighborhoods Organizing for Change; Mary Cathryn Ricker, St. Paul Federation of Teachers/AFT; Michelle Renee, Annenberg Institute for School Reform*

Discussant: *Richard Gray, Annenberg Institute for School Reform*

45.061. Inclusion, Tracking, and Social Justice in Global Contexts.

SIG-International Studies; Paper Session
VCC, First Level, West Room 114&115; 2:15-3:45pm

Chair: *Tak C. Chan, Kennesaw State University*

Participants:

- Accessing Inclusive Education: Family Stories From India. *Srikala Narayan, Teachers College, Columbia University; Poonam Natarajan,*

The National Trust, Ministry of Social Justice and Empowerment, Govt. of India

How Different Types of Tracking Shape Students' Academic Self-Concept in Developed Countries. *Anna K. Chmielewski, Stanford University; Hanna Dumont, Tuebingen University; Ulrich Trautwein, Universitat Tubingen*

Teachers' Perspectives of Inclusive Education: An International Comparative Approach. *Hannu Savolainen, University of Eastern Finland; Petra Engelbrecht, Canterbury Christ Church University; Olli-Pekka Malinen, University of Eastern Finland; Jiacheng Xu, Beijing Union University; Mirna Nel, North West University*

The Cultural Inclusiveness of Ethnic Minority Populations within Hong Kong's Postsecondary Educational System: A Critical Policy Analysis. *Misty Dawn Sawatzky, University of Southern California*

What Works Where? The Relationship Between Instructional Variables in Low-, Medium-, and High-Achieving Countries. *Ruth Zuzovsky, Hakibbutzim College of Education, Technology & the Arts*

Discussant: *Binbin Jiang, Kennesaw State University*

45.062. Preparing School Leaders to Engage in School Reform by Understanding Issues of Equity and Social Justice.

SIG-Leadership for School Improvement; Symposium

VCC, Second Level, East Room 13; 2:15-3:45pm

Participants:

- Using Vocational Education to Dismiss Students' Knowledge. *Erin Miller, Kent State University*
- Using Equity Audits to Promote and Sustain Change. *Kimberly Kohut, Kent State University*
- Preparing School Leaders for Legislative Advocacy and Community Action. *Andrew Rome, Kent State University*
- Consolidation at the Margins. *Leah J. Daugherty, Kent State University*
- Down on the Farm: Issues of Equity in a Rural School District. *Timothy Dadich, Kent State University*
- Preparing Aspiring School Leaders to Understand Issues of Social Justice and Equity in Schools. *Christa A. Boske, Kent State University*

45.063. Using Social Justice Scholarship to Enact the Professional Development of "Rida" Educators in Urban School Professional Learning Communities.

SIG-Leadership for Social Justice; Demonstration/Performance
VCC, Second Level, East Room 19&20; 2:15-3:45pm

Chair: *Christopher Thomas, University of San Francisco*

Participants: *Frank Hernandez, Hamline University; Decoteau J. Irby,*

University of Wisconsin - Milwaukee; Carlos Raphael McCray, Fordham University; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign

Participant:

- Using Social Justice Scholarship to Enact the Professional Development of "Rida" Educators in Urban School Professional Learning Communities. *Kristin Shawn Huggins, Washington State University*

Discussant: *Kristin Shawn Huggins, Washington State University*

45.064. Learning Environments in Postsecondary Settings.

SIG-Learning Environments; Paper Session

VCC, Second Level, West Room 219; 2:15-3:45pm

Chair: *David B. Zandvliet, Simon Fraser University*

Participants:

- Differences in Learning Environment Perceptions and Enjoyment Among College Students in South Florida. *Denton Patrick Tulloch, Miami Dade College; Barry J. Fraser, Curtin University*
- Investigating the Learning Environment of a Place-Based Teacher Education Program in Its Implementation Year. *Carlos Gustavo A. Ormond, Simon Fraser University; David B. Zandvliet, Simon Fraser University*
- Investigating the Relationship Between Professional Development and Student-Centered Learning Environment in Qatari Math and Science Elementary Classrooms. *Stephanie L. Knight, The Pennsylvania State University; Dawn R. Parker, Texas A&M University; Whitney Alicia Zimmerman, The Pennsylvania State University; Atmane Ikhlef, Qatar University*

Observed Teacher Involvement Versus Rejection: Within-Year Changes and Links With Academic Motivation. *Ridwan Maulana, University of Groningen; Marie-Christine J. Opdenakker, University of Groningen; Roel J. Bosker, University of Groningen*

Discussant: *Bruce Johnson, The University of Arizona*

45.065. Effective Use of Technology in Principal Preparation Programs: Perspectives of Educational Leadership Candidates and Faculty.

SIG-Learning and Teaching in Educational Leadership; Symposium VCC, Second Level, East Room 11; 2:15-3:45pm

Chairs: *Jennifer Ingrid Friend, University of Missouri - Kansas City; Matthew C. Militello, North Carolina State University*

Participants:

Reframing the Praxis of School Leadership Preparation Through Digital Storytelling. *Miguel Angel Guajardo, Texas State University - San Marcos; John A. Oliver, Texas State University-San Marcos; Gregory Rodriguez, Texas State University-San Marcos; Monica Valadez, Texas State University - San Marcos*

Coconstructing Collective Understanding in School: Principal and Student Use of Discursive Digital Reflection. *Christopher A. Janson, University of North Florida; Sejal Parikh, NC State University*

Breaking News: Utilizing Video Simulations to Improve Educational Leaders' Public Speaking Skills. *Jennifer Ingrid Friend, University of Missouri - Kansas City; April Adams, Liberty High School; George Curry, Smithville School District*

Online Forums That Are Focused, Effective, and Assessable. *John B. Nash, Iowa State University*

Discussants: *Jayson W. Richardson, University of Kentucky; Justin M. Bathon, University of Kentucky; Scott McLeod, Iowa State University*

45.066. Teacher Agency for Professional and Personal Growth. SIG-Lives of Teachers; Paper Session

VCC, Third Level, West Room 304; 2:15-3:45pm

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

Participants:

Exploring Identities of Mid-Career Math and Science Teachers Through Creative and Visual Interviews. *Theodore Chao, The University of Texas; Amy L. Moreland, The University of Texas - Austin*

Teachers' Motivations for Initiating Innovations. *Wendy S. Emo, Minnesota State University - Mankato*

"You Have a Calling and Teaching's My Call": Exploring Teachers' Vocation, Identity, and Resilience Strategies. *Dionne Indera Cross, Indiana University; Ji Yeon Hong, University of Oklahoma*

Teacher Self-Study: Stories of "Being" and "Becoming". *Regina Marie Weir, Indiana University*

Urban Learning Teacher Candidates: Are They Huberman's "Star Teachers?" And Does It Matter? *Ann L. Wood, California State University - Los Angeles*

45.067. Using Digital Media for Learning: From Dora to Facebook to Games and Beyond. SIG-Media, Culture, and Curriculum; Paper Session

Sheraton Wall Centre, Third Level, North Parksville; 2:15-3:45pm

Chair: *Deborah A. Fields, University of Pennsylvania*

Participants:

Scientific Literacy in Social Networking Applications. *Christine M. Greenhow, Michigan State University; Melissa Menzer, University of Maryland; Claire Kathleen Robbins, University of Maryland; Thor Gibbons, University of Maryland*

Programming as Process: The Potential of the Writing Workshop to Integrate Computer Science Into Middle School Classrooms. *William Quinn Burke, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania*

Es El Momento: The Potential of Spanish Language TV in Educating Families About How to Get to College. *Amy J. Fann, University of North Texas; Mayra Olivares-Urueta, University of North Texas & UT Southwestern Medical Center*

Should I Follow You, Dora? Understanding the Relative Success of Interactive Educational Television Show Prompts. *Therese E. Dugan, University of Washington; Siri Mehus, University of Washington; Reed Stevens, University of Washington*

Changes in Student Attitudes Toward Six Dimensions of Digital Engagement in a Program of Game Design Learning. *Rebecca Reynolds, Rutgers University*

Productive Play: An Examination of Workplace Skills Embedded in Massively Multiplayer Online Role-Playing Games. *Elizabeth M. King, University of Wisconsin - Whitewater*

Discussant: *Richard R. Halverson, University of Wisconsin*

45.068. Improving Outcomes and Engagement for Middle Grade Students: Evidence From Schools and Classrooms. SIG-Middle-

Level Education Research; Symposium

Marriott Pinnacle, Third Level, Dundarave; 2:15-3:45pm

Chair: *Adriana Villavicencio, New York University*

Participants:

Intervening Successfully to Keep Middle Grades Students on Track to Graduation: Early Findings of the Diplomas Now Turnaround Model. *Douglas J. Maciver, Johns Hopkins University; Martha Abele Abele Mac Iver, Johns Hopkins University; Veronica Peleshchuk Fradlin, Johns Hopkins University*

Transforming Historically Low-Performing Schools: Successful Turnaround Strategies for New York City Middle Grade Schools. *Adriana Villavicencio, New York University; Justina Grayman, New York University*

"Third Space" Pedagogy: Creating Classroom Cultures for Collective Achievement. *Kathryn G. Herr, Montclair State University; Fernando Naiditch, Montclair State University*

Identity Performance and Middle Grade Learners: Keeping the "Who Am I?" in Middle School Curriculum. *Hadar Dubowsky Ma'ayan, Albuquerque Public Schools*

Discussant: *Deborah Kazak, The National Forum to Accelerate Middle-Grades Reform*

45.069. Interest, Affect, and Motivation. SIG-Motivation in Education; Paper Session

Fairmont Waterfront, Concourse Level, Malaspina; 2:15-3:45pm

Chair: *Hefer Bembenutty, Queens College - CUNY*

Participants:

Situational Interest in Mathematics: A Microanalytical Comparison of Problem-Based Learning Versus Direct Instruction. *Jerome I. Rotgans, National Institute of Education - Nanyang Technological University; Henk G. Schmidt, Erasmus University*

Examining Different Roles of Situational and Individual Interest in an Integrated Model. *Yi Jiang, bMRI/Korea University; Arum Hwang, bMRI/Korea University; Mimi Bong, Korea University; Sung-Il Kim, Korea University*

Changes in Motivation and Affect During an Excessively Challenging Mathematics Problem: Persistence and Competence Beliefs. *Maria Tulis, University of Augsburg; Sara M. Fulmer, University of Notre Dame*

Motivation, Affect, and Persistence During a Reading Task: Different Outcomes Based on the Challenge-Skill Balance. *Sara M. Fulmer, University of Notre Dame; Maria Tulis, University of Augsburg*

Dynamics of Engagement and Disaffection in a Social Studies Classroom Context. *Ana M. Taboada, George Mason University; Michelle M. Buehl, George Mason University; Lauren Serpati, George Mason University & Global Skills X-Change; Faye Huie, George Mason University; Rebecca Cauffman, George Mason University*

45.070. Codifications of Reality as Educational Tools for Critical Consciousness: Retheorizing Freire Through Praxis. SIG-Paulo

Freire, Critical Pedagogy, and Emancipation; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 2:15-3:45pm

Chair: *Ronald David Glass, University of California - Santa Cruz*

Participants:

Digital Stories as Freirean Codifications: Design Principles and Ethical and Political Considerations. *Ronald David Glass, University of California - Santa Cruz*

Subjects of Codifications: An Inquiry Into Digital Story Tellers' Experience. *Linnea Kristina Beckett, University of California - Santa Cruz*

Queer Youth Video Making as a Space of Liberatory Possibilities: Concientização and a Theory of the Flesh. *Cindy Cruz, University of California - Santa Cruz*

School Photographs as Freirean Ritualistic Codifications. *Gustavo E. Fischman, Arizona State University*

Re-presenting and Rethinking Neighborhood Assets: Community Mapping With English-only and English-learner Parents as a Basis for Curricular Innovation. *Pia I. Wong, California State University - Sacramento*

Discussant: *Kris D. Gutierrez, University of Colorado - Boulder*

45.071. Reasoning and Proving in Mathematics Textbooks Across the Grades. SIG-Research in Mathematics Education; Symposium

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD;

2:15-3:45pm

Chair: *Denisse R. Thompson, University of South Florida*

Participants:

Reasoning and Proving Opportunities in Elementary Mathematics

Textbooks. *Kristen Bieda, Michigan State University; Justin Drwencke, Michigan State University; Andrew Picard, Michigan State University*

Reasoning and Proving in Textbooks: The Case of High School Geometry.

Lorraine Marie Males, Michigan State University; Samuel Otten, Michigan State University

Reasoning and Proving in Algebra: Two Secondary Reform-Oriented

Mathematics Textbook Units. *Jon D. Davis, Western Michigan University; Dustin O. Smith, Western Michigan University; Abhik R. Roy, Western Michigan University*

Reasoning and Proving in Textbooks for Future Elementary Teachers.

Raven S. McCrory, Michigan State University; Andreas J. Stylianides, University of Cambridge

Discussant: *Gabriel J. Stylianides, University of Oxford*

45.072. Advanced Curriculum and Classroom Practice Effects on

Learners and Teachers. SIG-Research on Giftedness, Creativity, and Talent; Paper Session

VCC, First Level, West Room 113; 2:15-3:45pm

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

Participants:

Access to Differentiated Math Curricula: How Do Teachers Respond?

Lisa DeVita Rubenstein, Ball State University; Cindy Marie Massicotte, University of Connecticut; Micah Nicole Bruce-Davis, University of Connecticut; Elizabeth Jean Gubbins, University of Connecticut; Shawn R. Cherry, University of Connecticut; Jamie Garner, University of Connecticut; Jennifer Savino, University of Connecticut; Shelbi Cole, Connecticut State Department of Education; Rachel McAnallen, University of Connecticut

The Impact of Advanced Geometry and Measurement Curriculum Units on

the Mathematics Achievement of First-Grade Students. *M. Katherine Gavin, University of Connecticut; Tutita M. Casa, University of Connecticut; Janine M. Firmender, Saint Joseph's University*

What Works in Gifted Education: Integrated Language Arts Curricular

Models for Gifted Students. *Carolyn M. Callahan, University of Virginia; Amy Azano, University of Virginia; Sarah Oh, University of Virginia; Emily Hailey, University of Virginia*

Who Benefits From Differentiated Math Curricula? Examining School

Context and Student Ability Within a Randomized Controlled Trial. *D. Betsy Mccoach, University of Connecticut; E. Jean Gubbins; Karen E. Rambo, Colorado State University; Lisa DeVita Rubenstein, Ball State University; Jennifer Foreman, University of Connecticut*

Discussant: *Cheryll M. Adams, Ball State University*

45.073. Using Data to Predict Student Outcomes. SIG-School Indicators, Profiles, and Accountability; Paper Session

Sheraton Wall Centre, Fourth Level, North Port Alberni; 2:15-3:45pm

Chair: *Michelle LaPointe, Lesley University*

Participants:

Impact Study of a Predictive Approach to Student Achievement and Targeted Pedagogical Interventions. *Serge Boule, Centre canadien de leadership en évaluation; Mario Gagnon, Ontario Ministry of Education*

One Day Too Late? Mobile Students in an Era of Accountability. *Umut Ozek, American Institutes for Research*

Using the Freshman On-Track Indicator to Predict Graduation in a Midwest

Urban District. *Heather Norbury, American Institutes for Research; Manyee Wong, American Institutes for Research; Yinmei Wan, American Institutes for Research; Emily Metz, American Institutes for Research*

Discussant: *Ellen B. Mandinach, WestEd*

45.074. Turnaround Efforts: Evaluations and Policy Implications. SIG-

School Turnaround and Reform; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy I; 2:15-3:45pm

Chair: *Samuel C. Stringfield, University of Louisville*

Participants:

(Re)Framing the Common Sense Discourse of the Title I School Improvement Grant of 2009. *Bradley W. Carpenter, University of Louisville*

Evaluating Turnaround Efforts in High-Need Schools in Texas. *Jacqueline R. Stillisano, Texas A&M University - College Station; Beverly L.*

Alford, Texas A&M University; Danielle Bairrington Brown, Texas A&M University; Kayla Braziel Rollins, Texas A&M University; Melanie N. Woods, Texas A&M University - College Station; Paige Perez, Texas A&M University; Hersh C. Waxman, Texas A&M University

Collaborative School Turnaround: A Study of the Impact of Federation on Student Outcomes. *Christopher James Chapman, University of Manchester; Daniel R. Muijs, University of Southampton; James Willis MacAllister, The University of Manchester*

Understanding External Supports for Instructional Improvement in

Michigan: The Case of the New Tech Network. *Sarah Winchell Lenhoff, Michigan State University*

How Schools Use Early Warning Indicator Data and Technology to

Implement Tiered Interventions. *Liza Herzog, Philadelphia Education Fund; Marcia H. Davis, Johns Hopkins University; Nettie E. Legters, Johns Hopkins University*

Discussants: *Steve Fleischman, Education Northwest; David Reynolds, University of Southampton*

45.075. High School and Beyond: Social, Institutional, and Financial

Contexts. SIG-Sociology of Education; Paper Session

VCC, Second Level, West Room 222; 2:15-3:45pm

Chair: *Adam Gamoran, University of Wisconsin - Madison*

Participants:

Grade Inflation and the Signaling Value of Grades. *Eric Grodsky, University of Minnesota; Chandra Muller, The University of Texas - Austin; Evangeleen Faith Pattison, The University of Texas - Austin*

With a Little Help From My Friends' Parents: Exploring Friends'

Socioeconomic Status and Educational Attainment. *Elena Grewal, Stanford University; Cecilia Hyunjung Mo, Stanford University; Betsy Anne Williams, Stanford University; Norman Nie, Stanford University*

High School Context, Same-Sex Sexuality, and Postsecondary Enrollment

and Attainment. *Lindsey Wilkinson, Portland State University; Jennifer Pearson, Wichita State University*

School Resources and Investments and the Production of STEM Majors.

Elizabeth Stearns, University of North Carolina - Charlotte; Jason Giersch, University of North Carolina - Charlotte; Roslyn Arlin Mickelson, University of North Carolina - Charlotte; Stephanie Moller, University of North Carolina - Charlotte; Melissa Dancy

Does Where You Go Matter? Audit Study of High School Diplomas and

Labor Market Outcomes. *William Carbonaro, University of Notre Dame; Jonathan D. Schwarz, University of Notre Dame*

45.076. Wisdom, Spirituality, and Culture in Adult and Higher Education.

SIG-Spirituality & Education; Workshop

VCC, First Level, West Room 111&112; 2:15-3:45pm

Chair: *Elizabeth Tisdell, The Pennsylvania State University - Harrisburg*

Participants: *Elizabeth Tisdell, The Pennsylvania State University - Harrisburg; Pamela A. Hays, PamelaAHaysPHD*

45.077. Cognitive Science Goes to College: Scaling Up What We Know About Learning and Instruction. SIG-Technology, Instruction,

Cognition & Learning; Symposium

Pan Pacific, Restaurant Level, Oceanview 7&8; 2:15-3:45pm

Chair: *David Michael Niemi, Kaplan*

Participants:

De Groot's Lesson, Geary's Evolutionary Educational Psychology, and Cognitive Load Theory. *John Sweller, University of New South Wales*

The "Active Ingredients" Approach to the Development and Testing of Evidence-based Instruction. *Richard E. Clark, University of Southern California*

Investigating the Value of Evidence-Based Instructional Design for Online University Courses. *Brenda Sugrue, Kaplan; Erik Ellefsen, Kaplan Inc.*

Building a Cognitively Sensitive Adaptive Testing System. *Sylvia Tidwell-Scheuring, CTB/McGraw-Hill LLC; David Michael Niemi, Kaplan; Larry Rudman*

Discussants: *Richard E. Mayer, University of California - Santa Barbara; Bror Valdemar Haug Saxberg, Kaplan Inc.*

45.078. Culturally Responsive Schooling in Urban Education. SIG-Urban

Learning, Teaching, and Research; Paper Session

VCC, Second Level, West Room 221; 2:15-3:45pm

Chair: *Jennifer Dorsey, Harvard University*

Participants:

Culturally Responsive Teaching and Learning: Insights From an Advanced

Graduate Science Education Methods Course. *Gillian Ursula Bayne, Lehman College - CUNY; Wesley Pitts, Lehman College - CUNY*
 Enacting Reality Pedagogy: Toward a Cosmopolitan Urban Science Classroom. *Christopher Emdin, Teachers College, Columbia University*
 Introducing Personalized Pedagogy: The Evolution of Culturally Responsive Teaching and an In-Depth Look at the Operationalizing of Culturally Responsive Pedagogy. *Bradley M. Conrad, Capital University*
 The Role of Cogenerative Dialogue in Mediating Successful Interactions in Urban Science Education. *Ashraf Anis Shady, Queens College - CUNY*
 Understanding the Impact of Belonging and Safety on the Academic Engagement of English Learners. *Bryan Rosenberg, New York University; Margary Martin, New York University*
 Discussant: *Patricia E. Enciso, The Ohio State University*

Division and SIG Roundtables

45.079. Inside Charter Schools: Teachers and Performance Differences; Roundtable Session

45.079-1. Inside Charter Schools: Teachers and Performance Differences. SIG-Charter School Research and Evaluation; Roundtable Session VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: *John J. Hall, University of California - Berkeley*

Participants:

Are Charter School Teachers Different From Traditional Public School Teachers? Evidence From Texas. *Xin Wei, SRI International; Viki M. Young, SRI International*
 Investing in Charter Schools: A Reconsideration Based on Teacher Attrition. *Daniel Sass, The University of Texas - San Antonio; Belinda Bustos Flores, The University of Texas - San Antonio; Lorena Claeys, The University of Texas - San Antonio*
 Charter Schools at the Extremes of School Performance: Knowing, Understanding, and Confronting Major Performance Differences. *Guilbert C. Hentschke, University of Southern California; Priscilla (Penny) Wohlstetter, Teachers College, Columbia University; Joanna R. Smith, University of Southern California*

45.079-2. International Perspectives on Tracking and Detracking. SIG-Tracking and Detracking; Roundtable Session VCC, Second Level, East Room 2&3; 2:15-3:45pm

Chair: *Iris C. Rotberg, The George Washington University*

Participants:

Learning From Success: Finnish Prospective Mathematics Teachers' Attitudes Toward Mixed- and Same-Performance-Group Classrooms. *Benjamin Hedrick, Stanford University*
 The Influence of School Tracking Systems on Educational Expectations: A Comparative Study of Austria and Italy. *Bommi Lee, Vanderbilt University*
 Who Studies What? How Tracks Shape College Major Choices in South Korea. *Woo-jeong Shim, University of Michigan - Ann Arbor; Sunhee Paik, National Institute of Education, Singapore*

45.080. Roundtable Session 73; Roundtable Session

45.080-1. Educating Educators: Historiographic and Professional Examinations. Division F - History and Historiography Cosponsored with SIG-Indigenous Peoples of the Americas; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Wayne J. Urban, The University of Alabama*

Participants:

Scant but Telling Evidence: A Historical Analysis of Representations of Teachers' Social-Emotional Support Responsibilities. *Kate L. Phillippo, Loyola University Chicago*
 "Indians Teaching Indians": The University of Georgia's "Indian Teacher Training Project," 1971-1973. *Scott Lamar Roberts, Gwinnett County Public Schools*
 "Special Advantages to Teachers": Teacher Education in the Historiography of Higher Education. *Christine A. Ogren, University of Iowa*

45.080-2. The Challenge of Schooling With Males at Every Level. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education;

Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Regina E. Rahimi, Armstrong Atlantic State University*

Participants:

Identifying With School: The Case Studies of Two African American Boys. *Vicki A. Vescio, University of Florida*
 Moments of Inclusion: Contesting Racial Microaggressions in Black Middle-Class Male Schooling. *Quaylan Allen, University of Northern Colorado*
 (Re)Engaging Black Male Youth Within Community-Based Educational Spaces. *Bianca J. Baldrige, Teachers College, Columbia University; Marc Lamont Hill, Teachers College, Columbia University; James Earl Davis, Temple University*
 Seventy-Five Years After the Miseducation of the Negro: Interrogating Success for African American Male Educators. *Connie Patricia (Hendrix) Ballard, Longwood University; Theresa Alden Clark, Longwood University; Deneese L. Jones, Longwood University*
 "Male Delivery": What Some Boys Say About the Influence of Male English Teachers. *Anne M. Watson, The University of Western Ontario*

45.080-3. Music Education Roundtable 1. SIG-Music Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Jeananne Nichols, University of Illinois at Urbana-Champaign*

Participants:

Perceived Use of Democratic Teaching Strategies in Secondary Music Ensembles. *Warren Haston, University of Hartford*
 The Impact of Cutbacks on School Music Programs in Three Midwestern States. *Frederick Burrack, Kansas State University; Dale E. Bazan, University of Nebraska - Lincoln; Phillip Payne, Kansas State University*
 Understanding Social-Cultural Influences Affecting Nonparticipation in Singing. *Colleen Marie Whidden, University of Calgary*
 Secondary Band Student Perspectives on Musical and Educational Outcomes From Participation in Band Festivals. *Peter J. Gouzouasis, The University of British Columbia; Martin Guhn, The University of British Columbia*

45.080-4. Perspectives on Politics: Oakeshott, Capabilities, Parental Rights. SIG-Philosophical Studies in Education; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Kristen L. Davidson, University of Colorado - Boulder*

Participants:

Parental Authority Over Education and the Right to Invite. *Bryan R. Warnick, Ohio State University*
 The Pursuit of Justice and the Development of Moral Capacity: A Capabilities Perspective. *Dale T. Snauwaert, University of Toledo*

45.080-5. Improving Outcomes for Students With Autism. SIG-Special Education Research; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Ernest Rose, Loyola Marymount University*

Participants:

Symbolic Play and Social Development of Young Children With Autism Spectrum Disorder in Inclusive Classrooms. *Filiz Polat, University of Hong Kong; Elsa Ling, University of Hong Kong*
 Increasing Communicative Skills: A Case Study of an Adult Male With Autism Spectrum Disorder and Vision Loss. *Brian Kee, Behavioral Services of Tennessee; Laura Baylot Casey, The University of Memphis; David Bicard, Our Lady of Peace; Sara Bicard, Auburn University - Montgomery*
 Effects of Differential Reinforcement of Short Latencies on Response Latency, Task Completion, and Accuracy of an Adolescent With Autism. *Melanie Donohue, The University of Memphis; Laura Baylot Casey, The University of Memphis*
 Using Video Self-Modeling to Enhance the Academic Engagement of Children with Autism Spectrum Disorder in Classroom Settings. *Juliet E. Hart, Arizona State University; Kelly Whalon, College of William and Mary*
 Teaching Elementary Students With Autism Spectrum Disorders to Write Persuasive Essays. *Dannette Allen-Bronaugh, James Madison University; Margo A. Mastropieri, George Mason University*

45.080-6. Workplace Expertise, Subject Matter Expertise, and Competence for Sustainable Development in Workplace Learning.

SIG-Workplace Learning; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Judith O. Brown, Barry University*

Participants:

Investigating Instructional Design's Workplace Expertise: Using ADDIE (Analyze, Design, Develop, Implement, and Evaluate) and Workplace Learning and Performance as Perspective. *Ray Kennard Haynes, Indiana University; Ria A. Roy, Indiana University; Husa Ali Alangari, Indiana University*

Revert to Default: Subject Matter Experts in the Workplace Classroom. *Timothy K. O'Mahony, University of Washington; Michael Richey, The Boeing Company; David French, The Boeing Company*

Distinctive Competencies for Sustainable Development. *Renate Wesselink, Wageningen University; Thomas Lans, Wageningen University; Vincent Blok, Wageningen University; Martin Mulder, Wageningen University*

45.080-7. Fairness in Student Assessment and Grading. SIG-Classroom Assessment; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Jim R. Flaitz, University of Louisiana at Lafayette- retired*

Participants:

Fairness and Equity in Student Assessment. *Shelleyann Scott, University of Calgary; Charles Webber, Thompson Rivers University; Judy Lee Lupart, University of Alberta; Nola Aitken, University of Lethbridge; Donald E. Scott, University of Calgary*

Profiles of Teacher Grading Practices: Integrating Teacher Beliefs, Course Criteria, and Student Characteristics. *Caroline R.H. Wiley, Human Resources Research Organization*

The Tyranny of Tradition: Overcoming the Obstacles to Grading Reform. *Thomas R. Guskey, University of Kentucky*

45.080-8. Race, Racism, and Teaching for Social Justice. SIG-Critical

Educators for Social Justice; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Cheryl E. Matias, University of Colorado - Denver*

Participants:

Best Intentions and Unintended Outcomes: The Role of Majoritarian Stories in Teaching for Social Justice. *Kara Mitchell, University of Colorado - Denver; Aubrey Scheopner Torres, Education Development Center, Inc.; Joan Barnatt, Elon University; Peter Piazza, Boston College*

"We Could Change Lives": Teacher Candidates Use Literature Circles to Talk About Social Justice Issues. *Marga Madhuri, University of La Verne; Nancy T. Walker, University of La Verne; Erica Landmann-Johnsey, University of La Verne*

Putting Critical Pedagogy Into Practice: The Challenges and Opportunities of a Racially Diverse Student Teaching Placement. *Paul J. Brawdy, Saint Bonaventure University; Anne-Claire Fisher, Saint Bonaventure University*

45.080-9. Mentoring School Principals. SIG-Mentorship and Mentoring Practices; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Elizabeth Anne Halsall, The University of Aberdeen*

Participants:

Building Capacity of School Principals Through Leadership Coaching. *Susan R. Warren, Azusa Pacific University; Patricia Mark, San Bernardino County Superintendent of Schools; Beth Brigante Higbee, San Bernardino County Superintendent of Schools; Ying Hong Jiang, Azusa Pacific University; Virginia Elizabeth Kelsen, Claremont Graduate University*

Exploring Gender and Experience Differences in School Principals' Needs for Mentoring and Coaching. *Heather E. Duncan, University of Wyoming; Bret Range, University of Wyoming; Maryalice Bruce, University of Wyoming; Suzanne Young, University of Wyoming*

Principal Mentoring as a Leader Preparation, Socialization, Support, and Professional Development Strategy. *Oksana Parylo, University of Georgia; Sally J. Zepeda, University of Georgia; Ed Bengtson, University of Arkansas*

45.080-10. Contextual and Psychological Factors Influencing STEM Success for Black Students. SIG-Research Focus on Black Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Valerie C. Lundy-Wagner, New York University*

Participants:

A Historiography of the Mathematics Education of Blacks Schooled in the United States. *Nicole Michelle Russell, University of Denver*

Factors Influencing African American Students' Decision to Pursue the Ph.D. in the Natural Sciences. *Nicole Lewis, University of Kentucky; Karyl Jacqueline Shand Askew, University of North Carolina*

When It Comes to the Mathematics Experiences of Black Preservice Teachers . . . Race Matters. *Ebony Omotola McGee, Northwestern University*

"Use-Inspired Research" on the Psychology of Success in STEM at an HBCU (Historically Black College or University): Racial Identity, Motivation, and Achievement Trajectories. *Kimberley Edelin Freeman, Howard University; Cynthia Eileen Winston, Howard University; Alicia S. Anderson, Howard University*

45.080-11. New Directions in Problem-Based Learning Research. SIG-Problem-Based Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Andrew Walker, Utah State University*

Participants:

An Exploration of Avatar-Enabled Problem-Based Learning for Developing Rehabilitation Counseling Skills. *Peter Blair, Utah State University; Jared Schultz, Utah State University; Nancy Glomb, Utah State University*

Enhancing Learning Effectiveness in Problem-Based Learning: Can Problem Design Help? *Woei Hung, University of North Dakota; Sherita Jo Love, University of North Dakota; Hongxia Fu, University of North Dakota*

Overcoming the Walmart Syndrome: Adapting Problem-Based Management Education in East Asia. *Philip Hallinger, The Hong Kong Institute of Education*

Teachers' Varied Approaches to Implementing a Problem Based Learning, GlobalEd 2 Simulation: An Evolved Analysis. *Kamila Brodowinska, University of Illinois at Chicago; Lisa J. Lynn, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Mark A. Boyer, University of Connecticut; Daniel William O'Brien, University of Illinois at Chicago; Andrew Cutter, University of Connecticut; Maria Fernanda Enriquez, University of Connecticut; Gena A. Khodos, University of Illinois at Chicago; Donalyn Manegga, University of Connecticut; Gregory Mullin, University of Connecticut; Nicole Powell, University of Connecticut; Greg Williams, University of Connecticut*

Transfer of Emergent Leadership from Collaborative Reasoning to Collaborative Problem Solving. *Jingjing Sun, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign; Michelle Perry, University of Illinois; Tzu-Jung Lin, University of Illinois at Urbana-Champaign*

45.080-12. Stress and Coping in Education Paper Discussions 2. SIG-Stress and Coping in Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Participants:

A Comparison of Sources of Stress, Teacher Stressors, and Coping Strategies of Teachers in America and Saudi Arabia. *Carolyn Orange, The University of Texas - San Antonio*

Nontraditional Students' Perceptions of Their Abilities to Manage Transitions While Attending One Southern Community College. *Crystal Frazier, Mercer University*

Levels of Stress of Professors at the Universidad de Quintana Roo in Mexico. *Argelia Peña, Universidad de Quintana Roo*

45.080-13. Reenvisioning Schools as Institutions. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Erendira Rueda, Vassar College*

Participants:

Student Planners in School and Out of School: Who's Managing Whom. *Kimberly Lenters, University of Calgary; Marianne McTavish, The University of British Columbia*

Experiencing Diversity: Understanding Climates for Diversity in Educational Institutions. *Celia J. Oyler, Teachers College, Columbia University; Robert T. Carter, Columbia University; Limarys Caraballo, Teachers College, Columbia University; Keisha McIntosh Allen,*

Teachers College, Columbia University; Sarah L. Schlessinger, Teachers College, Columbia University

Local Contexts and the Possibilities for Teachers' Participation in the Institutional Self-Evaluation Component of a Quality Assurance System. *Carmen Montecinos, Universidad Catolica de Valparaiso; Luis Ahumada, Pontificia Universidad Catolica de Chile; Romina Madrid, University of Minnesota; Maria Beatriz Fernandez Cofre, Boston College*

Saving Our Sons: An Examination of Single-Sex Academies/Classrooms for Black Males. *Tyrone C. Howard, University of California - Los Angeles; Clarence L. Terry, Occidental College; Terry Kyle Flenbaugh, Michigan State University; Samarah Blackmon, University of California - Los Angeles*

45.081. Roundtable Session 75; Roundtable Session

45.081-1. Second Life to Support Learning Across Contexts. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Robb William Lindgren, University of Central Florida*

Participants:

Design, Play, Communicate, and Learn: Examining the Value of Learning History Through Avatar Role Play. *Jenny S. Wakefield, University of North Texas; Leila Mills, University of North Texas; Scott Joseph Warren, University of North Texas; Monica A. Rankin, The University of Texas - Dallas; Jonathan Gratch, University of North Texas*

Investigating Second Life for Language Learning: EFL (English as a Foreign Language) Teachers' Perspectives on the Use of Second Life and Which Factors Affect Their Desire to Integrate It Into Language Instruction. *Muhammet Demirbilek, Suleyman Demirel University*

Proactive Retrospective Installation in Second Life. *Chih-Feng Chien, Texas A&M University; Trina J. Davis, Texas A&M University - College Station; Patrick Slattery, Texas A&M University*

Using Second Life to Enhance Spatial Ability and Improve Chemical Education. *Zahira H. Merchant, Texas A&M University; Wendy L. Keeney-Kennicutt, Texas A&M University; Ernest T. Goetz, Texas A&M University*

45.081-2. Phenomenology, Hermeneutics, and Critical Theories in Qualitative Research. SIG-Qualitative Research; Roundtable Session Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Guili Zhang, East Carolina University*

Participants:

Using Cultural Production Theory and Ricoeur's Philosophical Hermeneutics as a Framework to Explore Individual Interpretations. *Rachel Wilson, Appalachian State University; Julie Kittleson, University of Georgia*

TO BE or NOT TO BE: Not a Simple Question. *Barbara Dennis, Indiana University*

"You Bump Into Walls Until You Find the Door!" Philosophical Hermeneutics and Community-Based Research. *Marie Gina Sandy, University of Wisconsin - Milwaukee*

Phenomenology as a Qualitative Approach: Researching Live(d) Experience. *John Paul Coleman, University of Ottawa; Pierre Boudreau, University of Ottawa*

45.081-3. Research in Reading and Literacy SIG Roundtable 1: Reading and Writing. SIG-Research in Reading and Literacy; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Stephen B. Kucer, Washington State University - Vancouver*

Participants:

A Case Study of Discourse Practices Surrounding Concrete Literacy Tools in a Fourth-Grade Classroom. *Tracey Kumar, The University of Texas - San Antonio; Misty Sailors, The University of Texas at San Antonio; Lorena Villarreal, The University of Texas - San Antonio; Troy Allen Wilson, 05922069; Idalia Nunez, The University of Texas - San Antonio*

Reading Motivation and Academic Achievement: Relational Effects in Adolescent Boys. *Amanda Rabidue Bozack, University of New Haven; Amy Nicole Salvaggio, University of New Haven*

The Untold Story: A Study on the Leisure-Reading Motivation, Habits, and Text Choices of Middle-School-Aged African American Males. *Suzanne Bowers Smith, University of North Carolina - Chapel Hill*

45.081-4. Systems Thinking as a Driver for Designing 21st-Century Curriculum and Instruction. SIG-Systems Thinking in Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

Chair: *Gary J. Skolits, The University of Tennessee*

Participants:

Sustaining Curriculum Systems: What Practitioners Identify as Essential Components in Sustaining a System of Curriculum. *Elaine Makas-Howard, UM Flint*

Teaching From a Systems Perspective: Seeing the Classroom as a System. *David Barshes, The Classroom System; Ruth M. Fruland, Bellevue College*

45.082. Roundtable Session 76; Roundtable Session

45.082-1. Theoretical Perspectives in Gender and Education. SIG-Research on Women and Education; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Chair: *Tania Ramalho, SUNY - College at Oswego*

Participants:

A Synthesis of SIG Research on Women and Education's Book Series: 12-Year Reflections and 5-Year Projections. *Beverly J. Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Janice Koch, Hofstra University*

Girls Run the World? Caught Between Sexism and Postfeminism in the School. *Shauna Pomerantz, Brock University; Rebecca Raby, Brock University; Andrea Stefanik, Brock University*

Is Nurturing Necessary? A Feminist Post-Structuralist Exploration of Gender Construction in Margaret Atwood's Picture-Books. *Rachel Skrlac Lo, University of Pennsylvania*

Recovering "The Original Blueprint of the Human Soul": One Storied View of Women's Spirituality Education. *Nane Ariadne Jordan, The University of British Columbia*

45.082-2. Technology and Teacher Professional Development. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Chair: *Joanne M. Carney, Western Washington University*

Participants:

Effecting Change Through Technology: Teacher Professional Development and Student Learning. *Michael S. Radlick, Institute for Research on Learning Technology Visions; Joette Steff-Mabry, University at Albany - SUNY; William E.J. Doane, Bennington College*

Empowering Urban Teachers Through a Multimedia Capstone Project. *Nancy Jo Schafer, Georgia State University; Vera Stenhouse*

Teachers in the Arctic: Field Experiences Delivering Distance Education. *George Veletsianos, The University of Texas - Austin; Aaron Doering, University of Minnesota; Jeni Henrickson, University of Minnesota*

45.083. Roundtable Session 77; Roundtable Session

45.083-1. Undergraduate Writing: Desire, Beliefs, and Self-Regulation. SIG-Writing and Literacies; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Chair: *Geraldine R. McNemy, Chapman University*

Participants:

Development of a Measure of Undergraduates' Rhetorical Writing Beliefs. *Michelle Elizabeth Neely, University of Colorado - Colorado Springs*

Instruments of Desire: A Case Study of Student Literacies. *Aimee Cheree Mapes, University of Arizona*

Locating the Writing Center: Texts, Actor Networks, and Spatial Analysis. *Jason Lovvorn, Vanderbilt University*

45.083-2. Student and Teacher Motivation in Physical Education.

SIG-Research on Learning and Instruction in Physical Education;

Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Chair: *Timothy F. Hopper, University of Victoria*

Participants:

Amotivation and Low Relatedness in Urban Physical Education. *Bo Shen, Wayne State University; Alex C. Garn, Louisiana State University; Nathan A. McCaughy, Wayne State University; Jeffrey Martin, Wayne State University; Mariane M. Fahlman, Wayne State University*

- Physical Educators' Use of Mental Imagery for Self-Regulatory Behaviors. *Nathan D. Hall, University of Winnipeg*
- Preservice Teachers' Educational Values as a Basis for Motivation to Teach. *Haichun Sun, University of South Florida; Nell Faucette, University of South Florida*

Division and SIG Posters

45.084. Poster Session 11; Poster Session

45.084-1. Bilingual Education Research: Theory, Policy, and Practice

Poster Session. SIG-Bilingual Education Research; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

1. Bilingual Teacher Education: A Three-Pronged Program Design. *Elizabeth A. Skinner, Illinois State University; Pauline Clardy, Illinois State University; Maria Luisa Zamudio, Illinois State University*
2. Factors Influencing Language Choice Among Latino/a Spanish English Bilinguals. *Evelyn Quezada, Washington State University; Olusola Oalekan Adesope, Washington State University*
3. How Can They Be Gifted if They Don't Speak English? Assessing Talents of Spanish-Speaking First and Second Graders. *Liz Hollingworth, University of Iowa; Sarah Hale, University of Iowa*
4. How Do Latino English Language Learner Students Learn? *Sonia Enid Maldonado, City College of New York - CUNY*
5. Language Brokering Among the Children of Latino Immigrants: Out-of-School Bilingual Practices and In-School Benefits. *Rebecca Anguiano, University of California - Berkeley*
6. Measuring Self-Concept: Within- and Between-Group Comparisons of English Language Learners and English-Proficient Children. *Kate Niehaus, University of Louisville; Jill L. Adelson, University of Louisville*
7. Planning Microlevel Language Education Reform in New Diaspora Sites: Two-Way Immersion Education in the Rural Midwest. *Carla Paciotti, Western Illinois University; Gloria Ann Delany-Barmann, Western Illinois University*
8. Repair con Cariño: A Language Ideological Study of Corrective Feedback With Latino English Learners. *Aria Razfar, University of Illinois at Chicago*
9. Serving English Learners Through Transnational Teacher Preparation. *Nadeen T. Ruiz, California State University - Sacramento; Peter J. Baird, California State University - Sacramento*
10. The Influence of First Language Learning on Second Language Learning: Differences in English Learning Between Two First-Grade ESL (English as a Second Language) Students. *Heejin Son, Texas Tech University*
11. When Data Come Into Play: The Uncertain Course of Assessments for Bilingual Students. *Laura Ascenzi-Moreno, Brooklyn College School of Education*
12. Writing Events in a First-Grade Dual-Language Immersion Classroom of Nondominant Students. *Joanna W. Wong, University of California - Davis*

45.084-2. Development and Evaluation of the Taoist Beliefs Inventory.

SIG-Confucianism, Taoism, and Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

13. Development and Evaluation of the Taoist Beliefs Inventory. *Kun Wang, Texas A&M University - Commerce; Stephen Armstrong, Texas A&M University - Commerce*

45.084-3. Representations as Pedagogical Tools in Preservice Teacher

Education. SIG-Teaching Educational Psychology; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

14. Teaching Educational Psychology Through Student-Made Representations: How Material Tools Can Support the Development of Student Understanding. *Kendall Becherer, University of Washington*
15. The aDROIT (Decorative, Representational, Organizational, Interpretational, and Transformational) Functions of Pictures in PowerPoint Presentations: Illustrations for the Educational Psychology Classroom. *Russell N. Carney, Missouri State University*

45.084-4. Evaluation Studies in Early Childhood Education: Methods Used and Challenges Encountered. Division H - Research, Evaluation

and Assessment in Schools; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

16. Effects of Higher Quality Pre-Kindergarten-to-Grade 3 Education for At-Risk Children on Long-Term Development. *Yi Pan, University of North Carolina - Chapel Hill; Qiu Wang, Syracuse University; Matthew McBee, Frank Porter Graham Child Development Institute*
17. Early Reading First: A Local Evaluation in Service of Teachers and Children. *Helen S. Aphorpe, Marzano Research Laboratory; Deborah A. Mazzeo, McREL; Elena Bodrova, McREL; Amy Larick, Des Moines Public Schools*
18. An Evaluation of the Milwaukee Public School District K4 Program. *Shanan L. Chappell, Old Dominion University, The Center for Educational Partnerships; Anna W. Grehan, Education Research Group; Deborah L. Lindsey, Milwaukee Public Schools; Lee Grehan, The University of Memphis*

45.084-5. Evaluations of Mathematics Programs and Interventions for

K-12 Students. Division H - Research, Evaluation and Assessment in Schools; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

19. Evaluation of Spatial Temporal Mathematics: Main and Differential Effects on Standardized Test Scores. *Teomara Rutherford, University of California - Irvine; Margaret Burchinal, University of California - Irvine; George Farkas, University of California - Irvine; Jeneen Graham, University of California - Irvine; Melissa Kibrick, University of California - Irvine; Jennifer Joan Long, University of California - Irvine; Lindsey E. Richland, University of Chicago; Natalie A. Tran, California State University - Fullerton; Stephanie H. Schneider, Orange County Department of Education; Lauren Duran, Orange County Department of Education; Michael E. Martinez, University of California - Irvine*
20. Factors That Support Success in Eighth-Grade Algebra: Evaluation Findings Put Into Practice. *Megan Deiger, Loyola University Chicago; Stacy A. Wenzel, Loyola University Chicago*
21. The Effects on Student Mathematics Achievement of Academy versus Institute Models of Teacher Professional Development. *Rachelle Kisst Hackett, University of the Pacific; Lynne A. Bercaw, California State University - Chico; Matthew Ciancetta, Western Oregon University; Jorgen Berghund, California State University - Chico; Giovanna Stephens, California State University - Chico; Sharon H. Ross, California State University - Chico*
22. Fueling a Knowledge-Based Community in STEM: Evaluation Methods and Results From an Institutional Integration Project. *Bonnie Swan, University of Central Florida; Cynthia Cassagnol, University of Central Florida; Conrad G. Katzenmeyer, University of Central Florida*
23. Effects of a Tier-2 Mathematics Intervention for Grade 1 At-Risk Students: A Multistate Evaluation of Number Rockets. *Eric L. Rolfhus, Edvance Research, Inc.; Russell M. Gersten, Instructional Research Group; Ben Clarke, University of Oregon; Lauren Elizabeth Decker, Edvance Research, Inc.; Chuck Wilkins, Edvance Research, Inc.; Joseph A. Dimino, Instructional Research Group*
24. Lessons Learned From the Evaluation of a Sustained University/K12 Science Education Partnership. *Virginia Shepherd, Vanderbilt University; Jennifer Ufnar, Vanderbilt University; Susan Kuner, Vanderbilt University; Molly Bolger, Vanderbilt University; Robert Crouch, Vanderbilt University; Doug Robinson, Topaz Canyon; John A. Willis, Brook Besor Consultants*
25. Expanding Access to Algebra I in Middle School: A Policy Evaluation. *David Holdzkom, Wake County Public School System; Bradley J. McMillen, Wake County Public School System; Glenda R. Haynie, Wake County Public School System*

45.084-6. Methods for Analyzing Longitudinal Data. SIG-Longitudinal

Studies; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

26. A Comparison of Models on Supplemental Educational Services on Student Achievement in Five Waiver Districts. *Gur Hoshen, American Institutes for Research*
27. Happiness, Well-Being, and Postsecondary Attainment: A 22-Year Perspective. *Janine Alysia Jongbloed, The University of British Columbia; Lesley Andres, The University of British Columbia*
28. Identifying Latent Classes in Changes of Students' Academic Anxiety and Testing Determinants of the Classes. *Unkyung No, Korea University; Sehee Hong, Korea University*

45.084-7. Assessment and Teacher Knowledge in Math. Division C -

Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

29. Development, Validation, and Implementation of the Elementary Mathematics Motivation Inventory. *Sandra Mammano Linder, Clemson University; Julie Brockman Smart, Presbyterian College*
30. Mathematical Problem Solving, Mathematics Anxiety, and Preservice Elementary School Teachers in a Mathematics Methods Course. *Maria Lorelei Fernandez, Florida International University; Leslie Nisbet, Florida International University*
31. Mathematics Teachers Discussing Engaging English Learners in Mathematical Problem Solving and Language-Based Instructional Supports. *Johannah Nikula, Education Development Center, Inc.; Mark J. Driscoll, Education Development Center, Inc.; Rachel E. Wing DiMatteo, Education Development Center, Inc.; Maria Teresa Sanchez, Education Development Center, Inc.; Peter Tierney-Fife, Education Development Center, Inc.*
32. Student Learning Heterogeneity in School Mathematics: A Comparison of Methods. *Malcolm Cunningham, University of Toronto*
33. Subject Matter Knowledge and Instructional Processes: What Is the Connection With Regard to Teaching Algebraic Concepts? *Bobby Ojose, University of Redlands*
34. Teacher Knowledge and Its Influence on Student Learning: Teaching Place Value Concepts to First-Grade Romanian Students. *Madalina F. Tanase, University of North Florida*
35. Teachers' Notions of Facilitating Mathematical Discussion and the Influence of Professional Obligations for Mathematics Teaching. *Karl Wesley Kosko, University of Michigan; Patricio G. Herbst, University of Michigan*
36. We're Number One! Examining High School Mathematics Teachers' Prioritizations of Algebra Standards. *Megan Westwood Taylor, Harvard University*
37. Improving Mathematical Learning Outcomes Through Automatic Reassessment and Relearning. *Neil T. Heffernan, Worcester Polytechnic Institute; Cristina L. Heffernan, University of Pittsburgh; Kevin Dietz, University of Illinois at Chicago; Deena Ariel Soffer, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Matthew Dailey, Worcester Polytechnic Institute*

45.084-8. Imaging Studies in Educational Neuroscience. SIG-Brain,

Neurosciences, and Education; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

38. Examining Relations Between Behavioral and Neurological Indices of Children's Executive Functioning Skills and Academic Achievement. *Jennie K. Grammer, University of Michigan; William Gehring, University of Michigan; Frederick J. Morrison, University of Michigan*
39. Group Differences in Single-Digit Multiplication Reflected by Event-Related Potentials. *Mark Leikin, University of Haifa; Ilana Waisman, University of Haifa; Shelley Shaul, University of Haifa; Roza Leikin, University of Haifa*
40. An Event-Related Potentials Study on Visual-Spatial Abilities in Identifying 2D Chemical Structures. *Chia-Ju Liu, National Kaohsiung Normal University; Houn-Lin Chiu, National Kaohsiung Normal University; Chin Fei Huang, National Kaohsiung Normal University*
41. Investigating a Strategy for Solving Indefinite Integration Problems in Calculus: An fMRI (Functional Magnetic Resonance Imaging) Study. *Larissa Bucchi Schroeder, University of Hartford; Thomas C. DeFranco, University of Connecticut; Kenneth Pugh, Haskins Laboratories*

45.084-9. Applications With Multiple Linear Regression. SIG-Multiple

Linear Regression: The General Linear Model; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

42. Analyzing College Remediation Using Regression Discontinuity. *Taryn Harmon; Kenneth Robert Magdaleno, California State University - Fresno; Susan M. Tracz, California State University - Fresno*
43. Multiple Linear Regression Articles and the Article Publication Process. *Patrick Newell, California State University Fresno; Patricia B. Elmore, Southern Illinois University; David A. Walker, Northern Illinois University*
44. Bettering Understanding Multilevel Modeling: Clarifying Issues of Concern. *David O. Newman, Florida Atlantic University; Isadore Newman, Florida International University*

45.084-10. Examining the Effects of Culture, Cognitive Capacity, and Human Agency on Academic Achievement. SIG-Studying and Self-

Regulated Learning; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

45. A Cross-Cultural Investigation of Motivational, Cognitive, and Self-Regulation Factors Affecting Student Achievement. *Jaehak Jung, The University of Texas - Austin; Claire Ellen Weinstein, The University of Texas*
46. Agency as a Mediator of Academic Achievement. *Jillianne Code, University of Victoria*
47. Students' Approaches to Learning in Relation to Their Cognitive Capacities. *Eva Kyndt, University of Leuven; Eduardo C. Cascallar, Katholieke Universiteit Leuven*

Sunday, 4:05 pm**Presidential Sessions****46.010. Presidential Address and Awards Presentation.****Presidential Session**

VCC, First Level, West Ballroom C; 4:05-6:05pm

Chair: *Cynthia A. Tyson, The Ohio State University - Columbus*

Participant:

To Know Is Not Enough: Knowledge, Power, and the Zone of Generativity.
Arnetha F. Ball, Stanford University

Awards and Presenters:

Palmer O. Johnson Memorial Award, *William F. Tate, Washington University in St. Louis*
 Review of Research Award, *Sharon Nelson-Barber, Pacific Resources for Education and Learning*
 Relating Research to Practice Award, *Christine E. Sleeter, California State University - Monterey Bay*
 E.F. Lindquist Award, *Guillermo Solano-Flores, University of Colorado - Boulder*
 Early Career Award, *Carla D. O'Connor, University of Michigan*
 Outstanding Book Award, *Jeffrey M.R. Duncan-Andrade, San Francisco State University*
 Committee on Scholars of Color in Education Awards, *Ruben Donato, University of Colorado - Boulder*
 Distinguished Contributions to Gender Equity in Education, *Dolores Delgado Bernal, University of Utah*
 Social Justice in Education Award, *Richard P. Duran, University of California - Santa Barbara*
 Distinguished Public Service Award, *P. David Pearson, University of California - Berkeley*
 Presidential Citations, *Arnetha F. Ball, Stanford University*
 Distinguished Contributions to Research in Education Award, *P. David Pearson, University of California - Berkeley*

Sunday, 6:05 pm**Presidential Sessions****47.010. Non Satis Scire: reARTiculations! Live Performance (Sunday). Presidential Session**

VCC, First Level, West Room 105 Foyer; 6:05-7:05pm

Chairs: *Susan Gerofsky, The University of British Columbia; Kathryn Ann Ricketts, Simon Fraser University*

Sunday, 6:15 pm**Division Business Meetings and Receptions****48.010. Division A Business Meeting.** Division A - Administration

Organization & Leadership; Business Meeting

VCC, Second Level, East Room 8&15; 6:15-7:45pm

Chair: *Linda E. Skrla, Texas A&M University***48.011. Division C Learning and Instruction Business Meeting and Reception.** Division C - Learning and Instruction; Business Meeting

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A;

6:15-8:15pm

Chair: *Gale M. Sinatra, University of Southern California*

48.012. Division E Business Meeting. Division E - Counseling and Human Development; Business Meeting
Pan Pacific, Restaurant Level, Pacific Rim 2; 6:15-8:15pm

Chair: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

48.013. Division F Business Meeting. Division F - History and Historiography; Business Meeting
VCC, Third Level, West Room 306; 6:15-7:45pm

Chair: *Marybeth Gasman, University of Pennsylvania*

SIG Business Meetings and Receptions

48.014. Adolescence and Youth Development SIG Business Meeting. SIG-Adolescence and Youth Development; Business Meeting
VCC, Second Level, West Room 219; 6:15-7:45pm

Chair: *Stephen D. Whitney, University of Missouri*

48.015. Arts and Learning SIG Business Meeting and Guest Speaker Dr. Donald O'Donoghue. SIG-Arts and Learning; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 6:15-7:45pm

48.016. Associates for Research on Private Education SIG Business Meeting: Examining Private Education. SIG-Associates for Research on Private Education; Business Meeting
Pan Pacific, Restaurant Level, Pacific Rim 1; 6:15-7:45pm

48.017. Classroom Assessment SIG Business Meeting. SIG-Classroom Assessment; Business Meeting
VCC, Second Level, East Room 13; 6:15-7:45pm

48.018. Cognition and Assessment SIG Business Meeting. SIG-Cognition and Assessment; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 6:15-7:45pm

Chairs: *Howard T. Everson, The Graduate Center - CUNY; Jonathan Templin, University of Georgia*

48.019. Confluent Education SIG Business Meeting. SIG-Confluent Education; Business Meeting
Sheraton Wall Centre, Fourth Level, South Granville; 6:15-7:45pm

48.020. Constructivism Research Theory and Practice SIG Business Meeting. SIG-Constructivist Theory, Research, and Practice; Business Meeting
VCC, Second Level, East Room 16; 6:15-7:45pm

48.021. Cooperative Learning: Theory, Research and Practice SIG and Conflict Resolution and Violence Prevention SIG Business Meeting. SIG-Cooperative Learning; Theory, Research and Practice; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 6:15-7:45pm

48.022. Early Education and Child Development SIG Business Meeting: Facilitating Collaborations and Joint Research. Keynote, Pam Winton. SIG-Early Education and Child Development; Business Meeting
VCC, Second Level, West Room 212&213; 6:15-7:45pm

Participant: *Pamela J. Winton, University of North Carolina - Chapel Hill*

48.023. Education and Student Development in Cities SIG Business Meeting. SIG-Education and Student Development in Cities; Business Meeting
VCC, Third Level, West Room 302; 6:15-7:45pm

Chairs: *Suniti Sharma, The University of Texas - Brownsville; Inna Abramova, Purdue University*

Participant: *Eloisa Maria Rodriguez, Universidad Pedagogica Nacional Francisco Morazan*

48.024. Improving Schools: Addressing the Practice Challenge. SIG-Educational Change; Business Meeting
VCC, Second Level, East Room 11; 6:15-7:45pm

Participant:

Educational Change SIG Keynote Address: Reflections on the Educational Change Challenge. *James P. Spillane, Northwestern University*

48.025. Foucault and Contemporary Theory in Education SIG Business Meeting. SIG-Foucault and Contemporary Theory in Education; Business Meeting

VCC, Third Level, West Room 303; 6:15-7:45pm

Chair: *Sophia Rodriguez, Loyola University Chicago*

48.026. Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting. SIG-Grassroots Community & Youth Organizing for Education Reform; Business Meeting
VCC, Second Level, East Room 18; 6:15-7:45pm

48.027. Holistic Education SIG Business Meeting: Letters to Nel Noddings: A Holistic Inquiry Into Her Life, Scholarship, and Teaching. SIG-Holistic Education Cosponsored with SIG-Environmental Education; Business Meeting

VCC, Second Level, West Room 214; 6:15-8:15pm

Chair: *Michelle L. Tichy, University of Northern Iowa*

Participants: *Robert Lewis Lake, Georgia Southern University; Nel Noddings, Stanford University*

48.028. Inclusion and Accommodation in Educational Assessment SIG Business Meeting. SIG-Inclusion & Accommodation in Educational Assessment; Business Meeting

Marriott Pinnacle, Fourth Level, Ambleside; 6:15-7:45pm

Participants: *Lindy L. Crawford, Texas Christian University; Leanne R. Ketterlin-Geller, Southern Methodist University*

48.029. Informal Learning Environments Research SIG Business Meeting: A Critical Exploration of Informal Learning That Serves the Public Good. SIG-Informal Learning Environments Research; Business Meeting

Sheraton Wall Centre, Third Level, North Parkville; 6:15-8:15pm

48.030. Instructional Technology SIG Business Meeting and Reception.

SIG-Instructional Technology; Business Meeting

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 6:15-7:45pm

Participants: *Theresa A. Cullen, University of Oklahoma; Michael M. Grant, The University of Memphis; Pasha Antonenko, Oklahoma State University; Joanna C. Dunlap, University of Colorado - Denver; Roger Azevedo, McGill University*

48.031. International Studies SIG Business Meeting. SIG-International Studies; Business Meeting

VCC, First Level, West Room 114&115; 6:15-7:45pm

Chairs: *Stephen P. Heyneman, Vanderbilt University; Kirsi A. Tirri, University of Helsinki*

48.032. Learning Environments SIG Business Meeting. SIG-Learning Environments; Business Meeting

VCC, Second Level, West Room 223; 6:15-7:45pm

Chair: *Perry den Brok, Eindhoven University of Technology*

48.033. Learning Sciences SIG and Advanced Technologies for Learning SIG Joint Business Meeting. SIG-Learning Sciences Cosponsored with SIG-Advanced Technologies for Learning; Business Meeting

Sheraton Wall Centre, Fourth Level, North Port McNeill; 6:15-8:15pm

Chairs: *Vanessa Svihla, University of New Mexico; Victor R. Lee, Utah State University; A. Susan Jurow, University of Colorado - Boulder; Joshua Adam Danish, Indiana University*

Participants: *Benjamin Shapiro, Morgridge Institute for Research; Taylor Martin, The University of Texas - Austin; Kylie A. Peppler, Indiana University - Bloomington; Tom Moher, University of Illinois at Chicago; Diane Lynn Glosson, Indiana University*

48.034. Measurement Services SIG Business Meeting. SIG-Measurement Services; Business Meeting
Marriott Pinnacle, Third Level, Dundarave; 6:15-8:15pm

48.035. Mixed Methods Research SIG Business Meeting: Invited

- Distinguished Mixed Methods Research Speaker.** SIG-Mixed Methods Research; Business Meeting
Marriott Pinnacle, Third Level, Shaughnessy I; 6:15-7:45pm
Chair: *Nataliya V. Ivankova, The University of Alabama - Birmingham*
Participant: *Sharlene J. Hesse-Biber, Boston College*
- 48.036. Multiple Intelligences: Theory and Practice SIG Business Meeting.** SIG-Multiple Intelligences: Theory and Practice; Business Meeting
VCC, Third Level, West Room 305; 6:15-7:45pm
- 48.037. Multiple Linear Regression/General Linear Model SIG Business Meeting.** SIG-Multiple Linear Regression: The General Linear Model; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 6:15-7:45pm
Chair: *Daniel J. Mundfrom, Eastern Kentucky University*
Participant:
Measuring Relative Importance of Explanatory Variables With Applications to Linear, Logistic, and Latent Variable Regression. *Bruno D. Zumbo, The University of British Columbia*
- 48.038. Music Education SIG Business Meeting.** SIG-Music Education; Business Meeting
VCC, Third Level, West Room 304; 6:15-7:45pm
- 48.039. NAEP Studies SIG Business Meeting: Future of NAEP.** SIG-NAEP Studies; Business Meeting
Marriott Pinnacle, Third Level, Shaughnessy II; 6:15-8:15pm
Chair: *Young Yee Kim, American Institutes for Research*
- 48.040. Online Teaching and Learning SIG Business Meeting.** SIG-Online Teaching and Learning; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 6:15-7:45pm
Participants: *Dave L. Edyburn, University of Wisconsin - Milwaukee; Karen P. Swan, University of Illinois at Springfield; Leanna Matchett Archambault, Arizona State University*
- 48.041. Paulo Freire SIG Business Meeting: Doing Business: Remembering Paulo in His 90th Year.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 6:15-8:15pm
Chair: *Eleanor Blair Hilty, Western Carolina University*
Participant: *Antonia Darder, Loyola Marymount University*
Through Paulo's Glasses: Critical Pedagogy for Here and Now: A Film by Giuliana Cucinelli (Director), Shirely Steinberg (Producer). *Giuliana Cucinelli, Concordia University; Shirley R. Steinberg, University of Calgary*
- 48.042. Postcolonial Studies and Education SIG Business Meeting With Guest Speaker Anne Hickling Hudson.** SIG-Postcolonial Studies and Education; Business Meeting
VCC, First Level, West Room 113; 6:15-7:45pm
Chair: *Joseph Zanoni, University of Illinois at Chicago*
Participant: *Anne Hickling Hudson, Queensland University of Technology*
- 48.043. Problem-Based Education SIG Business Meeting.** SIG-Problem-Based Education; Business Meeting
VCC, Second Level, West Room 217&218; 6:15-7:45pm
- 48.044. Professional Development School Research Annual SIG Business Meeting.** SIG-Professional Development School Research; Business Meeting
Sheraton Wall Centre, Fourth Level, North Port Alberni; 6:15-7:45pm
Chair: *Kristien Zenkov, George Mason University*
- 48.045. Professional Licensure and Certification SIG Business Meeting.** SIG-Professional Licensure and Certification; Business Meeting
VCC, Second Level, West Room 205; 6:15-7:45pm
- 48.046. Queer Studies SIG Business Meeting.** SIG-Queer Studies; Business Meeting
VCC, First Level, West Room 116&117; 6:15-7:45pm
Chairs: *Anna V. Wilson, Chapman University; Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo*
- 48.047. Research Focus on Black Education SIG Business Meeting and W.E.B. DuBois Distinguished Lecture.** SIG-Research Focus on Black Education; Business Meeting
VCC, First Level, West Ballroom A; 6:15-7:45pm
Participant: *Wade Boykin, Capstone Institute at Howard University*
- 48.048. Research Use SIG Business Meeting.** SIG-Research Use; Business Meeting
Marriott Pinnacle, Third Level, Pinnacle I; 6:15-7:45pm
- 48.049. Research in Reading and Literacy SIG Business Meeting.** SIG-Research in Reading and Literacy; Business Meeting
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 6:15-7:45pm
- 48.050. Research in Social Studies Education SIG Business Meeting.** SIG-Research in Social Studies Education; Business Meeting
VCC, Second Level, West Room 206; 6:15-7:45pm
Chair: *Jeff Passe, Towson University*
Participant: *Jeff Passe, Towson University*
Lurching Toward Coherence: An Episodic History of Curriculum and Standards Development in Social Studies. *Kathleen Owings Swan, University of Kentucky; S. G. Grant, Binghamton University - SUNY; John K. Lee, North Carolina State University*
- 48.051. Research on Giftedness, Creativity, and Talent SIG Business Meeting.** SIG-Research on Giftedness, Creativity, and Talent; Business Meeting
VCC, First Level, West Room 111&112; 6:15-7:45pm
Chair: *Marcia L. Gentry, Purdue University*
- 48.052. Research on Teacher Induction SIG Business Meeting: Bridging the Gap: Teacher Induction as a Part of Career-Long Teacher Education in Scotland, UK.** SIG-Research on Teacher Induction; Business Meeting
VCC, Second Level, East Room 14; 6:15-7:45pm
- 48.053. Research on the Superintendency SIG Business Meeting.** SIG-Research on the Superintendency; Business Meeting
VCC, Second Level, East Room 9; 6:15-7:45pm
Chairs: *Thomas L. Alsbury, Seattle Pacific University; Meredith L. Mountford, Florida Atlantic University*
- 48.054. Rural Education SIG Business Meeting.** SIG-Rural Education; Business Meeting
VCC, Second Level, East Room 17; 6:15-7:45pm
Chair: *Kimberly L. Jones, Trimble Local Schools*
- 48.055. School Turnaround and Restructuring SIG Business Meeting and Panel Discussion.** SIG-School Turnaround and Reform; Business Meeting
VCC, Second Level, West Room 221; 6:15-7:45pm
Chair: *Marlene J. Darwin, American Institutes for Research*
Participants: *Amanda L. Datnow, University of California - San Diego; Daniel L. Duke, University of Virginia; Becki Herman, American Institutes for Research; Samuel C. Stringfield, University of Louisville*
- 48.056. Second Language Research SIG Business Meeting.** SIG-Second Language Research; Business Meeting
VCC, Second Level, East Room 10; 6:15-7:45pm
Chair: *Youngjoo Yi, Georgia State University*
Participants: *Amanda Kibler, University of Virginia; Higinia Torres Rimbau, University of Saint Thomas; Theresa Y. Austin, University of Massachusetts - Amherst; Ho-Ryong Park, University of South Florida; Melinda E. Martin-Beltran, University of Maryland - College Park*
Participant:
Fighting Back Against the Reveal: Spanish Teachers Perform Nonnative Speakerness in View of School Administrators. *Jennifer Wooten, University of North Carolina*
- 48.057. Self-Study of Teacher Education Practices SIG Business Meeting: There's No Meeting Like S-STEP!** SIG-Self-Study of Teacher

Education Practices; Business Meeting
VCC, Second Level, West Room 222; 6:15-7:45pm

Chair: *Deborah L. Tidwell, University of Northern Iowa*

48.058. Special Education Research SIG Business Meeting. SIG-Special Education Research; Business Meeting
VCC, Second Level, West Room 204; 6:15-7:45pm

Chair: *Paul L. Morgan, The Pennsylvania State University*

Participants: *Marie Tejero Hughes, University of Illinois at Chicago; Lucy Barnard-Brak, Texas Tech University*

48.059. Structural Equation Modeling SIG Business Meeting. SIG-Structural Equation Modeling; Business Meeting
Marriott Pinnacle, Third Level, Pinnacle II; 6:15-7:45pm

48.060. Studying and Self-Regulated Learning SIG Business Meeting: Context-Specific Regulation of Learning and Motivation. SIG-Studying and Self-Regulated Learning; Business Meeting
VCC, Second Level, East Room 19&20; 6:15-7:45pm

Chairs: *Hefer Bembenuty, Queens College - CUNY; Douglas F. Kauffman, University of Nebraska - Lincoln*

48.061. Systems Thinking in Education SIG Business Meeting. SIG-Systems Thinking in Education; Business Meeting
Sheraton Wall Centre, Fourth Level, South Galiano; 6:15-7:45pm

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

Participant:

Using Knowledge Visualization to Understand and Assess Systems Thinking. *Lance Steven Vikaros, Teachers College, Columbia University*

48.062. Teaching Educational Psychology SIG Business Meeting and Reception. SIG-Teaching Educational Psychology; Business Meeting
VCC, Second Level, East Room 12; 6:15-7:45pm

48.063. Writing and Literacies SIG Business Meeting. SIG-Writing and Literacies; Business Meeting
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 6:15-8:15pm

Sunday, 7:45 pm

Division Sessions

49.010. University Council for Educational Administration, Division A, Division L, and SAGE Publications Joint Reception.
VCC, First Level, West Ballroom B; 7:45-9:45pm

SIG Sessions

49.011. Research Focus on Black Education SIG, Washington University of St. Louis, and Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Joint Reception. SIG-Research Focus on Black Education; Reception
VCC, First Level, West Ballroom D; 7:45-9:45pm

Monday, 7:00 am

Governance Meetings and Events

50.001. AERA Research Advisory Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 7:00-10:15am
Chair: *Frederick D. Erickson, University of California - Los Angeles, Retired*

Monday, 8:00 am

Professional Development Courses

51.010. Accessing and Analyzing National Databases to Conduct Mixed-Methods Research in Secondary and Higher Education. Professional

Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, Cheakamus; 8:00am to 12:00pm
Director: *Terrell Lamont Strayhorn, The Ohio State University*
Instructor: *Tonya N. Saddler, Marywood University*

51.011. Causal Inference With Quasi-Experimental Designs: Methods and Applications. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 1; 8:00am to 12:00pm

Director: *Joseph P. Robinson, University of Illinois at Urbana-Champaign*
Instructor: *Allison C. Atteberry, University of Virginia*

51.012. How to Get Published: Guidance From Emerging and Senior Scholars. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom C; 8:00am to 12:00pm

Director: *Patricia A. Alexander, University of Maryland*

Instructors: *Gregory Camilli, University of Colorado - Boulder; Patricia B. Elmore, Southern Illinois University; Jeffrey A. Greene, University of North Carolina; Emily M. Grossnickle, University of Maryland; Gregory R. Hancock, University of Maryland; Panayiota Kendeou, Neapolis University Pafos; Alexandra List, University of Maryland; Sandra Michelle Loughlin, University of Maryland; Sofie Loyens, Erasmus University; Matthew T. McCrudden, Victoria University of Wellington; Diane L. Schallert, The University of Texas - Austin*

51.013. Thinking With Theory in Qualitative Research. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom A; 8:00am to 12:00pm

Directors: *Sara M. Childers, The University of Alabama; Mirka E. Koro-Ljungberg, University of Florida; Lisa A. Mazzei, Gonzaga University*
Instructors: *Alecia Youngblood Jackson, Appalachian State University; Jerry L. Rosiek, University of Oregon; Jeong-eun Rhee, Long Island University - C.W. Post Campus; Sharon Subreenduth, Bowling Green State University*

Monday, 8:15 am

Governance Meetings and Events

52.001. AERA Committee on Scholars and Advocates for Gender Equity in Education Open Meeting and Breakfast. AERA Governance; Governance Session
Pan Pacific, Lobby Level, Crystal Pavilion B; 8:15-9:45am
Chair: *Dolores Delgado Bernal, University of Utah*

52.002. AERA Government Relations Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 8:15-10:15am
Chair: *P. David Pearson, University of California - Berkeley*

52.003. AERA Task Force on the Prevention of Bullying in Schools, Colleges, and Universities: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Lobby Level, Crystal Pavilion C; 8:15-9:45am
Chair: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

52.004. Annual Meeting Policies and Procedures Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 4; 8:15-10:15am
Chair: *Lynne Schrum, George Mason University*

AERA Related Activities

52.010. AERA Web Content Management System Training for Division and SIG Web Managers: Session 2. AERA Related Activities; Workshop
VCC, First Level, West Room 116&117; 8:15-9:45am
Chair: *Tracy Young, American Educational Research Association*

Presidential Sessions

52.011. Knowing Enough to Act: The Educational Implications of a Critical Social Justice Approach to Difference. Presidential Session

VCC, First Level, West Room 118-120; 8:15-9:45am

Chair: *Crain A. Soudien, University of Cape Town*

Participants: *Sarada Balagopalan, Centre for the Study of Developing Societies, Delhi, India; Vanessa de Oliveira Andreotti, University of Oulu; Crain A. Soudien, University of Cape Town*

52.012. To Know Is Not Enough: Commissioned Essay Writers—Monday (Coffee). Presidential Session

VCC, First Level, West Room 109&110; 8:15-9:45am

Chair: *Rick R. McCown, Duquesne University*

Participants:

Speaking Truth to Power in Educational Research. *Sonia Nieto, University of Massachusetts - Amherst*

Knowing Ubuntu Is a Matter of Acting With Care. *Yusef Waghid, Stellenbosch University; Paul Smeyers, Ghent University*

A Perspective on “Non Satis Scire” From Division I (Education in the Professions). *Ara Tekian, University of Illinois at Chicago*

Response to Arneha Ball’s Request for Comment on “Non Satis Scire.” *Sharon P. Robinson, American Association of Colleges for Teachers of Education*

52.013. To Know Is Not Enough: Networking on Behalf of Quality Teachers for Students Who Are Culturally and/or Linguistically Diverse. Presidential Session

VCC, First Level, West Ballroom A; 8:15-9:45am

Chair: *Christine E. Sleeter, California State University - Monterey Bay*

Participants: *Christine E. Sleeter, California State University - Monterey Bay; Thandeka K. Chapman, University of Wisconsin - Milwaukee; Robert Kim, U.S. Department of Education; La Vonne I. Neal, Northern Illinois University; Jeffrey M.R. Duncan-Andrade, San Francisco State University; Erica R. Meiners, Northeastern Illinois University; Kevin K. Kumashiro, University of Illinois at Chicago*

AERA Sessions

52.014. A Dialogue on Environmental Learning and Experience. AERA Sessions; Invited Session

VCC, Second Level, West Room 212&213; 8:15-9:45am

Chair: *David B. Zandvliet, Simon Fraser University*

Participants: *Patrick Robertson, Metro Vancouver; Bruce Ford, Metro Vancouver; Carlos Gustavo A. Ormond, Simon Fraser University*

Participants:

Environmental Concepts in the Classroom. *Richard Kool, Royal Roads University*

Revisiting Environmental Learning. *David B. Zandvliet, Simon Fraser University*

Environmental Learning and Teacher Education. *Veronica Gaylie, The University of British Columbia*

The Greenschools Movement in British Columbia. *Connie Cirkony, Ministry of Education*

Discussant: *Vicki Lynn Kelly, Simon Fraser University*

52.015. AERA Early Career Award (2011) Lecture: Cynthia E. Coburn.

AERA Sessions; Invited Session

VCC, First Level, West Ballroom C; 8:15-9:45am

Chair: *Vanessa Siddle Walker, Emory University*

Speaker:

Pathways Between Policy and Practice: The Role of Social Networks and Social Interaction. *Cynthia E. Coburn, University of California - Berkeley*

52.016. National Hearing for the Classroom Assessment Standards (Formerly Known as Student Evaluation Standards). AERA

Sessions; Invited Session

VCC, Second Level, East Room 13; 8:15-9:45am

Chairs: *Stephan (Steve) A. Henry, REASolutions, LLC; Leslie E. Lukin, Lincoln Public Schools*

Participants: *Donald B. Yarbrough, University of Iowa; Patricia J. McDivitt, Data Recognition Corporation; Don A. Klinger, Queen's University; Barbara Howard, Appalachian State University; W. Todd Rogers, University of Alberta*

Committee Sessions

52.017. Graduate Student Networking Opportunity With Special Interest Groups (SIGs). Graduate Student Council; Invited Session

VCC, Second Level, West Room 211; 8:15-9:45am

Participants: *Vincent A. Anfara, The University of Tennessee; Carol Huang, City University of New York; LeAnn G. Putney, University of Nevada - Las Vegas; Sharon H. Ulanoff, California State University - Los Angeles; Geni Cowan, California State University - Sacramento; Stefinee E. Pinnegar, Brigham Young University; Phoebe H. Stevenson, American Educational Research Association*

52.018. Informing Policy and Influencing Practice: Messages From Cross-Disciplinary Research on Science and Mathematics Education.

International Relations Committee; Symposium

VCC, Second Level, West Room 205; 8:15-9:45am

Chair: *Jonathan F. Osborne, Stanford University*

Participants:

Why Are Educational Standards So Resistant to Reform? An Examination of School Mathematics in England. *Jeremy Hodgen, Kings College, London; Margaret Brown, King's College London; Dietmar Kuchemann, King's College London; Robert Coe, Durham University*

Research Synthesis for Pedagogical Improvement in School Mathematics and Science. *Kenneth Ruthven, University of Cambridge*

Teacher Response to Curriculum Reform in Science. *Jim Ryder, University of Leeds; Indira Banner, University of Leeds; Jim Donnelly, University of Leeds*

“Liking Science Is Not Enough”: Messages for International Science Education Policy and Practice. *Louise Archer, Kings College, London*
Factors Influencing Participation in Mathematics and Physics. *Shirley Simon, Institute of Education - London; Tamjid Mujtaba, Institute of Education; Michael Jonathan Reiss, Institute of Education - London; Melissa Rodd, Institute of Education*

International Organization Sessions

52.019. Associations of Canadian Deans of Education (ACDE), AERA's Organization of Institutional Affiliates (OIA): A New Vision for Indigenous Students: A Deans' Accord on Indigenous Education.

Canadian Society for the Study of Education Cosponsored with Organization of Institutional Affiliates; Invited Session
VCC, Second Level, West Room 215&216; 8:15-9:45am

Chairs: *Ted Riecken, University of Victoria; Mary Kalantzis, University of Illinois at Urbana-Champaign*

Participants: *Jo-ann Archibald, The University of British Columbia; Cecilia A. Reynolds, University of Saskatchewan; Lorna B. Williams, University of Victoria*

52.020. Doing God in Education. British Educational Research Association; Invited Session

VCC, First Level, West Room 114&115; 8:15-10:15am

Chair: *Michael Hand, University of London*

Participants:

Introduction to the Report. *Trevor Cooling, Canterbury Christ Church University*
Worldviews, Humanism, and the (Im)possibility of Neutrality. *Richard Norman, University of Kent*

What's in a Worldview? A Response to Trevor Cooling's Doing God in Education. *Michael Hand, University of London*

Thinking About How to “Do God” in the Context of Diversity. *Dan Moulin, University of Oxford*

The Centrality of Belief in Education. *Trevor Cooling, Canterbury Christ Church University*

State and Regional Educational Research Associations

52.021. State and Regional Educational Research Associations:

Distinguished Paper Session 3. Consortium of State and Regional Educational Research Associations; Invited Session
Fairmont Waterfront, Concourse Level, Malaspina; 8:15-10:15am

Participants:

Southeastern Association for Community College Research—The Entrepreneurial Community College. *Sharon Hatfield, Jefferson College of Health Sciences*
Georgia Educational Research Association—Improving Preservice Middle School Teachers' Confidence, Competence, and Commitment to Coteaching. *Toni Strieker, Kennesaw State University; Guichun Zong, Kennesaw State University; Bryan Gillis, Kennesaw State University; Susan Leigh Stockdale, Kennesaw State University*

North Carolina Association for Research in Education—Multimethod Evaluation of an Instructional Coaching Program. *Judith MacKay Penny, Winston-Salem - Forsyth County Schools; Marty Ward, Winston-Salem - Forsyth County Schools*

Northeastern Educational Research Association—Crisis Preparedness: Do School Administrators and First Responders Feel Ready to Act? *David J. Alba, Central Falls School District; Robert K. Gable, Johnson & Wales University*

Discussant: *Rosa Cintron, University of Central Florida*

Division Sessions

52.022. Beyond the Classroom: Exploring Effects of Teacher Leadership.

Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 8:15-9:45am

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

Participants:

Fostering Parent and Community Involvement: New Examples of Teacher Leadership From a Charitable Foundation. *Joanne M. Marshall, Iowa State University*

Scaling Up Data-Informed Collaborative Inquiry in Schools: Exploring Teacher Conceptions of Leadership Practice. *Marian A. Robinson, Education Consultant*

Teacher Leaders in Formal Roles: A Qualitative Study. *Tracy Williams, Seattle Pacific University*

To Wish Is Not Enough: How Flattened, Nonhierarchical Approaches to Teacher Leadership Have Failed the Movement. *Jason M. Margolis, Duquesne University; Kristin Shawn Huggins, Washington State University*

African American Female Teachers on Teacher Leadership. *Sheila Teel Robinson, NCA&T State University*

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

52.023. Leveraging University/School Partnerships in School

Improvement. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 9; 8:15-9:45am

Chair: *Marla W. McGhee, Texas Christian University*

Participants:

Reckoning With the Chaos of School Improvement: External (University) Support for School Level Change Agents. *James H. Nehring, University of Massachusetts - Lowell; Ellen J. O'Brien, University of Massachusetts - Lowell*

University and School Partnership: Formative Research Guiding School Reform. *Sylvia Mendez-Morse, Texas Tech University; Kathryn Rene Rollo, Lubbock ISD; Alime Nazimovna Sadikova, Texas Tech University; Fernando Valle, Texas Tech University*

The Impacts of a University Partnership to Facilitate the Use of Research in School Improvement Efforts. *Janet I. Angelis, University at Albany - SUNY; Kristen C. Wilcox, University at Albany - SUNY*

Tripartite Collaboration in a School-District-University Boundary Zone. *Ruth Jensen, University of Oslo*

School Improvement Grants and the Discord Between Socially Just Intentions and Policy Mandates. *Anjale DeVawn Welton, University of Illinois at Urbana-Champaign; Kimberly LeChasseur, University of Connecticut; Casey D. Cobb, University of Connecticut; Morgaen L. Donaldson, University of Connecticut; Anyisia P. Mayer, University of Connecticut*

Discussant: *Marla W. McGhee, Texas Christian University*

52.024. Listening, Hearing, and Speaking: Voices From Teacher

Education. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 8:15-9:45am

Chair: *Pamela Bolotin Joseph, University of Washington Bothell*

Participants:

Don't Listen to Me! And Other Dilemmas of Leadership-Focused Curricula in Teacher Education. *Lynn Fendler, Michigan State University*

Putting Speaking With Others Into Practice in the Initial Teacher Education Curriculum. *Lawrence Nixon, The University of Sunderland; Margaret (Maggie) Gregson, The University of Sunderland; Patricia (Trish) Mary Spedding, The University of Sunderland*

(Re)constructing Dance: Case Study Research on K-5 Students' Experiences in a Dance Residency. *Alison Elizabeth Leonard, University of Wisconsin - Madison*

"A Distillation of Drops of Honey": Rethinking Teacher Dispositions Through an Ethics of Narration. *Lee Airton, York University*

Seeking Harmony From Dissonance: An Analysis of the Selection of Curricula in Massachusetts Music Teacher Preparation Programs. *Matthew Borek, Empirical Education Inc.*

Discussant: *Walter S. Gershon, Kent State University*

52.025. The Monstrous Other: Exploring the Intersections of Youth Culture and Critical Pedagogy in a Monster-Making World.

Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 8:15-10:15am

Chair: *Shirley R. Steinberg, University of Calgary*

Participants:

Finding Their Voice: Understanding the Robust Critical Pedagogical Terrain in Glee. *Antonio Garcia, SUNY Brockport*

Cranked Up and Pushed: Threatening and Monstrous Children. *William M. Reynolds, Georgia Southern University*

Phish Phan Culture and Anti-Oedipus Politics. *Dennis L. Carlson, Miami University*

Bullets, Bites, and Bros: Corporate Constructions of Adult Desire as "Deviant" Adolescent Sexuality in "Monstrous" Teenagers. *Mark Helmsing, Michigan State University*

Reign in Blood: Youth and the Anarchic Ethics of Evil. *Jason J. Wallin, University of Alberta*

The Fetish of the Child: Fantasy, Object, Desire, and Commodification. *Jennifer L. Milam, The University of Akron*

52.026. Examining Computational Thinking in the Field.

Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 8:15-9:45am

Chair: *Brian J. Foley, California State University - Northridge*

Participants:

Computational Thinking in Game Environments: How Do We Know It When We See It? *Karen Michaelson, Tincan Technologies at Play*
Children Programming Games: A Strategy for Measuring Computational Thinking. *Jill Denner, Education, Training, and Research Associates; Linda L. Werner, University of California - Santa Cruz; Shannon Campe, ETR Associates*

Students' Construction of Science Simulations: "Is That Real Enough?". *Brian J. Foley, California State University - Northridge*

Code Literacy: Developing Computational Literacy Skills Through Artifact Construction. *Cameron L. Fado, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University*

Using artifact-based interviews to study the development of computational thinking in interactive media design. *Karen A. Brennan, Massachusetts Institute of Technology; Mitchel Resnick, Massachusetts Institute of Technology*

Discussant: *Eric D. Klopfer, Massachusetts Institute of Technology*

52.027. High School Students' Identity, Positioning, and Learning in

Mathematics. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 8:15-9:45am

Chair: *Maria del Rosario Zavala, University of Washington*

Participants:

Why Race and Culture Matter in Math Education: Toward a

Comprehensive Perspective. *Nicole Michelle Russell, University of Denver*

Learning and Negotiating: Latino/a Students' Mathematics Identities in Two Algebra 1 Classrooms. *Maria del Rosario Zavala, University of Washington*

Student Positioning and Perceptions of Competence During Group Work in High School Mathematics. *Teresa Kathleen Dunleavy, University of Washington*

Investigating Links Between Group Interactions and Mathematical Reasoning Among Bilingual Algebra Students. *William Carl Zahner, Boston University*

Discussant: *Joi A. Spencer, University of San Diego*

52.028. Representing and Supporting the Development of Epistemic Practices in Classroom Communities. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 8:15-9:45am

Chair: *Richard Lehrer, Vanderbilt University*

Participants:

Professional and Student Visions of Statistics. *Ryan Seth Jones, Vanderbilt University; Richard Lehrer, Vanderbilt University*

Seeing and Modeling Ecosystem Functionality Across Aquatic Ecologies. *Michelle Cotterman, Vanderbilt University; Richard Lehrer, Vanderbilt University; Leona Schauble, Vanderbilt University*

Engaging Students in the Epistemic Function of Scientific Argumentation. *Eve Manz, Vanderbilt University*

Characterizing and Supporting Practices of Defining in a Mathematics Classroom. *Marta Anna Kobiela, Vanderbilt University; Richard Lehrer, Vanderbilt University*

Discussant: *Geoffrey B. Saxe, University of California - Berkeley*

52.029. The Functions of Teachers' Beliefs: Filter, Frame, and Guide. Division C - Learning and Instruction Cosponsored with Division K - Teaching and Teacher Education; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 8:15-10:15am

Chair: *Rob Klassen, University of Alberta*

Participants:

Theoretical Analysis of the Function of Teachers' Beliefs. *Helenrose Fives, Montclair State University*

The Filtering Function of Teacher Beliefs. *Lori J. Olafson, University of Nevada - Las Vegas; Gregory John Schraw, University of Nevada - Las Vegas; Michelle L. Vander Veldt, California State University - Fullerton*

Exploring the Function of Teacher Beliefs in Mathematics Instruction. *Michele Gregoire Gill, University of Central Florida*

Intersecting Teacher Beliefs and Behaviors: The Influence of Self-Efficacy and Importance Value Beliefs on Teaching Style. *Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University*

Discussants: *P. Karen Murphy, The Pennsylvania State University; Paul A. Schutz, The University of Texas - San Antonio*

52.030. What Chinese Students Really Know and Can Do: Evidence Beyond the Data From PISA (Programme for International Student Assessment) 2009. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 8:15-9:45am

Chair: *Jianping Shen, Western Michigan University*

Participants:

Achievement Scores and the Correlates of Chinese Students' Achievement: Evidence Beyond PISA (Programme for International Student Assessment) 2009. *Youqun Ren, East China Normal University; Yi Zhan, East China Normal University; Jianbing Wen, East China Normal University*

The Relationship among Teacher Practices, Student Learning Style, and Student Achievement in China. *Jian Zhao, East China Normal University; Xinning Pei, East China Normal University; Rui Feng, Yangzhou University*

Characteristics of Classroom Teaching Methods in China and Effect on Students' Problem Solving. *Tainian Zheng, East China Normal University; Mei Wang, East China Normal University*

Who Entered the Better Schools? The Socioeconomic Status of Chinese Families and the Impact on the Students' School Choice. *Weiguo Pang, East China Normal University; Yaling Sun, Yunnan University; Haiyan*

Zhu, Yunnan University

The Effect of School Choice on Student Mathematical Achievement Score: The Case of China. *Xiangdong Yang, East China Normal University; Zheng Ke, East China Normal University; Tingting Wang, East China Normal University*

Discussant: *Louise C. Wilkinson, Syracuse University*

52.031. When Systems Collide: Challenges and Opportunities in Learning Technology Mash-Ups. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 8:15-9:45am

Chair: *Tom Moher, University of Illinois at Chicago*

Participants:

NetTango: A Mash-Up of NetLogo and Tern. *Michael S. Horn, Northwestern University; Uri J. Wilensky, Northwestern University*

A Mashup of AutoTutor and Emotion-Sensing Technologies. *Arthur C. Graesser, The University of Memphis; Sidney K. D'Mello, The University of Memphis*

Affective Learning Companions: A Serial Mash-Up of Affective Sensing, Machine Learning, and Relational Agents. *Winslow Burleson, Arizona State University; Ken Perlin, New York University*

Mashing Up Simulations and Knowledge Construction Technologies to Support Complex Instructional Designs. *James D. Slotta, University of Toronto; Tom Moher, University of Illinois at Chicago*

Discussant: *Nichole D. Pinkard, DePaul University*

52.032. Exploring Reading and Mathematics Item Difficulty: Teaching and Learning Implications of PISA (Programme for International Student Assessment) Survey Data. Division D - Measurement and Research Methodology; Symposium
Marriott Pinnacle, Third Level, Pinnacle II; 8:15-10:15am

Chair: *J Francois Rouet, Université de Poitiers*

Participants:

Some Drivers of Test Item Difficulty in Mathematics: An Item Analysis Rubric. *Ross Turner, Australian Council for Educational Research*

Some Drivers of Test Item Difficulty in Mathematics: An Analysis of the Competency Rubric. *Raymond J. Adams, Australian Council for Educational Research*

A Framework for Predicting Item Difficulty in Reading Tests. *Thomas Lumley, Australian Council for Educational Research*

Extending the Range of Item Difficulty in Reading for PISA (Programme for International Student Assessment) 2009. *Dara Ramalingam, Australian Council for Educational Research*

Discussant: *John A. Dossey, Illinois State University*

52.033. Exploring Unintended or Inappropriate Interpretations, Uses, and Consequences of Test Scores. Division D - Measurement and Research Methodology; Symposium
Marriott Pinnacle, Fourth Level, Ambleside; 8:15-9:45am

Chair: *Stephen G. Sireci, University of Massachusetts - Amherst*

Participants:

Validating Inferences Under High-Stakes Conditions: Addressing Unintended but Expected Consequences of Accountability. *Daniel M. Koretz, Harvard University*

(Un)intended Uses of the SAT. *Krista D. Mattern, The College Board; Jeffrey Nagle Wyatt, The College Board*

Using Public Opinion to Inform the Validation of Test Scores. *Tzur M. Karelitz, National Institute for Testing & Evaluation*

Consequences and Side Effects of Testing: Their Role in Validity and the Meaning of Test Scores. *Bruno D. Zumbo, The University of British Columbia; Anita M. Hubley, The University of British Columbia*

Exploring Unintended or Inappropriate Interpretations, Uses, and Consequences of a Test. *Gregory J. Cizek, University of North Carolina - Chapel Hill*

Discussant: *Michael T. Kane, ETS*

52.034. Developing and Using Formative Assessments for English Language Learners. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Pinnacle, Third Level, Dundarave; 8:15-9:45am

Chair: *Mikyung Kim Wolf, ETS*

Participants:

Applying Formative Assessment in English Language Learner Reading

Instruction. *Jane R. Shore, ETS; Jennifer Lentini, ETS*
 Developing a Formative Academic Reading Comprehension Assessment for English Language Learners: A First-Year Pilot Study. *Mikyung Kim Wolf, ETS; Ian Blood, ETS*
 Teacher Use of Formative Assessment Data for English Language Learners. *Margaret Heritage, University of California - Los Angeles*
 Preliminary Findings on the Development and Implementation of a Formative Assessment System Focusing on Academic Language Literacy for English Language Learners. *Howard Gary Cook, University of Wisconsin; Paula A. White, University of Wisconsin - Madison*
 Discussant: *Catherine Snow, Harvard University*

52.035. Division H Business Meeting and Breakfast. Division H - Research, Evaluation and Assessment in Schools; Business Meeting
 Marriott Pinnacle, Third Level, Pinnacle III; 8:15-10:15am
 Chair: *Judith A. Arter, Independent Consultant*
 Participants: *Shahpar Modarresi, Montgomery County Public Schools; Antionette D. Stroter, Liberty University*

52.036. Standard Setting in the Professions. Division I - Education in the Professions; Invited Session
 Pan Pacific, Restaurant Level, Pacific Rim 2; 8:15-9:45am
 Participants: *John R. Boulet, Educational Commission for Foreign Medical Graduates; Andre F. De Champlain, Medical Council of Canada*

52.037. University Leadership in Creating Equity-Oriented Communities of Expertise: Ethical, Epistemic, and Efficacy Issues. Division J - Postsecondary Education; Symposium
 VCC, Second Level, West Room 202&203; 8:15-10:15am
 Chair: *Ronald David Glass, University of California - Santa Cruz*
 Participants:

Ethical and Epistemic Issues in Equity-Oriented Collaborative Research: Challenges for University Leadership of Public Deliberation. *Ronald David Glass, University of California - Santa Cruz*
 Scholarship in Action: Valuing Diversity and the Public Mission of the Private University. *Nancy Cantor, Syracuse University*
 Scholarship in Action: Mission, Leadership and Transition in Education. *Kal Alston, Syracuse University*
 Refocusing Universities on the Public Good: A Theory of Action. *Susan Sturm, Columbia Law School*

Discussant: *Timothy K. Eatman, Syracuse University*

52.038. Inquiry in Science Teacher Education: Powerful Pedagogical Approaches and Implications for Practices. Division K - Teaching and Teacher Education; Paper Session
 VCC, Second Level, West Room 217&218; 8:15-9:45am
 Chair: *Gisela Ernst-Slavit, Washington State University*
 Participants:

Constructing Learning Spaces in Urban Science Classroom. *Adriane McNamara Slaton, Michigan State University*
 Inquiry-Based Science Education Competencies of Primary School Teachers: A Delphi Study. *Ester Alake-Tuenter, Wageningen University*
 Leaving Science Behind: The Use of Instructional Time for Teaching Science at the Elementary Level. *Mary Sowder, Utah Valley University; Stan Harward, Utah Valley University; Elaine Tuft, Utah Valley University*
 Primary School Teachers' Inquiry-Based Science Education Competencies: A Critical Review of the American Science Teaching Standards. *Ester Alake-Tuenter, Wageningen University*
 The Ocean as an Integrating Context for STEM Learning: A Case Study of Teacher Perspectives. *Meghan E. Marrero, Mercy College*

Discussant: *Karen D. King, National Council of Teachers of Mathematics*

52.039. International Perspectives on Mentoring in Practicum Settings. Division K - Teaching and Teacher Education; Symposium
 VCC, Second Level, West Room 221; 8:15-10:15am
 Chair: *Anthony Clarke, The University of British Columbia*
 Participants:

[China] Practicum Partnerships in China: The Voice of Cooperating Teachers in a University-Government-School Initiative. *Lijie Lu, Northeast Normal University; professor; Yunpeng Ma, Northeast Normal University; Fang Wang, Northeast Normal University; Bowei Zhang, Northeast Normal University*
 [Spain] Eliciting Student Teachers' Practical Knowledge Through

Mentoring Conversations. *Juan-José Mena Marco, Universidad de Salamanca; Maria-Luisa García Rodríguez, Universidad de Salamanca*
 [New Zealand] Supervisor or Mentor: Does Changing the Title and Providing Professional Development Impact on the Practices of Those Working With Preservice Teachers on Practicum? *Ngaire Esther Hoben, University of Auckland*

[Netherlands] Using Teacher-Generated Tags of Classroom Situations to Elicit Mentor and Preservice Teachers' Practical Knowledge. *Niek van den Bogert, Fontys University of Applied Science; Frank Crasborn, Fontys University of Applied Science; Jan van Bruggen, Fontys University of Applied Science; Wim Jochems, Eindhoven University of Technology, the Netherlands*

[France] "Rules of Practice" in Learning to Teach: Mentoring Within a Training Collective. *Sébastien Chabies, University of Toulouse*

[Australia] Exploring Challenges, Motivations, and Directions in Mentoring: Two-Way Perspectives From Australian Mentors and University Advisors. *Libby Tudball, Monash University; Wendy S. Nielsen, University of Wollongong; Steven McLaughlin, Monash University*

[Canada] A Mentoring Profile Inventory for Cooperating Teachers. *Anthony Clarke, The University of British Columbia; John Collins, The University of British Columbia; Valerie Triggs, The University of British Columbia*

52.040. Supporting Diverse Preservice Science Teacher Beliefs in Various Contexts. Division K - Teaching and Teacher Education; Paper Session
 VCC, Second Level, West Room 222; 8:15-10:15am

Participants:

A Longitudinal Study of How Preservice Program Experiences Influence Secondary Science Teachers' Beliefs and Practices. *John W. Tillotson, Syracuse University; Monica J. Young, Syracuse University; Robert E. Yager, University of Iowa*
 Case-Based Assessment of Science Teaching Orientations. *David Schuster, Western Michigan University; William W. Cobern, Western Michigan University; Betty Adams, Western Michigan University; Brandy Skjold, Western Michigan University; Amy Bentz, Western Michigan University; Kelly Sparks, Chicago Public Schools*

Identifying Minority Preservice Teachers' Sources of Science Teaching Strategies. *Karthigeyan Subramaniam, University of North Texas*
 Supporting Science Discourse Practices in Online and on Ground Teacher Education Programs. *Imelda L. Nava, University of California - Los Angeles; Fredrick W. Freking, University of Southern California*
 Teaching Prospective Science Teachers From Different Disciplinary Perspectives: An Investigation of Instructors and Their Courses. *Julie Bianchini, University of California - Santa Barbara; Lisa R. Figueroa, University of California - Santa Barbara; Katherine Joy Nilsen, University of California - Santa Barbara; Darby Feldwinn, University of California, Santa Barbara; Catherine Gautier, University of California, Santa Barbara; Susan Kristine Johnson, University of California - Santa Barbara; Jan Myers, University of California, Santa Barbara; Jennifer Thorsch, University of California, Santa Barbara*
 Discussant: *Corey Drake, Michigan State University*

52.041. Teacher Preparation Before and During Full-Time Teaching: A Comparative Analysis of Learning to Teach. Division K - Teaching and Teacher Education; Symposium
 VCC, Second Level, West Room 224; 8:15-9:45am

Chair: *Kathy Schultz, Mills College*

Participants:

Curriculum Personified: An Examination of New Teachers' Emic Understanding of Curriculum. *Jennifer G. Zwillenberg, University of Pennsylvania; Mary Elizabeth Del Savio, University of Pennsylvania; Talar Kaloustian, University of Pennsylvania*
 Every Day Is a State of Emergency: Learning to Teach Amidst Violence and Pedagogies of Management. *Mary Elizabeth Del Savio, University of Pennsylvania; Katrina Morrison, University of Pennsylvania*
 Discourses of Deficit: A Study of Teachers' Sense Making Regarding Student Literacy. *Jennifer G. Zwillenberg, University of Pennsylvania; Melissa Hentges, University of Pennsylvania; Danielle Gioia, University of Pennsylvania*

Discussant: *Rob Simon, University of Toronto*

52.042. Tools and Routines for Preparing STEM Teachers. Division K - Teaching and Teacher Education; Structured Poster Session

Pan Pacific, Lobby Level, Oceanview 1&2; 8:15-9:45am

Chair: *Kenneth Zeichner, University of Washington*

Participants:

1. Beginning Teachers Learning to Notice and Respond to Student Thinking. *Alicia C. Alonzo, Michigan State University; Jiwon Kim, Michigan State University*
2. Mediated Field Experience as a Pedagogy for Teacher Education. *Ilana S. Horn, Vanderbilt University; S. Sunshine Campbell, University of Washington - Seattle*
3. Wading Toward the Deep End of Proof: Tools That Can Support Mathematics Teachers. *Michelle Cirillo, University of Delaware*
4. Professional Pedagogical Vision as an Evolving Cultural Practice for Preservice Science Teachers. *Scott B. McDonald, The Pennsylvania State University*
5. Big Ideas and Ambitious Teaching: Tools for Supporting the Evolution of Preservice Teachers' Content Knowledge, Pedagogical Reasoning, and Practice. *David Stroupe, University of Washington*
6. Supporting Prospective Teacher Learning of Ambitious and Equitable Mathematics Instruction. *Elham Kazemi, University of Washington; Adrian Cunard, University of Washington; Kate Crowe, University of Washington*
7. Role of Subject Matter in Preservice Teachers' Enactment of Attending to Student Thinking and Participation. *Janet E. Coffey, University of Maryland - College Park; Ann R. Edwards, University of Maryland*
8. Watch and Learn: Developing Preservice Math and Science Teachers' Ability to Attend, Analyze, and Respond to Student Thinking. *Tara Barnhart, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine*
9. Colearning Core Science Teaching Practices. *Jessica J. Thompson, University of Washington; Sara Hagenah, University of Washington*
10. How to Press for Ambitious and Equitable Pedagogy: Changing Teacher Practice Through the Use of Discourse Tools. *Mark A. Windschitl, University of Washington; Melissa Lee Braaten, University of Wisconsin - Madison*

Discussant: *Hilda Borko, Stanford University*

52.043. Policy Issues Related to Teacher Quality and Teacher Mobility.

Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 11; 8:15-10:15am

Chair: *Peter A. Youngs, Michigan State University*

Participants:

- Principal Tenure and Teacher Attrition in Public Schools. *Jared Coopersmith, American Institutes for Research; Nat N. Malkus, American Institutes for Research; Dinah Sparks, American Institutes of Research*
- Teacher Education Policy in Canada: Beyond Professionalization and Deregulation. *Judith Marianne Walker, The University of British Columbia; HsingChi von Bergmann, The University of British Columbia*
- Teacher Layoffs, Teacher Quality, and Student Achievement: The Implementation and Consequences of a Flexible Reductions-in-Force Policy. *Matthew A. Kraft, Harvard University*
- Teacher Mobility in a Metropolitan Labor Market: What Teacher, School, and District Attributes Matter? *Ben Pogodzinski, Wayne State University; Michael F. Addonizio, Wayne State University; C. Philip Kearney, University of Michigan*
- The Effect of Teacher Contract Design on Student Performance. *Jane Arnold Lincove, The University of Texas - Austin*

Discussant: *Charles F. Vanover, University of South Florida*

SIG Sessions

52.044. The GED and Literacy Programs as Counterspaces to Schooling? Operationalizing What We Know. SIG-Adult Literacy and Adult Education; Symposium

VCC, Second Level, West Room 214; 8:15-9:45am

Chair: *Joni Marie Schwartz, LaGuardia Community College - CUNY*

Participants:

- School Push Out and the General Educational Development Test. *Eve Tuck, SUNY - College at New Paltz*
- Engaging Young Men of Color in GED (General Educational Development) Programs. *Joni Marie Schwartz, LaGuardia Community College - CUNY*
- It Must Be Told: Stories of Hope, Dreams, and Possibility From The Open

Book. *Dianne Ramdeholl, Empire State College*

The Role of Identity in the Literacy Experiences of African American Males. *Brendaly Elizabeth Drayton, The Pennsylvania State University*

Reading in the Crawl Space: A Study of an Urban School's Literacy-Focused Community of Practice. *Chantal Francois, Teachers College*

Discussant: *Eve Tuck, SUNY - College at New Paltz*

52.045. Participatory Art-Based Research Approaches. SIG-Arts-Based

Educational Research; Symposium

VCC, Third Level, West Room 303; 8:15-9:45am

Chair: *Barbara A. Bickel, Southern Illinois University - Carbondale*

Participants:

- High-Risk Youth Uncensored: An Educational Exchange. *Diane H. Conrad, University of Alberta*
- Exploring Popular Theatre in Education: A Participatory Project in an Alternative Education Program for Pregnant Teens and Young Mothers. *Lindsay Ruth Hunt, University of Alberta*
- Journeys and Voices Together: Using Participatory Design to Create Digital Stories for the Health and Well-Being of New Immigrant/Refugee Communities. *Naureen Mumtaz, University of Alberta*
- Performing Leadership. *Lynn Margaret Fels, Simon Fraser University; Michelle Johanna Nilson, Simon Fraser University*

52.046. Digital Bilingualism and Bilingual Education: Technology Innovations in Bilingual Education Research. SIG-Bilingual Education Research; Paper Session

VCC, Second Level, West Room 204; 8:15-9:45am

Chair: *Heriberto Godina, The University of Texas - El Paso*

Participants:

- Bilingualism-as-Participation: A Study of Language Use Across In-School, Out-of-School, and Online Contexts. *Mariana Pacheco, University of Wisconsin - Madison*
- Digital Storytelling and Its Implications for Biliteracy Development in Bhutan. *Khendum Gyabak, The University of Texas - El Paso*
- Digital Divide in Vietnam: Challenges of First-Year Teachers Teaching the Mandarin Language Abroad. *Hui-Lien Hsiao, University of Illinois at Urbana-Champaign; Thi Thanh Tuyen Mai, Chung Yuan Christian University; Ching-Fang Juan, Chung Yuan Christian University*
- Let Them Read, Write, Think, and Act! Offsetting Narrow Views of Reading With Multiliteracies Methodology in Grades 3-5. *Anita C. Hernandez, New Mexico State University; Marisol Oriana Ruiz, New Mexico State University; Jose A. Montelongo, Canutillo Independent School District*
- Specialist Language Learning and Gaming: Modding in a Second Language. *Yoonhee Naseef Lee, Arizona State University*

Discussant: *Curtis J. Bonk, Indiana University*

52.047. The Walmartization of Charter Schools: A Road to Failure or the Salvation of Public Education. SIG-Charter School Research and Evaluation; Symposium

Marriott Pinnacle, Third Level, Shaughnessy II; 8:15-10:15am

Chair: *Nina K. Buchanan, University of Hawaii - Hilo*

Participants:

- Education Management Organizations and the Privatizing of Public Charter Schools. *Gary J. Miron, Western Michigan University*
- One Size Does Not Fit All: Variation in Charter Management Scale-Up. *Caitlin Farrell, University of Southern California; Priscilla (Penny) Wohlstetter, Teachers College, Columbia University; Joanna R. Smith, University of Southern California*
- Intertwining a For-Profit Corporation With a Public Charter School in Hawaii. *Jeff Piontek, Hawaii Technology Academy Public Charter School*
- CMO (Charter Management Organization) and EMO (Education Management Organization) Replication and Expansion: What Is the Potential for Growth? *Anna Nicotera, National Alliance for Public Charter Schools*
- Independent Charter Schools: Evolution and Status in the Charter School Landscape. *Heather Nakakura, West Hawaii Explorations Academy PCS; Nina K. Buchanan, University of Hawaii - Hilo*

Discussant: *Robert A. Fox, University of Hawaii*

52.048. Research on Classroom Assessment: Laying the Foundation. SIG-Classroom Assessment; Symposium

Pan Pacific, Restaurant Level, Oceanview 7&8; 8:15-9:45am

Chair: *James H. McMillan, Virginia Commonwealth University*

Participants:

The Historical Context of Classroom Assessment Research. *Cynthia Campbell, Northern Illinois University*

Classroom Assessment in the Context of Learning Theory and Research. *Heidi L. Andrade, University at Albany - SUNY*

Classroom Assessment in the Context of Motivation Theory and Research. *Susan M. Brookhart, Duquesne University*

Classroom Assessment in the Context of High-Stakes Testing. *Christina Schneider, CTB/McGraw-Hill LLC; Karla L. Egan, CTB/McGraw-Hill LLC*

Discussants: *Jay Parkes, University of New Mexico; Sarah M. Bonner, Hunter College - CUNY*

52.049. Frequently Asked Questions: Engendering the Lives, Work, and Careers of "Little Known" Black Women Educators Who Made History. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

VCC, Second Level, West Room 219; 8:15-9:45am

Chair: *Linda M. Perkins, Claremont Graduate University*

Participants:

Social Transformations: Septima Poinsette Clark's Pedagogical Practices. *Karen Ann Johnson, University of Utah*

For a Colored Woman Who Committed Suicide: Toward a Critical Race Biography of Marion Thompson Wright (1905-1962). *Hilton Kelly, Davidson College*

In Search of Ethel T. Overby: Who Was She? *Adah L. Ward Randolph, Ohio University*

Of the Black Female "Talented Tenth": The Life and Career of Merze Tate (1905-1996). *Linda M. Perkins, Claremont Graduate University*

52.050. Theoretical and Discursive Rethinkings in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Paper Session

VCC, Third Level, West Room 302; 8:15-9:45am

Chair: *Jeanne Marie Iorio, University of Hawaii*

Participants:

Caring About Theory: Between Fidelity and Hybridity. *Mariana Souto-Manning, Teachers College, Columbia University; Celia S. Genishi, Teachers College, Columbia University*

The Creativity Dis-Ease: Everywhere and Nowhere. *Felicity Anne McArdle, Queensland University of Technology; Susan J. Grieshaber, Queensland University of Technology*

"Love Is All You Need"...Discursive Constructions of Professional Identities in Early Childhood Education and Care. *Megan Gibson, Queensland University of Technology*

Playing Aggression: Has the "Mean Girl" Found Her Way Into the Preschool Classroom? *Samara D. Madrid, University of Wyoming*

Examining Femininity in the Field of Early Childhood Education as "Herland". *Eun-Ae Son, University of Georgia*

52.051. Democratic Citizenship in Education 1. SIG-Democratic Citizenship in Education; Invited Session

VCC, Second Level, East Room 18; 8:15-10:15am

Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Participants:

"Think Globally, Act Locally": Civic Engagement and Participatory Culture Through Social Media by Emerging Adults. *Stephanie Maria Bennett, University of South Florida; Matthew Ulyesses Blankenship, University of South Florida; Janet C. Richards, University of South Florida*

A Civics Lesson: Proposition 8 and the 14th Amendment. *John Zack, University of Connecticut*

Civic Participation and Socioeconomic Status: the Mediating Role of School Civic Learning Opportunities. *Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement*

Civil, Civic, and Political Efficacy of Students. *Isolde de Groot, University for Humanistic Studies; Wiel M. Veugelers, University of Amsterdam*

Differentiating Citizens in a Democracy: Examining Citizenship Education in Singapore. *Theresa Alviar Martin, National Institute of Education - Nanyang Technological University; Li-Ching Ho, National Institute of Education - Nanyang Technological University*

Implementation of Education for Citizenship and Human Rights in

Primary: Analysis of the Teacher's Profile. *Montserrat Alguacil Nicolas, University Ramon Llull; Merce Panellas Valls, University Ramon Llull; Carme Boque Torremorell, University Ramon Llull*

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

52.052. John Dewey and Issues of Justice. SIG-Dewey Studies; Paper Session

VCC, Second Level, West Room 220; 8:15-10:15am

Chair: *Susan Jean Mayer, Brandeis University*

Participants:

Saul Alinsky's Vision of Community Organizing and Progressive Democratic Pedagogy. *Aaron Schutz, University of Wisconsin - Milwaukee*

Taking on Neoliberalism: Teaching From a Social Democratic or Reformist Left Perspective. *Paul Michael Orlowski, University of Saskatchewan; Paul S. Shaker, Simon Fraser University*

Toward a Common Faith in Intergenerational Justice. *Huey-Li Li, The University of Akron*

"I Contain Multitudes": A Basis for Formative Justice. *Rene V. Arcilla, New York University*

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

52.053. Diverse Settings and International Perspectives in Early Childhood Education. SIG-Early Education and Child Development; Paper Session

VCC, Second Level, West Room 223; 8:15-9:45am

Chair: *Carey E. Cooper, Arizona State University*

Participants:

Dialogic Reading and the Development of Transitional Kindergarten Teachers' Expertise With Dual-Language Learners. *Magaly Lavadenz, Loyola Marymount University; Elvira Garcia Armas, Loyola Marymount University*

Positioning Research, Policy, and Practice on Transition to Elementary School. *Sue Dockett, Charles Sturt University; Bob Perry, Charles Sturt University*

The Effect of Preschool Education on Student Achievement in School: Differences-in-Differences Evidence Across Countries. *Nina Hogrebe, University of Münster; Rolf Strietholt, University of Dortmund; Wolfgang Böttcher, University of Münster; Wilfried Bos, University of Dortmund*

Global Childhoods: Portraits of Living in the 21st Century. *I-Fang Lee, The Hong Kong Institute of Education; Nicola J. Yelland, Victoria University - Australia; Chao-Ling Tseng, The Hong Kong Institute of Education*

Discussant: *Linda R. Kroll, Mills College*

52.054. Issues in Clustered Data Structures. SIG-Educational Statisticians; Paper Session

Sheraton Wall Centre, Fourth Level, North Port Alberni; 8:15-10:15am

Chair: *T. Mark Beasley, The University of Alabama - Birmingham*

Participants:

A Comparison of Methods for Handling Cross-Classified Multiple Membership Data Structures. *Hyewon Chung, CNU; Susan Natasha Beretvas, The University of Texas - Austin*

Using the Multiple-Membership Random Effects Model to Estimate Treatment Effects With Condition- and Cluster-Switchers. *Audrey Leroux, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin*

The Estimation Performance of Cross-Classified Multiple Membership Modeling and Consequence of Model Misspecification. *Shuyan Sun, University of Cincinnati; Wei Pan, University of Cincinnati*

Multiple Imputation of Missing Multilevel, Longitudinal Data: A Case When Practical Considerations Trump "Best Practices"? *Jennifer E.V. Lloyd, The University of British Columbia; Jelena Obradović, Stanford University; Richard M. Carpiano, University of British Columbia, Canada; Frosso Motti-Stefanidi, University of Athens*

Multiple Imputation in Longitudinal Path Modeling Using WinBUGS. *Qiu Wang, Syracuse University; Yi Pan, University of North Carolina - Chapel Hill*

Reducing Bias in Teacher Value-Added Estimates by Accounting for Test Measurement Error. *J. Lockwood; Daniel McCaffrey, RAND Corporation*

Discussant: *Janet K. Holt, Northern Illinois University*

52.055. Consumerism and Globalization: Raising Awareness in New Ways.

SIG-Family and Consumer Sciences; Paper Session
VCC, Second Level, East Room 17; 8:15-9:45am

Chair: *Maryanne Doherty-Poirier, University of Alberta*

Participants:

The Perceived Efficacy of Family and Consumer Sciences Education Among Secondary School Leaders. *Barbara Adams Woods, East Carolina University*

Playing Farmville as a Curriculum Activity in Korean Elementary School Consumption Education. *Soojeong Lee, Kyungnam University*

Importance of Consumer Education in a Globalizing Nation State. *M. Gale Smith, The University of British Columbia*

Plan Your Work and Work Your Plan: Home Economics and Efficient Living at Two State-Funded Universities, 1900-1940. *Dana K. Bush, Eastern Kentucky University*

Discussants: *M. Gale Smith, The University of British Columbia; Carol W. Patrick, Eastern Kentucky University*

52.056. Blending Youth Participatory Action Research and Youth Organizing: Analyzing the Council of Youth Research. SIG-

Grassroots Community & Youth Organizing for Education Reform; Symposium

VCC, Second Level, East Room 12; 8:15-10:15am

Chair: *Nicole Mirra, University of California - Los Angeles*

Participants:

Challenging Notions of "Legitimate" Research and Teaching: Council of Youth Researchers Embodying a Critical Pedagogy. *Mark Bautista, University of California - Los Angeles; Antonio Nieves Martinez, University of California - Los Angeles*

Pedagogy of Digital Media: Transformative Uses of Technology in the Council of Youth Research. *Antero Garcia, University of California - Los Angeles; Nicole Mirra, University of California - Los Angeles*

Redefining Civic Engagement: Using Research to Transform Democracy in the Council of Youth Research. *Ebony Cheiree Cain, University of California - Los Angeles; Arlene Ford, University of California - Los Angeles*

Reconceptualizing Communities of Practice: Literacy, Learning and Identity Development in the Council of Youth Research. *Melanie Bertrand, University of California - Los Angeles; D'Artagnan Scorza, University of California - Los Angeles*

Discussant: *Ernest D. Morrell, Teachers College, Columbia University*

52.057. Culturally Relevant Instruction in Indigenous Contexts: New Sites of Meaning. SIG-Indigenous Peoples of the Americas; Paper Session VCC, Second Level, West Room 206; 8:15-10:15am

Chair: *Kathleen J. Martin, California Polytechnic State University, San Luis Obispo*

Participants:

A Northern Canadian Indigenous Principal Responds to the Aspirations of Her Community. *Brian Ellis Lewthwaite, University of Manitoba; Velma Illasiak, Moose Kerr School*

Formal Schooling of Indigenous Peoples in Remote and Rural Regions: Promising Models. *Alexandra R. Hill, The University of Alaska - Anchorage; Diane B. Hirshberg, University of Alaska Anchorage; Timothy Aqukkasuk Argetsinger, Harvard University*

Intercultural Bilingual Education and Indigenous Knowledge: Ethnography in Indigenous Contexts in Chile, Ecuador, and Guatemala. *Patricio R. Ortiz, Utah State University*

Stories Matter: Using Culturally Relevant Literature to Build Identity and Literacy With Indigenous Students. *Donna Joan Forsyth, Brandon University; Helen D. Armstrong, Brandon University; Jacqueline H. Kirk, Brandon University*

The Intersection of Mathematics Education and Indian Education. *David Sanders, University of Colorado*

The Role of Language and Culture on Math Achievement: The American Indian and Alaska Native Experience. *Juliette Lyons-Thomas, The University of British Columbia; Reky S Martha Groendal, The University of British Columbia; Paulina Biernacki, The University of British Columbia*

"She Can Bother Me, Because She Cares": Inuit Students' Views About Teaching and Their Learning. *Robert D. Renaud, University of Manitoba; Brian Ellis Lewthwaite, University of Manitoba; Barbara McMillan, University of Manitoba*

Discussant: *Tracy L. Friedel, The University of British Columbia*

52.058. Reframing Informal Science Education in Light of Diversity, Equity, Democracy, and Critical Science Literacy. SIG-Informal

Learning Environments Research; Symposium

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 8:15-10:15am

Chair: *Carol B. Brandt, Temple University*

Participants:

Youth Working as Floor Facilitators in a Science Center: An Examination of the Dialectical Relationship Between Place, Identity, and Science Learning. *Jennifer Adams, Brooklyn College - CUNY; Preeti Gupta, New York Hall of Science/CUNY Graduate Center*

Raising Our Voices: Using Informal Science Learning Spaces as a Venue of Counterstorytelling. *Tara O'Neill, University of Hawaii - Manoa*

Using Cultural Historical Activity Theory to Understand the Sociocultural Context of Informal Science Education in an Urban After-School Club. *Althea Scott Nixon, University of Southern California*

Counterstories for Learning and Engaging Meaningfully in Science in an Informal Setting. *Takumi Sato, Michigan State University; Angela Calabrese Barton, Michigan State University*

A Critical Analysis of Time-Space Configurations of Learning and Identity Work in Science Clubs: Digital Documentaries and Newsletter Writing as Ways Into Science? *Jrene Rahm, University of Montreal; Audrey Lachaine, Université de Montréal*

Incorporating Cultural Models Into Community-Based Professional Development: Impact on Teachers' Practices, Knowledge, and Professional Networks. *Pauline W.U. Chinn, University of Hawaii - Manoa*

Discussant: *Alberto J. Rodriguez, San Diego State University*

52.059. Instructional Technology SIG: Preparing Current and Future Teachers to Implement Technology-Enhanced Problem-Based Learning Strategies in Their Classrooms: Research and Recommendations. SIG-Instructional Technology; Symposium Sheraton Wall Centre, Third Level, North Junior Ballroom D; 8:15-10:15am

Chair: *Thomas Brush, Indiana University*

Participants:

An Instructional Model to Support Problem-Based Historical Inquiry: The Persistent Issues in History Network. *John W. Saye, Auburn University; Thomas Brush, Indiana University*

The Grand Challenge: Helping Teachers Learn/Teach Cutting-Edge Science via a Problem-Based Learning Approach. *Peggy A. Ertmer, Purdue University*

Supporting Teacher Professional Development in Problem Based Learning via Distance Learning Technologies. *Brian R. Belland, Utah State University; Ryan Burdo, Utah State University; Jiangyue Gu, Utah State University*

Conexiones: Fostering Technology-Enhanced Socioscientific Inquiry in Graduate Teacher Preparation. *Krista D. Glazewski, Indiana University; Michele Shuster, New Mexico State University*

The PBL-TECH Project: Using Web 2.0 Tools and Resources to Support Problem-Based Curricular Innovations in Preservice Teacher Education. *Thomas Brush, Indiana University; Anne Todd Ottenbreit-Leftwich, Indiana University*

Discussant: *Cindy E. Hmelo-Silver, Rutgers University*

52.060. Cross-Cultural and Global Perspectives on Mentoring: An Emerging Agenda. SIG-Mentorship and Mentoring Practices; Paper Session

VCC, Second Level, East Room 16; 8:15-9:45am

Chair: *Michele D. Smith, Alliant International University*

Participants:

A Conceptual Framework for the Interrelationships Between Culture and Mentoring. *Frances K. Kochan, Auburn University; Joseph T. Pascarella, University of Portland*

An Emerging Global Research Agenda on Mentoring. *Joseph T. Pascarella, University of Portland; Mark J. Hager, Menlo College; Frances K. Kochan, Auburn University; Phillip Feldman, University of South Alabama; Sarah K. McMahan, Texas Woman's University; Michael Silver, Seattle University; William Y. Wu, Hong Kong Baptist University*

National and International Mentoring in Academe. *B. Gloria Guzman Johannessen, Texas State University - San Marcos; Ann Unterreiner, Valdosta State University; Joseph Zajda, Faculty of Education; Isaac Siteni, Texas State University-San Marcos*

52.061. The Moral Work of Teaching: Preparing and Supporting

Practitioners. SIG-Moral Development and Education; Symposium
VCC, Third Level, West Room 304; 8:15-9:45am

Chair: *Richard D. Osguthorpe, Boise State University*

Participants:

- Preparing Teachers for Fostering Positive Character: Two Strategies for Teacher Education. *Darcia F. Narvaez, University of Notre Dame*
Teaching Responsibility: Practical Reasoning and Moral Understanding in a Pedagogical "Wonderland". *Barbara S. Stengel, Vanderbilt University*
Thwarting or Enabling the Preparation of Ethical Professionals? Challenges for Teacher Education. *Elizabeth Campbell, OISE/University of Toronto*
The Moral Work of Teaching: Assessment for Instruction and Development. *Lisa E. Johnson, Winthrop University; Rebecca Barr Evers, Winthrop University; Jonatha W. Vare, Winthrop University*
Nurturing a Moral Stance Toward Teaching Among Teacher Educators and Prospective Teachers. *Catherine Fallona, University of Southern Maine; Julie G. Canniff, University of Southern Maine*
Building an Ethical Self: Awareness in Many Modes. *Donald Blumenfeld-Jones, Arizona State University*

Discussant: *Matthew N. Sanger, Idaho State University*

52.062. Students, Preservice Teachers, and Teachers as Knowers:

Intersections and Encounters. SIG-Narrative Research; Paper Session
Marriott Pinnacle, Third Level, Pinnacle I; 8:15-9:45am

Chair: *Joyanne Beverly De Four-Babb, The University of Trinidad and Tobago*

Participants:

- Creating a Narrative Inquiry Space in a School Place: Exploring the Tensions and Possibilities. *Vera F. Caine, University of Alberta; D. Jean Clandinin, University of Alberta; Florence A. Glanfield, University of Alberta; Simmee Chung, University of Alberta; Shauna Bruno, University of Alberta; Trudy Michelle Cardinal, University of Alberta*
Encounters With Postcolonial Narratives: A Narrative Inquiry of a Preservice Teacher Book Club. *E. Sybil Durand, Louisiana State University - Baton Rouge*
In the Interim: Developing Rich Understanding of Narratives of Learning. *Janelle McFeetors, University of Alberta; Ralph T. Mason, University of Manitoba*
Positioning in Narratives of Teacher Identity: Stories of Teaching in Urban Contexts. *Mary B. McVee, University at Buffalo - SUNY*
Transcultural Teacher Development Within the Dialectic of the Global and Local: Bridging Gaps Between East and West. *Edward R. Howe, Utsunomiya University; Shi Jing Xu, University of Windsor*

Discussant: *Stefinee E. Pinnegar, Brigham Young University*

52.063. Online Teaching and Learning: Community of Inquiry Research.

SIG-Online Teaching and Learning; Paper Session

Sheraton Wall Centre, Fourth Level, North Port McNeill; 8:15-10:15am

Chair: *Norman Davis Vaughan, Mount Royal University*

Participants:

- An Inquiry Into Relationships Between Demographic Factors and Teaching, Social, and Cognitive Presence. *Angela M. Gibson, American Public University System; Phil Ice, American Public University System; Rob Mitchell, American Public University System; Lori Kupczynski, Texas A&M University - Kingsville*
Community of Inquiry and the Effects of Technology on Online Teaching and Learning. *Beth Rubin, DePaul University; Ron Fernandes, DePaul University; Maria D. Avgerinou, DePaul University*
Using Design-Based Research and Iterative Course Redesign to Improve an Online Program. *Karen P. Swan, University of Illinois at Springfield; Emily Welch-Boles, University of Illinois at Springfield; Leonard Ray Bogle, University of Illinois at Springfield; Scott L. Day, University of Illinois at Springfield; Michael Lane, University of Illinois at Springfield; Daniel B. Matthews, University of Illinois at Springfield*
Effect of Manipulating Teaching Presence on Students' Perceptions of Community and Presence in Online Courses. *Kathleen Mary Sheridan, National Louis University; Melissa Kelly, National Louis University*
Experiencing Synchronous Online Teaching and Learning: A Simultaneous Comparison With Face-to-Face Teaching for Engineering Students. *Elson S.Y. Szeto, The Hong Kong Institute of Education*
The Contributions of On-Site Facilitators to Teaching Presence in a Blended Learning Environment. *Julie Thompson Keane, VIF International Education; Claire de la Varre, University of North Carolina - Chapel Hill; Matthew J. Irvin, University of South Carolina*

52.064. International Perspectives and Research in Peace Education.

SIG-Peace Education; Paper Session

VCC, Second Level, East Room 14; 8:15-9:45am

Chair: *Candice C. Carter, University of North Florida*

Participants:

- Exploring a Forgiving Identity: Affordances of a Family Forgiveness Education Programme. *Breanne K. Litts, University of Wisconsin*
The Peace Education Archipelago: Some Observations. *Magnus Haavelsrud, Norwegian University of Technology and Science*
The role of peace and war museums in relation to peace education: museums in South Korea. *Soonjung Kwon*
The Role of Religion and Church in Mediating Peace in Burundi and Sierra Leone. *Elavie Ndura, George Mason University*
The "Option for the Poor" as a Path of Solidarity in Communicating Peace Education. *Angelina Gutierrez, Saint Scholastica's College Manila*
Discussant: *James H. Williams, The George Washington University*

52.065. Studying Embedded Learning Opportunities in Professional Development School Contexts.

SIG-Professional Development School Research; Paper Session

Sheraton Wall Centre, Fourth Level, South Granville; 8:15-9:45am

Chair: *Bernard J. Badiali, The Pennsylvania State University*

Participants:

- Promoting Social Justice in Professional Development School Partnerships Through Action Research. *Eva Belle Garin, Bowie State University; Diane Gayda Corrigan, Cleveland State University; Ronald Beebe, University of Houston - Downtown; Karen Mortensen, Cleveland School of Science & Medicine; Edward J. Weber, Cleveland School of Science & Medicine*
Transforming Practitioner Knowledge of Literacy Instruction Through Professional Learning Communities. *Danielle V. Dennis, University of South Florida*
"Situated Learning" for Teaching: Implementing Lesson Study at a Professional Development School to Develop Reflective Practitioners. *Jennifer M. Suh, George Mason University; Kerri Fulginiti, Fairfax County Public Schools*
Analyzing Teaching and Teaching Effectiveness: Video-Based PDS (Professional Development School) Action Research Studies. *Linda A. Catelli, Dowling College; Cristina Brazzelli, William Floyd High School; Dorothy Burns, Dowling College*
Discussant: *Jeanne L. Tunks, University of North Texas*

52.066. Advances in Research Methodology.

SIG-Professors of Educational Research; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 1; 8:15-9:45am

Chair: *Susan M. Tracz, California State University - Fresno*

Participants:

- Administering Quantitative Instruments to Improve the Quality of Qualitative Interviews: Implications of the Mixed-Methods Interview for the Field of Education and Beyond. *Anthony J. Onwuegbuzie, Sam Houston State University; Rebecca K. Frels, Lamar University*
Determinants of Schools of Education Professors' Academic Productivity: A Multilevel Model. *Joshua R. Polanin, Loyola University Chicago; David C. Ensminger, Loyola University Chicago; Therese D. Pigott, Loyola University Chicago*
Online Informed Consent: A New Direction for Educational Research. *Lesley F. Leach, The University of Texas at Austin; Kevin E. Kalinowski, My Informed Consent*
The Research-Oriented Professional Teacher: An Illusion or a Possibility? The Case of Secondary School Teachers in Cyprus. *Iasemina Karagiorgi, Pedagogical Institute*
Discussant: *Nataliya V. Ivankova, The University of Alabama - Birmingham*

52.067. Intensified Algebra: A Design-Based Research and Development Project for Double-Period High School Algebra.

SIG-Research in Mathematics Education; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 8:15-9:45am

Chair: *Alison Castro Superfine, University of Illinois at Chicago*

Participants:

- Intensified Algebra I: Research Base and Design Principles. *James Lynn, University of Illinois at Chicago; Diane Briars, National Council of Supervisors of Mathematics; Kathy Cook, Dana Center*

Understanding the Nature of Teachers' Implementation of Intensified Algebra I. *Alison Castro Superfine, University of Illinois at Chicago; Maisie L. Gholson, University of Illinois at Chicago; Ariana Crowther, The University of Texas; Amanda Fisher, University of Illinois at Chicago*

Construction and Validation of Learning Trajectories for Understanding Variables and Functions and Solving Equations. *Cynthia L. Schneider, The University of Texas - Austin; Diane Briars, National Council of Supervisors of Mathematics; Rodney L. Harris, University of Illinois at Chicago*

Design-Based Research in the Context of Curriculum Development: Benefits and Challenges. *James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago*

Discussant: *Phil Daro, The Public Forum On School Accountability*

52.068. Mathematical Teachers' Beliefs and Knowledge. SIG-Research in Mathematics Education; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 8:15-10:15am

Chair: *Peter M. Appelbaum, Arcadia University*

Participants:

Mathematics Professional Development for Elementary Teachers: Examining Teachers' Capacity for Growth in Mathematical Knowledge for Teaching. *Stacy Ann Brown, Claremont University - Pitzer College; Wayne Snyder, Claremont Graduate University; Lorelei Coddington, Claremont Graduate University; Kristen Baldrige, Claremont Graduate University; Becky Orona, Claremont Graduate University*

Noticing Numeracy Now (N3): Preservice Teachers' Abilities to Attend to Children's Mathematical Thinking. *Jonathan Norris Thomas, Northern Kentucky University; Edna O. Schack, Morehead State University; Molly H. Fisher, University of Kentucky; Sara Kathleen Eisenhardt, Northern Kentucky University; Margaret Yoder, Eastern Kentucky University; Janet Tassell, Western Kentucky University*

Prospective Teachers' Challenges in Teaching Reasoning-and-Proving in Their Mentor Teachers' Classrooms. *Gabriel J. Stylianides, University of Oxford; Andreas J. Stylianides, University of Cambridge; Leah Shilling-Traina, Longwood University*

The Social Context of Mathematics Beliefs: How School Culture Impacts the Relationships Between Early Career Elementary Teachers' Beliefs and Practices. *Joan Gujarati, Manhattanville College*

Conceptions of Mathematics in Related Contexts: Measuring Elementary Teachers' Development Over Time. *Cindy Jong, University of Kentucky; Thomas Edward Hodges, Western Carolina University; Rachael M. Welder, Hunter College - CUNY*

Discussant: *Randolph A. Philipp, San Diego State University*

52.069. Social Studies Curriculum: Standards, Testing, and Curriculum Enactment. SIG-Research in Social Studies Education; Paper Session
VCC, Third Level, West Room 305; 8:15-9:45am

Chair: *Jill M. Gradwell, Buffalo State College - SUNY*

Participants:

The Interplay of Curriculum and Context: Conceptions of Social Studies Across Time and Place. *Catherine A. Broom, The University of British Columbia - Okanagan; Ronald W. Evans, San Diego State University*

Politics and Power: The Battle to Define America in State-Level Social Studies Curriculum Reform. *Sarah B. Shear, University of Missouri; Antonio J. Castro, University of Missouri - Columbia*

From the Field: What Social Studies Teachers Say They Do in the Classroom. *Gayle Y. Thiemann, Portland State University; Patrice Preston-Grimes, University of Virginia; Joseph E. O'Brien, The University of Kansas; John P. Broome, University of Virginia; Tom Barker, The University of Kansas; Ashley G. Lucas, Towson University; Jeff Passe, Towson University; Paul G. Fitchett, University of North Carolina - Charlotte*

The State of Social Studies Curriculum and Assessment Nationwide. *Jeff Passe, Towson University; Paul G. Fitchett, University of North Carolina - Charlotte; Nancy C. Patterson, Bowling Green State University; Phillip J. Vanfossen, Purdue University*

Assessing Social Studies Knowledge: An Exploratory Study. *Gabriel Aaron Reich, Virginia Commonwealth University*

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

52.070. Closer Examination of Giftedness, Creativity, and Talent Through Focused Lenses. SIG-Research on Giftedness, Creativity, and Talent;

Paper Session

VCC, First Level, West Room 111&112; 8:15-9:45am

Chair: *Andrea Frazier, Columbus State University*

Participants:

Acting or Opting Out: Examining Barriers to Recruitment, Retention, and Success for African American Males in Middle School Gifted Education Programs. *York Williams, West Chester University of Pennsylvania*

Constructing Giftedness in a Due Process Hearing: Deconstructing an Administrative Law Judge's Decision. *Michelle Henry, University of South Florida; Zorka Karanxha, University of South Florida*

Seeds of Genius in the Early Lives of Two Eminent Creative Brothers: To Know Is Not Enough. *Leonora M. Cohen, Oregon State University*

Talent Development Among Precocious Youth From Traditionally Underrepresented Groups. *Valija C. Rose, University of Georgia*

Discussant: *Frank C. Worrell, University of California - Berkeley*

52.071. Advancing Teachers Through Research. SIG-Science Teaching and Learning; Paper Session

Sheraton Wall Centre, Fourth Level, South Galiano; 8:15-10:15am

Chair: *G. Michael Bowen, Mount Saint Vincent University*

Participants:

Research on Argumentation in Science Education: A Content Analysis of Key Journals. *Sibel Erduran, University of Bristol; Yasemin Ozdem, Middle East Technical University; Jee-Young Park, Seoul National University*

Advancing Teacher Knowledge and Research Through the "Learning Study" Approach. *Yuen Sze Michelle Tan, The University of British Columbia; Samson M. Nashon, The University of British Columbia*

Studio Bioanalytical: Improving Critical Thinking With a Unique Interdisciplinary Combination of Topic Choice, Lecturing, Field Experience, and Laboratory Work. *Ashli Brown, Mississippi State University; Darrell Sparks, Mississippi State University; Kay Brocato, Mississippi State University*

The Impact of Curriculum-Based Professional Development on Science Instruction: Results from a Cluster-Randomized Trial. *Joseph Taylor, Biological Sciences Curriculum Study; Susan M. Kowalski, BSCS Center for Research and Evaluation; Steve Getty; Christopher D. Wilson, Biological Sciences Curriculum Study; Janet Carlson, Biological Sciences Curriculum Study*

When Children Draw Versus When Children Don't: Exploring the Effects of Observational Drawings. *Jill Fox, University of Houston - Victoria; Joohi Lee, The University of Texas - Arlington*

52.072. Race and Language Learning in Multicultural Canada. SIG-Second Language Research; Symposium

VCC, Second Level, East Room 19&20; 8:15-10:15am

Chair: *Ryuko Kubota, The University of British Columbia*

Participants:

Forging White Settler Nationalism and Entrenching a Hierarchy of Racialized Belonging in Canada. *Eve Haque, York University*

Race and Culture in the Critical Language Classroom: Why "Doing the Stereotype Thing" "Never Works for Me". *Ena Lee, Simon Fraser University*

Everyday Racism in Canadian Schools: Ideologies of Language and Culture Among Korean Transnational Migrant Students in Toronto. *Hyunjung Shin, University of Saskatchewan*

"Westerners" of Chinese Descent: Exploring the Intersection of Language, Race, Religion and Immigrantization. *Huamei Han, Simon Fraser University*

For English Speakers Only: An Early Mandarin Bilingual Program in Vancouver. *Ryuko Kubota, The University of British Columbia; Ai Mizuta, The University of British Columbia*

Discussant: *Manka M. Varghese, University of Washington*

52.073. Evaluating Assessments Used in Special Education. SIG-Special Education Research; Paper Session

VCC, Second Level, West Room 208&209; 8:15-10:15am

Chair: *Andrew T. Roach, Arizona State University*

Participants:

Examining the Technical Adequacy of Curriculum-Based Measurement in Zhu-Yin-Fu-Hao. *Shu-Fen Cheng, Chung Yuan Christian University*

A State Math Modified Assessment: An Exploration of Eligible Students and Differential Item Functioning. *Mayuko Simon, Data Recognition Corporation; Satomi K. Shinde, University of Wisconsin - River Falls;*

Xiaowen Zhu; N. Scott Bishop, Data Recognition Corporation
Description-Enhanced Assessment for Students With Visual and Print Disabilities. *Kay Alicyn Ferrell, University of Northern Colorado; Jennifer Johnson Howell, Utah State Office of Education; Silvia M. Correa-Torres, University of Northern Colorado*
The Effects of SW-PBIS (School-Wide Positive Behavior Interventions and Supports) on Special Education Student Achievement Growth. *Saahoon Hong, University of Minnesota; Ji Hoon Ryoo, University of Nebraska; William M. Bart, University of Minnesota*
The Impact of Teachers' Instructional Decisions and Beliefs About Alternate Assessments on Student Achievement. *Meagan Karvonen, Western Carolina University; Shawnee Wakeman, University of North Carolina - Charlotte; Shauna Moody, Western Carolina University; Claudia P. Flowers, University of North Carolina - Charlotte*

52.074. Special Education Teachers and Service Delivery Models. SIG-Special Education Research; Paper Session
VCC, First Level, West Room 113; 8:15-9:45am

Chair: *Tiffany J. Ko, University of Illinois at Chicago*

Participants:

The Role of School-Based Colleagues in Shaping the Commitment of Novice Special and General Education Teachers. *Nathan Jones, Educational Testing Service*
The Individual Develop Plan: Promoting Professional Dispositions in Preservice Preparation. *Gregg W. Gassman, Southern Oregon University*
Comparative Outcomes of Two Instructional Models for Students With Learning Disabilities: Inclusion With Coteaching and Solo-Taught Special Education. *Philippe Tremblay, Université Laval*
Technology Training for Special Education Teachers: Exploring Effectiveness of Short Online Training Programs. *Sita Perithiruvadi, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas; Mary Bailey Estes, University of North Texas; LeighAnn Stephens, University of North Texas*
Teacher Development to Enhance Content Area Reading Instruction for Students With Disabilities. *Michelle Parker-Katz, University of Illinois at Chicago; Marie T. Hughes, University of Illinois; Jennifer D. Olson, University of Illinois at Chicago; Tiffany J. Ko, University of Illinois at Chicago*

52.075. Students' Diversity and Test Fairness. SIG-Test Validity Research and Evaluation; Symposium
Marriott Pinnacle, Third Level, Shaughnessy I; 8:15-9:45am

Chair: *Nele McElvany, Technical University of Dortmund*

Participants:

Linguistic Complexity of the Assessments. *Jamal Abedi, University of California - Davis*
Impact of Language on Validity and Fairness of Educational Test Scores: The Case of the United States and the Basque Country in Spain. *Maria Martiniello, ETS; Paula Elosua, University of the Basque Country*
Fairness of Language Tests for Students From Various Linguistic Backgrounds. *Franziska Schwabe, Technical University of Dortmund; Miriam Marleen Gebauer, Technical University of Dortmund; Wahiba El-Khechen, IFS - TU Dortmund; Ali Ünli, Technical University of Dortmund; Nele McElvany, Technical University of Dortmund*
Disentangling the Role of High School Grades, SAT Scores, and Socioeconomic Status in Predicting College Achievement. *Rebecca Zwick, Educational Testing Service*

Discussant: *John W. Young, ETS*

52.076. "Voice" in the 21st Century and the Development of Today's Young Learners. SIG-Writing and Literacies; Symposium
Sheraton Wall Centre, Third Level, North Parksville; 8:15-9:45am

Chair: *Sarah W. Freedman, University of California - Berkeley*

Participants:

Finding One's Voice. *Melanie Sperling, University of California - Riverside*
Voice as a Social/Cultural Accomplishment. *Deborah A. Appleman, Carleton College*
Implications of a Sociocultural Concept of Voice. *Colette Daiute, The Graduate Center - CUNY*

Discussants: *Joanne C. Larson, University of Rochester; Jabari Mahiri, University of California - Berkeley*

Division and SIG Roundtables

52.077. Roundtable Session 78; Roundtable Session

52.077-1. Student Diversity and Identity Formations in the Sciences.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Anne Lilla Blanchard, Western Washington University*

Participants:

Exploring Underrepresentation in Science From the Perspective of Latino and African American High School Students. *Tammie Visintainer, University of California - Berkeley; Bernadette S. Chi, University of California - Berkeley*
Mastering New Narratives in the Computing Fields: Latina Counternarratives of Research Practice. *Sarah Taylor Hug, University of Colorado - Boulder; Heather L. Thiry, University of Colorado - Boulder; Elsa Quiroz Villa, The University of Texas - El Paso*
An Analysis of a Science Classroom Discourse: How Identities Are Communicated and Shape Classroom Discourse. *Minjung Ryu, University of Maryland - College Park; Tiffanyrose Sikorski, University of Maryland - College Park*
Doctoral Students' Socialization in the Life Sciences in Chile and the United States: Pursuing Science From Childhood Through Adulthood. *Marta Silva, University of California - Santa Barbara*

52.077-2. Transnational and Immigrant Experiences in Education.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Allison Skerrett, The University of Texas - Austin*

Participants:

Languages and Literacies in Translocation: Experiences and Perspectives of a Transnational Youth. *Allison Skerrett, The University of Texas - Austin*
Falling Through the Cracks: Understanding the Educational Experiences of Students With Limited Formal Schooling. *Afra Ahmed Hersi, Loyola University Maryland*
Immigrant Pupils' Writing in the Bidialectal Community of Cyprus: Exposing the Challenges. *Filio Constantinou, University of Cambridge*
Bilingual Children's Experiences of Their Two Languages in Technology-Mediated Literacy Activities. *Kwangok Song, The University of Texas - Austin*

52.077-3. Issues in Community College Faculty Life. Division J -

Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Elizabeth Niehaus, University of Maryland*

Participants:

Community College Faculty Conceptualizations of Academic Community and Part-Time Work Environment: A Case Study. *Cecile Huynh Sam, University of Southern California*
Community College Part-Time Faculty Identity Discourses: A Longitudinal Study. *Kate Thirolf, University of Michigan*
Patterns of Community College Culture and Faculty of Color. *John S. Levin, University of California - Riverside; Zachary James Haberler, University of California - Riverside; Laurencia Walker, University of California - San Diego; Sarah Yoshikawa, University of California - Riverside*

52.077-4. Mentoring and Advising College Students. Division J -

Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Kimberly N. Harris, University of California - Berkeley*

Participants:

Holistic Student-Based Transfer Advising: A Multicase Study. *Alan Luther Webb, The University of Alabama; David E. Hardy, The University of Alabama; John A. Dantzer, The University of Alabama; Stephen Katsinas, The University of Alabama*
Making the Connection: Development of a Mentoring Program to Engage and Retain Community College Students. *David R. Johnson, University of Minnesota; Karen Evans Stout, University of Minnesota*
Pathways to Mentorship: Connecting Engineering Faculty and Undergraduate Women Students. *Sarah Kiersten Ferguson, The University of Texas - Austin*

52.077-5. Perspectives on College Student Learning. Division J -

Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Lois Calian Trautvetter, Northwestern University*

Participants:

- Good Teaching Matters in Universities: The Influence of Multiple Intelligences and Learning Styles on Students' Perceptions of Online Learning. *Donald E. Scott, University of Calgary*
- The Relationship Between Supplemental Instruction Leader Learning Style and Study Session Design. *Joshua Adams, University of North Texas; V. Barbara Bush, University of North Texas*
- "Hip-Hop Is Like Breathing": How College Students Apply Hip-Hop Aesthetics and Principles to Campus Life. *Emery Marc Petchauer, Lincoln University*

52.077-6. Perspectives on Successful College Students. Division J -

Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Susan Talburt, Georgia State University*

Participants:

- Prototypes of Academically Successful Latina College Students. *Maria Oropeza Fujimoto, California State University - Fullerton*
- Technologies of the Successful Student. *Susan Talburt, Georgia State University*
- The Appreciative Advising Inventory: Identifying College Student Assets for Successful Transition. *Bryant Hutson, University of North Carolina - Greensboro; Ye He, University of North Carolina - Greensboro*

52.077-7. Photovoice and Going Above and Beyond Being Faculty:

Caring, Advocacy, and Passion. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Ryan Evelyn Gildersleeve, The University of Texas - Arlington*

Participants:

- Exposing the Emotional Work of Crossing Borders. *Leslie D. Gonzales, Clemson University; Rodolfo Rincones, The University of Texas - El Paso*
- The Passion to Enact Engaged Policy Work: Perspectives of Latina Faculty Activists. *Patricia D. Lopez, The University of Texas - Austin; Angela Valenzuela, The University of Texas - Austin*
- Walking the Line and the Passion to Improve the Field. *Curtis Anthony Brewer, Clemson University; Michelle D. Young, University Council for Educational Administration*
- Following Your Heart: A Teacher Educator's Journey. *Theodore Chao, The University of Texas; Amanda Bell Werts, Clemson University; Sarah A. Mathews, Florida International University*

52.077-8. Postsecondary STEM 1. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Marguerite E. Bonous-Hammarth, University of California - Irvine*

Participants:

- Modeling Student Entrance Into STEM Fields of Study: Toward a Theoretical Framework of Motivation, High School Learning, and Postsecondary Context of Support. *Xueli Wang, University of Wisconsin - Madison*
- Postsecondary STEM Participation and Completion Among Students With Autism. *Xin Wei, SRI International; Jennifer Yu, SRI International*
- Socialization and Adjustment: Examining the Influential Factors of Community College Transfer Students in STEM Majors. *Dimitra Lynette Jackson, Texas Tech University*

52.077-9. Postsecondary Education: Social Stratification and Reproduction. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Brian An, University of Iowa*

Participants:

- Learning College: Cultural Congruence and the Transition Experiences of University Students From Low-Income Backgrounds. *Derria Byrd, University of Wisconsin - Madison*
- Lost Opportunity, Social Reproduction, and Selective Postsecondary Education. *Daniel Allen, University of Chicago- Harris School of Public Policy; Mark E. Engberg, Loyola University Chicago*

Socioeconomic Diversity in Selective Private Institutions: Emerging Developments. *James C. Hearn, University of Georgia; Kelly Ochs Rosinger, University of Georgia*

52.077-10. Postsecondary Student Experiences and Outcomes. Division J -

Postsecondary Education; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Ning Rui, Research for Better Schools*

Participants:

- Assessing Impacts of the Study Abroad Experience Using Propensity Score Matching. *Ning Rui, Research for Better Schools*
- Orientation Models for Summer Education Abroad Programs and the Development of Intercultural Competency. *Amy Eileen Anderson, University of Dayton; Carolyn S. Ridenour, University of Dayton*
- Placement Evaluations and Remedial Education: Are Students Shopping for the Best Bargains? *Stephen H. Fletcher, De Anza College*

52.077-11. Precollege Access Factors. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Mark D. Halx, Halx Consulting Group*

Participants:

- A Multilevel Model of Structural and Normative School Influences on 12th-Grade Students' Educational Expectations in the United States. *Jennifer Lowman, University of Nevada - Reno*
- Creating a College-Going Culture for Latino Immigrant Youth: A Mixed-Methods Study of College Access. *Aliyah Rayna Carolan-Silva, Goshen College; J. Robert Reyes, Goshen College; Christine Noria, Goshen College*
- The Role of Emerging Technologies in Financial Aid Literacy: Theory and Practice. *Vanessa Monterosa, University of Southern California; Zoe Corwin, University of Southern California*

52.077-12. Revisiting Validation Theory: A Theoretical Dialogue With Research and Practice Implications. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Michelle M. Espino, University of Georgia*

Participants:

- Revisiting Validation Theory: Theoretical Foundations, Applications and Extensions. *Laura I. Rendon, The University of Texas - San Antonio; Susana Maria Munoz, University of Wisconsin - Milwaukee*
- Validating Students: A Conceptualization and Overview of Its Impact on Student Experiences and Outcomes. *Amaury Nora, The University of Texas - San Antonio*
- Quantitative Measures of Students' Sense of Validation: Advancing the Study of Diverse Learning Environments. *Sylvia Hurtado, University of California - Los Angeles; Marcela Cuellar, University of California - Los Angeles; Chelsea Guillermo-Wann, University of California - Los Angeles*
- Fostering a Therapeutic Learning Environment: Highline Community College. *Rolita Flores Ezeonu, Highline Community College*

52.077-13. State Policy and Institutional Contexts: Transfer, Remediation, and For-Profit Institutions. Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Toby Park, Vanderbilt University*

Participants:

- A Study of Policy Implementation: An Analysis of the California Transfer Legislation, Senate Bill 1440. *Linda Taing Shieh, University of Southern California*
- An Examination of the Relationship Between State Higher Finance Policies and Enrollments in Degree-Granting For-Profit Institutions. *Elise Susan Miller, University of Maryland*
- Grounding Our Understanding of College Remedial Education in Reality: Implications for Further Research. *Tatiana Melguizo, University of Southern California; Holly Kosiewicz, University of Southern California; George Prather, Los Angeles Community College District*

52.077-14. Underrepresented Groups in Postsecondary Education 1.

Division J - Postsecondary Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Kimberly Griffin, The Pennsylvania State University*

Participants:

Finding, Retaining, and Graduating Women and Minority Students in Doctoral-Level Mathematical Sciences. *Orpha Kemunto Ongiti, Africa Nazarene University*

First-Generation Student Enrollment and Attainment Beyond the Baccalaureate. *Somer L. Franklin, Sam Houston State University; John R. Slate, Sam Houston State University*

"I'm Thinking of Ways I Can Go to College": College "Choice" for Low-Income, Non-White Students. *Rebecca D. Cox, Seton Hall University; Stefan Perun, Seton Hall University; Kelly E. Wilk, Seton Hall University*

52.077-15. Coming Out and Being Out in Schools. SIG-Queer Studies; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Jay Garvey, University of Maryland*

Participants:

Queer-Spectrum Students' "Coming Out" Decisions: An Input-Environment-Outcomes Model Developed From a Multi-Institution National Study. *Jay Garvey, University of Maryland; Susan Rankin, The Pennsylvania State University*

Experiences of Lesbians in the Midwest: Coming Out in High School. *Joelyn Katherine Foy, Kansas State University*

"My Mother Thought That Boys Would Be a Distraction": Single-Sex Schooling and Queer Youth. *Bettina L. Love, University of Georgia; Brandelyn L. Tosolt, Northern Kentucky University*

52.078. Roundtable Session 79; Roundtable Session

52.078-1. Critical Race Talk in Pre-K-12 School Settings. Division G -

Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Venus E. Evans-Winters, Illinois State University*

Participants:

Are We There Yet? Examining Sociocultural Contexts of Culturally Relevant Pedagogy and Antibias Teachings in Early Childhood. *Tonia Renee Durden, University of Nebraska - Lincoln; Kimberly Ann Blich, University of Nebraska - Lincoln*

Moving Beyond Awareness to Action: The Development of Urban Youth's Critical Consciousness in a Social Justice College Access Program. *Jonli Tunstall, University of California - Los Angeles; Tyrone C. Howard, University of California - Los Angeles; Neshemah Keetin, University of California - Los Angeles*

Race Dialogues in Teacher Preparation: From Understanding to Action. *Glenda C. Moss, University of North Texas; Anita Zijdemans Boudreau, Pacific University*

Students' Deliberations on Race and Racism and the Politics of the Past. *Dorothea M. Anagnostopoulos, Michigan State University; Carleen Carey, Michigan State University; Sakeena G. Everett, Michigan State University*

52.078-2. Critical Theory in Education Policy Analysis. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Participants:

A Critical Practice Analysis of Policy-Driven Reform in an Urban School: Mapping the Zone of Mediation in the Appropriation of Response to Intervention. *Brendan D. Maxcy, Indiana University - IUPUI; Kathleen King Thorius, Indiana University - IUPUI; Erin Macey, Indiana University*

An Organizational Critique of Critical Pedagogy: Reconnecting Praxis With Practice. *Gioia Sue von Disterlo, University of Washington*

Complicating Gender by Examining Title IX and Single-Sex Schooling With a Critical Race Theory Lens. *Katherine Cumings Mansfield, Virginia Commonwealth University*

52.078-3. Cross-Context Studies of Learners' Experiences of and in Activity. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Shelley Pasnik, Education Development Center, Inc.*

Participants:

Ability Across Contexts: A Cross-Context Ethnography of Identity Development for Students With Disabilities. *AnnMarie Darrow Baines, San Francisco State University*

Asking for Minutes: The Movement of an Interactional Practice Across

Preschool and Home Contexts. *Siri Mehus, University of Washington; Reed Stevens, Northwestern University*

Knowing Across Settings: Differences That Make a Difference. *Vera Safa Michalchik, SRI International*

Students' Engagement in Learning Activities in and Out of School. *Britte Haugan Cheng, SRI International; Patrik Lundh, SRI International*

52.078-4. Culturally Responsive Schooling. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Cecilia Henriquez Fernandez, University of California - Los Angeles*

Participants:

Culturally Relevant Pedagogy and Heritage Language Teaching. *Hsu-Pai Wu, National Taipei University of Nursing and Health Science*

Latino Linguistic Minority Students' Mathematical Achievement: Generational Status, English Proficiency, and Curricular Pathways. *Eduardo Mosqueda, University of California - Santa Cruz; Saul Isaac Maldonado, University of California - Santa Cruz*

Revisualizing Resistance: Queer Youth Film and Pedagogical Engagement. *Lori B. Macintosh, The University of British Columbia*

Student Perceptions of Culture and Discipline. *Laura Vandergrift Middelberg, Indiana University; Lauren Ann Shure, Indiana University; Russell J. Skiba, Indiana University; Shana Ritter, Indiana University*

The Influences of Deaf Culture on School Culture: A Case Study of a State School for the Deaf. *Catherine Ann O'Brien, Gallaudet University; Peggy L. Placier, University of Missouri*

52.078-5. Discourse, Ideology, and Transnationalism. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Kevin S. Carroll, University of Puerto Rico - Mayaguez*

Participants:

A Feminist Postcolonial Examination of Female Principals' Experiences in South African Secondary Schools. *Michele Schmidt, Simon Fraser University; Raj Mestry, University of Johannesburg*

Discourse-Ideology Sequence: Ethnic Studies and Sites for Discursive Transformations in Schools. *Richard A. Orozco, Oregon State University*

The Significance of Learning and Using English for a Puerto Rican Transnational Youth. *Sandra Linnette Soto-Santiago, The University of Arizona*

52.078-6. Diversity, Discourse, and Disruptions in Local Contexts. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Jenna Min Shim, University of Wyoming*

Participants:

Heterosexist Discourses and Disruptions: School-Based Insights and Activism. *Sara Lewis-Bernstein Young, Worcester State College*

Place-Based Resilience: Ecologically Framed Experiences of Tlcho High School Graduates. *Susan Hopkins, University of Phoenix*

Locked Up and Locked Out: Educational Status Ambiguity and Future Aspirations of Incarcerated Youth. *Jonathan Patrick Arendt, OISE/University of Toronto*

B-Boy (Dance) Cipher: An Innovative Knowledge Community's Shared Activity. *Haidee Smith Lefebvre, McGill University*

"Maybe It Is the Race Issue": Navigating Race Talk in Urban School Reform. *Jennifer Buehler, Saint Louis University*

52.078-7. Making It Through Postsecondary Schooling: A Collection of Studies Attending to Race and Higher Education Success. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Jacqueline Elena Romano, University of North Texas*

Participants:

Bién Educadas and Well Educated: The Shaping of Chicana Education Ph.D. Students' Life-Work. *Rebeca Burciaga, San José State University*

Black College Student Retention: The Implications of Intersectionality and Multiple Identities on Perceptions of Racial Climate. *Uma Madhure Jayakumar, University of San Francisco; Cheryl Ann Brown, Stanford University*

Exploring Career Trajectories in Engineering: The Experiences of African American and Latina Engineering Professors. *Jessica T. Decuir-Gunby, North Carolina State University; Christine Grant, North Carolina State University; Bradley Gregory, North Carolina State University*

Toward a Theoretical Model: Examining Racism Readiness at Historically

Black Colleges and Universities. *Tryan L. McMickens, Suffolk University*

52.078-8. Negotiating Identity: Religion, Language, Race, and Place.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Gloria C. Berdugo Oviedo, Universidad Tecnológica de Bolívar*

Participants:

Between a Rock and a Hard Place: Muslim-Minority Youth Negotiating Identity. *Natasha Merchant, University of Washington*

Chineseness and Chinese Heritage Language for Chinese Australians: A Sociological Quantitative Study. *Guanglun Mu, Queensland University of Technology*

In the University's Backyard: The Complexities of Investigating "the Local" With Students. *Rosalie Rolon-Dow, University of Delaware; Sarah Jewett, UMBC*

The Paradoxes of Motivating and Engaging African American Males at a Single-Gendered School. *Valerie Hill-Jackson, Texas A&M University*

52.078-9. Parents, Families, and Academic Outcomes. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

Participants:

From Parent Involvement to Parent Engagement: The Role of Education Organizing. *Gerald K. Wood, Northern Arizona University; Jason Lowry, Northern Arizona University*

Neighborhood Safety and the Mitigating Effects of Parental Expectations and School Climate on Academic Outcomes. *Laura Moon Hopson, University at Albany - SUNY; Hal A. Lawson, University at Albany - SUNY*

Spaces of Homelessness: Implications for School and Community Intervention. *Peter Michael Miller, University of Wisconsin - Madison; Alexandra E. Pavlakis, University of Wisconsin - Madison; Vansa Shewakramani, University of Wisconsin - Madison; Lea Samartino, University of Wisconsin-Madison*

The Role of Family in Immigrant-Origin Adolescents' High School Choices. *Carolyn Sattin-Bajaj, Seton Hall University*

52.078-10. Power, Agency, and Success in the Secondary and Postsecondary Lives of Latina/o Students. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Kathy Renita Fox, University of North Carolina - Wilmington*

Participants:

"Being in the Middle": Latina Ideology, Fictive Kinships, and the "Imagined Latina/o Community" Within College. *Sarah Leah Santillanes, University of New Mexico*

Beyond Role Models: Latina Teachers Helping Latinas Cross Borders on the Path to College. *Monica G. Garcia, California State University - San Bernardino*

Decolonizing Minds: The Experiences of Latina Mexican American Studies Majors at a Predominately White University. *Alma Itze Flores, University of California - Los Angeles*

Empathic Empowerment: Exploring Relationships Between Educators and First-in-Family College-Going Latino Students. *Beverly Prange, University of California - San Diego*

52.078-11. Promoting Family, School, and Community Partnerships. SIG-

Family, School, Community Partnerships; Roundtable Session
VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Alberto M. Ochoa, San Diego State University*

Participants:

Building Trust Through Community-Based Research. *Joyce Fleck Long, University of Notre Dame; Jeana Caminiti, University of Notre Dame; Kelly Elizabeth Lemberger, University of Notre Dame; RikkiLynn London, Indiana University - South Bend; Kelly Weber, University of Notre Dame; Samantha Reich, University of Notre Dame; Nora Kenney, University of Notre Dame*

Development of a Framework and Accompanying Rubric to Assess Community School Implementation and Sustainability Processes. *Keith Zander, Chicago Public Schools; Meredith Poff, Chicago Public Schools; Neil Naftzger, Learning Point Associates; Ebony Burnside, Chicago Public Schools; Adeline Ray, Chicago Public Schools*

How Do Immigrant Parents Construct and Mobilize Their Knowledge to

Support Their Children's Education? *Yan Guo, University of Calgary*
Not Your Mother's Parent-Teacher Association: Hybridity in Parent and Advocacy Organizations. *Michael P. Evans, Miami University; Anne Rebecca Newman, Stanford University; Sue Winton, York University*
The bornlearning Academy: Impact on Fostering Parental Engagement at Home Toward School Readiness. *Jaesook L. Gilbert, Northern Kentucky University; Helene Harte, Northern Kentucky University*

52.078-12. Exploring Discourses of Teaching and Being a Teacher. SIG- Language and Social Processes; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Amy Carpenter Ford, Central Michigan University*

Participants:

Analyzing Discourse of Teacher Self-Reflection: Teacher Action Research as Transformative Practice. *LeAnn G. Putney, University of Nevada - Las Vegas; Suzanne H. Broughton, Utah State University; Brett D. Campbell, Clark County School District; Gwen C. Marchand, University of Nevada - Las Vegas*

Discourses of Competence and Performance: Determining Teacher Proficiency Through National Standards. *Radha Iyer, Queensland University of Technology*

Metaphors Teachers Live By: Societal, Economic, and Value Contexts of Teaching. *Audra Skukauskaitė, The University of Texas - Brownsville*
Teacher Workplace Learning: Transnational Comparison of Teacher Professional Growth in Lithuania and the United States. *Elena Jurasaitė-Harbison, Hofstra University*

Tracing Preservice Teacher Agency Through Language. *Anne Swenson Ticknor, East Carolina University*

52.079. Roundtable Session 80; Roundtable Session

52.079-1. Underrepresented Groups in Postsecondary Education 2.

Division J - Postsecondary Education; Roundtable Session
VCC, Second Level, East Room 1; 8:15-9:45am

Chair: *Cosette M. Grant, University of Cincinnati*

Participants:

Predictors of Adult Learners' Access to Postsecondary Education. *Junghwan Kim, The Pennsylvania State University; Jihee Hwang, The Pennsylvania State University*

Predictors of Enrollment for Students With Disabilities in Postsecondary Education Institutions. *Ezekiel W. Kimball, The Pennsylvania State University; Jihee Hwang, The Pennsylvania State University*

Year-to-Year Persistence of Latina/o Students at a California State University Commuter Campus. *Diliana Peregrina-Kretz, OISE/ University of Toronto; Angela M. Locks, California State University - Long Beach; Leticia Oseguera, The Pennsylvania State University*

52.079-2. Using Multiple Lenses for Examining Asian Americans Navigating Bicultural Experiences in Higher Education Contexts.

Division J - Postsecondary Education; Roundtable Session
VCC, Second Level, East Room 1; 8:15-9:45am

Chair: *Susan J. Paik, Claremont Graduate University*

Participants:

Examining the Impact of Academic and Social Experience on Ethnic Identity Development of East Asian American College Students. *Shino Simons, Claremont Graduate University*

Examining the Ethnic Identity and Academic Performance of Fourth-Generation Japanese American College Students. *Lorine Erika Saito, Claremont Graduate University*

Peer and Parental Influence: The Impact on Filipino American College Students. *Jennifer Jimenez Marana, Claremont Graduate University*

Balancing Cultures, Balancing Work: A Qualitative Study of South Asian Women Faculty in the United States. *Matthew A. Witenstein, Claremont Graduate University*

52.079-3. Contesting Boundaries: Tensions on the College Campus in the 20th Century. Division F - History and Historiography Cosponsored with Division J - Postsecondary Education, Division J - Postsecondary Education; Roundtable Session

VCC, Second Level, East Room 1; 8:15-9:45am

Chair: *William Charles Purdy, University of California - Los Angeles*

Participants:

Treason and the "Farce" of Academic Freedom. *Timothy Reese Cain,*

University of Illinois at Urbana-Champaign

The Dean of Women's Role During the Civil Rights Era at The University of Mississippi. *Sara Kaiser, The University of Mississippi*
Experiments in American Higher Education: Study Abroad in the 1920s. *Eduardo Contreras, Harvard University*

52.079-4. Technology, Instruction, Cognition and Learning SIG Roundtable 3: Issues in Technology, Instruction, Cognition, and Learning. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
VCC, Second Level, East Room 1; 8:15-9:45am

Chair: *Benjamin Eric Erlandson, California State University - Monterey Bay*
Participants:

Assessing Technology's Impact: Changing the Questions. *James W. Reineke, Winona State University; Ken Graetz, Winona State University; Ken Janz, Winona State University*

Evaluation of PBS KIDS GO! Website: Digital Media and Students' Motivation to Learn. *Elizabeth M. McCarthy, WestEd; Weiling Li; Michelle Tiu, WestEd*

Exploring the Use of Game Elements in the Development of Innovative Assessments Tasks for Science. *Diego Zapata-Rivera, ETS; Malcolm Bauer, ETS; Irvin R. Katz, ETS; Shu-Kang Chen, ETS*

Online Discussion Forums in Blended Learning: Is the Task Level Important? *Jonathan L. Schwartz, University of Hawaii - West Oahu; Zsuzsanna R. Szabo, Marist College*

Technology-Related Playful Activity and Thought and Moral Development. *Darrel Davis, Miami University; Doris Bergen, Miami University*

52.080. Roundtable Session 81; Roundtable Session

52.080-1. Examining Flow, Aesthetics, and Impact of Performative Research. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: *Lynn Fels, Simon Fraser University*

Participants:

Aesthetic Forms in Flow Experiences. *E. David Wong, Michigan State University*

Digital Technology, Arts Classrooms, and the Possibilities: Case Studies From Australian Classrooms. *Narelle Suzanne Lemon, RMIT University*
Drama and Dance Arts Integration in Literacy Learning Contexts. *Alida Anderson, American University*

The Impact of the Music Teacher Performer on Pedagogy and Learning: An Autobiographical Case Study. *John Luke Vitale, Nipissing University*

52.080-2. Multimodal Narratives in Arts Education Research: Digital Stories, Playwriting, and Soundscapes. SIG-Arts and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: *Leslie Roxanne Stanick, The University of British Columbia*

Participants:

A Participatory Arts-Based Inquiry Into Accelerated Learning: Digital Storytelling and Poetic Renderings. *Pamela Richardson, The Conversatorium*

"As Long as It's Not Shakespeare": In-School Playwriting Instruction for the Urban Language Arts Classroom. *Mary Stone Hanley, George Mason University; Jenice Leilani View, George Mason University*

Soundscape as Musical Narrative of Self and Place. *Joi Freed-Garrod, Thompson Rivers University*

52.081. Roundtable Session 82; Roundtable Session

52.081-1. Reenvisioning the Role of Technology in Education. SIG-Computer and Internet Applications in Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am

Chair: *Hilary Ritt, University of Virginia*

Participants:

Affordances and Constraints of Wiki for Collaborative Learning. *Samuel Kai Wah Chu, The University of Hong Kong; Ronnel Bornasal King, The University of Hong Kong*

Content-Specific Instructional Technology Support: Processes and Perceptions. *Hilary Ritt, University of Virginia; Sara L. Dexter, University of Virginia*

Evaluation of Web Presence in K-12 Education. *Valerie M. Irvine, University of Victoria; Dallas Hermanson, University of Victoria; Jillianne Code, University of Victoria*

Students' Use of Active Electronic Support Tools in Mathematics: A Descriptive Study. *Lindy L. Crawford, Texas Christian University*
Supporting Teacher Learning for Technology Integration: A Holistic View. *William Monty Jones, Virginia Commonwealth University; Sara L. Dexter, University of Virginia*

52.081-2. Identification and Meaningful Participation. SIG-Learning Sciences; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am

Chair: *Kersti Tyson, University of New Mexico*

Participants:

Autonomy, Authority, and Engagement in a Project-Based Mathematics Classroom. *Jennifer Marie Langer-Osuna, University of Miami*

Bidirectional Artifact Analysis: A Method for Analyzing Creative Processes in Formal Learning Settings. *Alecia Marie Magnifico, University of Illinois at Urbana-Champaign; Erica Rosenfeld Halverson, University of Wisconsin - Madison*

Fostering Graduate Students' Epistemic Agency in a Knowledge-Building Community Through Cogenative Dialogue. *Seng Chee Tan, National Institute of Education - Nanyang Technological University*

Shifts in Identification in a Hybrid Space. *Kok-Sing Tang, National Institute of Education - Nanyang Technological University; Natasha Anne Rappa, National Institute of Education - Nanyang Technological University*

52.082. Roundtable Session 83; Roundtable Session

52.082-1. Voice and Identity. SIG-Qualitative Research; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am

Chair: *Carolyn N. Stevenson, Kaplan University*

Participants:

The Voices of Girls in Special Education: Perceptions of Self in a Girls' Support Circle. *Amy Srsic, University of Pittsburgh; Elisabeth K. Hess Rice, The George Washington University*

"I Want Teachers to Be Unbiased!" The Discourse of Unfairness Among Russian Adolescents. *Janine Bempechat, Wheelock College; Samuel Ronfard, Harvard University; Anna Mirny, WIDE World at Harvard University; Jin Li, Brown University; Susan D. Holloway, University of California - Berkeley*

The Student Voice in Educational Research: Student Shadowing from the Student's Perspective. *Stacey A. Rutledge, Florida State University; Lynn Comer, Florida State University*

Exploring Students' Language Minority Identity Through Photography. *Gunilla Holm, University of Helsinki; Jan-Erik Mansikka, University of Helsinki; Monica Londen, University of Helsinki; Charlotta Rehn, University of Helsinki*

52.082-2. Framing the Issue: Discussion of Data and School Profiles. SIG-School Indicators, Profiles, and Accountability; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am

Chair: *Michelle LaPointe, Lesley University*

Participants:

School Rankings in Canada: Think Tanks, News Media, and Neoliberal Frames. *Rodney Handelsman, McGill University*

Relative Cohort Size and Student Achievement: A Test of Easterlin's Hypothesis. *Noli Brazil, University of California - Berkeley*

Sustainability of Data Teams for School Improvement. *Kim Schildkamp, Universiteit Twente; Adam Handelzalts, Universiteit Twente*

Division and SIG Posters

52.083. Poster Session 12; Poster Session

52.083-1. Education Policy and Politics. Division L - Educational Policy and Politics; Poster Session

VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

1. Adding Value to Value-Added: Developing Research Systems for Program Improvement and Public Accountability. *M. Jayne Fleener, North Carolina State University; David H. Cooper, Elon University; Alisa Chapman, University of North Carolina*
2. Factors Influencing Mathematics Teachers' Reform-Oriented Instruction. *Miray Tekkumru Kisa, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh; Richard James Correnti, University of*

Pittsburgh

3. Governing Israel's Charter-Type Schools—Declared Policy and Applied Practice: Do We Know Enough? *Gadi Bialik, Tel Aviv University; Yael Kafri, Tel Aviv University; Idit Elisheva Livneh, Tel Aviv University*
4. Implementation Influences: Complexity, Networks, and Policy Adaptation. *Lenay D. Dunn, Arizona State University*
5. Jurisdictional Politics: A New Federal Role in Education. *Jal Mehta, Harvard University; Steven Teles, Johns Hopkins University*
6. News Media Coverage of Educational Experts and Research. *R. Holly Yettick, University of Colorado - Boulder*
7. Policy Entrepreneurs and Agenda Setting in Minnesota School Integration Policy. *Allison Mattheis, University of Minnesota*
8. School Incentives, Principal Characteristics, and Teacher Assignment. *Niu Gao, Florida State University*
9. Students With Disabilities and Cultural/Linguistic Differences: Case Law Review. *Ann Stafford Maydosz, Old Dominion University; Diane Stafford Maydosz, Marshall-Wythe School of Law*
10. Teacher Working Conditions, Satisfaction and Commitment in Bureau of Indian Education Schools: A Schools and Staffing Survey Analysis. *Don Stryker*
11. The First Wave of School Sanctions: A Regression Discontinuity Study of Being on a Probationary List. *Guan Saw, Michigan State University; I-Chien Chen, Michigan State University; Barbara Schneider, Michigan State University; Kenneth A. Frank, Michigan State University*
12. The Invisible Wall Between Schools: An Exploratory Report on Repeatedly Low-Performing Schools in the Chicago Public Schools. *Jin Lee, University of Illinois at Urbana-Champaign; Hyun-Jun Joo, Daegu National University of Education*
13. The Relationship Between Mathematical Content and Pedagogical Knowledge and Teacher Characteristics. *Toni M. Smith, George Mason University; Patricia F. Campbell, University of Maryland; Masako Nishio, University of Maryland - College Park; Lawrence M. Clark, University of Maryland; Amber Rust, University of Maryland; Darcy Conant, University of Maryland - College Park; Jill Neumayer-DePiper, University of Maryland - College Park; Toya Jones, University of Maryland - College Park; Matthew J. Griffin, University of Maryland; Younyoung Choi, University of Maryland*
14. Understanding Resistance to Standardization in Education: The Tragedy of the Commons as a Theoretical Framework. *Grinell Smith, San José State University; Colette Rabin, San José State University*

52.083-2. Researching Ways Students Learn and Change. SIG-Cultural Historical Research; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

15. A Case Study of an Elementary Teacher Candidate's Identity Related to Science Teaching and Learning. *Kara Naidoo, New York University*
16. Cultural Historical Perspectives on Computer-Mediated, Teacher-Mediated Reading Instruction. *Rita Maria Menendez, Texas A&M University - Commerce*
17. Improving Educational Practices in Finland: Young People in Transition. *Marianne Teräs, University of Helsinki; Johanna L. Lasonen; Carine A. Cools, University of Jyväskylä*

52.083-3. Motivation in Education SIG: Poster Session 2 of 2. SIG-Motivation in Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

18. Antecedents and Consequences of Achievement Goal Change in College Students. *Chris S. Hulleman, James Madison University; Makayla Grays, James Madison University*
19. Boredom and Challenge in Middle School: Emotional Correlates and Developmental Differences. *Meg Trucano, University of Notre Dame*
20. Exploring Interest and Goal Orientation in a Problem-Based Learning Environment. *Michael M. Phillips, University of Northern Colorado; Kevin J. Pugh, University of Northern Colorado; Moshe Machlev, University of Northern Colorado; Cassandra M. Bergstrom, University of Northern Colorado*
21. Exploring the Role of College Students' Need Fulfillment in Motivational and Emotional Experiences. *Jaehak Jung, The University of Texas - Austin*
22. Giving Voice to Black Male Engineering Students: Contextualizing Persistence at an HBCU (Historically Black College or University). *Jennifer O. Burrell, Howard University; Afya C. Fredericks, Howard*

- University; Lamar J. White, Howard University; Lorraine Fleming, Howard University; Ashley Renee Griffin, Howard University*
23. Intention to Leave a STEM Major: Expectancies, Values, and Identity Status. *Anthony C. Perez, Duke University; Jennifer G. Cromley, Temple University; Avi Kaplan, Temple University*
24. Mediating Effects of Goals, Self-Efficacy, and Affect: A Model Predicting High School Students' Writing Performance. *Ruomeng Zhao, University of Nebraska - Lincoln; Douglas F. Kauffman, University of Nebraska - Lincoln; Meryem Yilmaz Soylu, University of Nebraska - Lincoln; Mary G. Zeleny, University of Nebraska - Lincoln*
25. Relationships Among Students' Perceptions of a First-Year Engineering Design Course and Their Identification With Engineering, Engineering Beliefs, and Effort. *Brett D. Jones, Virginia Tech; Jason W. Osborne, Old Dominion University; Marie Christine Paretti, Virginia Polytechnic Institute and State University; Holly Marie Matusovich, Virginia Polytechnic Institute and State University*
26. The Assessment of Teacher Support and Its Relation to Student Interest. *Anna-Lena Dicke; Gabriel Nagy, Tuebingen University; Ulrich Trautwein, Universitat Tübingen*

52.083-4. Student Cognition, Attitudes, and Learning in Math. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

27. Algebra Misconceptions Held by Primary School Students in Singapore. *Nicole Ralston, University of Washington*
28. Core Systems of Number, Working Memory, and Early School Mathematics. *Dominique Pierre Arndt, University Duisburg - Essen; Katleen Sahr, University Duisburg - Essen; Maria Opfermann, University of Duisburg-Essen; Annemarie Fritz, University of Duisburg-Essen; Detlev Leutner, University of Duisburg-Essen*
29. Developmental Trajectories of Math Anxiety From Childhood Through Adolescence as Related to Math Course Taking in High School. *Adele E. Gottfried, California State University - Northridge; Erin Hilary Arruda, University of California, Los Angeles; Allen W. Gottfried, Claremont Graduate University; Pamela H. Oliver, California State University - Fullerton; Anthony Rodriguez, California State University - Fullerton; Skye Parral, California State University - Fullerton; Harry Muessner, California State University - Fullerton*
30. Dissociation Between Numerical and Visuospatial Estimation Problem Solving. *James Houseworth, University of Minnesota; Sashank Varma, University of Minnesota*
31. Factors Affecting Third Graders' Mathematics Achievement in Content Domains. *Bing Tong, Michigan State University*
32. Learning Trajectory for the Codevelopment of Domain and Representational Competence: The Case of Fraction Multiplication. *Rozy Vig, University of California - Berkeley*
33. Learning to Tell Time: Strategy Choices in Children With Different Levels of Mathematics Ability. *Elise Burny, Ghent University; Martin M. Valcke, Ghent University; Annemie Desoete, Universiteit Gent*
34. Linking Mathematical Ideas Multimodally Enhances Learning. *Martha W. Alibali, University of Wisconsin - Madison; Matthew Wolfram, University of Wisconsin - Madison; Andrew G. Young, University of Wisconsin; Ruth Breckinridge Church, Northeastern Illinois University; Chelsea Victoria Johnson, University of Wisconsin - Madison; Steven A. Jacobs, University of Chicago; Mitchell J. Nathan, University of Wisconsin - Madison*
35. Measuring Children's Grasp of Set Combining With an Exact Enumeration Task. *Gillian Sarah Starkey, Vanderbilt University; Bruce McCandliss, Vanderbilt University*
36. Nonsymbolic Exact Subtraction in Early Elementary School. *Liane Moneta, Vanderbilt University; Bruce McCandliss, Vanderbilt University*
37. The Association of Inattention and Children's Math Development: A Longitudinal Study. *Catherine Keefer Lee, University of Maryland - Baltimore County; Susan Sonnenschein, University of Maryland - Baltimore County; Michele M. Mazzocco, Kennedy Krieger Institute*
38. The Contributions of Specific Mathematical Concepts and Skills and Reading to Problem Solving Involving Ratios, Proportions, and Percents. *Asha K. Jitendra, University of Minnesota; Jon R. Star, Harvard University; Amy Lein, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota; Cara Bauer, University of Minnesota*
39. The Effect of Language on Chinese and American 2- and 3-Year Olds'

Recognition of Small Numbers. *Xia Li, Brooklyn College - CUNY; Ye Sun, West Virginia University; Arthur J. Baroody, University of Illinois; David Purpura*

40. The Effect of Students' Perceptions of the Learning Environment on the Mathematics Attitude. *Machteld Vandecandelaere, University of Leuven; Gudrun Vanlaar, University of Leuven; Sara Speybroeck; Bieke De Fraine, K.U. Leuven*
41. The Magnitude Development of Struggling First-Grade Learners. *John K. Lannin, University of Missouri; Delinda Van Garderen, University of Missouri; John Matthew Switzer, University of Missouri; Kelley Elizabeth Buchheister, University of South Carolina*
42. The Problem-Posing Practices of Primary Students. *Janice Novakowski, The University of British Columbia*

52.083-5. Student Identity Through the Lens of Global Culture and Academic Achievement. SIG-International Studies; Poster Session VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

43. A Study of Absenteeism in a Phongsinyo Technology Vocational School (PPY-Tech), Khon Kaen, Thailand. *Ruttasapa Phongsinyo, Khon Kaen University*
44. Empowering Marginalized Girls: The Rescued Who Became the Rescuer. *Kennedy Ongaga, University of North Carolina - Wilmington; Mary M. Ombonga, University of North Carolina - Wilmington*
45. Family Influence on Adolescents Academic Performance: An International and Longitudinal Perspectives From Hong Kong. *Esther Sui-Chu Ho, The Chinese University of Hong Kong*
46. Reading Subskill Differences Between Students in China and the United States: Evidence From Program for International Student Assessment 2009. *Hongli Li, Georgia State University; Pui-Wa Lei, The Pennsylvania State University*
47. Revisiting the Relationship Between Student Achievement and Self-Concept Toward Learning Mathematics in Trends in International Mathematics and Science Study (TIMSS) 2007. *Pey-Yan Liou, National Central University - Graduate Institute of Learning and Instruction*
48. School Spirit: Clustering Students and Schools in the 20 Richest Countries. *William Holmes Finch, Ball State University; Gregory J. Marchant, Ball State University*
49. Student Identity and Its Relations to Prospects of Personal Future and School Performance. *Eero T. Ropo, University of Tampere; Petri J. Nokelainen, University of Tampere*
50. The School Climate of Thai Elementary Schools: Multiple Perceptions of Students, Teachers, and Parents. *Wirot Sanrattana, Khon Kaen University; Forrest W. Parkay, Washington State University; Mei Wu, Yunnan University; Prapornpit Kunagornpitak, Udon Thani Rajabhat University*

Monday, 9:15 am

Governance Meetings and Events

53.001. AERA Grants Program Governing Board: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 9:15am to 6:05pm
Chair: *William H. Schmidt, Michigan State University*

Monday, 10:35 am

Governance Meetings and Events

- 54.001. AERA Books Editorial Board: Closed Meeting.** AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 10:35am to 1:55pm
Chair: *Cherry A. McGee Banks, University of Washington - Bothell*
- 54.002. AERA Social Justice Action Committee: Closed Meeting.** AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 4; 10:35am to 12:05pm
Chair: *Richard P. Duran, University of California - Santa Barbara*

AERA Related Activities

54.010. Online Annual Meeting Management System (All Academic): Demonstration and Training for Program Chairs: Open Session 3.

AERA Related Activities; Workshop
VCC, First Level, West Room 114&115; 10:35am to 12:05pm
Chair: *Rick Peacor, All Academic, Inc.*

Presidential Sessions

54.011. Combining Community Voice and Research-Based Evidence to Promote Equity in Educational Policy and Practice. Presidential Session Cosponsored with Division B - Curriculum Studies, Graduate Student Council

VCC, First Level, West Room 109&110; 10:35am to 12:05pm

Chair: *Mark R. Warren, Harvard University*

Participants:

- The Role of Research in Grassroots Struggles: Reflections on the National Latino/a Educational Research and Policy Project. *Angela Valenzuela, The University of Texas - Austin*
- Learning Power. *Jeannie Oakes, Ford Foundation*
- Radical Imaginations and the Art of Emancipatory Research. *Shawn A. Ginwright, San Francisco State University*
- Transforming Baltimore Through Partnerships With Community-Based Organizations: A District Superintendent's View. *Andres A. Alonso, Baltimore City Public Schools*
- A Match on Dry Grass: The Role of Community Organizing in Advancing Quality and Equity in Public Education. *Mark R. Warren, Harvard University; Karen L. Mapp, Harvard University*

54.012. Presidential Invited Address: Knowing and Doing: The Transformational Journey of Using Privilege to Weaken Privilege Systems. Presidential Session

VCC, First Level, West Ballroom C; 10:35am to 12:05pm

Chair: *Cynthia A. Tyson, The Ohio State University - Columbus*

Speaker: *Peggy McIntosh, Wellesley College*

54.013. Taking Risks on an Island: Queer Kids Going to Camp. Presidential Session

VCC, First Level, West Room 118-120; 10:35am to 12:05pm

Chair: *Lisa W. Loutzenheiser, The University of British Columbia*

Participants: *Lisa W. Loutzenheiser, The University of British Columbia; Nico McCay, Campout; Leroy Wan, Campout; Joshua Ongcol, Campout; Gillian Wong, Campout*

54.014. What Derrick Bell Knew: The Legacy of Critical Race Theory on Education Scholarship. Presidential Session

VCC, First Level, West Ballroom A; 10:35am to 12:05pm

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

Participants: *Adrienne D. Dixon, University of Illinois; Jamel K. Donnor, College of William and Mary; David Gillborn, Institute of Education - London; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Daniel Gilbert Solorzano, University of California - Los Angeles; William F. Tate, Washington University in St. Louis*

AERA Sessions

54.015. AERA Task Force on Standards for Part-Time, Adjunct, and Contingent Faculty: An Open Discussion Forum. AERA Sessions; Invited Session

VCC, Second Level, West Room 208&209; 10:35am to 12:05pm

Chair: *Adrianna Kezar, University of Southern California*

Participants: *Stanton Wortham, University of Pennsylvania; Benjamin Baez, Florida International University; Sara Goldrick-Rab, University of Wisconsin - Madison; Susan Finley, Washington State University - Vancouver; Esther S. Merves, Association of American Colleges and Universities*

54.016. Improving Adult Literacy Instruction: Options for Practice and Research - The 2011 National Research Council (NRC) Report and

Beyond. AERA Sessions; Invited Session

VCC, Second Level, West Room 222; 10:35am to 12:05pm

Chair: *Carol D. Lee, Northwestern University*NRC Committee Participants: *Alan Lesgold (Committee Chair), University of Pittsburgh; Elizabeth B. Moje, University of Michigan; Arthur C. Graesser, The University of Memphis*Discussants: *Susan R. Goldman, University of Illinois at Chicago; Jamal Abedi, University of California - Davis***54.017. Research and Policy Issues in Special Education. AERA Sessions; Invited Session**

VCC, Second Level, West Room 202&203; 10:35am to 12:05pm

Chair: *Camilla P. Benbow, Vanderbilt University*Speakers: *Alexa Posny, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education; Deborah L. Speece, Commissioner, National Center for Special Education, Institute of Education Sciences, U.S. Department of Education*Discussant: *Alfredo J. Artiles, Arizona State University***54.018. Meet Journal Editors: Journal Talks 5. AERA Sessions; Invited Roundtable**

VCC, Second Level, West Room 201; 10:35am to 12:05pm

Participants:

1. Journal of Mixed Methods Research. *Vicki L. Plano Clark, University of Nebraska - Lincoln; Nataliya V. Ivankova, The University of Alabama - Birmingham; Thomas W. Christ, University of Bridgeport*
2. International Journal for Researcher Development. *Linda Evans, University of Leeds; Sharon Parkinson, Emerald Group Publishing Ltd*
3. Applied Psychological Measurement. *Mark L. Davison, University of Minnesota*
4. Professional Development in Education. *Ken Jones, Swansea Metropolitan University; Jim O'Brien, University of Edinburgh; Alex Alexandrou, Freelance Academic; Sue Swaffield, University of Cambridge*
5. Journal of Research on Christian Education. *Larry D. Burton, Andrews University; Linda B. Caviness, La Sierra University; Pretoria G. St. Juste, Andrews University*
6. Learning and Individual Differences. *Steven Stemler, Wesleyan University*
7. American Educational Research Journal (Social and Institutional Analysis). *Kenneth R. Howe, University of Colorado*
8. Learning, Culture and Social Interaction. *Roger Saljo, University of Gothenburg*
9. Journal of Education. *Michael Harten, Boston University*
10. Gender and Education. *Emma Renold, Cardiff University*
11. The International Journal of Leadership in Education. *Duncan Waite, Texas State University - San Marcos*
12. International Journal of Educational Leadership Preparation. *Rosemary Papa, Northern Arizona University; Janet Traeilo, Stephen F. Austin State University*
13. Review of Educational Research. *Zeus Leonardo, University of California - Berkeley; Frank C. Worrell, University of California - Berkeley*
14. Journal of Asian Critical Education. *Tarquam McKenna, Victoria University; Mark Aldous Vicars, Victoria University; Marcelle Cacciattolo, Victoria University; Shirley R. Steinberg, University of Calgary*
15. The Journal of Ecological and Critical Pedagogy. *Rochelle Brock, Indiana University - Northwest; Hans Jansan, University of Bristol; Riki Verhoeven, Hogeschool Utrecht; Eelco Buitenhuis, Hogeschool Utrecht; Loes Maria Houweling, Utrecht University*
16. Journal of Early Childhood Literacy. *Guy Merchant, Sheffield Hallam University*
17. Journal of Educational Administration. *Allan David Walker, The Hong Kong Institute of Education; Philip Hallinger, The Hong Kong Institute of Education; Darren Bryant, Hong Kong Institute of Education*
18. Journal of Vocational Education & Training. *Lorna W. Unwin, Institute of Education - London*
19. Educational Action Research. *Patricia Thomson, University of Nottingham*
20. Institute of Education, University of London. *Norbert Pachler, Institute of Education - London*

Committee Sessions**54.019. Cosmopolitanism, Communication, and Citizenship Education.**

International Relations Committee; Symposium

VCC, Second Level, West Room 224; 10:35am to 12:05pm

Chair: *Ninni Wahlstrom, Orebro University*

Participants:

Educational Cosmopolitanism: Making Meaning Through Reflective Conversations. *Ninni Wahlstrom, Orebro University*To Live Educationally: To Develop Curriculum in Line With Cosmopolitan Inheritance. *Tomas Englund, Orebro University*Valuing Humanity as Cosmopolitan Beings. *Klas Roth, Stockholm University*The Cosmopolitan Challenge and the Need for a Communicative Leadership. *Niclas Ronnstrom, Stockholm University*Discussant: *David T. Hansen, Teachers College, Columbia University***54.020. GSC Chair Fireside Chat: Dismantling the Model Minority One Subgroup at a Time: The Importance of Understanding Heterogeneity and Ecological Fallacies. Graduate Student Council; Fireside Chat**

VCC, Second Level, West Room 211; 10:35am to 12:05pm

Chair: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*Participants: *Gilbert C. Park, Ball State University; Kevin K. Kumashiro, University of Illinois at Chicago; Yoon K. Pak, University of Illinois at Urbana-Champaign; Robert T. Teranishi, New York University; Dina C. Maramba, Binghamton University - SUNY; Stacey J. Lee, University of Wisconsin - Madison; Benji Chang, Teachers College, Columbia University***54.021. GSC Division D Fireside Chat: Value-Added Modeling in Educational Research and Evaluation. Graduate Student Council; Fireside Chat**

Marriott Pinnacle, Fourth Level, Ambleside; 10:35am to 12:05pm

Chairs: *Grant B. Morgan, University of South Carolina; Yuan Zhang, University of Maryland - College Park*Participants: *Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.; Henry I. Braun, Boston College; Pete Goldschmidt, University of Maryland - College Park; Daniel McCaffrey, RAND Corporation***54.022. International Scholarship on School Bullying: What Do We Know and How Can We Prevent It? International Relations Committee**

Cosponsored With the World Education Research Association. AERA Sessions; Invited Session

VCC, First Level, West Room 121&122; 10:35am to 12:05pm

Chairs: *Ara Tekian, University of Illinois at Chicago; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*Moderators: *Ron Avi Astor, University of Southern California; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*Participants: *Shelley C. Hymel, The University of British Columbia; David W. Johnson, University of Minnesota; Michal Beller, RAMA***International Organization Sessions****54.023. Research on Factors Influencing Teachers' Use of Information and Communication Technologies. Netherlands Educational Research Association; Invited Session**

VCC, Second Level, West Room 207; 10:35am to 12:05pm

Chair: *Karel Kreijns, Open Universiteit Nederland*

Participants:

Teachers' Use of Digital Learning Materials: Self-Determination Theory and the Integrative Model for Behavior Prediction. *Karel Kreijns, Open Universiteit Nederland; Marjan Vermeulen, The Open University of the Netherlands; Frederik Van Acker, Open Universiteit Nederland*Popular ICT (Information and Communication Technologies) Use in Primary Education: A Hierarchical Regression Model. *Ruben Vanderlinde, Ghent University; Johan Van Braak, Ghent University*Preservice Teachers' Perceptions of Their Technology-Integrating Knowledge and Skills. *Petra Fisser, Universiteit Twente; Joke M. Voogt, Universiteit Twente; Jo Tondeur, Ghent University; Johan Van Braak, Ghent University***Division Sessions****54.024. Bolstering Educational Quality: The District's Role in School Reform. Division A - Administration Organization & Leadership; Paper**

Session

VCC, Second Level, East Room 9; 10:35am to 12:05pm

Chair: *Lisa Bass, University of Oklahoma*

Participants:

Barriers to District-Level Educational Reform: A Statewide Case Study of Minnesota School Superintendents. *Candace Raskin, Minnesota State University - Mankato; Courtney Stewart, University of Montana*

Branding Educational Data Use Through Professional Learning: Findings From a Study in Three School Districts. *Jo Beth Jimerson, Texas Christian University; Jeff Wayman, The University of Texas - Austin*

The Academy of Pacesetter States: Building Capacity Within State Education Agencies to Support School Improvement Efforts in Districts and Schools. *Marilyn A. Murphy, Temple University; Sam Redding, Academic Development Institute*

Is Sustainability of Educational Reform an Article of Faith, or Can It Be Deliberately Crafted? *Pamela O Connell, Learning Media Limited*

Bringing School Turnaround to Scale: The Imperative Role of Districts. *Heather Zavodsky, The University of Texas*

Discussant: *Lisa Bass, University of Oklahoma*

54.025. Multiple Dimensions of Leadership for Social Justice. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 10; 10:35am to 12:05pm

Chair: *Stephen P. Gordon, Texas State University-San Marcos*

Participants:

Social Justice Leadership as Praxis. *Gail C. Furman, Washington State University*

Researching Gender in School Administration: To Know May Be Enough. *Jacky Lumby, University of Southampton*

From the Inside Out: A Theory of Action for Professional Learning to Develop School Leaders for Social Justice. *Sharon I. Radd, East Metro Integration District; Marceline Dubose, East Metro Integration District*

Resilient Voices Seeking Social Justice in Impoverished Schools. *Edward P. San Nicolas, University of Nevada-Las Vegas; Edith A. Rusch, University of Nevada - Las Vegas*

Discussant: *Stephen P. Gordon, Texas State University-San Marcos*

54.026. The Inner World of School Leaders: Caring, Morality, Ethics, and Spirituality. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 8&15; 10:35am to 12:05pm

Chair: *Muhammad Khalifa, Michigan State University*

Participants:

The Beliefs and Practices of Disciplinary Alternative Education Program Leadership Teams: The Capacity to Care. *Chris Weiland, The University of Texas - San Antonio; Elizabeth T. Murakami-Ramallo, The University of Texas - San Antonio*

Principles Matter: Moral Leadership in a Community School Offering Integrated Services. *Mavis G. Sanders, University of Maryland - Baltimore County*

Micropolitical Savvy in Educational Organizations: Navigating Ambiguous Situations and Ethical Dilemmas. *Nathalie Carrier, OISE/University of Toronto*

Knowledge, Leadership, and the Role of Spirituality: An Exploration of Principal as Spiritual Leader. *Amanda Bell Werts, Clemson University; Emily R. Green, Clemson University; Jane Clark Lindle, Clemson University; Hans W. Klar, Clemson University; Robert Charles Knoepfel, Clemson University; Curtis Anthony Brewer, Clemson University*

Leadership for Inclusion: The Critical Importance of Relationships and Trust. *Judy DeLeeuw, East Lyme Schools; Nancy E. Hoffman, Central Connecticut State University*

Discussant: *Muhammad Khalifa, Michigan State University*

54.027. A Curriculum of Great Learning: An East-West Dialogue. Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 10:35am to 12:05pm

Chair: *William H. Schubert, University of Illinois at Chicago*

Participants:

East-West Perspective on the Ethos of John Dewey's Educational Thought. *William H. Schubert, University of Illinois at Chicago*

East-West Perspective on the Ethos of Daisaku Ikeda's and Tsunesaburo Makiguchi's Educational Thought. *Jason Goulah, DePaul University*

East-West Perspective on the Ethos of Confucius, Tsunesaburo Makiguchi, and John Dewey's Educational Thought. *Ming Fang He, Georgia Southern University*

East-West Perspective on the Ethos of Daisaku Ikeda's and John Dewey's Educational Thought. *Gonzalo Obelleiro, Teachers College, Columbia University*

East-West Perspectives on a Curriculum of Great Learning. *Ming Fang He, Georgia Southern University; Jim Garrison, Virginia Polytechnic Institute and State University; William H. Schubert, University of Illinois at Chicago; Jason Goulah, DePaul University*

Discussant: *Jim Garrison, Virginia Polytechnic Institute and State University*

54.028. Myths, Knowledge, and Conceptualizations of Curriculum.

Division B - Curriculum Studies; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 10:35am to 12:05pm

Chair: *Daniel Liston, University of Colorado*

Participants:

Becoming a "Mythologist": Barthes' Mythologies and Education. *Jesse Bazzul, OISE/University of Toronto*

Strange Knowledge Without Action: How "Scire" Is Not Enough, Even for Real Knowing. *Tony Whitson, University of Delaware*

Knowledges Sacred and Profane: Basil Bernstein and the Recontextualization of Critical Thinking. *Leonel Tze-Wei Lim, University of Wisconsin - Madison*

Conceptual Art for Philosophy in the Classroom. *Michelle Forrest, Mount Saint Vincent University*

Troubleshooting a Scripting Error: Connections of Scripted Curricula to Scripted Bodies. *Justin N. Thorpe, Michigan State University*

Discussant: *Huey-Li Li, The University of Akron*

54.029. Writing Left: The Educational Potential of Literary and Artistic Practices for People on the Margins. Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom D; 10:35am to 12:05pm

Chair: *Rebecca J. Luce-Kapler, Queen's University*

Participants:

"Mental Vacations": Book Club Meetings in a Homeless Shelter for Women. *Laurie MacGillivray, The University of Memphis; Amy L. Ardell, Chapman University; Margaret Saucedo Curwen, Chapman University*

The Bridge Generation: Collective Biography by Queer Elders. *Claire Elizabeth Robson, The University of Calgary*

Character and Composition: (Re)writing Identity in a Federal Penitentiary. *Michael Lockett, Queen's University*

Shifting Identity Positions: Arts-Based Educational Practices With Street Youth. *Amanda Wager, The University of British Columbia; Theresa Rogers, The University of British Columbia*

Discussant: *Dennis J. Sumara, University of Calgary*

54.030. Activating Young Science Learners: Igniting Persistent Engagement in Science Learning and Inquiry. Division C - Learning and Instruction; Structured Poster Session

Pan Pacific, Lobby Level, Oceanview 1&2; 10:35am to 12:05pm

Chairs: *Rena Dorph, University of California - Berkeley; Kevin Crowley, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Patrick M. Shields, SRI International*

Participants:

1. Evidence of Science Activation in Life Histories of Adult Scientists and Engineers. *Lynette Jacobs-Priebe, University of Pittsburgh; Ardice Hartry, University of California - Berkeley*

2. Images of Activation in Context: Implications for Design of Activating Science Learning Experiences. *Kevin Crowley, University of Pittsburgh; Rena Dorph, University of California - Berkeley; Lisa Newton, University of California - Berkeley; Scott M. Randol, University of California - Berkeley*

3. Activated Science Learners as Self-Regulation Agents. *Li Sha, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Meghan Bathgate, University of Pittsburgh*

4. Oceans Versus Robots: Exploring the Importance of Topic Effects in Student Science Engagement. *Meghan Bathgate, University of Pittsburgh; Richard James Correnti, University of Pittsburgh; Jessica Degol, University of Pittsburgh*

5. Scientific Sense Making in Context. *Kristin Nagy Catz, University of California - Berkeley; Amanda Crowell, University of Pittsburgh; Kristen Orourke Burmester, University of California - Berkeley; Christian D. Schunn, University of Pittsburgh; Rena Dorph, University of California - Berkeley*
6. What Science Looks Like in the Lives of 11-Year-Olds. *Megan R. Luce, University of California - Berkeley; Tammie Visintainer, University of California - Berkeley*
7. Exploring Everyday Talk as Scientific Talk. *Sherry H. Hsi, University of California - Berkeley; Megan R. Luce, University of California - Berkeley; Kimberley Gomez, University of California - Los Angeles*
8. A Lesson from the Counterfactuals: Analyzing the Stories of Atypical Scientists. *Kimberly N. Harris, University of California - Berkeley; Vanessa Beth Lujan, University of California - Berkeley; Rena Dorph, University of California - Berkeley*
9. In Pursuit of Science Careers: Pathways From Childhood to Adulthood. *Matthew A. Cannady, University of California - Berkeley; Kimberly N. Harris, University of California - Berkeley; Karen Knutson, University of Pittsburgh; Eric Greenwald, SRI International; Patrick M. Shields, SRI International*

54.031. Effect of Vocabulary on Literacy From Pre-K Through Grade 2: Spanish, Cantonese, and Tagalog English Language Learners.

Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A;
10:35am to 12:05pm

Chairs: *Yuuko Uchikoshi, University of California - Davis; Stefka H. Marinova-Todd, The University of British Columbia*

Participants:

The Relationship between Receptive Vocabulary and Word Reading among Head Start Spanish/English Bilingual Children. *L. Quentin Dixon, Texas A&M University - College Station; Blanca G. Quiroz, SEDL; Jing Zhao, Texas A&M University*

Bilingual Children's Vocabulary Development in English and Spanish: A Longitudinal Perspective. *Mariela M. Paez, Boston College*
Vocabulary and Reading Skills of Cantonese and Filipino English Language Learners and English Monolinguals in Canada. *Stefka H. Marinova-Todd, The University of British Columbia; Daniel Berube, The University of British Columbia*

Role of Vocabulary on Literacy Development of Spanish-Speaking and Cantonese-Speaking English Language Learners in the United States. *Yuuko Uchikoshi, University of California - Davis; Carrie A. Strohl, University of California - Davis*

Play, Multimodality, and Bilingualism in Learning Connectives: Promising Findings. *Paola Uccelli, Harvard University; Christopher Daniel Barr, University of Houston; Lauren Artzi, Center for Applied Linguistics; Franke Rosenthal, Harvard University; Diane L. August, Center for Applied Linguistics and The American Institutes for Research*

Discussant: *Catherine Snow, Harvard University*

54.032. Family Background, Parental Engagement, and Student Motivation and Achievement. Division C - Learning and Instruction
Cosponsored with SIG-Motivation in Education; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C;
10:35am to 12:05pm

Chair: *Miriam Marleen Gebauer, Technical University of Dortmund*

Participants:

Parents' Engagement in the School Context Within an Expectancy-Value Framework. *Jasmin Schwanenber, Technical University of Dortmund; Nele McElvany, Technical University of Dortmund; Nadja Pfuhl, IFS - TU Dortmund; Ruth Springer, Technical University of Dortmund*

Parents, Teachers, and Peers: Who Has Most Influence on Student Motivation and Achievement? *Dennis M. McInerney, The Hong Kong Institute of Education*

Autonomy-Supportive Parental Behaviors, Adolescents' Reading Motivation, and Reading Achievement in Collectivist and Individualist Cultures. *Shaljan Areepattamannil, Nanyang Technological University*

Academic Motivation of Students With Diverse Family Backgrounds and the Explanatory Power of Parental Influences. *Rebecca Miriam Hartmann, Technical University of Dortmund; Nele McElvany, Technical University of Dortmund; Miriam Marleen Gebauer, Technical University of Dortmund*

Discussant: *Kathryn R. Wentzel, University of Maryland*

54.033. Knowledge, Strategies, Instruction, and Assessment. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 10:35am to 12:05pm

Chair: *Suzanne Porath, University of Wisconsin - Madison*

Participants:

Developing a Survey for Characterizing Reading Comprehension Instruction. *Dennis S. Davis, The University of Texas - San Antonio; Angeli Willson, The University of Texas - San Antonio*

Propositional Density and Readability: A CPIDR (Computerized Propositional Idea Density Rater) in the Web of Text Difficulty. *Stephanie Maria Bennett, University of South Florida; Patriann Smith, University of South Florida; James R. King, University of South Florida; Robert F. Dedrick, University of South Florida*

Using Digital Storytelling to Increase Writing Skills for English Language Learners. *Denise M. Ousley-Exum, University of North Carolina - Wilmington; Eleni N. Pappamihel, University of North Carolina - Wilmington*

Teachers' Knowledge of Reading. *Henk van den Hurk, Utrecht University; Thonia A. Houtveen, Utrecht University; Willem Van De Grift*

The Effects of Volitional Control Strategies Integrated Into EFL (English as a Foreign Language) English Reading Course. *Ching-Ying Pan, Tzu-Chi University*

54.034. Plugged In: The Potential of Technological Innovations to Improve College Readiness, Access, and Success. Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A;
10:35am to 12:05pm

Chair: *Stefani Robin Relles, University of Southern California*

Participants:

The Impact of Game Strategy on the Development of College Literacy. *Zoe Corwin, University of Southern California; William G. Tierney, University of Southern California; Gisele Ragusa, University of Southern California; Tracy J. Fullerton, University of Southern California*

Social Media Use and Academic Identity in a Diverse K-12 District. *Mark Warschauer, University of California - Irvine; Binbin Zheng, University of California - Irvine*

Preventing a Participation Gap With Teachers. *Erin Reilly, University of Southern California; Vanessa Vartabedian, University of Southern California; Henry Jenkins, Massachusetts Institute of Technology*

College-Ready Profiles: Supporting Student Literacies With Online Profile Authorship. *Stefani Robin Relles, University of Southern California*
Preparing for College and the 21st Century. *James Paul Gee, Arizona State University*

Discussant: *Robert S. Rueda, University of Southern California*

54.035. Research on the Design of Multimedia-Based and Animation-Enhanced Instruction. Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D;
10:35am to 12:05pm

Chair: *Daniel T. Hickey, Indiana University*

Participants:

Implications of Designing Instructional Video Using Cognitive Theory of Multimedia Learning. *Mohamed Mostafa Ibrahim, Arkansas Tech University; Pasha Antonenko, Oklahoma State University; Carmen Greenwood, Oklahoma State University; Denna L. Wheeler, Oklahoma State University*

Learning With Multimedia: Are Visual Cues and Self-Explanation Prompts Effective? *Lijia Lin, Arizona State University; Robert K. Atkinson, Arizona State University; Brian C. Nelson, Arizona State University; Wilhelmina C. Savenye, Arizona State University*

Facilitating Function of Animations for Understanding of Spatial Relations: An Aptitude-Treatment-Interaction Study. *Stefan Munzer, Saarland University; Roland Bruenken, Saarland University*

Supporting Learning With Interactive Animation: Implications From Eye Movement Data. *Margaret Chan, Teachers College, Columbia University*

Do Sounds Improve Learning From an Explanative Narration? *Claudia Leopold, University of Münster; Anke Heckoetter; Referendar; Stephan Dutke, University of Münster*

54.036. Science Education for the Competent Outsider: What We Already Know and Do. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B;
10:35am to 12:05pm

Chair: *Noah R. Feinstein, University of Wisconsin - Madison*

Participants:

Youth Citizen Science Journalism as a Means to Develop Competent Outsiders. *Joseph L. Polman, University of Missouri*

Putting on a Green Carnival: Using a Critical Connection to Place to Reposition Science. *Daniel Birmingham, Michigan State University; Angela Calabrese Barton, Michigan State University*

Becoming a Competent Outsider: Ways That Diverse Families Engage With Science in Museums and Aquariums. *Doris B. Ash, University of California - Santa Cruz*

Competent Outsiders in the Public Sphere: What Research on Civic Engagement Means for Science Education. *Shusaku Horibe, University of Wisconsin - Madison*

Discussant: *David Isaac Waddington, Concordia University*

54.037. Teaching and Learning for the Environment: Perspectives on Understandings, Values, and Actions. Division C - Learning and Instruction; Invited Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B;
10:35am to 12:05pm

Chair: *Douglas Lombardi, University of Nevada - Las Vegas*

Participants:

Introduction. *Bruce Johnson, The University of Arizona*

Public Perceptions of Climate Change. *Martin Storksdieck, National Academy of Sciences*

Ecological Understandings as a Basis for Personal and Public Decision Making. *Beth A. Covitt, University of Montana; Charles W. Anderson, Michigan State University; Kristin L. Gunckel, The University of Arizona*

Values in environmental learning. *Bruce Johnson, The University of Arizona*

POSOH: Integrating Perspectives to Drive the Development of Place-Based and Culturally Relevant Sustainability Curriculum. *Manali J. Sheth, University of Wisconsin - Madison; Jerilyn R. Grignon, College of Menominee Nation; Hedi Baxter Lauffer, University of Wisconsin - Madison*

Discussant: *Nancy B. Songer, University of Michigan*

54.038. Item Response Theory: Applications and Extensions. Division D - Measurement and Research Methodology; Paper Session
Marriott Pinnacle, Third Level, Pinnacle I; 10:35am to 12:05pm

Chair: *Anne R. Fitzpatrick, Retired*

Participants:

Bayesian Estimation of Graded Response Models. *Vincent Kieftenbeld, Southern Illinois University - Edwardsville; Prathiba Natesan, University of North Texas*

Assessing Dimensionality in Compensatory Multidimensional Item Response Theory Models With Complex Structure. *Dubravka Svetina, Indiana University; Roy Levy, Arizona State University*

An Empirical Study of Applying Person-Fit Indices to Detect Answer Copying on Multiple-Choice Examinations. *Aolin Xie, University of Minnesota; Troy T. Chen, ACT, Inc.; Chi-Yu Huang, ACT, Inc.; Deborah J. Harris, ACT, Inc.*

Understanding the Impact of IRT (Item Response Theory) Item Parameters and Latent Distribution Shape on the Reliability of Total Scores. *Steven Andrew Culpepper, University of Illinois at Urbana-Champaign*

The Performance of Item Response Theory Model Selection Methods With Mixed-Format Tests. *Tiffany Ann Whittaker, The University of Texas - Austin; Wanchen Chang, The University of Texas - Austin; Barbara G. Dodd, The University of Texas - Austin*

Discussant: *Matthew Scott Johnson, Teachers College, Columbia University*

54.039. Mental Health in Young Children: Concerns and Prevention. Division E - Counseling and Human Development; Symposium
VCC, Second Level, East Room 11; 10:35am to 12:05pm

Chair: *Heather Baker, The University of British Columbia*

Participants:

Early Screening for Anxiety in Kindergarten Children. *Ellen Shumka, The University of British Columbia; Lynn D. Miller, The University of British Columbia; Karen Hamill, The University of British Columbia;*

Vanessa Emily Waechtler, The University of British Columbia
Parenting and Parental Psychopathology in Mothers and Fathers of Children With Attention Deficit Hyperactivity Disorder. *Charlotte Johnston, The University of British Columbia; David Williamson, The University of British Columbia; Catherine Lee, University of Ottawa*
Treating Young Anxious Children: Results from a Waitlist-control Study of a Manualized Treatment. *Arlene Young, Simon Fraser University; Suneeta Monga, Hospital for Sick Children; Mary Owens, Hospital for Sick Children*

Discussant: *Lynn D. Miller, The University of British Columbia*

54.040. Collaborative Research on Multilingual Literacies in African Communities. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 206; 10:35am to 12:05pm

Chair: *Penny Moanakwa, University of Botswana and University of British Columbia*

Participants:

The Story of the Amazigh Language in Morocco: Identity and the Semiotic of Resiliency. *Awad Ibrahim, University of Ottawa*

Multilingual Cultural Resources and New Contexts of Use in Ugandan Classrooms and Families. *Maureen Kendrick, The University of British Columbia; Elizabeth Beatrice Namazzi, The University of British Columbia*

Divergences Between Educational Policy and Practice in Multilingual South Africa. *Mastin Prinsloo, University of Cape Town*

Digital Possibilities for Literacy Across the Curriculum in Ugandan Schooling. *Margaret Mary Early, The University of British Columbia; Bonny P. Norton, The University of British Columbia*

54.041. Exploring the Tension Between Higher Education and Native Ways of Knowing: Challenges and Possibilities for Creative Spaces. Division G - Social Context of Education; Symposium
VCC, Third Level, West Room 303; 10:35am to 12:05pm

Chair: *Miguel Angel Guajardo, Texas State University - San Marcos*

Participants:

Looking Beyond the Degree: How Cultural Identity Impacts Transformative Community-Focused Work. *Kaiwipuni Lipe, University of Hawaii - Manoa*

On Critical Consciousness and Reclaiming Our Stories and Traditions: Making Manifest Nontraditional Ways of Knowing Within Traditional Learning Spaces. *Monica Valadez, Texas State University - San Marcos Mo'olelo. Lia O'Neill M. A. Keawe, University of Hawaii - Manoa*

54.042. Understanding Diversity in Achievement for 1.5- and 2nd-Generation Asian American Students. Division G - Social Context of Education; Symposium
VCC, Third Level, West Room 304; 10:35am to 12:05pm

Chair: *Susan J. Paik, Claremont Graduate University*

Participants:

The Long Road to Success: Second-Generation Hmong Students and College Attainment. *Stacy Kula, Claremont Graduate University*
Parenting Styles, Practices, and Achievement of Second-Generation Korean American Elementary Students. *Wendi J. Otto, Claremont Graduate University*

In Pursuit of a College Education: Barriers and Opportunities of 1.5- and Second-Generation Hmong American Female Students. *Aisha Smith-Thompson, Claremont Graduate University*

Acculturation, Bilingualism, and Academic Achievement for 1.5- and Second-Generation Chinese American Students. *Sally Wu, Claremont Graduate University*

Discussant: *Linda M. Perkins, Claremont Graduate University*

54.043. Evaluating the Effectiveness of Innovative Programs for Secondary and Postsecondary Students. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Marriott Pinnacle, Third Level, Shaughnessy II; 10:35am to 12:05pm

Chair: *Melinda J. Mollette, North Carolina State University*

Participants:

Student Evaluations: Are We Measuring What We Intend to Measure? *Nachamma Sockalingam, SIM University*

Tracking Texas High School AVID (Advancement Via Individual Determination) Students Into Texas Public Higher Education. *Colby Stoeber, Texas Higher Education Coordinating Board; Dennis Andrew Johnston, AVID Center*

How Are After-School Programs Working at High Schools? *Jia Wang, University of California - Los Angeles; Jordan Rickles, University of California - Los Angeles*

Measuring Program Implementation Fidelity and Its Impact on Participant Outcomes. *Dennis Andrew Johnston, AVID Center; Philip Nickel, AVID Center*

Discussant: *Shazia R. Miller, American Institutes for Research*

54.044. Examining Teacher Assessment Practices. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Marriott Pinnacle, Third Level, Pinnacle II; 10:35am to 12:05pm

Chair: *Jeffrey S. Beaudry, University of Southern Maine*

Participants:

Investigating High School Teachers' Discourse-Based Assessment Practice: A Focus on Questioning to Elicit Students' Thinking. *Taka Namikawa, University of Illinois at Urbana-Champaign*

Teacher Development in Pupil Assessment Over the First Seven Years:

Findings of a Longitudinal Study. *Clare Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto; Judy Blaney, OISE/University of Toronto; Helen V. Bajorek-MacDonald, OISE/University of Toronto; Judy A. Caulfield, OISE/University of Toronto; Tim Fletcher, Memorial University; Tiffany Grace Harris, OISE/University of Toronto; Lydia Menna, OISE/University of Toronto*

Teachers' Multimodal and Multidimensional Views on Assessment. *Pnina Tal, Levinsky College of Education; Tamar Levin, Tel Aviv University*

The relationship between teacher performance and student achievement in Chilean public elementary schools. *Nicole Eisenberg, University of Washington*

Discussant: *Jeffrey K. Smith, University of Otago*

54.045. Sustaining Interest in and Preparing Students for Successful Transitions to Professional Programs of Study: Insights From NSF (National Science Foundation)-Supported Engineering Education Initiatives. Division I - Education in the Professions; Symposium
Pan Pacific, Restaurant Level, Pacific Rim 2; 10:35am to 12:05pm

Chair: *James S. Dietz, National Science Foundation*

Participants:

Exploring the Role of Engineering and Real-World Problems in K-12 Learning of Science, 21st-Century Skills, and STEM Career Development. *Elisabeth McGrath, Stevens Institute of Technology*

The Expert Blind Spot and Implications for the Teaching and Learning of K-12 Engineering. *Anthony Petrosino, The University of Texas - Austin; Sara Hawkins, The University of Texas - Austin; Wonsoon Park, The University of Texas - Austin*

Developing a New Generation of Concept Inventories to Increase Diagnostic Capability. *Ruth A. Streveler, Purdue University*

Discussant: *James S. Dietz, National Science Foundation*

54.046. Division J Vice Presidential Invited Session: Implications of Recent Economic Changes for the Professoriate. Division J - Postsecondary Education; Invited Session
VCC, Second Level, West Room 212&213; 10:35am to 12:05pm

Chair: *Laura W. Perna, University of Pennsylvania*

Participants: *Linda J. Muzzin, OISE/University of Toronto; Gary D. Rhoades, The University of Arizona; Christine A. Stanley, Texas A&M University - College Station; William M. Zumeta, University of Washington*

54.047. Contextualizing the Use of Video in Professional Development. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 221; 10:35am to 12:05pm

Chair: *Susan G. Magliaro, Virginia Polytechnic Institute and State University*

Participants:

Managing Conflict in Video Clubs. *Tracy Dobie, Northwestern University; Eleanor Anderson, Northwestern University*

Observing Videos of Teachers' Own or Others' Classrooms. *Marc Kleinknecht*

Discussant: *Anne Burns Thomas, SUNY - College at Cortland*

54.048. Cultural-Historical Approaches to Teacher Education: Examining Collaboration, Expertise, and Mentoring in Teacher Learning. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 220; 10:35am to 12:05pm

Chair: *Kenneth Zeichner, University of Washington*

Participants:

Learning to Teach in School-Based Courses. *Kenneth Zeichner, University of Washington; Katherina Ann Payne, University of Wisconsin - Madison*

Learning to Teach English in Urban Settings. *Lauren Gatti, University of Wisconsin - Madison*

Promoting Collaborative Approaches to Developing Effective Teachers: The Contribution of Cultural-Historical Activity Theory. *Viv Ellis, University of Oxford; Anne Edwards, University of Oxford*

Educating Teachers as Experts on Learning: A CHAT (Cultural Historical Activity Theory) Perspective on Transforming Initial Teacher Education. *Charles Max, University of Luxembourg*

Discussant: *Peter Smagorinsky, University of Georgia*

54.049. Investigating Best Practices in Teaching the Humanities. Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 217&218; 10:35am to 12:05pm

Chair: *Matthew J. Hayden, Teachers College, Columbia University*

Participants:

Ethnic Identity in Education: Using What We Know to Improve Education for All Children. *Andre J. Branch, San Diego State University*

Incorporating Humor as Part of Pedagogy in Foreign Language Middle School Classrooms. *Manuela Maria Wagner, University of Connecticut; Mary E. Yakimowski, University of Connecticut; Eduardo Urios-Aparisi, University of Connecticut*

Two Teachers, One School: Higher Value-Added Instruction and Writing Development with African-American Middle School Students. *Chandra L. Alston, University of Michigan*

Toward "Full-Fledged Authoring": The Role of Expert K-4 Teachers in Content and Mechanics Integration. *Daniel Meier, San Francisco State University*

A Content Analysis of Young Adult Literature Research in the 21st Century. *Amanda L. Nolen, University of Arkansas at Little Rock; Judy Hayn, University of Arkansas at Little Rock*

Discussant: *Paula M. Carbone, University of Southern California*

54.050. Putting PACT (Performance Assessment for California Teachers) in Context and Context in PACT: Teacher Educators Address the Content and Assessment of Quality Teaching in Preservice Preparation. Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 215&216; 10:35am to 12:05pm

Chair: *Etta R. Hollins, University of Missouri - Kansas City*

Participants:

Putting PACT (Performance Assessment for California Teachers) in Context: Opportunities and Concerns. *Lauren M. Anderson, University of Southern California; Jamy Stillman, University of Southern California; Kathryn Struthers, University of Southern California*

Contextualizing Practice: What It Means and Why It Matters. *Cristina Alfaro, San Diego State University; Pia I. Wong, California State University - Sacramento; Margarita I. Berta-Avila, California State University - Sacramento; Lauren M. Anderson, University of Southern California*

¿Passing PACT, y qué? What PACT Captures (and Doesn't) When It Comes to Quality Teaching. *Pia I. Wong, California State University - Sacramento; Margarita I. Berta-Avila, California State University - Sacramento; Adele R. Arellano, California State University - Sacramento; Cristina Alfaro, San Diego State University*

Bringing Context Into the Performance Assessment for California Teachers: Adapting Mandated Performance Assessment in Alignment With Teacher Education Program Goals. *Jamy Stillman, University of Southern California; Adele R. Arellano, California State University - Sacramento; Kathryn Struthers, University of Southern California*

Discussants: *Beverly E. Cross, The University of Memphis; Charles A. Peck, University of Washington*

54.051. The Impact of Teacher Reflexivity on Student Achievement. Division K - Teaching and Teacher Education; Working Group
Roundtable
Pan Pacific, Lobby Level, Crystal Pavilion C; 10:35am to 12:05pm

Chair: *Shelley Thomas, University of Louisville*

Participants:

Exploring Teachers' Analyses of Classroom Instruction: The Effect of Beliefs About Teaching and Learning. *Jared Boulds, The University of Arizona; Crystal A. Kalinec Craig, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona; Taliesin Sutton, The University of Arizona; Nicole B. Kersting, The University of Arizona*

Professional Development and Teachers' Feelings of Preparedness to Teach Mathematics: A Multigroup Analysis Using TIMSS (Trends in International Mathematics and Science Study). *Jill L. Adelson, University of Louisville; Timothy Michael Sauer, University of Louisville; Tim Truitt, University of Louisville*

Professional Learning Communities for High School Improvement. *Dilmit Singh, Granada Hills Charter High School; Peggy Eileen Johnson, California State University - Northridge*

When and Where I Enter: Preservice Teachers' Acknowledging and Understanding Their Positionality. *Brian L. Wright, TERC; Felicity A. Crawford, Wheelock College*

54.052. Diverse Perspectives on Understanding the Policy Uses of Education Research. Division L - Educational Policy and Politics; Symposium

VCC, Second Level, East Room 14; 10:35am to 12:05pm

Chair: *George W. Bohrnstedt, American Institutes for Research*

Participants:

The Acquisition and Use of Evidence District-Wide. *Kara S. Finnigan, University of Rochester; Alan J. Daly, University of California - San Diego*

"The Research Says . . .": Uses of Research Evidence in School-Board Deliberations. *Robert Asen, University of Wisconsin - Madison; Deb Gurke*

State Education Department Acquisition and Use of Research in School Improvement. *Margaret E. Goertz, University of Pennsylvania; Diane Massell, University of Michigan*

Evidence Use in the Common Core State Standards Initiative. *Lorraine M. McDonnell, University of California - Santa Barbara; Stephen Weatherford, University of California - Santa Barbara*

Discussant: *Kenji Hakuta, Stanford University*

54.053. Policy Issues Related to Instructional Practices and School Environments. Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 19&20; 10:35am to 12:05pm

Chair: *Paula McAvoy, Spencer Foundation*

Participants:

Linking Teacher Effectiveness With Instruction of Academic Behaviors Associated With College Readiness. *Allison Lombardi, University of Oregon; David T. Conley, Educational Policy Improvement Center; Mary Seburn, Educational Policy Improvement Center*

Policy Implications of Different Approaches to Describing the Accuracy of School and Classroom Environment Measures. *Jonathan Schweig, University of California - Los Angeles*

The Validation of a Student Survey on Teacher Practice. *Ryan Balch, Vanderbilt University*

What Teacher Actions Drive Student Learning? Assessing the Validity of Teach For America's Teaching As Leadership Rubric. *Andrew M. Sokatch, Teach For America, Inc.; Roy Elis, Teach For America, Inc.*

Discussant: *Karen J. DeAngelis, University of Rochester*

SIG Sessions

54.054. Gearing Up: New Technologies for Participant-Collected Data.

SIG-Advanced Technologies for Learning Cosponsored with SIG-Learning Sciences, SIG-Informal Learning Environments Research; Symposium

Sheraton Wall Centre, Fourth Level, South Granville; 10:35am to 12:05pm

Chair: *Jessica Umphress, Northwestern University*

Participants:

Auto-Ethnographic Access to Doing, Showing, and Learning in Archeological Fieldwork. *Jasmine Y. Ma, Vanderbilt University; Rogers P. Hall, Vanderbilt University*

Elementary Teachers' In-the-Moment Seeing of Children's Science Thinking. *Melissa J. Luna, Northwestern University*

Capturing the Journey on Foot and Bike: Youth Collecting Mobility Data in and Around Their Community. *Katherine Headrick Taylor, Vanderbilt University*

Growing Together and Knowing Together: Epistemological Practices in Everyday Family Activities Like Gardening. *Jessica Umphress, Northwestern University*

Discussant: *Philip L. Bell, University of Washington*

54.055. Private Religious Catholic and Protestant Schooling in North

America: Motivations and Outcomes. SIG-Associates for Research on Private Education; Symposium

Pan Pacific, Restaurant Level, Pacific Rim 1; 10:35am to 12:05pm

Chair: *Deani A. Neven Van Pelt, Redeemer University College, Associate Professor of Education*

Participants:

An Overview of the Mission, Organization, and Student Outcomes of Catholic and Protestant Schools in North America. *David H. Sikkink, University of Notre Dame*

Cultural Awareness and Engagement of Christian High School Students. *Harro Van Brummelen, Trinity Western University; Robert Koole, Trinity Western University*

Race Relations in an Evangelical and a Catholic High School. *Cara Stillings Candal, Boston University; Charles Glenn, Boston University*

A Study of the Influence of Public and Private High School Education on Academic Achievement and Spiritual Formation of College Students. *Patty Barker LeBlanc, Southeastern University; Patricia Slaughter, Southeastern University*

"Faithful Presence"—The Christian School Head, Tenure, and Academic, Spiritual, and Cultural Outcomes: A Mixed-Method Exploratory Study. *Jack Beckman, Covenant College; James Drexler, Covenant College; Kevin Eames, Covenant College*

Discussant: *William H. Jeynes, California State University - Long Beach*

54.056. Dual Language Instruction Research and Perspective. SIG-Bilingual Education Research; Paper Session

VCC, Second Level, East Room 17; 10:35am to 12:05pm

Chair: *Alfredo H. Benavides, Texas Tech University*

Participants:

Background and Achievement of English Language Learners With Different Levels of English Proficiency in Dual Language Programs. *Kathryn J. Lindholm-Leary, San José State University*

Exploring a Dual Language Preschool Teacher's Scaffolding Practices During Spanish and English Read-Alouds. *Mileidis Gort, University of Miami; Ryan W. Pontier, University of Miami; Alain Bengochea, University of Miami*

Factors That Differentiate High-Achieving and Low-Achieving Language Minority Students in a Middle-School Two-Way Immersion Program. *Mary Howland, University of San Francisco*

Language Learning in a Dual Language Classroom: Putting Them Together Is Not Enough. *Simeon Martin Stumme, Concordia University - Chicago*

An Analysis of Principals' Perceptions of Change and Implications for Dual Language Programs. *Marisa Hellawell, The University of Texas - Arlington; Ava J. Muñoz, The University of Texas - Arlington*

Discussants: *Eva Midobuche, Texas Tech University; Josefina V. Tinajero, The University of Texas - El Paso*

54.057. Biographical Sketches of Visionary and Transformative Educators. SIG-Biographical and Documentary Research; Paper Session

VCC, Third Level, West Room 302; 10:35am to 12:05pm

Chair: *Dara Soljaga, Concordia University - Chicago*

Participants:

A "Little Known" Black Woman Educator Who Made History: The Life and Death of Marion Thompson Wright (1905-1962). *Hilton Kelly, Davidson College*

Exploring Educational Biography Through the Travel Narrative: Flora White's Letters From Southern Africa, 1885-87. *Linda C. Morice, Southern Illinois University - Edwardsville*

One of 67: Joseph Kinmont Hart and the Founding of the John Dewey Society. *Deron R. Boyles, Georgia State University*

The Educational Career of Thomas A. Parker: Radical Reformer. *John W. Hunt, Southern Illinois University - Edwardsville*

What Makes the Forever Activist? Embracing a Pedagogy of Hope. *Julie Kailin, University of Wisconsin - Milwaukee*

Discussant: *Heather L. Horsley, University of Illinois at Chicago*

54.058. Strategies to Support Social Justice Teaching. SIG-Critical Educators for Social Justice; Paper Session

VCC, Second Level, East Room 13; 10:35am to 12:05pm

Chair: *Marvin Lynn, University of Wisconsin - Eau Claire*

Participants:

The Teacher-Learner Community: A Signature Pedagogy Addressing

Teachers' Role as Educators and Advocates. *Margarita Jimenez-Silva, Arizona State University; Kate Olson*

Tools of Inaction: How teachers limit their capacity for social justice activism. *Bree Picower, Montclair State University*

Incubating and Sustaining: How Radicalizing Networks Support Teacher Education for Social Justice. *Scott Ritchie, Kennesaw State University*

Critical Race Theory in Action: Institute for Teachers of Color Committed to Racial Justice. *Marcos Pizarro, San José State University; Rita Kohli, Santa Clara University; Rebeca Burciaga, San José State University; Jaime Jenkins, Teach for America*

Inspiring Action in Social Justice Teacher Education: Generating Stories of Self and Practice. *Terri L. Rodriguez, Duquesne University*

Discussant: *Paul Cameron Gorski, George Mason University*

54.059. Educating Black Male Students: Breaking the Deficit Cycle. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

VCC, Third Level, West Room 306; 10:35am to 12:05pm

Chair: *Fred Arthur Bonner, Texas A&M University - College Station*

Participants:

Educating Black Male Students: Breaking the Deficit Cycle. *Demetrees Lee Hutchins, Indiana University; Robin L. Hughes, Indiana University - Indianapolis; Fred Arthur Bonner, Texas A&M University - College Station*

Educating Black Male Students, Breaking the Deficit Cycle. *Demetrees Lee Hutchins, Indiana University; Robin L. Hughes, Indiana University - Indianapolis; Fred Arthur Bonner, Texas A&M University - College Station*

Educating Black Male Students, Breaking the Deficit Cycle. *Demetrees Lee Hutchins, Indiana University; Robin L. Hughes, Indiana University - Indianapolis*

Discussants: *Demetrees Lee Hutchins, Indiana University; Robin L. Hughes, Indiana University - Indianapolis*

54.060. Of Life Real and Unreal: An Ethics of the Heart. SIG-Disability Studies in Education; Symposium

VCC, First Level, West Room 111&112; 10:35am to 12:05pm

Chair: *Linda P. Ware, SUNY - College at Geneseo*

Participants:

The Illusion of Our Separativeness. *Deborah J. Gallagher, University of Northern Iowa*

Reflexivity With and Without Self. *Julie E. Allan, University of Stirling*

Of Tooth Fairies and Rabbit Holes: On Seeking the Real in an Unreal World. *Alicia A. Broderick, Teachers College, Columbia University*

Outside the "Family of Malcontents": Reflections on an Early Career of Creative Discontent. *Emily A. Nusbaum, California State University - Fresno*

54.061. Exploring Processes Involved in Doctoral Education. SIG-Doctoral Education across the Disciplines; Paper Session

VCC, Second Level, West Room 214; 10:35am to 12:05pm

Chair: *David N. Boote, University of Central Florida*

Participants:

Exploring the Nature of the Public Doctoral Dissertation Defense:

Research-Based Evidence. *Shuhua Chen, McGill University*

Mapping Individual Learner Attributes Against Ph.D. Candidate Characteristics. *Sid F. Bourke, The University of Newcastle; Robert Cantwell, The University of Newcastle; Jill Scevak, The University of Newcastle; Allyson Patricia Holbrook, The University of Newcastle; Janene Budd, The University of Newcastle*

Patchwriting Their Way to Perfection: Students' Use of Adapted Text to Address Plagiarism. *Denise C. Strickland, University of Virginia; Michelle Vieyra, University of South Carolina - Aiken; Briana Crotwell Timmerman, University of South Carolina*

What do Doctoral Advisers Learn from Doctoral Advising? *Christine M. Halse, Deakin University*

Living in the Same World? Supervisors' and Doctoral Students' Perceptions of Resources and Challenges in the Doctoral Journey. *Jenna Tuomainen, University of Helsinki; Kirsi Maria Pyhalto, University of Helsinki; Jenni Stubb, University of Helsinki*

54.062. Dwelling and the More-Than-Human in Education. SIG-

Environmental Education; Paper Session

VCC, Third Level, West Room 305; 10:35am to 12:05pm

Chair: *Hamish Ross, University of Edinburgh*

Participants:

Twisting, Turning, and Folding More-Than-Human Methodologies. *Julia Kathleen Ostertag, The University of British Columbia; Chessa Adsit-Morris, The University of British Columbia*

What Tashi Taught Me: Pet-agogy and the Education of Emotions. *Seonaigh A. MacPherson, ELSA Net*

Being Nature: Interspecies Articulation as a Species-Specific Practice of Relating to Environment. *Pauliina Rautio, University of Helsinki*

The Wonder of Plant Teachers: Entheogens as Cognitive Tools. *Kenneth W. Tupper, University of British Columbia*

Dwelling and Curriculum Making in Environmental Education. *Greg B. Mannion, University of Stirling; Hamish Ross, University of Edinburgh*

Discussant: *Heesoon Bai, Simon Fraser University*

54.063. Emerging Technologies and Their Implications for Faculty Development. SIG-Faculty Teaching, Evaluation, and Development; Paper Session

VCC, Second Level, East Room 16; 10:35am to 12:05pm

Chair: *Stephen L. Benton, The IDEA Center, Inc.*

Participants:

Students' Engagement in Technology Rich Classrooms and Professors' Views of Effective Teaching. *Engida Hailye Gebre, McGill University; Robert J. Bracewell, McGill University; Alenoush Saroyan, McGill University*

An Exploratory Study on the Effects of Professors' Technology-Enhanced Feedback (TEF) Training With Disciplinary Differences and Course Level Relation on Students' Perceptions of Their Learning With TEF. *Jae Hoon Han, McGill University; Adam Finkelstein, McGill University; Cynthia B. Weston, McGill University*

In-Class or Online Teacher Evaluation: Effective Teaching Is Always Discernable. *Marcia E. Margolin, College of Saint Rose; Terri Peters, Monmouth University; Kristi Fragnoli, College of Saint Rose; Donna Mitchell, Monmouth University*

Comparing Significant Indicators of Effective Teaching in Face-to-Face, Online, and Web-Assisted Courses. *Francis Njoroge Kibaru, University of Missouri - Columbia; Julie A. Caplow, University of Missouri - Columbia*

Discussant: *Bonnie B. Mullinix, Greenville Technical College*

54.064. Organizing Parents for Social Justice in Urban Schools: A New Urban Model of Parent Engagement. SIG-Family, School, Community Partnerships; Symposium

VCC, Second Level, East Room 18; 10:35am to 12:05pm

Chair: *John S. Rogers, University of California - Los Angeles*

Participants:

Seven Principles of Urban Parent Empowerment and Advocacy. *Mary Johnson, Los Angeles Unified School District 6*

Placing Urban Parents at the Center of Teacher Education and Urban School Reform. *Anthony Collatos, Pepperdine University; Raymundo Tellez, Pepperdine University; Sinai Shayan, Fusion Academy*

21st-Century Parent Centers: Sites of Urban Parent Empowerment and Capacity Building. *Valerie Munoz, Parent-U-Turn/UCLA; Guadalupe M. Aguiar, Los Angeles Unified School District*

Discussant: *Susan Auerbach, California State University - Northridge*

54.065. Education in the North: Challenges in Formal Education for Indigenous Peoples in Circumpolar Regions. SIG-Indigenous Peoples of the Americas; Symposium

VCC, Second Level, West Room 223; 10:35am to 12:05pm

Chair: *Diane B. Hirshberg, University of Alaska Anchorage*

Participants:

Indigenous Self-Determination in Education in Alaska: How Do We Get There? *Diane B. Hirshberg, University of Alaska Anchorage; Alexandra R. Hill, The University of Alaska - Anchorage; Timothy Aqukkasuk Argetsinger, Harvard University*

Recruiting Inuit Teachers in Nunavut. *Paul Berger, Lakehead University*

Aboriginal Training Partnerships for Arctic Extractive Industries. *Andrew Peter Hodgkins, University of Alberta*

The Impact of Capital and Habitus on Inuit Postsecondary Education. *Helle Moeller, University of Alberta*

World Indigenous Nations Higher Education Accreditation System. *Ray Barnhardt, The University of Alaska - Fairbanks*

Discussant: *Michael Marker, The University of British Columbia*

54.066. Measuring Student Home Background in Large Cross-National**Studies: Conceptual and Methodological Issues.** SIG-International Studies; Symposium

VCC, First Level, West Room 116&117; 10:35am to 12:05pm

Chair: *Thomas F. Luschei, Claremont Graduate University*

Participants:

Measuring Student Socioeconomic Status in Large Cross-National Studies:

A Review and Critique of the Literature. *Thomas F. Luschei, Claremont Graduate University; Loris Fagioli, Claremont Graduate University; Amita Chudgar, Michigan State University*Constructing Socioeconomic Status Measures Using the Trends in International Mathematics and Science Study Data. *Amita Chudgar, Michigan State University; Chad Lee, Michigan State University; Thomas F. Luschei, Claremont Graduate University; Loris Fagioli, Claremont Graduate University*Measuring Family Socioeconomic Status in PIRLS (Progress in International Reading Literacy Study) 2006. *Daniel H. Caro, IEA Data Processing and Research Center; Diego Cortés, IEA Data Processing and Research Center*A New Look at the Evaluation of Sociological Theories in International Large-Scale Educational Assessments. *Daniel H. Caro, IEA Data Processing and Research Center; Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement*Discussant: *Eugenio Gonzalez, ETS***54.067. Negotiating Culture Across Content, Time, or Geography.** SIG-

International Studies; Paper Session

VCC, Second Level, West Room 205; 10:35am to 12:05pm

Chair: *Kirsi A. Tirri, University of Helsinki*

Participants:

Holocaust Education and Multicultural Education in a Diverse Germany.

*Debora Hinderliter Ortloff, University of Houston - Clear Lake*Negotiating the Past: Students' Response to Iranian Textbooks' Portrayal of History. *Maryam Soltan Zadeh, Florida International University*Understanding Cultural Differences in Mathematical Cognitive Strategies and Learning Cultures in Korea and the United States. *Christine K. Yang, Northwestern University*Unraveled National Borders: Assessing Social Cohesion Among Immigrant Students in Europe. *Laura Christine Engel, The George Washington University; Leslie Rutkowski, Indiana University; David Joseph Rutkowski, Indiana University*Discussant: *Gustavo E. Fischman, Arizona State University***54.068. Massively Multiplayer Online Games, Teenage Guys, and Learning: Experiments in an After-School Game-Based Casual Learning Lab.** SIG-Media, Culture, and Curriculum; Symposium

Sheraton Wall Centre, Fourth Level, North Port Alberni; 10:35am to 12:05pm

Chair: *Constance Steinkuehler, University of Wisconsin - Madison*

Participants:

Reading, Videogames and Interest. *Constance Steinkuehler, University of Wisconsin - Madison; Caroline Cassie-Marie Williams, University of Wisconsin - Madison*Collective Information Literacy. *Crystle Ann Martin, University of Wisconsin - Madison*Social Reasoning in Virtual Worlds Versus Real Worlds. *Amanda Kay Ochsner, University of Wisconsin - Madison; Sarah N.M. Chu, University of Wisconsin - Madison; Yoonsin Oh, University of Wisconsin - Madison*Epistemological Beliefs in Games Versus School. *V. Elizabeth Owen, University of Wisconsin - Madison; Shannon Linehan Harris, University of Wisconsin - Madison*Discussant: *Kurt D. Squire, University of Wisconsin - Madison***54.069. Advanced Topics in Multiple Regression Analysis.** SIG-Multiple

Linear Regression: The General Linear Model; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom B; 10:35am to 12:05pm

Chair: *Haiyan Bai, University of Central Florida*

Participants:

An Examination of Ordinal Regression Goodness-of-Fit Indices Under Varied Sample Conditions and Link Functions. *Thomas J. Smith, Northern Illinois University; Cornelius Mark McKenna, Northern**Illinois University*Interpreting Adjusted Means in Analysis of Covariance. *Daniel J. Mundfrom, Eastern Kentucky University; Dennis L. Clason, New Mexico State University*Selecting a Two-Group Classification Weighting Algorithm: Take Two. *John D. Morris, Florida Atlantic University; Mary G. Lieberman, Florida Atlantic University*Viewing Multiple Linear Regression Models through Multiple Lenses. *Laura Nathans, University of North Texas; Fred Oswald, Rice University; Kim Nimon, University of North Texas*Determining the Number of Factors in Exploratory Factor Analysis: A Comparison of Several Methods. *Robert Pearson, University of Northern Colorado; Daniel J. Mundfrom, Eastern Kentucky University; Adam Piccone, Datalogix*Hypothesis Testing in Regression Discontinuity Designs. *Randall E. Schumacker, The University of Alabama; Isadore Newman, Florida International University*Discussant: *William Holmes Finch, Ball State University***54.070. Online Teaching and Learning in K-12 Environments.** SIG-Online

Teaching and Learning; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom C; 10:35am to 12:05pm

Chair: *Karen P. Swan, University of Illinois at Springfield*

Participants:

A Descriptive Analysis of Online Learning in American High Schools: Views From the Principal's Office. *Scott L. Day, University of Illinois at Springfield; Anthony G. Picciano, The Graduate Center - CUNY; Jeff Seaman, Babson College*The Nature of Adolescent Learner Interaction in a Virtual High School Setting. *Jered Borup, Brigham Young University; Charles R. Graham, Brigham Young University; Randall S. Davies, Brigham Young University*Affective and Motivational Factors of Learning in Online Mathematics Courses. *ChanMin Kim, The University of Georgia; Seung Won Park, University of Georgia; Joe Cozart, Georgia Virtual Learning*An Exploratory Study of the Role of Teaching Experience in Motivation and Academic Achievement in a Virtual Ninth-Grade English I Course. *Julia Kathryn Carpenter, University of Florida; Cathy Cavanaugh, University of Florida*Counting a Dominant Narrative of Educational Reformers: Examining the Research on the Effectiveness of Virtual Schooling. *Michael Kristopher Barbour, Wayne State University***54.071. Rocks Along the River: Developing Culturally Responsive and Socially Responsible Research Methods.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium

Sheraton Wall Centre, Fourth Level, North Port McNeill; 10:35am to 12:05pm

Chair: *Veronica E. Bloomfield, Chapman University*

Participants:

Kaupapa Māori: The Research Experiences of a Research Whānau of Interest. *Mere Berryman, University of Waikato*Conversion Experiences of American Muslims in the United States: Bridging the Distance Between White Male Subject and Brown Female Researcher Through Use of a Culturally Responsive Design. *Dina M. Eletreby, Chapman University*An Aesthetic Methodology of Culturally Responsive Socially Responsible Research Practice. *Debora Joy Nodelman, Chapman University*Learning to Follow: An Ethnographer's Tales of Engagement. *Lilia D. Monzo, Chapman University*

Love as a Way of Knowing: The Transformative Power of Love in Culturally Responsive, Socially Responsible (CRSR) Methodologies.

*Norma Valenzuela, Chapman University*Discussant: *Suzanne SooHoo, Chapman University***54.072. Research in Reading and Literacy SIG: Paper Session 1: Reading and Writing.** SIG-Research in Reading and Literacy; Paper Session

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 10:35am to 12:05pm

Chair: *Kathleen M. Wilson, University of Nebraska - Lincoln*

Participants:

Cross-Linguistic Transfer Research for Bilingual Children's Literacy Development. *Jackie Eunjung Relyea, University of North Carolina -*

Chapel Hill

How Speech Enters Into Written Argumentation. *Rosalind Horowitz, The University of Texas - San Antonio; Kalpana Mukunda Iyengar, The University of Texas - San Antonio; Shannon Blady, The University of Texas - San Antonio*

Investigating the Impact of Images on Reading Comprehension Across Multiple Grades and Types of Image. *Heather Hughes Koons, MetaMetrics; Allen Johnson, MetaMetrics; Robert F. Baker, MetaMetrics*

Is Native Spanish Oracy Related to Young Latinos' English-Reading Growth? *Jackie Eunjung Relyea, University of North Carolina - Chapel Hill; Jill Fitzgerald, MetaMetrics and UNC Emeritus; Sandra Garcia, University of North Carolina - Chapel Hill; Steven J. Amendum, North Carolina State University*

The Effectiveness of Educational Technology Applications for Enhancing Reading Achievements in K-12 Classrooms: A Meta-Analysis. *Alan Cheung, Johns Hopkins University; Robert Slavin, Johns Hopkins University*

Validity of a Computer-Analytic Writing Ability Developmental Scale. *Hal Burdick, MetaMetrics; Carl W. Swartz, MetaMetrics; A. Jackson Stenner, MetaMetrics; Jill Fitzgerald, MetaMetrics and UNC Emeritus; Don Burdick, MetaMetrics; Sean Hanlon, MetaMetrics*

54.073. Educational Effectiveness in Elementary Schools. SIG-School Effectiveness and School Improvement; Paper Session
VCC, Second Level, East Room 12; 10:35am to 12:05pm

Chair: *Marlene J. Darwin, American Institutes for Research*

Participants:

How to Improve Reading Comprehension in High-Risk Children? *Gudrun Vanlaar, University of Leuven; Katrijn Denies, University of Leuven; Maarten Pinxten, University of Leuven; Machteld Vandecandelaere, University of Leuven; Carl Lamote, Katholieke Universiteit Leuven*
Exploring Young Learners' Goal Orientations at Schools With Challenging Circumstances. *Farah Jindani, University of Toronto; Eunice Eunhee Jang, University of Toronto*

Investigating Contextual Effects With English Primary School Data. *Ioulia Televantou, Herbert W. Marsh, University of Western Sydney; Benjamin Nagengast, Tuebingen University*

The Relationship Between School Composition, School Processes, and Student Learning in Early Primary Education. *Tinneke Boonen, Katholieke Universiteit Leuven; Jan A. Van Damme, Katholieke Universiteit Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven*

School Reform in a High Poverty Elementary School: A Grounded Theory Case Study of Capacity Building. *Stephanie L. Dodman, George Mason University*

The Progress of Pupils in Their First School Year across Classes and Educational Systems. *Peter B. Tymms, Durham University; Christine Merrell, Durham University; Helen R. Wildy, The University of Western Australia*

Discussant: *Daniel R. Muijs, University of Southampton*

54.074. An Educational Renaissance? School Transformation, Turnaround, and Restart in Chicago and Philadelphia. SIG-School Turnaround and Reform; Symposium
VCC, Second Level, West Room 204; 10:35am to 12:05pm

Chair: *Kenneth K. Wong, Brown University*

Participants:

Chicago's School Improvement Reforms: Student Population and Teacher Workforce Changes. *Maria Luisa de la Torre, University of Chicago; Sanja Jagesic, Consortium on Chicago School Research At The University of Chicago; James Sebastian, Consortium on Chicago School Research At The University of Chicago; Elaine M. Allensworth, University of Chicago; Michael Salmonowicz, Consortium on Chicago School Research At The University of Chicago; Coby Meyers, American Institutes for Research; Dean Gerdeman, American Institutes for Research*

Chicago's School Improvement Reforms: Impact on Student Outcomes. *Maria Luisa de la Torre, University of Chicago; Sanja Jagesic, Consortium on Chicago School Research At The University of Chicago; James Sebastian, Consortium on Chicago School Research At The University of Chicago; Elaine M. Allensworth, University of Chicago; Michael Salmonowicz, Consortium on Chicago School Research At The University of Chicago; Coby Meyers, American Institutes for Research;*

Dean Gerdeman, American Institutes for Research

"Teachers Are Calm, Kids Seem More Calm": School Climate and Student Enrollment at Philadelphia's Renaissance Schools. *Deborah A. Good, Research for Action; Michael Norton, Research for Action; Eva Gold, Research for Action*

"We Are Ready and Willing to Do the Work": Teachers' Experiences With the Early Stages of Turnaround in Philadelphia. *Maia B. Cucchiara, Temple University; Erin Elizabeth Rooney, Temple University; Claire Robertson-Kraft, University of Pennsylvania*

"We Really Want to See the School Succeed; That's Number One": Parent and Community Engagement in Philadelphia's Renaissance Schools. *Eva Gold, Research for Action; Deborah A. Good, Research for Action; Michael Norton, Research for Action*

Discussant: *Charles M. Payne, University of Chicago*

54.075. Issues of Literacy and Science. SIG-Science Teaching and Learning; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 10:35am to 12:05pm

Chair: *Robert M. Talbot, University of Colorado - Denver*

Participants:

The Impact of Using a Structured Reading Framework on Students' Conceptual Understanding. *Jeong-yoon Jang, University of Iowa; Brian Hand, University of Iowa*
Longitudinal Intervention Integrating Literacy and Science for Fifth-Grade Hispanic Current and Former English Learners. *Fuhui Tong, Texas A&M University - College Station; Beverly J. Irby, Sam Houston State University; Rafael Lara-Alecio, Texas A&M University*
Science Literacy Instruction on What? Multimodal Representations in the Earth Science Classroom. *Amy Alexandra Wilson, Utah State University*
The Impact of a New Instructional Model on Middle School Science Writing. *Patrick James Enderle, Florida State University; Victor Dale Sampson, Florida State University; Hope Campbell, Florida State University Schools*
Teaching High School Students the Language of Science in a University Laboratory. *Pei-Ling Hsu, University of Texas - El Paso*

54.076. Measurement Issues in Survey Research. SIG-Survey Research in Education; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy I; 10:35am to 12:05pm

Chair: *Amanda Mulcahy Maddocks, Concordia University*

Participants:

An Empirical Study of Response Category Effects: A Rasch Rating Scale Analysis. *Zongmin Kang, DePaul University*
Survey Analysis With Mixture Rasch Models. *John T. Willse, University of North Carolina at Greensboro; Andrew Dallas, University of North Carolina - Greensboro*
With Hiccups and Bumps: An Innovative Measure of Student Understanding of the Nature of Science. *Shelagh M. Peoples, Boston College; Katherine Shields, Boston College; Laura M. O'Dwyer, Boston College; Yang Wang, Boston College*
Cross-Subject Variability in Factors Affecting the Validity of Teachers' Reports of Instruction on Annual Surveys: Comparison of Mathematics and Literacy Instruction. *Seong Won Han, University of Wisconsin - Madison; Eric M. Camburn, University of Wisconsin*
Discussant: *Kathy E. Green, University of Denver*

54.077. Technology, Instruction, Cognition and Learning SIG: Paper Session 3: Questioning Issues in Technology. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Pan Pacific, Restaurant Level, Oceanview 7&8; 10:35am to 12:05pm

Chair: *Doug Hearrington, Kennesaw State University*

Participants:

Faculty Attitudes Toward Learning Management Systems: An Analysis Using Technology Acceptance Model. *Nafsaniath Fathema, Auburn University*
Recent Advances in AuthorIT and TutorIT Make Traditional Intelligent Tutoring Systems Obsolete. *Joseph M. Scandura, MERGE Research Institute*
Structural Relationships Among Learners' Locus of Control, Self-Efficacy, Task Value, and Learning Outcome in Online University. *Young Ju Joo, Ewha Womans University; Kyu Yon Lim, Ewha Womans University; Hyun Nam Seol, Ewha Womans University; Na Yeon Yoo, Ewha Womans University; Ji Hyun Kim, Ewha Womans University; Eugene Agnes Lim, Ewha Womans University*
The Effects of Content Acquisition Podcasts on Vocabulary Performance of

Adolescents in Secondary Coursework. *Michael J. Kennedy, University of Virginia*

Tracking Relationships between Game-play and Conceptual Knowledge in a Dynamic Geometry Game. *Jonathan Vitale, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Michael I. Swart, Teachers College, Columbia University*

Discussant: *Kausalai K. Wijekumar, The Pennsylvania State University*

54.078. Coproduction Practices: Reconfiguring Professional Knowledge and Work. SIG-Workplace Learning; Symposium

VCC, First Level, West Room 113; 10:35am to 12:05pm

Chair: *Tara Jane Fenwick, University of Stirling*

Participants:

Conflicting Responsibilities in Coproduction: Police Practices of Work and Knowing. *Tara Jane Fenwick, University of Stirling*

Agency and Knotworking in Coproduction: Change Laboratory in an Academic Library. *Annalisa Sannino, University of Helsinki*

"Projectification": New Challenges for Learning in Interprofessional Coproduction. *David John Guile, Institute of Education - London*

Coproduction of Assessment Practices: Challenges Emerging in Teachers' Collaborative Work With "Assessment for Learning". *Monika Nerland, University of Oslo; Hege Yvonne Hermanson, University of Oslo*

Discussant: *Kjell Rubenson, The University of British Columbia*

Division and SIG Roundtables

54.079. Roundtable Session 84; Roundtable Session

54.079-1. Intellectual Currents in Educational History. Division F - History and Historiography; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Catherine A. Broom, The University of British Columbia - Okanagan*

Participants:

The History of Learning's Intellectual Properties: The Contribution of Medieval Monasticism. *John M. Willinsky, Stanford University*

Germes, Pathology, and the Laboratory: The Dissemination of Medical Discourses in Writing Pedagogy During the Late 19th Century. *David L. Carlson, Arizona State University*

54.079-2. Rethinking Desegregation. Division F - History and Historiography Cosponsored with SIG-Research Focus on Black Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *V. P. Franklin, University of California - Riverside*

Participants:

Impact of Shifting Federal School Policy on Chicago. *Dionne Danks, Indiana University*

Black Teachers, Public Service Employment, and Urban Middle-Class Politics. *Elizabeth Todd-Breland, Governors State University*

Multiple Agendas, Multiple Interests: Race and Independent Schools in the 1960s and 1970s. *Michelle A. Purdy, Michigan State University*

54.079-3. Negotiating Adolescent Development. SIG-Adolescence and Youth Development; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Myriam L. Baker, McREL*

Participants:

Cyberbullying: Can Laboratory Research Contribute to Our Knowledge in This Field? *Stephanie Pieschl, Westfälische Wilhelms-Universität Münster; Torsten Porsch, University of Münster*

Identifying Relationally Aggressive Adolescent Girls: A Proposed Model Based on Perceptions of Girls and Teachers. *Angela Page, University of Otago - New Zealand; Lisa F. Smith, University of Otago*

In Our Own Voices: Black Adolescent Girls' Facebook and Blog Usage. *Ming Shi Trammel, The Ohio State University - Columbus; Monica L. Dillihunt, The University of Alabama - Huntsville*

Is the Internet My Friend? A Look at the Moderating Role of Internet Use in the Social Lives of Adolescents. *Monique Gagné, The University of British Columbia; Leigh Mijin Yang, The University of British Columbia; Shereen Khan, The University of British Columbia; Jennifer D. Shapka, The University of British Columbia*

The Role of Unwanted First Sexual Experience in Predicting Situational Efficacy in Risky Sexual Choices Among Adolescents. *Charles Obugo*

Okonkwo, Ohio State University; Hui Jiang, The Ohio State University; Eric M. Anderman, The Ohio State University

54.079-4. Human Capacity Building in Africa and in the Caribbean. SIG-Caribbean and African Studies in Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Justina Osato Osa, Virginia State University*

Participants:

Transitioning Under the Caribbean Sun: The Career Decision-Making Experiences of Emerging Adults in the Turks and Caicos Islands.

Ramona Parkash Arora, McGill University

"We Can't Hide": Reframing Shame About Disability in Rural Namibia.

Margaret Bartlett, Arizona State University

"We Don't Have the Principals' Handbook. . . ." Early Career Principals Tell on a Practice of Socializing Into Leadership. *Laurette Maria Stacy Bristol, Charles Sturt University; Launcelot Brown, Duquesne University; Talia Randa Esnard, The University of Trinidad and Tobago*

54.079-5. Moi: Indigenous Knowledges—Maths and Sciences. SIG-

Indigenous Peoples of the Pacific; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *L. Laiana Kanoa-Wong, University of Hawaii - Manoa*

Participants:

Cultural Landscape: Speaks to Me. *Meremai Williams, Te Whare Wānanga o Awanuiarangi*

E Ho'omaui! Improving Science Literacy Through Culture. *Ormond W. Hammond, Pacific Resources for Education and Learning; Ellen Miyasato, Pacific Resources for Education and Learning*

Indigenous Ecological Knowledges and Pacific Islands Climate Education:

Complexities, Risks, and Profound Benefits. *Marilyn G. Low, Pacific Resources for Education and Learning; Corrin Barros, Pacific Resources for Education and Learning*

Mathematics and Culture in Micronesia. *A.J. (Sandy) Dawson, University of Hawaii*

Quanti-Native: Examining Hawaiian Mathematical Ideas.

Eomailani Kukahiko, University of Hawaii - Manoa; Naleisha Kauionalani Pelekai-Wai, University of Hawaii - Manoa; Sydney Kapuāhinanokauikalai Coelho, University of Hawaii; Alexandra Pualilia K. Coelho, University of Hawaii - Manoa; Darienne Dey, University of Hawaii - Manoa; Rawiri Stephen Tinirau, Massey University; Daniel Lipe, Ho'okūlāiwi; Aha Ho'ona'auao Ōiwi

54.079-6. Sources and Consequences of Achievement Goals. SIG-

Motivation in Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Nir Madjar, Monash University*

Participants:

Effects of Tracking on Students' Self-Concept, Intrinsic Motivation, and Achievement Goals During the Transition to Secondary School. *Isabell Paulick, Goettingen University; Rainer Watermann, University of Göttingen; Matthias Nückles, University of Freiburg*

Investigating Stability and Change in Unit-Level Achievement Goals and Their Effects on Math Learning With Intelligent Tutors. *Matthew L. Bernacki, University of Pittsburgh; Timothy James Nokes-Malach, University of Pittsburgh; Vincent Aleven, Carnegie Mellon University*

Joining Forces: Connecting the Study of Rumination and Depression With the Study of Achievement Goal Orientation. *Joan M. Martin, University of Victoria; Martin Van Boekel, University of Victoria/ University of Minnesota*

Predicting Performance With a Task-Based Behavioral Measure of Achievement Goals. *Jane Elizabeth Richey, University of Pittsburgh; Matthew L. Bernacki, University of Pittsburgh; Daniel M. Belenky, University of Pittsburgh; Timothy James Nokes-Malach, University of Pittsburgh*

54.079-7. Professional Practice in Gifted Education: Examining the Work and Perspectives of Educators. SIG-Research on Giftedness,

Creativity, and Talent; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Lisa Hall Foster, Harvard University*

Participants:

Measuring Middle School Students' Reading Choices Relative to Achievement Levels. *Joe Brandon Helbling, University of Connecticut; Catherine A. Little, University of Connecticut*

- More Than Knowing: Helping Teachers Understand the Needs of Highly Able Students in a New Select Entry School. *Leonie Kronborg, Monash University; Margaret M. Plunkett, Monash University*
- Teachers' Implicit Theories About Gifted Children and Youth. *Franzis Preckel, University of Trier; Tanja Gabriele Baudson, University of Trier*
- To Know Is Not Enough: Case Study Research About the Role of Principals in Gifted Education. *Kimberley L. Chandler, College of William and Mary; Valija C. Rose, University of Georgia*

54.079-8. Online and Interactive Formative Assessments. SIG-Classroom Assessment; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Mary M. Chittooran, Saint Louis University*

Participants:

- Structural Assessment for Learning. *David L. Trumpower, University of Ottawa; Gul Shahzad Sarwar, University of Ottawa; Harold Sharara, University of Ottawa; Osnat Fellus, University of Ottawa; Mehmet Filiz, University of Ottawa*
- The Impact of Interactive Formative Assessment on Student Learning. *Beverly M. Klecker, Morehead State University*
- The Relationship between Teacher Online Formative Assessment Practices and Student Online Formative Assessment Scores. *Aryn C. Karpinski, Kent State University; Jerome V. D'Agostino, Ohio State University; Anne-Evan K. Williams, The Ohio State University; Sue Ann Highland, Colorado Department of Education; Jennifer Mellott, Kent State University*

54.079-9. Democratic Citizenship in Education Paper Discussion 2. SIG-Democratic Citizenship in Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Participants:

- Community and Rights: Youth Defining Citizenship. *Pamela J. Gordon*
- Overlooked? The Extracurricular Club as a Site for Civic Learning and Experience. *Claire Elizabeth Crawford, Cardiff University*
- Social Citizenship and Migrant Youth's Expressions of Learning. *Maryam Nabavi, The University of British Columbia*
- Teachers' and School Leaders' Perceptions of Education and Democracy at Colegio Naleb. *Allison M. Borden, University of New Mexico*
- "Democracy Is Beautiful": Moving Preservice Teachers From Knowing About to Acting Upon Schooling for Democracy. *Edward Adam Janak, University of Wyoming*

54.079-10. Examining Latino Student Populations. SIG-Hispanic Research Issues; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Sylvia Martinez, Indiana University*

Participants:

- Explaining the Discipline Outcomes for Latino Students in Massachusetts: Exploring the Connection Between English Proficiency and Discipline Patterns Among Latino Students. *Michael Berardino, University of Massachusetts - Boston; Diana Salas Coronado, University of Massachusetts - Boston; Billie Gastic, Relay Graduate School of Education*
- Reading and Math Differences Between Hispanic and Students Labeled as Limited English Proficient: A Multiyear Analysis. *Kristin Marie Craft, Sam Houston State University; John R. Slate, Sam Houston State University*
- Voices From the U.S. Hispanic Youth Entrepreneur Education (USHYEE) Student Chapter Program: Early Outcomes and Promising Practices. *Samantha Murray, Baltimore City Public School System; Tamela Heath Hawley, Baltimore City Public School System*
- "It's Like Giving Us a Car, Without the Wheels": Early College High Schools as a Social Justice Policy Intervention. *Leslie Ann Locke, Texas A&M University; Kathryn Bell McKenzie, Texas A&M University - College Station*

54.079-11. Not Knowing and the Politics of Powerlessness in Empire. SIG-Ivan Illich; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Dilafruz R. Williams, Portland State University*

Participants:

- The Deschooled citizen: Educating the Citizen of Empire. *Michael T.*

- Hayes, Washington State University; Melissa Saul, University of Idaho*
- To Know Is Not Important: Ivan Illich and Jacques Rancière's Relational Pedagogy. *Matthew X. Curinga, Adelphi University*
- "More at Home, More Quiet, More Employed at the Work That Still Seems My Own to Do": Reflections on Wendell Berry and Ivan Illich. *Rene Galindo, University of Colorado; Madhu Suri SURI Prakash, The Pennsylvania State University; Dana L. Stuchul, The Pennsylvania State University*

54.079-12. Contemporary Preparation Program Initiatives: Lessons Learned From School Leadership Programs. SIG-Learning and Teaching in Educational Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Margaret Terry Orr, Bank Street College of Education*

Participants:

- Large-Scale Field-Based Projects/Internships. *Stefanie Holzman, California State University - Dominguez Hills; Anthony H. Normore, California State University - Dominguez Hills; Antonia Issa Lahera, California State University - Dominguez Hills*
- Mentoring and Coaching. *Jennifer K. Clayton, The George Washington University*
- Evaluating School Leadership Preparation Programs. *Karen L. Sanzo, Old Dominion University; Steve P. Myran, Old Dominion University*

54.079-13. Current Research on Teachers' Work. SIG-Teacher's Work/Teachers Unions; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Christine Gardner, University of Tasmania*

Participants:

- Nonpermanent Teachers' Access to Work-Related Learning. *Katina E. Pollock, University of Western Ontario*
- Teachers' Work as Curriculum Innovators in Alternative Schools. *Nina Bascia, University of Toronto - OISE*
- The Secret Life of Art Teachers: The Work Lives of Six Elementary Visual Art Teachers. *Ava Herring-Wokoma, University of Minnesota*
- Advocating for Teachers With Critical Quantitative Research: An Exploration. *Ayana N. Kee, Harvard University*

54.080. Roundtable Session 85; Roundtable Session

54.080-1. Entryways Into Academia: Complexities and Tensions. SIG-Narrative Research; Roundtable Session

VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Roland W. Mitchell, Louisiana State University*

Participants:

- A Narrative Inquiry Into the Corporate Unknown: Academic-Discipline Faculty Experiences Teaching in "Pathway" Programs. *Carter Winkle, Barry University*
- Poetics as Narrative Form: Examining the Epistemological and Methodological Value. *Patrick M. Jenlink, Stephen F. Austin State University*
- Relational Narratives in "Figured Worlds": Exploring College Transition, Social Interaction, and Language Usage. *Carmen Narvaez Veloria, Suffolk University*

54.080-2. Bridging the Gap: Intermediary Roles Brokering Research Use in Education. SIG-Research Use; Roundtable Session

VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Todd Twyman, Pacific University*

Participants:

- The Emerging Role of Intermediary Organizations in Educational Policy, Research Utilization, and Production. *Janelle T. Scott, University of California - Berkeley; Christopher A. Lubienski, University of Illinois at Urbana-Champaign; Elizabeth H. DeBray, University of Georgia; David Goldie; Huriya Jabbar, University of California - Berkeley; Matthew Allen Linick, University of Illinois*
- State Education Agency Searches for and Uses of Research Evidence. *Ryan Fink, University of Pennsylvania; Elliot H. Weinbaum, U.S. Department of Education*
- Research Mediation in Education: A Cross-Case Analysis of 44 Knowledge Mobilization Intermediaries Across Canada. *Amanda Cooper, OISE/University of Toronto*

54.080-3. Promoting Active Agency in Educational Leadership-Preparation Policy Making: Furthering Discussion in the

Professoriate. SIG-Learning and Teaching in Educational Leadership; Roundtable Session

VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Joy C. Phillips, East Carolina University*

Participants:

State-Mandated Educational Leadership Program Redesign: A View From Alabama. *Frances K. Kochan, Auburn University*

State-Mandated Educational Leadership Program Redesign: A View From Florida. *Meredith L. Mountford, Florida Atlantic University*

State-Mandated Educational Leadership Program Redesign: A View From Kentucky. *Tricia Browne-Ferrigno, University of Kentucky*

State-Mandated Educational Leadership Program Redesign: A View From New Jersey. *Virginia Doolittle, Rowan University*

State-Mandated Educational Leadership Program Redesign: A View From North Carolina. *Joy C. Phillips, East Carolina University*

54.080-4. Antiracism, Diversity, and Critical Race Theory: Perceptions

From the Field. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

VCC, Second Level, East Room 2&3; 10:35am to 12:05pm

Chair: *Ricky Lee Allen, University of New Mexico*

Participants:

The Making of Antiracists: Mapping the Journeys of Antiracist White Educators. *Taharee Apirom Jackson, University of the District of Columbia*

Racial Diversity Education: A Necessary Evil? *Linda Markowitz, Southern Illinois University - Edwardsville; Laurel D. Puchner, Southern Illinois University - Edwardsville*

Undergraduates' Perceived Prejudice, Discrimination, and Equity: Corroborative Evidence for Educational Resources and Programming. *Deborah Levine-Donnerstein, The University of Arizona; Christine Nicole Calderon, The University of Arizona; Melissa Ousley, Ph.D., The University of Arizona; Jessie Antonellis, Little Priest Tribal College; Zachary Nicolazzo, The University of Arizona*

Critical Race Theory and the Analysis of White Prospective Teachers' Reflections in E-Portfolios. *Michael K. Thomas, University of Wisconsin - Madison; Katrina Liu, University of Wisconsin-Whitewater*

Using the Cultural Competence Continuum to Evaluate Preservice Teachers' Responses to Urban Math Classroom Vignettes. *Sherick A. Hughes, University of Maryland; Tamyka Morant-Jahi, University of Maryland*

54.081. Roundtable Session 86; Roundtable Session

54.081-1. School Engagement. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 10:35am to 12:05pm

Chair: *Angela M. O'Donnell, Rutgers University*

Participants:

Enhancing School Engagement Through the Arts in the Primary Grades: Validating Diverse Expressions of Knowledge. *Briana Marie Hinga, University of California - Irvine; Liane R. Brouillette, University of California - Irvine; George Farkas, University of California - Irvine; Doug Grove, Orange County Department of Education*

Identity and Motivation for Engagement Within a Professional Online Community of Practice. *Haley Kay Steele, The University of Texas - Austin; Todd C. Reimer, Metropolitan State College of Denver*

Self-Expression and Student Engagement: A Contextual Analysis of High School Classrooms. *Kristy S. Cooper, Michigan State University*

Shifting Student and Teacher Roles: The Effects of Youth-Led Participatory Action Research in Two Urban High Schools. *Dana Wright, Connecticut College*

54.081-2. Technological Applications in Science Learning and Instruction.

Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 10:35am to 12:05pm

Chair: *Noemi Waight, University at Buffalo - SUNY*

Participants:

Examining Teachers' Development of Technological Pedagogical Content Knowledge for Using a Three-Dimensional Interactive Computer Simulation to Support Science Learning. *Yen-Ling Lee, University of Washington*

ChemVlab+: Supporting Science Learning Using a Virtual Chemistry Lab With Embedded Assessments. *Jodi Davenport, WestEd; Michael Timms,*

Australian Council for Educational Research; David Yaron, Carnegie Mellon University; Michael Karabinos, Carnegie Mellon University

Smart Classrooms for Knowledge Communities: Learning Across Contexts in Secondary Science. *Mike Tissenbaum, University of Toronto; Michelle Lui, OISE/University of Toronto; James D. Slotta, University of Toronto*

54.082. Roundtable Session 87; Roundtable Session

54.082-1. Praxis, Pedagogy, and the Popular: Engaging Youth, Exploring Texts. SIG-Critical Issues in Curriculum and Cultural Studies;

Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm

Chair: *Robert James Helfenbein, Indiana University - IUPUI*

Participants:

Mixed, Blended Nation, and the Politics of Multiraciality. *Nana Osei-Kofi, Iowa State University*

Attributions and Challenges of Class in the Context of a Neoliberal Discourse on Education: Making Class in Swedish PBS Television About Education. *Eva Reimers, Linköping University*

Critical Pedagogy and Praxis: Digital Storytelling and Participatory Action Research With Indigenous Youth. *Paula Groves Price, Washington State University; Paul D. Mencke, Washington State University*

Just Images: Knowing and Imagining Visual Narratives of Education. *Richard T. Johnson, University of Hawaii; Sarah Jane Twomey, University of Hawaii - Manoa; David W. Kupferman, College of the Marshall Islands*

"Waiting for Superman": A Cultural Studies Analysis in the Nightmare of the Present. *Robert James Helfenbein, Indiana University - IUPUI; Gabriel Stephen Huddleston, Indiana University*

54.082-2. Instructional Technology SIG: Electronic Portfolios, Interaction, and Teacher Training: Their Impacts on Student Cognitive and Affective Variables.

SIG-Instructional Technology; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm

Chair: *Ian A. Lubin, Georgia Southern University*

Participants:

Interaction in Online Learning: A Comparative Study on the Impact of Communication Tools on Student Learning, Motivation, Self-Regulation, and Satisfaction. *Mahnaz Moallem, University of North Carolina - Wilmington; Raymond Pastore, University of North Carolina - Wilmington; Florence Martin, University of North Carolina - Wilmington*

The Development of Technological Pedagogical Content Knowledge in Instructors By Participating in Quality Matters Training and Peer Collaboration. *Cheryl L. Ward, University of Akron; Xin Liang, The University of Akron; Wendy Lampner, Instructional Service - University of Akron*

The Reality of Assessing "Authentic" Portfolios: Can Electronic Portfolios Serve as a Form of Standardized Assessment of Literacy and Self-Regulated Learning at the Elementary Level? *Eva Mary Bures, Bishop's University; Alexandra Barclay, Mount Saint Vincent University; Philip C. Abrami, Concordia University; Vivek Venkatesh, Concordia University; Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo*

54.083. Roundtable Session 88; Roundtable Session

54.083-1. Service-Learning and Experiential Education Roundtable. SIG-Service-Learning & Experiential Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm

Chair: *Kathleen Tice, The University of Texas - Arlington*

Participants:

Communities of Practice and Cultural Historical Activity Theory as Theoretical Frameworks for the Analysis of Service Learning. *Christopher George Pupik Dean, University of Pennsylvania*

The Other Voice in Service-Learning: Examining Community Partners' Perspectives on the Outcomes of Service Experiences. *Stephanie Smith Budhai, Drexel University*

54.083-2. Evaluating Social and Emotional Learning Programs 2: Program Outcomes for Students and Teachers.

SIG-Social and

Emotional Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm

Chair: *Kim A. Schonert-Reichl, The University of British Columbia*

Participants:

Integrating Social-Emotional Learning and Literacy: Findings From Two Years of Implementing SELF (Social-Emotional Learning Foundations) Lessons in Kindergarten. *Ann P. Daunic, University of Florida; Nancy Corbett, University of Florida; Stephen W. Smith, University of Florida; Tia Navelene Barnes, University of Florida; Donna L. Pitts, University of Florida; Pam Chalfant, University of Central Florida; Lourdes Santiago-Proventud, University of Florida*

Examining the Effects of a Mindfulness-Based Stress-Reduction Program for Teachers on Coping Processes. *Cynthia Taylor, Portland State University; Jessica L. Harrison, Portland State University; Jeff Beers, Portland State University; Kimberly Schonert-Reichl, The University of British Columbia; Robert William Roeser, Portland State University*

Do Specific Practices From the Responsive Classroom Approach Predict Quality of Teacher-Student Interactions? *Sara E. Rimm-Kaufman, University of Virginia; Timothy Walter Curby, George Mason University; Tashia Abry, University of Virginia; Ross Allen Andrew Larsen, University of Virginia*

54.084. Scientifically Based Research and Research Quality; Roundtable Session

54.084-1. Scientifically Based Research and Research Quality. SIG-Qualitative Research; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm

Chair: *Carolyn N. Stevenson, Kaplan University*

Participants:

Ten Years After Scientifically Based Research: Is It the Cure or the Disease? *Jessica Lynn Van Cleave, University of Georgia*

Aced Out: Censorship of Qualitative Research in the Age of "Scientifically Based Research". *Deborah A. Ceglowski, Ball State University; Chiara D. Bacigalupa, Sonoma State University; Emery Peck, Ball State University*

Under The Big Tent: Criteria and Ethics in Qualitative Research. *Jenny Gordon, Binghamton University - SUNY; Jean A. Patterson, Wichita State University*

Division and SIG Posters

54.085. Poster Session 13; Poster Session

54.085-1. Investigations of Teacher Education Program Design and Innovations. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

1. Conflicting Expectations and Developing Relationships in Moving Toward a Clinically Rich Teacher Education Program. *Jane Bolgatz, Fordham University; Kristen H. Turner, Fordham University*
2. Designing a Virtual Learning Community for Elementary Mathematics Teachers. *Megan Schleppebach, University of Chicago; David Beer, University of Chicago*
3. Exploring "the Ripple in the Pond": What Do We Know About Teacher Change Agents? *Karrin Lukacs, Shenandoah University*
4. Frankie Stein's E-Portfolio: A Creative Ethnography Unstitching a Teacher's Body of Knowledge. *Timothy F. Hopper, University of Victoria; Katherine J. Sanford, University of Victoria; Sarah Bonsor Kurki, University of Victoria*
5. Interaction and Critical Thinking: Comparison of Student Moderation in an Online Course for K-12 Educators. *Joan Thormann, Lesley University*
6. Looking in the Wrong Mirror? The Use of Self-Assessments in Teacher Aptitude Testing. *Michaela Maria Koeller, University of Kiel; Uta Klusmann, University of Kiel; Jan Retelsdorf, IPN - Leibniz Institute for Science and Mathematics Education*
7. Programmatic Influences on Preservice Teachers' Self-Efficacy Beliefs Regarding Working With Students With Disabilities. *Holly H. Robbins, Radford University*
8. Tackling Teacher Recruitment and Preparation Challenges: The Effectiveness of Teaching Fellows in North Carolina Schools. *Kevin Christopher Bastian, University of North Carolina; Gary Henry, University of North Carolina; Adrienne A. Smith, Horizon Research*
9. Training Teachers for Virtual Classrooms: A Case Study of a Course in Online

Pedagogy. *Wayne Journell, University of North Carolina - Greensboro*

10. Virtual Technology-Enhanced Attainable Mathematics (V-TEAM): An Integrated Mathematics Lesson Study Project. *Pamela L. Whitehouse, West Virginia University; Ugur Kale, West Virginia University; Sarah Selmer, West Virginia University; Johnna Bolyard, West Virginia University; Malayna Bernstein, West Virginia University*

54.085-2. Teacher Commitment, Retention, and Staffing in the United States and Abroad. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

11. Addressing Quality Teaching in Hard-to-Staff Settings: The Exceptional Teachers for Disadvantaged Schools Project. *Bruce Munro Burnett, Queensland University of Technology; Jo Lampert, Queensland University of Technology*
12. How Mentors Learn: Exploratory Analysis of Mentor Teachers' Professional Learning Conversations. *Frances June Langdon, University of Auckland; Annaline Flint, University of Auckland; Alexis Ryde, University of Auckland*
13. Teacher Attrition and Retention: Root Causes to Solutions. *Christine Ruth Probasco, University of New Mexico*
14. Teacher Education and the Choice for a Career in Teaching: A Predictive Study. *Isabel Rots, Ghent University; Antonia Aelterman, Ghent University; Geert Devos, Ghent University*
15. Teacher Sorting Across Schools in Chile: Variation in Teachers' Background and Education. *Carolina Milesi, NORC at the University of Chicago; Soledad Ortuzar, The Pontifical Catholic University of Chile; Carolina Flores, The Pontifical Catholic University of Chile*
16. The Development of Beginning Physics Teachers' Content Knowledge Over the First Three Years of Teaching. *Jennifer J. Neakrase, New Mexico State University; Julie A. Luft, University of Georgia*
17. The Emotionality of Leaving Teaching: The Role of Emotions on Early Career Teachers' Decisions to Leave. *Aubrey Scheopner Torres, Education Development Center, Inc.*
18. The Impact of Certification Status on Special Educators' Predicted Level of Retention. *Leman Kanitürk Kose, University of Rochester*
19. The Influence of Induction Programs on Beginning Teachers' Well-Being and Professional Development: A Mixed-Method Study. *Klaas Van Veen, University of Leiden; Chantal Kessels, ICLON, Leiden University; Douwe Beijaard, Eindhoven University of Technology; Nico Verloop, Leiden University*
20. To Know Is Not Enough: Mentoring Interns Through a Liminal Phase. *Teresa Moore, Central Queensland University; Pam S. Gargett, CQUniversity*
21. Toward a Model of Factors Influencing Teacher Motivation and Professional Commitment. *Breana Sylvester, The University of Texas - Austin; Jaehak Jung, The University of Texas - Austin*
22. Using Evaluation Research to Improve Mentoring Program Outcomes. *Tyonka Perkins, University of Indianapolis; Jennifer A. Drake, University of Indianapolis; Jill Bradley-Levine, University of Indianapolis; Gina Gabriele Romano, University of Indianapolis*

54.085-3. Barriers Yet Interest: Institutional Advancement Officers' Engagement of Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex (LGBTQQI) Alumni in Philanthropy. SIG-Education and Philanthropy; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

23. Barriers Yet Interest: Institutional Advancement Officers' Engagement of Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex (LGBTQQI) Alumni in Philanthropy. *Noah Daniel Drezner, University of Maryland - College Park; Jay Garvey, University of Maryland*

54.085-4. Action Research Posters: Many Ways to Learn About Practice. SIG-Action Research; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

24. A Professor's Role in Applying Action Research to Support Collaboration Among Graduate Students. *Andrea B. Martone, The College of Saint Rose*
25. Action Research as a Culturally Open System: Infusing East Asian Epistemology Into Action Research Initiatives. *Noriyuki Inoue, University of San Diego; Lonnie L. Rowell, University of San Diego*
26. An Action Research Program in Sustained Implementation: Learning

From Practice-Based and Graduate School Models. *William H. Rickards, University of Southern California*

27. Dramatic Impact of Arts-Based Teaching on At-Risk Students: Three Action Research Studies. *Xin Li, California State University - Long Beach; Patricia Kenzy, Long Beach Unified School District; Laura Severson, Los Angeles Unified School District; Lou Underwood, Long Beach Unified School District*
28. Intrinsic Motivation in the Responsive Classroom. *Dana Nicole Ruggiero, Purdue University*
29. Play and Learning: An Action Research Project in Preschool. *Johanna Einarsson, University of Iceland*

54.085-5. Investigations of Science Learning. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

30. Characterizing Profiles of Interest in Science and Designing Supportive Measures. *Pay Ove Dierks, Leibniz Institute for Science and Mathematics Education, Kiel; Wilfried Wentorf, Leibniz Institute; Tim Niclas Hoeffler, University of Kiel; Ilka Parchmann, Leibniz Institute*
31. Developing and Validating a "Ruler" to Locate and Follow Students Along a Learning Progression. *Shawn Stevens, University of Michigan; Namsoo Shin, University of Michigan*
32. How Learners Visually Navigate Concept Maps: An Analysis of Eye Movement Single Transitions. *Kiran Bisra, Simon Fraser University; John Cale Nesbit, Simon Fraser University*
33. Inquiry-Based Science Interventions for Middle School Students: A Meta-Analysis of Cognitive, Behavioral, and Affective Outcomes. *Louis S. Nadelson, Boise State University; Susan M. Williams, Metiri Group*
34. Investigating Essential Characteristics of Scientific Practices in Elementary Science Learning Environments: The Practices of Science Observation Protocol (P-SOP). *Cory T. Forbes, University of Iowa; Mandy Biggers, University of Iowa; Laura Zangori, University of Iowa*
35. Learning to Focus on Processes and Steady States in Ecosystems Dynamics Using a Virtual Environment. *Tina A. Grotzer, Harvard University; Amy M. Kamarainen, Harvard University; Michael Shane Tutwiler, Harvard University; Shari J. Metcalf, Harvard University; Christopher J. Dede, Harvard University*
36. Testing Cultural Factors as Predictors of International Differences in Academic Achievement. *Gavin W. Fulmer, National Science Foundation*
37. The FCI (Force Concept Inventory) Story: Who Is Not Learning and What Isn't Being Learned. *Helena Dedic, Vanier College; Steven Usher Robert Rosenfield, Cegep Vanier College; Nathaniel Lasry, Harvard University*
38. The quality of high school curriculum and academic success: Does coursework rigor translate into higher achievement? *Judy H. Tang, University of New Hampshire; Stephen E. Roey, Westat; Robert Colby Perkins, Westat; Philip H. Morse, Chapman University*
39. Which Factors Influence The Ability To Solve Analytical Problems In The Area Of Science? *Manuela Lehnen, University of Duisburg-Essen*
40. What children think about ocean circulation: An exploratory study. *Lynn Uyen Tran, University of California - Berkeley; Sarah Pedemonte, University of California - Berkeley*
41. Using student drawings to illustrate shifts in teaching, learning and classroom ecology. *Damian J. Bebell, Boston College; Yigal Rosen, University of Haifa*
42. An Exploration of Girls' Socialization Patterns in a High School: University Science Partnership Program. *Megan E. Fautot, Illinois Institute of Technology; Stephen A. Bartos, Illinois Institute of Technology; Norman G. Lederman, Illinois Institute of Technology; Teresa K. Woodruff, Northwestern University; Cathryn L. Smeyers, Northwestern University; Nadia L. Reynolds, Northwestern*

54.085-6. Cognition and Assessment Poster Session. SIG-Cognition and Assessment; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

43. Validity of Inferences From Game Play: An Examination of Cognitive Processes. *Kristen E. Dicerbo, Pearson; Dennis Charles Frezzo, Cisco Systems Inc*

54.085-7. Division C, Section 5 Poster Session. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

44. Facilitating Transactive Memory System (TMS) Through Computer-Supported Collaboration Script in Multidisciplinary Learning. *Omid*

Noroozi, Wageningen University; Harm Biemans, Wageningen University; Armin Weinberger, Saarland University; Martin Mulder, Wageningen University; Mohammad Chizari, Tarbiat Modares University

Monday, 12:25 pm

Governance Meetings and Events

55.001. SIG Leadership Orientation: Session 3. AERA Governance; Governance Session
VCC, First Level, West Room 116&117; 12:25-1:55pm
Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

Presidential Sessions

55.010. From *Grutter v. Bollinger* (2003) To *Fisher v. University of Texas-Austin*—Will Compelling Social Science Evidence on the Benefits of Diversity Prevail in Higher Education? Presidential Session
VCC, First Level, West Room 118-120; 12:25-1:55pm

Chair: *Felice J. Levine, American Educational Research Association*

Participants: *Gary A. Orfield, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles; Chandra Muller, The University of Texas - Austin; Nancy Cantor, Syracuse University; William T. Trent, University of Illinois at Urbana-Champaign*

55.011. In Consciousness and With Responsibility: Marshaling African/Black Heritage Knowledges, Identities, and Practices for the Global Good. Presidential Session
VCC, First Level, West Ballroom A; 12:25-1:55pm

Chair: *Cynthia B. Dillard, The University of Georgia*

Participants: *George J. Dei, OISE/University of Toronto; Cynthia B. Dillard, The University of Georgia; Joyce E. King, Georgia State University; Cynthia A. Tyson, The Ohio State University - Columbus; Handel K. Wright, The University of British Columbia*

AERA Sessions

55.012. AERA Distinguished Contributions to Research in Education Award (2011) Address: Catherine Snow. AERA Sessions; Invited Session
VCC, First Level, West Ballroom C; 12:25-1:55pm

Chair: *P. David Pearson, University of California - Berkeley*
Speaker:

The Value of Practitioner-Research Partnerships: Literacy Improvement as a Demonstration Case. *Catherine Snow, Harvard University*

55.013. AERA Task Force on the Prevention of Bullying in Schools, Colleges, and Universities: An Open Discussion Forum. AERA Sessions; Invited Session
VCC, Second Level, West Room 207; 12:25-1:55pm

Chair: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*
Participants: *Ron Avi Astor, University of Southern California; Dewey G. Cornell, University of Virginia; Paul Poteat, Boston College; Matthew J. Mayer, Rutgers University; Elizabeth J. Meyer, California Polytechnic State University; San Luis Obispo; Brendesha M. Tynes, University of Southern California*

55.014. International Perspectives on Research Integrity and the Conduct of Education Research. AERA Sessions; Invited Session Cosponsored With AERA Ethics Committee and World Education Research Association
VCC, Second Level, West Room 212&213; 12:25-1:55pm

Chair: *Carolyn D. Herrington, Florida State University*

Participants: *Melissa S. Anderson, University of Minnesota; Ingrid Gogolin, University of Hamburg; Teresa Bracho Gonzales, Latin American Faculty of Social Sciences; Kathy Sanford, University of Victoria; Christine Halse, Deakin University*

55.015. Meet Journal Editors: Journal Talks 6. AERA Sessions; Invited

Roundtable

VCC, Second Level, West Room 201; 12:25-1:55pm

Participants:

1. International Journal of Science Education. *Justin Dillon, King's College London*
2. World Bank Group. *Robin S. Horn, The World Bank Group*
3. The Journal of Educational Research. *James B. Schreiber, Duquesne University; Mary F. Heller, University of Hawaii - West Oahu; Carolyn Pearson, University of Arkansas at Little Rock*
4. South African Journal of Education. *Liesel Ebersohn, University of Pretoria; Estelle Botha, University of Pretoria*
5. Journal of At-Risk Issues. *Rebecca A. Robles-Pina, Sam Houston State University*
6. Environmental Education Research. *Alan D. Reid, University of Bath*
7. Berkeley Review of Education. *Huriya Jabbar, University of California - Berkeley; Tracie R. Wallace, University of California - Berkeley; Amy Stornaiuolo, University of California - Berkeley*
8. Journal of Education for Teaching. *Rowena Passy, Plymouth University*
9. Educational Psychology Review. *Daniel H. Robinson, The University of Texas*
10. European Journal of Special Needs Education. *Seamus F. Hegarty, International Association for the Evaluation of Educational Achievement*
11. The Educational Forum. *Alan D. Amtzis, The College of New Jersey; Mary (Kim) K. Fries, University of New Hampshire*
12. International Journal of Education & the Arts. *Margaret A. Macintyre Latta, University of Nebraska - Lincoln; Christine M. Thompson, The Pennsylvania State University; Alex Ruthmann, University of Massachusetts - Lowell*
13. Journal of Education for Students Placed At Risk (JESPAR). *Samuel C. Stringfield, University of Louisville*
14. Current Issues in Education. *Melinda A. Hollis, Arizona State University*
15. Linguistics and Education. *George A. Kamberelis, University of Wyoming; David I. Hanauer, Indiana University of Pennsylvania*
16. Teaching and Teacher Education. *D. Jean Clandinin, University of Alberta; Mary Lynn Hamilton, The University of Kansas; Ann Corney, Elsevier Inc.*
17. Journal of Educational and Behavioral Statistics. *Sandip Sinharay, ETS; Matthew Scott Johnson, Teachers College, Columbia University*
18. Journal for Research in Mathematics Education. *Cynthia W. Langrall, Illinois State University; Amanda Fain, Illinois State University*
19. Journal of Language and Literacy Education. *Lindy L. Johnson, University of Georgia*
20. Taboo: The Journal of Culture and Education. *Justin Michael Laurion, McGill University; Cameron S. White, University of Houston; Venus E. Evans-Winters, Illinois State University; Gresilda A. Tilley-Lubbs, Virginia Tech*

Committee Sessions

55.016. GSC Division C Fireside Chat: Turning Research Into Results:**Handling the Complexity of Learning.** Graduate Student Council;

Fireside Chat

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 12:25-1:55pm

Chairs: *Yin Wah B. Kreher, Syracuse University; Angela Shelton, Temple University*Participant: *Richard E. Clark, University of Southern California***55.017. GSC Division F Fireside Chat: Marginality and Historical Inquiry: On the Possibility of Educating for Change.** Graduate Student Council; Fireside Chat

VCC, Second Level, West Room 204; 12:25-1:55pm

Chairs: *Nashwa Salem, OISE/University of Toronto; Jacob Benjamin Starsky, University of Washington*Participants: *Ruben Donato, University of Colorado - Boulder; Annette M. Henry, The University of British Columbia; David Gumaro Garcia, University of California - Los Angeles; Helen S. Raptis, University of Victoria***55.018. Graduate Student Council Take-A-Break.** Graduate Student

Council; Graduate Student Seminar

VCC, Second Level, West Room 211; 12:25-1:55pm

Chair: *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee***55.019. Race, Ill-Literacy, and Social Justice.** Social Justice Action Committee; Invited Session

Pan Pacific, Restaurant Level, Oceanview 7&8; 12:25-1:55pm

Chair: *H. Samy Alim, Stanford University*Participants: *Kris D. Gutierrez, University of Colorado - Boulder; Maisha T. Winn, Emory University; Ernest D. Morrell, Teachers College, Columbia University; H. Samy Alim, Stanford University*Discussants: *Arnetha F. Ball, Stanford University; Guadalupe Valdes, Stanford University***55.020. The Effectiveness of Italian Educational Policies Toward Reaching the ET2020 (Education and Training 2020) European Objectives in Education and Training.** International Relations Committee; Symposium

VCC, Second Level, East Room 9; 12:25-1:55pm

Chair: *Kenneth K. Wong, Brown University*

Participants:

The Effects of Remedial Exams on Student Achievement: Evidence From Upper Secondary Schools in Italy. *Erich Battistin, The Research Institute for the Evaluation of Public Policies; Ilaria Covizzi, The Research Institute for the Evaluation of Public Policies; Antonio Schizzerotto, The Research Institute for the Evaluation of Public Policies*Reducing the Gap? The Effects of EU Funds for Improving Education in Southern Italy. *Patrizia Falzetti, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione; Laura Palmerio, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione; Barbara Romano, University of Genova; Daniele Vidoni, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione*Teacher Professional Development and Its Effects on Students: Evidence From the M@t.abel Program in Italy. *Gianluca Argentin, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione; Aline Pennisi, Ministry of Finance; Daniele Vidoni, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione*Are Schools Adding Value? Preliminary Results of a System-Wide Program for Promoting Educational Meritocracy in Italy. *Giovanni Abbiati, University of Milan; Elena Meroni, University of Padova*Discussant: *Beatrice D'Hombres, European Commission - JRC***55.021. Using Video to Increase the Impact of Your Research.**

Communication and Outreach Committee; Invited Session

VCC, First Level, West Room 121&122; 12:25-1:55pm

Chairs: *Peter Smagorinsky, University of Georgia; Larry McQuillan, American Institutes for Research*Participants: *Joanne C. Larson, University of Rochester; Stanton Wortham, University of Pennsylvania*

International Organization Sessions

55.022. Insights Into Educational Leadership: Perspectives From the United Kingdom. British Educational Leadership, Management, and Administration Society; Invited Session

VCC, First Level, West Room 114&115; 12:25-1:55pm

Chair: *Howard Stevenson, University of Lincoln*

Participants:

Demography, Sustainability, and the Challenges to Educational Leaders. *Mike Bottery, University of Hull*Self-Improving Leaders Within a Self-Improving System. *Ian Potter, Bay House School*Schools as Agents of Personal and Social Change: The Pedagogy of Well-Being. *Trevor Lee, Northwood Preparatory School*Pockets of Poverty: The Effects of Geographical Marginalization Upon School Experience: What Can We Learn? *Ruth McGinity, The University of Manchester*

Division Sessions

55.023. A Manifesto for Education: A Critical Discussion. Division B -

Curriculum Studies; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 12:25-1:55pm

Chairs: *Gert J.J. Biesta, University of Stirling; Carl Anders Safstrom, Mälardalen University*

Participants:

Can the Very Thought of Education Break Bricks? *Mario Dipaolantonio, York University*

The Importance and Impossibility of Theorizing Education Educationally. *Thomas S. Popkewitz, University of Wisconsin*

Education in the Tension Between What Is and What Is Not—For You. *Claudia W. Ruitenberg, The University of British Columbia*

How Soon Is Now? Educational Emancipation Without the Wait. *James Stillwaggon, Iona College*

What Constitutes Freedom? Insights From Foucault. *Lynda Stone, University of North Carolina - Chapel Hill*

The Educational in Education, Out in the Blue? A Response From Mathematics Education. *Paola Valero, Aalborg University*

55.024. Race, Gender, and Power in Reimagining the History of American Curriculum. Division B - Curriculum Studies; Paper Session

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 12:25-1:55pm

Chair: *Boni Wozolek, Kent State University/Medina City Schools*

Participants:

Historical Inquiry as Everyday Practice: The Internal Past. *Ann G. Winfield, Roger Williams University*

A Curriculum for Growth: James Baldwin on the Evasiveness of White Innocence. *Jeffery M. Frank, Sweet Briar College*

Educating for Prosperity: A Historical Analysis of Education as the Panacea for Poverty. *Elizabeth Ocampo Gomez, Universidad Veracruzana*

Education at the Margins: A Century of Curricular Change at Women's and Historically Black Colleges. *Wade M. Cole, University of Utah*

Once a Year to Be Black: Carter G. Woodson, Curriculum, and Teaching During Black History Month. *LaGarrett Jarriel King, The University of Texas - Austin; Keffrelyn D. Brown, The University of Texas - Austin*

Discussant: *William H. Watkins, University of Illinois at Chicago*

55.025. The True Cost of Failed Policies: Research and Organizing for Increased Investment in Proven Reforms. Division B - Curriculum Studies; Workshop

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 12:25-1:55pm

Chair: *Shaka Rawls, University of Illinois at Chicago*

Participant: *Charles M. Payne, University of Chicago*

Participants:

The Emerging Field of Cost-Analysis Research on School Discipline Policies: Opportunities, Potentials, and Challenges. *Jim Freeman, Advancement Project*

Youth Organizing for Increased Investment in Student Supports and Violence Prevention in Chicago. *Emma Tai, VOYCE*

55.026. Digital Media and Discourses of Power in Adolescent Literacy Instruction: From Resistance to Readiness. Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, North Junior Ballroom C; 12:25-1:55pm

Chair: *Deborah P. Berrill, Trent University*

Participants:

Bringing the Bard to Life Through Digital Media. *Janette Michelle Hughes, University of Ontario Institute of Technology*

A Renaissance of Text: Adolescent Digital Authoring in the Classroom Virtual Space. *Anne Michelle Burke, Memorial University*

Digital Writing: A Portal Into Literacy Engagement and Success for Adolescents Who Are Struggling Readers. *Deborah P. Berrill, Trent University*

55.027. Exploring Influences of Game Types and Design Decisions: Issues of Learning, Interaction, and On/Offline Boundaries. Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 12:25-1:55pm

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

Participants:

Playing History. *Jessica Hammer, Teachers College, Columbia University*
Studying the Impact of Input Method on the Modality Principle. *Seungoh Paek, Teachers College, Columbia University; Antonios Saravanos, University of Oxford; John B. Black, Teachers College, Columbia University*

Examining an Educational Massively Multiplayer Online Role-Playing Game (EdD-MMORPGs) as a Motivational After-School Learning Tool. *Kuo-Hsun Hung, Teachers College, Columbia University; Charles K. Kinzer, Teachers College, Columbia University; Cheng-Ling Alice Chen, Teachers College, Columbia University*

Shaping the Play Experience: Examining Feedback and Choice in Games for Learning. *Charles K. Kinzer, Teachers College, Columbia University; Daniel L. Hoffman, Teachers College, Columbia University; Selen Turkay, Teachers College, Columbia University; Nilgun Gunbas, Teachers College, Columbia University; Pantiphar (Dao) Chantes, Teachers College, Columbia University*

Adolescents and Boundary-Crossing Competence in Massively Multiplayer Online Role-Playing Games. *Aaron Chia Yuan Hung, University of Washington*

Discussant: *Matthew X. Curinga, Adelphi University*

55.028. Jan Hawkins Award Address: Melissa Gresalfi. Division C - Learning and Instruction; Invited Session

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 12:25-1:55pm

Chair: *Shelley Pasnik, Education Development Center, Inc.*

Speaker: *Melissa Sommefeld Gresalfi, Indiana University*

55.029. Science Education, Capital, and Power. Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, North Junior Ballroom B; 12:25-1:55pm

Chair: *Jim Ryder, University of Leeds*

Participants:

The Mis-selling of Science Education: Bourdieu's Notion of Cultural Capital and its Implications for the Science Curriculum. *Stephanie Claussen, Stanford University; Jonathan F. Osborne, Stanford University*

Forming Aspirations: Interplays of Capital, Social Inequalities, and Family Habitus in the Development of Children's Science Aspirations. *Louise Archer, Kings College, London; Jennifer DeWitt, Kings College, London*

P/power as an Analytic Lens for Equity Research: Uses of Time and Space in Two Diverse Elementary Science Classrooms. *Heidi Carlone, University of North Carolina - Greensboro; Angela Johnson, Saint Mary's College of Maryland; Julie Lynn Haun-Frank, Old Dominion University*

Recognizing Multiple Identity Trajectories in Science That Urban Middle School Girls Author and Its Role in Science Learning. *Hosun Kang, University of Washington; Angela Calabrese Barton, Michigan State University; Edna Tan, University of North Carolina at Greensboro; Juanita Beatriz Bautista Guerra, Michigan State University; Caitlin Brecklin, Michigan State University*

A Critical Assessment of Diverse Youths' Learning and Identity Work in Science in Informal Environments. *Jrene Rahm, University of Montreal*

55.030. Spatial Thinking in Chemistry. Division C - Learning and Instruction Cosponsored with SIG-Science Teaching and Learning; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 12:25-1:55pm

Chair: *Mary Hegarty, University of California - Santa Barbara*

Participants:

Spatial Abilities and Chemistry Achievement: Contributions and Limitations of Correlational Studies. *Mary Hegarty, University of California - Santa Barbara*

Sex Differences in Strategy Use for Spatial Problem Solving in Chemistry. *Mike Stieff, University of Illinois at Chicago*

Diagram Translation With Concrete Models: Why Are Helpful Tools Not Used? *Andrew T. Stull, University of California - Santa Barbara; Shamin Padalkar, University of California - Santa Barbara*

Models in the Classroom—Help or Hindrance? A Look at the Variables That Influence Students' Success on Representational Translation Tasks in the Chemistry Classroom. *Bryna Kumi, University of Maryland - College Park; Bonnie L. Dixon, University of Maryland - College Park*

Gesture-Speech Mismatch Predicts Who Will Learn to Solve an Organic Chemistry Problem. *Raedy Ping, University of Chicago; Mary-Anne Decatur, University of Chicago; Samuel Larson, University of Chicago; Elena Zinchenko, University of Chicago; Susan Goldin-Meadow, University of Chicago*

Discussant: *Melanie M. Cooper, Clemson University*

55.031. Ethnography as Epistemology: An International Dialogue on Challenges Facing Ethnographers Studying Knowledge Construction Across Disciplines, Time Scales, Actors, Institutions, and Countries. Division D - Measurement and Research Methodology; Working Group Roundtable

Pan Pacific, Lobby Level, Crystal Pavilion C; 12:25-1:55pm

Chair: *Ginger Weade, Ohio University*

Participants:

- Ethnography as a Logic of Inquiry. *Judith L. Green, University of California - Santa Barbara*
Where to Look for "Global" and "National" Cultures. *Kathryn M. Anderson-Levitt, University of California - Los Angeles*
Reading Comprehension As Intertextual Practice: An Ethnographic Perspective. *David M. Bloome, The Ohio State University*
(Re)Entering a Field 20 Years Later: Challenges of (Re)Learning to Research Literacy Practices. *Maria L. Castanheira, Federal University of Minas Gerais*
Researching Continuities and Discontinuities Within Teacher Education Programs. *Laurie Joy Katz, The Ohio State University*
Cross-Case Analysis of Academic Literacies Across Disciplines in High School and University Settings. *Brian V. Street, Kings College, London*

55.032. Exploring the Current Status of Formative Assessments in California's P-12 Schools as Compared With Schools Nationwide: A National Science Foundation-Funded Project. Division D - Measurement and Research Methodology; Structured Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 12:25-1:55pm

Chair: *Julio E. Lopez-Ferrao, National Science Foundation*

Participants:

- Formative Assessment in Mathematics: The Data Collection Methodology. *Paul E. Heckman, University of California - Davis*
- How Formative Assessment in Mathematics Can Help Improve Student Performance in Summative Assessments. *Jamal Abedi, University of California - Davis; Ann M. Mastergeorge, Arizona State University*
- What Does Mathematics Formative Assessment Look Like From a Principal's Perspective? *Kimberly Mundhenk, University of California - Davis*
- Formative Assessment Use: A Snapshot From State Departments of Education. *Nancy A. Ewers, University of California - Davis*
- Survey Development for Measuring Math Formative Assessment Use in Schools. *Nicole Blalock-Moore, University of California - Davis*
- The current state of mathematics formative assessments in the United States as provided by test publishers. *Thomas Anh Shirley, University of California - Davis*
- What is Formative Assessment? Definitions and Practices from the Literature and the Field. *Nazanin Zargarpour, Claremont Graduate University; Barbara Marino, Claremont Graduate University; Holly Holloway-Friesen, Azusa Pacific University; Sladjana Sandy Rakich, San Diego State University*
- Using Focus Groups to Inform Survey Development: The Dilemma of Formative Assessment. *Veronica Ortiz, Claremont Graduate University; Nazanin Zargarpour, Claremont Graduate University; David Mendelsohn, Claremont Graduate University*

Discussant: *Julio E. Lopez-Ferrao, National Science Foundation*

55.033. Learning Through Stories: Life Story Methodologies in the Study of Higher Education. Division D - Measurement and Research Methodology; Symposium

Marriott Pinnacle, Third Level, Pinnacle I; 12:25-1:55pm

Chair: *Clifton F. Conrad, University of Wisconsin - Madison*

Participants:

- The Personal Politics of Doing Oral History. *Marybeth Gasman, University of Pennsylvania*
Studying Lives: Ethical Imperatives and Opportunities in the Postmodern Condition. *Ryan Evelyn Gildersleeve, The University of Texas - Arlington*
A Critical Ethnographer Tells Life Stories: Attempts at Equality and Engagement With African American Women. *Rachelle Winkle-Wagner,*

University of Nebraska

Situating Privilege in Stories About Oppression: Reflecting on the Challenges of (Re)presentation. *Michelle M. Espino, University of Georgia*

Discussant: *Clifton F. Conrad, University of Wisconsin - Madison*

55.034. Motivation and Engagement in Adolescence and Emerging Adulthood. Division E - Counseling and Human Development; Paper Session

VCC, Second Level, East Room 11; 12:25-1:55pm

Chair: *Cynthia Hudley, University of California - Santa Barbara*

Participants:

- Adolescent Educational Success and Mental Health Vary Across School Engagement Profiles. *Ming-Te Wang, University of Michigan*
The Role of Mastery Goal Orientation, Self-Efficacy, and Disruptive Behavior on the Achievement of Latino Immigrant Background Students. *Nida Rinthapol, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara*
Calling and Career Outcome Expectations: The Mediating Role of Self-Efficacy. *Jose F. Domene, University of New Brunswick*

55.035. School Accountability: Methods, Mandates, and Curriculum.

Division F - History and Historiography Cosponsored with Division B - Curriculum Studies, SIG-Law and Education, SIG-Research in Reading and Literacy, SIG-Literature and SIG-School Effectiveness and School Improvement, SIG-Writing and Literacies; Paper Session
VCC, Third Level, West Room 305; 12:25-1:55pm

Chair: *Kathleen A. Murphey, Indiana University - Purdue University at Fort Wayne*

Participants:

- The Pupils' Reading Circle: Combating the Dime Novel During the Turn of the 20th Century. *Mindy Spearman, Clemson University*
Rereading Our Past: The Cognitive Demands of Reading and Reading Comprehension, 1900-2010. *David A. Gamson, The Pennsylvania State University; Xiaofei Lu, The Pennsylvania State University; Sarah Anne Eckert, Notre Dame of Maryland University; Hilary Knipe, New York University; Perri Hammerslag, The Pennsylvania State University*
The Old Woman, Her Pig, and the Public Good: The Campaign for Spanish Language Education, 1914-1945. *Donald Jeffrey Bale, Michigan State University*
Exit (Exams), Law, and Competency: A Story of Quantification, Law, and the Rise of Accountability in American Schools, 1970-1985. *Ethan Hutt, Stanford University*

Discussant: *Kathleen A. Murphey, Indiana University - Purdue University at Fort Wayne*

55.036. Division G Early Career Mentoring Luncheon. Division G - Social Context of Education; Mentoring Session
Pan Pacific, Lobby Level, Crystal Pavilion B; 12:25-1:55pm

55.037. Division G Vice Presidential Address. Division G - Social Context of Education; Invited Session

VCC, Second Level, West Room 202&203; 12:25-1:55pm

Chair: *Luis C. Moll, The University of Arizona*

Speaker:

- Intersectionality in Outlaw Ontologies: An Interdisciplinary Critique of Research on the Racialization of Disability. *Alfredo J. Artiles, Arizona State University*

55.038. Evaluations of Professional Development Programs: From Design to Implementation. Division H - Research, Evaluation and Assessment in Schools; Paper Session

Marriott Pinnacle, Third Level, Shaughnessy II; 12:25-1:55pm

Chair: *Denise Perriitt, James Madison University*

Participants:

- Social Network Analysis of Communication Patterns Within Professional Learning Communities. *Adam C. Sheppard, University of California - Irvine; Nayssan Safavian, University of California - Irvine; Alejandra Sofia Albarran, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine*
Developmental Evaluation for Understanding Innovations in Teacher Professional Development Programs. *Juna Z. Snow, University of California - Berkeley*
Professional Development in Reading for Content Area Teachers:

Examining Teachers' Ways of Acting on Knowledge. *Vicky I. Zygouris-Coe, University of Central Florida*

Evaluation of the Using Data Professional Development Program: Year 1, Implementation Fidelity and Evaluation Design. *Linda Cavalluzzo, CNA; Laura M. Holian, CNA*

Improving Elementary Science Through (In)Formal Partnerships: How Informal Science Institutions Support Science Education Reform. *Vanessa Beth Lujan, University of California - Berkeley; Rena Dorph, University of California - Berkeley; Matthew A. Cannady, University of California - Berkeley*

Discussant: *Denise C. Perritt, James Madison University*

55.039. High School Reform: Examining Factors Related to Attendance, School Engagement, and Credit Recovery. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Marriott Pinnacle, Third Level, Pinnacle II; 12:25-1:55pm

Chair: *Bradley J. McMillen, Wake County Public School System*

Participants:

Examining Influential Factors on the Types of Student Departure From Public High Schools. *Haiyan Bai, University of Central Florida; Quan Li, University of Central Florida; Melody Bowdon, University of Central Florida; Nan Hua, University of Houston; Rex E. Culp, University of Central Florida; Donna Leising, University of Central Florida*

Impact of a High School Reform Model on Facilitators and Indicators of Student Engagement. *Julie A. Edmunds, University of North Carolina - Greensboro; John T. Willse, University of North Carolina at Greensboro; Nina Arshavsky, University of North Carolina - Greensboro; Andrew Dallas, University of North Carolina - Greensboro*

Exploring the Causes and Consequences of Chronic Absenteeism in a San Francisco Bay Area Community. *Monika Sanchez, Stanford University; Sebastian Castrechini, Stanford University; Rebecca A. London, Stanford University*

Assessing the Efficacy of Online Credit Recovery in Algebra I for At-Risk Ninth Graders. *Jessica Heppen, American Institutes for Research; Kirk Walters, American Institutes for Research; Elaine M. Allensworth, University of Chicago; Amber Stitzel Pareja, University of Chicago; Nicholas Andrew Sorensen, American Institutes for Research; Anja Kurki, American Institutes for Research; Suzanne Stachel, American Institutes for Research; Takako Nomi, University of Chicago*

Discussant: *Joanne Lee, Mathematica Policy Research, Inc*

55.040. Instructional and Technological Innovations in Education. Division

I - Education in the Professions; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 2; 12:25-1:55pm

Chair: *Katherine M. Edmondson, Cornell University*

Participants:

The Effects of a Narrative Introduction on Medical Students' Clinical Knowledge in a Multimedia Learning Environment. *Hyuksoon S. Song, Georgian Court University; Michael Nick, New York University; Umur Sarpel, New York University; Martin V. Pusic, Teachers College, Columbia University; Jan L. Plass, New York University; Adina L. Kalet, New York University*

Why Animate? A Review of Instructional Design Features in Medical Animations. *Sara Kim, University of California - Los Angeles; Rikke Ogawa, University of California - Los Angeles; Jessie Kim, University of California - Los Angeles; Jade March, University of California - Los Angeles; Elena Stark, University of California - Los Angeles*

Using Design-Based Instruction to Increase Engineering Adaptive Expertise in Teachers. *Pat Ko, The University of Texas - Austin; Stephanie Baker Peacock, The University of Texas - Austin; Taylor Martin, The University of Texas - Austin*

Teacher Learning as Group Composition: Thinking With the Theater Arts. *David Allen, College of Staten Island - CUNY*

Discussant: *Luann Wilkerson, University of California - Los Angeles*

55.041. College Student Involvement: Exploring Contexts and Outcomes.

Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 205; 12:25-1:55pm

Chair: *Melissa D. Hurst, University of Virginia*

Participants:

Best Practices in Living-Learning Programming: Results From a Multiple Case Study. *Karen K. Inkelas, University of Virginia; Jay Garvey, University of Maryland; Claire Kathleen Robbins, University of*

Maryland

Environmental Engagement Demand Differences Among Holland Academic Environments. *Derek Keith Lester, Texas A&M University - Commerce; Mario Martinez, University of Nevada - Las Vegas*

Understanding the civic development of undergraduates. *Matthew Hartley, University of Pennsylvania; Christopher C. Morphey, University of Iowa*

Unraveling the Effect of Academic Motivation Gain and Cocurricular Involvement. *Jui-Sheng Wang, University of Iowa; Ernest T. Pascarella, University of Iowa*

Discussant: *Thomas F. Nelson Laird, Indiana University*

55.042. Division J Invited Session: Where Is the Money to Support Higher Education Research? Views From Funding Agencies. Division J - Postsecondary Education Cosponsored with AERA Sessions; Invited Session

VCC, Second Level, West Room 208&209; 12:25-1:55pm

Chair: *Laura W. Perna, University of Pennsylvania*

Participants: *John Q. Easton, Institute of Education Sciences; Kendall Guthrie, The Bill & Melinda Gates Foundation; Susan D. Johnson, Lumina Foundation; Joan Ferrini Mundy, National Science Foundation*

55.043. Policy Learning and Change in the United States. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 206; 12:25-1:55pm

Chair: *Jason Alix Coupet, University of Illinois at Chicago*

Participants:

Assessment and Placement for Incoming Community College Students: Developments and Innovations in Eight Different States. *Katherine L. Hughes, Teachers College, Columbia University; Michelle Hodara, Teachers College, Columbia University; Melinda Mechur Karp, Columbia University*

Policy Change in College Admissions: An Application of Punctuated Equilibrium Theory and Policy Design Theory. *Grant Blume, University of Washington; Tory Brundage, University of Washington*

Research-Policy Connection in the Statehouse: Understanding the Impact of Information in Higher Education Finance Policy. *Erik C. Ness, University of Georgia; Mary Caroline Milan, University of Georgia*

"Advocacy Philanthropy" and the Public Policy Agenda: The Role of Modern Foundations in American Higher Education. *Cassie E. Hall, Claremont Graduate University; Scott L. Thomas, Claremont Graduate University*

Discussant: *Brian Pusser, University of Virginia*

55.044. Understanding Student Loan Default and the Impact of Compulsory Remediation. Division J - Postsecondary Education; Paper Session

VCC, Second Level, East Room 8&15; 12:25-1:55pm

Chair: *Tanya I. Garcia, State Higher Education Executive Officers*

Participants:

College on Credit: Student and Institutional Factors Associated With Student Loan Default. *Natalie Jane Brown, University of Utah; Nicholas Hillman, University of Utah*

Constructing Cohort Default and Repayment Rate Metrics Taking Into Account Student and Institutional Characteristics. *Mark Schneider, American Institutes for Research; Lu Michelle Yin, American Institutes for Research*

Evaluation of the Basic Skills Math Sequence in California: Evidence From Los Angeles. *Tatiana Melguizo, University of Southern California; Johannes Bos, American Institutes for Research; George Prather, Los Angeles Community College District*

The Effects of Compulsory Remediation on Persistence and Time to Baccalaureate Degree. *Eric Grodsky, University of Minnesota; Michal Kurlaender, University of California - Davis; Jessica S. Howell, University of Virginia*

Discussant: *Sara Goldrick-Rab, University of Wisconsin - Madison*

55.045. Counting on Us: Stretching Our Pedagogical Boundaries in Mathematics Teacher Education. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 221; 12:25-1:55pm

Participants:

Elementary Teachers' Curriculum Design and Pedagogical Reasoning for Supporting Students' Comparison and Evaluation of Evidence-Based

Explanations. *Mandy Biggers, University of Iowa; Cory T. Forbes, University of Iowa; Laura Zangori, University of Iowa*

Examining Teacher Knowledge and Classroom Practices During Inquiry Teaching on the Equal Sign. *Helena P. Osana, Concordia University; Allyson Cooperman, Concordia University; Emmanuelle Adrien, Concordia University; Vanessa Rayner, Concordia University; Jeffrey Bisanz, University of Alberta; Rebecca Watchorn, University of Alberta; Jody Sherman LeVos, LeapFrog*

Teaching Mathematics to the Net Generation: The Technology-Rich Mathematics Classroom. *Janet Gordon-Fournier, Montana State University; Robin Angotti, University of Washington - Bothell*

The Development of Beginning Mathematics Teachers' Pedagogical Content Knowledge. *John K. Lannin, University of Missouri; Matthew Michael Webb, University of Northern Iowa; Kathryn B. Chval, University of Missouri; Fran Arbaugh, The Pennsylvania State University; Rebecca Bruton, University of Missouri; Cynthia E. Taylor, Millersville University of Pennsylvania*

55.046. Cross-Race Mentoring and Mentoring of K-12 Novice Teachers.

Division K - Teaching and Teacher Education; Paper Session
VCC, Second Level, West Room 222; 12:25-1:55pm

Chair: *Donna Marie Johnson, York College - CUNY*

Participants:

Black Teacher Educators and White Preservice Teachers: Four Lessons for Effective Cross-Race Mentoring. *Valerie Hill-Jackson, Texas A&M University; Omah M. Williams, Texas A&M University; Marlon C. James, Loyola University Chicago*

Reflections From White Preservice Teachers on Learning From Coaching Teachers of Color. *Tambra O. Jackson, University of South Carolina; Maylin Coggiano, University of South Carolina; Melissa Larkin, UVA & University of South Carolina; Ella Moore, University of South Carolina*

The Impact of Preservice Preparation and Early Career Support on Novice Teachers' Career Intentions and Behaviors. *Karen J. DeAngelis, University of Rochester; Jing Che, University of Rochester; Andrew Wall, University of Illinois at Urbana-Champaign*

The Need for Mentoring Student Teachers: Findings From a Leadership Preparation Program at a Historically Black University. *Deborah Lynn Harris, Prairie View A&M University; Lisa D. Hobson, Prairie View A&M University; Patricia Ann Smith, Prairie View A&M University; Curtis Hill, South Arkansas Community College; Viveca Grant, Prairie View A&M University*

"Collaboration Doesn't Exist": So What Now? *Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Ashley Summer Boyd, University of North Carolina-Chapel Hill; Kristen Bell Hughes, University of North Carolina - Chapel Hill; Ritsa Mallous, University of North Carolina - Chapel Hill; Harriet Able, University of North Carolina - Chapel Hill*

Discussant: *Deborah Lynn Harris, Prairie View A&M University*

55.047. Technology as a Course Innovation: Insights From Diverse, Urban Preservice Teacher Education Programs.

Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 215&216; 12:25-1:55pm

Chair: *Sherryl B. Graves, Hunter College - CUNY*

Participants:

The Implementation of Podcasts for Preservice Training in Special Education. *Ellen Trief, Hunter College School of Education*

Using Wikis to Develop Teachers' Content and Technology Knowledge. *Jenny Tuten, Hunter College - CUNY; Deborah Ann Jensen, Hunter College - CUNY*

The Role of Culturally Responsive Instructional Design in the Preparation of Preservice Teachers. *Gess Leblanc, Hunter College - CUNY; Sherryl B. Graves, Hunter College - CUNY*

Use of Targeted Video for Facilitating Preservice English Teachers' Understandings of Critical Pedagogy in Urban Classrooms. *Melissa Schieble, Hunter College - CUNY; Jody Nicole Polleck, Hunter College - CUNY*

Making Teaching Transparent: The Use of Accessible Video Models in Pre-Student Teaching. *Laura Baecher, Hunter College - CUNY; Shiao-Chuan Kung, Hunter College - CUNY*

Discussant: *Mario Antonio Kelly, CUNY*

55.048. Urban Teacher Residencies, Year 1: Looking Across Models and Contexts.

Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 220; 12:25-1:55pm

Chairs: *Kathryn Jill Strom, Montclair State University; Monica Taylor, Montclair State University*

Participants:

Introduction to the Urban Teaching Residency: Looking Across Models and Contexts. *Kathryn Jill Strom, Montclair State University; Monica Taylor, Montclair State University*

A Year in the Third Space: The Praxis of Inquiry. *Monica Taylor, Montclair State University; Emily J. Klein, Montclair State University; Kathryn Jill Strom, Montclair State University; Linda Whalen Abrams, Montclair State University*

Aligning Visions of Situated Learning: A National Approach to Urban Teacher Residencies. *Shari Dickstein, Harvard University; Vernee Green, Urban Teacher Residency United*

"Context-Specific" Teacher Preparation for New York City: The Bard College Urban Teacher Residency Program. *Karen M. Hammerness, Bard College*

Contextualized Teacher Education and the San Francisco Teacher Residency Program. *Peter W. Williamson, University of San Francisco*
Los Angeles Math and Science Residency Program: Balancing Content, Context, and Practice. *Katharine Clemmer, Loyola Marymount University*

Discussant: *Kenneth Zeichner, University of Washington*

55.049. Educator Effectiveness: Measurement, Leadership, and Policy Processes.

Division L - Educational Policy and Politics; Symposium

VCC, Second Level, East Room 14; 12:25-1:55pm

Chair: *Brian Stecher, RAND Corporation*

Participants:

Replicating Reforms: Early Findings From the Intensive Partnership Sites Evaluation. *Mary Martinez-Wenzl, University of California - Los Angeles; Jennifer Sloan McCombs, RAND Corporation*

Composite Measures of Teacher Effectiveness. *Daniel McCaffrey, RAND Corporation*

The Principal's Role in Improving Teacher Effectiveness. *Gina S. Ikemoto, New Leaders*

Understanding the Experiences of First-Year Principals in Urban School Districts. *Susan Burkhauser, RAND Corporation; Susan Gates, RAND Corporation; Laura S. Hamilton, RAND Corporation*

Discussant: *Brian Stecher, RAND Corporation*

55.050. Policy Issues Related to Teacher Evaluation.

Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 17; 12:25-1:55pm

Chair: *Peter A. Youngs, Michigan State University*

Participants:

Constructions of Value-Added Measurement and Teacher Effectiveness in the Los Angeles Times: A Discourse Analysis of the Talk Surrounding Measures of Teacher Effectiveness. *Rachael Gabriel, University of Connecticut*

How Does Performance Evaluation Affect Teacher Motivation? Lessons From YES Prep Public Schools. *Claire Robertson-Kraft, University of Pennsylvania*

Teacher Evaluation in Four High-Performing Urban Charter Schools. *Morgaen L. Donaldson, University of Connecticut*

Value Added is Not Enough. *Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Anne Sontag Karch, University of Wisconsin - Madison; Katherine Kresin Delaney, University of Wisconsin - Madison; Cynthia Lorena Romero-Escobar, University of Wisconsin - Madison*

Discussant: *Raegen Miller, Center for American Progress*

SIG Sessions

55.051. The Why, How, and Lessons Learned From Meta-Analysis of Action Research.

SIG-Action Research; Symposium

Marriott Pinnacle, Fourth Level, Ambleside; 12:25-1:55pm

Chair: *Emily Alana James, Walden University*

Participants:

What Did the Teachers Learn That Added Value? A Metathematic Analysis of Action Research Findings. *Joseph M. Shosh, Moravian College*

Transformational Change: Personal, Organizational, and Scholarly. *Margaret M. Riel, Pepperdine University*

Published Action Research: Living Up to Its Ideals? *Emily Alana James, Walden University*

Discussant: *Jean McNiff, York St John University*

55.052. Current Issues in Catholic K-12 Schools. SIG-Catholic Education; Paper Session

VCC, Third Level, West Room 302; 12:25-1:55pm

Chair: *Pamela M. Christian, Azusa Pacific University*

Participants:

Achievement Trends Over Time: Exploring Student Achievement Between Catholic and Public Education. *Honey Hengameh Ghods, Michigan State University; Brian Joseph Boggs, Michigan State University; Daniel Clark, Michigan State University*

Being Who I Am or Who You Want Me to Be: Racial Identity Development of African American Males at a Suburban Jesuit High School. *Robert Weldon Simmons, Loyola University Maryland*

Catholic Schools: Impact and Opportunity for Access to Postsecondary Education. *Ignacio Higareda, Loyola Marymount University; Shane P. Martin, Loyola Marymount University; Jose M. Chavez, Loyola Marymount University; Karen Holyk-Casey, Loyola Marymount University*

Leadership Speaks: A National Survey of Catholic Primary School Principals. *James Mario Frabutt, University of Notre Dame; Anthony C. Holter, University of Notre Dame; Ronald J. Nuzzi, University of Notre Dame*

Urban Catholic School Enrollment Shifts in the Wake of Charter Schools. *Richard Joseph Waddington, University of Michigan*

55.053. Open Access and Scholarly Communications in Education. SIG-Communication of Research; Invited Session

Sheraton Wall Centre, Third Level, North Parksville; 12:25-1:55pm

Chair: *Jorge Enrique Delgado, University of Pittsburgh*

Participants:

Education Scholars' Approaches and Practices Toward Open Access Publishing. *Lori Michelle Ellingford, Arizona State University*

Could AERA Do More to Advance the Communication of Research? *John M. Willinsky, Stanford University*

How Sustainable Are Open Access Journals in Education? The Case of Education Policy Analysis Archives. *Gustavo E. Fischman, Arizona State University*

55.054. Issues in Constructivist Practice. SIG-Constructivist Theory, Research, and Practice; Paper Session

VCC, Second Level, East Room 16; 12:25-1:55pm

Chair: *Gloria Jean Gresham, Stephen F. Austin State University*

Participants:

Differences in Language Development of Three- and Four-Year-Old Children in a Constructivist Context. *Jannah Walters Nerren, Stephen F. Austin State University; Carolyn Davidson Abel, Stephen F. Austin State University*

Preservice Teachers' Perspectives on Blogging: Fostering Constructivist Practice Through Technology. *Jan Renee Dinsmore, Eastern Oregon University; Amanda Alice Villagomez, Eastern Oregon University; Kerri Jo Wenger, Eastern Oregon University*

To Know Is Not Enough: The Effects of Constructivist Versus Instructivist Computer-Assisted Instruction on Academic Achievement. *Tieja Thomas, Concordia University; Carol Sparkes, Concordia University; Kristopher Alexander, Concordia University; Renee Jackson, Concordia University; Eliana Mandel, Concordia University; Constanza Silva, Concordia University; Timothy Walker, Concordia University; Philip C. Abrami, Concordia University; Robert M. Bernard, Concordia University*

Who I Am is How I Teach: Rural Teacher Identity Development to Promote Social Change. *Tawnya L. Lubbes, Eastern Oregon University; Kerri Jo Wenger, Eastern Oregon University; Jan Renee Dinsmore, Eastern Oregon University*

Discussant: *Khendum Gyabak, The University of Texas - El Paso*

55.055. "Something Doesn't Feel White": Racial Affect, White Dissonance, and the Possibility for Challenging Whiteness in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

VCC, Third Level, West Room 306; 12:25-1:55pm

Chair: *Zeus Leonardo, University of California - Berkeley*

Participants:

Overcoming Vulnerability in the Face of Whiteness: How a Critical Understanding of White Psychology Can Strengthen the Resolve of Educators of Color in the Academy. *Virginia Necochea, University of New Mexico*

Racial Arrested Development: Campus Ecology, White Entitlement, and Social Comfort in Higher Education. *Nolan L. Cabrera, The University of Arizona; Jeremy D. Franklin, University of Utah; Jesse S. Watson, University of Southern California*

Getting Slammed: White Depictions of Interracial Dialogues as Arenas of Violence. *Robin DiAngelo, Westfield State University*

Loving Whiteness to Death: A Critical Examination of White Sodomasochistic Emotionality. *Cheryl E. Matias, University of Colorado - Denver; Ricky Lee Allen, University of New Mexico*

Discussant: *David Gillborn, Institute of Education - London*

55.056. Stories of/in Equity and Social Justice in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Paper Session

VCC, Third Level, West Room 303; 12:25-1:55pm

Chair: *Lucinda G. Heimer, Wheelock College*

Participants:

Recognizing the Language and Literacy Resources of Young Children With Lesbian Mothers. *Caitlin Law Ryan, East Carolina University*

Socially Just Productions of Leadership for Early Childhood: Conceptual Anchors, Pedagogies for Transformation and Provocations From the Field. *Julie M. Nicholson, Mills College*

The New Factory Floor? Social Class and Childcare. *Yarrow Andrew, Monash University*

The Stories Children Play: How Storying Empowers Voice in Young Children. *Marni Binder, Ryerson University*

"This Hallway Is Really a Space Portal!": Young Children's Artistic Practice of Rewriting Story Lines. *Dana Frantz Bentley, Buckingham, Browne, and Nichols School*

55.057. Assessing Kindergarten Readiness and Development. SIG-Early Education and Child Development; Paper Session

VCC, Second Level, West Room 223; 12:25-1:55pm

Chair: *Mary Bowne, South Dakota State University*

Participants:

Assessing Kindergarten Readiness to Improve Understanding of Children and Schools. *Tricia Giovacco Johnson, University of Wyoming*

Associations Between Teachers' Feedback and Children's Inhibition Development in Chinese and American Kindergartners. *Lindsay H. Bell, University of Michigan; Neo W.L. Ngan, University of Washington; Su Li, Institute of Psychology, Chinese Academy of Sciences; Frederick J. Morrison, University of Michigan*

Children's School Readiness: A Typological Approach for the Prediction of Later Achievement. *Mayra Mascareño, University of Groningen; Simone Doolaard, University of Groningen; Roel J. Bosker, University of Groningen*

Children's Perspectives on Kindergarten: Understanding How Children Think and Talk About "Going to School". *Lacey Elizabeth Peters, Arizona State University; Beth Blue Swadener, Arizona State University*

Discussant: *Burhanettin Keskin, Columbus State University*

55.058. Debates, Dialogues, and Discussions on What It Means to Teach Culturally and Linguistically Diverse Students. SIG-Education and Student Development in Cities; Paper Session

VCC, Second Level, West Room 219; 12:25-1:55pm

Chair: *Iris C. Rotberg, The George Washington University*

Participants:

Examining How Teachers' Curricula Planning Affects English Language Learners in a Social Studies Classroom. *Angela Gonzalez, The University of Texas - Brownsville*

Grappling With Language Barriers: Implications for Professional Development of Immigrant Teachers. *Inna Abramova, Purdue University*

Research Into Action: Rural Area in Honduras in Need of Community Schooling. *Eloisa Maria Rodriguez*

State Identity and Ethnic Identity in State Education: Case Study of Hui Minority Students in Eastern China. *Yuxiang Wang, Purdue University; JoAnn I. Phillion, Purdue University*

55.059. An Integrated Approach to Contemplative Practice: The Mindful and Dialogical Explorations of a "Collaboratory". SIG-Holistic Education; Demonstration/Performance
VCC, Third Level, West Room 304; 12:25-1:55pm

Chair: *Karen Fiorini, Simon Fraser University*

Participants: *Charles F. Scott, Simon Fraser University; Avraham A. Cohen, City University of Seattle (Vancouver BC, Canada); Heesoon Bai, Simon Fraser University; Tom E. Culham, Simon Fraser University; Sean Roswell Park, Simon Fraser University; Shahar Rabi, Simon Fraser University; Saskia Tait, Simon Fraser University*

Participant:

An Integrated Approach to Contemplative Practice: The Mindful and Dialogical Explorations of a "Collaboratory". *Heesoon Bai, Simon Fraser University; Avraham A. Cohen, City University of Seattle (Vancouver BC, Canada); Tom E. Culham, Simon Fraser University; Sean Roswell Park, Simon Fraser University; Shahar Rabi, Simon Fraser University; Charles F. Scott, Simon Fraser University; Saskia Tait, Simon Fraser University*

Discussant: *Daniel J. Vokey, University of Prince Edward Island*

55.060. Special Topics in Large-Scale Assessment: Large Scale Assessment SIG. SIG-Large Scale Assessment; Paper Session
Marriott Pinnacle, Third Level, Shaughnessy I; 12:25-1:55pm

Chair: *Joanne L. Jensen, WestEd*

Participants:

Finding Local Use in International Large-Scale Assessments. *Leslie Rutkowski, Indiana University; David Joseph Rutkowski, Indiana University; Laura Christine Engel, The George Washington University*
Online Achievement Assessment of Young Students (Grades 1, 2, and 3). *Christine M. Mills, ETS*

Differentiated Performance on a High-Stakes Test: An Issue of Opportunity to Learn in Turkey. *Nedim Yel, Arizona State University; Sultan Turkan, ETS*

Investigating Native Hawaiian Students' Reading Achievement From 2002 to 2009: A Multilevel Cohort Analysis of the Hawaii State Assessment Under No Child Left Behind. *Malkeet Singh, Pacific Resources for Education and Learning; Shuqiang Zhang, University of Hawaii - Manoa*

55.061. Inclusive Leadership Promoting Social Justice Praxis. SIG-Leadership for Social Justice; Symposium
VCC, Second Level, East Room 18; 12:25-1:55pm

Chair: *Satasha L. Green, The University of Alaska - Anchorage*

Participants:

Leading Inclusive Reform for Students With Disabilities: A School and System-Wide Approach. *George Theoharis, Syracuse University; Julie N. Causton-Theoharis, Syracuse University*

All Kids Can Be Readers: The Marriage of Reading First and Inclusive Education. *Christine Elaine Ashby, Syracuse University*

Leadership Training to Meet the Needs of Our LGBTQ (Lesbian, Gay, Bisexual, Transgendered, and Questioning) Youth. *Frank Hernandez, Hamline University; Donald J. Fraynd, Chicago Public Schools*

Reframing Race in Education: Improving Leadership and Learning Through Racial Literacy. *Sonya Douglass Horsford, University of Nevada - Las Vegas*

Including Religion for Social Justice. *Joanne M. Marshall, Iowa State University*

Refusing Deficit Ideology: A "Cultural Funds" Approach to Class Equity in Schools. *Paul Cameron Gorski, George Mason University*

Discussant: *Martin Scanlan, Marquette University*

55.062. Factors Influencing Teaching Choice (FIT-Choice): International Perspectives. SIG-Lives of Teachers Cosponsored with SIG-Motivation in Education; Symposium
VCC, Second Level, West Room 214; 12:25-1:55pm

Chair: *Ahmet Kilinc, Ahi Evran Üniversitesi*

Participants:

Motivations for Choosing Teaching as a Career: Comparing Australian, U.S., German, and Norwegian Teacher Candidates. *Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University; Uta Klusmann, University of Kiel; Mareike Kunter, Max Planck Institute for Human Development; Beate Beyer, University of Leipzig; Ulrich Trautwein, Universität Tübingen*

Why Enter Teaching in the Republic of Ireland? *Manuela Heinz, National*

University of Ireland - Galway, Ireland

Aspirations and the Factors Influencing High Achievers' Choice to Teach: The Cambridge University PGCE (Post-Graduate Certificate in Education) Trainee. *V. Darleen Opfer, RAND Education; Elaine G. Wilson, University of Cambridge; Peter Gronn, University of Cambridge*

Factors Influencing Teaching Choice in a Turkish Context. *Ahmet Kilinc, Ahi Evran Üniversitesi; Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University*

Motivation to Teach: Profiles of Chinese Teacher Candidates. *Emily Lin, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Liu Hui, Guangzhou University*

Discussant: *Leonard George Cairns, Monash University*

55.063. Mentoring Children and Young Adults: Benefits and Impact. SIG-Mentorship and Mentoring Practices; Paper Session
VCC, Second Level, East Room 13; 12:25-1:55pm

Participants:

What's in It for Me? Preservice Teachers' Perceptions About Mentoring At-Risk Youth. *Ruben Garza, Texas State University - San Marcos; Daniel Fallon Pacer, Texas State University - San Marcos*

College Mentors for Kids: Examining the Impact of Mentoring From Three Perspectives. *Kyle Ann Hartley, Indiana University; Anne-Maree Ruddy, Indiana University; Megan Weikel, Indiana University*

Illuminating Life Choices: The Role of Mentoring Support for Secondary School Students. *Peter Mtika, The University of Aberdeen*

Building a College-Going Culture With Student Mentors. *Kri Noel Burkander, Michigan State University; Barbara Schneider, Michigan State University*

Discussant: *Marie Catherine White, Nyack College*

55.064. The Trickle-Down Effect: Working in Teacher Education to Create a Culture of Peace. SIG-Peace Education; Paper Session
VCC, Second Level, East Room 19&20; 12:25-1:55pm

Participants:

Music and Peace Values in Action: A Transformative Pedagogy in a Southeast Asian Liberal Arts College. *Juliana Moonette Santic Manrique, St. Scholastica's College - Manila; Angelina Gutierrez, Saint Scholastica's College Manila*

Peace-Building Indicators for a Culture of Peace Through Education: Framework and Instrumentation. *Carme Boque Torremorell, University Ramon Llull; Montserrat Alguacil Nicolas, University Ramon Llull; Merce Panellas Valls, University Ramon Llull*

Teaching for Forgiveness Among Teachers in Three Arab Countries. *Ilham Nasser, George Mason University; Mohammed Abunimer, American University; Shelley Wong, George Mason University*

The problem of teacher education in/for peace education contexts. *Zvi Bekerman, Hebrew University of Jerusalem; Michalinos Zembylas, The Open University of Cyprus*

Teaching About Israel-Palestine in the United States: An Interdisciplinary Approach. *Elizabeth Tauba Ingenthron, Graduate Theological Union*

Discussant: *Candice C. Carter, University of North Florida*

55.065. Measuring Problem-Based Learning Processes From the Angle of Students and Teachers. SIG-Problem-Based Education; Paper Session
Pan Pacific, Restaurant Level, Pacific Rim 1; 12:25-1:55pm

Chairs: *Sofie Loyens, Erasmus University; Woei Hung, University of North Dakota*

Participants:

A Multilevel Analysis of Problem-Based Learning Design Characteristics. *Kimberly S. Scott, Northwestern University*

Faculty Conceptualizations and Management of Predominant Tensions Encountered With Problem-Based Learning Implementation in the Early Years of Engineering Education Programs. *Angela van Barneveld, Purdue University; Johannes Strobel, Purdue University*

Comparing Technology-Related Teacher Professional Development Designs: A Multilevel Study of Teacher and Student Impacts.

Andrew Walker, Utah State University; Mimi M. Recker, Utah State University; Ye Lei, Utah State University; Linda Sellers, Utah State University; Heather Leary, University of Colorado - Boulder; M Brooke Robertshaw, Utah State University

Self-Directed Learning in Problem-Based Learning: A Meta-Analysis.

Heather Leary, University of Colorado - Boulder; Andrew Walker, Utah State University; Brett E. Shelton, Utah State University

Stability of Student Ratings in Problem Quality Rating Scale. *Nachamma Sockalingam, SIM University; Annet Te Lindert, Erasmus University; Henk G. Schmidt, Erasmus University*

Discussant: *Jason Ravitz, Buck Institute for Education*

55.066. Critical Qualitative Research and the Corporatized University: On a Collision Course. SIG-Qualitative Research; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 12:25-1:55pm

Chair: *Yvonna S. Lincoln, Texas A&M University - College Station*

Participants:

Critical Qualitative Research and the Neoliberal Assemblage in Higher Education: Territorializing and Deterritorializing. *Gaile S. Cannella, University of North Texas*

Creating a Research and Resistance Agenda for Critical Qualitative Higher Education Research. *Yvonna S. Lincoln, Texas A&M University - College Station*

Small Is Beautiful: In Defense of the Diversity of Qualitative Research. *Harry Torrance, Manchester Metropolitan University*

Policy, Praxis, and Research in the 21st-Century University. *William G. Tierney, University of Southern California*

Key Tasks for Critical Qualitative Research in the Face of Corporate Ideology and Market Fundamentalism. *Gary L. Anderson, New York University; Janelle T. Scott, University of California - Berkeley*

55.067. Transactions of Thought and Action: A Mediated Discourse Analysis Workshop. SIG-Qualitative Research; Workshop
Sheraton Wall Centre, Fourth Level, North Port Alberni; 12:25-1:55pm

Chair: *Teresa R. Fisher, Georgia State University*

Participant:

Transactions of Thought and Action: A Mediated Discourse Analysis Workshop. *Heather Lynn Lynch, Georgia State University*

55.068. Rural Education and Teachers. SIG-Rural Education; Paper Session
VCC, Second Level, East Room 10; 12:25-1:55pm

Chair: *Kimberly L. Jones, Trimble Local Schools*

Participants:

Early Career Teacher Work Within Rural Schools: You Need an Anchor. *Carol Marchel, Winthrop University*

Storylines About Rural Teachers in the United States: A Synthesis of the Research Literature. *Amy Johnson Lachuk, University of South Carolina; Megan Burton, Auburn University; Kara D. Brown, University of South Carolina*

Leadership in Rural Schools and Communities: Attracting and Retaining Teachers. *Graeme Lock, Edith Cowan University; Simone Jane White, Monash University; Bill Green, Charles Sturt University; Jo-Anne Reid, Charles Sturt University; Wendy Joan Hastings, Charles Sturt University; Maxine C. Cooper, University of Ballarat*

A Narrative Inquiry Into Rural Teachers' Experiences in Professional Learning Communities. *Essie Lom, University of New Brunswick*
Empowering Information Technology Teachers in Rural Schools: A Needs Analysis. *Elsa Mentz, North-West University; Marietjie Havenga, North-West University; Desmond Wesley Govender, University of KwaZulu-Natal; Irene Govender, University of KwaZulu-Natal; Betty Breed, North-West University*

The Rural Balancing Act: Understanding Challenges of Gifted Teachers in Rural Schools. *Amy Azano, University of Virginia; Sarah Oh, University of Virginia; Marguerite Brunner, University of Virginia*

55.069. Translating Research Into Policies, Educational Reform, and Community Change for Children's Well-Being. SIG-Social and Emotional Learning; Symposium
Sheraton Wall Centre, Fourth Level, South Galiano; 12:25-1:55pm

Chair: *Martin Guhn, The University of British Columbia*

Participants:

Early Childhood Education and Development: Implementation of the Convention on the Rights of the Child. *Ziba Vaghri, The University of British Columbia; Clyde Hertzman, The University of British Columbia*

Uncovering the Influence of Social/Emotional School Readiness on Grade 12 Achievement and Likelihood of Incarceration. *Barry Forer, The University of British Columbia; Paul Kershaw, The University of British Columbia*

Using Cross-Cultural School Readiness Analyses to Inform Community Initiatives. *Constance Milbrath, The University of British Columbia;*

Martin Guhn, The University of British Columbia; Clyde Hertzman, The University of British Columbia

Children's Well-Being: Social Relationships Mediate the Effects of Income. *Martin Guhn, The University of British Columbia; Anne Gadermann, Harvard University; Kim A. Schonert-Reichl, The University of British Columbia; Shelley C. Hymel, The University of British Columbia; Clyde Hertzman, The University of British Columbia*

55.070. Special Education and Cultural Diversity. SIG-Special Education Research; Paper Session
VCC, First Level, West Room 113; 12:25-1:55pm

Participants:

Don't Believe the Hype: Justified Young, Black, and Male in Special Education. *Larry C. Bryant, University of North Texas; Bryan Ervin Cichy, Saint Cloud State University*

The Effect of Full-Day Kindergarten on the Special Education Status of Black Elementary Students. *John M. Weathers, University of Colorado - Colorado Springs; Sandra S. Meagher, University of Colorado*

Promoting Ecological Perspectives: A Study in Reducing Overrepresentation of Minority Students in Special Education. *Patricia Ann Hoffman, Minnesota State University - Mankato; Carrie Chapman, Minnesota State University - Mankato; Anne P. Dahlman, Minnesota State University; Daria Paul Dona, Minnesota State University - Mankato*

Culturally Responsive School-Wide Positive Behavioral Supports: An Equity-Oriented Systemic Change Model to Address Minority Disproportionality. *Aydin Bal, University of Wisconsin - Madison*
Students With Traumatic Brain Injury Returning to School: Perspectives of African American Males and Their Parents and Caregivers. *Barbara Richey, Roosevelt University; Susan J. Katz, Roosevelt University*

55.071. Structural Equation Modeling With Ordinal/Categorical Data. SIG-Structural Equation Modeling; Paper Session
Marriott Pinnacle, Third Level, Dundarave; 12:25-1:55pm

Chair: *Min Liu, University of Hawaii - Manoa*

Participants:

Examining Alternative Strategies to Accommodate Categorical Data. *Christine DiStefano, University of South Carolina; Grant B. Morgan, University of South Carolina*

Use of Ad Hoc Fit Indexes With DWLS (Diagonally Weighted Least Squares) Estimation. *Deborah L. Bandalos, James Madison University*
One-Step Ordinal Structural Equation Modeling Using Latent Trait Scores: A Bayesian Perspective. *Prathiba Natesan, University of North Texas*

Evaluating Latent Mediated Effect and Regression Coefficients With Ordinal Data Using Alternative Methods. *Jinsong Chen, Rutgers University; Jaehwa Choi, The George Washington University*

Evaluating Model Fit With Ordered Categorical Data Within a Measurement Invariance Framework: A Comparison of Estimators. *Daniel Sass, The University of Texas - San Antonio; Tom Schmitt; Herbert W. Marsh, University of Western Sydney*

Discussant: *Jeffrey R. Harring, University of Maryland*

55.072. Examining and Assessing Self-Regulation Through a Multidimensional Lens. SIG-Studying and Self-Regulated Learning; Paper Session

VCC, Second Level, West Room 217&218; 12:25-1:55pm

Chair: *Heidi L. Andrade, University at Albany - SUNY*

Participants:

A Teacher Rating Scale to Examine Student Self-Regulation in Math Contexts. *Gregory L. Callan, University of Wisconsin - Milwaukee; Timothy J. Cleary, University of Wisconsin - Milwaukee*

An Investigation of the Role of Metacognitive Behavior in Self-Regulated Learning When Learning a Complex Science Topic With a Hypermedia Learning Environment. *Banu Binbasaran Tuysuzoglu, University of North Carolina - Chapel Hill; Jeffrey A. Greene, University of North Carolina*

Interactions Between Multi-Agent Adaptive Hypermedia Environments and Learner Characteristics on Note-Taking and Learning. *Gregory Trevors, McGill University; Melissa Duffy, McGill University; Roger Azevedo, McGill University*

Student Regulation as Measured by the Strategic Learning Questionnaire. *Lindsay McCardle, University of Victoria; Allyson F. Hadwin, University of Victoria; Philip H. Winne, Simon Fraser University*

Discussant: *Stephen J. Pape, University of Florida*

55.073. The Story of Systems Thinking in Schools. SIG-Systems Thinking in Education; Demonstration/Performance

Sheraton Wall Centre, Fourth Level, North Port McNeill; 12:25-1:55pm

Chair: *Janice E. Noga, Pathfinder Evaluation and Consulting*

Participants: *Mary Scheetz, Ritenour School District; Beverly Nance, Maryville University*

Participant:

The Story of Systems Thinking in Schools. *Mary Scheetz, Ritenour School District; Lisa A.W. Kensler, Auburn University; Beverly Nance, Maryville University*

Discussant: *Janice E. Noga, Pathfinder Evaluation and Consulting*

55.074. Transformative Calls for Educational Reform in Urban Contexts.

SIG-Urban Learning, Teaching, and Research; Paper Session

VCC, Second Level, East Room 12; 12:25-1:55pm

Chair: *Fatima Pirbhai-Illich, University of Regina*

Participants:

Beyond University Classrooms: Building the Capacity of Urban Principals in Underperforming Schools Through Leadership Coaching. *Beth Brigante Higbee, San Bernardino County Superintendent of Schools; Susan R. Warren, Azusa Pacific University; Virginia Elizabeth Kelsen, Claremont Graduate University; Patricia Mark, San Bernardino County Superintendent of Schools; Deidra Price, San Bernardino County Superintendent of Schools; Ying Hong Jiang, Azusa Pacific University*

Changing Perspectives and Career Trajectory of African-American Preservice Teachers in an Urban Education Immersion Course. *Lynnette K. Mawhinney, The College of New Jersey; Loribel Mulero; Cynthia Perez, The College of New Jersey*

Experiencing Agency Within an Urban Education Doctoral Program: A Hermeneutic Phenomenological Case Study. *Bethany Lyn Salyers, University of North Carolina - Charlotte*

International Teachers, Teach For America, and the Political Spectacle of Recruitment for Urban Schools. *Alyssa Hadley Dunn, Georgia State University; Kara M. Kavanagh, Georgia State University*

"Turnaround" Urban Elementary Schools: What Administrators and Teachers Experienced While Leading Change. *Jennifer Ingrid Friend, University of Missouri - Kansas City; Jesse Riggs, University of Missouri - Kansas City; Megan Kean, University of Missouri - Kansas City*

Discussant: *Muhammad Khalifa, Michigan State University*

55.075. Research Review and Methods in Workplace Learning. SIG-

Workplace Learning Cosponsored with SIG-Career and Technical Education; Paper Session

VCC, First Level, West Room 111&112; 12:25-1:55pm

Chair: *Martin Mulder, Wageningen University*

Participants:

Workplace Learning Research: Article Characteristics in the Workplace Learning Journal During the Past Three Years. *James E. Bartlett, North Carolina State University; Michelle Elizabeth Bartlett, University of Louisville*

Intimate Outsiders: A Practice Theoretical Ethnography of Child and Family Nurses' Learning and Work. *Nick Hopwood, University of Technology - Sydney*

Evaluating Critical Incidents in the Post-Formation Phase: An Aspect of Entrepreneurial Expertise? *Karin Heinrichs, University Frankfurt am Main*

Facilitating Work-Integrated Learning With an Expert Finding System. *Stéphanie Maïté Grets, University of Munich; Jan Hense, Ludwig-Maximilians-Universität München; Heinz Mandl, University of Munich*

The Pedagogical Ethos Measure (PE-VoT): About How Vocational Trainers Perceive Their Training Responsibility. *Sarah Heinzer, University of Fribourg*

Do Methods Matter in Global Leadership Development? A Study of the Effects of Learning Methodologies in the International MBA. *Jennie Walker, University of Denver*

55.076. (Im)materializing Literacy: Making Sense of New Contexts for Research. SIG-Writing and Literacies; Symposium

Sheraton Wall Centre, Fourth Level, South Granville; 12:25-1:55pm

Chair: *Cathy Burnett, Sheffield Hallam University*

Participants:

The Significance of Relationships Between Material and Immaterial

Dimensions of Space to Meaning-Making. *Cathy Burnett, Sheffield Hallam University*

Materializing Literacies in Homes and Communities: How Literacies Are Materialized in Things. *Kate Pahl, The University of Sheffield*

Screen-Based Texts Mediate Reality in Ways That Prompt Shifting Relationships Between the Material and Immaterial. *Guy Merchant, Sheffield Hallam University*

The Embodiment of Meaning-Making: Investigating Embodied Experiences of Online and Offline Texts. *Jennifer Rowsell, Brock University*

Discussant: *Julia Davies, The University of Sheffield*

55.077. Adolescent Language Learners Engaging in Literacy Practices:

Multilingual Pathways to Writing. SIG-Writing and Literacies; Symposium

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 12:25-1:55pm

Chair: *Melinda E. Martin-Beltran, University of Maryland - College Park*

Participants:

Raising Standards and Reducing Literacy: Writing Practices in New Mainstream Subject-Matter Classrooms. *Kerry Anne Enright, University of California - Davis*

Revealing and Mobilizing Multilingual Funds of Knowledge Among Adolescent Language Learners. *Melinda E. Martin-Beltran, University of Maryland - College Park*

From Middle School to El Noviciado (The Novitiate): An Adolescent English Language Learners' Multilingual Journey in Writing. *Amanda Kibler, University of Virginia*

The Role of ELL (English Language Learner) Students' First Language (L1) in Their English Writing Development. *Danling Fu, University of Florida*

Discussants: *Linda Harklau, University of Georgia; Margaret R. Hawkins, University of Wisconsin - Madison*

Division and SIG Roundtables

55.078. Roundtable Session 90; Roundtable Session

55.078-1. Learning, Knowledge Production, and Research in Social Movement/Civil Society Milieux. SIG-Adult Literacy and Adult

Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Aziz Choudry, McGill University*

Participants:

Against Carceral Common Sense: Learning to Teach Prison Abolitionism on the Inside-Out. *Lena Carla Palacios, McGill University*

Social Movements, Resistance, and Participatory Research in Postapartheid South Africa. *Salim Vally, University of Johannesburg*

Learning in North-South NGO (Nongovernmental Organization) Partnerships: Making Sense of the Local Through the Translocal. *Erin Sirett, McGill University*

Building Counter-Power From the Ground Up: Contesting NGOization Through Social Movement Learning and Knowledge Production. *Aziz Choudry, McGill University*

55.078-2. Visualizing Spaces of Possibility Within Schooling. SIG-Arts-

Based Educational Research; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Gene R. Diaz, Lesley University*

Participants:

Creating Space for Possibility: Transformative Practice in an Elementary Visual Art Studio. *Debora Joy Nodelman, Chapman University*

Participatory Video in Educational Research: A Possibility of Creating Participatory Culture With Parents? *Kyung-Hwa Yang, McGill University*

The In/Visibility of School Closure. *Natalie Leblanc, The University of British Columbia*

55.078-3. Hot-Button Issues in Changing Times. Division A - Administration

Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Adriana Villavicencio, New York University*

Participants:

Arizona's Safe Schools Initiative: Baseline Knowledge for Reducing School Violence. *Carolyn A. Brown, Fordham University*

Audience, Artifacts, and Assessment: How "Making Student Work Public" Sustains School Reform and Shapes Student Participation. *Alison Rheingold, University of New Hampshire*

The Changing Face of School Segregation in U.S. Schools: Segregation, Desegregation, and Resegregation. *Kristie J.R. Phillips, Brigham Young University; Shana L. Pribesh, Old Dominion University; Mikaela J. Dufur, Brigham Young University*

The Impact of Poverty on the Distribution of Educational Resources in Ontario: New Data and Implications for Policy. *Kelly A. Gallagher-Mackay, OISE/University of Toronto; Annie Kidder, People for Education; Fei Wang, OISE/University of Toronto; Lindsay Cornish, People for Education; Laurie Matheson, People for Education; Gay Stephenson, People for Education*

Evaluating Community Partnerships: Investigating Team Building in a Community Program and School Partnership in Chicago. *Holly A. Downs, University of North Carolina - Greensboro; Korinne Chiu, University of North Carolina - Greensboro; Amanda Glascott, City Year Chicago; Carly Siuta, City Year Chicago; Lauren Fluegge, University of North Carolina - Greensboro*

55.078-4. Improving the Landscape: Avenues Toward Student Achievement.

Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Linda R. Vogel, University of Northern Colorado*

Participants:

Differentiated Effects of Adolescents' Demographic Characteristics and School Experiences on Their Engagement and Academic Outcomes. *Samuel M. Zheng, Toronto District School Board; Erhan Sinay, Toronto District School Board; Roula Anastasakos, Toronto District School Board*

Harnessing the Power of Extrinsic Motivation for Student Achievement: An Urban High School Improvement Effort. *Josh Emmett, Point Loma Nazarene University; Dean McGee, Kern High School District*

Improving College-Ready Transition Programs: A Case Study of Current Practices. *Sharon Lamar Alexander, Sam Houston State University; Beverly J. Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Marilyn M. Butler, Sam Houston State University*

School Instructional Effectiveness and Student Learning in Reading and Math. *Ronald H. Heck, University of Hawaii - Manoa*

The Frontier of Educational Change: Leadership of Standards-based Student Grouping. *Linda R. Vogel, University of Northern Colorado*

55.078-5. Instructional and Transformational Leadership.

Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Alexandra E. Pavlakis, University of Wisconsin - Madison*

Participants:

Perceptions of Principal Attributes in an Era of Accountability. *Jahmal I. Mosley, University of Massachusetts - Amherst; Mary Lynn Boscardin, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts - Amherst*

Principal Theories of Practice: Mapping the Cognitive Structure and Effects of Instructional Leadership. *Gary W. Houchens, Western Kentucky University; John L. Keedy, University of Louisville*

Principals' Interpersonal Skills in Addressing Performance Issues. *Viviane M. Robinson, University of Auckland; Deidre Le Fevre, University of Auckland*

Still Waiting for "Superprincipal": Policy Maker Expectations Regarding School-Based Leaders, 2001-2010. *Craig Martin Peck, University of North Carolina - Greensboro; Ulrich C. Reitzug, University of North Carolina - Greensboro; Deborah Lynn West, Eastern Kentucky University*

The Impacts of Transformational School Leadership on Student Learning: A Meta-Analytic Review. *Jingping Sun, OISE/University of Toronto; Kenneth A. Leithwood, OISE/University of Toronto*

55.078-6. On Becoming a School Principal: Novice Principals Make Sense of a New Role.

Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *James P. Spillane, Northwestern University*

Participants:

Crossing Over to the Principal's Office: How Novice Principals Make Sense of Schools' Pluralistic Institutional Environment. *James P. Spillane, Northwestern University; Lauren M. Anderson, University of Southern California*

New Principals and Teacher Development: Conceptions, Changes, and Challenges. *Leigh Mesler Parise, Northwestern University*

New Principals and Local School Councils: Walking the Line Between Administrative and Political Control. *Linda C. Lee, Northwestern University; Rebecca Jane Lowenhaupt, Boston College; Allison W. Kenney, Northwestern University*

Deciding to Remain in Post: Factors Considered by Inexperienced Head Teachers in Scotland. *V. Darleen Opfer, RAND Education; Peter Gronn, University of Cambridge; Kevin Lowden, University of Glasgow*

55.078-7. Principalship Roundtable.

Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Laura B. Lang, Florida State University*

Participants:

A Longitudinal Analysis of Principals' Instructional Leadership Behaviors in the First Decade of the Educational Accountability Era: Does Context Matter? *Douglas M. Wiecek, Syracuse University*

A Quantitative and Qualitative Examination of Principal Turnover. *Edward J. Fuller, The Pennsylvania State University; Michelle D. Young, University Council for Educational Administration*

Distributed Leadership: Rhetoric or Reality? *Joe Corrigan, University of Alberta*

Effects of Leadership Practices on Lesson Planning in High School Science Departments. *Linda C. Brazdil, Northwestern University; Steven McGee, Northwestern University*

Leading a School in France: An Observational Study of Principals' Day-to-Day Work. *Pierre Tulowitzki, University of Kiel - Institute of Education*

55.078-8. School Networks and Sustainable Educational Change.

Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Wiel M. Veuglers, University of Amsterdam*

Participants:

U.S. Teacher Unions as Drivers of Innovation and Improvement: The Growth of Regional Networks of the Teacher Union Reform Network. *Tom Alves, Boston College; Carrie Fuller, Boston College; Dennis Lynn Shirley, Boston College*

Networks and School Development: Enhancing Education for Identity in the Finnish Schools. *Eero T. Ropo, University of Tampere; Veli-Matti Varri, University of Tampere; Sari Maarit Yrjanainen, University of Tampere*

Thinking Schools and Learning Communities: Sustaining School Network Leadership through Partnership Initiatives. *William Y. Wu, Hong Kong Baptist University*

Creating Meaningful Change Through P20 Innovation Lab Networking. *Mary John O Hair, University of Kentucky*

Sustainability in School Networks: Agency and Structure. *Wiel M. Veuglers, University of Amsterdam; Henk Zijlstra, Werkplaats*

55.078-9. Social Networks and the Use of Research by Schools, Districts, and State Education Agencies.

Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Vivian Tseng, William T. Grant Foundation*

Participants:

High School Reform in Large Urban Systems: Examining Underlying Interpersonal Relationships. *Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester; Dwayne Orlando Constantine Campbell, University of Rochester*

Relationships Among Social Networks, Social Capital, and Research Use in State Education Agencies. *Carol A. Barnes, University of Michigan; Elliot H. Weinbaum, U.S. Department of Education*

Instructional Policy Making and Social Capital: Factors in District Research and Evidence Acquisition. *Julie R. Kochanek, Education Development Center, Inc.; Matthew A. Clifford, Learning Point Associates; Coby Meyers, American Institutes for Research; Melissa Brown-Sims, Learning Point Associates; Ellen J. Behrstock-Sherratt,*

American Institutes for Research

55.078-10. Teacher Leader Model Standards and Teacher Leader Preparation Programs. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Barnett Wayne Berry, Center for Teaching Quality*

Participants:

Tapping Teacher Leadership: University/School District Partnerships for Ambitious Education Reform. *Chrysan Gallucci, University of Washington*

Learning From the Galileo Experience: Comparing Multidistrict and University-Based Teacher Leader Preparation. *Cynthia L. Carver, Oakland University; Caryn M. Wells, Oakland University*

The Boston Teacher Leadership Certificate Program: Building Resources for Reform. *Jill Harrison Berg, Boston Teacher Leadership Resource Center; Phomdaen Souvanna, Brandeis University*

Teacher Leader Training in a Regional School District. *Melinda M. Mangin, Rutgers University; Kai Lonnie Dunsmore, The Ball Foundation*

55.078-11. The Development and Preparation of Leaders: Perspectives and Voices From the Field. Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Ana Gil-Garcia, The American University in Cairo*

Participants:

Emerging Leaders Create Case Studies to Investigate Leadership Dilemmas. *Peg Winkelman, California State University - East Bay; Michelle P. Collay, California State University - East Bay*

Leadership Voices Emerge Through Integrative Knowledge Portfolios. *Barbara Stacy Rieckhoff, DePaul University*

Students' Perspectives of a Field-Based Principal Preparation Program for Predominantly Hispanics Schools. *Rosalinda Hernandez, The University of Texas - Pan American; Maria Banda Roberts, The University of Texas - Pan American; Francisco Guajardo, The University of Texas - Pan American*

The Effectiveness of Simulation-based Learning in a Principal Preparation Program. *Charol Shakeshaft, Virginia Commonwealth University; Jonathan D. Becker, Virginia Commonwealth University*

55.078-12. The Practice of Leadership Coaching: Impact on the Field. Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Participants:

An Analysis of Principal Leadership Coaching in the United States. *Donald Wise, California State University - Fresno*

Can Principal Leadership Be Improved Through Feedback and Coaching? *Leonard Bickman, Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Ana Regina De Andrade, Vanderbilt University; Carolyn Breda, Vanderbilt University*

The Effects of Peer Coaching on the Evaluation Knowledge, Skills, and Concerns of Program Administrators. *Alicia Cotabish, University of Arkansas at Little Rock; Ibrahim Duyar, University of Arkansas at Little Rock*

55.078-13. Special Education and the Law: Global Perspectives. SIG-Law and Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

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

Participants:

Israel's Pupils' Rights Law and Its Turbulent Decade of Implementation: Eighty-Six Court Cases. *Dan Gibton, Tel Aviv University*

Special Education Due Process Hearing Officer Decisions in Florida: What Are the Issues? *Zorka Karanxha, University of South Florida; Michelle Henry, University of South Florida*

Perspectives of Northern Manitoba School Principals Attempting to Comply With New Special Education Legislation. *Joan Darlene Zaretsky, University of Manitoba*

55.078-14. Leadership and Vision for Black Education in the 21st Century.

SIG-Research Focus on Black Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Eugene L. Anderson, American Dental Education Association*

Participants:

Black Teacher Job Satisfaction and Retention in the Profession: Exploring the Role of Distributed Leadership and Racial Context. *Ayana N. Kee, Harvard University*

Critical Race Theory: A Case Study of Leadership in Three Historically Black Colleges and Universities. *Ronald Brown, Northeastern University; Kimberly A. Truong, Northeastern University; Tryan L. McMickens, Suffolk University*

Moving Institutional Vision From Black to Multicolor? Globalization and Historically Black Colleges and Universities. *Constance Iloh, University of Southern California*

The "Audacity of Hope" in Educational Leadership: Black Women's Perspectives Moving From Margin to Center. *Judy A. Alston, Ashland University; Cristi Ford, University of Missouri - Columbia; Latish Cherie Reed, University of Wisconsin - Milwaukee*

55.078-15. The Role of the Supervisor in Teacher Development and Evaluation. SIG-Supervision and Instructional Leadership; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Forrest W. Parkay, Washington State University*

Participants:

Comparing the Feedback, Time, and Cost of Traditional and Video-Based Supervision of Student Teachers. *Deborah Bainer Jenkins, The University of West Georgia; Brent Daniel Heidorn, The University of West Georgia; Brian Allen Mosier, The University of West Georgia; Rachel Harvey, The University of West Georgia*

Instructional Supervision Practices and Self-Efficacy, Professional Efficacy, and Collective Efficacy of Supervisors. *Yamina Bouchamma, Laval University; Lawrence Kahule, Université Laval*

The Nature of Leadership Practices on Teacher Implementation of a Newly Introduced Gifted Curriculum. *Lisa Hall Foster, Harvard University*

55.079. Roundtable Session 91; Roundtable Session

55.079-1. Perspectives on School Community, Climate, and Culture Roundtable. SIG-School Community, Climate, and Culture; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

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

Participants:

Creating School Climate: An Analysis of School Climate on Student Attendance and Achievement. *Dennis A. Kramer, University of Georgia*

Fostering a Community of Care Beyond the Ninth Grade. *Cheryl R. Ellerbrock, University of South Florida; Sarah M. Kiefer, University of South Florida*

Teacher Perceptions of High School Community Viewed Through the Lens of the Constructs of Collegiality. *Pamela S. Angelle, The University of Tennessee; Mary Lynne Derrington, The University of Tennessee*

55.079-2. How Do We Reconcile NCATE (National Council for Accreditation of Teacher Education) and Social Justice (Broadly Defined)? Division K - Teaching and Teacher Education; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Diana D'Amico, George Mason University*

Participants:

Preservice Teacher Education: Analyzing Consequences of a National Accreditation Process Within International Discourses of Reforms. *Tone Dyrdal Solbrenke, University of Oslo; Ciaran Sugrue, University College Dublin*

Can—and Should—We Assess Social Justice Teaching? *Deborah A. Bieler, University of Delaware*

Learning to Teach for Social Justice as a Cross-Cultural Concept: Findings From Three Countries. *Marilyn Cochran-Smith, Boston College; Larry H. Ludlow, Boston College; Fiona Ruth Ell, University of Auckland; Michael O'Leary, St. Patrick's College; Sarah Enterline, Boston College*

Cultivating Sociospatial Justice Dispositions by Unpacking Geo-Histories. *SJ Miller, Indiana University of Pennsylvania*

55.079-3. Research on the Education of Deaf Persons Roundtable. SIG-Research on the Education of Deaf Persons; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Thomas P. Horejes, Gallaudet University*

Participants:

Divergent Thinking Among Deaf and Hearing Adolescents: A Twofold Approach. *Christopher Stanzione, Georgia State University; Susan M. Perez, University of North Florida; Amy R. Lederberg, Georgia State University*

Implementing Phonologically Based Reading Instruction in a Sign Bilingual Setting. *Gregory R. Hancock, University of Maryland*
Teacher's Perceptions on the Use of American Sign Language (ASL) Phonological Instruction in an ASL/English Bilingual Deaf Education Program. *Peter Crume, Georgia State University*

55.080. Roundtable Session 92; Roundtable Session

55.080-1. New Media Arts Practices Across Educational Contexts. SIG-Arts and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: *Marie-France Berard, The University of British Columbia*

Participants:

Model New Media/Video Programs in Art Education. *Joanna Miriam Black, University of Manitoba*

Learning in Places: Profiles of Community-Based New Media Arts Practices. *Kit M. Grauer, The University of British Columbia; Ching-Chiu Lin, The University of British Columbia; Juan Carlos Castro, Concordia University*

New Opportunities for Interest-Driven Arts Learning in a Digital Age. *Kylie A. Peppler, Indiana University - Bloomington; Michael Downton, Indiana University; Diane Lynn Glosson, Indiana University; Rafi Santo, Indiana University - Learning Sciences; Charlene Ann Volk, Indiana University*

55.080-2. Evolving Contexts in Educational Technology: Design, Integration, and Evaluation. SIG-Computer and Internet Applications in Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: *Bradford Hosack, University of Minnesota*

Participants:

Analyzing Computer Technology and Achievement in Early Childhood. *Ernest S. Johnson, University of California - Irvine*

Bridging the Gap: E-Portfolios Fostering 21st-Century Skills in Studio Art Courses. *Josh Yavelberg, George Mason University*

Data, Design, and Narrative: The Role of InfoViz in Online Learning Research and Integration. *Charles DeVaughn Miller, University of Minnesota; Bradford Hosack, University of Minnesota; Lucas Lecheler, University of Minnesota*

Moral Education: Communicating Care in an All-Online Course. *Amy Louise Pittenger, University of Minnesota; Doneka R. Scott, University of Minnesota*

Using Digital Writing to Create an Authentic and Collaborative Learning Experience. *Amy Louise Pittenger, University of Minnesota*

55.081. Roundtable Session 93; Roundtable Session

55.081-1. Instructional Technology SIG: Multimedia and Publishing in Instructional Technology. SIG-Instructional Technology; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm

Chair: *Sarah McPherson, New York Institute of Technology*

Participants:

An Analysis of a Decade of Research in Instructional Design and Technology. *Richard E. West, Brigham Young University; Jered Borup, Brigham Young University*

Examining the Impact of Adaptively Faded Worked Examples on Student Learning Outcomes. *Raymond Flores, Wichita State University; Fethi A. Inan, Texas Tech University; Fatih Ari, Texas Tech University; Steven M. Crooks, Texas Tech University; Douglas J. Simpson, Texas Tech University; Zhangxi Lin, Texas Tech University*

Where Should Educational Technologists Publish? *Albert Dieter Ritzhaupt, University of Florida; Christopher Davis Sessums, University of Florida; Margeaux C. Johnson, University of Florida*

55.081-2. Developing Media Literacy in the Classroom. SIG-Media, Culture, and Curriculum; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm

Chair: *Rebecca A. Goldstein, Montclair State University*

Participants:

A Phenomenological Exploration of Novice English/Language Arts Teachers' Experiences With Media Literacy. *Allison Huie, Texas A&M University*

Designing and Sharing New-Media Language-Arts Modules Aligned to Common Core Standards. *Daniel T. Hickey, Indiana University; Jenna McWilliams, Indiana University; Rebecca Itow, Indiana University*

News Literacy: Using Media Literacy Frameworks to Analyze the Pedagogical Experiment of Stony Brook University. *Jennifer Fleming, California State University, Long Beach*

55.082. Roundtable Session 94; Roundtable Session

55.082-1. Technology Instruction, Technological Pedagogical Content Knowledge, and Teacher Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: *Nicolaos C. Valanides, University of Cyprus*

Participants:

Blogging as an Agent of Change in Teacher Identity, TPACK (Technological and Pedagogical Content Knowledge), and Practice. *Doug Hearnington, Kennesaw State University; Anissa Lokey-Vega, Kennesaw State University*

Teacher Candidates' Technology Integration Into Teacher Learning. *Shaoan Zhang, University of Nevada - Las Vegas; Wu He, Old Dominion University; Neal Strudler, University of Nevada - Las Vegas*

Reflection 2.0: Linking Technology and 21st-Century Skills to Facilitate Critical Reflection in Service-Learning. *April N. Coleman, The University of Alabama; Vivian H. Wright, The University of Alabama; Jane L. Newman, The University of Alabama*

55.082-2. Online in Higher Ed: Teacher Faculty and Student Insights.

Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: *Sara L. Dexter, University of Virginia*

Participants:

Knowing Is Not Enough, Interaction Is Crucial: Adopting Socioconstructivist Approaches in a Virtual Graduate Seminar. *Annie Saint-Jacques, Laval University*

The Tyranny of E-learning in Teacher Education: the Faustian Bargain of Convenience at the Cost of Critical Discourse. *Shawn Lennie, OISE/University of Toronto; Nick J. Scarfo, University of Ontario Institute of Technology*

What is it like for Faculty Members to Participate in Online Social Networks? *Royce Kimmons, The University of Texas - Austin; George Veletsianos, The University of Texas - Austin*

Division and SIG Posters

55.083. Poster Session 14; Poster Session

55.083-1. Postsecondary Research 2. Division J - Postsecondary Education; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

1. A Study of Underrepresented Minority Students' Transition to College in STEM Field Mixed-Method Approach. *David Berube, Loyola Marymount University; Edward C. Mosteig, Loyola Marymount University; Hui-Jeong Woo, Loyola Marymount University*
2. At the Intersection of Class and Disability: College Access for Students With Learning Disabilities. *Heather Haeger, Indiana University*
3. Attributes of High-Achieving Latino First-Generation Students From a College in the Southern United States. *Maria Raquel Tello, South Texas College; Gerri Marie Maxwell, Texas A&M University - Kingsville*
4. Comparing Grade-Point Averages of Black Greek Letter Organizations in Predominantly White Institutions and Historically Black Colleges and Universities. *Crystal Renee Chambers, East Carolina University; MaryBeth Walpole, Rowan University; Catrina Davis, East Carolina University*
5. Degrees of Differentiation by Tier: The Mission(s) of Higher Education. *Amy Elizabeth Stich, University at Buffalo - SUNY; Todd Reeves, Boston College*
6. Do Career Education and Financial Aid Early in High School Increase Access to Postsecondary Education? *Marc Frenette, The Social*

Research and Demonstration Corporation; Reuben Ford, *The Social Research and Demonstration Corporation*; Heather Smith Fowler, *The Social Research and Demonstration Corporation*; Claudia Nicholson, *The Social Research and Demonstration Corporation*; Isaac Kwakye, *The Social Research and Demonstration Corporation*

7. Does Advanced Academic Study Help Middle-Achieving High School Students? An Experimental Test of AVID (Advancement Via Individual Determination). Reuben Ford, *The Social Research and Demonstration Corporation*; Marc Frenette, *The Social Research and Demonstration Corporation*; Claudia Nicholson, *The Social Research and Demonstration Corporation*; Elizabeth M. Dunn, *Social Research & Demonstration Corporation*
8. Does Private Tutoring Matter in College Access? Jiyun Lee, *Teachers College, Columbia University*
9. Exploring College Readiness: An Early College High School Case Study. Ryan Nicholas Goodwin, *Michigan State University*
10. Exploring the Difficulties of First-Year University Students From Low Socioeconomic Status in Mexico. Marisol Silva Laya, *Universidad Iberoamericana*; Adriana Rodriguez-Fernandez, *Universidad Iberoamericana*; Maria Jo Athie, *The University of British Columbia*
11. Hidden Voices: Two-Year Students at Four-Year Institutions. Henrietta Williams Pichon, *Northwestern State University of Louisiana*
12. High School Students' Perceptions of College-Going Cultures and the Mismatch With School Demographics. Jason T. Hurwitz, *The University of Arizona*; Kris Bosworth, *The University of Arizona*; Cecilia Rios Aguilar, *Claremont Graduate University*; Regina J. Deil-Amen, *The University of Arizona*; J. Robert Hendricks, *The University of Arizona*; Eliane Rubinstein-Avila, *The University of Arizona*
13. Hispanic Graduation Rates at Texas Community Colleges. Shelley Cox, *Sam Houston State University*; Sheila Ann Joyner, *Sam Houston State University*; John R. Slate, *Sam Houston State University*
14. The Relationship Between the Student-School Counselor Ratio and Students' Postsecondary Preparation and Participation. Chenoa Woods, *University of California - Irvine*; Thurston Domina, *University of California - Irvine*
15. The Influence of Family Dynamics on Second-Generation Cambodian Immigrants' Educational Experience: A Comparative Case Study. Nikum Pon, *University of Washington*
16. "They Will Succeed": What Latina/o Parents Desire to Create a College Pathway for Their Children. Carla Amaro-Jimenez, *The University of Texas - Arlington*; Holly Hungerford-Kresser, *The University of Texas - Arlington*; Luis Rosado, *The University of Texas - Arlington*

55.083-2. Poster Session: Motivation. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

17. Age-Related Differences in the Relation Between Motivation to Learn and Training Transfer in Adult Education. Andreas Gegenfurtner, *TU München*; Marja M.S. Vauras, *University of Turku*
18. Boosting High-Success-Expectancy Student Performance: Effects of Utility and Goal Manipulations. Jeffery John Kosovich, *James Madison University*; Amanda Marie Durik, *Northern Illinois University*; Chris S. Hulleman, *James Madison University*
19. Descriptive and Experimental Investigations of Writing Self-Beliefs and College Cheating. Valerie A. Sotardi, *The University of Arizona*; Heather Sue Dawson, *The Ohio State University - Columbus*
20. The Relations Between Students' Beliefs About Writing, Writing Apprehension, and Their Use of Writing Strategies. Joanne Sanders-Reio, *Florida International University*; Thomas G. Reio, *Florida International University*; Isadore Newman, *Florida International University*; Xuan Jiang, *Florida International University*
21. Causal Ordering of Reading Achievement and Reading Self-Concept: A Four-Wave Longitudinal Study. Jan Retelsdorf, *IPN - Leibniz Institute for Science and Mathematics Education*; Jens Moeller, *University of Kiel*; Olaf Koeller, *Leibniz Institute*
22. I Can Read With My Eyes Shut: Using Journaling to Scaffold Reading Theory Instruction. Meghan Margaret Parkinson, *University of North Florida*; Heather Rogers Haverback, *Towson University*; Emily W. Fox, *University of Maryland*
23. Patterns of Self-Efficacy Among College Students in Developmental Reading. Susan Chambers Cantrell, *University of Kentucky*; Sharon Bridges, *University of Kentucky*; Pamela Jane Clouse, *Eastern Kentucky University*; Pam Correll, *University of Kentucky*; Kim Creech,

University of Kentucky; Danielle Owens, *University of Kentucky*

24. Reading Background, Understandings of Reading, Self-Perception as Reader, and Reading Behaviors in Adult Competent Readers. Emily W. Fox, *University of Maryland*
25. Relations of Achievement Goal Orientation and Perceived Classroom Goal Structure to Self-Reported Use of Reading Strategies. Helene E. Delpeche, *University of Delaware*; Carol A. Wong, *University of Delaware*
26. Regulation of Motivation: Predicting Homework Motivation Management at the Secondary School Level. Ruiping Yuan, *Mississippi State University*; Jianzhong Xu, *Mississippi State University*; Jianxia Du, *Mississippi State University*
27. Precursors to Boredom: Sinking Motivation and Achievement. Virginia Man Chung Tze, *University of Alberta*; Lia Marie Daniels, *University of Alberta*
28. The Effects of Self-efficacy, Intrinsic Value, and Flow on Academic Achievement among Community College Students. Young Ju Joo, *Ewha Womans University*; Nari Kim, *University of Wisconsin - Oshkosh*; Nam Hee Kim, *Ewha Womans University*; Dong Sim Kim, *Ewha Womans University*; Sun Yu Cho, *Ewha Womans University*; Sang Yoon Han, *Ewha Womans University*
29. The Interplay Between Students' Achievement Motivation and Academic Performance: A Longitudinal Study. Christian Brandmo, *University of Oslo*; Gunnar Bjørnebekk, *The Norwegian Centre for Child Behavioral Development*
30. Disentangling the Effects of Interest and Choice on Learning, Engagement, and Attitude. Terri L. Flowerday, *University of New Mexico*; Duane F. Shell, *University of Nebraska - Lincoln*
31. The Development of a Multidimensional Measure of Procrastination and Timely Engagement: A 2-by-2 Model of "When" and "Why". Kamden Strunk, *Oklahoma State University*; YoonJung Cho, *Oklahoma State University*; Misty R. Steele, *Oklahoma State University*; Stacey L. Bridges, *Oklahoma State University*
32. Control and Value as Antecedents of Trait-Based and State-Based Achievement Emotions. Madeleine Bieg, *University of Konstanz*; Thomas Goetz, *University of Konstanz*; Kyle Hubbard, *McGill University*; Melanie M. Keller, *University of Konstanz*

55.083-3. Motivation in Education Poster Session 2. SIG-Motivation in Education; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

33. Classroom Interest From 4th to 12th Grade. David A. Bergin, *University of Missouri*; Christi Crosby Bergin, *University of Missouri*; Ze Wang, *University of Missouri*

55.083-4. Poster Session. SIG-Self-Study of Teacher Education Practices; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

34. Maintaining a Focus on Scholarship in Teacher Education: Challenges to Self-Study and to Teacher Education Practice When Being Dean. Renee T. Clift, *The University of Arizona*; J. John Loughran, *Monash University*; Geoffrey E. Mills, *Southern Oregon University*

55.083-5. Motivation in Education Poster Session 3. SIG-Motivation in Education; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

35. Math Intelligence Is Fixed and Girls Have Less: Mind-Sets, Gender Stereotypes, and Standardized Math Performance. Leigh Ann Mingle, *University of Illinois*; Allison M. Ryan, *University of Illinois at Urbana-Champaign*; Katherine E. Ryan, *University of Illinois at Urbana-Champaign*; Genevieve Henricks, *University of Illinois at Urbana-Champaign*

55.083-6. Division C, Section 1 Poster Session. Division C - Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

36. Teacher Perceptions and Contributions in a Formative Long-Term Vocabulary Intervention. Camille Blachowicz, *National Louis University*; James F. Baumann, *University of Missouri - Columbia*; Patrick C. Manyak, *University of Wyoming*

55.083-7. Law and Education SIG Poster Session. SIG-Law and Education; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

37. Dispositional Discipline: Fact or Fairy Tale...The Third Rail of Teacher Preparation. *Thomas J. Sheeran, Niagara University; Vince Joseph Rinaldo, Niagara University; Walter S. Polka, Niagara University; Robert Michael Smith, Niagara University*

Monday, 1:00 pm

Professional Development Courses

56.010. An Introduction to Latent Class Analysis in Mplus. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 1; 1:00-5:00pm
Directors: *Karen L. Nylund-Gibson, University of California - Santa Barbara; Katherine E. Masyn, Harvard University*

56.011. Researching Multiliteracies in Urban Classrooms and Out-of-School Contexts. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Concourse Level, MacKenzie 2; 1:00-5:00pm
Directors: *Dana Walker, University of Northern Colorado; Deborah Romero, University of Northern Colorado*
Instructor: *Jennifer Douglas-Larsson, Boulder High School*

56.012. To Know Is Not Enough: Applied Autoethnography in Research and Teaching. Professional Development and Training Committee; Professional Development Course
Fairmont Waterfront, Lobby Level, Waterfront Ballroom A; 1:00-5:00pm
Directors: *Sherick A. Hughes, University of Maryland; Julie L. Pennington, University of Nevada - Reno*

Monday, 2:15 pm

Governance Meetings and Events

57.001. AERA Journal Publications Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 2:15-3:45pm
Chair: *William Cope, University of Illinois at Urbana-Champaign*

57.002. AERA Technology Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 2:15-3:45pm
Chair: *Judith L. Green, University of California - Santa Barbara*

Presidential Sessions

57.010. International Perspectives on Implementation and Effectiveness of Teacher Evaluation Models. Presidential Session Cosponsored with Division H - Research, Evaluation and Assessment in Schools and Division L - Educational Policy and Politics, AERA Sessions

VCC, Second Level, West Room 215&216; 2:15-3:45pm

Chairs: *Zsuzsanna R. Szabo, Marist College; Burcu Kaniskan, Pearson*

Participants:

Washington Teacher/Principal Evaluation Project. *W. Christopher Brandt, American Institutes for Research; Cynthia Ann DuBois, American Institutes for Research*

The Evaluation of Teachers and Schools Using Growth Models: Hope Versus Reality. *Robert W. Lissitz, University of Maryland*

Unfinished Business: Teacher Evaluation and Effectiveness in Finland. *Pasi Sahlberg, Center for International Mobility and Cooperation*

A Singapore Perspective on Teacher Education: The Old Man, the Mountain, and the Child. *Oon Seng Tan, National Institute of Education - Nanyang Technological University*

Teacher Evaluation Systems and Multicultural Commonalities and Challenges: England, Mexico, Portugal, Finland, and Turkey.

Jacqueline P. Kelleher, Sacred Heart University; Cynthia Fernandes, Bridgeport Public Schools; Bob Trefry, Bridgeport Board of Education; Paul Vallas, Bridgeport Public Schools; Sandy Kase, Bridgeport Public Schools

Discussant: *Linda Darling-Hammond, Stanford University*

57.011. Perpetuating Inequities: Cross-National Circumstances. Presidential Session

VCC, First Level, West Room 109&110; 2:15-3:45pm

Chairs: *Cynthia A. Tyson, The Ohio State University - Columbus; Robert J. Tierney, The University of Sydney*

Participants:

Rethinking Diversity: The American Case. *Kris D. Gutierrez, University of Colorado - Boulder*

"Mirror, Mirror, on the Wall . . .": Reflecting Inequity in Canada. *Annette M. Henry, The University of British Columbia*

Compounding Inequities: Australia's Widening Gaps. *Robert J. Tierney, The University of Sydney*

Equity as Critical Praxis in the Self-Development of an Indigenous University in New Zealand: Te Whare Wānanga o Awanuiārangī.

Graham H. Smith, Te Whare Wānanga o Awanuiārangī

Discussant: *Michael W. Apple, University of Wisconsin - Madison*

57.012. Practitioner Researchers: Hybrid Roles in the Generation and Use of Research Knowledge. Presidential Session

VCC, First Level, West Ballroom A; 2:15-3:45pm

Chairs: *Marilyn Cochran-Smith, Boston College; Susan L. Lytle, University of Pennsylvania*

Participants:

Dialect, Difference, and Discursive Tension in a Ninth-Grade Literacy Class. *Robin M. Hennessy, Boston Public Schools*

Building a Brotherhood? A Teacher Researcher's Study of the Construction of Gender at an All-Boys Catholic Secondary School. *Kirstin Pesola McEachern, Boston College*

What Does It Mean to Be Literate in This Class? A Teacher-Researcher's Investigation of Scripted, Thematic, and Improvisational Curricula.

Rebecca Akin, Oakland Unified School District / Stanford University

Hybrid Learning in a School-University Partnership: Teacher Research Integrating Common Core Standards, Scripted Curricula, and Innovative Practice. *Diane Waff, University of Pennsylvania*

Discussants: *Marilyn Cochran-Smith, Boston College; Susan L. Lytle, University of Pennsylvania*

57.013. Taking Back the City: Critical Geography and Research in Urban Communities. Presidential Session

VCC, First Level, West Ballroom C; 2:15-3:45pm

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

Participants:

Spaces of Geographic Convergence Culture. *Joanne C. Larson, University of Rochester*

Space-Creating Stories: Community Change Activists' Claims and Dreams for Their Neighborhoods. *Nancy Ares, University of Rochester*

Networking Opportunities to Learn and to Become: Examining How Immigrant Youth in The Netherlands Use New Media in the Production of Social Space. *Kevin M. Leander, Vanderbilt University; Mariette de Haan, Utrecht University*

The Relationship Between Racial and Economic Segregation in Schools and Their Corresponding Attendance Boundaries. *Salvatore Saporito, College of William and Mary*

Cultivating Sociospatial Justice Dispositions by Unpacking Urban Geo-Histories. *SJ Miller, Indiana University of Pennsylvania*

Discussant: *Edward Soja, University of California - Los Angeles*

57.014. The Tucson 2011 Suspension of the Mexican American Studies Program: An Analysis of the Role of Research in Addressing Social Justice Struggles Tied to Ethnic Studies Curricula. Presidential Session Cosponsored with Social Justice Action Committee

VCC, First Level, West Room 114&115; 2:15-3:45pm

Chairs: *Richard P. Duran, University of California - Santa Barbara; Arnetha F. Ball, Stanford University*

Participants: *Arnetha F. Ball, Stanford University; Augustine Francis Romero, Tucson Unified School District; Julio Cammarota, The University of Arizona; Christine E. Sleeter, California State University - Monterey Bay; Bryan McKinley Jones Brayboy, Arizona State University*

AERA Sessions

57.015. Educational Leadership for Social Justice and Community Engagement: An Inquiry-based Approach to Leadership Development. AERA Sessions; Invited Session

VCC, Second Level, West Room 220; 2:15-3:45pm

Chair: *Wendy L. Poole, The University of British Columbia*

Participants: *Jody Billingsley, The University of British Columbia; John Mann, The University of British Columbia; Sarah Mackenzie, The University of British Columbia; Bernadette Ouellet, The University of British Columbia; Danica Palmer, The University of British Columbia*

Participants:

Conceptualization of the Group Inquiry Project in UBC's Educational Administration and Leadership Program. *Wendy L. Poole, The University of British Columbia; Hartej Gill, The University of British Columbia*

Challenges of Supervising Community-Engaged Group Research Projects. *Hartej Gill, The University of British Columbia*

What Have Students Learned from the Group Inquiry Experience. *Marilynne Waithman, UBC*

57.016. Ethics of Care: Theory Into Practice—Challenges and Rewards.

AERA Sessions; Invited Session

VCC, Second Level, West Room 212&213; 2:15-3:45pm

Chair: *Ann Chinnery, Simon Fraser University*

Participant: *Christie Whitley, Yukon Ministry of Education*

Participants:

Walking the Talk: The Challenges of Enacting Care Ethics. *Kumari Beck, Simon Fraser University*

Care-Consciousness and Enabling Conditions of Care. *Heesoon Bai, Simon Fraser University*

Engaging Marginalized Students Through the Ethics of Care. *Wanda E.M. Cassidy, Simon Fraser University*

Caring for "the Other" When You Are Not "the Other." *Kel McDowell, West Vancouver School District*

Discussant: *Nel Noddings, Stanford University*

57.017. Linguistic Diversity: A Global Challenge for Education. AERA

Sessions; Invited Session Cosponsored With the World Education Research Association

VCC, First Level, West Room 121&122; 2:15-3:45pm

Chair: *Liesel Ebersohn, University of Pretoria*

Participants:

Linguistic Diversity Management in a German Urban Area: Interdisciplinary Approaches to Multilingualism. *Ingrid Gogolin, University of Hamburg*

Working Towards Sustainable Multilingualism in Urban Settings. *Rahat Naqvi, University of Calgary*

Multilingualism in an Intercultural University: An ethnography of linguistic and cultural diversity discourses and practices. *Gunther Dietz, Universidad Veracruzana Intercultural*

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

57.018. Mentoring Across Professions and National Borders: Expanding the AERA International Mentoring Network. AERA Sessions;

Invited Session

VCC, Second Level, West Room 207; 2:15-3:45pm

Chairs: *Sarah K. McMahan, Texas Woman's University; Mark J. Hager, Menlo College*

Participants: *Nora Dominguez, University of New Mexico; Susan Brondyk,*

Michigan State University; Göran Fransson, University of Gävle; Andre M. Green, University of South Alabama; Susan D. Myers, Texas Tech University; Andrea M. Kent, University of South Alabama

57.019. Research on Schools, Neighborhoods, and Communities: A New AERA Publication. AERA Sessions; Invited Session

VCC, First Level, West Room 116&117; 2:15-3:45pm

Chair: *Cherry A. McGee Banks, AERA Books Editorial Board and University of Washington - Bothell*

Editor: *William F. Tate, Washington University in St. Louis*

Discussants: *Gary A. Orfield, University of California - Los Angeles; Barbara Schneider, Michigan State University; Jeffrey R. Henig, Teachers College, Columbia University*

57.020. What We Know About Successful STEM Education: The 2011 National Research Council (NRC) Report and Beyond. AERA

Sessions; Invited Session

VCC, Third Level, West Room 306; 2:15-3:45pm

Chair: *Robert M. Hauser, National Research Council, National Academy of Sciences*

NRC Committee Participants: *Adam Gamoran (Committee Chair), University of Wisconsin - Madison; Barbara M. Means, SRI International*

Discussants: *Janice M. Earle, National Science Foundation; Edgar B. Hattrick, III, Loudoun County Public Schools; Sharon J. Lynch, The George Washington University*

Committee Sessions

57.021. Evaluation of Performance-Driven School Accountability Interventions in Korea Versus the United States. International Relations Committee; Symposium

VCC, First Level, West Room 111&112; 2:15-3:45pm

Chair: *Jaekyung Lee, University at Buffalo - SUNY*

Participants:

Preliminary Findings of a Multisite Study of the Implementation and Effects of Supplemental Educational Services. *Patricia Burch, University of Southern California; Carolyn Heinrich, The University of Texas - Austin*

After-School Program in Korea: What It Looks Like and How Effective It Is. *Yang-Boon Kim, Korean Educational Development Institute; Hye Sook Shin, Korean Educational Development Institute; Hyunjung Im, Korean Educational Development Institute; Jeeyoung Namgung, Korean Educational Development Institute; Sookyung Yang, Korean Educational Development Institute*

Tracking the Impact of School AYP (Adequate Yearly Progress) Interventions Under No Child Left Behind. *Jaekyung Lee, University at Buffalo - SUNY; Hyejin Shin, University at Buffalo - SUNY; Laura Casey Amo, University at Buffalo - SUNY*

Evaluating Academic Improvement Target Program in Korea. *Sung-Hyun Cha, Korean Educational Development Institute; Byeongcheol Min, Seoul National University*

Discussants: *Kenneth K. Wong, Brown University; Mark L. Davison, University of Minnesota*

57.022. GSC Chair Fireside Chat: Demystifying the Publishing Process: Insights From Journal Editors on Writing, Editing, and Revising Manuscripts for Submission. Graduate Student Council; Fireside Chat

VCC, Second Level, West Room 211; 2:15-3:45pm

Chairs: *Huriya Jabbar, University of California - Berkeley; Amy Stornaiuolo, University of California - Berkeley; Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

Participants: *Rebecca Anguiano, University of California - Berkeley; Arturo Cortez, University of California - Berkeley; P. David Pearson, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley; Frank C. Worrell, University of California - Berkeley*

57.023. GSC Division B Fireside Chat: The Interpersonal Is Political: Navigating LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Issues and Research in the 21st-Century Academy. Graduate Student Council; Fireside Chat

Sheraton Wall Centre, Third Level, North Junior Ballroom B; 2:15-3:45pm

Chairs: *Ronald Kenneth Porter, University of California - Berkeley; Yoonjung*

Choi, Teachers College, Columbia University

Participants: Lance Trevor McCready, OISE/University of Toronto; Cindy Cruz, University of California - Santa Cruz; Therese M. Quinn, School of the Art Institute of Chicago; Timothy G. Larrabee, Oakland University

57.024. Pathways to Success in Academia: Experiences of Women of Color in a College of Education. Committee on Scholars and Advocates for Gender Equity in Education Cosponsored with Committee on Scholars of Color in Education; Symposium

VCC, Second Level, West Room 224; 2:15-3:45pm

Chair: Ivelisse Torres-Fernandez, New Mexico State University

Participants:

Reflections of an Early Career Latina in Academia: Issues, Challenges, and Lessons Learned. Ivelisse Torres-Fernandez, New Mexico State University

Negotiating Gender and Vestiges of Colonization as a Female Native American Faculty Member. Jeanette Haynes Writer, New Mexico State University

My Journey as a Latina Immigrant Junior Faculty of a Hispanic-Serving Institution: Challenges, Advantages, and Learning. Lida J. Uribe-Flórez, New Mexico State University

A Latina Speaks: Experiences in Higher Education. Maria D. Mercado, New Mexico State University

Discussants: Heather A. Oesterreich, New Mexico State University; Michelle G. Knight, Teachers College, Columbia University

State and Regional Educational Research Associations

57.025. State and Regional Educational Research Associations:

Distinguished Paper Session 4. Consortium of State and Regional Educational Research Associations; Invited Session
Fairmont Waterfront, Concourse Level, Malaspina; 2:15-3:45pm

Chair: Harry L. Bowman, Council on Occupational Education

Participants:

Virginia Educational Research Association—Teachers' Views of Benchmark Assessments: Implications for Instruction and Learning. Lisa M. Abrams, Virginia Commonwealth University; James H. McMillan, Virginia Commonwealth University

Southwest Educational Research Association—The Use of Effect-Size Estimates to Evaluate Covariate Selection and Bias Reduction in Propensity Score Matching. Forrest Lane, University of Southern Mississippi; Robin K. Henson, University of North Texas

South Carolina Educators for Practical Use of Research—Latent Profile Analysis, Cluster Analysis, and Two-Level Affective Learning-Based Typology of Students in Compulsory Physical Education. Collin Webster, University of South Carolina; Glenn Weaver, University of South Carolina; Diana Luminita Mindrila, University of South Carolina

Hawaii Educational Research Association—Native Hawaiian Students' Reading Performance on the Hawaii State Assessment From Elementary to High School: A Cross-Classified Multilevel Study. Malkeet Singh, Pacific Resources for Education and Learning; Shuqiang Zhang, University of Hawaii - Manoa

Discussant: Christa R. Winter, Springfield College

Division Sessions

57.026. Coaching for Administrator Preparation and Leadership

Development: Learnings, Benefits, and Challenges. Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 9; 2:15-3:45pm

Chair: Arnold B. Danzig, Arizona State University

Participants:

Coach Perspectives on Changes in Personal Leadership. Ann O'Doherty, The University of Texas - Austin; Mark A. Gooden, The University of Texas - Austin; Margaret Terry Orr, Bank Street College of Education

Coaching Principal Interns: How External Coaches Deepen Theory-Practice Connections in a Principal Preparation Program. Arnold B. Danzig, Arizona State University

Coaching for Professionalism and Growth. Megan Tschannen-Moran, College of William and Mary

Coaching School Leaders: Experiences of Administrators and Coaches. Michael Silver, Seattle University; Chad Lochmiller, Washington State

University

Coaching Novice Principals in a University-District Partnership: Coming to an Understanding of Goals and Results. Lynda Tredway, University of California - Berkeley

57.027. Organizing High Schools and Classrooms for Latina/o Student Educational Success: College-Going Cultures/Resources and Instructional Scaffolding. Division A - Administration Organization & Leadership; Symposium

VCC, Second Level, East Room 8&15; 2:15-3:45pm

Chair: Rodney T. Ogawa, University of California - Santa Cruz

Participants:

High-Leverage Factors for Organizing High Schools and Classrooms for Latino Students' Educational Success. Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz

Organizing Schools/Classrooms With a College-Going Culture for Latina/o Students: Cultural Capital, Comportment, and Complexity. Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz; Steven Z. Athanases, University of California - Davis

Instructional Scaffolding for Latina/o Students: Building Toward Disciplinary Literacy and Academic Rigor. Steven Z. Athanases, University of California - Davis; Luciana C. De Oliveira, Purdue University; Serena Padilla, University of California - Santa Cruz

College Lab as Resource for Latina/o Students: Accessing Social Capital and Multicultural Navigators. Rodney T. Ogawa, University of California - Santa Cruz; Betty Achinstein, University of California - Santa Cruz; Marnie Curry, University of California - Berkeley; Ana Paulina Moreno, University of California - Santa Cruz

Discussant: Ana Maria Villegas, Montclair State University

57.028. Understanding School Improvement in Chaotic Conditions.

Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 2:15-3:45pm

Chair: Gary L. Anderson, New York University

Participants:

Building Capacity for Curriculum Change in High-Poverty Culturally Diverse Arizona Schools. Jeffrey V. Bennett, The University of Arizona; Rose M. Ylimaki, The University of Arizona; Thad M. Dugan, The University of Arizona; Jing Jing Fan, The University of Arizona

Improving Schools in Challenging Circumstances: A Comparative Case Study at Eight German Schools. Christina Funke

Parsing Disciplinary Disproportionality: Contributions of Behavior, Student, and School Characteristics to Suspension and Expulsion. Russell J. Skiba, Indiana University; Megan Trachok, Indiana University; Timberly Louise Baker, Indiana University; Choong Chung, Indiana University

The Troublesome Nature of Change in Schools: From a Punitive Approach to Restorative Practice. Lisa Vinnicombe, Deakin University; Andrea Marlene Gallant, Deakin University

Schools on the Move: A Study of Schools Achieving Success in Challenging Circumstances. Tracy Lavin, Directions Evidence and Policy Research Group, LLP; Isabelle Eaton, Simon Fraser University; Ruth Baumann; Terri Thompson, Directions Evidence and Policy Research Group, LLP; Oksana Bartosh, Directions Evidence and Policy Research Groups; Antonia Andonova, Directions Evidence and Policy Research Group, LLP; Charles S. Ungerleider, Canadian Council on Learning

Discussant: Gary L. Anderson, New York University

57.029. Complexities of Student (Dis)Engagement. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom C; 2:15-3:45pm

Chair: Kathleen M. Gallagher, OISE/University of Toronto

Participants:

Appropriate Methods to Empower Children as Curriculum Codesigners. Natasha Blanchet-Cohen, Concordia University

Fitting In When Pulled Out: The Social Experiences of Middle School Students With Disabilities. Lisa Ann Johnson, University of Minnesota
Representing Uncertainty in the Sexuality Curriculum: Understanding Conflicts Over Meaning in a Participatory Media Project. Karyn E. Sandlos, School of the Art Institute of Chicago (SAIC)

Presenting Hermeneutic Phenomenology: Experiences of Hospitality by Racialized Student Teachers on Canadian School Landscapes. *Rochelle Marie Skogen, University of Alberta; Paulin Mulatris, University of Alberta*

Drama and Digital Methods in Participatory Multisite Ethnography: Ongoing Engagement With Public Pedagogy. *Kathleen M. Gallagher, OISE/University of Toronto; Anne Wessels, OISE/University of Toronto; Burcu Yaman Ntelioglou, University of Toronto*

Discussant: *Gregory James Dimitriadis, University at Buffalo - SUNY*

57.030. Reclaiming Education: Youth Counternarratives in the Neoliberal Reform Era. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 2:15-3:45pm

Chair: *OiYan A. Poon, University of California - Los Angeles*

Participants:

Building Urban Scholars: The Black Male Youth Academy. *D'Artagnan Scorza, University of California - Los Angeles*

Charter School "Miracle"? Youth Participatory Action Research and Education Reform in Post-Katrina New Orleans. *Jacob Cohen, Vietnamese American Young Leaders Association; OiYan A. Poon, University of California - Los Angeles*

Navigating a Violent Production: Students, Race, Violence, and School Discipline. *Connie Wun, University of California - Berkeley*

Te Ara Tino Rangatiratanga: Our Pathway to Self-Determination. *Ann Milne, Kia Aroha College*

Discussants: *K. Wayne Yang, University of California - San Diego; Eve Tuck, SUNY - College at New Paltz*

57.031. Division C Vice Presidential Address: Gale M. Sinatra. Division C - Learning and Instruction; Invited Session
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 2:15-3:45pm

Chair: *P. Karen Murphy, The Pennsylvania State University*

Speaker:

Motivation, Emotion, and Conceptual Change Research: A Progress Report on the Warming Trend. *Gale M. Sinatra, University of Southern California*

57.032. Intersecting the Global and Local: Education and Nation Building. Division F - History and Historiography Cosponsored with SIG-Dewey Studies; Paper Session
VCC, Third Level, West Room 305; 2:15-3:45pm

Chair: *Lauri Johnson, Boston College*

Participants:

Maori Witnesses to the Industrial Revolution: Forbidden Desires. *Alison Jones, University of Auckland; Kuni Hineataura Jenkins, Te Whare Wananga o Awanuiarangi*

Local Associations, National Identities: Exploring the Public Sphere in John Dewey's Visit to Turkey. *Jeremy Cole, Georgia State University*
"Willing Enthusiasts" and "Lame Ducks"? Capturing the History of Teacher Professional Development in England and Wales, 1920-1975. *Wendy Robinson, University of Exeter*

Social Change and English, 1945-1965. *David Crook, Brunel University; John Harcastle, University of London*

Discussant: *Lauri Johnson, Boston College*

57.033. Community and School Narratives, Policies, and Practices for New Immigrant Populations. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 206; 2:15-3:45pm

Chair: *Stanton Wortham, University of Pennsylvania*

Participants:

Policy Discourses and Schooling for New Populations of English Learners. *Stacey J. Lee, University of Wisconsin - Madison*

Discursive Flows: Ecologies of Schooling for English Learners in Non-Gateway Communities. *Margaret R. Hawkins, University of Wisconsin - Madison*

Narrating the Place of Immigrants in Town History: Stories From the New Latino Diaspora. *Stanton Wortham, University of Pennsylvania; Catherine R. Rhodes, University of Pennsylvania*

Rural Latino High School Students Considering Identity and Belonging Through Comparative Study of Newcomer Youth in South Africa. *Edmund T. Hamann, University of Nebraska - Lincoln; Saloshna*

Vandeyar, University of Pretoria; Janet Marie Eckerson, University of Nebraska - Lincoln

Discussant: *Sofia A. Villenas, Cornell University*

57.034. Drawing on Funds of Knowledge to Engage in Research: Latina Scholars in an Intergenerational Dialogue. Division G - Social Context of Education; Symposium
VCC, Second Level, East Room 16; 2:15-3:45pm

Chair: *Sonia Nieto, University of Massachusetts - Amherst*

Discussants: *Luis C. Moll, The University of Arizona; Antonia Darder, Loyola Marymount University*

57.035. Getting Over Being Racialized: Critical Perspectives on Mentoring. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 204; 2:15-3:45pm

Chair: *George W. Noblit, University of North Carolina*

Participants:

A Critique of Mentoring. *George W. Noblit, University of North Carolina*
Not Easily Broken: Examining the Persistence of Mentor-Mentee Relationships on Student Achievement. *Shanyce L. Campbell, University of North Carolina - Chapel Hill*

The Contradictions of Mentoring and African American Parenting. *Dana C. Griffin, University of North Carolina - Chapel Hill*

Latino Males in the Southeastern United States: A Borderlands Analysis of Mentoring. *Juan Fernando Carrillo, University of North Carolina - Chapel Hill*

Preparing Mentees of Color for Mentoring. *Amy Hahn Senta, University of North Carolina - Chapel Hill; Danielle Parker-Robinson, University of North Carolina - Chapel Hill*

Discussant: *Michelle Jay, University of South Carolina*

57.036. Performance as a Social Context for Transformative Educational Praxis. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 205; 2:15-3:45pm

Chair: *Lois Holzman, East Side Institute*

Participants:

Performative Inquiry Encounters Education. *Lynn Margaret Fels, Simon Fraser University*

Arts for Social Change: Bridging the Silos. *Judith Marcuse, Simon Fraser University*

Actorism: Change With Attitude. *Andrew Burton, Street Spirits Theatre Company*

Performing/Playing/Pretending: Vygotsky Meets Social Therapeutics. *Lois Holzman, East Side Institute*

57.037. Voices From the "New American Mainstream": Lessons for the Teachers of Today's Immigrant Youth. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 202&203; 2:15-3:45pm

Chairs: *Michael Sadowski, Bard College; Adam Samuel Winslow Sawyer, Bard College*

Participants:

Habits and Attitudes of Successful International Students: Implications for Teachers and Teacher Educators. *Michael Sadowski, Bard College*
"Don't Be Like Me": The Paradox of Strong Ethnic Identity Among Mexican American Youth in New York City. *Francisco X. Gaytan, Northeastern Illinois University*

Whose Mainstream? Untangling Privilege and Adaptation Among White European Immigrant Youth. *Ramona M. Fruja, Bucknell University*

White Teachers and Latino/a Youth: Toward a New Social Contract in California's Breadbasket. *Adam Samuel Winslow Sawyer, Bard College*

Discussant: *Angela Valenzuela, The University of Texas - Austin*

57.038. Examining Assessment for Learning in the Schools. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Marriott Pinnacle, Third Level, Shaughnessy I; 2:15-3:45pm

Chair: *Jim R. Flaitz, University of Louisiana at Lafayette- retired*

Participants:

Assessment for Learning in Chinese Schools: Failing Social Justice? *Shuang Zhang*

Best Assessment Experiences. *Joanne L. Reid, Brock University; Susan Drake, Brock University; Danielle Beckett, Brock University*

Enhancing the Use of Assessment for Learning: Addressing Challenges Facing South African Teachers. *Anil Kanjee, Tshwane University of*

Technology; Cedric Croft, Consultant

Performance Assessments for Learning: The Next Generation of State Assessments. *Ruth Chung Wei, Stanford University; Susan E. Schultz, Stanford University; Raymond Lee Pecheone, Stanford University*
 Discussant: *Thomas R. Guskey, University of Kentucky*

57.039. Lessons Learned: Evaluating the Impact of School Reform.

Division H - Research, Evaluation and Assessment in Schools; Paper Session

Marriott Pinnacle, Third Level, Pinnacle II; 2:15-3:45pm

Chair: *Karrin Lukacs, Shenandoah University*

Participants:

Assessing the Effectiveness of a GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Program: An Evaluative Case Study. *Watson Scott Swail, Educational Policy Institute; Kate Quinn, Educational Policy Institute; Maly Fung, Educational Policy Institute; Shawn Dickerson, Educational Policy Institute*

The Effect of Texas High School Project Programs on Student Outcomes. *Haiwen Wang, SRI International; Viki M. Young, SRI International; Kristin Klopfenstein, The University of Texas - Dallas; Priyanka Singh, The University of Texas - Dallas*

SciTech: Initial Outcomes of a Magnet School Start-Up. *Watson Scott Swail, Educational Policy Institute; Kate Quinn, Educational Policy Institute; Maly Fung, Educational Policy Institute*

Individualized Teaching in Transitions: An Empirical Study of Teachers' Activities During Transition. *Kathrin Racherbäumer, University Duisburg - Essen*

The Impact of Project-Based Learning on New Tech High School Implementation: Results From a Student Survey. *Gina Gabriele Romano, University of Indianapolis; Jill Bradley-Levine, University of Indianapolis; Tyonka Perkins, University of Indianapolis*

Discussant: *Eric Barela, Partners in School Innovation*

57.040. Comparative Perspectives on Faculty Hiring and Retention.

Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 222; 2:15-3:45pm

Chair: *Ronald Brown, Northeastern University*

Participants:

Organizational Commitment of Faculty in Public Comprehensive Universities: Implications for Teaching, Research, and Service. *Jay R. Dee, University of Massachusetts - Boston; Nancy Ludwig, Northeastern University; Cheryl Joy Daly, Western Carolina University; Yishiuan Chin, University of Massachusetts - Boston*

Recruitment and Retention of California Community College Faculty: An Excellent Career Find After the Fact. *John R. Shoup, California Baptist University; Lori O. Keeler, Riverside Community College District*

Retaining International Faculty: Effects of Workplace Perceptions and Satisfaction on Campus Commitment. *Janet H. Lawrence, University of Michigan; Sergio Celis, University of Michigan; Hee Sun Kim, University of Michigan; Ximeng Tong, University of Michigan*

The Faculty Hiring Networks in Academia: A Comparative Study on Chile and Korea. *Sergio Celis, University of Michigan; Jeongeun Kim, University of Michigan*

Discussant: *John S. Levin, University of California - Riverside*

57.041. Division J Professional Development Session: Preparing for Tenure: Career Advice From Senior Professors.

Division J - Postsecondary Education; Invited Session

VCC, Second Level, West Room 214; 2:15-3:45pm

Chair: *Mark E. Engberg, Loyola University Chicago*

Participants: *Jeffrey F. Milem, The University of Arizona; Anna Neumann, Teachers College, Columbia University; Daniel Gilbert Solorzano, University of California - Los Angeles*

57.042. Radicalized, Fundamentalist, and Terrorist: Muslim College Students and Their Ascribed Identities.

Division J - Postsecondary Education; Symposium

VCC, Second Level, East Room 12; 2:15-3:45pm

Chair: *Darnell G. Cole, University of Southern California*

Participants:

Sticks and Stones May Break my Bones, but Words Will (Never?) Hurt Me! *Shafiqah Ahmadi, University of Southern California*
 What's Religion Got To Do With It? *Darnell G. Cole, University of Southern California*

Discursive Constructions of Good Muslims and Normal Americans: Ethnographic Data on Campus Culture. *Shabana Mir, Oklahoma State University*

Strategic Deployments and Engagements of Americanism and Citizenship Among Muslim College Students. *Arshad Imtiaz Ali, Teachers College, Columbia University*

Discussant: *Shafiqah Ahmadi, University of Southern California*

57.043. Teaching and Learning Across the Disciplines.

Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 217&218; 2:15-3:45pm

Chair: *Barbara F. Tobolowsky, The University of Texas - Arlington*

Participants:

An Emergence of a Community of Practice: Five Engineering Faculty Coauthoring Electronic and Dynamic Textbook Material in Energy Sustainability. *Mehmet C. Ayar, Texas A&M University; Bugrahan Yalvac, Texas A&M University - College Station; Christine Ehlig-Economides, Texas A&M University; Dennie L. Smith, Texas A&M University*

Faculty Learning, New Technologies, and Emerging Communities of Practice. *Zoe Fowler, Independent Researcher; Grant Stanley, Liverpool John Moores University; Jean M.F. Murray, University of East London; Olwen McNamara, University of Manchester; Marion Jones, Liverpool John Moores University*

How Do Faculty in the Natural Sciences and Humanities Conceptualize Critical Thinking? *Mark C. Nicholas, Oklahoma State University*

Faculty Perceptions of Teaching and Learning. *Donald E. Scott, University of Calgary; Shelleyann Scott, University of Calgary*

Discussant: *Thomas F. Nelson Laird, Indiana University*

57.044. Writing in Undergraduate and Graduate Education.

Division J - Postsecondary Education; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 1; 2:15-3:45pm

Chair: *Mary T. Hall, University of Virginia*

Participants:

College Writing Placement Exams and the Cause of Access: An Opportunity for Improvement. *Stefani Robin Relles, University of Southern California; William G. Tierney, University of Southern California; Gisele Ragusa, University of Southern California*
 Examining First-Year Nondominant Students' Experiences as Academic Writers: An Identity Perspective. *Dora Panayotova, University of California - Santa Cruz*

Student Perceptions of College Writing. *Stefani Robin Relles, University of Southern California; William G. Tierney, University of Southern California*

Toward the Building of a Collaborative Doctoral Writing Culture. *E. Marcia Johnson, University of Waikato*

Discussant: *Carol E. Kasworm, North Carolina State University*

57.045. English Language Learner Policy Implementation at the State and Local Levels: The National Evaluation of Title III.

Division L - Educational Policy and Politics; Symposium

VCC, Second Level, East Room 11; 2:15-3:45pm

Chair: *Jennifer A. O'Day, American Institutes for Research*

Participants:

State and District Implementation of English Language Learner Identification, Placement, Programming, and Exit. *Laura Golden, American Institutes for Research*

Standards, Assessments, and Accountability for the Improvement of Learning Outcomes of English Language Learners. *Courtney Tanenbaum, American Institutes for Research; Andrea Boyle, American Institutes for Research*

State and District Capacity to serve English Language Learners. *Kerstin A. Carlson Le Floch, American Institutes for Research*

Discussants: *Elizabeth Eisner, U.S. Department of Education; Kenji Hakuta, Stanford University*

57.046. School Choice and School Improvement.

Division L - Educational Policy and Politics; Symposium

VCC, Second Level, East Room 14; 2:15-3:45pm

Chair: *Marisa A. Cannata, Vanderbilt University*

Participants:

School Choice Debates, Research, and Context: Toward Systematic Understanding and Better Educational Policy. *Mark Berends, University*

of Notre Dame; Marisa A. Cannata, Vanderbilt University; Ellen B. Goldring, Vanderbilt University

Does Intradistrict Transfer Make the Grade? A Case Study of the Effects of School Choice on Achievement. Kristie J.R. Phillips, Brigham Young University; Charles S. Hausman, Eastern Kentucky University; Elisabeth Larsen, Brigham Young University

Academic Preferences in Choosing Charter Schools: Do Parents Do as They Say? Marc L. Stein, Johns Hopkins University; Ellen B. Goldring, Vanderbilt University; Xiu Cravens, Vanderbilt University

Does Charter School Competition Impact Principal Behavior? Marisa A. Cannata, Vanderbilt University

Does Parental Choice Foster Segregated Schools? Helen F. Ladd, Duke University

Discussants: Henry M. Levin, Teachers College, Columbia University; Jane Hannaway, The Urban Institute

SIG Sessions

57.047. Teachers, Schools, and Adolescents Working Together. SIG-Adolescence and Youth Development; Paper Session
VCC, Second Level, West Room 219; 2:15-3:45pm

Chair: Kristen P. Goessling, The University of British Columbia

Participants:

Constructing Beneficial Interpersonal Boundaries Within Positive Student-Teacher Relationships. Rebecca Ann Munnell McHugh, University of Pittsburgh; Christy Galletta Horner, University of Pittsburgh; Jason B. Colditz, University of Pittsburgh; Tanner LeBaron Wallace, University of Pittsburgh

Measuring the Effects of Teacher-Created Student Engagement Strategies for Sixth-Grade Students With Reading Difficulties. Delis Cuellar, University of Oregon

Relationships Matter: Illuminating the Voices of Teachers Who Go the Extra Mile. Eileen Diamond, Miami University

Schooling Gender. Sarah Flett Prior, Arizona State University

Students Trust in Their Teachers and How It Influences Their Self-Efficacy and Achievement. Jill Karp, Sachem Union Free School District; Albert F. Inserra, Dowling College; Elsa-Sofia Morote, Dowling College

Discussant: Revathy Kumar, University of Toledo

57.048. Textile Messages: Dispatches From the World of E-Textiles and Education. SIG-Advanced Technologies for Learning; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom C; 2:15-3:45pm

Chair: Kylie A. Peppler, Indiana University - Bloomington

Participants:

LilyPad Arduino: Rethinking the Materials and Cultures of Educational Technology. Leah Buechley, MIT Media Lab

Making the Connections: Crafting, Circuitry, and Coding in High School E-Textile Workshops. Yasmin B. Kafai, University of Pennsylvania; Deborah A. Fields, University of Pennsylvania; Kristin Anne Searle, University of Pennsylvania

Bringing E-Textiles Into Engineering Education. Michael Eisenberg, University of Colorado - Boulder; Ann Eisenberg, University of Colorado - Boulder; Yingdan Huang, University of Colorado - Boulder

E-Textiles for Educators: Participatory Simulations With E-Puppetry. Kylie A. Peppler, Indiana University - Bloomington; Joshua Adam Danish, Indiana University; Diane Lynn Glosson, Indiana University

Discussant: Michael S. Horn, Northwestern University

57.049. The Development of Vocabulary and Comprehension in Spanish-Speaking English-Language Learners. SIG-Bilingual Education
Research; Symposium
VCC, Second Level, East Room 17; 2:15-3:45pm

Chair: Diane L. August, Center for Applied Linguistics and The American Institutes for Research

Participants:

Spanish-Speaking Language Minority Learners' Reading Development: Early Childhood Through Adolescence. Nonie K. Lesaux, Harvard University; Jeannette Mancilla-Martinez, University of Illinois at Chicago

Dual Language Intervention for Improving the Vocabulary Skills of Bilingual Kindergarteners: A Longitudinal Study. Mariela M. Paez, Boston College; Lianna Pizzo, Boston College; Kavita Venkatesh,

Boston College

Development of High-Frequency Academic Vocabulary in Primary Grades Spanish-Speaking English Language Learners. Diane L. August, Center for Applied Linguistics and The American Institutes for Research; Christopher Daniel Barr, University of Houston; Lauren Artzi, Center for Applied Linguistics

Words in Motion: An intervention to promote the academic vocabulary development of adolescent native Spanish-speakers. Elizabeth R. Howard, University of Connecticut; Igone Arteagoitia, Center for Applied Linguistics; Eileen Gonzalez, University of Connecticut; Jennifer D. Green, University of Connecticut

Discussant: Catherine Snow, Harvard University

57.050. Understanding the Cognitive Processes Tapped by Complex Assessments. SIG-Cognition and Assessment; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 2:15-3:45pm

Chair: Russell Almond, Florida State University

Participants:

Maximizing Substantive Input From Content Experts With the pG-DINA Model. Jinsong Chen, Rutgers University; Jimmy de la Torre, Rutgers University

Reducing Construct Irrelevant Variance in Large-Scale Science Items Using Principles of Universal Design for Learning and Evidence-Centered Design. Britte Haugan Cheng, SRI International; Elizabeth Murray, CAST - Sr Research Scientist; Geneva D. Haertel, SRI International; Liliana Ructinger, SRI International; David Rose, CAST, Inc.

The Effect of In-Game Errors on Learning Outcomes. Deirdre Song Kerr, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles

Using Evidence-Centered Design to Broaden the Range of Cognitive Performances in College Tests. Louise G. Yarnall, SRI International; Larry Gallagher, SRI International; Geneva D. Haertel, SRI International

Discussant: Enis Dogan, Achieve, Inc.

57.051. Perceiving Affordances in Activity Systems. SIG-Cultural Historical Research; Paper Session
VCC, Third Level, West Room 302; 2:15-3:45pm

Chair: Anthony T. Perone, University of Illinois at Chicago

Participants:

Activity Settings as Contexts for Motivation: Reframing "Goal Structures" as Dilemmas Within and Between Activities. Jayson Seaman, University of New Hampshire; Alison Rheingold, University of New Hampshire; Michael J. Middleton, University of New Hampshire

Replacing the U.S.-Dakota War Hanging Monument: A Study in the Power of Red Pedagogy. Rick J. Lybeck, University of Minnesota

Triadic zones of proximal development in the perpetuation of advantage: Schooling the social classes. Carolyn P. Panofsky, Rhode Island College; Jennifer A. Vadeboncoeur, The University of British Columbia

Discussant: Katherine E. Brown, California State University - San Marcos

57.052. (Re)imagining Foucault: New Directions in Foucauldian Scholarship. SIG-Foucault and Contemporary Theory in Education; Paper Session
VCC, Third Level, West Room 303; 2:15-3:45pm

Chair: Dawnene D. Hassett, University of Wisconsin - Madison

Participants:

Michel Foucault and Riccardo Massa: Education as a Dispositif. Daniele Sartori, University of Milano - Bicocca

Plastic-Fiction: Foucault and James. Sam Rocha, Wabash College

Visual regimes and visual technologies in digital classrooms: Exploring educational uses of new media. Ines Dussel, FLACSO Argentina

57.053. Validity of Accommodations for English Language Learners in NAEP. SIG-Inclusion & Accommodation in Educational Assessment
Cosponsored with SIG-Test Validity Research and Evaluation; Symposium
Marriott Pinnacle, Fourth Level, Ambleside; 2:15-3:45pm

Chair: Peggy G. Carr, U.S. Department of Education

Participants:

Effectiveness, Validity, and Comparability of Accommodated and Nonaccommodated Assessments for English Language Learner Students in NAEP. Jamal Abedi, University of California - Davis

Investigating the Effects of Direct Linguistic Support Accommodations for English Language Learner Students on a Mathematics Assessment. *Mikyung Kim Wolf, ETS*

Comparing the Performance of English Language Learners and Non-English Language Learners on Test Accommodations: A New Index to Evaluate Differential Boost. *Maria J. Pennock-Roman, MPR Psychometric and Statistical Research Consulting; Charlene Rivera, The George Washington University*

Students Response Processes as Validity Evidence for the Accommodations for English Language Learners. *Maria Martiniello, ETS*

Discussant: *Peggy G. Carr, U.S. Department of Education*

57.054. To Know Is Not Enough: Engaging in Courageous Conversations for the Good of All. SIG-Leadership for Social Justice; Demonstration/Performance

VCC, Second Level, East Room 18; 2:15-3:45pm

Chair: *Carolyn M. Shields, Wayne State University*

Participants: *Jean Archambault, University of Montreal; Ira E. Bogotch, Florida Atlantic University; Erica Jean Mohan, The University of British Columbia; Carolyn M. Shields, Wayne State University*

Participant:

To Know Is Not Enough: Engaging in Courageous Conversations for the Good of All. *Carolyn M. Shields, Wayne State University*

57.055. Sexuality, "Sexualization," and Media Sex Panics: The Implications for Young Sexualities Research and Sexuality Education. SIG-Media, Culture, and Curriculum; Symposium

Sheraton Wall Centre, Fourth Level, South Granville; 2:15-3:45pm

Chair: *Emma Renold, Cardiff University*

Participants:

Sex Panics, Secularism, and Debates About Sexuality Education. *Mary Louise Rasmussen, Monash University*

Where the Boys Are (Not)? Sexualization Scares and the Normalization of Masculinity. *Gail Hawkes, School of Behavioural, Cognitive and Social Sciences; Danielle Egan, Faculty of Gender and Sexuality Studies*

The Negotiation of Upper-Middle-Class Teen Girls' Heterosexualities in a Context of "Sexualized Culture". *Naomi Holford, Cardiff University*

Sexualization, Violence, and Girl Power: Mapping Schizoid Sexual Assemblages in and Beyond Schools. *Jessica Lenore Ringrose, Institute of Education - London; Emma Renold, Cardiff University*

Discussant: *Miriam E. David, Institute of Education - London*

57.056. Mixed Methods: Policy, Practice, Strategies, and Critical Stances.

SIG-Mixed Methods Research; Paper Session

Marriott Pinnacle, Third Level, Pinnacle I; 2:15-3:45pm

Chair: *Lisa Hall Foster, Harvard University*

Participants:

A Mixed-Methods Approach to Establishing Influence on the Policy Process. *Marcus B. Weaver-Hightower, University of North Dakota*

Effect of Cartoons and Revised Definitions on the Acquisition of Vocabulary Among Fifth-Grade Students. *Cindy Lee Benge, Sam Houston State University; Mary E. Robbins, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

Mixing Messy Data: Understanding the Effects of Classroom Intervention on Higher Level Thinking. *Beverly Ann Fitzpatrick, Memorial University; Henry W. Schulz, Memorial University*

Policy, Scientifically Based Research, and Randomized Control Trials: "The Gold Standard"? *Thomas W. Christ, University of Bridgeport*

Strategies Used by Selected Leading Mixed Methodologists in Mixed Research Courses. *Anthony J. Onwuegbuzie, Sam Houston State University; Rebecca K. Frels, Lamar University; Nancy L. Leech, University of Colorado Denver; Kathleen M.T. Collins, University of Arkansas*

Discussant: *Nataliya V. Ivankova, The University of Alabama - Birmingham*

57.057. Moral Motivation: State of the Art in an Upcoming Research Field. SIG-Moral Development and Education; Symposium

VCC, Third Level, West Room 304; 2:15-3:45pm

Chair: *Karin Heinrichs, University Frankfurt am Main*

Participants:

Moral Stages and Strategies: Disentangling the Problem of Moral Motivation and Moral Responsibility. *Gerhard Minnameier, Goethe University of Frankfurt am Main*

Happy Victimizer and Moral Motivation: Findings and Interpretations.

Gertrud Nunner-Winkler, Ludwig-Maximilians-Universität München
The Neurobiology of Moral Mind-Sets. *Darcia F. Narvaez, University of Notre Dame; Jeffrey Brooks, University of Notre Dame*
Moral Motivation and Sports. *Clark Power, University of Notre Dame*
Discussant: *Fritz K. Oser, University of Fribourg*

57.058. "Wise" Educational Interventions: How Understanding Stereotyped Students' Subjective Construals Can Improve Motivation and Performance. SIG-Motivation in Education; Symposium

VCC, Second Level, West Room 208&209; 2:15-3:45pm

Chair: *David Scott Yeager, Stanford University*

Participants:

How to Excite School Motivation With Open Pathways to Future Goals. *Mesmin Destin, Northwestern University; Daphna Oyserman, University of Michigan*

If "We" Can Do It, Then So Can "I": Identity-Based Motivation and Gender in the Classroom. *Kristen Elmore, University of Michigan; Daphna Oyserman, University of Michigan*

The Cutting Edge: Values Affirmations in Surgical Training. *Arghavan Salles, Stanford University; Claudia Mueller, Stanford University; Geoffrey L. Cohen L. Cohen, Stanford University*

Invoking High Standards and Assurance Increases African-American Students' Motivation and Achievement. *David Scott Yeager, Stanford University*

57.059. Music Education Policy: Perceptions, Practices, and Purposes.

SIG-Music Education; Paper Session

VCC, Second Level, West Room 223; 2:15-3:45pm

Chair: *Adria R. Hoffman, University of Mary Washington*

Participants:

Arts Administrators' Beliefs About Policy. *Lauren Kapalka Richerme, Arizona State University*

Investigating Selective Practices in High School Choral Ensembles: An Intrinsic Case Study. *Elizabeth Cassidy Parker, Columbus State University*

Music in U.S. Federal Education Policy: Estimating the Effects of "Core" Status. *Kenneth Elpus, University of Maryland - College Park*

Music Education to Serve the Public Good. *J. Scott Goble, The University of British Columbia*

Discussant: *Sandra L. Stauffer, Arizona State University*

57.060. Promoting Social Transformation From Education: The Role of Successful Educational Actions. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 2:15-3:45pm

Chair: *Javier Diez-Palomar, Autonomous University of Barcelona*

Participants:

Why Student Grouping Matters: Mixture, Streaming, Inclusion: Reproducing or Overcoming Inequality From the Classroom. *Rosa Valls Carol, Universitat de Barcelona; Elena Duque Sánchez, Universitat de Girona; Silvia Molina Roldán, Universitat Rovira i Virgili*

Interactive Groups: From Banking Education to Dialogic Learning in the Classroom. *Cristina Petreñas, Universitat de Barcelona; Sandra Racionero-Plaza, University of Wisconsin-Madison*

Making Their Voices Really Count: Family and Community Participation That Makes a Difference. *Sandra Girbés, Universitat de Barcelona; Carme Garcia Yeste, Universitat Rovira i Virgili*

Dialogic Literary Gatherings: Reading the Classics and Tearing Down Elitist Walls. *Patricia Melgar Alcantud, Universitat de Girona; Itxaso Tellado, University of Vic*

Sociopolitical Impact of INCLUD-ED: The Role of the Critical Communicative Methodology. *Rocio Garcia-Carrion, Universitat de Barcelona; Carmel Ann Mulcahy, Dublin City University; Oscar Prieto, Universitat de Girona*

Discussant: *Shirley R. Steinberg, University of Calgary*

57.061. The Development of Mathematical Cognition: Multidisciplinary Approaches. SIG-Research in Mathematics Education; Paper Session

Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 2:15-3:45pm

Chair: *Jere Confrey, North Carolina State University*

Participants:

Grounding Geometry Justifications in Concrete Embodied Experience: The Link Between Action and Cognition. *Candace Walkington, University of Wisconsin - Madison; Rachaya Srisurichan, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison; Caroline Cassie-Marie Williams, University of Wisconsin - Madison; Martha W. Alibali, University of Wisconsin - Madison*

Fractional Operations and Computational Procedures. *Jaclyn M. Gammara, University of Georgia; David R. Liss, University of Georgia; Leslie Philip Steffe, University of Georgia*

Studying the Early Development of Covariation and Ratio Reasoning Using a Networked Interactive Diagnostic System. *Andrew Corley, North Carolina State University; Jere Confrey, North Carolina State University; Kenny Huy Nguyen, North Carolina State University*

Mathematics Students Trying to Be Democratic. *David Wagner, University of New Brunswick; Beth A. Herbel-Eisenmann, Michigan State University*

Discussants: *Martha W. Alibali, University of Wisconsin - Madison; Leslie Philip Steffe, University of Georgia*

57.062. Research in Reading and Literacy SIG: Paper Session 2: Reading and Writing. SIG-Research in Reading and Literacy; Paper Session Sheraton Wall Centre, Fourth Level, North Port Alberni; 2:15-3:45pm

Chair: *Francine H. Hultgren, University of Maryland*

Participants:

A Comparison of Responsive Interventions on Kindergarteners' Early Reading Achievement. *Mary E. Little, University of Central Florida; Deborah C. Simmons, Texas A&M University; Michael D. Coyne, University of Connecticut; Leslie Simmons, Texas A&M University; Oiman Kwok, Texas A&M University - College Station; Minjung Kim, Texas A&M University - College Station*

Climate Exchange for Language and Learning: A Dialogic Approach to Learning Academic and Scientific Language. *Diana J. Arya, University of Oslo- Norway; Jessica K. Parker, Sonoma State University*

Analyzing the Competence of Picture-Text-Integration: A Multilevel Approach. *Holger Horz, University Frankfurt am Main; Mark Daniel Ullrich, University Frankfurt am Main; Wolfgang Schnotz, University of Koblenz-Landau*

Concept Mapping and Questioning on Students' Organization and Retention of Different Types of Science Knowledge. *Jaime Berry, Texas A&M University; Erin M. McTigue, Texas A&M University; John P. Helfeldt, Texas A&M University*

Using the Stases as a Reading and Writing Problem-Solving Strategy With On-Grade-Level 10th Graders. *Wayne H. Slater, University of Maryland*

Text Types, Fluency, and DIBELS (Dynamic Indicators of Basic Early Literacy Skills): What Impacts Comprehension? *Stephen B. Kucer, Washington State University - Vancouver*

57.063. Affective Issues for Gifted Students: Motivation, Attitude, and Sources of Stress. SIG-Research on Giftedness, Creativity, and Talent; Paper Session

VCC, First Level, West Room 113; 2:15-3:45pm

Chair: *Jennifer Katz, University of Manitoba*

Participants:

Can We Teach Excellence to Already High-Performing Students? Understanding Gifted Students' Approaches to Exams. *Gabriel B. Reedy, Kings College, London; Geoffrey Peddie, JFS School*

Challenging Gifted University Students. *Karin Scager, Utrecht University; Sanne Akkerman, Utrecht University; Albert Pilot, Utrecht University; Theo Wubbels, Utrecht University*

Cyberbullying and Academic Achievement: Research Into the Knowledge of Consequences and Cyberbullying Behavioral Patterns. *Melissa S. Mitchell, RSU #24; Del L. Siegle, University of Connecticut*

School Attitude Assessment Survey, Revised: Comparisons of High School Students in Advanced Placement and International Baccalaureate Programs. *Robert F. Dedrick, University of South Florida; Elizabeth Shaunessy, University of South Florida; Shannon M. Suldo, University of South Florida; John M. Ferron, University of South Florida; Sarah Fefer, University of South Florida; Rachel Roth, University of South Florida; Nicole Land, University of South Florida; Kelly Wagner, University of South Florida; Matthew Hart, University of South Florida*

Discussant: *Michael S. Matthews, University of North Carolina - Charlotte*

57.064. The Future of School Districts and the Superintendency: Issues of Governance, Restructuring, Induction, and Technology. SIG-

Research on the Superintendency; Paper Session

VCC, Second Level, East Room 13; 2:15-3:45pm

Chair: *Meredith L. Mountford, Florida Atlantic University*

Participants:

Restructuring the Superintendency: Voices From the Field. *John W. Hunt, Southern Illinois University - Edwardsville; Sandra G. Watkins, Western Illinois University; Jenny S. Tripses, Bradley University*

Sustaining The Superintendency Through Adaptive Induction Programming. *Jim Brandon, University of Calgary; Kath Rhyason, College of Alberta School Superintendents; Paulette Hanna, College of Alberta School Superintendents*

Tech-Savvy School Superintendents. *Nick John Sauers, Iowa State University; Scott McLeod, Iowa State University*

Innovative Governance? Operational Implications From the First National School Board Survey. *Thomas L. Alsbury, Seattle Pacific University; Meredith L. Mountford, Florida Atlantic University; Mary L. Delagardelle, Iowa School Boards Foundation*

Discussant: *Noni Mendoza-Reis, San José State University*

57.065. Exploring Approaches to School Effectiveness. SIG-School Effectiveness and School Improvement; Paper Session

VCC, Second Level, East Room 19&20; 2:15-3:45pm

Chair: *Ludwig D. Van Broekhuizen, AdvancED*

Participants:

Debunking the Myth: Title 1 Schools Can Succeed. *Marco Nava, Annandale Elementary School (LAUSD), University of Southern California; Imelda L. Nava, University of California - Los Angeles*

Exploring the Early College High School Model in North Carolina. *Theodore Stefan Kaniuka, Fayetteville State University*

Exploring the Range and Extent of Senior Secondary School Effectiveness Across Three Regions in Mainland China. *Sally M. Thomas, Bristol University; Wen-Jung Peng, University of Bristol*

Investigating the Impact of Standards and Standards Combined With a Teacher Development Program on Teaching Quality. *S. Nurul Azkiyah, University of Groningen NL, UIN Jakarta, Indonesia.; Simone Doolaard, University of Groningen; Bert Creemers, University of Groningen; Margaretha P.C. Van Der Werf, Groningen Institute for Educational Research*

The Impact of the Dynamic Approach to Teacher Professional Development upon Teachers' Skills in Assessment. *Margarita Christoforidou, University of Cyprus; Leonidas Kyriakides, University of Cyprus; Panayiotis Antoniou, The Cyprus International Institute of Management*

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

57.066. Toward a Refined Understanding of Social and Material Scaffolds in STEM Education. SIG-Science Teaching and Learning; Structured Poster Session

Pan Pacific, Lobby Level, Oceanview 1&2; 2:15-3:45pm

Chair: *Giovanna Scalone, University of Washington*

Participants:

1. Scaffolding Students' Learning and Identities as Digital Media Producers. *Amber Maria Levinson, Stanford University; Daniel Stringer, Stanford University; Brigid J.S. Barron, Stanford University*

2. Scaffolding High School Students' Reasoning on a Multifactorial Trait in Genome Sciences. *Hiroki Oura, University of Washington; Katie Van Horne, University of Washington; Maureen Munn, University of Washington; Andrew W. Shouse, University of Washington*

3. Families' Social and Material Scaffolding for Learning in Museums. *Suzanne Perin, University of Washington; Leah A. Bricker, University of Washington*

4. Mediating Social and Material Scaffolds in a Fifth-Grade Science Classroom. *Giovanna Scalone, University of Washington*

5. Mapping Feminized Fish, Discovering Science Through Representational Scaffolds. *Deana Scipio, University of Washington; Shelley Stromholt, University of Washington; Amanda Bruner, University of Washington; Andrew W. Shouse, University of Washington*

6. Individual and Collaborative Journals as Tools for Revision of Ideas in Science Inquiry. *Kari Shutt, University of Washington; Nancy J. Iye, University of Washington; John D. Bransford, University of Washington*

7. Social Scaffolding in an Afterschool Science Apprenticeship Program. *Shelley Stromholt, University of Washington; Deana Scipio, University of Washington; Andrew W. Shouse, University of Washington*

8. Scaffolding the Iterative Process of Scientific Research: Shaping High School Students Views of Authentic Science Practice. *Tammie Visintainer, University of California - Berkeley*

Discussant: *Reed Stevens, University of Washington*

57.067. Alternative Appraisals: Semiotics and Assessment. SIG-Semiotics in Education; Paper Session
Sheraton Wall Centre, Third Level, North Parkville; 2:15-3:45pm

Chair: *Elvira K. Katic, Ramapo College*

Participants:

Alternative Assessment Portfolios: The Good, the Bad and the Ugly. *Nancy S. Stockall, Sam Houston State University*

Social Semiotics at Display: A Multimodal Analysis of a Child's Writing. *Jennifer Moon Ro, SUNY - College at Fredonia*

57.068. The Dynamics of Racial and Ethnic Inequalities in Schools and Neighborhoods. SIG-Sociology of Education; Paper Session
VCC, Second Level, West Room 221; 2:15-3:45pm

Chair: *Lisa Bass, University of Oklahoma*

Participants:

In, Out, and In-Between: The Educational Experiences of the Roma Indigenous Minority in Cyprus. *Loizos Symeou, European University Cyprus; Eleni Theodorou, European University*

Investigating Educational Aspirations of Latino/Mexican Adolescents in Eastern North Carolina and Mexico. *Diane Rodriguez, East Carolina University; Kenneth J. Luterbach, East Carolina University; Cathy Kea, North Carolina Agricultural and Technical State University; Stanley C. Trent, University of Virginia; Gloria Deetta Campbell-Whalley, University of North Carolina - Charlotte*

Racial/Ethnic Variation in Academic Self-Concept Formation and Effects During Elementary and Middle School. *Jacob Hibel, Purdue University; Daphne M. Penn, Purdue University*

The Role of Neighborhood Capital in Teenagers' Education Outcomes. *Randall F. Clemens, University of Southern California*

Making Connections: Social Capital Formation Within Resource-Brokering Urban Neighborhood Organizations. *Frederic Gerard Hutchinson, University of Chicago*

57.069. Affordances, Constraints, and Consequences of Technology Integration. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton Wall Centre, Fourth Level, South Galiano; 2:15-3:45pm

Chair: *Steven R. Terrell, Nova Southeastern University*

Participants:

Affordances and Constraints of Technology Integration in Elementary Schools. *Mandy O. Taylor, University of North Carolina - Greensboro*

The Remote Networked Schools Model for sustainable and scalable collaborative learning and knowledge building. *Therese Laferriere, Laval University; Alain Breuleux, McGill University; Stephane Allaire, Université du Québec à Chicoutimi; Christine Hamel, Université Laval; Sandrine Turcotte, University of Quebec - Outaouais*

Conditions, Processes, and Consequences of a One-to-One Laptop Implementation in a Fifth-Grade Classroom: A Case Study. *Marilyn Hillarious, The George Washington University*

Primary and Secondary Virtual Learning in New Zealand: Examining the Process of Achieving Maturity. *Michael Kristopher Barbour, Wayne State University; Derek Wenmoth, Core Education Ltd; Niki Davis, University of Canterbury*

Discussant: *Neal Strudler, University of Nevada - Las Vegas*

57.070. Translating Thought Into Action: How Digital Video Use Benefits Teachers. SIG-Technology, Instruction, Cognition & Learning; Symposium
Pan Pacific, Restaurant Level, Oceanview 7&8; 2:15-3:45pm

Chair: *Niels C. Brouwer, Radboud University Nijmegen*

Participants:

How Do Thoughts Translate Into Preservice Teachers' Professional Vision? *Stefanie Schaefer, TU München; Kathleen Stuermer, TU München; Geraldine Andrea Blomberg, Technische Universität München; Tina Seidel, TU München*

Video and Practice-Based Teacher Preparation: Effects on Teaching and Self-Reflection Abilities. *Rossella Santagata, University of California - Irvine; Cathery Yeh, University of California - Irvine*

Classroom Videos as a Tool for Reflection and Professional Development in History Education. *Monika Waldis, University of Zuerich; Corinne Wyss, University of Teacher Education*

The Impact of Learning to Notice Mathematics Teaching and Learning on Preservice Teachers' Classroom Practice. *Elizabeth A. van Es,*

University of California - Irvine

Self-Viewing With Structured Viewing Guides. *Niels C. Brouwer, Radboud University Nijmegen*

Discussant: *Kurt Reusser, University of Zurich*

57.071. Activist Literacies: Theorizing Literacy in and Across Communities of Practice. SIG-Writing and Literacies; Symposium
Sheraton Wall Centre, Fourth Level, North Port McNeill; 2:15-3:45pm

Chair: *Darryl Hall, Indiana University - Bloomington*

Participants:

New Literacy Studies, New London, and Their Discontents: Theorizing Literacy From and in Practice. *Rob Simon, University of Toronto; Gerald Campano, University of Pennsylvania*

Immigrant Youth Activism and Literacies of Agency. *Mary Yee, University of Pennsylvania*

Inquiring Through Community: Reframing Literacy Practices Through Collaborative Inquiry. *Lenny Sanchez, University of Missouri*

Mode-Switching: Immigrant Students Blend Semiotic Resources to Author Their Experiences. *Maria Paula Ghiso, Teachers College, Columbia University; David Eric Low, University of Pennsylvania*

Discussant: *Brian V. Street, Kings College, London*

Division and SIG Roundtables

57.072. Roundtable Session 95; Roundtable Session

57.072-1. Indigenous Cultures and Knowledge—and Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Reyes L. Quezada, University of San Diego*

Participants:

Confronting the Assumptions Underpinning Mathematics Education in Remote Indigenous Communities: When "Knowing" Is Not Enough. *Dianne E. Siemon, Royal Melbourne Institute of Technology*

The Ideological Becoming of International Graduate Assistants in a U.S. University: Insights for Diversifying the Faculty of Teacher Education Programs. *Mary Louise Gomez, University of Wisconsin - Madison; Amy Johnson Lachuk, University of South Carolina*

The Journey Is Not So Far: A Self-Study on Critical Perspectives in Teacher Education. *Umar Keoni Pantaleon-Umangay, Charles Sturt University*

O I Matou e Faia: Dreaming of Better Ways to Prepare Teachers in the Pacific. *Holly M. Manaseri, University of Hawaii - Manoa; Kelly Drew Roberts, University of Hawaii - Manoa*

Lessons From the Field of Learning Science: How Teachers Can Learn From Context to Improve Their Practice. *Zanette Johnson, Stanford University*

57.072-2. Making Productive Use of New Instructional Techniques for Teacher Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Participants:

Creating an Online Instructional Environment That Fosters an Inquiry Stance About Teaching and Learning. *Jill Bryant, Willamette University; Alisa J. Bates, Willamette University*

American Voices: Teaching American History Grants Rethink History Education and Professional Development. *Christine Beaudry, University of Houston; Samuel Richard Brower, University of Houston; Cameron S. White, University of Houston; Angela L. Miller, Houston Independent School District; Sara G. Mcneil, University of Houston; Sabrina Marsh, University of Houston; Amy Denise Mulholland, University of Houston*

Creating an Identity in a Blended Teacher Professional Development Program for Teachers of English Language Learners. *Lauren M. Shea, University of California - Irvine*

Transforming Online Teaching: A Multifaceted Perspective of Cyber Content and Communities. *Nancy L. Williams, University of South Florida*

Transformative Features in an Online ESL (English as a Second Language) Professional Development Program: Are Sociocultural Perspectives Changing? *Karin Sprow Forté, The Pennsylvania State University - Harrisburg*

57.072-3. Narrative Inquiry, Self-Efficacy, and Learning From

Experienced Teachers. Division K - Teaching and Teacher Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Kristin Lesseig, Washington State University Vancouver*

Participants:

- Classroom Community and Possible Selves: Implications for Mid-Career Teacher Seminars. *Romena Marie Holbert, Wright State University*
- The Passion of Teaching: Learning From an Older Generation of Teachers. *Marilyn Jean Pietsch, Charles Sturt University; Ninetta Santoro, Charles Sturt University; Tracy Borg, Charles Sturt University*
- A New Approach to the Study of Teacher Self-Efficacy and Writing. *Stacy Hughey Surman, The University of Alabama*
- Exploring the Tacit: A Narrative Inquiry Into Two Beginning Teachers' Meaning Making From Classroom Events. *Christi Edge, Northern Michigan University*
- Examining a Framework for Guiding Teacher Reflections. *Cynthia C. Minchew Deaton, Clemson University*

57.072-4. New Possibilities in Social Studies Education. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Wayne Journell, University of North Carolina - Greensboro*

Participants:

- Rethinking "General Audience": A Comparison of Film Usage Between Honors and General-Level Social Studies Classes. *Lisa Brown Buchanan, University of North Carolina - Greensboro; Wayne Journell, University of North Carolina - Greensboro*
- Developing Historical Reading and Writing: Relationships Among Professional Development, Fidelity of Implementation, and Student Learning. *Susan De La Paz, University of Maryland; Mark K. Felton, San José State University; Robert G. Croninger, University of Maryland - College Park; Chauncey B. Monte-Sano, University of Maryland*
- Developing Responsible Global Pedagogy: Readings of Diverse High Schools Students' Interpretation of Global Issues. *Binaya Subedi, The Ohio State University; Johnny Merry, Ohio State University; Nathan Taylor, The Ohio State University*
- Elementary Teachers' Strategies for Integrating the Arts Into the Social Studies Curriculum. *Joyce H. Burstein, California State University - Northridge; Greg Knotts, California State University - Northridge*
- Geographic Tools Encourage Children's Spatial Questions. *Reese H. Todd, Texas Tech University*

57.072-5. Research on Integrating Technology in Preservice Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Brendesha M. Tynes, University of Southern California*

Participants:

- An Investigation of the Digital Media Practices of Preservice Teachers. *Maryellen Ohrnberger, Arizona State University; Elisabeth R. Hayes, Arizona State University*
- Cognitive Consequences of Using Case-Based Supplemental Instruction in Teacher Education: The Role of Real and Virtual Peer Discussions. *Kira Joy Carboneau, University of New Mexico; Carolyn J. Hushman, University of New Mexico*
- Exploring and Comparing the Discourse of Students' Online and Face-to-Face Discussions. *Sally Frances Heineke, Sam Houston State University; Joan A. Williams, Sam Houston State University; Chad Allen Rose, Sam Houston State University*
- Innovating Professional Book Discussion Through Blogging: Teaching Candidates Exploring 21st-Century Learning. *Sandra M. Webb, Georgia College & State University*
- The 4E (Establish, Extend, Elaborate, and Edit) Wiki Model: Facilitating Writing Development and Conceptual Understandings in a Technologically Relevant Way. *Jenifer Salter Thornton, The University of Texas - San Antonio*

57.072-6. Research on the Development of Teacher Beliefs, Knowledge, and Efficacy. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Toni Griego-Jones, The University of Arizona*

Participants:

- Beyond Scores: What Performance Assessments Make Visible About

Preservice Teachers' Knowledge and Practices. *Anissa R. Stewart, University of California, Santa Barbara; Jennifer Noel Scalzo; Katherine Joy Nilsen, University of California - Santa Barbara; Nicole Marie Merino, University of California - Santa Barbara*

Pouring the Apprenticeship of Observation Into the Preservice Blender:

Mix, Crush, or Puree? *Ashley Summer Boyd, University of North Carolina-Chapel Hill; Julie Ellison Justice, Vanderbilt University; Janice L. Anderson, University of North Carolina - Chapel Hill; Jennifer Jones Gorham, University of North Carolina - Chapel Hill; Steven Wall, University of North Carolina - Chapel Hill; Kathleen Nichols, University of North Carolina - Chapel Hill; Jonathan Bartels, University of North Carolina - Chapel Hill*

Teacher Candidates' Beliefs About Dispositions: Where Do We Go From Here? *A.J. Zenkert, Boise State University*

What the Filling in the "Compliment Sandwich" Entails: Preservice Teachers' Views of Constructive Criticism. *Carlton Jing Fong, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin*

"I Will Stick to My Guns": Preservice Teachers' Thinking About Agency and Professional Decisions. *J. Spencer Clark, Utah State University*

57.072-7. Rethinking Resistance, Transforming Beliefs: Research on the Identity Constructions of Beginning Teachers. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Kristen L. Buras, Georgia State University*

Participants:

- Content Knowledge and Pedagogical Content Knowledge of Teachers: The Role of Teacher Education. *Dirk Richter, Humboldt University Berlin; Thilo Kleickmann, Leibniz Institute; Mareike Kunter, Max Planck Institute for Human Development; Juergen Baumert, Max Planck Institute for Human Development*
- Preservice and First-Year School Supports Affecting Beginning Teachers' Feelings of Preparedness. *Laura Lee Neergaard, Vanderbilt University*
- Reconceptualizing Resistance in Order to Better Prepare White Teachers for Urban Schools. *John Lockhart, Pacific University*

57.072-8. Teacher Discourse on Issues of Race and Ethnicity in Rural and Urban Programs. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Anita A. Wager, University of Wisconsin*

Participants:

- Ethnicity and the Literary Aesthetic: White Preservice Teachers Developing Cultural Competence Through Story. *Wendy J. Glenn, University of Connecticut*
- Official Discourses and Educators' Everyday Practices: Effects on Inclusive Education. *Amanda Ajodhia-Andrews, OISE/University of Toronto*
- Raising Race Questions. *Ali Michael, University of Pennsylvania*
- Talking About Race and Social Justice in Rural and Urban Teacher Education Programs. *Marga Madhuri, University of La Verne; Keonghee Tao Han, University of Wyoming*

57.072-9. Teacher Identity and Disposition in Diverse Learning Contexts. Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Tonda Liggett, Washington State University - Vancouver*

Participants:

- "Nice White Ladies": Operationalizing the Empathy Effect on Student-Teacher Interactions With Black Male Students. *Chezare Warren, University of Illinois at Chicago*
- A Survey Approach on the Effect of Critical Liberal Education on Undergraduate Teacher-Citizen Predisposition. *Christina Chavez-Reyes, California State Polytechnic University, Pomona*
- Student Teaching in Diverse Settings: Impact on White Racial Identity and Teacher Efficacy. *Dr. Diane S. Bloom, Kean University; Terri Peters, Monmouth University*
- Waiting for the Sun, Superman, or God? *Jie Yu, Louisiana State University - Baton Rouge*
- The Phantasy of Teacher Identity and the Transitional Space of Becoming. *Melanie D. Janzen, University of Manitoba*

57.072-10. Teaching About Race, Diversity, and Difference: Preparing Preservice Teachers for Teaching in a Multicultural Global Society.

Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Virginia M. Jagla, National Louis University*

Participants:

Investigating the Effects of a Multicultural Perspectives Course on Preservice Teachers' Intercultural Sensitivity. *Yaoying Xu, Virginia Commonwealth University; Chenfang Hao, Virginia Commonwealth University*

Our Greatest Songs Are Still Unsung: Teaching and Learning in a Democratic Society. *Simona Goldin, University of Michigan; Erin Flynn, University of Michigan; Cori Mehan, University of Michigan*

Preservice Teacher Beliefs on the Antecedents to Bullying and Victimization. *Joel Lopata, University of Western Ontario; Elizabeth Nowicki, University of Western Ontario*

The Human Bean Activity: Preservice Teachers Acknowledge and Engage With Issues of Race. *Laura M. Jimenez, Michigan State University*

The Perennial Problem of White Resistance and the Promise of Post-Structuralism. *Genevieve Harris, Linfield College*

57.072-11. The Use of Data to Inform Teaching and School Partnerships.

Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Janine F. Allen, Corban University*

Participants:

Exploring Frames of Data for Engagement: How Educators Frame Data for Instruction. *Peter Samuelson Wardrip, University of Pittsburgh; Phillip Herman, University of Pittsburgh; Aaron Kessler, University of Pittsburgh; Benny Cooper, University of California - Los Angeles*

Cross-Level Faculty Learning Communities: A School-University Partnership Professional Development Model. *Audrey M. Kleinsasser, University of Wyoming*

Exploring Secondary Mathematics Teachers' Identities With Photo-Elicitation Interviews. *Theodore Chao, The University of Texas*

The Relationship Between Epistemologies and Teachers' Beliefs Measured by the Q4TB (Questionnaire on Four Teachers' Beliefs). *Natalia Schlichter, Research Training Group 1195 at University of Goettingen - Goettingen, Germany; Graduate Student; Matthias Nückles, University of Freiburg*

How Teachers Use and Discuss Student-Learning Data: A Multicase Analysis. *David Slavit, Washington State University Vancouver; Tamara Holmlund Nelson, Washington State University; Angie Foster, Washington State University - Vancouver*

57.072-12. Teacher Perspectives on Content Area Learning, Mandated Curriculum, and Notions of Student Success.

Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Misfer Saud AlSalouli, King Saud University*

Participants:

An Explicit Reflective Approach to Facilitating the Translation of Subject Matter Structures Into Classroom Practice. *Stephen A. Bartos, Illinois Institute of Technology; Norman G. Lederman, Illinois Institute of Technology*

Elementary Teachers' Views on Teaching Inquiry-Based, Interdisciplinary Science and Social Studies in Urban Settings. *Alexandra Olivia Santau, Duquesne University; Jason K. Ritter, Duquesne University*

To Believe That Students Should Read for Recreation Is Not Enough: Examining the (Dis)connections Between Preservice Teachers' Beliefs About Reading and Their Classroom Pedagogies. *Denise Davila, Ohio State University*

Mandated Curriculum Guides: A Blessing or a Curse in the Lives of Beginning Teachers? *Michelle Bauml, Texas Christian University; Sherry L. Field, The University of Texas - Austin*

Phonics: Foundational Knowledge and Attitudes. *Brecca Faust, University of Maryland*

57.072-13. The Varied Terrain of Teacher Beliefs: Exploration and Development.

Division K - Teaching and Teacher Education; Roundtable Session
VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Michael W. Dunn, Washington State University Vancouver*

Participants:

Knowing Is Power: An Examination of Struggling Readers and Their Caregivers' Coping Behaviors. *Ruth Sylvester, University of South*

Florida; Wendy-lou L. Greenidge, University of South Florida
Educators' Implicit Theories About Teaching Skills and Their Relationship to Professional Development Choices. *Vandana Thadani, Loyola Marymount University; William Breland, University of Southern California; Jacqueline Dewar, Loyola Marymount University*
Exploring the Development of Novice Teachers' Self-Efficacy: Teacher Perceptions and Principal Roles. *Maria Boeke Mongillo, The College of New Rochelle*

Meditation: A Contemplative Practice With Preservice Teachers to Foster Spiritual Nourishment. *Jennifer Mata, DePaul University*

Navigating the Landscape of Teachers' Beliefs: Where's the View and What's the Purpose? *Heidi J. Stevenson, University of the Pacific*

57.073. Roundtable Session 96; Roundtable Session

57.073-1. Revisiting Social Historical Constructions in Early Childhood Education.

SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Sue Mary Nichols, University of South Australia*

Participants:

A Dialectical Conception of Play Theory: Cultural-Historical Views.

Lynn E. Cohen, Long Island University - C.W. Post Campus; James E. Johnson, The Pennsylvania State University

Now You See It, Now You Don't: Revising Race in an Early Childhood Classroom. *Terry Husband, Illinois State University*

Teachers Conceptualizing Childhood: Implications for Positive Change in Early Childhood Education. *Sandra Chang-Kredl, Concordia University*

Reclaiming Activist Approaches in the History of Early Childhood Education. *Kyunghwa Lee, University of Georgia; Joeeun Oh, University of Georgia; Jaehee Kwon; Eun-Ae Son, University of Georgia*

57.073-2. Inclusion, Stigma, and the Perception of Ability.

SIG-Disability Studies in Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Jan W. Valle, City College of New York - CUNY*

Participants:

Attitudes of Experienced Health and Physical Education Teachers Toward the Inclusion of Females With Physical Disabilities in General Health and Physical Education Classes. *Kara Delicata, University of Windsor*

Inclusion and Two-Way Bilingual Immersion: Case Study of Urban Coteachers in a Private/Public School Collaboration. *Tatyana Kleyn, City College of New York - CUNY; Jan W. Valle, City College of New York - CUNY*

Perceptions of Visual Impairment in South Korea: The Barriers and Hope for Change. *Donovan Loomis, Sungkyunkwan University*

Stigma of a Label: The Social, Sociopsychological, and Educational Experiences of High School Students Identified With a Learning Disability. *Dara Renee Shifrer, The University of Texas - Austin; Rebecca M. Callahan, The University of Texas - Austin*

University Governance, "Well-Being," Safety, Codes, and Ostracism: Collateral Exclusion of University Students. *Yasushi Miyazaki, Nihon Fukushi University*

57.073-3. Preparing Scholars Across the Disciplines.

SIG-Doctoral Education across the Disciplines; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Rachel Anne Winston, Claremont Graduate University*

Participants:

Challenges and Opportunities in Becoming a Ph.D. in Teacher Education: Integration in the Scholarly Community. *Auli Toom, University of Helsinki; Kirsi Maria Pyhalto, University of Helsinki*

How Attributes of Researcher Identity Function and Develop in STEM Graduate Student Development. *Jie Chao, University of Virginia; Melissa D. Hurst, University of Virginia*

Investigating the Factors Predicting Statistics Self-Efficacy of Graduate Students. *Yesim Capa Aydin, Middle East Technical University; Esma Emmioglu, Gaziosmanpasa University; Esen Uzuntiryaki, Middle East Technical University*

The Formation of Engaged Scholars: A Collaborative Approach to Doctoral Training in Education Research. *Mark R. Warren, Harvard University; Soojin Susan Oh, Harvard University Graduate School of Education; Mara Casey Ticken, Bates College; Keith C. Catone, Annenberg*

Institute for School Reform

57.073-4. Professional Development and Leadership Learning

Opportunities and Strategies. SIG-Early Education and Child Development; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

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

Participants:

Building Together: Implementing a New Statewide Professional Development System for Early Education and Care. *Anne Douglass, University of Massachusetts - Boston; Lucinda G. Heimer, Wheelock College; Winifred Hagan, University of Massachusetts - Boston*

Coaching and Training for Pre-Kindergarten Teachers: Impacts on Classroom Environments and Teaching Practices. *Catherine Scott-Little, University of North Carolina - Greensboro; Glyn Brown, University of North Carolina - Greensboro*

Learning From Each Other: Cross-Cultural Research on Italian and U.S. Early Childhood Professional Development. *Mary Jane Moran, The University of Tennessee; Chiara Bove, University of Milano - Bicocca; Piera Braga, University of Milano - Bicocca*

The Impact of Reflecting, Coaching, and Mentoring on Teacher-Child Interactions in Head Start Classrooms. *Betty S. Zan, University of Northern Iowa; Mary Donegan-Ritter, University of Northern Iowa*

Quality Rating and Improvement for West Virginia Child Care. *Reagan Curtis, West Virginia University; Bobbie Warash, West Virginia University; Terence C. Ahern, West Virginia University; Keri Smith, West Virginia University; Philip Kontor Adu, West Virginia University; Chris Clausell, West Virginia University*

57.073-5. Try and Try Again: Reflections on the Uncertainties of Living Out an Ecological Ethic in Academe.

SIG-Environmental Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Nora Timmerman, The University of British Columbia*

Participants:

Gaming, Taming, and Naming the Lion: Contradictions in Parenting for/With the More-Than-Human. *Nora Timmerman, The University of British Columbia*

Reconciling the Ivory Tower and Indigenous Realities. *Ray Barnhardt, The University of Alaska - Fairbanks*

Shaping and Being Shaped by Institutional Space: Shadows of Mind, Body, and Relationship in Ecological Activism. *David A. Greenwood, Lakehead University*

Soil not Oil: Seven Grassroots Revolutions Growing at Odds With the Academy. *Madhu Suri SURI Prakash, The Pennsylvania State University*

57.073-6. Exploring Multiple Discursive Contexts for Learning.

SIG-Language and Social Processes; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Ebony Elizabeth Thomas, Wayne State University*

Participants:

Youth Cultivating Civic Capacities Through Public Achievement Programs: A Collaborative Ethnographic Study of Opportunities for Learning.

Louise B. Jennings, Colorado State University; Carolyn Ann Brunson, Colorado State University; Margit Hentschel, Colorado State University

Looking Beyond the Texts in First Graders' Nonfiction Writing: A Microethnographic Discourse Analysis Study. *Melissa I. Wilson, The Ohio State University*

Discursive Construction of a Poetic in Writing Among Kindergarten Children. *Huili Hong*

When Discourse Environment Meets Students' Goals: Situated and Emerging Goals When Learning in Online Classroom Discussions. *Jieun Lee, The University of Texas - Austin; The D-Team, The University of Texas - Austin*

57.073-7. Multicultural/Multiethnic Education: Cultural Perspectives.

SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Participants:

International Students Crossing Borders: Teaching Language in the Context of Diversity. *Paul Chamness Miller, Purdue University North Central; Nicholas John Santavicca, University of Cincinnati*

Is There a Globally Responsive Pedagogy? International Teachers and U.S.

Urban Students. *Alyssa Hadley Dunn, Georgia State University*

Hyphenated Americanization of Korean Immigrants in an Inner-City High School. *Gilbert C. Park, Ball State University*

Making Canadian Culture Visible: An Examination of Acculturation Processes in Contact Zones. *Lisa Michelle Turner-Colling, The University of British Columbia*

When Multicultural Literature Meets Multicultural Education: Critical Analysis of Current Award-Winning Multicultural Books. *Claudia Haag, Texas Woman's University; Anne Marie Simpson, Texas Woman's University; Bogum Yoon, Binghamton University - SUNY*

57.073-8. Where the Rubber Meets the Road: Curriculum, Research, Moral Education.

SIG-Philosophical Studies in Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Paula McAvoy, Spencer Foundation*

Participants:

An Agonistic View From Nowhere in Moral Education. *Matthew J. Hayden, Teachers College, Columbia University*

Embodiment, Professional Collaboration, and Teacher Learning. *Augusto Riveros, University of Alberta*

Reconciling Didactics and Curriculum: Rethinking Curriculum and Teaching in the Era of Reform and Accountability. *Zongyi Deng, Nanyang Technological University*

Paradigm . *Shelby Lorraine Sheppard, Western Washington University*

57.073-9. Postcolonialism and Multiculturalism: Implications for Pedagogy.

SIG-Postcolonial Studies and Education; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Fatima Pirbhai-Illich, University of Regina*

Participants:

Canadians "Know" How to "Do" Diversity? Discourse Analyses of K-12 and Adult Immigrant Citizenship Education. *Karen Pashby, OISE/University of Toronto; Leigh Anne Ingram, University of Toronto; Reva Joshee, OISE/University of Toronto*

Crafting Postcolonial Pedagogies: At the Intersections of Theory and Practice. *Nina Asher, University of Minnesota - Twin Cities; E. Sybil Durand, Louisiana State University - Baton Rouge*

From Laoshi to Partners in Learning: Pedagogic Conversation Across Cultures in a Global Classroom. *Linyuan Guo, University of Prince Edward Island; Michael O'Sullivan, Brock University*

Resisting Knowing as Consolation in Global Justice Teacher Education: A Critical Examination of the Affective Work of Ethical Learning. *Lisa K. Taylor, Bishop's University*

57.073-10. Writing, Literacy, and Self-Study.

SIG-Self-Study of Teacher Education Practices; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

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

Participants:

Tracing the Tensions in Narratives about Teaching Content Area Literacies: A Dialogical Self-Study of Teacher Education. *Lindsay Oakes, Teachers College, Columbia University; Mei Ying Tan, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University; Marjorie Siegel, Teachers College, Columbia University*

Using Research to Improve Education: Collaborative Self-Study of Academic Writing at the Graduate Level. *Cynthia E. Mader, Grand Valley State University; Mary Antony Bair, Grand Valley State University*

Writing as a Process-Based Dynamic: Self-study of Balancing the Practical with the Theoretical. *Deborah L. Tidwell, University of Northern Iowa; Melissa L. Heston, University of Northern Iowa*

57.073-11. Involving Families of Children With Disabilities.

SIG-Special Education Research; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Lucy Barnard-Brak, Texas Tech University*

Participants:

School-Level Variables Associated With Efforts to Engage Parents of Students Receiving Special Education Services. *Ray Rodriguez, University of Miami; Batya Elbaum, University of Miami*

Sex Differences in Parental Academic Perceptions of Attention Deficit

Hyperactivity Disorder. *Lucy Barnard-Brak, Texas Tech University; Marcelo R. Schmidt, Texas Tech University; Sonia Parker, Baylor University; Shanna L. Attai, Baylor University*

Parent Advocacy and Social Inclusion: Supporting Children With Developmental Exceptionalities During the Transition to Kindergarten. *Jenn Dods, Queen's University; Angela Pyle, Queen's University; C.J. Dalton, Queen's University; Nancy L. Hutchinson, Queen's University; Michelle Villeneuve, Queen's University*

Exploring the Issue of Parental Choice and School Placement for Pupils With a Statement of Special Educational Needs Across the Primary and Secondary Phases of the English School System. *Meenu Bajwa-Patel, University of Northampton; Cristina Devecchi, University of Northampton*

Knowledge Is Power: Training Immigrant Families of Students With Disabilities to Be School Partners. *Lusa Lo, University of Massachusetts - Boston*

57.073-12. Struggles for Social Justice in Higher Education. SIG-Critical Educators for Social Justice; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Dimpal Jain, University of the Pacific*

Participants:

Negotiating Scholar Identity Against the Norm(ative). *Aida M. Martinez-Freeman, North Dakota State University; Nathan Wood, North Dakota State University; Elizabeth Anne Erichsen, North Dakota State University*

Strategies of Silence: Students of Color in Predominantly White College Classrooms. *Dalia Rodriguez, Syracuse University*

Who Are We as Social Justice Educators? Graduate Students' Socialization Toward Social Sciences Professoriate. *Delila Omerbasic, University of Utah; Alicia De Leon, University of Utah; Cindy Huynh, University of Utah*

57.073-13. Research on Black Women Across the Diaspora: Reflecting Intersectionality in Practice. SIG-Research Focus on Black Education; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Participants:

A Black Feminist Epistemological Approach: Reframing the College-Going Pathways of Young African American Women. *Ifeoma A. Amah, The University of Texas - Arlington; Monique Lane, University of California - Los Angeles*

Black Women Reflecting On/Being Black in the Academy. *Uvanney Maylor, University of Bedfordshire; Victoria Showunmi, Institute of Education - London*

Unpacking Strength: The Influence of the Strong Black Woman Ideal on African American Females' Academic Functioning. *Lashawnda A. Lindsay-Dennis, Paine College*

57.073-14. Research on the Education of Asian and Pacific Americans: Roundtable Session on Gender Differences. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Rachel Endo, Hamline University*

Participants:

They Are My Degree: Young Pakistani Women and Their Parents Reflect on the Role of Education in Their/Their Children's Lives. *Sara Mehdi Zaidi, CUNY*

Growing-Up Experience of American-Born Children of Chinese Immigrants: Neighborhood, Family, and Education. *Qing Li, Syracuse University*

Asian Students' Performance on Advanced Placement Exams: Gender Differences. *George W. Moore, Sam Houston State University; John R. Slate, Sam Houston State University*

57.074. Roundtable Session 97; Roundtable Session

57.074-1. Issues in Christian Education. SIG-Religion and Education; Roundtable Session
VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Muhammad Khalifa, Michigan State University*

Participants:

Christian Higher Education: An Examination of the Shift in Mission From Nonsecular to Secular. *Walter Andre Brown, Jackson State University; Christopher Toote, Jackson State University*

Putting Beliefs Into Practice in a Church-Run Adult ESOL (English for

Speakers of Other Languages) Ministry. *Bradley Baurain, University of Nebraska - Lincoln*

Evangelicals' Perceptions of Intellectual Diversity at Elite Southern Californian Public Universities. *Mark Vincent Brow, Azusa Pacific University*

57.074-2. Item Features and Their Role in Validity. Division D - Measurement and Research Methodology; Roundtable Session
VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Jennifer L. Kobrin, The College Board*

Participants:

Academic Language and Content on English Language Proficiency Tests: Item Writers' Perspectives. *Maryam Wagner, OISE/University of Toronto; Jennifer Christenson, Centre for Applied Linguistics*

Reading Comprehension Test Item Difficulty and Complexity. *Leilani Saez, University of Oregon; Chalie Patarapichayatham, University of Oregon; Deni L. Basaraba, University of Oregon; Gerald A. Tindal, University of Oregon; Bitnara J. Park, University of Oregon*

The Relationships Among Survey Page Length, Progress Indicators, and Item Completion Rates. *Malika Tukibayeva, Indiana University; Shimon Sarraf, Indiana University*

57.074-3. The Magnitude and Direction of Effect Size Research. Division D - Measurement and Research Methodology; Roundtable Session
VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Hyewon Chung, CNU*

Participants:

A Note on Sample Size, Power, and Effect Size in Educational Research. *Thomas W. Woolley, Samford University*

Probability of Superiority Effect Size: Performance of Different Estimates. *Yiran Dong, Indiana University - Bloomington; Chao-Ying J. Peng, Indiana University*

Sensitivity Analyses Examining the What Works Clearinghouse's Treatment of Overall and Differential Attrition. *Marsha S. Lewis, Ohio University; John H. Hitchcock, Ohio University; Gordon P. Brooks, Ohio University; George A. Johanson, Ohio University*

57.074-4. Multilevel Modeling Methods and Applications III. SIG-Hierarchical Linear Modeling; Roundtable Session
VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Gregory J. Palardy, University of California - Riverside*

Participants:

A Hierarchical Cross-Classified Model on Children's Rated Performance in Reading and Math: Exploring Rater Effects. *Hui Jiang, The Ohio State University; Sui Huang, The Ohio State University; Richard G. Lomax, The Ohio State University; Ann A. O'Connell, The Ohio State University*

An Application of Multilevel Cross-Classified Random Effects Model to Analyze Peer-/Self-Ratings in an Online Collaborative Learning Environment. *Yueh-hui Vanessa Chiang, Stanford University*

Application of the Bootstrap Methods in Multilevel Models for Analysis of Longitudinal Data. *In-Hee Choi, University of California - Berkeley; Hyo Jeong Shin, University of California - Berkeley*

The Effect of Misspecifying Assumptions in the Cross-Classified Random Effect Model. *Ann Tzu-An Chen, Baylor College of Medicine*

57.074-5. Accommodating Data From Quasi-Experimental Designs.

Division D - Measurement and Research Methodology; Roundtable Session

VCC, Second Level, East Room 1; 2:15-3:45pm

Chair: *Wei Pan, University of Cincinnati*

Participants:

Experimental Impact Under Sufficient Implementation: A Moderator Analysis Approach. *Boya Ma, Empirical Education Inc.; Ping Yi, Empirical Education Inc.; Andrew P. Jaciw, Empirical Education Inc.*

On the Validity of Geographically Local Average Treatment Effect Estimates From Spatial Regression Discontinuity Designs. *Christopher T. Moore, University of Minnesota*

The Long-Term Noncognitive Effects of Delayed Kindergarten Entry. *Ashlesha Datar, RAND Corporation; Michael A. Gottfried, Loyola Marymount University*

57.075. Roundtable Session 98; Roundtable Session

57.075-1. Using Learning Analytics and Educational Data Mining to Understand Scripted and Exploratory Learning Environments:

Toward a Common Theoretical and Methodological Framework to Investigate the Trajectory to Expertise. SIG-Advanced Technologies for Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Chair: *Kenneth R. Koedinger, Carnegie Mellon University*

Participants:

Using Dynamic Time Warping and Cluster Analysis to Analyze the Learning of Computer Programming. *Paulo Blikstein, Stanford University; Mustafa Safdari, Stanford University; Marcelo Worsley, Stanford University*

Visualizing how novice programmers share code. *Matthew W. Berland, The University of Texas - San Antonio; Taylor Martin, The University of Texas - Austin; Tom Benton, The University of Texas - Austin; Carmen Julia Petrick, The University of Texas at Austin*

Automated Discovery of Commonsense Science Knowledge. *Bruce Sherin, Northwestern University*

Leveraging Educational Data Mining and Human Judgment to Understand Moment-by-Moment Patterns in Student Learning. *Ryan S. Baker, Worcester Polytechnic Institute; Adam B. Goldstein, Worcester Polytechnic Institute; Lisa M. Rossi, Worcester Polytechnic Institute; Albert T. Corbett, Carnegie Mellon University*

Adaptive Support and Task Generation in Exploratory Learning Environments. *Ido Roll, The University of British Columbia*

57.075-2. Research Explorations in the Use of Virtual Worlds for Learning. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Chair: *Benjamin Eric Erlandson, California State University - Monterey Bay*

Participants:

Exploration of Students' Sense of Community in Virtual Learning Environments. *Terry McClannon, Appalachian State University; Amelia Cheney, Appalachian State University; Robert Sanders, Appalachian State University; Krista Terry, Appalachian State University; Les Bolt, Appalachian State University*

Measuring the Effectiveness of a 3D Virtual Online Museum. *Greg Jones, University of North Texas; Adriana D'Alba, University of North Texas*

57.076. Roundtable Session 99; Roundtable Session

57.076-1. Which River Metaphor Is Yours: Culturally Responsive and Socially Responsible Methodologies. SIG-Qualitative Research; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Chairs: *Ann I. Nevin, Arizona State University; Mere Berryman, University of Waikato*

Participants:

Humility as the Researcher's Stance When Studying With Indigenous People: An Auto-Ethnography. *Suzanne SooHoo, Chapman University*

Problematizing the Privileging of Lesbian Voices: The Subaltern Voices of Women Loving Women Within the Lesbian Narrative. *Anna V. Wilson, Chapman University*

Experiences of a Maori Researcher: Managing Dual Accountabilities in Indigenous Research. *Te Arani Barrett, University of Waikato*

Culturally Responsive Methodology: On the Branches of the Family Tree. *Veronica E. Bloomfield, Chapman University*

Proposing a Counternarrative to the Scientific Method. *Christopher Stropole, Chapman University*

57.076-2. Women's Leadership Experiences. SIG-Research on Women and Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Chair: *Julia Nell Ballenger, Texas Wesleyan University*

Participants:

Choosing Not to Lead? Why Certified Women Educators Are Not Advancing to the Principalship. *Daphney Ivery, Burk County Middle School; Abebayehu Aemero Tekleselassie, The George Washington University*

To Know and To Do: The Experiences and Contributions of the First Female Academics in Programs of Educational Administration in Canada. *Janice A. Wallace, University of Alberta; Dawn C. Wallin, University of Manitoba; Heather Syme Anderson, University of Manitoba; Melody Viczko, University of Alberta*

Women Faculty in Educational Leadership: Using Critical Feminist Theory

to Understand Cultural, Generational, and Gender Influence. *Danna M. Beatty, Tarleton State University; April L. Peters, University of Georgia*

Division and SIG Posters

57.077. Poster Session 15; Poster Session

57.077-1. Faith-Based Adult ESL (English as a Second Language)

Learning. SIG-Second Language Research; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

1. The Ecology of a Special Learning Context: A Church-Based ESL (English as a Second Language) Program Serving Immigrant Adult Learners. *Qihui Jiang, The University of Alabama*

57.077-2. Expanding the Field of Diversity Research in Psychology and Education. Division E - Counseling and Human Development; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

2. A Longitudinal Study of a Social Justice Orientation Model for Latina/o Students. *Leyla Perez-Gualdrón, University of San Francisco*
3. Challenges in Measuring Demonstrated Multicultural Competence With Teachers and School Counselors. *Nicolina Ann Calfa, The University of Texas - Austin; Sonia Hart, The University of Texas - Austin; Elizabeth Crowe, The University of Texas - Austin; Colleen Jaimie McCarthy, The University of Texas - Austin; Michele Guzman, Ph.D., The University of Texas - Austin; Christopher J. McCarthy, The University of Texas - Austin*
4. Construction and Initial Validation of the Gendered Racial Microaggressions Scale. *Jioni A. Lewis, University of Illinois at Urbana-Champaign*
5. Evaluation of a Career Development Program for Ethnic Minority Students in an Urban Public High School. *Christine Jean Yeh, University of San Francisco; Noah Borrero, University of San Francisco*
6. Expanding Urban Minority Youth's Career Knowledge and Opportunities: Utilizing the Constructs of Work Hope and Possible Selves. *Jennie Park-Taylor, Fordham University; Angela P. Vargas, Fordham University*
7. Improving the College Application Process of Low-Income Students. *Claudia Elena Zapata, Northwestern University*
8. Nutrition, Social and Psychological Well-Being, and Academic Outcomes Among Urban Schoolchildren. *Maureen E. Kenny, Boston College; Chen An, Boston College*
9. Occupational Interests and Self-Efficacy: How to Best Predict Lower Socioeconomic-Status Youths' STEM College Major Selection. *Qiu Wang, Syracuse University; Matthew Diemer, Michigan State University*
10. The Influence of Efficacy and Resilience on Problem Solving in the United States, Taiwan, and China. *Ming-Hui Li, Saint John's University; Robert Eschenauer, Saint John's University; Yan Yang, Guangdong University of Technology*
11. The Intersection of Ethno-Cultural Identity, Sexual Orientation, and Traumatic Stress in Adult African American Gay Men. *Richmond D. Wynn, University of North Florida; Cirecie West-Olatunji, University of Florida*

57.077-3. Division H Section 1 Poster. Division H - Research, Evaluation and Assessment in Schools; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

12. Academic Parent-Teacher Teams: A New System for Parent Engagement. *Maria C. Paredes, Arizona State University; Ray R. Buss, Arizona State University*
13. Curriculum Quality and Student Learning in Lower SES (Socioeconomic Status) High Schools. *Thomas W. Tramaglini, Rutgers University; Christopher H. Tienken, Seton Hall University*
14. Literacy Documentation Project: Using Research to Inform Curriculum and Instruction Decisions at the District Level. *Nancy A. Place, University of Washington - Bothell; Antony T. Smith, University of Washington - Bothell*
15. Predictors of College Enrollment Among Urban Ninth-Grade Cohorts. *Martha Abele Abele Mac Iver, Johns Hopkins University; Matthew*

Messel, Johns Hopkins University

16. Principal Effectiveness in California Elementary Schools. *Stephen B. Bluestein, Los Angeles Unified School District; Pete G. Goldschmidt, California State University - Northridge*
17. Shifting the Curve: The Impact of a Grading Policy Change in One Urban School District. *Martha Abele Abele Mac Iver, Johns Hopkins University; Matthew Messel, Johns Hopkins University*
18. Teacher Stability and Turnover in Los Angeles: The Influence of Teacher and School Characteristics. *Xiaoxia A. Newton, University of California - Berkeley; Maria del Rosario Rivero, University of California - Berkeley*
19. Using Project-Based Learning to Teach 21st-Century Skills: Findings From a Statewide Initiative. *Jason Ravitz, Buck Institute for Education; Nathaniel Hixson, West Virginia Department of Education; Mary English, George Mason University; John R. Mergendoller, Buck Institute for Education*
20. Evaluation of a Summer Reading Project's Effectiveness to Mitigate Learning Loss. *Tammiee S. Dickenson, University of South Carolina - Columbia; Diane M. Monrad, University of South Carolina; Grant B. Morgan, University of South Carolina; Heather Bennett, University of South Carolina; Becca Doswell, South Carolina Department of Education; Pamela Willa, South Carolina Department of Education*
21. Testing the Dyad Learning System in Ohio Schools. *Lauren V. Monowar-Jones, Ohio Department of Education; Terrence W. Moore, Ohio Department of Education*
22. The Effects of a School-Based Mentoring Program on Students' Access to Information Regarding College Admission and Tuition and Fees. *Natalie A. Tran, California State University - Fullerton; Sara Trevino, California State University - Fullerton; Steve Tran, California State Polytechnic University, Pomona; Reina Galvez, California State University - Fullerton; Jennifer A. Yee, California State University - Fullerton; Leslie Chanthaphasouk, Orange County Asian and Pacific Islander Community Alliance; Jason Lacsamana, Orange County Asian and Pacific Islander Community Alliance; Louise Milner, Garden Grove Unified School District; Daniel Mejia, Garden Grove Unified School District*
23. The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten. *Anne Wolf, Abt Associates Inc.; Barbara Dillon Goodson, Abt Associates Inc.; Pamela B. Finney, University of North Carolina - Greensboro*

57.077-4. Applied Statistical Analysis of Large-Scale Data. SIG-Educational Statisticians; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

24. A Simulation-Based Causal Inference Approach Using Cross-Sectional Data. *Ning Rui, Research for Better Schools*
25. Identifying Socioeconomic Status Factors in the National Household Education Surveys. *Ron Brown, University of Minnesota; Michael R. Harwell, University of Minnesota*
26. The Development of Statistical Literacy Skills in the Eighth Grade: Exploring the TIMSS (Trends in International Mathematics and Science Study) Data to Evaluate Student Learning in the United States. *Jamie D. Mills, The University of Alabama*

57.077-5. Service-Learning and Experiential Education Poster Session. SIG-Service-Learning & Experiential Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

27. Looking Through the Service Learning Lens: An Evaluation of Service-Embedded Courses in Korean Universities From a Service Learning Perspective. *Euljung Chun, Miami University; Hye Jun Park, Seoul National University; Seung Yeon Lee, Ewha Womans University*
28. Bringing the Outside In: How Does an Outward Bound Experience Support Students' Success in School? *Meg A. Riordan, Expeditionary Learning Schools; Maren Olson, New York City Outward Bound*
29. International Service Learning: Using Technology to Implement Reading Interventions. *Linda D. Taylor, University of Idaho*
30. Service-Learning in the Context of "Place": Possibilities and Limitations for Graduate Students. *Tracy L. Friedel, The University of British Columbia; Ofira Roll, The University of British Columbia*

57.077-6. Professional Identity in Global Contexts. SIG-International Studies; Poster Session

VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

31. Ethical Leadership Indicators Development for School Principals in Thailand. *Kanokorn Somprach, Khon Kaen University*
32. Globalization, Market Economy, and Social Inequality in China: Exploring the Experience of Migrant Teachers. *Shibao Guo, University of Calgary*
33. Research on the Motivation of German and U.S. Teachers to Become School Principals. *Dawson R. Hancock, University of North Carolina - Charlotte; Ulrich Müller, Pädagogische Hochschule Ludwigsburg*
34. Teacher Support and Sense of School Belongingness: A Universal Effect? Insights Based on Two Programme for International Student Assessment (PISA) Studies. *Kai S. Cortina, University of Michigan; Sari Arel, University of Michigan; Hans Anand Pant, Institute for Educational Progress (IQB)*
35. Utilizing the Capability Approach to Improve Teacher Quality in Tanzania. *Sharon Tao, Institute of Education - University of London*

57.077-7. Technology, Instruction, Cognition and Learning SIG Poster Session: Issues in Technology, Instruction, Cognition, and Learning. SIG-Technology, Instruction, Cognition & Learning; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

36. Ecologies of Cognition and Teacher Education. *Don H. Krug, The University of British Columbia; Jenny Arntzen, The University of British Columbia*
37. Effects of Structure in Wiki Templates on Holistic and Analytic Students' Learning Outcomes and Knowledge Construction Patterns. *Ying Xie, Idaho State University*
38. Leveraging Wiki Technology Support for Threaded Discussion to Facilitate Online Collaborative Knowledge Construction. *Andri Ioannou, Cyprus University of Technology; Agni Stylianou-Georgiou, University of Nicosia*
39. Technology as a Tool for Teaching and Learning: Secondary Teachers' Views. *Adam Bertram, Monash University; Bruce G. Waldrup, Monash University*
40. The Age Limitation on Applying Embodied Cognition Using a 3-D Force Feedback Joystick in Abstract Concept Learning. *Shih-Chieh Douglas Huang, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Tanner Vea, Teachers College, Columbia University*
41. The Effect of Self-Regulatory Strategy Modeling on Students' Performance During Online Inquiry. *Christoph Winkler, CUNY*
42. The Use of Mobile Phones to Promote Individually and Collaboratively Created Questions in the Classroom. *Summi Seol, San Francisco State University; Paul Hong Suk Kim, Stanford University*
43. The Role of Learning Approaches in Explaining Distinct Classroom Behaviors Across Culture Groups. *Hongyu Cheng, Zhejiang University; Shuyi Guan, University at Albany - SUNY*
44. The Effect of Computerized Scaffolding and Different Forms of Scaffolds on Transactive Interaction. *Inge Molenaar, University of Amsterdam*

Monday, 4:05 pm

Governance Meetings and Events

58.001. AERA Committee on Scholars of Color in Education Mentoring Lecture and Reception: Invitation Only. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 4; 4:05-6:05pm
Chair: *Ruben Donato, University of Colorado - Boulder*

58.002. AERA International Relations Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 3; 4:05-6:05pm
Chair: *Michael T. Nettles, ETS*

58.003. AERA SIG Open Meeting and Reception for SIG Officers. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Pacific Rim 1; 4:05-6:05pm
Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

Presidential Sessions

58.010. Reception following International Perspectives on Implementation and Effectiveness of Teacher Evaluation Models. Presidential Session

VCC, Second Level, West Room 215&216; 4:05-5:35pm

58.011. Presidential Invited Address: Scholarship in Action for a New Generation. Presidential Session

VCC, First Level, West Ballroom C; 4:05-5:35pm

Chair: *William T. Trent, University of Illinois at Urbana-Champaign*

Speaker: *Nancy Cantor, Syracuse University*

58.012. The Relationship Between Neighborhood and Child Learning and Development: From Research to Practice in the Canadian Context. Presidential Session Cosponsored with Division L - Educational Policy and Politics

VCC, First Level, West Room 109&110; 4:05-5:35pm

Chair: *Lily L. Dyson, Simon Fraser University*

Participants:

The Relationship Between Neighborhood Socioeconomic Characteristics and the Foundational Academic Skills of Elementary School Children in British Columbia: A Large-Scale Study. *Lily L. Dyson, Simon Fraser University; Jacqui Boonstra, The University of British Columbia*

Mobilizing Neighborhoods Toward Improving Child Development Outcomes: Example Demonstration Projects. *Joanne Schroeder, University of British Columbia*

Children's School Readiness in Kindergarten in Quebec: Teachers' Perceptions. *Pierre Lapointe, Université de Montréal*

Children's Needs and School-Based Intervention Initiatives in the Inner-City Schools in British Columbia. *Maryanne Trofimuk, Victoria School District*

Neighborhood Effect: Implications for Policy and Knowledge Mobilization. *Benjamin Levin, OISE/University of Toronto*

Research on Neighborhood: Methodological and Ethical Issues Impacting Indigenous Children. *Michele Sam, University of British Columbia*

58.013. What Can a Culturally Focused Ecological Framework for Examining Human Learning and Development Tell Us? What We Know and Need to Know to Achieve Equity in Opportunity to Learn. Presidential Session

VCC, First Level, West Room 118-120; 4:05-5:35pm

Chair: *Carol D. Lee, Northwestern University*

Participants:

To Know Is Not Enough: Epidemiology as a Framework for Research and Intervention in Human Development. *William F. Tate, Washington University in St. Louis*

To Know Is Not Enough: Cultural and Ecological Complexities of Adolescent and Adult Learning in an African American Urban High School. *Carol D. Lee, Northwestern University*

To Know Is Not Enough: Examining Movement, Hybridity, and Change for Research on Learning Across Contexts and Borders. *Kris D. Gutierrez, University of Colorado - Boulder*

AERA Sessions

58.014. Measuring Teacher Effectiveness Worldwide. AERA Sessions; Invited Session. Cosponsored With the Association of Pacific Rim Universities Education Deans (APRU) and the World Education Research Association

VCC, Third Level, West Room 306; 4:05-5:35pm

Chair: *Karen Symms Gallagher, APRU Convener and University of Southern California*

Participant: *Julie A. Marsh, University of Southern California*

Discussants: *Oon Seng Tan, National Institute of Education - Nanyang Technological University; Robert J. Tierney, The University of Sydney; Yin Cheong Cheng, The Hong Kong Institute of Education; Tom T. Stritkus, University of Washington*

58.015. Promising Scholarship in Education: Dissertation Fellows and Their Research. AERA Sessions; Invited Poster Session

VCC, First Level, West Ballroom D; 4:05-6:05pm

Chair: *George L. Wimberly, American Educational Research Association*

Speaker: *David Meyers, American Institutes for Research*

Participants:

1. An Ecological Approach to Assessing School Climate and Its Relationship to Academic Processes and Outcomes. *Juliette Berg, New York University*
2. Evaluating Institutional Efforts to Streamline Postsecondary Remediation: The Causal Effects of the Tennessee Developmental Course Redesign Initiative. *Angela Boatman, Harvard University*
3. Out of the Classroom and Into the Voting Booth? Analyzing the Effects of Education on Political Participation. *Deven Edward Carlson, University of Wisconsin - Madison*
4. Technology on Trial: Can Computers Effectively Increase the Achievement of Traditionally Underserved Populations? *Jennifer Deboer, Vanderbilt University*
5. The New Postsecondary Institution? Estimating the Effect of Incarceration on Racial and Gender Gaps in Educational Attainment. *Danielle Fumia, University of Washington, Seattle*
6. A Dynamic Model of School Effects on Students' Academic Achievement. *Andrew Halpern-Manners, University of Minnesota*
7. Parental Time or Money: What Matters More for Children's School Success? *Aleksandra Holod, Teachers College, Columbia University*
8. The Influence of Race, Ethnicity, and Immigration Status on Teachers' Perceptions of Student Behavior and Performance. *Yasmiyn Irizarry, Mississippi State University*
9. Before- and After-School Care for Kindergarten-Aged Children: Does It Matter and for Whom? *Brenda Jarillo, Stanford University*
10. Common Choices: The Effect of the Common Application on Students' College Enrollment and Success. *Daniel Klasik, Stanford University*
11. The Effects of the Jeanes and Rosenwald Funds on Black Education by 1930: Comparing Returns on Investments in Teachers and Schools. *Daniel Kreisman, University of Chicago*
12. Functional Ability Profiles and Young Children's Social Competence: Exploring Relationships in the Pre-Elementary Education Longitudinal Study Data Set. *Tara McLaughlin, University of Florida*
13. Differential Postsecondary Pathways: Examining the College Enrollment Gender Gap Across Racial/Ethnic Groups. *Sarah M. Ovink, Virginia Polytechnic Institute and State University*
14. Shortage-Field Incentives: Impacts on Teacher Retention and Recruitment. *Rachel Rosen, Teachers College, Columbia University*
15. The Role of Reading Comprehension in Large-Scale Subject-Matter Assessments. *Ting Zhang, University of Maryland - College Park*
16. Narrow Choices, Powerful Voices: The Educational Identities and Decisions of African Immigrant Female High School Students Designated SIFE. *Ramatu T. Bangura, Teachers College, Columbia University*
17. Intersecting the Margins: The Lived Experience of Black Deaf Female College Students. *Reshawna Chapple, Arizona State University*
18. A Black Girl's Tale of Schooling: Entering the Site of I AM! *Dominique Cacine Hill, University of Illinois at Urbana-Champaign*
19. Colonial Articulations: English Instruction in the Philippines and the "Benevolence" of U.S. Overseas Expansion, 1898-1916. *Funie Hsu, University of California - Berkeley*
20. Masculinity, Race, Ethnic, and Academic Identity: A Study of Latino Boys. *Mellie Torres, New York University*
21. Centralizing School Governance: Promoting Equity in Educational Attainment. *Sara Elizabeth Dahill-Brown, University of Wisconsin*
22. Graphing Linear Functions in Upper Elementary School. *Darrell Earnest, University of California - Berkeley*
23. Classroom Quality Buffers Against Poor School Adjustment for Children With Behavioral/Emotional Risk. *Marissa Griggs, University of Virginia*
24. Signs of Power: An Interdisciplinary Critical Analysis of Algebra Education. *Jose Francisco Gutierrez, University of California - Berkeley*
25. Potential Mediators of the Effects of Child Care Subsidies: A Measurement Model. *Laura Hawkinson, University of Pennsylvania*
26. Supporting the Development of Intentional Teachers: Theory and Measurement. *Faiza M. Jamil, University of Virginia*
27. The College Ambition Program: Improving Opportunities for Low-Income Students Transitioning to College. *Justina L. Judy, Michigan State University*
28. A Complex Systems Perspective on Strategies, Concepts, and Their

- Co-Development in Mathematical Problem Solving. *Mariana Levin, Michigan State University*
29. The Michigan Merit Curriculum and the Effects on Teacher Composition. *Kaitlin Tiplady Obenau, Michigan State University*
30. Estimating the Effect of Eighth-Grade Algebra on High School Mathematics Achievement: A Two-Stage Matching and Multilevel Modeling Approach. *Jordan Rickles, University of California - Los Angeles*
31. Approaches to Learning and Transition Among Head Start Alumni: Validation of the Learning Behaviors Scale. *Samuel Rikoon, University of Pennsylvania*
32. Beyond Achievement Gaps: The Role of Racial Narratives in Mathematics Education. *Niral Shah, University of California - Berkeley*
33. Chalinas a 20 Pesos! Young Children's Economic Understandings Developed Through Selling in Oaxaca, Mexico. *Yasmin A. Sitabkhan, University of California - Berkeley*
34. Hierarchical Mixed Membership Models. *Tracy Sweet, Carnegie Mellon University*
35. Prefiguring Professionalization: Student Life in Victorian Britain's Elementary Teacher's Training Colleges. *Christopher Bischof, Rutgers University*
36. Web-Mediated Knowledge Synthesis. *Michael Deschryver, Michigan State University*
37. A New Lens for School Belonging: The Importance of "Fitting In" and "Standing Out". *DeLeon Lavron Gray, The Ohio State University*
38. School or Madrassa: Parents' Choice and the Failure of State-Run Education in Pakistan. *Jehanzaib Khan, New York University*
39. Can We Teach What We Don't Know? The Effect of Teachers' Understandings on Students' Understandings of Evolutionary Theory. *Michael Kohut, Vanderbilt University*
40. "Investing in the Girl Effect": An Analysis of Transnational Corporate Investment in Girls' Education. *Kathryn Jane Moeller, University of California - Berkeley*
41. Opening or Closing Doors? School Closings, Equity, and Community Engagement. *Liza Pappas, The Graduate Center - CUNY*
42. Testing for All: The Worldwide Diffusion of International Educational Testing. *Oren Pizmony Levy, Indiana University*
43. Accidentally Maintained Inequality: Educational Equality and Intergenerational Mobility, 1850-1930. *Emily Rauscher, New York University*
44. Hands Up, Mouths Shut: Silence and Speech in a Second-Grade Classroom of English Learners. *Sara Ann Rutherford-Quach, Stanford University*
45. Listening to All of the Words: Reassessing the Verbal Environments of Young, Low-Income Children. *Douglas Sperry, University of Illinois at Urbana-Champaign*

Committee Sessions

- 58.016. GSC Canadian Fireside Chat: Re-Imagining the Future of Canadian Education, With Dr. Kieran Egan.** Graduate Student Council; Fireside Chat
VCC, Second Level, West Room 211; 4:05-5:35pm
Chairs: *Lori Ann Friesen, University of Alberta; Danielle Beckett, Brock University*
Participant: *Kieran Egan, Simon Fraser University*
- 58.017. GSC Division H Fireside Chat: Your First School Research Position: Insight and Advice From Veterans in the Field.** Graduate Student Council; Fireside Chat
Marriott Pinnacle, Fourth Level, Ambleside; 4:05-5:35pm
Chairs: *Bradley Joseph Coverdale, The George Washington University; Marisa Anne del Campo, University of Connecticut*
Participants: *Winona Burt Vesey, University of Houston - Clear Lake; Gary Estes, WestEd; Lorrie A. Shepard, University of Colorado Boulder; Zollie Stevenson Jr, Bowie State University*
- 58.018. When Mentoring Is Method: Exploring Spirituality, Black/Endarkened Feminisms, and Relationship in Black Girls Lives.** Committee on Scholars and Advocates for Gender Equity in Education
Cosponsored with Committee on Scholars of Color in Education; Symposium

- VCC, First Level, West Room 114&115; 4:05-5:35pm
Chair: *Valerie F. Kinloch, The Ohio State University*
Participants:
Living Through Each Other: Exploring Endarkened Girl Consciousness and Reciprocal Mentoring as Research. *Samatha Wahome, Kent State University*
Lessons in Love, Literacy, and Listening: Reflections on Learning With and From Black Female Youth. *Erica Nicole Womack, The Ohio State University*
Shared Voice From Within: Exploring Ensemble Building as Mutual Mentoring for and by Black Girls. *Heather Hill, The Ohio State University*
The Diploma Belongs to All of Us: Mentoring African Immigrant Girls Through/for the Community. *Chinwe Linda Okpalaoka, The Ohio State University*
Discussant: *Cynthia B. Dillard, The University of Georgia*

International Organization Sessions

- 58.019. Canadian Association of Foundations of Education (CAFE): A Canadian Approach to the Foundations of Education: A Scholarly Response to Anti-Intellectualism.** Canadian Society for the Study of Education; Invited Session
VCC, First Level, West Room 121&122; 4:05-6:05pm
Chair: *Michael O'Sullivan, Brock University*
Participants:
History of Education and Passages to the Future. *Penney I. Clark, The University of British Columbia*
Where Is the Sociology of Education in Canada? Boundary Questions, Relevance, and Emerging Transdisciplinary Spaces. *Michael J. Corbett, Acadia University*
Challenging Neoliberal Anti-Intellectualism: Moving the Foundations of Education From the Periphery by Infusing Criticality Into Mainstream Pedagogies. *Michael O'Sullivan, Brock University*
Philosophy of Education: Its Foundational Role for Teachers and Policy Makers. *Michelle Forrest, Mount Saint Vincent University*

Division Sessions

- 58.020. Tinkering Toward What Works: District Reform in a New Era.** Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 9; 4:05-5:35pm
Chair: *Karen Seashore Louis, University of Minnesota*
Participants:
High-Performing Districts Research and the District Effectiveness Framework. *Kenneth A. Leithwood, OISE/University of Toronto; Barry Pervin, Ontario Ministry of Education; Jingping Sun, OISE/University of Toronto*
How Do Centralized and Decentralized School Districts Control Classroom Reading Instructional Practices? *Rokhsareh Kohansal, University of California - Berkeley; P. David Pearson, University of California - Berkeley*
Knowledge Mobilization in Secondary Schools and School Districts. *Katherine Witherow, OISE/University of Toronto*
Leadership Alignment to Achieve Education Reform. *Christine L. Padilla, SRI International; Rachel Howell, Copia Consulting; Angela Luck, Copia Consulting*
Instructional Leadership and Its Relationship to Academic Press and Student Achievement. *Roxanne M. Mitchell, The University of Alabama; Lisa A.W. Kensler, Auburn University; Megan Tschannen-Moran, College of William and Mary*
- 58.021. Rearticulating Student Voice and Activism.** Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, North Junior Ballroom A; 4:05-6:05pm
Chair: *Shaka Rawls, University of Illinois at Chicago*
Participants:
Challenging Dominant Narratives: Urban Youth Speak Back on Educational Reform and Neighborhood Revitalization. *Eric J. DeMeulenaere, Clark University; Laurie Ross, Clark University*
Mapping Boundaries: Redefining Spaces Through Organizing. *Gerald K. Wood, Northern Arizona University; Christine Keller Lemley, Northern*

Arizona University

Understanding Student Perspective: The Application of Empathy to the Student Advocacy Work of White Female Teachers for Black Male Students. *Chezare Warren, University of Illinois at Chicago*

Urban Youth Community Activism and the Development of a Critical Praxis. *Brenda M. Trofanenko, University of Illinois*

The Relational Connectivity of Local-Global in Community Activism: What Does "Being Local" Mean? *Chaebong Nam, University of Illinois at Urbana-Champaign*

Insights From Former Youth Leaders in Social Justice Activism. *Darren E. Lund, University of Calgary*

58.022. Thinking Ourselves "Out of" and "Into" Visual Research

Methodologies in Education. Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 4:05-5:35pm

Chair: *Donal O'Donoghue, The University of British Columbia*

Participants:

Camera Phone Image-Taking and Collective Meaning Making: Engaging Japanese Adolescents in Relational Understanding of McDonald's.

Masayuki Iwase, The University of British Columbia

Sites of Alternative Engagement: Claiming Relationality as a Methodology Activated by Visuality. *Donal O'Donoghue, The University of British Columbia*

Following the Ghost: Photo-Based Research on the Absent Presence of Migrant Sex Workers in Yokohama. *Ayaka Yoshimizu, Simon Fraser University*

"I Like the Stuff We're Learning": Participatory Visual Research as Alternative Pedagogy. *Marc Roderick Higgins, The University of British Columbia*

Interrogating the Visual as a Site of Knowledge Production: Contemporary Art as Visual Research. *Marie-France Berard, The University of British Columbia*

Discussant: *Marvin Westwood, The University of British Columbia*

58.023. What Makes Pedagogy "Critical," Anyhow? Translating Social Theory Into Practice in Urban Learning Contexts.

Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 4:05-5:35pm

Chair: *Nicole Mirra, University of California - Los Angeles*

Participants:

Toward an Unapologetic Pedagogy of Race: A Critical Race Pedagogy Framework for K-12 Teaching. *Antonio Nieves Martinez, University of California - Los Angeles*

Crafting Resistance and Agency Through Youth Participatory Action Research: A Critical Analysis of the Pedagogy of Urban Youth. *Mark Bautista, University of California - Los Angeles; Melanie Bertrand, University of California - Los Angeles*

Literacy as Social Movement: Critical Civic Pedagogy in Urban High School English Classrooms. *Nicole Mirra, University of California - Los Angeles*

Critical Play or Digital Distraction? Mobile Media, Critical Pedagogy, and the "New Culture of Learning". *Antero Garcia, University of California - Los Angeles*

Discussant: *Ernest D. Morrell, Teachers College, Columbia University*

58.024. Why Gandhi Now? Reclaiming Education for the Social Majorities.

Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Third Level, North Parkville; 4:05-5:35pm

Chair: *Jennifer April Sandlin, Arizona State University*

Participants:

Complicity as a Good Tool for New Times: Thinking Gandhi in Education as Insurrecting Interiority in Life Histories Research. *Erik L. Malewski, Purdue University*

Why Gandhi Now? Using Grassroots Postmodernism to Bring Gandhi to Bear Upon the Urgent Present. *Madhu Suri SURI Prakash, The Pennsylvania State University*

An Autoethnographic Reading of Gandhi as a Cultural Text. *Suniti Sharma, The University of Texas - Brownsville*

An Embodied Invitation to the Unborn Song: A Dancer/Poet's Response to Gandhi and Tagore. *Celeste N. Snowber, Simon Fraser University*

Discussant: *Reta Ugena Whitlock, Kennesaw State University*

58.025. Measuring Self-Regulated Learning With Multi-Agent Learning

Environments. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 4:05-5:35pm

Chair: *Roger Azevedo, McGill University*

Participants:

Enabling Students to Self-Assess With Guidance From a Multi-Agent Environment for Supporting Scientific Inquiry. *Eric M. Eslinger,*

University of California - Berkeley; Barbara Y. White, University of California - Berkeley; John R. Frederiksen, University of Washington

Measuring Students' Self-Regulated Learning in Teachable Agent

Environments. *Gautam Biswas, Vanderbilt University; John Kinnebrew, Vanderbilt University; Kirk Loretz, Vanderbilt University*

Self-Regulated Learning in Exploratory Game-Based Learning

Environment. *Jen Sabourin, North Carolina State University; James Lester, North Carolina State University*

Measuring Self-Regulated Learning With a Multi-Agent Hypermedia

Environment. *Roger Azevedo, McGill University; Reza Feyzi Behnagh, McGill University; Jason Matthew Harley, McGill University; François Bouchet, McGill University; Gregory Trevors, McGill University;*

Melissa Duffy, McGill University; Zaynab Sabagh, McGill University

Discussants: *Dale H. Schunk, University of North Carolina - Greensboro;*

Susanne P. Lajoie, McGill University

58.026. Rounding the Sociocultural Turn in Research on Classroom

Motivation. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Symposium

Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom B; 4:05-5:35pm

Chair: *Michael J. Middleton, University of New Hampshire*

Participants:

Motivation as Joint Accomplishment: Narrative and Content. *Melissa Sommefeld Gresalfi, Indiana University; Jacqueline Barnes, Indiana University*

Engagement in What? The Negotiation of Joint Enterprise in Project-Based Learning. *Susan B. Nolen, University of Washington; Gavin Tierney, University of Washington; Kendall Becherer, University of Washington; Susan E. Cooper, University of Washington; Christopher J. Ward, University of Washington*

Observing Teacher-Student Interaction During Instruction: A Sociocultural Perspective. *Julianne C. Turner, University of Notre Dame; Hayal Zeynep Kackar, University of Notre Dame*

Examining the Situated Nature of Academic Press in Middle School Small-Group Interactions. *Michael J. Middleton, University of New Hampshire; Jayson Seaman, University of New Hampshire; Alison Rheingold, University of New Hampshire; Judy H. Tang, University of New Hampshire*

Discussant: *Wolff-Michael Roth, Griffith University*

58.027. Science Instructional Interventions: Influences on Science Content and Scientific Thinking.

Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 4:05-5:35pm

Chair: *G. Michael Bowen, Mount Saint Vincent University*

Participants:

Effects of Small-Group Learning on Undergraduate Students' Learning Outcomes in STEM Education: A Meta-Analysis of Quantitative Studies From 1990 to 2011. *Xiushan Jiang, The University of Kansas; Stacey Vicario Freeman, Arizona State University; UC-Irvine; Fei Zhao, The University of Kansas*

Engendering Need to Know: Using Problematising as a Strategy to Foster Inquiry in Science Learning. *Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Trace Jordan, New York University; Ruth N. Schwartz, New York University; Dixie Ching, New York University; Mubina Khan, New York University; Yolanta Kornak, City University of New York; Anna Gustava Brady, New York University*

Impact of Curricular Professional Development on Changing Student Attitude Toward Science. *Lei Liu, Educational Testing Service; Zhitong Yang, Educational Testing Service; Susan A. Yoon, University of Pennsylvania*

Investigation of Middle School Science Teachers' Preparedness to Practice New Literacies. *Hui-Yin Hsu, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology; Lisa Runco, New York*

Institute of Technology

Seeing the Forest From the Trees: A Comparison of Two Instructional Models Using Contrasting Cases. *Min Chi, Ilse Dohmen; Jonathan Todd Shemwell, Stanford University; Doris B. Chin, Stanford University; Catherine C. Chase, Stanford University; Daniel L. Schwartz, Stanford University*

58.028. When More of the Same Old Story Is Just Not Enough: Possibilities and Challenges of Teaching Students and Their Teachers to Think Historically. Division C - Learning and Instruction Cosponsored with SIG-Teaching History, SIG-Research in Social Studies Education; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom D; 4:05-6:05pm

Chair: *Bruce A. VanSledright, University of North Carolina, Charlotte*

Participants:

Pedagogies Integrating Knowing and Doing History. *Jannet Van Drie, University of Amsterdam; Harry Havekes, Radboud University; Carla Van Boxtel, University of Amsterdam*
Learning to Teach Argumentative Historical Writing by Analyzing Student Work. *Chauncey B. Monte-Sano, University of Maryland; Susan De La Paz, University of Maryland; Mark K. Felton, San José State University; Roderick LaMar Carey, University of Maryland - College Park; Kelly Worland, University of Maryland; Laura S. Yee, University of Maryland*

Searching for the Unknown in Teacher Professional Development Programs: What Does (Can) Success Look Like? *Carla L. Peck, University of Alberta*

Promises and Perils in Attempting to Change History Teachers' Practices: Results From an 18-Month Teaching American History Grant Intervention. *Bruce A. VanSledright, University of North Carolina, Charlotte; Liliana Maggioni, University of Maryland - College Park; Kimberly Reddy, University of Maryland - College Park*

Discussant: *Peter C. Seixas, The University of British Columbia*

58.029. Modeling Frameworks for Measurement Issues. Division D - Measurement and Research Methodology Cosponsored with Division D - Measurement and Research Methodology; Paper Session
Marriott Pinnacle, Third Level, Pinnacle II; 4:05-5:35pm

Chair: *Rochelle S. Michel, ETS*

Participants:

A Multilevel Approach to Identifying Criterion-Related Profile Patterns. *Yu-Feng Chang, University of Minnesota; Christopher David Desjardins, University of Minnesota; Chi-Keung Chan, Minneapolis Public Schools*
Applying the Testlet Response Theory to the Random Facet px(i:c) Design of Generalizability Theory. *Yuehmei Chien, Pearson; Robert L. Brennan, University of Iowa*

Incorporating Item Response Theory Into Structural Equation Models and Modeling the Nonlinear Relationship Among Latent Variables. *Wen-Chung Wang, The Hong Kong Institute of Education; Kuan-Yu Jin, The Hong Kong Institute of Education*

Problems of Standardization Identification Method in Testing Measurement Invariance Through a Multigroup Confirmatory Factor Analysis. *Eunju Jung, Texas A&M University; Myeongsun Yoon, Texas A&M University*

Measurement Invariance Testing With Multiple-Group Second-Order Latent Growth Model: A Monte Carlo Study. *Eun Sook Kim, University of South Florida; Myeongsun Yoon, Texas A&M University; Victor L. Willson, Texas A&M University*

Discussant: *Hariharan Swaminathan, University of Connecticut*

58.030. Gender in the Classroom: Issues and Answers. Division E - Counseling and Human Development; Paper Session
VCC, Second Level, East Room 12; 4:05-6:05pm

Chair: *Laura Hanish, Arizona State University*

Participants:

Sex Differences and Schooling. *Lise Eliot, Chicago Medical School, Rosalind Franklin University; Janet S. Hyde, University of Wisconsin - Madison*

Gender Composition in the Classroom. *Erin Pahlke; Carey E. Cooper, Arizona State University; Richard Fabes, Arizona State University*

If, When, Why, and How to Address Gender in the Classroom. *Lynn S. Liben, The Pennsylvania State University; Rebecca S. Bigler, The University of Texas - Austin*

Bringing Boys and Girls Together in the Classroom: The Sanford Harmony

Program. *Laura Hanish, Arizona State University; Carol Lynn Martin, Arizona State University; Richard Fabes, Arizona State University; Kimberly Updegraff, Arizona State University; Bridget Gaertner, Arizona State University; Cindy Miller, Arizona State University; Karen Kochel, Arizona State University; Julie Sallquist, Arizona State University; Stacie Foster, Arizona State University*

58.031. Translating Career Development Policy Into School Practice: National Perspective on Using Individualized Learning Plans. Division E - Counseling and Human Development; Symposium
VCC, Second Level, East Room 11; 4:05-5:35pm

Chair: *V. Scott H. Solberg, Boston University*

Participants:

Student Learning Plans: A Review of State Policies and Research on Effectiveness. *Lisa Famularo, Rennie Center for Education Research & Policy*

Individualized Learning Plans as a Promising Practice. *V. Scott H. Solberg, Boston University*

"How to Guide" to Support School Implementation of Individualized Learning Plans. *Taryn M. Williams, U.S. Department of Labor*

Discussant: *Evangelina D. Harris Stefanakis, Boston University*

58.032. Education Research in Social Context and the Next Generation of Scholars (Sponsored by Division G). Division G - Social Context of Education; Graduate Student Seminar
VCC, Second Level, East Room 1; 4:05-5:35pm

58.033. Negotiating Conflict and Belonging: Ethnographic Perspectives on Citizenship Education From the United States and Europe. Division G - Social Context of Education; Symposium
VCC, Third Level, West Room 302; 4:05-5:35pm

Chair: *Beth C. Rubin, Rutgers University*

Participants:

The Impact of Intergenerational Conflict on the Civic Action and Volunteering of Disadvantaged Youth in the United Kingdom. *Hilary Cremin, University of Cambridge*

"You Can't Vote, Right?" Questions From an Immigrant-Origin English Learner U.S. Civics Class During the Obama Campaign. *Dafney Blanca Dabach, University of Washington*

Negotiating Citizenships in the Context of Everyday Nationalism: Muslim Youth in a Danish Folkeskole. *Reva Jaffe-Walter, The Graduate Center - CUNY*

The Tensions and Contradictions of Learning Citizenship Identities in a Citizenship Education Classroom in Spain. *Anne Rios Rojas, University of California - Santa Cruz*

Civic Learning for Empowerment in Contexts of Disjuncture: Engaging Inequality and Conflict in U.S. Classrooms. *Beth C. Rubin, Rutgers University; Thea R. Abuel-Haj, Rutgers University*

Discussant: *Stacey J. Lee, University of Wisconsin - Madison*

58.034. Rethinking the Community of the School: Who Belongs? Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 204; 4:05-6:05pm

Chair: *Joyce L. Epstein, Johns Hopkins University*

Participants:

Homeless Students and Academic Achievement: Evidence From a Large Urban Area. *Kerri Tobin, Marywood University*

Knowledge Making as Praxis Situated Within the Social Context of Education. *Ann Mary Higgins, Mary Immaculate College*

The Social Epidemiology of Education: Education's Influence on Health and Human Development. *Jessica Ruglis, McGill University*

Trading Stories: Middle-Class White Women Teachers and the Creation of Narratives about Students and Families in a Diverse Elementary School. *Irene H. Yoon, University of Utah*

"The School Is the Community": The Creation and Recreation of Two Rural Southern Communities. *Mara Casey Tiekens, Bates College*

58.035. Undocumented but Undaunted: The Political and Social Landscape of Latina/o DREAMers. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 202&203; 4:05-5:35pm

Chairs: *Patricia Sanchez, The University of Texas - San Antonio; Cindy Cruz, University of California - Santa Cruz*

Participants:

Life in the Shadows: Texas Latino/a DREAMers. *Shaun Chapa, University of North Texas; Mariela Nunez-Janes, University of North Texas*

Teachers as Border Brokers: Undocumented Students in Search of Community, Learning, and Acompañamiento. *Enrique Sepulveda, Saint Joseph College*

Shifting Political Frames in the Undocumented Student Movement. *Roberto G. Gonzales, University of Chicago*

Immigrant Student Citizenship and the Role of State-Level Victory: The Illinois DREAM Act. *Hinda Seif, University of Illinois at Springfield, Assistant Professor*

Discussants: *Kysa Nygreen, University of Massachusetts - Amherst; William Perez, Claremont Graduate University*

58.036. Rating and Scoring Issues in Assessment. Division I - Education in the Professions; Paper Session

Pan Pacific, Restaurant Level, Pacific Rim 2; 4:05-6:05pm

Chair: *Jay Parkes, University of New Mexico*

Participants:

Comparing Performance of Pairs of Content-Parallel Items With Different Response Formats in a Licensure Exam. *Paul Edward Jones, National Association of Boards of Pharmacy; Maria Boyle, National Association of Boards of Pharmacy; William Finnerty, National Association of Boards of Pharmacy; Andrew Dedes; Joy L. Matthews-Lopez, National Association of Boards of Pharmacy*

Leveling the Field in Performance Assessment: A Deviation Model for Adjusting Rater Biases. *Andrew Jones, American Board of Surgery*
Effects of Rater Monitoring on Rater Bias in Grading Essays on a High-Stakes Licensing Examination. *Mark A. Albanese, National Conference of Bar Examiners; Douglas R. Ripkey, National Conference of Bar Examiners*

Estimating the Reliability of Performance Scores: Important Considerations. *Regina Richter, University of California - Los Angeles*

The Spectrum of Invariance: Measurement, Prediction, and Selection Invariance in Certification Testing. *Andrew Jones, American Board of Surgery; Jonathan D. Rubright, University of Delaware*

Discussant: *Jeremy W. Dugosh, American Board of Internal Medicine*

58.037. Moms and Dads in the Academy. Division J - Postsecondary Education; Paper Session

VCC, First Level, West Room 111&112; 4:05-5:35pm

Chair: *Fanny P. Yeung, University of California - Los Angeles*

Participants:

Disciplinary Differences Among Academic Mothers. *Lisa E. Wolf-Wendel, The University of Kansas; Kelly A. Ward, Washington State University*

Does Family Life Influence the Use of Effective Teaching Practices? Evidence From the 2004 NSOPF (National Study of Postsecondary Faculty). *Carrie B. Myers, Montana State University; Scott M. Myers, Montana State University*

Liberal Feminism, Cultural Feminism, and the Family-Friendly Campus. *Margaret W. Sallee, University at Buffalo - SUNY*

Research Agendas and Career Trajectories: The Influence of Fatherhood on Faculty Productivity. *Margaret W. Sallee, University at Buffalo - SUNY*

Discussant: *Carol L. Colbeck, University of Wisconsin Milwaukee*

58.038. Postsecondary Experiences of Low-Income Students and Families.

Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 214; 4:05-5:35pm

Chair: *Katherine E. McClelland, Franklin & Marshall College*

Participants:

A Four-Phase Model? The Impact of Shifting College Affordability Concerns Among Low-Income Families in the Summer Before Matriculation. *Shannon M. Calderone, University of California - Los Angeles*

Revisiting the Role of the Institution: A Multilevel Approach to Determine How Structural Characteristics and Institutional Climate Impact Degree Attainment for low-Income Students. *Ray Franke, University of California - Los Angeles; Linda T. Deangelo, University of California - Los Angeles*

The Role of Prerequisite Counseling in Reducing "Summer Melt" for Low-Income Students. *Lindsay Daugherty, RAND Corporation*

To Work or Not to Work: Student Employment, Resiliency, and Institutional Engagement of Low-Income First-Generation College Students. *Edward Martinez, Briarcliffe College; Sherrille Shabazz, Dowling College; Dolores C. Bilges, Dowling College; Rhoda Miller, Dowling College; Elsa-Sofia Morote, Dowling College*

Discussant: *MaryBeth Walpole, Rowan University*

58.039. Student Learning Environments. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 208&209; 4:05-5:35pm

Chair: *Paul D. Umbach, North Carolina State University*

Participants:

Creating a Culture for Graduation: Analysis of Institutional Dimensions Based on Active and Collaborative Learning. *John A. Kuykendall, University of Arkansas at Little Rock; Jim Vander Putten, University of Arkansas at Little Rock*

Identity Trajectories of Latecomers to Science: Exploring Persistence Through an Ethnographic Multiple Case Study. *Phoebe A. Jackson, McGill University; Gale A. Seiler, McGill University*

Majors Matter: Differential Performance on a Test of General College Outcomes. *Jeffrey T. Steedle, Council for Aid to Education; Michael Bradley, New York University*

The Relationships Among Educational Experiences, Learning, and Perception of Campus Climate for International Students. *Chris Glass, Michigan State University*

Discussant: *Jeffrey F. Milem, The University of Arizona*

58.040. Unpacking Online Outcomes: Applying Research to Improve the Online Community College Learning Experience. Division J - Postsecondary Education; Symposium

Pan Pacific, Restaurant Level, Oceanview 7&8; 4:05-5:35pm

Chair: *Nikki Edgecombe, Teachers College, Columbia University*

Participants:

Beyond Flexibility: Why Students Choose Online Courses in Community College. *Shanna Smith Jaggars, Teachers College, Columbia University; Nikki Edgecombe, Teachers College, Columbia University*

Virtual Courses and Tangible Expectations: How to Align Student and Instructor Opinions of Online Courses. *Rachel Julia Bork, Teachers College, Columbia University*

Not Just Bells and Whistles: Effective Use of Multimedia to Advance Online Learning. *Nikki Edgecombe, Teachers College, Columbia University; Zawadi Rucks-Ahidiana, Teachers College, Columbia University; Melissa Barragan, Columbia University*

Predicting Online Student Outcomes From a Measure of Course Quality. *Di Xu, Teachers College, Columbia University*

Discussant: *Barbara M. Means, SRI International*

58.041. Keeping the Vision in Changing Times: Preparing Teachers With Commitments to Equity and Social Justice. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 222; 4:05-5:35pm

Chair: *Elexia Reyes McGovern, University of California - Los Angeles*

Participants:

Educational Policies and Teacher Education for Social Justice. *Kenneth Zeichner, University of Washington; Lorena Guillen, University of Washington*

Advancing the Social Justice Agenda in Elementary and Secondary Schools by Preparing Candidates of Color as Culturally Responsive Teachers. *Ana Maria Villegas, Montclair State University; Gail M. Perry-Ryder, Montclair State University doctoral student*

Teachers' Perspectives on the Moral Dimension of Teaching. *Sonia Nieto, University of Massachusetts - Amherst*

Critical Race Realism as a Lens to Supporting Prospective Teachers' Understandings of Race, Racism, and Racial Justice. *Thomas M. Philip, University of California - Los Angeles*

58.042. Reimagining Mathematics Teaching Quality for K-12 English Language Learners and Latina/o Students. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 221; 4:05-6:05pm

Chair: *Julia Maria Aguirre, University of Washington - Tacoma*

Participants:

Exploring Teacher Profiles and Secondary Mathematics Achievement of Latino/English Language Learner Students. *Angela Thompson, University of California - Santa Cruz*

Mathematics and a Second Language: Teachers Share From Their Experiences. *Cynthia O. Anhalt, The University of Arizona*

"Make Them Fly...": Prioritizing Problem Solving and Transferring Mathematical Concepts in a Bilingual Kindergarten Classroom. *Sylvia Celedon-Pattichis, University of New Mexico; Sandra I. Musanti, The University of Texas - Brownsville*

Preservice Teachers' Analyses of Mathematics Lesson Quality: Focusing on Mathematical Thinking, Language, and Culture. *Julia Maria Aguirre, University of Washington - Tacoma; Maria del Rosario Zavala, University of Washington*

Discussant: *Marta Civil, University of North Carolina*

58.043. Studying Clinical Experience in Teacher Education. Division K - Teaching and Teacher Education; Invited Session
VCC, Second Level, West Room 217&218; 4:05-5:35pm

Chair: *Meredith Jane Ludwig, American Institutes for Research*

Participants: *Amy E. Bacevich, Baldwin-Wallace College; Libby Hall, George Mason University; Alicia Grunow, Stanford University; Therese A. Dozier, Virginia Commonwealth University*

58.044. The Impact of a Statewide Professional Development Model for Formative Assessment on Teacher Learning and Practices. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 220; 4:05-5:35pm

Chair: *Amelia Wenk Gotwals, Michigan State University*

Participants:

Teacher Learning in a Team-Based Environment: Overview of the Formative Assessment for Michigan Educators Professional Model. *Dante Cisterna, Michigan State University; John L. Lane, Michigan State University; Amelia Wenk Gotwals, Michigan State University; Edward D. Roeber, Michigan State University*

Communities of Practice: Improving Learning and Teaching. *Tara Kintz, Michigan State University; Dante Cisterna, Michigan State University; Amelia Wenk Gotwals, Michigan State University; Edward D. Roeber, Michigan State University*

Educator Groups to Professional Learning Communities: A Case of Learning Team WW. *John L. Lane, Michigan State University; Amelia Wenk Gotwals, Michigan State University; Tara Kintz, Michigan State University*

The Impact of the Professional Development Model on Teacher Practices: A Case of Learning Team F. *Amelia Wenk Gotwals, Michigan State University; Tara Kintz, Michigan State University; John L. Lane, Michigan State University*

Discussant: *Jennie A. Whitcomb, University of Colorado - Boulder*

58.045. Measuring Growth: The Challenges, Possibilities, and Political Implications of Measuring Teacher Effectiveness. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Paper Session
VCC, First Level, West Room 116&117; 4:05-6:05pm

Chair: *Heather Sue Dawson, The Ohio State University - Columbus*

Participants:

Putting Growth Models on the Map: A National Overview. *Clarin Elizabeth Collins, Arizona State University; Audrey Amrein-Beardsley, Arizona State University*

Corroborating Value-Added Estimation Against Expert, In-Class Assessment of Teacher Quality. *Allison C. Atteberry, University of Virginia*

Relating Mathematics Teachers' Value-Added Scores to Teacher Knowledge, Instructional Quality, and a Project-Developed Student Learning Measure. *Nicole B. Kersting, The University of Arizona; Mei-Kuang Chen, The University of Arizona; Taliesin Sutton, The University of Arizona; Jared Boulds, The University of Arizona; James W. Stigler, University of California - Los Angeles*

The Relationship Between Reduction in Force (RIF) Policy and Teacher Effectiveness. *Pete G. Goldschmidt, California State University - Northridge*

The Use of Growth Versus Status Measures to Understand Student Subgroup Performance. *Amanda Corby Soto, University of Massachusetts - Amherst*

Discussant: *Andrew McEachin, University of Southern California*

Chair: *Robb William Lindgren, University of Central Florida*

Participants:

Interviews, Diagrams, and Movement Analysis: Assessing Learning in a Mixed-Reality Simulation of Planetary Astronomy. *Robb William Lindgren, University of Central Florida; J. Michael Moshell, University of Central Florida*

Embodied Learning: Moving From Multicamera Mo-Cap to the Kinect. *Mina Catherine Johnson-Glenberg, Arizona State University; David Birchfield, Arizona State University*

Measuring Critical Thinking, Conceptual Understanding, and Cognitive Gain During Augmented Hands-On Informal Science Learning Experiences. *Karen J. Elinich, The Franklin Institute*

Expert Evaluation of Student Presentations to Assess Learning in an Interactive Digital Dome: Opening the Gates of Horus. *Jeffrey Jacobson, PublicVR*

Drawing and Self-Reflection as Formative Evaluation Tools and as Catalysts for Adolescents' STEM Learning. *Karla Saari Kitalong, Michigan Technological University*

Using Augmented Reality to Connect Classroom and Museum Learning Environments. *Eileen Smith, University of Central Florida*

Discussant: *Christopher J. Dede, Harvard University*

58.047. Relationality and Methodology in A/r/tography. SIG-Arts-Based Educational Research; Symposium
VCC, Third Level, West Room 303; 4:05-5:35pm

Chair: *Peter J. Gouzouasis, The University of British Columbia*

Participants:

Who am I? Questioning Teacher Education with Irony. *Carl Leggo, The University of British Columbia*

Becoming Pedagogical Through A/r/tography in Teacher Education. *Rita L. Irwin, The University of British Columbia; Peter J. Gouzouasis, The University of British Columbia*

Working the Ruins of Metaphor: Relationality and Provocation in Becoming. *Adrienne Boulton-Funke, The University of British Columbia; Kit M. Grauer, The University of British Columbia*

A/r/tography: Toward a Pedagogy of Inquiry in Art Teacher Education. *Mindy Roberta Carter, The University of British Columbia*

Discussant: *Peter J. Gouzouasis, The University of British Columbia*

58.048. Democratic Citizenship in Education 3. SIG-Democratic Citizenship in Education; Paper Session
VCC, Second Level, East Room 17; 4:05-6:05pm

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

Participants:

Multiculturalism and Global Citizenship Education for the 21st-Century "Knowledge Society": Canada's Diversity Dichotomy. *Karen Pashby, OISE/University of Toronto*

Owning the Nation: Public Citizenship in Private Spaces in Liberia and Ghana. *Laura Jeanne Quaynor, Emory University*

School Is Not the Place to Have an Opinion? Teaching Controversial Issues in Canada. *Angela Mary MacDonald, OISE/University of Toronto*

The Role of Education in Combating Extremism: The Case of England. *Rowena Passy, Plymouth University; David Kerr, National Foundation for Educational Research*

Youth Activists' Voices About Ukraine's Orange Revolution. *Vitaliy Shyyan, University of Alberta*

58.049. Desired Results Developmental Profile Assessment System: Supporting Early Education Programs in California. SIG-Early Education and Child Development; Demonstration/Performance
VCC, Second Level, East Room 10; 4:05-5:35pm

Chairs: *Mark R. Wilson, University of California - Berkeley; Peter L. Mangione, WestEd*

Participants:

Assessment of Children's Developmental Progress Aligned to California's Early Learning Foundations: The Desired Results Developmental Profile. *Kerry Kriener-Althen, WestEd; Ann-Marie Wiese, WestEd; Peter L. Mangione, WestEd*

Research Studies Supporting Desired Results Development Profile 2010 Validity. *Mark R. Wilson, University of California - Berkeley; Stephen M. Moore, University of California - Berkeley; In-Hee Choi, University of California - Berkeley; Linda Morell, University of California - Berkeley; Cheryl J. Schwab, University of California - Berkeley*

DRDPtech: Desired Results Developmental Profile (DRDP) Online

SIG Sessions

58.046. Assessing Learning in Embodied Mixed-Reality Environments. SIG-Applied Research in Virtual Environments for Learning; Symposium
Sheraton Wall Centre, Lower Lobby Level, North Gulf Islands BCD; 4:05-5:35pm

Assessment System. *Stephen M. Moore, University of California - Berkeley; Richard Vorp, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley*

Development of DRDP-SR (Desired Results Developmental Profile—School Readiness). *Kerry Kriener-Althen, WestEd; Elita Amini Virmani, WestEd; Ann-Marie Wiese, WestEd*

Discussant: *Cecelia Fisher-Dahms, California Department of Education*

58.050. Partnerships With Immigrant Latino Youth and Families: Aligning Models and Practice From Childhood Through College.

SIG-Family, School, Community Partnerships; Symposium
VCC, Second Level, East Room 16; 4:05-5:35pm

Chairs: *Catherine R. Cooper, University of California - Santa Cruz; Angelica Lopez, University of California - Santa Cruz*

Participants:

Latino Immigrant Parents Challenging Dominant Frameworks. *Ana Paulina Moreno, University of California - Santa Cruz*

Latino Immigrant Parents' Involvement and Their Children's Middle and High School Educational Outcomes. *Angelica Lopez, University of California - Santa Cruz; Catherine R. Cooper, University of California - Santa Cruz; Maria Rocha-Ruiz, University of California - Santa Cruz; Merle Lustig, University of California - Santa Cruz*

Promoting the Educational Advancement of Latina/o Undocumented College Students: The Role of Familial and Institutional Support Factors. *Patricia A. Perez, California State University - Fullerton; James L. Rodriguez, California State University - Fullerton*

Discussant: *Susan Auerbach, California State University - Northridge*

58.051. Kāi Kea: Issues in Indigenous Self-Determination. SIG-Indigenous Peoples of the Pacific; Paper Session

VCC, Second Level, West Room 223; 4:05-6:05pm

Chair: *Stephanie Furuta, University of Hawaii*

Participants:

A Relational Power-Sharing Model: Working as Indigenous in Another's Territory. *Mere Berryman, University of Waikato; Alan Russell Bishop, University of Waikato*

I Ke Alo No Ka 'Ulu a Hala: Regaining Sight Through Culture-Based Education. *Mischa Kauaumuhea Lenchanko, University of Hawaii - Manoa; Krystal Kaleinani Chieko Tim Sing, University of Hawaii - Manoa*

Raranga Framework: He Raranga Kaupapa. *Wiremu Doherty, Te Whare Wananga o Awanuiarangi*

Who Says Maui Wasn't A Scientist? Strategies to Increase Maori Participation In Science. *Daniel Carl Henare Hikuroa, Nga Pae o te Maramatanga*

Maori Teachers and the Construction of Effective Teaching. *Jenny Bol Jun Lee, Rautaki Ltd*

Discussant: *Kekailoa Perry, University of Hawaii - Manoa*

58.052. Instructional Technology SIG: Instructional Design Research: Current and Emerging Trends. SIG-Instructional Technology; Paper Session

Sheraton Wall Centre, Fourth Level, North Port Alberni; 4:05-6:05pm

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

Participants:

Instructional Design and Design Research: Where Are We, and Where Are We Headed? *Wayne A. Nelson, Southern Illinois University - Edwardsville*

Presentations as Aesthetic Learning Experiences: An Exploration of Strategies Used By Exceptional Presenters. *Joanna C. Dunlap, University of Colorado - Denver; Patrick R. Lowenthal, Boise State University*

Finding Anything Extreme? Analyzing the Learning and Development Potential of Extreme Learning Websites. *Minkyung Kim, Indiana University; Eulho Jung, Indiana University; Abdullah A. Altuwajiri, Indiana University - Bloomington; Yurong Wang, Indiana University; Curtis J. Bonk, Indiana University*

Associability of Abstract Shapes and Their Use in Spatial Mnemonics. *William Andrew Kealy, The University of North Carolina at Greensboro*

Instructional Strategies to Improve Informed Consent in Healthcare Research: Pilot Study of Interactivity and Multimedia. *David Washington Klein, University of Iowa; Helen A. Schartz, University of Iowa*

Discussant: *J. Michael Spector, University of North Texas*

58.053. Reconceptualizing Classroom Interactions and Relationships. SIG-Language and Social Processes; Paper Session

VCC, Third Level, West Room 304; 4:05-5:35pm

Chair: *Sarah Meredith Vander Zanden, University of Northern Iowa*

Participants:

Reconceptualizing Social Relations in the Analysis of Classroom Conversations Around Written Texts. *David M. Bloome, The Ohio State University; Miriam B. Raider-Roth, University of Cincinnati; Elie Holzer, Bar-Ilan University*

"Dude, It's Not a Appropriate Word": Word Identification, Language Ideologies, and Social Identities in a Literature Discussion Group. *Thomas P. Crumpler, Illinois State University; Lara J. Handsfield, Illinois State University*

Reading Practices in History Classes. *Luisa Teixeira Andrade Pinho, Federal University of Minas Gerais; Maria L. Castanheira, Federal University of Minas Gerais*

Talking to Teach, Talking to Learn: Discourse Analysis Across Two Contexts. *Dot McElhone, Portland State University; Teri Tilley, Portland State University*

Discussant: *Beth V. Yeager, University of California - Santa Barbara*

58.054. Women's Ways of Mentoring in the Academy: Reflections Across Transnational Borders. SIG-Mentorship and Mentoring Practices; Symposium

VCC, Second Level, East Room 14; 4:05-6:05pm

Chair: *Laurette Maria Stacy Bristol, Charles Sturt University*

Participants:

"Storying the Self": My Journey as an Afro-Caribbean Woman Academic in Search of a Mentor. *Makini Z. Beck, University of Rochester*

Journey Into the Embrace of Risk: A Collaboration of Allies Across Races and Conferences. *Vonzell Agosto, University of South Florida; Zorka Karanxha, University of South Florida*

Mentoring Across Universities: A Caribbean Educators Research Initiative. *Laurette Maria Stacy Bristol, Charles Sturt University; Joyanne Beverly De Four-Babb, The University of Trinidad and Tobago; Talia Randa Esnard, The University of Trinidad and Tobago; Jennifer Lavia, The University of Sheffield; Lisa Joanna Perez, The University of Trinidad and Tobago*

Storying our Academic Career Transitions Within a Peer-Mentoring Community. *Jerine Pegg, University of Alberta; SueAnn I. Bottoms, Oregon State University; Hilary Smith Risser, Montana Tech; Anne E. Adams, University of Idaho; Anne L. Kern, University of Idaho; Ke Wu Norman, University of Montana*

Opening Borders: The Development of Emerging Mentoring Practices. *Anne L. Kern, University of Idaho; Joyanne Beverly De Four-Babb, The University of Trinidad and Tobago; Ann Unterreiner, Valdosta State University; Ke Wu Norman, University of Montana*

Discussant: *B. Gloria Guzman Johannessen, Texas State University - San Marcos*

58.055. Motivating Learning Settings. SIG-Motivation in Education; Paper Session

VCC, Second Level, West Room 212&213; 4:05-6:05pm

Chair: *Revathy Kumar, University of Toledo*

Participants:

The Long-Term Benefits of Highly Motivating Middle School Teachers. *Erik Ruzek, University of California - Irvine; Thurston Domina, University of California - Irvine; Greg Duncan, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine*

Exploring Peer Relationships, Academic and Social Motivation, and Achievement: A Social Network Analysis Approach. *Kara A. Makara, University of Michigan; Stuart A. Karabenick, University of Michigan*

The Effects of Social Goals and Teacher Support on Young Adolescents' Help-Seeking Among Peers. *Sarah M. Kiefer, University of South Florida; Sungok Serena Shim, Ball State University*

The Costs of Questioning: Why Graduate Students Withhold Questions in an Introductory Statistics Classroom. *Bradley W. Bergey, Temple University; Erin McNamara Horvat, Temple University*

The Effects of Contrasting Learning Environments on Students' Motivation for Learning and Their Achievement. *Marlies Baeten, Katholieke Universiteit Leuven; Filip J.R.C. Dochy, University of Leuven*

Mastery and Performance-Focused Practices: Teachers' Implicit Attitudes, Respect, and Responsibility for Resolving Intergroup Conflicts. *Revathy Kumar, University of Toledo; Stuart A. Karabenick, University of Michigan; Jacob Burgoon, University of Toledo*

58.056. Teacher Meets World: A Critical Conversation on Hansen's

Cosmopolitanism. SIG-Philosophical Studies in Education; Symposium
VCC, Second Level, West Room 205; 4:05-6:05pm

Chair: *Barbara S. Stengel, Vanderbilt University*

Participants:

Cosmopolitanism's Warrants. *Jim Garrison, Virginia Polytechnic Institute and State University*

A Curricular View of the Teacher and the World: A Study of Cosmopolitanism as Education. *Daniel Liston, University of Colorado; Ian Parker Renga, University of Colorado - Boulder*

On Refugees, Undocumented Students, and the Challenges of Educating for Cosmopolitan Moral Agency. *Ann Chinnery, Simon Fraser University*
Aesthetic Play: Engendering the Terrain for a Cosmopolitan-Minded Education. *Margaret A. Macintyre Latta, University of Nebraska - Lincoln*

Discussant: *David T. Hansen, Teachers College, Columbia University*

58.057. Volatile Bodies and Boundaries: Ethical Dilemmas in Teaching

and Research. SIG-Qualitative Research; Symposium
Sheraton Wall Centre, Third Level, North Junior Ballroom B; 4:05-5:35pm

Chair: *Susan Dion, York University*

Participants:

Volatile Bodies and Vulnerable Researchers: Ethical Risks of Embodiment Research. *Carla Rice, University of Guelph*

Queer Teacher and Queer Student Bodies Sharing Classroom Space. *Vanessa Russell, OISE/University of Toronto*

You are just being nosey about our lives: Ethical Listening as Indigenous Adolescent Girls Tell Their Stories. *Susan Dion, York University*

Discussant: *Christine L. Cho, Trent University*

58.058. International Gender Issues in Education. SIG-Research on Women and Education; Paper Session

Sheraton Wall Centre, Fourth Level, North Port McNeill; 4:05-5:35pm

Participants:

A Research Synthesis of Gender Related to Second Language Learning. *Margarita Huerta, Texas A&M University; Fuhui Tong, Texas A&M University - College Station; Beverly J. Irby, Sam Houston State University; Tiberio Garza, Texas A&M University, doctoral student*

Crossing Boundaries: Testimonios and Personal Narratives of Language, Space and Nation. *Cynthia M. Saavedra, Utah State University; Robin Parent, Utah State University; Martha L. Whitaker, Utah State University*

Girls' Education: The Power of Policy Discourse. *Karen L. Monkman, DePaul University; Lisa Hoffman, Indiana University - Southeast*

Positioning Kenyan Immigrant Women in U.S. Higher Education: A Narrative Inquiry. *Mary W. Gatua, University of Wyoming; Clifford P. Harbour, University of Wyoming*

Sustainable Leadership: Lessons and Implications of a Leadership Development Program for Women Religious in Africa. *Jane Wakahiu, Marywood University; Mary E. Salvaterra, Marywood University*

Discussant: *Darlene Russell, William Paterson University*

58.059. Rural Education and Youth. SIG-Rural Education; Paper Session

VCC, Second Level, East Room 18; 4:05-5:35pm

Chair: *Kimberly S. Cowley, Edvantia, Inc.*

Participants:

The Role of Social Capital in Educational Aspirations of Rural Youth.

Soo-Yong Byun, The Pennsylvania State University; Judith L. Meece, University of North Carolina-CH; Matthew J. Irvin, University of South Carolina; Bryan C. Hutchins, Center for Developmental Science

Achievers, Stayers, Seekers, and Others: Residential Aspirations Among Rural High School Students. *Kai A. Schaft, The Pennsylvania State University; Robert A. Petrin, The Pennsylvania State University*

From the Inside Looking Out: Adolescent Identity Positioning in Appalachia. *Audra Slocum, The Ohio State University*

Young Aussie Blokes Navigating Change: Youth Culture, Rurality, and Gender in the 21st Century. *Lindy Margaret Croft-Piggin, Charles Sturt University*

Single Gender Classes in a Rural Context: Self-Concept and Discourse. *Hope Elisabeth Wilson, Stephen F. Austin State University; Gloria Jean Gresham, Stephen F. Austin State University; Michelle Williams, Stephen F. Austin State University; Claudia Whitley, Stephen F. Austin*

State University; Jimmy Partin, Stephen F. Austin State University
A Case Study Examining the Perspectives of an At-Risk, Rural Student Enrolled in Virtual Schooling. *Michael Kristopher Barbour, Wayne State University; Jason Paul Siko, Wayne State University*

58.060. School Turnaround in Urban Contexts. SIG-School Turnaround and Reform; Paper Session

VCC, Second Level, East Room 19&20; 4:05-5:35pm

Chair: *Marlene J. Darwin, American Institutes for Research*

Participants:

Lessons Learned: A Case of Teachers Working to Turn Around Schools in Chicago. *Heather L. Horsley, University of Illinois at Chicago*

The Messy Work of School Turnaround: Teachers' Experiences in Two Underperforming Urban Middle Schools. *Megin Charner-Laird, Harvard University; Stacy Agee Szczesiul, University of Massachusetts - Lowell*

Building Responsible, Intelligent, Creative Kids (BRICK): A Case Study of a Teacher-Initiated Public School Reform Model in Newark, New Jersey. *Peijia Zha, Rutgers University; Dorothy Knauer, Rutgers University - Newark; Leah Zalanna Owens, Rutgers University - Newark*

Factors Promoting or Inhibiting School Turnaround: The Students' Perspective. *Jennifer D. Olson, University of Illinois at Chicago*

Discussant: *Natalie Lacireno-Paquet, WestEd*

58.061. Perspectives on Students. SIG-Science Teaching and Learning; Paper Session

Sheraton Wall Centre, Fourth Level, South Galiano; 4:05-6:05pm

Participants:

Multiple Perspectives on Student Motivation, Learning, and Engagement in High School Biology Labs. *Jennifer A. Schmidt, Northern Illinois University; Lee Shumow, Northern Illinois University; Diana Janet Zaleski, Northern Illinois University*

Student Science Teachers' Self-Efficacy Beliefs About Teaching a Socioscientific Issue. *Ahmet Kilinc, Ahi Evran Üniversitesi; Tezcan Kartal, Ahi Evran Üniversitesi; Ozkan Gorgulu, Ahi Evran Üniversitesi; Dilber Bahceci, Ahi Evran Üniversitesi; Mutlu Pinar Demirci Guler, Ahi Evran Üniversitesi; Ozlem Afacan, Ahi Evran Üniversitesi; Yildirim Kasim, Ahi Evran Üniversitesi; Baris Eroglu, Aksaray University; Umit Demiral, Ahi Evran Üniversitesi; Nagihan Tanik, Erciyes University*

Secondary Teachers' Predictions of Students' Natural Selection Alternative Conceptions. *Margaret M. Lucero, The University of Texas - Austin; Anthony Petrosino, The University of Texas - Austin*

Evolution Acceptance and Epistemological Views of College Biology Students. *Lisa A. Borgerding, Kent State University; Elizabeth H. Anderson, Kent State University; Hasan Deniz, University of Nevada - Las Vegas*

Learning Science in High School: What Is Actually Going On? *Aik-Ling Tan, Nanyang Technological University; Huaqing Hong, National Institute of Education - Nanyang Technological University*

The Development of Science Proficiency in High School Chemistry Students Engaged in Argument-Focused Instruction. *Patrick James Enderle, Florida State University; Jonathon Grooms, Florida State University; Kiesha Williams, Florida State University*

58.062. Scholars of Studying Teaching Collaborative: A Cross-Disciplinary Initiative to Improve Our Practice as University Instructors. SIG-

Self-Study of Teacher Education Practices; Symposium
VCC, Second Level, West Room 219; 4:05-5:35pm

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

Participants:

A Teacher Educator's Efforts to Develop Thoughtfully Adaptive Teachers. *Seth A. Parsons, George Mason University*

What Does This Have to Do with Teaching? Writing Personal Narratives in Teacher Preparation. *Ilham Nasser, George Mason University*

Please Write: A Self-Study of Using the Pedagogy of Letter Writing. *Anastasia P. Samaras, George Mason University*

Sustaining Mathematics Professional Development Partnerships: A Self-Study to Examine the Roles of School-University Partners. *Jennifer M. Suh, George Mason University*

Inquiry-Based Instruction in a Secondary Mathematics Methods Course: A Catalyst for Faculty and Course Development. *Toni M. Smith, George Mason University*

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

58.063. Students, Teachers, and Accountability. SIG-Sociology of

Education; Paper Session

VCC, Third Level, West Room 305; 4:05-5:35pm

Chair: *Alan R. Sadovnik, Rutgers University*

Participants:

Student Misbehavior and School Safety: Consequences for Teacher Burnout in an Era of Increased Accountability. *Anthony Gary Dworkin, University of Houston; Pamela F. Tobe, University of Houston*

The Effects of Accountability Pressure on Student-Teacher Relationships. *Jennifer Jennings, New York University; Peter Rich, New York University*

Making Sense of Student-Teacher Relationships: One Teacher Education Program's Organizational Approach to the Teaching and Learning of Relational Practices. *Kate L. Philippo, Loyola University Chicago; Allison Blosser, Loyola University Chicago*

Recruitment, Retention and the Minority Teacher Shortage. *Richard Ingersoll, University of Pennsylvania; Henry May, University of Pennsylvania*

Both Sides of the Desk: The Racial and Ethnic Diversity of Teachers and Students. *Rita J. Kirshstein, American Institutes for Research; Bliss Cartwright, Equal Employment Opportunity Commission*

58.064. Reading Development and Instruction for Struggling Readers.

SIG-Special Education Research; Paper Session

VCC, First Level, West Room 113; 4:05-6:05pm

Chair: *Gloria Miller, University of Denver*

Participants:

Risk Factors for Reading Difficulties in Early Childhood. *Paul L. Morgan, The Pennsylvania State University; George Farkas, University of California - Irvine; Marianne Hillemeier, The Pennsylvania State University; Carol Hammer, Temple University; Steven Maczuga, The Pennsylvania State University*

Responsiveness to Intervention Outcomes: Does Beginning Intervention in Kindergarten Matter? *Rollanda E. O'Connor, University of California - Riverside; Kathleen Bocian, University of California - Riverside*

A Design Experiment and Reading Research: The Development of a Preschool Intervention to Accelerate Content Vocabulary in At-Risk Children. *Sharolyn D. Pollard-Durodola, Texas A&M University; Jorge E Gonzalez, Texas A&M University; Deborah C. Simmons, Texas A&M University; Aaron B. Taylor, Texas A&M University; Matthew J. Davis, Texas A&M University - College Station; Leslie Simmons, Texas A&M University*

The Effect of Using A Text Reading System on Improving the Reading Performance of Adolescents with Learning Disabilities. *Keith Ben-Hananania Lenz, SRI International; Xin Wei, SRI International; Jose Blackorby, SRI International*

The Efficacy of Assistive Technology on Reading Comprehension for Postsecondary Students with Learning Disabilities. *Kimberly Kris Floyd, West Virginia University; Sharon A. Judge, Old Dominion University*

Literacy Development for Young Children With Disabilities: The Interactions of Phonemic Awareness, Vocabulary, Decoding, and Reading Comprehension. *Elaine Carlson, Westat; Tiandong Li, Westat; Frank F. Jenkins, Westat; Mary T. Brownell, University of Florida*

58.065. Exploring Trends and Emergent Issues in Self-Regulation

Research: A Compass for Future Inquiry. SIG-Studying and Self-Regulated Learning; Paper Session

VCC, Second Level, West Room 224; 4:05-5:35pm

Chair: *Jill D. Salisbury-Glennon, Auburn University*

Participants:

A Synthesis of Research on the Relation Between Study Skills and Academic Performance. *Amy L. Dent, Duke University; Harris M. Cooper, Duke University; Alison C. Koenka, Duke University*

Academic Performance and Satisfaction With Homework Completion Among College Students: Do Self-Efficacy, Self-Regulation, Help Seeking, and Course Context Make a Difference? *Hefer Bembenutty, Queens College - CUNY; Marie Catherine White, Nyack College*

Effective Strategies Within Self-Regulated Learning: A Meta-Analysis. *Anouk Donker, University of Groningen; Danny Kostons, University of Groningen; Margaretha P.C. Van Der Werf, Groningen Institute for Educational Research*

Improving Children's Regulation of Idiom Study: Instructions and Individual Differences. *Mariette Henrica Van Loon, Maastricht*

University; Anique De Bruin, Erasmus University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merriënboer, Maastricht University

Discussant: *Jeffrey A. Greene, University of North Carolina***58.066. Teacher Unions and Educational Governance.** SIG-Teacher's Work/Teachers Unions; Paper Session

VCC, Second Level, East Room 13; 4:05-6:05pm

Chair: *Bernie Froese-Germain, Canadian Teachers' Federation*

Participants:

Industrial Relations in Transition: An Analysis of Employer-Union Relations in the U.K. Higher Education Sector. *Howard Stevenson, University of Lincoln; Justine Mercer, University of Warwick*

The Role of Teachers' Unions in Urban School Decentralization. *Morgaen L. Donaldson, University of Connecticut; Casey D. Cobb, University of Connecticut; Anysia P. Mayer, University of Connecticut; Kimberly LeChasseur, University of Connecticut; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign*

Assessing the Role of Teachers' Unions in the Adoption of Accountability Laws in Public Education. *Nandan Jha, University of North Carolina - Charlotte; Neena Banerjee, University of North Carolina - Charlotte*
A British Columbia Teacher Union and School District Collaboration to Support Inclusion. *Charlie Naylor, British Columbia Teachers' Federation; Kathryn D'Angelo, Richmond Board of Education; Jerry Fast, Richmond Teachers' Association; Kathleen Evelyn Champion, School District No. 38 (Richmond)*

Generational Unionism and Crisis: Conflict Within One Local Teachers' Union. *Tiesha Tallman, University of California - Santa Barbara; Sharon C. Conley, University of California - Santa Barbara; John T. Yun, University of California - Santa Barbara*

Discussant: *John C. Williamson, University of Tasmania***Division and SIG Roundtables****58.067. Roundtable Session 100; Roundtable Session****58.067-1. Unpacking the Social Context of School Choice for Parents:**

Preferences, Information, and Participation. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Christopher A. Lubienski, University of Illinois at Urbana-Champaign*

Participants:

The Construction of Choice: How Parents Assemble Information and Make School Choices. *Marc L. Stein, Johns Hopkins University*

Private School Parents Switching to Charter Schools: Avenues for Renewed School Diversity and Community? *Ellen B. Goldring, Vanderbilt University; Xiu Cravens, Vanderbilt University*

An Examination of What Informs Latino Parents' Decisions to Choose a Charter School. *Madeline Clark Mavrogordato, Vanderbilt University*

A New Localism Effect? How Policy Contexts and Charter Mission Shape Parent Involvement Strategies. *Claire E. Smrekar, Vanderbilt University*

58.067-2. Accountability as More Than Testing and Sanctions: Alternative Instruments to Improve Schools From Around the World. Division

L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Participants:

Accountability and Improvement: Finding a Balance Through School Evaluation. *Carol Anne Mutch, University of Auckland*

Across the Pond and Back Again: Education Policy Tourism and Policy Borrowing Between the United Kingdom and the United States. *Amy Stuart Wells, Teachers College, Columbia University; Geoff Whitty, University of Bath*

National Standards Reform: The New Zealand Case. *Lea A. Hubbard, University of San Diego; Brian Annan, The University of Auckland*
Not by Accountability Alone: Building Capacity for Improving School Performance in Norway, The Netherlands, Singapore, and New York City. *Thomas C. Hatch, Teachers College, Columbia University*

58.067-3. Accounting for Student Needs in School Financing Programs.

Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Yas Nakib, The George Washington University*

Participants:

- Evaluating Intradistrict Resource Allocation and Its Implications for Equity: A Case Study. *Stephanie Levin, University of Pennsylvania*
Israel's School Finance Policy: A Critical Analysis. *Iris BenDavid-Hadar, Bar-Ilan University*
Metrics for Measuring Student Poverty and Relationships to Other Measures of Student Needs and Outcomes. *Lori L. Taylor, Texas A&M University; Bruce D. Baker, Rutgers University; Jay G. Chambers, American Institutes for Research; Jesse D. Levin, American Institutes for Research; Charles Blankenship, American Institutes for Research*
The Cost of Providing an Adequate Education for English Language Learners: A Review of the Literature. *Oscar Jimenez-Castellanos, Arizona State University; Amy Topper, Arizona State University*

58.067-4. Creating the Accountability System. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

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

- Building the Infrastructure of Accountability. *Dorothea M. Anagnostopoulos, Michigan State University; Stacey A. Rutledge, Florida State University*
Closing the Achievement Gap: A Secondary Analysis of Stakeholder's Attitudes About Education Policy. *Amanda Bell Werts, Clemson University; Curtis Anthony Brewer, Clemson University; Robert Charles Knoeppel, Clemson University; Jennifer Michelle Horace, Clemson University; Jane Clark Lindle, Clemson University*
The History of Accountability and the Future of No Child Left Behind. *Scott Baker, Wake Forest University*
Uncovering the Institutional Landscape of Adequate Yearly Progress: A Policy Sciences Approach to Education. *David Mandel, The University of Arizona*

58.067-5. Current Issues in Classroom Observation and Assessment. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Melinda A. Taylor, Pearson*

Participants:

- A Comparison of Classroom Observation Instruments for Middle School Mathematics. *Karin Katterfeld, Vanderbilt University; Rebecca Schmidt, Vanderbilt University; Anne Louisa Garrison, Vanderbilt University; Daniel Berebitsky, Vanderbilt University; Thomas M. Smith, Vanderbilt University*
Canadian Middle Years Classroom Assessment Practices for Reading: Form, Format and Fidelity. *Darryl Milburn Hunter, University of Regina; Charles M. Mayenga, Assessment Strategies, Inc.*
State-Sponsored Formative Assessment Initiatives: What Conception of "Formative Assessment" Do They Support and How? *Maria Teresa Sanchez, Education Development Center, Inc.; Josephine K. Louie, Education Development Center, Inc.*
The Ethics of Assessment in a Democratic Society. *Kristen L. Davidson, University of Colorado - Boulder*

58.067-6. Policy Issues Related to Teacher Compensation. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Joshua H. Barnett, Arizona State University*

Participants:

- Teacher Professionalism and Team Performance Pay: A Mixed-Methods Study. *Pamela Wells, Sam Houston State University; Julie P. Combs, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University*
Your Dollars At Work: Results from a Randomized Trial of Merit Pay. *Joshua H. Barnett, Arizona State University*
"We Are Professionals; We Are Paid as Professionals": Supporting Professional Learning Through Compensation Policy. *Sharon F. Rallis, University of Massachusetts - Amherst; Andrew Churchill, University of Massachusetts - Amherst; Rachael Lawrence, University of Massachusetts*

58.067-7. Policy Issues Related to Teacher Knowledge and Certification. Division L - Educational Policy and Politics; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Rachel Feldman, University of Wisconsin - Madison*

Participants:

- Does Alternative Certification Lead to Higher Levels of Teacher Turnover? Insights From Nationally Representative Data. *John M. Weathers, University of Colorado - Colorado Springs; Hsien-Yuan Hsu, National Taiwan Normal University; Meghan Stidd, University of Colorado - Colorado Springs*
How Does Experience Matter? Effects of Teacher Course-Specific Experience on Student Achievement. *Rachel Feldman, University of Wisconsin - Madison*
How Does Professional Development Impact Mathematics Achievement Since No Child Left Behind Was Implemented? *Jeongmi Kim, University of Wisconsin - Madison*

58.067-8. Policy Issues Related to Teachers' Career Paths and Teacher Quality. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Lisa Merrill, University of Pennsylvania*

Participants:

- How Staffing Policies and Practices Exacerbate Inequitable Teacher Distribution in a Large Urban School District. *Julia Heath Kaufman, Carnegie Mellon University; Richard James Correnti, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*
Putting the Horse Before the Cart: Developing the Teacher Turnover Policy Problem. *Lisa Merrill, University of Pennsylvania*
STEM Undergraduates' Consideration of Incentives to Entering the Teaching Profession. *Elise St John, University of Washington*
Teachers' Perceptions of the Impact of Graduate Programs on Their Future Career. *Janice L. Tucker, California Lutheran University; Marian Fushell, Mount Saint Vincent University*

58.067-9. Situating Critical Race Theory in Context. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Christina S. Haynes, The Ohio State University*

Participants:

- Situating Critical Race Studies in Education: CRT in the Midwest. *Isaura Betzabe Pulido, Northeastern Illinois University; Christin A. DePouw, University of Wisconsin - Eau Claire*
Takin' It To The Streets: Creating Context for Critical Race Politics in Critical Race Theory. *Dorothy Elizabeth Hines, Michigan State University*
Negotiating Space: Critical Race Counternarratives of First-Generation College Latinas/os. *Amy H. Lee, Laney College*
If You're the Right Someone, You Too Can Change Laws: A Critical Race Theory Policy Analysis of Stakeholders Who Make School Discipline Policy. *Brenda Valles, University of Utah*
Critical Race Praxis: Preparing Students of Color for Graduate School in the STEM Fields. *Brenda Valles, University of Utah; Sweeney Windchief, University of Utah*

58.067-10. Teacher and Teacher Education Research in Environmental Education 2. SIG-Environmental Education; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Per Sund, Mälardalen University*

Participants:

- Preparing Teachers for Education for Sustainability: More Than Just Environmental Studies. *Gary E. Babiuk, University of Manitoba; Thomas Falkenberg, University of Manitoba*
Preservice Teachers' Experience in a Community of Practice Through a Place-Based Socioscientific Inquiry. *Kristin Leigh Cook, Indiana University; Gayle A. Buck, Indiana University*
Teachers' Reflection Initiating Teaching of Global Learning for Sustainable Development. *Birgitta Sonja Marit Nordén, Malmö University*

58.067-11. Teaching in Urban Context: Teachers' Beliefs, Identities, and Practices. SIG-Lives of Teachers; Roundtable Session
VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Xin Li, California State University - Long Beach*

Participants:

- Becoming an Urban School Teacher: Predictable Dilemmas. *Anna E. Richert, Mills College*
"Bad Boys" to Master Teachers: The Making of Black Male Teacher

Identity. *Thurman L. Bridges, Morgan State University*
 Nature of Teacher Talk: Critical Discourse Analysis in an Urban School.
Poonam C. Dev, Nazareth College; Karen M. Sangmeister, Rochester City School District

58.067-12. Remaking Hip-Hop-Based Education: From a Source for Social Reproduction to a Pedagogy of Liberation. SIG-Critical Educators for Social Justice; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Bradley J. Porfilio, Lewis University*

Participants:

Is Hip-Hop Education Another Hustle? The (Ir)Responsible Use of Hip-Hop as Pedagogy. *Travis L. Gosa, Cornell; Tristian Fields, Cornell; Ove Sernhede, Centre for Urban Studies, Gothenburg University, Sweden*
 Hip-Hop Psychology as a Global, Experiential, and Expressive Approach to Psychotherapy and Medicine. *Lauren M. Gardner, The Graduate Center at the CUNY; Debangshu Roychoudhury, CUNY*
 Hustlin' Consciousness: Critical Education Using Hip-Hop Modes of Knowledge Distribution. *Emery Marc Petchauer, Lincoln University; Decoteau J. Irby, University of Wisconsin - Milwaukee*
 Hip-Hop as a Global Passport: Understanding How Youth in Urban Areas Construct Identities as Global Citizens. *Akasha Horton, Michigan State University*

58.067-13. A Discourse of Success for Latino Students. SIG-Hispanic Research Issues; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Rosita Lopez, Northern Illinois University*

Participants:

A Community of Wealth: Quantifying the Cultural Capital and Community Cultural Wealth of Latinos. *Daisy Denise Alfaro, University of Washington - Seattle; Cameron M. Lewis, Freshmen Leadership Corps; Monica Christina Esqueda, University of Southern California*
 Investigating the Student Experiences of Mexican-American PK-12 Educators to Cultivate Authentic Latino Recruitment Strategies. *Jason Morton, Fort Osage R-I Public Schools; Barbara Nell Martin, University of Central Missouri*
 Paying Homage: Identity Classification and Motivational Attributes of Latino Youth. *Charlie Moynahan, University of the Pacific; Ronald Edward Hallett, University of the Pacific*

58.067-14. Challenging Epistemologies and Methodologies That Frame Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ)

Research. SIG-Queer Studies; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *Jenna McWilliams, Indiana University*

Participants:

Silence at the Intersection: Essentialism and Truncation of Experience. *Jenna McWilliams, Indiana University*
 "It's Already Happened": Examining the Impact of Same-Sex Marriage on Curriculum and Instruction. *Janna Jackson Kellinger, University of Massachusetts - Boston; Lianna Levine, University of Massachusetts - Boston*
 Public Pedagogy, Community, and Social Technologies in the "It Gets Better Project". *Sara Hurley, University of Minnesota*
 Building the Hive: Disrupting Biomedical HIV/AIDS Research With Gay Men, Other Men Who Have Sex With Men, and Transgenders. *Christopher Walsh, The Open University; Gurmit Singh, University of Leeds*

58.067-15. International Perspectives on Religion and Education. SIG-Religion and Education; Roundtable Session

VCC, First Level, East Ballroom A; 4:05-5:35pm

Chair: *James Charles Conroy, University of Glasgow*

Participants:

Hong Kong Students' Perceptions of Religion. *Hin Wah Cheung, The Hong Kong Institute of Education*
 The Ijtihadi Framework: Deconstructing Muslims' Use of Computer Technology in Islamic Schools. *Mohammed Mustafa Saleem, West Texas A&M University; Michael K. Thomas, University of Wisconsin - Madison*
 Threats and Solutions: Multiculturalism, Religion and Educational Policy in Finland. *Martin Ubani, University of Helsinki*

58.068. Roundtable Session 101; Roundtable Session

58.068-1. Gender and Gendered Knowledges and/in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Mindy Blaise, The Hong Kong Institute of Education*

Participants:

The Construction of Identities: Female Early-Years Principals' Perceptions and Experiences of Their Role. *Deborah Jones, Brunel University*
 When Curriculum Intersects with Girls' Gendered Knowledge: Rethinking Girls' Gender Culture. *Yu-Hui Chou, Tajen University*
 "Disappeared": The Silenced Dialogue of Women's Play. *Julie M. Nicholson, Mills College; Priya Mariana Shimpi, Mills College*

58.068-2. Music Education Roundtable 2. SIG-Music Education; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Participants:

Choosing Music Education After Another Career: The Perspectives of Two Music Educators. *Rhoda J. Bernard, Boston Conservatory*
 Hispanic Students Talk About Orchestra Class. *Margaret Schmidt, Arizona State University*
 Instrumental Music Majors and Influences on Career Choice. *Dale E. Bazan, University of Nebraska - Lincoln; Lauren Nicole Taylor, University of Nebraska - Lincoln; Rose Munderloh, University of Nebraska - Lincoln*

58.068-3. Teaching Civics and Politics in the Social Studies Classroom.

SIG-Research in Social Studies Education; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Jeremy Hilburn, University of North Carolina - Chapel Hill*

Participants:

An Examination of How State Standards Align to the NCSS (National Council for the Social Studies) Vision for Civic Education. *Robert A. Waterson, West Virginia University*
 Conceptions of Civic Engagement: Three Teachers' Approaches to Active Citizenship. *Alexander Pope, Teachers College, Columbia University*
 What Middle and Secondary Preservice Social Studies Teachers Know About Politics—And Why It Matters. *Wayne Journell, University of North Carolina - Greensboro*

58.068-4. Research on the Education of Asian and Pacific Americans: Roundtable Session on "Invisible" Groups. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Deoksoon Kim, University of South Florida*

Participants:

"Smack in the Middle": Filipino American High School Students Negotiating Race, Ethnicity, and Identity in New York City. *Erica Chutuaue, The Graduate Center - CUNY*
 Biracial Korean Adolescents' Complex Journey to Identity Formation. *Kwang-Jong Park*
 The "Yellow Tax": A Critical Race Theoretical Case Study of Asian Americans in America's Most Segregated City. *Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee; Antonio Latrell Ellis, Howard University*

58.068-5. Action Research: Insights From the Classroom to International Settings. SIG-Action Research; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Shannon Marie Pella, University of California - Davis*

Participants:

Action Research and In-Service University Courses: Theoretical Concepts and Evaluation. *Franz Rauch, University of Klagenfurt*
 Developing Scientific Conclusions: An Action Research Study. *Lori Ann Fulton, University of Nevada - Las Vegas*
 Freedoms Old, Freedoms New, Something Borrowed, Something Blue. *Peter McDonnell, independent researcher; Jean McNiff, York St John University*
 Leadership, Goal Setting, and Self-Regulation: An Action Research Study. *Patricia Baldwin, College of Saint Rose; Marguerite G. Lodico, College of Saint Rose; Katherine H. Voegtle, College of Saint Rose; Sally Bruce,*

Pine Hills Elementary School; Andrea B. Martone, The College of Saint Rose

58.068-6. Longitudinal Student Outcomes in a Variety of Charter School Contexts. SIG-Charter School Research and Evaluation; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Alex L. Medler, National Association of Charter School Authorizers*
Participants:

Paradox of School Improvement: 10 Years of Accolades and Recommendations for Two Native American Charter Schools. *Derek L. Anderson, Northern Michigan University; K. C. Holder, Northern Michigan University*

Risk, Resilience, and Transformation: A Charter School Success Story. *Michelle L. Tichy, University of Northern Iowa; Molly Hackett, University of Northern Iowa; Michael Skivington, University of Wisconsin - Oshkosh*

Should We Wait for Superman? Evaluating the Performance of Charter Schools in Greater Los Angeles. *Greg Thorson, University of Redlands; Matthew Gutierrez, University of Redlands*

58.068-7. Theoretical and Critical Mixed-Methods Conceptions. SIG-Mixed Methods Research; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Robin R. Lasota, University of Washington*

Participants:

Conceptualizing the "Conceptualization Stage" of an Ecologically Based Transformative, Multipartner, Mixed-Methods Research Project.

Michelle P. Collay, California State University - East Bay; Susan

A. Tucker, E and D Associates; Michele Ann Korb, California State

University - East Bay; Rachelle DiStefano, California State University - East Bay; Burke Johnson, University of South Alabama

Critically Appraising Mixed-Methods Studies: An Overview. *Mieke*

Heyvaert, Katholieke Universiteit Leuven; Karin Hannes, Katholieke

Universiteit Leuven; Bea Maes, Katholieke Universiteit Leuven; Patrick

Mjl Onghena, Katholieke Universiteit Leuven

The Use of Mixed Methods and Critical Race Theory in Education

Research: A Methodological Review. *Theresa R.F. McKinney,*

University of Nebraska - Lincoln; Vicki L. Plano Clark, University of Nebraska - Lincoln

Underlying Agreements between Qualitative and Quantitative Research:

Part II. *John H. Hitchcock, Ohio University; Isadore Newman, Florida International University*

58.068-8. Discoveries From the Classroom: From "I Hate Math" to Stories of English Language Learners. SIG-Narrative Research; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Julie Sharon Long, University of Alberta*

Participants:

Connections, Reflections, Questions: Elementary English Learners and the Lived Experience of Language Learning and Teaching. *Pamela J. Hickey, SUNY - College at New Paltz*

Math Stories: Math Attitudes of Early Childhood Teachers. *Vicki Ross, Northern Arizona University; Pamela Jane Powell, Northern Arizona University; Jennifer L. Prior, Northern Arizona University; Katherine Becker, Northern Arizona University*

Narratives of Practice as Provocations: Exploring Knowledge and Actions in ELL (English Language Learner) Teachers' Impact Stories. *Cathy K. Zeek, Lasell College; Carole L. Walker, Texas A&M University - Commerce*

58.068-9. Extensions and Issues in Growth Modeling. SIG-Structural Equation Modeling; Roundtable Session
VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Jaehwa Choi, The George Washington University*

Participants:

On Latent Growth Models for Formative Factors. *Gregory R. Hancock, University of Maryland; Xiulin Mao, University of Maryland; Hemant Kher, University of Delaware*

An Investigation of Power Analysis Approaches for Latent Growth Modeling. *Bethany L. Van Vleet, Arizona State University; Marilyn S. Thompson, Arizona State University*

The Effect of Scale Referent on the Testing of Mean Structure Parameters.

Yoonjeong Kang, University of Maryland - College Park; Gregory R. Hancock, University of Maryland

58.068-10. Practical Applications of Mixed-Methods Research. SIG-Mixed Methods Research; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Kristy S. Cooper, Michigan State University*

Participants:

A Mixed-Methods Study of Middle School Students' Science Motivation and Related Teacher-Student Interactions. *Julie Brockman Smart, Presbyterian College*

Accountability for Alternative Middle Schools: A Place for a Second Chance to Succeed. *Kim D. MacGregor, Louisiana State University; Belinda B. Brand, Louisiana State University*

Doctoral Students' Perceptions of Characteristics of Effective College Teachers: A Mixed Analysis. *Monika T. Anderson, Sam Houston State University; Jacqueline M. Ingram, Sam Houston State University; Brandie J. Buford, Sam Houston State University; Roslinda Rosli, Texas A&M University; Michelle L. Bledsoe, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

Strategic Use of Mixed Methods in Disability Studies: Possibilities and Challenges. *Maja Miskovic, National-Louis University; Susan L. Gabel, National-Louis University*

Using Self-Determination Theory in Participant Selection for Narrative Inquiry: A Methodology for the Participant-Selection Variant of an Explanatory Sequential Design. *Susan Glassett, University of California - San Diego*

58.068-11. Issues in John Dewey's Philosophical Thought. SIG-Dewey Studies; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Donna A. Breault, West Virginia University*

Participants:

Education Science Unleashed: Dewey's Dreams Meet Gadamer's Doubts.

Linda Jeanne O'Neill, Northern Illinois University

Naturalism, Realism, and Transaction in Dewey's Later Thought. *Deron R. Boyles, Georgia State University*

Reflections on En-Teaching: Heidegger, Dewey, and Lao Tzu. *Jie Yu, Louisiana State University - Baton Rouge*

58.068-12. Citizenship Education, Policy, and Political Change in Canada and the United States. Division F - History and Historiography

Cosponsored with SIG-Politics of Education; Roundtable Session

VCC, First Level, East Ballroom C; 4:05-5:35pm

Chair: *Nashwa Salem, OISE/University of Toronto*

Participants:

The Shifting Influence of American Educational Thought on Canadian Policy in the 1960s. *Kurt Clausen, Nipissing University*

The Story of School: A Historical Overview of Citizenship Education Communicated in Yearbooks. *Jeannette Alarcon, The University of Texas - Austin*

The Right to Remain Skeptical: Educational Activism in Newark, 1945-1995. *Maia Merin, New York University*

58.069. Roundtable Session 102; Roundtable Session

58.069-1. Diversity of Learners, Learning, and Learning Environments.

SIG-Informal Learning Environments Research; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 4:05-5:35pm

Chair: *Vicki A. Green, Okanagan University College*

Participants:

Archaeological Science for All: Implications for Culturally Relevant Teaching and Learning in Informal Science Education. *Michael J. Brody, Montana State University; Jeanne Moe, Project Archaeology; John W. Fisher, Montana State University; Helen Keremedjiev, University of Montana*

Making Science Accessible for Latino Parents and Children in Rural Communities. *Michael S. Trevisan, Washington State University; Anne E. Campbell, Fairfield University*

Transforming space to place: Indigenizing science and math education through sociocultural and Indigenous place-based theories. *Peter Wanyanya, The University of British Columbia; Jennifer A. Vadeboncoeur, The University of British Columbia*

58.069-2. Design and Learning in Massively Multiplayer Online Role-Playing Games, Virtual Worlds, and Fan Sites. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton Wall Centre, Third Level, South Beluga; 4:05-5:35pm

Chair: *Jayne C. Lammers, University of Rochester*

Participants:

Examining Pedagogic Discourse in an Online Fan Community. *Jayne C. Lammers, University of Rochester*

Pink Technologies and Playful Pedagogies: Gender, Design, and Barbie Transmedia in Digital and Museum Spaces. *Karen E. Wohlwend, Indiana University --Bloomington; Kylie A. Pepler, Indiana University - Bloomington*

Unnatural Habitats? Sustainability Literacy in Children's Virtual Worlds. *Robert Bittner, The University of British Columbia; Eric Meyers, The University of British Columbia*

58.070. Roundtable Session 103; Roundtable Session

58.070-1. Systems Thinking Perspectives for New Paradigms and Structures in 21st-Century Schooling. SIG-Systems Thinking in Education; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 4:05-5:35pm

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

Participants:

Educational Purposes and Means at Odds. *Blane Despres, The University of British Columbia - Okanagan*

Exploding the Ivory Tower: Systemic Change of Higher Education. *William R. Watson, Purdue University; Sunnie Lee Watson, Ball State University*

Research on the Systemic Transformation Process for Public School Districts. *Charles M. Reigeluth, Indiana University; Francis M. Duffy, Gallaudet University*

58.070-2. Exploring the Impact of Professional Development School Partnerships. SIG-Professional Development School Research; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 4:05-5:35pm

Chair: *Eva Belle Garin, Bowie State University*

Participants:

Dual Language Signature Pedagogy for High Impact in Professional Development Schools. *Diane W. Gomez, Manhattanville College; Diane E. Lang, Manhattanville College; Lynn L. Huber, Manhattanville College*

Seeking Mutual Benefit: Building a Better Teacher Through University-School and Teacher Union Partnership. *Amy D. Petti, Portland State University*

Using a "Designed Setting" in a Professional Development School to Improve Teacher Preparation. *Janna Dresden, University of Georgia; Julie Kittleon, University of Georgia; Julianne A. Wenner, University of Georgia*

Do They Know What They Need to Know? Examining Preservice Teachers' Classroom Narratives. *Daphne S. Schuchart, University of Northern Iowa*

Project WILD Workshop in Spanish. *Maria Guadalupe Arreguin-Anderson, The University of Texas - San Antonio; Kimberley K. Cuero, The University of Texas - San Antonio*

6. McIntosh as Synecdoche: White Privilege and Teacher Education. *Timothy J. Lensmire, University of Minnesota; Audrey J. Appelsies, Augsburg College; Zachary A. Casey, University of Minnesota; Bryan Davis, Columbus School District; Jessica Dockter Tierney, University of Minnesota; Mary Elizabeth Lee-Nichols, University of Minnesota; Shannon McManimon, University of Minnesota*
7. More Than a Field Trip: Integrating and Mediating Study Abroad Experiences in a Cultural Diversity Course. *Matthew Conley, Ohio Dominican University; Michele Lynn Regalla, Ohio Dominican University*
8. "Latina and Smart": Negotiating the Complexities of Identity Within Oppressive Spaces. *Aja E. LaDuke, College of Saint Rose; Jason G. Irizarry, University of Connecticut*

58.071-2. Trends and Issues in Professional Development. Division K - Teaching and Teacher Education; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

9. Changing Practices and Minds: The Effects of Just-in-Time Professional Development Teachers and Their Students. *Gary R. Galluzzo, George Mason University; Janis Streich, Spotsylvania County Schools; Paula Azevedo, George Mason University*
10. Teachers as Continual, Collaborative Learners: A Case-Study of Implementing New Practices. *Suzanne Porath, University of Wisconsin - Madison*
11. Online Professional Development to Advance High School Biology: Two Studies. *Lauren B. Goldenberg, Education Development Center, Inc.; Scott A. Strother, Education Development Center, Inc.*
12. Supporting Content Literacy for High School Readers Through Coordinated Lessons, Professional Development, and Mentoring. *Marcia H. Davis, Johns Hopkins University; Charlene Pryseski, Johns Hopkins University; James M. McPartland, Johns Hopkins University*
13. Expanding Mind-Sets, Transforming Practices: Teachers as Architects of Inclusive Practices. *Sarah L. Schlessinger, Teachers College, Columbia University; Celia J. Oyler, Teachers College, Columbia University*
14. Teachers' Technological Readiness for Online Professional Development: Evidence From the E-Learning for Educators Initiative. *Todd Reeves, Boston College; Zhushan Mandy Li, Boston College*
15. Writing Outside the Lines: Liberation of Teaching Praxis through Social Justice Learning. *Tamra W. Ogletree, The University of West Georgia; Michael T. Garrett, The University of West Georgia*

58.071-3. Division C Section 7 Technology Research Poster Session.

Division C - Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

16. A Case Study: Investigating an Innovative Course to Improve Innovation Literacy. *Niyazi Erdogan, Texas A&M University; M. Sencer Corlu, Texas A&M University*
17. Browsing to Achieve: Intention-Based Web Browsing Linked to Performance. *Gregory Mullin, University of Connecticut; Andrew Cutter, University of Connecticut; Scott W. Brown, University of Connecticut; Kimberly A. Lawless, University of Illinois at Chicago; Mark A. Boyer, University of Connecticut; Mariya Yukhymenko, University of Connecticut; Nicole Powell, University of Connecticut; Maria Fernada Enriquez, University of Connecticut; Jerry Rice, University of Connecticut; Kamila Brodowska, University of Illinois at Chicago*
18. Emerging Technologies for Interactive Learning: What Can Be Learned From Literature Review and Case Studies. *Heng Luo, Syracuse University; Jing Lei, Syracuse University*
19. Preliminary Development of a Gaming Intrinsic Motivation Scale: A Phenomenological Research Approach. *Hongxia Fu, University of North Dakota; Richard N. Van Eck, University of North Dakota*
20. Rural Educators in the 21st Century: Using Evidence-Based Practices With Communication Technologies. *Alina Padilla-Miller, University of Oregon; Lynne Anderson-Inman, University of Oregon*
21. Technology-Based Resources in Instruction of English Learner Students. *Annette M. Zehler, Center for Applied Linguistics; Yesim Yilmazel-Sahin, Center for Applied Linguistics; Lindsey Anne Massoud,*

Division and SIG Posters

58.071. Poster Session 16; Poster Session

58.071-1. Transformative Social Justice Practices in Diverse Contexts.

Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

1. C U when U Get There: Young, Black, and Male in Education, Special or Not! *Larry C. Bryant, University of North Texas*
2. Experiences of Preservice Teachers on Study Abroad: Developing New Pedagogical Perspectives on Teaching Non-White Students. *Genevieve Ngozi Aglazor, Purdue University*
3. Exploring Change in Preservice Teacher Beliefs About Language, Language Acquisition, Culture, and Instruction for English Language Learners. *Laura J. Mahalingappa, Duquesne University; Davi Schirmer Reis, Duquesne University*
4. Language Awareness of Experienced English-as-a-Second Language Teachers. *Beth L. Samuelson, Indiana University - Bloomington*
5. Language Planning in Environmental Education: A Study of the First

Center for Applied Linguistics; Sarah Catherine K. Moore, Center for Applied Linguistics; Chengbin Yin, University of Maryland College Park; Katherine Kramer, Center for Applied Linguistics

22. The Impact of Group Setting and Visual Representations on Secondary School Students' Learning Outcomes. *Cindy De Smet, Ghent University; Tammy Schellens, Ghent University; Bram De Wever, Ghent University; Martin M. Valcke, Ghent University*
23. The Interaction Between Design and Experience in an Online, Interactive Poster Competition. *Joni K. Falk, TERC; Rena Stroud, TERC; Kathryn Hobbs, TERC; Brian E. Drayton, TERC*
24. Wikis as Collaborative Learning Tools in Higher Education: From Content Analyses of Wiki Behaviors to Instructional Practices. *Chun-Yi Lin, Indiana University - Bloomington; Hyunkyung Lee, Yonsei University*
25. What Factors Predict Students' Use of Technology for Learning? A Case From Hong Kong. *Chun Lai, The University of Hong Kong; Jing Lei, Syracuse University; Qiu Wang, Syracuse University*
26. Applying a Web-Based Training to Foster Self-Regulated Learning. *Henrik Bellhäuser, Technical University Darmstadt, Germany*

58.071-4. Home and Cultural Environments. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

27. Home Environments and Literacy Achievement in Taiwan, Norway, Iran, and South Africa. *Nicola McClung, University of California - Berkeley; Diana J. Arya, University of Oslo - Norway; Andrew Maul, University of Oslo; Anne E. Cunningham, University of California - Berkeley*
28. Chinese Children's Literacy Learning in Different Environments in Canada. *Xiaoxiao Du, The University of Western Ontario*
29. Shared Book Reading in Malaysia: Promoting Emerging Literacy Skills of Young Indigenous Children. *Aini Marina Ma'rof, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign*
30. Teaching for English Language Proficiency. *Claudia Rodriguez-Mojica, Stanford University*
31. Empowering Rural Communities Through an Enriched Literacy Program. *Gloria Ramirez, Thompson Rivers University*

58.071-5. Online Teaching and Learning: Faculty Development. SIG-Online Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 4:05-5:35pm

Posters:

32. Examining Faculty Motivators, Demotivators, and Self-Efficacy Related to Online Teaching. *Brian Horvitz, Western Michigan University; Andrea L. Beach, Western Michigan University; Mary Louise Anderson, Western Michigan University; Jiangang Xia, Western Michigan University*
33. Factors Associated With Future Educational Technologists' Intentions to Participate in Online Teaching. *Wei Chen Hung, Northern Illinois University; Ifeng Jeng, Indiana University; Feng-Ru Sheu, Indiana University*
34. Measuring Faculty Community of Inquiry and the Role of Technology. *Beth Rubin, DePaul University; Ron Fernandes, DePaul University; Maria D. Avgerinou, DePaul University*
35. The Viability and Acceptance of Blended Online Professional Development in the Boston Public School District. *Angela Sangeorge, Boston Public Schools; Lori J. Vargo, The University of Akron; Lisa A. Lenhart, The University of Akron*
36. A Brave New World: Understanding Shifts in Faculty Literacy Practices and Identities in Learning to Teach Hybrid and Online Courses. *Suzanne Schwarz McCotter, Montclair State University; Dana J. Wilber, Montclair State University*
37. Transformative Dimensions of Online Teaching: A Critical Look at the Online Teaching Literature. *Evrin Baran, The University of British Columbia; Ana-Paula Correia, Iowa State University; Ann D. Thompson, Iowa State University*
38. Using Quality Matter Rubric As Assessment Tool to Foster Online Instructor's Technological Pedagogical Content Knowledge. *Xin Liang, The University of Akron; Cheryl L. Ward, University of Akron*
39. "Blending With Purpose": A Strategy for Delivering Effective Teacher Professional Development. *Ari W. Bangert, Montana State University*
40. Experiences of Instructors in Online Learning Environments: Identifying and Regulating Emotions. *Kelley Sarah Regan, George*

Mason University; Anya S. Evmenova, George Mason University; Pamela Hudson Baker, George Mason University

Monday, 5:30 pm

Governance Meetings and Events

59.001. Orientation Session for Newly Appointed Committee Chairs and Members. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 5:30-6:30pm
Chairs: *William G. Tierney, University of Southern California; Felice J. Levine, American Educational Research Association*

Presidential Sessions

59.010. Non Satis Scire: reARTiculations! Live Performance (Monday). Presidential Session

VCC, First Level, West Room 105 Foyer; 5:30-6:30pm

Chairs: *Susan Gerofsky, The University of British Columbia; Kathryn Ann Ricketts, Simon Fraser University*

Monday, 6:15 pm

AERA Related Activities

60.010. Research on Schools, Neighborhoods, and Communities Reception: Invitation Only. AERA Related Activities; Reception
Pan Pacific, Restaurant Level, Oceanview 7&8; 6:15-7:45pm
Chair: *Cherry A. McGee Banks, University of Washington - Bothell*

Division Business Meetings and Receptions

60.011. Division D 2012 In-Progress Research Gala. Division D - Measurement and Research Methodology; Invited Session
VCC, First Level, West Ballroom B; 6:15-7:45pm
Chair: *Grant B. Morgan, University of South Carolina*

SIG Business Meetings and Receptions

60.012. Action Research SIG Business Meeting: Toward Defining a Paradigm. SIG-Action Research; Business Meeting
Marriott Pinnacle, Fourth Level, Ambleside; 6:15-7:45pm

60.013. Applied Research in Virtual Environments for Learning SIG Business Meeting. SIG-Applied Research in Virtual Environments for Learning; Business Meeting
Sheraton Wall Centre, Fourth Level, South Galiano; 6:15-8:15pm
Chairs: *Scott Joseph Warren, University of North Texas; Lisa Dawley, Boise State University*

Participants: *Christopher J. Dede, Harvard University; Jonathon J. Richter, University of Oregon; Brian C. Nelson, Arizona State University; Dennis Beck, University of Arkansas; Shari J. Metcalf, Harvard University; Amelia Cheney, Appalachian State University; Sabine Karine Lawless-Reljic, Ashford University*

60.014. Arts and Inquiry in the Visual and Performing Arts in Education SIG Business Meeting. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Business Meeting
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 6:15-7:45pm
Chair: *Heather Skye McLeod, Memorial University*
Participant: *Celeste N. Snowber, Simon Fraser University*

60.015. Biographical and Documentary Research SIG Business Meeting: "There Is Too Much for Us to Know": Life Writing as Empathetic Inquiry. SIG-Biographical and Documentary Research; Business Meeting
VCC, Third Level, West Room 302; 6:15-7:45pm
Participants: *Erika L. Hasebe-Ludt, University of Lethbridge; William F. Pinar, The University of British Columbia; Cynthia M. Chambers, University of Lethbridge; Carl Leggo, The University of British Columbia; Anita Sinner, Concordia University*

60.016. Caribbean and African Studies in Education SIG Business

Meeting. SIG-Caribbean and African Studies in Education; Business Meeting

VCC, Second Level, East Room 19&20; 6:15-7:45pm

Participant: *Cynthia B. Dillard, The University of Georgia*

60.017. Catholic Education SIG Business Meeting. SIG-Catholic Education; Business Meeting

VCC, Third Level, West Room 303; 6:15-7:45pm

60.018. Communication of Research SIG Business Meeting: The Future of the SIG 21 Communication of Research. SIG-Communication of Research; Business Meeting

Sheraton Wall Centre, Third Level, North Junior Ballroom B; 6:15-7:45pm

60.019. Critical Examination of Race, Ethnicity, Class, and Gender SIG Business Meeting: Voices of a Legacy. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting

VCC, Second Level, West Room 219; 6:15-7:45pm

Chair: *Theodora Regina Berry, Mercer University*

60.020. Critical Issues in Curriculum and Cultural Studies SIG Business Meeting: Critical Pedagogy in the Public Sphere: Challenges and Possibilities for Transformative Engagement. SIG-Critical Issues in Curriculum and Cultural Studies; Business Meeting

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 6:15-7:45pm

Chair: *Robert James Helfenbein, Indiana University - IUPUI*

Participant: *Debbie Sonu, Hunter College - CUNY*

Participant:

Challenges and Possibilities of Doing Youth Participatory Action Research: Lessons From "Proyecto Latin@". *Cristina Alexandra Guerrero, University of Toronto; Ruben Gaztambide-Fernandez, OISE/University of Toronto; Elizabeth Guerrero, University of Toronto; Monica Rosas, Toronto District School Board*

60.021. Critical Perspectives on Early Childhood Education SIG Business Meeting. SIG-Critical Perspectives on Early Childhood Education; Business Meeting

VCC, Third Level, West Room 306; 6:15-7:45pm

60.022. Cultural Historical Research SIG Business Meeting. SIG-Cultural Historical Research; Business Meeting

VCC, Second Level, West Room 224; 6:15-8:15pm

Chair: *Lois Holzman, East Side Institute*

Participants: *Carrie L. Lobman, Rutgers University; Artin Goncu, University of Illinois at Chicago; Mike Askew, Monash University; Jaime E. Martinez, New York Institute of Technology; Joan Almon, Alliance for Childhood; Bonny L. Gildin, All Stars Project Inc.*

Participant:

Imaginative Play as a Life-Span, Cultural Activity. *Anthony T. Perone, University of Illinois at Chicago*

60.023. Doctoral Education Across the Disciplines SIG Business Meeting.

SIG-Doctoral Education across the Disciplines; Business Meeting

VCC, Second Level, West Room 214; 6:15-7:45pm

60.024. Education and Philanthropy SIG Business Meeting. SIG-Education and Philanthropy; Business Meeting

VCC, Third Level, West Room 304; 6:15-7:45pm

Chairs: *Margo Lynn Quiriconi, Ewing Marion Kauffman Foundation; Kent McGuire, Southern Education Foundation, Inc.*

Participant:

Philanthropic Foundations, Public Policy, and Democratic Legitimacy. *Megan Elizabeth Tompkins-Stange, University of Michigan*

60.025. Environmental Education SIG and Ivan Illich SIG Business Meetings. SIG-Environmental Education; Business Meeting

VCC, Second Level, West Room 202&203; 6:15-8:15pm

Participant:

Land and People, the Enbridge Northern Gateway Pipeline, and Education. *Warner Naziel, Hereditary Chief from the Wet'suwet'en Nation; Freda Huson, Spokesperson for the Unist'ot'en (C'ilh'ts'ekhyu), Wet'suwet'en Nation*

60.026. Family and Consumer Sciences SIG Business Meeting (SIG 47, formerly Home Economics Research). SIG-Family and Consumer Sciences; Business Meeting

VCC, Second Level, East Room 17; 6:15-7:45pm

60.027. Fiscal Issues, Policy, and Education Finance SIG Business Meeting: Risky Business: Discussion of Intergovernmental Funding Relationships Between Federal and State Aid for Education in Times of Economic Stress. SIG-Fiscal Issues, Policy, and Education Finance; Business Meeting

Sheraton Wall Centre, Fourth Level, North Port Alberni; 6:15-8:15pm

60.028. Hierarchical Linear Modeling SIG Business Meeting and Keynote Presentation, With Sophia Rabe-Hesketh. SIG-Hierarchical Linear Modeling; Business Meeting

Marriott Pinnacle, Third Level, Pinnacle I; 6:15-8:15pm

Chair: *Gregory J. Palardy, University of California - Riverside*

Participants: *Bethany A. Bell, University of South Carolina; Sophia Rabe-Hesketh, University of California - Berkeley*

60.029. Hispanic Research Issues SIG Business Meeting. SIG-Hispanic Research Issues; Business Meeting

VCC, Second Level, East Room 18; 6:15-7:45pm

60.030. Law and Education SIG Business Meeting: Teachers Being Schooled: Familiarizing Teachers With Education Law. SIG-Law and Education; Business Meeting

VCC, Second Level, East Room 13; 6:15-7:45pm

60.031. Learning and Teaching in Educational Leadership SIG Business Meeting. SIG-Learning and Teaching in Educational Leadership; Business Meeting

VCC, Second Level, East Room 16; 6:15-7:45pm

Chair: *Arnold B. Danzig, Arizona State University*

Participants: *Matthew C. Miltello, North Carolina State University; Liz Hollingworth, University of Iowa; Margaret Terry Orr, Bank Street College of Education; Pamela D. Tucker, University of Virginia; Tricia Browne-Ferrigno, University of Kentucky; Allison M. Borden, University of New Mexico; Stacey L. Edmondson, Sam Houston State University; Beverly J. Irby, Sam Houston State University; Augustina Reyes, University of Houston; Daniel Reyes-Guerra, Florida Atlantic University; Scott C. Bauer, George Mason University; Meredith L. Mountford, Florida Atlantic University; Eleanor E. Drago-Severson, Teachers College, Columbia University; Jennifer Ingrid Friend, University of Missouri - Kansas City; Karen L. Sanzo, Old Dominion University; Julie K. Shepherd, University of Iowa*

60.032. Media, Culture and Curriculum SIG Business Meeting. SIG-Media, Culture, and Curriculum; Business Meeting

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 6:15-7:45pm

Chair: *Ivan A. Games, Michigan State University*

60.033. Multicultural/Multiethnic Education SIG: Business Meeting. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Business Meeting

VCC, Second Level, West Room 223; 6:15-7:45pm

60.034. Narrative Research SIG Business Meeting. SIG-Narrative Research; Business Meeting

Marriott Pinnacle, Third Level, Pinnacle II; 6:15-7:45pm

Chair: *Cathy A. Coulter, The University of Alaska - Anchorage*

60.035. Professors of Educational Research SIG Business Meeting and Invited Address by Gene V. Glass. SIG-Professors of Educational Research; Business Meeting

VCC, Second Level, East Room 12; 6:15-7:45pm

Chair: *Elena C. Papanastasiou, University of Nicosia*

Participants: *James H. McMillan, Virginia Commonwealth University; Amanda Mulcahy Maddocks, Concordia University; Gene V. Glass, University of Colorado - Boulder*

60.036. Qualitative Research SIG Business Meeting, Egon Guba Invited Lecture, and 25th Anniversary Celebration. SIG-Qualitative

Research; Business Meeting

Sheraton Wall Centre, Third Level, North Junior Ballroom C; 6:15-8:15pm

Participant:

Endogenous Research: Exploring Qualitative Research Within Indigenous Knowledges and Communities. *Marie Battiste, University of Saskatchewan*

60.037. Religion and Education SIG Business Meeting. SIG-Religion and Education; Business Meeting

Pan Pacific, Restaurant Level, Pacific Rim 2; 6:15-8:15pm

Chairs: *Charles J. Russo, University of Dayton; Mike Waggoner, University of Northern Iowa*

60.038. Research on the Education of Asian and Pacific Americans SIG Business Meeting: Business Meeting and Mentoring Panel on the Politics of Scholarly Inquiry. SIG-Research on the Education of Asian and Pacific Americans; Business Meeting

VCC, Second Level, East Room 14; 6:15-7:45pm

60.039. Research on the Education of Deaf Persons SIG Business Meeting. SIG-Research on the Education of Deaf Persons; Business Meeting

VCC, First Level, West Room 113; 6:15-7:45pm

Chairs: *Ye Wang, Missouri State University; Thomas P. Horejes, Gallaudet University*

60.040. School Community, Climate, and Culture SIG Business Meeting.

SIG-School Community, Climate, and Culture; Business Meeting

VCC, Second Level, East Room 10; 6:15-7:45pm

60.041. School Indicators, Profiles, and Accountability SIG Business Meeting: After the Deluge: Data Use Post-No Child Left Behind.

SIG-School Indicators, Profiles, and Accountability; Business Meeting
Sheraton Wall Centre, Fourth Level, South Granville; 6:15-7:45pm

60.042. Science Teaching and Learning SIG Business Meeting: An Ecology of Mind. SIG-Science Teaching and Learning; Business Meeting

VCC, First Level, West Ballroom A; 6:15-8:15pm

Chair: *Alberto J. Rodriguez, San Diego State University*

Participants: *Bernard P. Ricca, St. John Fisher College; Bruce G. Waldrup, Monash University; Gail Dickinson, Texas State University-San Marcos; Donna Patrice Turner, The University of Alabama - Tuscaloosa; Jessica Gale, Emory University; Nate K. Mcvaugh, The University of Texas - Austin; Jeffrey W. Bloom, Northern Arizona University*

Participant:

An Ecology of Mind. *Nora Bateson, Independent Filmmaker*

60.043. Semiotics in Education SIG Business Meeting. SIG-Semiotics in Education; Business Meeting

Sheraton Wall Centre, Third Level, North Parkville; 6:15-7:45pm

60.044. Supervision and Instructional Leadership SIG Business Meeting: Supervision of Teaching or Instruction? Does It Matter? SIG-Supervision and Instructional Leadership; Business Meeting

VCC, Second Level, East Room 11; 6:15-7:45pm

Chair: *Susan S. Sullivan, College of Staten Island - CUNY*

Participant:

Supervision of Teaching or Instruction: What's the Difference and Why Does It Matter? *Edward Frank Pajak, Johns Hopkins University*

60.045. Survey Research SIG Business Meeting. SIG-Survey Research in Education; Business Meeting

Marriott Pinnacle, Third Level, Dundarave; 6:15-7:45pm

60.046. Teacher's Work/Teachers Unions SIG Business Meeting: The Changing Context for Public Sector Unions. SIG-Teacher's Work/Teachers Unions; Business Meeting

VCC, Second Level, East Room 8&15; 6:15-8:15pm

Participant:

The changing context of public sector unionism. *Jeff Garsed, Australian Education Union; Myles Ellis, Canadian Teachers' Federation; Alex Alexandrou, Freelance Academic; Maria de la Luz Arriaga, Universidad Nacional Autonoma de Mexico; Mary Compton, National Union of Teachers*

60.047. Tracking and Detracking SIG Business Meeting. SIG-Tracking and Detracking; Business Meeting

Marriott Pinnacle, Third Level, Shaughnessy II; 6:15-7:45pm

Early Career and Graduate Student Research Discussions

60.048. "To Know Is Not Enough": Early Career and Graduate Student Research Discussions; Roundtable Session

60.048-1. Table 1. Knowing and Doing: Teaching Urban Students and Other Frequently Marginalized Populations. Presidential Session; Roundtable Session

VCC, First Level, East Ballroom A; 6:15-7:45pm

Chairs: *Michele Jean Sims, The University of Alabama - Birmingham; Valerie F. Kinloch, The Ohio State University*

Participants:

Preparing English Language Arts Teachers for Urban Classrooms: Critical and Functional Perspectives. *Ebony Elizabeth Thomas, Wayne State University*

Ten Years of Collaboration: Urban Middle School Students and Teachers

Taking Charge of Their Writing. *Tonya B. Perry, The University of Alabama - Birmingham*

Urban Middle School Students' Technology Use: In-School and Out-of-School Literacies. *Amy Everett, The University of Alabama*

60.048-2. Table 2. Language, Identity, and Agency: New Directions in Asian American Education. Presidential Session; Roundtable Session

VCC, First Level, East Ballroom A; 6:15-7:45pm

Chair: *Vichet Chhuon, University of Minnesota*

Participants:

Heritage-Language Education for Second-Generation Japanese Americans: Realities, Rewards, and Risks From the Perspectives of Japanese Immigrant Parents. *Rachel Endo, Hamline University*

The Critical Voices of Chinese American Youth: Remembering Our Past, Researching Our Present, and Rethinking Our Future. *Judy W. Yu, REACH™: Research. Educate. Aspire. Change. History™*

Korean Mothers' Parental Involvement Experiences in the United States. *Ji Hyun Kim, University of Maryland - College Park*

60.048-3. Table 3. From Places of Knowing: Indigenous Knowing and Knowing the Limits of Educational Research. Presidential Session; Roundtable Session

VCC, First Level, East Ballroom A; 6:15-7:45pm

Chairs: *Susan C. Faircloth, The Pennsylvania State University; Tarajean Yazzie-Mintz, Indiana University*

Participants:

Ethical Research at the Intersection of Indigenous Decolonizing Theories and Brown Feminist Theories: When Knowing Is Not Enough and Settler Colonialism Is Too Much. *Eve Tuck, SUNY - College at New Paltz; Monique Antoinette Guishard, The Graduate Center - CUNY*

You Should Think About Everything□Then You'll Get the Old Wisdom That Was Told to Us in the Past: Indigenous Pedagogies in the Oral Traditions of Belle Deacon. *Beth Leonard, The University of Alaska - Fairbanks*

Methodology of K'è: Valuing Relationships in Research. *Hollie Anderson Kulago, Ithaca College*

To Know Is Not Enough: Transforming Canadian Higher Education Through Indigeneity. *Michelle E. Pidgeon, Simon Fraser University*

60.048-4. Table 4. Knowing as a Queer Movement: Challenging the Hegemonic Discourse of Schooling. Presidential Session; Roundtable Session

VCC, First Level, East Ballroom A; 6:15-7:45pm

Chairs: *Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo; Anna V. Wilson, Chapman University*

Participants:

Queernesses of a Different Order: On the Problem of Relevance for Gender and Sexualities Research in Education. *Lee Airton, York University*

"Firing Up," Drama, and Family Trees: The Queer Terrain of Single-Sex Classrooms. *Sandra Schmidt, Teachers College, Columbia University*

Imagining a Better World: LGBTQIQ (Lesbian, Gay, Bisexual,

Transgender, Queer, Intersex, and Questioning) Youth Call for Respect.
Jillian Carter Ford, Kennesaw State University

An Ethics of Recognition in Global and Teacher Education: Looking
Through Queer and Postcolonial Lenses. *Steven Paul Camicia, Utah
State University*

60.048-5. Table 5. The Black Male Teacher and Urban Education Reform.

Presidential Session; Roundtable Session
VCC, First Level, East Ballroom A; 6:15-7:45pm

Chair: *Arnetha F. Ball, Stanford University*

Participants:

Toward a Model of Preparing African American Male Mentors for African
American Male Students. *Dr. Darius Derron Prier, Duquesne University*
The Black Male Teacher: A Deconstruction of the "Role Model" Discourse.
Anthony L. Brown, The University of Texas - Austin
To Know Is Enough: The Heinz Fellows Model Framework. *Olga M.
Welch, Duquesne University*

**60.048-6. Table 6. To Know and to Be Known: Identity, Equity, and
Excellence.** Presidential Session; Roundtable Session

VCC, First Level, East Ballroom A; 6:15-7:45pm

Chair: *Kimberley Edelin Freeman, Howard University*

Participants:

Knowledge and Research, Relevant to Me or Not to Me: That's the
Question! *Eric Johnson, United States Air Force Academy*
Making the Grade Through Positive Psychology: A Compelling Force
Toward Equity and Excellence—Detracking, Flow, and Academic
Optimism. *Karen Stansberry Beard, Miami University*
A Black Gurl's Tale of Schooling: Entering the Site of I AM! *Dominique
Cacine Hill, University of Illinois at Urbana-Champaign*

**60.048-7. Table 7. Challenging Dominant Perception and Nurturing
Cultural Agency: The Role of Multicultural Education.** Presidential
Session; Roundtable Session

VCC, First Level, East Ballroom A; 6:15-7:45pm

Chairs: *Yoonhee Naseef Lee, Arizona State University; Eric Ritskes, University
of Toronto - OISE*

Participants:

Securing Agency Through Multicultural Education to Challenge Existing
Schooling Practices Affecting LGBTQ (Lesbian, Gay, Bisexual,
Transgender, and Queer) Youth. *Arturo Cortez, University of California
- Berkeley*
Opening Silent Wings: Exploring Rumi Poetry in the Classroom. *Anar
Rajabali, Michigan State University*
Whose Knowledge Counts: The Effects of Mentoring on Multicultural
Education Pedagogy. *Cathy Anne Rosenberg, Ohio State University*

**60.048-8. Table 8. Writing Journey(s): How a Writing Group Can Provide
Community and Compassion for Students of Color.** Presidential
Session; Roundtable Session

VCC, First Level, East Ballroom A; 6:15-7:45pm

Chair: *Bianca J. Baldrige, Teachers College, Columbia University*

Participants:

Humanizing Doctoral Educational Experiences for Students of Color.
Bianca J. Baldrige, Teachers College, Columbia University
No Longer Stranded: Finding Community and Compassion in a Doctoral
Writing Group for Students of Color. *Terrenda Corisa White, Teachers
College, Columbia University*
It Takes a Village to Raise a Scholar Too: How a Writing Group
Revitalized, Affirmed, and Informed My Dissertation Journey. *Sosanya
M. Jones, Teachers College, Columbia University*

**60.048-9. Table 9. How a Writing Group Can Provide Counterspaces and
Perspective for Students of Color.** Presidential Session; Roundtable
Session

VCC, First Level, East Ballroom A; 6:15-7:45pm

Chair: *Blanca Elizabeth Vega, Teachers College, Columbia University*

Participants:

Finding a Home for Race Research: The Importance of Writing Groups
in Creating Counterspaces for Doctoral Students of Color. *Blanca
Elizabeth Vega, Teachers College, Columbia University*
Dismantling the Master's House: Utilizing the Writing Group as a Counterspace
to Affirm and Leverage Cultural Knowledges and Experiences of Predoctoral
Scholars of Color. *Keisha McIntosh, Teachers College*

Another Frame of Reference: How Different Perspectives Can Clarify and
Inform Your Writing. *Darnel Degand, Teachers College*

60.048-10. Table 10. "Non Satis Scire": International Deliberations.

Presidential Session; Roundtable Session
VCC, First Level, East Ballroom A; 6:15-7:45pm

Chair: *Sung Choon Park, Seoul National University*

Participants:

School Teacher Assessment Practices in Botswana. *Setlthomo Koloi-
Keaikitse, Ball State University*
Improving Educational Practice in South Africa by Reinventing the Wheel.
Amanda Helena Uys, North-West University

**60.048-11. Table 11. Language Development and Acquisition in Dual
Language/Immersion Programs.** Presidential Session; Roundtable
Session

VCC, First Level, East Ballroom A; 6:15-7:45pm

Chairs: *Heriberto Godina, The University of Texas - El Paso; Jose Agustin
Ruiz-Escalante, The University of Texas - Pan American; Laura A.
Valdiviezo, University of Massachusetts*

Participants:

Knowledge Distribution in a Dual Language Preschool: Emergent Bilingual
Children's Development of Descriptive Language Patterns. *Mileidis Gort,
University of Miami; Sabrina Francesca Sembiente, University of Miami*
Binaries Versus Matrices: How We Sort and Classify Bilingual Students.
Samina Hadi Tabassum, Dominican University
Collaborative Translation as a Sociocultural Reading Strategy. *Kelly Puzio,
Vanderbilt University; Christopher Keyes, Vanderbilt University; Mikel
Walker Cole, Vanderbilt University*
Language as Whose Resource? How Official State and Media Sources
Portray Utah Dual Immersion Programs. *Garrett Delavan, University
of Utah; Juan A. Freire Mora, University of Utah; Veronica E. Valdez,
University of Utah*

60.048-12. Table 12. "Non Satis Scire": Research on Women in Education.

Presidential Session; Roundtable Session
VCC, First Level, East Ballroom A; 6:15-7:45pm

Chair: *Julia Nell Ballenger, Texas Wesleyan University*

Participants:

Mentoring Women in Educational Leadership: Acknowledging Identity
Intersections, Promoting Scholarship, and Strengthening Agency.
Melinda Anne Lemke, The University of Texas - Austin
Faculty Flourishing: Toward Improved Understanding of Career
Construction Strategies in the Pretenure Faculty Career. *Katie Conway,
Columbia University*
Maintaining Instructional Vision Amid Rising Responsibilities: A Study
of Public K-12 Principals. *Aimee LaPointe Terosky, Saint Joseph's
University*
Mentor to Muse: The Lived Experiences of African American Female
Mentors. *Wyletta Sheree Gamble, University of Maryland - College
Park*

Tuesday, 7:00 am

Governance Meetings and Events

**61.001. AERA Executive Director and Division Vice Presidents: Closed
Meeting.** AERA Governance; Governance Session

Pan Pacific, Restaurant Level, Oceanview 6; 7:00-8:00am

Chair: *Felice J. Levine, American Educational Research Association*

Tuesday, 7:30 am

Governance Meetings and Events

62.001. AERA Minority Fellowship Selection Committee: Closed Meeting.
AERA Governance; Governance Session

Pan Pacific, Restaurant Level, Pacific Rim 2; 7:30am to 12:00pm

Chairs: *Valerie F. Kinloch, The Ohio State University; Linda M. Perkins,
Claremont Graduate University*

Tuesday, 8:15 am**Governance Meetings and Events**

63.001. AERA Open Business Meeting. AERA Governance; Governance Session
VCC, First Level, West Room 109&110; 8:15-9:45am
Chair: *Arneha F. Ball, Stanford University*

63.002. Review of Educational Research Closed Editorial Board Meeting.
AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 8:15-9:45am
Chairs: *Zeus Leonardo, University of California - Berkeley; Frank C. Worrell, University of California - Berkeley*

Presidential Sessions

63.010. Possibilities for Education: Progress in Prevention Research. Presidential Session
VCC, First Level, West Ballroom A; 8:15-9:45am

Chair: *Teresa D. LaFromboise, Stanford University*
Participants: *Linda Darling-Hammond, Stanford University; Mark T. Greenberg, The Pennsylvania State University;*

Committee Sessions

63.011. Does Color Know Color? A Historical and Contemporary Examination of Teachers of Color. Committee on Scholars of Color in Education; Symposium
VCC, Second Level, West Room 224; 8:15-10:15am

Chair: *Lisa Denise Delpit, Florida International University*
Participants:
"Kindle a Spirit of Emulation": A Historical Examination of Teachers of Color, 1800s to 1970s. *Anthony L. Brown, The University of Texas - Austin*
The Role of Teachers in Culturally Responsive Schooling for American Indian and Alaskan Native Students. *Francesca Lopez, Marquette University; Julian Vasquez Heilig, The University of Texas - Austin; M. Jacqueline Schram, Marquette University*
Teaching in Color: Contemporary Perspectives, Challenges, and Recommendations for 21st-Century Teachers of Color. *Keffrelyn D. Brown, The University of Texas - Austin*
Educators of Color: Informing Programs and Policies. *Mary E. Dilworth, National Board for Professional Teaching Standards*
Discussant: *A. Lin Goodwin, Columbia University*

63.012. The World's Educational Issues, Policies, and Research in the 21st Century: Seeking to Stimulate Collaborative and Comparative, Cross-National, and Worldwide Research. International Relations Committee Cosponsored With the World Education Research Association. AERA Sessions; Invited Session
VCC, First Level, West Room 114&115; 8:15-10:15am

Chairs: *Sung Choon Park, Seoul National University; Yin Cheong Cheng, The Hong Kong Institute of Education*

Participants: *Paul F. Conway, University College Cork; Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University; Teresa Brancho Gonzalez, FLACSO; Woon Chia Liu, National Institute of Education - Nanyang Technological University; Leif Moos, Aarhus University; Colin Rogers, Lancaster University; Christine M. Halse, President, Australian Association for Research in Education (AARE), and Deakin University; Jos J. Beishuizen, Vrije Universiteit Amsterdam; Hafiz M. Iqbal, Pakistan Association for Research in Education and University of Punjab; Ibrahim Ahmad Bajunid, President, Malaysian Educational Research Association (MERA), INTL-Laureate International University; Wing Mui Winnie So, Member of Executive Committee, Hong Kong Educational Research Association (HKERA), Hong Kong Institute of Education*

Participants:
Education and Limited Resources: Relationships and Resilience to Enable Access, Retention, and Performance. *Liesel Ebersohn, University of Pretoria*
Educational Issues, Policies, and Research in the 21st Century: Indian Perspective. *Sunil Behari Mohanty, All India Association for Educational Research (AIAER)*

International Organization Sessions

63.013. Canadian Association for the Study of Women and Education (CASWE): Does Gender Still Matter? Canadian Society for the Study of Education; Invited Session
VCC, First Level, West Room 121&122; 8:15-9:45am
Chair: *Catherine McGregor, University of Victoria*

Participants:
Cyborgs All? Why Gender Still Matters. *Suzanne de Castell, Simon Fraser University*
Challenging Media Rhetoric: Why Gender Still Matters. *Kathy Sanford, University of Victoria*
Spaces for Solidarity: Why Gender Still Matters. *Jo-Anne Lee, University of Victoria*
Troubling Tired Binaries: Why Gender Still Matters. *Annette M. Henry, The University of British Columbia*
Coming to Voice: Why Gender Still Matters. *Dorothy Smith, University of Victoria*

Division Sessions

63.014. Considering Issues of Race and Culture in Educational Leadership. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 10; 8:15-9:45am

Chair: *Dr. Darius Derron Prier, Duquesne University*
Participants:
Black School, White School: Race, Race Relations, and Educational (Mis) Leadership. *Jeffrey S. Brooks, Iowa State University*
Exploring the Influence of Gender on the Expectations and Child-Rearing Practices of African American Mothers. *LeAnna Majors, California State University - Long Beach*
Indian Leadership, Education, and Development Project Assessment. *Catherine Mary Johnson, Montana State University; William G. Ruff, Montana State University; Joanne Lucille Erickson, Montana State University*
Multicultural Conceptual Understanding: The Effect on Teacher's Perceptions of Their School Climate. *Stephanie L. Tatum, Dowling College; Elsa-Sofia Morote, Dowling College*
Racial Microaggressions by Secondary School Teachers Against Students of Color. *Barbara C. Roquemore, Georgia College & State University; Mary Anne Percy Meeks, Gwinnett County Public Schools*
Discussant: *Dr. Darius Derron Prier, Duquesne University*

63.015. Parents and Communities. Division A - Administration Organization & Leadership; Paper Session
VCC, Second Level, East Room 8&15; 8:15-9:45am

Chair: *Joyce L. Epstein, Johns Hopkins University*
Participants:
Effects of Parental Involvement on Adequate Yearly Progress in Urban, Suburban, and Rural Schools. *Jianping Shen, Western Michigan University; Xin Ma, University of Kentucky; Huilan Y. Krenn, W. K. Kellogg Foundation*
Improving Educational Equity: Investigating the Relationship Between Parent Volunteering, Socioeconomic Status, and Kindergarten Math Achievement. *Adam Hengen, University of Michigan; Rebecca Dora Christensen, University of Michigan*
Parent Social Networks: A Resource to Shape Parent Responsibility. *Katherine A. Curry, Oklahoma State University; Curt M. Adams, University of Oklahoma*
Strengthening Parent Involvement Through Formal Adult Education Courses: A Comparative Case Study. *Catherine Dunn Shiffman, Shenandoah University*
Understanding Parents' Use of Technology to Communicate with Schools. *Tamara V. Young, North Carolina State University; Wenjin Wang, North Carolina State University*
Discussant: *Joyce L. Epstein, Johns Hopkins University*

63.016. Conceptual and Methodological Issues and Advances in Research on Epistemic Beliefs. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 8:15-9:45am

Chair: *P. Karen Murphy, The Pennsylvania State University*

Participants:

Examining the Nature and Validity of Epistemic Beliefs Using Cognitive Interviewing. *Krista R. Muis, McGill University; Melissa Duffy, McGill University; Gregory Trevors, McGill University; Michael Joseph Foy, John Abbott College; John Ranellucci, McGill University; Bogusia Gierus, McGill University; Xihui Wang, McGill University*

Conceptualizing and Capturing Dynamic Interactions Between Epistemic Beliefs and Self-Regulated Learning Using Computer-Based Learning Environments. *Jeffrey A. Greene, University of North Carolina; Krista R. Muis, McGill University; Stephanie Pieschl, Westfälische Wilhelms-Universität Münster*

Overlap and Divergence in Mapping Different Levels of Epistemic Competence. *Emily W. Fox, University of Maryland; Liliana Maggioni, University of Maryland - College Park; Patricia A. Alexander, University of Maryland*

Epistemic Beliefs and the Illusion of Explanatory Depth. *Stephanie Pieschl, Westfälische Wilhelms-Universität Münster; Gerrit Hirschfeld, University of Münster; Rainer F. Bromme, University of Münster*

A Multiparameter Framework for the Design of Assessments of Epistemic Cognition. *Clark A. Chinn, Rutgers University; Luke Andrew Buckland, Rutgers University*

Discussant: *Barbara K. Hofer, Middlebury College*

63.017. Online Learning Environments. Division C - Learning and Instruction; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 8:15-9:45am

Chair: *Kristina Mattis, University of San Francisco*

Participants:

Do Frequent Sessions in Online Courses Really Make a Difference? *Jim Hewitt, OISE/University of Toronto; Clare M. Brett, OISE/University of Toronto; Kim Mackinnon, OISE/University of Toronto*

Investigating the Effects of Messaging on Students' Asynchronous Threads. *Murat Oztok, University of Toronto; Daniel Zingaro; Clare M. Brett, OISE/University of Toronto; Jim Hewitt, OISE/University of Toronto*

Participation in Online Discussions Is About More Than Making Posts: Understanding Learners' Online "Listening" Patterns Using Cluster Analysis. *Alyssa F. Wise, Simon Fraser University; Jennifer Speer, Simon Fraser University; Farshid Marbouti, Simon Fraser University; Ying-Ting Hsiao, Simon Fraser University*

The Relationship between Online Collaboration Factors and Teamwork Satisfaction. *Heng-Yu Ku, University of Northern Colorado; Chatchada Akarasriworn, University of Northern Colorado; Hungwei Tseng, University of Northern Colorado*

Why Students Value Online Learning: Perceived Strengths and Weaknesses at a School for Gifted Youth. *Lindsay Oishi; Janet S. Keating, Stanford University; Tracy Michele Steele, Stanford University*

63.018. STEM Learning to STEM Careers. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Fourth Level, South Galiano; 8:15-9:45am

Chair: *Dean S. Cristol, The Ohio State University*

Participants:

Middle Schoolers Out to Save the World. *Gerald A. Knezek, University of North Texas; Rhonda R. Christensen, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas*

Prime the Pipeline: Putting Knowledge to Work. *Carole E. Greenes, Arizona State University*

It's About Discovery. *Dean S. Cristol, The Ohio State University*
Club to Classroom: What Impact Do After-School Clubs Have on Academic Choices? *Karen Michaelson, Tincan Technologies at Play*

Discussant: *Belinda Gimbert, The Ohio State University*

63.019. Written Language Studies Across Culture. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 8:15-10:15am

Chair: *Qun Guan, East China Normal University*

Participants:

Cross-Linguistic Validity of Developmental Written Language. *Qun Guan, East China Normal University; Rick Wagner, Florida State University; Feifei Ye, University of Pittsburgh; Wanjin Meng, China National Institute for Educational Research*

Dimensionality and Predictors of Written Composition for First-Grade Students in Korea. *Young-Suk Kim, Florida State University; Chea Hyung Park, Pusan National University*

Writing Quality: Word-based Fluency and Text-based Complexity Matter. *Arthur C. Graesser, The University of Memphis; Danielle McNamara, Arizona State University; Qun Guan, East China Normal University*

Perceptions of Writing Self-Efficacies in Spanish Language Learners. *Kelly Torres, Florida State University; Alysia D. Roehrig, Florida State University; Jeannine E. Turner, Florida State University*

Error Analyses of English Writing Composition: A Comparison Between U.S. and Hong Kong Children. *Juan Zhang, The Chinese University of Hong Kong; Catherine McBride-Chang, Chinese University of Hong Kong*

The Matthew Effect of Repeated Writing Practice. *Charles Perfetti, University of Pittsburgh; Qun Guan, East China Normal University*

Discussant: *Rick Wagner, Florida State University*

63.020. Multilevel Latent Variable Models: The Next Generation. Division D - Measurement and Research Methodology; Symposium
VCC, First Level, West Room 116&117; 8:15-10:15am

Chairs: *Karen L. Nylund-Gibson, University of California - Santa Barbara; Katherine E. Masyn, Harvard University*

Participants:

The methodology of multilevel factor analysis. *Katherine E. Masyn, Harvard University; Erin Dunn, Harvard University*

Characterizing School Climate Using Student-Level Measures of Attitudes, Behaviors, and Emotions: An Application of Multilevel Factor Analysis. *Erin Dunn, Harvard University; Katherine E. Masyn, Harvard University; Stephanie Margaret Jones, Harvard University; S.V. Subramanian, Harvard University; Felton Earls, Harvard University; Karestan Koenen, Harvard University*

Modeling Possibilities With Multilevel Latent Class Analysis. *Karen L. Nylund-Gibson, University of California - Santa Barbara*

Multilevel Latent Class Analysis of Junior Faculty Job Satisfaction. *Christine Victorino, University of California - Santa Barbara; Karen L. Nylund-Gibson, University of California - Santa Barbara*

63.021. Meeting the Needs of Military-Connected Students: Calls From the Field and Interdisciplinary Responses From Higher Education. Division E - Counseling and Human Development; Symposium
VCC, Second Level, East Room 12; 8:15-10:15am

Chair: *John A. Nunnery, Old Dominion University*

Participants:

The California Healthy Kids Survey Military Module: Perceptions of Eight Military-Connected School Districts. *Joey Nuñez Estrada, San Diego State University; Tamika Gilreath, University of Southern California; Diana Pineda, University of Southern California; Rami Benbenishty, Bar-Ilan University; Ron Avi Astor, University of Southern California*

Examining the Challenges of Military Students: The Viewpoints of Educators Who Work With Military-Connected Schools. *Kris M. De Pedro, USC - Rossier School of Education; Tiffany Young, University of Southern California; Monica Christina Esqueda, University of Southern California; Julie Cederbaum, University of Southern California; Ron Avi Astor, University of Southern California*

Principals' Perspectives on Military-Connected Students in Civilian Public Schools. *Monica Christina Esqueda, University of Southern California; Keren Malchi, Bar-Ilan University; Hazel Atuel, University of Southern California; Rami Benbenishty, Bar-Ilan University; Ron Avi Astor, University of Southern California*

Examining the Activities and Client Groups of Social Work Interns in Military-Connected Schools. *Monica Christina Esqueda, University of Southern California; Keren Malchi, Bar-Ilan University; Hazel Atuel, University of Southern California; Rami Benbenishty, Bar-Ilan University; Ron Avi Astor, University of Southern California*

What Teachers Need to Know and Do to Support Military-Connected Students. *Pamela Arnold, Old Dominion University; Cheryl Neale-McFall, Old Dominion University; Christine Ward, Old Dominion University; Kathleen Levingston, Old Dominion University*

Developing an Assessment of School-Wide Responsiveness to the Needs of Military-Connected Students. *Joanna Garner, Old Dominion University; John A. Nunnery, Old Dominion University; Leigh Sayre, Old Dominion University; Jennifer A. Sughrie, Florida Atlantic University*

Discussant: *Roxana Marachi, San José State University*

63.022. When What We Know Is Not Enough: Questioning Silences in Educational History. Division F - History and Historiography
Cospponsored with SIG-Queer Studies and SIG-Indigenous Peoples of the Americas, SIG-Research on the Education of Asian and Pacific Americans; Symposium
VCC, Third Level, West Room 306; 8:15-9:45am

Chair: *Karen L. Graves, Denison University*

Participants:

- Autobiography: Silences in the Politics of Language. *Eileen H. Tamura, University of Hawaii - Manoa*
 - Drag and the Pedagogy of Silence: Performance and Gender in the Queer Student Movement. *Jessica Clawson, University of Florida*
 - Some Things, Better Left Unsaid? *Amy E. Wells Dolan, The University of Mississippi*
 - Can the Subaltern be Educated? Examining Indigeneity in Colonial Schooling. *Roland Sintos Coloma, OISE/University of Toronto*
- Discussant: *Karen L. Graves, Denison University*

63.023. Enacting Ideologies: Studies of Multimodal Discourse in Mediating Macro- and Micro-Social Worlds. Division G - Social Context of Education; Symposium
VCC, Second Level, East Room 19&20; 8:15-9:45am

Chair: *James Richard Gavelek, University of Illinois at Chicago*

Participants:

- Global Positioning: Language Ideologies and Multimodality in a Classroom With Chinese American English Language Learners. *Joseph C. Rumennapp, University of Illinois at Chicago*
 - A Multimodal Analysis of the "Chinese Professor": Narrative Construction and Positioning in Economic Hard Times. *Mary B. McVee, University at Buffalo - SUNY; Colette Carse, University at Buffalo/SUNY*
 - "Mean Girls" Go to College: Conflicting Story Lines in Female-Against-Female Bullying. *Cynthia H. Brock, University of Nevada - Reno*
- Discussant: *Aria Razfar, University of Illinois at Chicago*

63.024. Learning in Place: Situated Learning in Diverse Contexts. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 206; 8:15-10:15am

Chair: *Maria Timmons Flores, Western Washington University*

Participants:

- Fostering Resilience Through Community-Based Education: A Case Study at a Refugee Community Center. *Delila Omerbasic, University of Utah*
- Honoring the Bitterroot: Traditional Knowledge, Science Education, and Intrinsic Motivation. *Rose E. Honey, Harvard University*
- Learning Language, Gaining Autonomy: A Longitudinal Study Connecting Critical Place-Based Garden Unit With SFL (Systemic Functional Linguistics)/Genre Theories. *Patricia C. Paugh, University of Massachusetts - Boston; Mary B. Moran, Boston Public Schools*
- Making Difference Generative: Situated Meanings of Diversity at an Elite Boarding School Summer Session. *Burke Scarbrough, University of Rochester*
- Spatialized Assemblages and Suppressions: The Learning "Positioning" of Grade 6 Students in a Township School. *Aslam Fataar, Stellenbosch University*

Discussant: *Carmen Montecinos, Universidad Catolica de Valparaiso*

63.025. Symposium on Stanford's Teach-In on Undocumented Students in the United States. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 205; 8:15-9:45am

Chair: *Amado M. Padilla, Stanford University*

Participants:

- Background Information on Undocumented Students. *Liza Renee Lizcano, Stanford University*
- Undocumentation as a Global Issue. *Diane Sookyoung Lee, Stanford University*
- Stanford Teach-In. *Ana Paulina Moreno, University of California - Santa Cruz; Claudia Rodriguez-Mojica, Stanford University*
- How to Plan Your Teach-In. *Saskias Casanova, Stanford University*

Discussant: *William Perez, Claremont Graduate University*

63.026. Understanding Growth: The Challenges of Documenting Bilingual Oral Language Development in Linguistically Segregated Schools. Division G - Social Context of Education; Workshop
VCC, Third Level, West Room 302; 8:15-9:45am

Chair: *Sarah Capitelli, University of San Francisco*

Participants:

- The Challenges and Necessity of Researching Language Growth in Linguistically Segregated Schools. *Sarah Capitelli, University of San Francisco*
- Understanding Spanish Academic Language Development Among Latino English Language Learners. *Laura Alvarez, WestEd*
- Understanding English Oral Language Development Among Secondary Latino English Language Learners. *Amanda Kibler, University of Virginia*

63.027. Youth Resistance Across Neoliberal Contexts. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 204; 8:15-10:15am
Chairs: *Eve Tuck, SUNY - College at New Paltz; K. Wayne Yang, University of California - San Diego*

Participants:

- Urban Native Youth Engagement with Western-Oriented Outdoor and Environmental Education. *Tracy L. Friedel, The University of British Columbia*
- Transcending an Urban-Rural Divide: Rural Chinese Youth's Resistance to Townization and Schooling. *Jingjing Lou, Beloit College*
- Bullshit, Resistance, and the Justification of Unearned Privilege. *Ruben Gastambide-Fernandez, OISE/University of Toronto*
- Mapping the Biopolitics of School Dropout and Youth Resistance. *Jessica Ruglis, McGill University*
- Queer Street Youth Talk Back: Some Thoughts on Resistance and Ethnography. *Cindy Cruz, University of California - Santa Cruz*
- Cautionary Notes on Resistance. *Gregory James Dimitriadis, University at Buffalo - SUNY*

63.028. Changing Mathematics Education With Technology Through Research in Schools. Division H - Research, Evaluation and Assessment in Schools; Invited Session
VCC, First Level, West Room 118-120; 8:15-10:15am

Chair: *Antionette D. Stroter, Liberty University*

Participants:

- Complementary Results From Multi-Institutional, Multimethod Research on Scaling Up Simcalc. *Jeremy Roschelle, SRI International*
 - Design Research Implementing Multimodal Curriculum Into Schools: Dynamic Representation, Connectivity, and Haptics. *Stephen J. Hegedus, University of Massachusetts*
 - The evolution of mathematical discourse in technology-rich classrooms. *Beste Gucler, Michigan State University*
 - Advancing Measurement of Student Learning and Engagement. *Nicole Shechtman, SRI International*
 - Harnessing Research in the SunBay and Cornerstones Programs: Putting Results to Use in Real Schools. *Philip J. Vahey, SRI International*
- Discussant: *Louis M. Gomez, University of Pittsburgh*

63.029. Investigating Program Impacts Using Multilevel Models. Division H - Research, Evaluation and Assessment in Schools; Paper Session
VCC, Second Level, West Room 207; 8:15-10:15am

Chair: *Joanne Lee, Mathematica Policy Research, Inc*

Participants:

- Investigating Program Impact Using Hierarchical Linear Modeling: A Comparison of Intention-to-Treat and Treatment-of-the-Treated Analyses. *Jing Zhu, Metis Associates, Inc.; William Loadman, The Ohio State University; Rael Moore, National Center for Educational Achievement*
- Reading Intervention Research in Secondary Schools: Results of Comprehensive Scale-Up Implementation. *Mary E. Little, University of Central Florida; Debbie L. Hahs-Vaughn, University of Central Florida*
- The Variance of Accountability: Investigating Achievement Scores Through Applied Multidimensional Assessment. *Michael W. Corrigan, Marshall University; Douglas Harold Grove, Vanguard University of Southern California; John A. Gargani, Gargani and Company, Inc.*
- Place Matters: Using Spatial Mapping to Show How Variable Relationships Differ Across School Districts. *Mark Hoglebe, Washington University in St. Louis; William F. Tate, Washington University in St. Louis*
- Factors Influencing High School Graduation and Dropout for At-Risk Students: A Multilevel Approach to Measure School Effectiveness. *Bidya Raj Subedi, School District of Palm Beach County; Mark Howard, Palm Beach County School District; Nancy Reese, School*

District of Palm Beach County, Florida; Dione Christy, School District of Palm Beach County

63.030. Critical Issues in Teaching and Learning. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 208&209; 8:15-9:45am

Chair: *Brendan Cantwell, Michigan State University*

Participants:

Examining the Importance of Teaching Clarity: Findings From the Faculty Survey of Student Engagement. *Thomas F. Nelson Laird, Indiana University; Allison BrckaLorenz, Indiana University; Tony Ribera, Indiana University; Eddie R. Cole, Indiana University*

Investigating Relationships Among Faculty Self-Efficacy for Teaching, Feedback Mechanisms and Self-Reflection: Implications for Pedagogical Reform. *Matthew Tadashi Hora, University of Wisconsin - Madison; Joseph J. Ferrare, University of Wisconsin - Madison; Jeremiah Isaac Holden, University of Wisconsin - Madison*

Teaching Communities and Conceptions of College-Level Writing Instruction. *Stacy L. DeZutter, Millsaps College; Anita M. Derouen, Millsaps College*

Teaching and Learning About Race in Higher Education and Student Affairs Graduate Programs. *Keon Monte McGuire, University of Pennsylvania; Shaun R. Harper, University of Pennsylvania; Tryan L. McMickens, Suffolk University*

Discussant: *Kelly A. Ward, Washington State University*

63.031. Higher Education and Society. Division J - Postsecondary Education; Paper Session

VCC, First Level, West Room 113; 8:15-9:45am

Chair: *Rosetta Rowena Khalideen, University of the Fraser Valley*

Participants:

Educating the Public About Higher Education: Rhetorical Choices. *Jason Johnson, The George Washington University*

Foucault and Education: Knowing About Blended Delivery of Discourses of Science as Truth and Power. *Mary F. Agnello, Texas Tech University*

Racial Attitude Change During the College Years. *Jesse Rude, NORC at the University of Chicago; Gregory C. Wolniak, NORC at the University of Chicago; Ernest T. Pascarella, University of Iowa*

The Dual Commodification of Schools and Students in the Higher Education Admissions Marketplace. *Ezekiel W. Kimball, The Pennsylvania State University; Rodney P. Hughes, The Pennsylvania State University*

Discussant: *Ann E. Austin, Michigan State University*

63.032. Higher Education Policy From an International Perspective.

Division J - Postsecondary Education; Paper Session

VCC, Third Level, West Room 305; 8:15-9:45am

Chair: *Guilbert C. Hentschke, University of Southern California*

Participants:

Explaining Government Tuition Policy Change: Three Canadian Case Studies. *Deanna L. Rexe, Simon Fraser University*

Learning From the Past and Navigating Through the Present: How Economic Crises Shaped the Transformation of Postsecondary Education in Hong Kong. *Phoebe H. Stevenson, American Educational Research Association*

Policy Learning in the European Union's Research Policy. *Merli Tamtik, University of Toronto; Creso Sa, University of Toronto*

The Roles of International Organizations in Globalizing Higher Education Policy. *Riyad Ahmed Shahjahan, Michigan State University*

Discussant: *Amy S. Metcalfe, The University of British Columbia*

63.033. Issues in College Student Identity and Development. Division J - Postsecondary Education; Paper Session

VCC, First Level, West Room 111&112; 8:15-9:45am

Chair: *Lydia Foster Bell, The University of Arizona*

Participants:

Academic Identity Development in High School and College: A Longitudinal-Qualitative Study of First-Generation College Students. *Gina M. Arnone, University of Pennsylvania; Laura Carolyn Murray, University of Pennsylvania; Michael J. Nakkula, University of Pennsylvania*

Exploring the Potential Reflexive Nature of Epistemological Development and Argument-Generation Abilities for Undergraduate Students. *Jonathon Grooms, Florida State University*

Investigating the Nature of Self-Authorship Development in CalWORKs (California Work Opportunities and Responsibility to Kids) Participants. *Jane Elizabeth Pizzolato, University of California - Los Angeles; Avery B. Olson, University of California - Los Angeles; Laura Nicole Paulson, University of California - Los Angeles*

Student Learning and Development About Intersectional Identities Through Intergroup Dialogue. *Johanna C. Masse, University of Michigan; Amy Navvab, University of Michigan*

Discussant: *Tricia Seifert, OISE/University of Toronto*

63.034. Understanding Leadership in Diverse Contexts. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 212&213; 8:15-9:45am

Chair: *Valerie C. Lundy-Wagner, New York University*

Participants:

Whitewashed Organizational Challenges: African American Student Leadership Experiences Unpacked. *Bryan Hotchkins, University of Utah*

Influences of Vietnamese Culture and Gender Equality Policies on Academic Women's Leadership Development Process. *Ngoc Lan Thi Dang, Michigan State University*

Senate and University Community: Roles and Strategies in a Context of Retrenchment. *Alexandre Beaupre-Lavallee, University of Montreal*

Leading During a Financial Tsunami: The Experiences of Deans and Department Chairs. *Rick Ginsberg, The University of Kansas; Karen D. Multon, The University of Kansas*

Discussant: *Andrew Wall, University of Illinois at Urbana-Champaign*

63.035. Culturally Relevant Pedagogy and Diverse Teachers. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 221; 8:15-9:45am

Chair: *Detra Price-Dennis, The University of Texas - Austin*

Participants:

Serving the Public Good: Building Primary Preservice Teachers' Understandings of Difference and Diversity. *Tania Ferfolja, University of Western Sydney*

Transforming Thinking: Moving Preservice Teachers From Deficit Thinking Toward an Asset Approach Through Service Learning. *Kimberly R. White, Carroll University*

Culturally Responsive Pedagogy for Teacher Candidates of Color in Teacher Education Programs. *Conra Gist, City University of New York (Re)Framing Diverse Preservice Classrooms as Spaces for Culturally Relevant Teaching. Detra Price-Dennis, The University of Texas - Austin; Mariana Souto-Manning, Teachers College, Columbia University*

Discussant: *Tambra O. Jackson, University of South Carolina*

63.036. Key Issues in Preparing Preservice Teachers of English Language Learners. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 222; 8:15-9:45am

Chair: *Jennifer Danridge Turner, University of Maryland - College Park*

Participants:

Developing Student-, Knowledge-, Assessment-, and Community-Centered ESL (English as a Second Language) Teacher Education Curriculum: Theoretical Framework. *Youb Kim, The Pennsylvania State University*

Becoming ELL (English Language Learner) Literacy Teachers: The Learning Trajectory of Three Preservice Teachers. *Bridget A. Bunten, Washington College; Michelle Knotts, The Pennsylvania State University*

Constructing Usable Knowledge About the English Language for Preservice Teachers. *Youb Kim, The Pennsylvania State University; Alaska Hults, The Pennsylvania State University*

Discussant: *Pamela A. Mason, Harvard University*

63.037. Reinventing (University) Teacher Education: Connections, Contexts, and Consequences. Division K - Teaching and Teacher Education; Invited Session

VCC, Second Level, West Room 220; 8:15-9:45am

Chair: *Sonia Nieto, University of Massachusetts - Amherst*

Participants:

Project RITE: Rethinking Initial Teacher Education. *Marilyn Cochran-Smith, Boston College; Lexie Barbara Grudnoff, University of Auckland; Fiona Ruth Ell, University of Auckland; Graeme Aitken, The University of Auckland; Larry H. Ludlow, Boston College*

Moving University Teacher Education Into Schools and Communities.

Kenneth Zeichner, University of Washington

Reinventing Teacher Mentoring-as-Praxis: Discursive Connections and Consequences in the Context of University Teacher Education. *Lily Orland-Barak, University of Haifa*

Reinventing Teacher Education With Social and Emotional Learning at the Forefront. *Deborah Ann Donahue-Keegan, Tufts University / Wellesley College*

Discussant: *Sonia Nieto, University of Massachusetts - Amherst*

63.038. Salient Issues in Special Education: Working With Bilingual, English Language Learner, and Marginalized Students. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 217&218; 8:15-9:45am

Chair: *Dorea Denesian Bonneau, University of North Carolina - Pembroke*

Participants:

Bridging Bilingual and Special Education: Opportunities for Transformative Change in Teacher Preparation. *Alberto M. Ochoa, San Diego State University; Karen Cadiero-Kaplan, San Diego State University; Regina Brandon, San Diego State University*

Culturally Responsive Teaching Efficacy Beliefs Toward Serving Exceptional Students From Culturally and Linguistically Diverse Backgrounds. *Szu-Yin Chu, National Taitung University, Taiwan; Shernaz B. Garcia, The University of Texas*

Effective Instructional Practices and Diagnosis Procedures for English Language Learners With Special Education Needs. *Zohreh Yaghoub Zadeh, Directions Evidence and Policy Research Group, LLP; Terri Thompson, Directions Evidence and Policy Research Group, LLP; Antonia Andonova, Directions Evidence and Policy Research Group, LLP; Eric K. Chan, The University of British Columbia; Charles S. Ungerleider, Canadian Council on Learning*

Evaluation of a Culturally Responsive Postsecondary Transition Training for Educators of Marginalized Students With Disabilities. *Rebekka Joanne Jez, University of San Francisco*

63.039. The National Writing Project: Networked Development and Use of Knowledge to Support Teachers' Professional Learning. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 215&216; 8:15-9:45am

Chair: *Linda D. Friedrich, National Writing Project*

Participants:

The Impact of National Writing Project Partnership on Teacher Practice and Student Writing. *H. Alix Gallagher, SRI International; Haiwen Wang, SRI International; Katrina R. Woodworth, SRI International*

Longitudinal Analysis of How Professional Development Can Promote Changes in Teaching and Learning. *Min Sun, Virginia Polytechnic Institute and State University; H. Alix Gallagher, SRI International*

Forming Learning Communities: Important Elements for Collaboration Between Schools and Professional Development Organizations. *Teresa McCaffrey, SRI International; Kristin R. Bosetti, SRI International*

Creating a Writing Assessment System for Research and Practice: The National Writing Project's Analytic Writing Continuum. *Sherry Seale Swain, National Writing Project; Paul LeMahieu, The Carnegie Foundation for the Advancement of Teaching; Hee Jin Bang, National Writing Project; Linda D. Friedrich, National Writing Project*

Discussants: *Brian P. Rowan, University of Michigan; Laura M. Stokes, Inverness Research*

63.040. Evaluating Charter Schools: Beyond Average Achievement Effects.

Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, West Room 202&203; 8:15-9:45am

Chair: *Robert Bifulco, Syracuse University*

Participants:

Charter School Authorizers and Student Achievement. *Ron Zimmer, Vanderbilt University; Brian Gill, Mathematica Policy Research, Inc.; Kaitlin Tiplady Obenauf, Michigan State University; Jonathon Attridge, Vanderbilt University*

Comparing the Goals of Charter School Laws With Their Results: Implications for Policy and Practice. *Joanna R. Smith, University of Southern California; Caitlin Farrell, University of Southern California; Priscilla (Penny) Wohlstetter, Teachers College, Columbia University*

Competitive Effects of Charter Schools in Milwaukee. *Hiren Dhiraj Nisar, Abt Associates Inc.*

Siting for Segregation? The Effects of Accessibility on Charter School

Racial and Ethnic Composition. *Kori James Stroub, The University of Texas - Austin; Meredith Paige Richards, The University of Texas - Austin*

Discussant: *Alex L. Medler, National Association of Charter School Authorizers*

63.041. The Question of Coherence: Perspectives on Curriculum Coordination and Alignment. Division L - Educational Policy and Politics; Paper Session

VCC, Second Level, East Room 14; 8:15-10:15am

Chair: *Charles F. Vanover, University of South Florida*

Participants:

The Quest for a Coherent K-8 Science Curriculum: Toward a Scientifically Literate Population. *Leland S. Cogan, Michigan State University; William H. Schmidt, Michigan State University; Richard T. Houang, Michigan State University*

Goal-Curriculum Alignment Measures: Comparing the Common Core State Standards to the Georgia Performance Standards. *Anissa Lokey-Vega, Kennesaw State University; Doug Hearnington, Kennesaw State University*

English Learner Curricular Streams in Four Middle Schools. *Peggy Estrada, University of California - Santa Cruz*

The Common Core Writing Standards and State Adoption: Are We Moving in the Right Direction? *Gary A. Troia, Michigan State University; Natalie Olinghouse, University of Connecticut; Joshua Wilson, University of Connecticut; Kelly A. O'Shea, University of Connecticut; Ya Mo, Michigan State University; Lisa Kathleen Hawkins, Michigan State University*

Does Curriculum Coherence Matter? Insights From a Randomized Field Trial Involving 60 Districts. *Richard T. Houang, Michigan State University; William H. Schmidt, Michigan State University; Neelam Kher, Michigan State University; Leland S. Cogan, Michigan State University*

Discussant: *Beth Gamse, Abt Associates Inc.*

63.042. Undocumented Students and Access to Postsecondary Education: Reviewing Policy Research and Setting the Research Agenda.

Division L - Educational Policy and Politics; Symposium

VCC, Second Level, East Room 11; 8:15-9:45am

Chair: *Blanca Elizabeth Vega, Teachers College, Columbia University*

Participants:

Brief Overview of Undocumented Immigrant Policy Making in the United States. *Blanca Elizabeth Vega, Teachers College, Columbia University*

Examining the Role of Racist Nativism in California Higher Education Policy. *Lindsay Perez Huber, University of California - Los Angeles*

The Role of High Schools and Community Colleges in Implementing Postsecondary Education Policies for Undocumented Students. *H. Kenny Nienhusser, Teachers College, Columbia University*

The Impact of State and Institutional Financial Aid on Undocumented Students' Persistence and Success in Texas. *Angelica Aguilar, The University of Texas - Austin*

Critical Perspectives and Critique in Policy and Discourse About Undocumented Students in American Higher Education. *Ryan Evelyn Gildersleeve, The University of Texas - Arlington; Susana Hernandez, Iowa State University*

Discussant: *Stella M. Flores, Vanderbilt University*

SIG Sessions

63.043. Multimodal Arts Education: Virtuality, Fiction, Drama, and Utopia in Educational Research. SIG-Arts and Learning; Paper Session

Sheraton Wall Centre, Fourth Level, South Granville; 8:15-10:15am

Chair: *Monica M. Prendergast, University of Victoria*

Participants:

Restore Theatre Arts and Bridge the Achievement Gap: Action Research of the Effect of Theatre Arts on Reading. *Xin Li, California State University - Long Beach; Robin Creason, Long Beach Unified School District; Caroline Denton, Long Beach Unified School District; Maradel Millhouse, Long Beach Unified School District; Sergio Pina, Long Beach Unified School District*

Theater as a Learning Medium: The Case of Darwin's Journey. *Ran Peleg, Technion - Israel Institute of Technology; Ayelet Baram-Tsabari, Technion*

Teaching 21st-Century Art Education in a Virtual Age? Investigating Student Responses and Challenges to 3D Virtual Learning Environments. *Lilly Lu, Northern Illinois University*
 Startling Stories: Fiction and Reality in Education Research. *Pauline Sameshima, Washington State University; Carl Leggo, The University of British Columbia*
 The Importance of Utopia as Good-Place/No-Place in Drama Education. *Monica M. Prendergast, University of Victoria*
 Discussant: *Lisa M. Donovan, Lesley University*

63.044. The Arts as a Public Pedagogy by, for, and About Bilingual, Bicultural Youth. SIG-Arts-Based Educational Research; Symposium
 VCC, Third Level, West Room 303; 8:15-9:45am

Chair: *Sharon Chappell, California State University - Fullerton*

Participants:

Exploring Migrant Youths' Literacies and Identities Through Young Writers Programs. *Elizabeth C. Lewis, Dickinson College*
 Participatory Theatre as Critical and Creative Pedagogy in Multicultural Preservice Teacher Education. *Masakazu Mitsumura, Arizona State University*
 Projecting Silent Voices: Public Art and Critical Pedagogy, Post-English Language Certification in South Central Los Angeles. *Luis Genaro Garcia, Los Angeles Unified School District*
 By Any Medium Necessary: Cultivating the Public ARTivist. *Gerald T. Reyes, University of California - Berkeley*
 Grappling With Social and Aesthetic Dissensus in an Exhibition by, for, and About Emerging Bilingual Youth. *Sharon Chappell, California State University - Fullerton*

Discussant: *Christian J. Faltis, University of California - Davis*

63.045. The Critical Pedagogy in Mentoring: Planting the Seeds for Critical Consciousness and Transformation. SIG-Critical Educators for Social Justice; Symposium
 VCC, Second Level, East Room 17; 8:15-9:45am

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

Participants:

Revolutionizing Our Praxis As Educators and Civic Agents: How the Agency of Urban Youth Changed the Lives of Three Teachers. *Mark Bautista, University of California - Los Angeles*
 Latina/o Immigrant Parents as Prophetic Mentors: Beyond School Engagement—"Denouncing How We Are Living, Announcing How We Could Live". *Pedro E. Nava, University of California - Los Angeles*
 Teachers' Effectiveness and Roles as Mentors for Low Income Students of Color. *Daniel Dinn-You Liou, Iowa State University; Antonio Nieves Martinez, University of California - Los Angeles*

Discussant: *Ifeoma A. Amah, The University of Texas - Arlington*

63.046. Whiteness in Hollywood: Race, Poverty, and Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
 VCC, Second Level, West Room 219; 8:15-9:45am

Chair: *Juhanna Nicole Rogers, Indiana University*

Participants:

Race, Power, and Perception of Control: Tiffany in Charge. *Robin L. Hughes, Indiana University - Indianapolis; David O. Stovall, University of Illinois at Chicago*
 Lights, Camera, Reaction: Students' Take on Whiteness in Film. *Juhanna Nicole Rogers, Indiana University*
 White, Young, and Female? You Can Change the World by Tomorrow at the Latest. *Jennifer Michelle Horace, Clemson University*
 Whiteness as a Female Educator. *Rose A. Jackson, Indiana University*

Discussant: *Jennifer Michelle Horace, Clemson University*

63.047. Sensual Curriculum: Making Educational Sense Through the Senses. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 8:15-9:45am

Chair: *Walter S. Gershon, Kent State University*

Participants:

Using the Senses in Reflective Practice: Preparing School Leaders for Non-Text-Based Understandings. *Christa A. Boske, Kent State University*
 Bringing Curriculum Down to Earth: The Terroir That We Are. *Wanda Hurren, University of Victoria; Erika L. Hasebe-Ludt, University of Lethbridge*

The Disembodied Schoolchild: A Casual Tyranny. *Sheri L. Leafgren, Miami University*

Exploring the Curriculum of Museums Through Phenomenological Touch. *Elee Wood, Indiana University - Purdue University at Indianapolis; Kiersten F. Latham, Kent State University*

The Visceral Imagination: A Fertile Space for Nontextual Knowing. *Sean P. Wiebe, The University of British Columbia; Celeste N. Snowber, Simon Fraser University*

Sound Spaces: The Otology Educational Ecologies. *Walter S. Gershon, Kent State University*

63.048. Multilevel Modeling Methods and Applications. SIG-Hierarchical Linear Modeling; Paper Session
 VCC, Third Level, West Room 304; 8:15-10:15am

Chair: *Gregory J. Palardy, University of California - Riverside*

Participants:

Effect Size Measures for Mediation in Cluster-Randomized Trials. *Laura M. Stapleton, University of Maryland; Keenan A. Pituch, The University of Texas - Austin*
 Implications of Centering in a Three-Level Hierarchical Linear Model. *Ahnalee Marie Brincks, University of Miami; Daniel Feaster, University of Miami; Maria Llabre, University of Miami; Craig K. Enders, Arizona State University*
 Relative Importance of Predictors in a Multilevel Model. *Yan Liu, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia; Amery Dai Ling Wu, Paragon Testing Enterprises*
 Using Multilevel Dependencies to Improve Estimation With Missing Data. *Christopher M. Swoboda, University of Cincinnati; Jee-Seon Kim, University of Wisconsin - Madison*
 Modeling Partially Cross-Classified Multilevel Data. *Kevin James Cappaert, University of Wisconsin - Milwaukee; Jaime Leigh Peterson, University of Iowa; Wen Luo, University of Wisconsin - Milwaukee*

63.049. Employing a Community Cultural Wealth Framework to Analyze the Complexities of Latina/o Educational Attainment. SIG-Hispanic Research Issues; Symposium
 VCC, Second Level, East Room 18; 8:15-10:15am

Chair: *Susana Maria Munoz, University of Wisconsin - Milwaukee*

Participants:

Is the Bronx in the House? An Inquiry of "Capital" and the College Transition of Latino Males. *Alejandro E. Carrion, The Graduate Center - CUNY*
 Latina/o Students in STEM: An Examination of Navigational, Cultural, and Social Capital. *Lorenzo DuBois Baber, University of Illinois; Blanca E. Rincon, University of Illinois at Urbana-Champaign; Mariana Garcia Martinez, University of Illinois at Urbana-Champaign*
 Over the Ivy Wall: Latino Male Achievers Nurturing Community Cultural Wealth at a Highly Selective Predominantly White Institution. *David Perez II, The Pennsylvania State University*
 Whose Capital do I Keep? Negotiating the Tensions between Community Cultural Wealth and Cultural Capital after the Ph.D. *Michelle M. Espino, University of Georgia*

Discussant: *Tara J. Yosso, University of California - Santa Barbara*

63.050. The Whole Is Greater Than the Sum of Its Parts 2. SIG-Law and Education; Paper Session
 VCC, Second Level, East Room 9; 8:15-9:45am

Chair: *Sarah Lauren Diem, University of Missouri*

Participants:

Don't Take Your Guns to Town...But You Can Bring Them on Campus. *Jesse Perez Mendez, Oklahoma State University*
 "Private in Name Only": Revisiting the Milwaukee Parental Choice Program. *Julie F. Mead, University of Wisconsin - Madison*
 The Politics of the Development, Relief, and Education for Alien Minors (DREAM) Act. *Karen L. Miksch, University of Minnesota; Mark H. Pedelty, University of Minnesota*

Discussant: *John W. Hunt, Southern Illinois University - Edwardsville*

63.051. Social Studies Curriculum and Pedagogy. SIG-Research in Social Studies Education; Paper Session
 VCC, Second Level, West Room 223; 8:15-9:45am

Chair: *Catherine A. Broom, The University of British Columbia - Okanagan*

Participants:

Dyadic Learning in the Middle School Social Studies Class: A Case Study.

Rebecca Shargel, Towson University

Knowing Social Studies Is Not Enough: Doing Social Studies Through Project-Based Learning. *Glenda C. Moss, University of North Texas; Sol Joye, Neil Armstrong Middle School*

Mediating Curriculum Text: Teachers' Complex Personal Subjectivities and Social Studies Pedagogy. *Laurence Abbott, University of Alberta*

Planning With Purpose: Crafting Effective Educative Curriculum Materials for the Social Studies. *Cory Callahan, Auburn University; John W. Saye, Auburn University*

Discussant: *Margaret E. Berci, College of Staten Island - CUNY*

63.052. Creating and Sustaining Positive School Communities. SIG-School Community, Climate, and Culture; Paper Session
VCC, Second Level, East Room 16; 8:15-9:45am

Chair: *Ana Gil-Garcia, The American University in Cairo*

Participants:

Collective Pedagogical Teacher Culture and Teacher Satisfaction. *Elizabeth Stearns, University of North Carolina - Charlotte; Neena Banerjee, University of North Carolina - Charlotte; Stephanie Moller, University of North Carolina - Charlotte; Roslyn Arlin Mickelson, University of North Carolina - Charlotte*

Inciting Better Than "Best Practice": Exploring Relationships Among Classroom Management Practices, School Climate, and Achievement. *John V. Shindler, California State University - Los Angeles; A. Dee Williams, California State University - Los Angeles; Albert F. Jones, California State University - Los Angeles*

Institutional Care in Urban High Schools. *Robert Cooper, University of California - Los Angeles; Ryan Edward Santos, University of California - Los Angeles*

Students Perceptions of Social-Emotional Security in Urban High Schools. *Carol Nixon, Evaluation Design; Tara Donahue, Edvantia, Inc.; Mark McCormack, Vanderbilt University*

The Suspension Experience: What Does It Mean for the Student Observer? *Katherine Marian Thompson, OISE/University of Toronto*

Understanding School Community and School Resources: Human, Material, and Social Resources Association With School Community Indicators. *Heather E. Price, University of Notre Dame*

Discussant: *Valerie Hill-Jackson, Texas A&M University*

63.053. Processes and Impacts of Collaborative Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session
VCC, Second Level, West Room 214; 8:15-10:15am

Chair: *Hafdis Gudjonsdottir, University of Iceland*

Participants:

Divergence and Commonality: Listening for the Golden Thread. *Valerie A. Allison-Roan, Susquehanna University; David Scott McLaughlin, Susquehanna University; Michael Patrick Hayes, Susquehanna University*

Lessons Learned: The Complexities of Ethical Collaborative Self-Study. *Arlene Grierson, Nipissing University*

I'm Not a Researcher, I'm a Hardware Person: Learning About Collaborative Research. *Kami M. Patrizio, Virginia Tech*

Mentoring Beginning Teacher Educators Through Collaborative Self-Study. *Tim Fletcher, Memorial University; Shawn M. Bullock, University of Ontario Institute of Technology; Clare Kosnik, University of Toronto*

Teachers Educators Reflecting on Teaching and Learning Together. *Margaret Ann McNamara, Bank Street College of Education; Jenny D. Ingber, Bank Street College of Education*

Discussant: *Mary C. Dalmau, Victoria University*

63.054. Professional Learning Communities: Are They Our Best Hope for Authentic School Reform? SIG-Supervision and Instructional Leadership; Paper Session
VCC, Second Level, East Room 13; 8:15-10:15am

Chair: *Kathleen Topolka Jorissen, Western Carolina University*

Participants:

Collaboration in Professional Learning Communities and Development of Teacher Efficacy and Trust in Alabama Schools. *Datie Priest, The University of Alabama*

Relationships Among Professional Learning Communities, School Academic Optimism, and Student Achievement in Alabama Middle and High Schools. *Amanda Cassidy, The University of Alabama*

Professional Learning Communities and Student Learning: A Meta-Analysis of the Research. *Daisy E. Arredondo Rucinski, The University*

of Alabama

The Effects of Common Planning on Teacher Efficacy in High Schools Implementing Professional Learning Communities. *Kyra L. Rhyne, Ringgold High School*

Relationships Between District Climate and the Development of Professional Learning Communities in Schools. *Terri C. Boman, The University of Alabama*

The Relationship Between Professional Learning Communities and Perceptions of Reflective Practices of Elementary School Teachers. *Rachel Real Poovey, The University of Alabama*

Discussant: *Helen M. Hazi, West Virginia University*

Division and SIG Roundtables

63.055. Roundtable Session 104; Roundtable Session

63.055-1. Multicultural Education and Diversity in the Caribbean and Africa. SIG-Caribbean and African Studies in Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Amma K. Akrofi, Texas Tech University*

Participants:

Examining a Multilingual Educator's Path to Multicultural Awareness: A Case Study. *Patriann Smith, University of South Florida*

Gender Gap in Reading and Mathematics in Sub-Saharan African Countries: A Meta-Analysis. *Christine Ouma, Florida State University; Jiwon Nam, Florida State University*

Language Policy That Promotes Education for All: Language of Instruction in Haitian Schools. *Lauren Christian Gibson, New York University*

Teacher Efficacy and Perspectives on Disabled Students' Future Trajectories: Using Research to Facilitate Quality Education Outcomes. *Stacey Natasha Jillian Blackman, University of the West Indies; Arthur Glanville Richardson, University of the West Indies; Claudette Fong-Kong Mungal, University of the West Indies; Gerald Rose, University of the West Indies; Jason Marshall, University of the West Indies; Erin Mahon, University of the West Indies; Allyson Pennegan, University of the West Indies; Martin Hall, University of the West Indies*

63.055-2. Qualitative Studies of Doctoral Students' Experiences. SIG-Doctoral Education across the Disciplines; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Participants:

Balancing Personal, Professional, and Academic Commitments: Challenges Experienced by Online Doctoral Students. *Meredith Coughlin, University of Florida; Heidi Fernandez, University of Florida; Allison Johnson, University of Florida; Johanna K. Kenney, University of Florida; Swapna Kumar, University of Florida; Florence Wolfe Sharp, University of Florida; Tasha Wells, University of Florida*

Students in the Mist: The Struggle to Make Sense of Doctoral Study. *Sandra S. Acker, OISE/University of Toronto; Eve Haque, York University*

The Influence of Family on Part-time Education Doctoral Students. *Lisa S. Bircher, Kent State University*

Working at the Interface: Indigenous Students' Experience of Undertaking Doctoral Studies in Aotearoa New Zealand. *Elizabeth McKinley, University of Auckland; Barbara Grant, University of Auckland; Sue C. Middleton, University of Waikato*

63.055-3. Ontario's Urban Aboriginal Education Pilot Projects: To Know Is Not Enough to Decolonize Our Schools. SIG-Indigenous Peoples of the Americas; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Lisa M. Korteweg, Lakehead University*

Participants:

"There's Nothing Aboriginal in the Subject I Teach": Seeking Systemic Shifts in Non-Aboriginal Teacher Education. *Lisa M. Korteweg, Lakehead University; Brooke Madden, The University of British Columbia*

"Spontaneous Laughter and Good Marks": From Policy Framework to Working Model. *Celia E. Haig-Brown, York University; Lisa Ewanchuk, Simcoe County District School Board*

"I Had a Rough Past But Things Are Getting Better for Sure": Aboriginal Youth and Schooling. *Susan Dion, York University; Catherine Pawis, Toronto District School Board*

63.055-4. Exploring Issues of Literacy, Equity, Access, and Change in Classroom Settings. SIG-Language and Social Processes; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Jennifer A. Vadeboncoeur, The University of British Columbia*

Participants:

Classroom Interaction and Dialogue: Processes of Continuity and Change. *Adam Lefstein, Ben Gurion University of the Negev; Julia Snell, King's College London*

Critical Literacy, Power, and the Struggling Reader. *Courtney Marie Bauer, Dallas Independent School District*

Engaging Literacies: Improving Literacy Outcomes for Students in Low SES (Socioeconomic Status) Schools Through Media Arts and Literacy Pedagogy Reform. *Annette Woods, Queensland University of Technology*

"Face Saving Is Huge": Using Discourse-Analytic Concepts to Frame Equitable Classroom Interactions. *Melinda J. McBee Orzulak, Bradley University*

63.055-5. Social and Emotional Development and Issues for Gifted Individuals. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Kristina Ayers Paul, University of South Carolina*

Participants:

Assessing Motivational Orientations of Highly Gifted Students. *Yi-Lung Kuo, Center for Talented Youth, Johns Hopkins University*

Cope and Grow: A Model of Affective Curriculum for Talent Development. *David Yun Dai, University at Albany - SUNY; Kimberly K. Westcott, University at Albany - SUNY*

Doubt and Proof: The Struggle to Accept One's Giftedness Across the Life Span. *Adrienne E. Sauder, The University of Western Ontario*

Empowering Underachieving High-Potential Students for Academic Success. *Lisa DeVita Rubenstein, Ball State University; Del L. Siegle, University of Connecticut; E. Jean Gubbins, Micah Nicole Bruce-Davis, University of Connecticut; Jamie Garner, University of Connecticut; Sarah M. Richardson, University of Connecticut; Eric M. Rubenstein, Yale University*

63.055-6. Topics in Special Education. SIG-Special Education Research; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Maria E. Hernandez Finch, Ball State University*

Participants:

A Randomized Study of the Impact of STEM Mentors With Disabilities on High School Students With Disabilities. *Jo-Ann Sowers, Portland State University*

The Face of Special Education in High-Risk Successful Schools. *Sherry Mee Bell, The University of Tennessee; Susan McLean Benner, The University of Tennessee; Anne McGill-Franzen, The University of Tennessee; Kandy Smith, The University of Tennessee*

Disciplinary Consequence Effects on the Achievement of Students With Disabilities: A Statewide Examination. *Kirsten Allman, Klein Independent School District; John R. Slate, Sam Houston State University*

Disproportionality and Gaps: Insights Into Diversity, Special Education, and Response-to-Intervention. *Maria E. Hernandez Finch, Ball State University; Mei Chang, University of North Texas; Gregory J. Marchant, Ball State University*

A Comparison of the Effects of Teacher-Mediated and Computer-Mediated Instruction on the Mathematical Word Problem-Solving Performance of Third-Grade Students With Mathematical Difficulties. *Jayne Melissa Leh, The Pennsylvania State University; Asha K. Jitendra, University of Minnesota*

63.055-7. How Leadership Contributes to the Quality of Professional Life for Teachers: Team, School, and District-Level Perspectives. SIG-Learning and Teaching in Educational Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Arnold B. Danzig, Arizona State University*

Participants:

Quality of Professional Life for a School-Based Team of Teachers: Collaboration, Leadership, and Trust Impact Teacher and Student Learning. *Andi Fourlis, Scottsdale Unified School District*

Quality of Professional Life for Teachers: Focus, Trust, and a Normative Culture. *Jeffrey Thomas, Scottsdale Unified School District*

Teacher Retention: One District's Search to Understanding Complex Issues Regarding Retaining Quality Teachers. *Susan Lugo, Creighton School District*

Learner-Centered Leadership: Applications to Teacher Quality of Life and Retention. *Arnold B. Danzig, Arizona State University*

63.055-8. LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) Bullying in Urban Schools: Creating Supportive School Climates to Help It Get Better. SIG-Queer Studies; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Edward Brockenbrough, University of Rochester*

Participants:

The Experiences of LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Youth in Urban Schools: Findings From a National Survey. *Emily Ann Greytak, GLSEN: Gay, Lesbian & Straight Education Network*

Creating a Supportive School Environment by Establishing Gay-Straight Alliances: Barriers to an Urban Implementation. *Amanda C. Thompkins, The Leadership Program*

Reducing Risk and Victimization in High-Risk Urban LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning) Youth: The Hetrick-Martin Institute Model. *Lisa M. Chauveron, The Leadership Program; Lillian Rivera, The Hetrick-Martin Institute*

63.055-9. Research on the Education of Asian and Pacific Americans: Roundtable Session on Higher Education. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Rob Ho, University of California - Los Angeles*

Participants:

Asian American and Pacific Islander Faculty and the Glass Ceiling in the Academy. *Wenfan Yan, University of Massachusetts - Boston; Samuel D. Museums, University of Hawaii - Manoa*

Performing Race and Ethnicity Through Campus Culture Shows. *Rican Vue, University of California - Los Angeles*

Asian Americans and Assimilation in Higher Education: An Interpretative Account. *Jennifer R. Crandall, University of Pittsburgh*

63.055-10. Current Research on Teachers' Work and Teacher Unions. SIG-Teacher's Work/Teachers Unions; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Ron Brunton, Nova Scotia Teachers Union*

Participants:

The Future of Teachers' Work. *Jean-Claude Couture, Alberta Teachers' Association; Andrew Hargreaves, Boston College; Phil McRae, University of Alberta*

Teacher Colleagues' Influence on Novice Teachers' Perceptions of Teacher Unions and Labor-Management Relations. *Ben Pogodzinski, Wayne State University; Nathan Jones, Educational Testing Service*

Teacher Union Legitimacy and Member Engagement. *Kara Popiel, Teachers College, Columbia University*

63.055-11. Religion and Public Education. SIG-Religion and Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Mary Rose McCarthy, Pace University*

Participants:

The Day of Dialogue and the Golden Rule Pledge: Public Discourse, Religious Belief, and Mutual Respect. *Brendan Randall, Harvard University*

Do English Education Leaders Care About Religious Literacy and Respect for Religious Diversity? Should We? *Robert Todd Bruce, Erskine College; Beatrice Naff Bailey, Clemson University*

Religious Schooling and Adult Civic Engagement in the United States. *David H. Sikkink, University of Notre Dame*

63.055-12. Learning From Impact of Action Research on Preservice Teachers. SIG-Action Research; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Ellen H. Reames, Auburn University*

Participants:

Interrogating Self, Pedagogy, and Context: How Inquiry Becomes Part

of Preservice Teachers' Identities and Practice. *Sharon B. Hayes, West Virginia University; Jason Jude Smith, West Virginia University*

Investigating the Impact of Action Research on K-12 Content Teachers. *Jessica S. Lee, The George Washington University; Amy J. Mazur, The George Washington University; Elizabeth L. Crouch, The George Washington University*

Knowing Is Not Enough: Developing Curricula That Force Reflection Through Action Research. *Jo A. Cady, The University of Tennessee; Theresa M. Hopkins, The University of Tennessee; Kristin T. Rearden, The University of Tennessee*

The Research Portfolio: Engaging Teacher Researchers in Data Analysis. *Alisa J. Bates, Willamette University; Jill Bryant, Willamette University*

63.055-13. Forming Scholarly Identities: Narratives of Female Leaders.

SIG-Narrative Research; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *Jennifer R. Wolgemuth, Colorado State University*

Participants:

Narratives of Female Leaders in Disadvantaged South African Schools.

Brigitte Smit, University of South Africa; Juliet Christine Perumal, Faculty of Education, University of Johannesburg; Petro Du Preez, North West University

Unpacking Images and Metaphors of Female Curriculum Leadership

Through Nostalgia and Memory as Narrative Nuances. *Petro Du Preez, North West University*

The Role of Women in School Leadership and the Transition From Colonial to Postcolonial Education in South Africa. *Graeme Edwards, St Benedict's Preparatory School*

Exploring Scholarly Identity Development in Our Academic Sandbox:

Building Castles and Rebuffing Backyard Bullies. *Denise M. McDonald, University of Houston - Clear Lake; Cheryl J. Craig, University of Houston; Michele Kahn, University of Houston - Clear Lake; Carrie Markello, University of Houston; Margie Garcia, University of Houston - Clear Lake; Donna Smith, University of Houston - Clear Lake; Jean Kiekel, University of Houston*

63.055-14. Applications in Survey Research: Development, Data Analysis, and Methods.

SIG-Survey Research in Education; Roundtable Session

VCC, First Level, East Ballroom A; 8:15-9:45am

Chair: *James R. Chromy, RTI International*

Participants:

A Psychometric Evaluation of the Inventory of the Polychronic Values in a Paired Sample of Mothers and Adolescents. *Kim Nimon, University of North Texas; David Bonner, University of North Texas; Lin Lin, University of North Texas*

Estimation of Expected Academic Engagement Behaviors: The Use of Vague Quantifiers Versus Tallied Responses. *James S. Cole, Indiana University; Ali Korkmaz, Accord Institute for Education Research*

Respondent Use of Straight-Lining as a Response Strategy in Education Survey Research: Prevalence and Implications. *James S. Cole, Indiana University; Alexander C. McCormick, Indiana University - Bloomington; Robert M. Gonyea, Indiana University - Bloomington*

The Relationships among Course and Instructor Evaluations and an External Student Satisfaction Inventory. *Christine M. Schram, Baker College; J. Michael Tyler, Baker College*

When Education Survey Data Come From Multiple Sources. *Peter H. Siegel, RTI International; James R. Chromy, RTI International*

63.056. Roundtable Session 105; Roundtable Session

63.056-1. A Cross-National Exploration of Quality Learning and Reasoning in Elementary Science.

SIG-Science Teaching and Learning; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Joerg Ramseger, Freie Universität Berlin*

Participants:

Cross-Cultural Comparisons of Reasoning in Elementary School Science. *Russell W. Tytler, Deakin University; Peter Hubber, Deakin University; Gail D. Chittleborough, Deakin University*

Elementary Teachers' Experiences of Coconstructive Approaches to Supporting Reasoning in German Science Classrooms. *Joerg Ramseger, Freie Universität Berlin*

Student-Teacher Interactions Supporting Reasoning in Taiwanese Astronomy Classrooms. *Chao-Ti Hsiung, National Taipei University*

of Education; *Ch-Ling Wu, National Taipei University of Education; Hsiao-Lan S. Chen, National Taiwan Normal University*

Multimodal Representation and Reasoning in an Australian Classroom. *Mark W. Hackling, Edith Cowan University; Karen Janette Murcia, Edith Cowan University*

63.056-2. Engaging With Power: Learning From Children's Early Composing Processes.

SIG-Writing and Literacies; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Elisabeth Johnson, College of Staten Island - CUNY*

Participants:

It's Not The Wi-Fi Connection, It's About Connecting: Letter Writing Between Fourth Graders and Graduate Students: What Can Be Learned? *Maureen P. Boyd, University at Buffalo - SUNY; Rosa D'Abate, University at Buffalo - SUNY*

Layering-Up Meanings: Recruiting Multiple Theoretical Lenses to Reimagine Child Engagement With School Literacy. *Marjorie Siegel, Teachers College, Columbia University; Stavroula Kontovourki, University of Cyprus*

Process Writing Development in Emergent/Early Writers. *Kellie Carpenter Cude, Texas A&M University-Central Texas*

A Fine Balance: Supporting Students' Critical Literacy Development in Multitextual Classrooms. *James Lorne Nahachewsky, University of Victoria*

63.056-3. Technological Advances in Qualitative Inquiry and Visual Methods.

Division D - Measurement and Research Methodology

Cosponsored with SIG-Qualitative Research; Roundtable Session

VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: *Kyung-Hwa Yang, McGill University*

Participants:

Beyond the Transcript: Toward Innovative Methods for Video-Based Analysis of Classroom Interaction. *Cecilia Henriquez Fernandez, University of California - Los Angeles; Melissa Sunshine Cook, University of California - Los Angeles; Jacqueline Wong, University of California - Los Angeles; Scott Monroe, University of California - Los Angeles*

Technology-Supported Qualitative Inquiry: Beyond Data Analysis Software. *Trena M. Paulus, The University of Tennessee; Jessica Nina Lester, Washington State University*

Utilizing PhotoVoice for Complementary and Emergent Data Analysis of Postsecondary Experiences of Children of Immigrants. *Fanny P. Yeung, University of California - Los Angeles*

63.057. Roundtable Session 106; Roundtable Session

63.057-1. Conceptualizing New Beginnings: Philosophical, Cosmic, and Personal Implications of the Ecological.

Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: *Ambareen Nasir, University of Illinois at Chicago*

Participants:

J. M. G. Le Clézio's Deconstruction of the Genesis Myth: Conceptualizing a Decentered Biocentric Ethic. *Keith Moser, Mississippi State University*

Personal and Contextual Barriers to Promotion of Sustainable Development in Everyday Life. *Arto O. Salonen, Helsinki Metropolia University of Applied Sciences; Mauri K. Ahlberg, University of Helsinki*

The Place of Moral Philosophy in Environmental Education. *David Patrick Burns, Kwantlen Polytechnic University*

Growing Change: Place-Based Participatory Partnerships in Education. *R. Justin Hougham, University of Idaho; Francene Watson, Washington State University*

63.057-2. Questioning Curricular Norms: Just Wars, Best Practices, and Hidden Curriculum.

Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: *Linda Symcox, California State University - Long Beach*

Participants:

Traversing the Spaces of "Real" Curriculum: Critical Discourse Analysis of Violence, Terrorism, and "Just" War. *Antonina Lukenchuk, National-Louis University*

Lived Carnival, Habitus, and Resistance: A Childhood Forged Through

Violence. *Tracey Pyscher, University of Minnesota*
 When Best Practices Aren't: A Schwabian Perspective. *Peter S. Hlebowitsh, University of Iowa*
 Education and Violation: Conceptualizing Power, Domination, and Agency in the Hidden Curriculum. *Noah De Lissoy, The University of Texas - Austin*

63.058. Roundtable Session 107; Roundtable Session

63.058-1. Critical Psychoanalysis and Knowledge: Laughter, Radical Love, and the Emotional Self. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am

Chair: *Isabel Nunez, Concordia University - Chicago*

Participants:

- A Psychoanalyst in the Classroom: Reflections on the Use of Clinical Training. *Deborah P. Britzman, York University*
- Radical Love as a Hermeneutic of Social Change. *Dara N. Nix-Stevenson, University of North Carolina - Greensboro; Sarah Colonna, University of North Carolina - Greensboro*
- Aporia and Responsibility in Teacher Becoming. *Melanie D. Janzen, University of Manitoba*
- Through Laughter and Through Tears: Emotional Responses to Antiracist Pedagogy. *Tanetha Jamay Grosland, University of Florida*

63.058-2. Curricula of Resistance Across the World. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 8:15-9:45am

Chair: *Yoonjung Choi, Teachers College, Columbia University*

Participants:

- A Lost Cause Rediscovered: African American Representation in South Carolina's High School U.S. History Standards. *Carl Bohning Anderson, The Pennsylvania State University*
- Juxtaposing Sonare and Videre Midst Curricular Spaces: Negotiating Muslim, Female Identities in the Discursive Spaces of Schooling and Visual Media Cultures. *Diane Patricia Watt, University of Ottawa*
- Model Minority Myth and Korean Immigrant Students in American Schools. *Yoonjung Choi, Teachers College, Columbia University; Jae Hoon Lim, University of North Carolina - Charlotte*
- Race and Resources: Black Parents' Perspectives on Postapartheid South African Schools. *Bekisizwe S. Ndimande, University of Illinois at Urbana-Champaign*
- Sexism in Iranian Natural Sciences Textbooks. *Anahita Konjin, The University of British Columbia*

63.059. Roundtable Session 108; Roundtable Session

63.059-1. Curriculum and Cultural Identity in Between and Across Contexts. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am

Chair: *Min Yu, University of Wisconsin - Madison*

Participants:

- Affordances and Constraints: Using Multimodal Methods in Globalized Education Contexts. *Zheng Zhang, University of Western Ontario*
- Cultural Translation: Curricular Discourses With/in the Internationalization of Curriculum Studies. *Seungho Moon, Oklahoma State University - Stillwater*
- New Patterns of Cross-Cultural Learning: A Case Study on an English Instruction Postgraduate Program in China. *Hong Zhu, Northeast Normal University*
- Western Culture Influence on Youth Culture in China, Good or Bad? *Jing Sun, Georgia Southern University*
- What is Educational Cosmopolitanism? *Hannah Marie Spector, The University of British Columbia*

63.059-2. Curriculum Embodied in Community: Activism, Service, Relationship. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 8:15-9:45am

Participants:

- Community Connections: Creating Opportunities for Education Engagement. *Marva M. Hall, University of Illinois at Chicago*
- Chicano/a Activist Scholarship at the Interstices of Community Self-Determination: Toward a Raza Research Methodology. *Miguel Zavala, California State University - Fullerton*
- Integrating Literacy and Peer-Reading in a Social Justice Program. *Jill M.*

Hermann-Wilmarth, Western Michigan University; Jeffrey N. Jones, Western Michigan University
 Making "Community School" Research Real. *Eloisa Maria Rodriguez*

63.060. Roundtable Session 109; Roundtable Session

63.060-1. Curriculum of Embodiment. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am

Chair: *Carolyn Vander Schee, Northern Illinois University*

Participants:

- Beyond Literacy: Digital Media, "Electracy," and Embodied Learning. *Mei W. Hoyt, University of North Texas*
- Celebrity and the Obesity Industry: The Spectacle of Child-Saving in a Neoliberal Era. *Kip Kline, Lewis University; Carolyn Vander Schee, Northern Illinois University*
- Identity, Cultural Production, and Pedagogy in Media Performances. *Carmen L. Medina, Indiana University - Bloomington; Karen E. Wohlwend, Indiana University - Bloomington*
- The Cyberspace Curriculum: Navigating The Nexus Between Identity and Learning Online. *Donyell Lakishka Roseboro, University of North Carolina - Wilmington*

63.060-2. Curriculum of Resistance: Learning From the Others. Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 8:15-9:45am

Chair: *Elizabeth Calhoun Reyes, Arizona State University*

Participants:

- "A Hyper- and Pessimistic Activism" in a Curriculum Master's Course. *Jory J. Brass, Arizona State University*
- Can I Become an Activist for Social Justice? English Language Arts Teachers' Selections of Canadian Multicultural Literature. *Ingrid Johnston, University of Alberta; Kylie Yang, University of Alberta*
- Criminalizing a Curriculum: A Case Study on Curriculum Conflict and Teacher and Principal Resistance. *Seth Peter Aleshire, The University of Arizona*
- Learning to Read From Elementary Boy Nonreaders. *Rikki Lyle Chandler, University of Georgia; Tamra W. Ogletree, The University of West Georgia*
- The Road Is Paved in Sapphire: Discovering Multiple Forms of Black Women's Intellectual Resistance. *Kirsten T. Edwards, Louisiana State University*

Division and SIG Posters

63.061. Poster Session 17; Poster Session

63.061-1. Research in PK-12 Education: The Humanities and Other Content Areas. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

1. Balancing Strategy Instruction and Writing With African-American Middle School Students. *Chandra L. Alston, University of Michigan*
2. Culture and Language Learning: Research on the Literacy Practices of Children of Immigrants. *Dana Rosen, The Pennsylvania State University*
3. Effects of Physical Activity Breaks on Student Behavior. *Margaret Hershey-Mason, Davidson Elementary School; Deborah A. Ceglowski, Ball State University; Chiara D. Bacigalupa, Sonoma State University*
4. New Teachers Encounter Neoliberal Educational Reforms: Discovering Aesthetic Education as a Curriculum of Political Action. *Arthur T. Costigan, Queens College - CUNY*

63.061-2. Research on Preservice Teacher Education for Diverse Urban K-12 Settings. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

5. A Community Approach to Inquiry: Insights From the Process of Teaching for Social Justice. *Bailey Herrmann, University of Wisconsin - Madison; James R. Carlson, University of Wisconsin - Madison; Jessica Gallo, University of Wisconsin - Madison*

6. Changes in Students' Attitudes Toward Diversity in a Preservice Teacher Education Course. *Cynthia Hudley, University of California - Santa Barbara*
7. Dancing Along the Tightrope of a Creating a Culture of Assessment. *Francine P. Peterman, Queens College - CUNY; Catherine Ann Hansman, Cleveland State University; Sue Henderson, Queens College - CUNY; Ashraf Anis Shady, Queens College - CUNY; Linda Amerigo-Piccolo, Queens College - CUNY; Michael Toner, Queens College - CUNY*
8. Preparing Urban Teachers: What Sticks. *John R. Walcott, Michigan State University; Lorena Gutierrez, Michigan State University; Theda Gibbs, Michigan State University; Rebecca Jane Jacobsen, Michigan State University*
9. Transforming Social Justice into Engaging Pedagogies: Challenges of Implementing Critical Literacy. *Wen-Chiang Rita Chen, University of Wisconsin - LaCrosse*

63.061-3. Play and Creativity in Early Childhood. SIG-Early Education and Child Development; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

10. Defending Creativity and the Arts in a Time of Testing. *Holly McCartney Pence, James Madison University; Doris M. Martin, James Madison University*
11. Early Childhood Play: Indications of Verbal Abilities and Development. *Hope Elisabeth Wilson, Stephen F. Austin State University; Elizabeth Vaughan, Stephen F. Austin State University; Gloria Jean Gresham, Stephen F. Austin State University; Erica D. Dillard, Stephen F. Austin State University*
12. Future Professionals' Perceptions of Play in Early Childhood Classrooms. *Eunjo Jung, Syracuse University; Bora Jin, Syracuse University*
13. Turn-taking, Sequencing, and Repairing: Learning from Conversations Between Teachers. *Martha J. Strickland, The Pennsylvania State University - Harrisburg; Barbara A. Marinak, Mount St. Mary's University; Bernadine Ahonkhai, Office of Child Development and Early Learning*
14. Young Children's Role-Playing for Enhancing Personal Intelligences in Multiple Intelligences Theory. *Su-Jeong Wee, Purdue University - Calumet; Jung - Ah Choi, Governors State University*

63.061-4. Cognition and Motivation in STEM. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

15. Change in Implicit Self-Beliefs About Ability in Biology and Its Effect on Retention in STEM Majors: A Latent Growth Modeling Approach. *Ting Dai, Temple University; Jennifer G. Cromley, Temple University; Mandy Kirchgeessner, Temple University*
16. Cognitive and Motivational Predictors of First-Year Science Grades. *Jennifer G. Cromley, Temple University; Erin McNamara Horvat, Temple University; Anthony C. Perez, Duke University; Emily Tancred-Brice Agbenyega, Temple University; Theodore W. Wills, Temple University; Jacqueline Tanaka, Temple University; Denis Dumas, Temple University; Reham Raja, Temple University; Dar Sheth, Temple University*
17. Educating Effort and Its Impact on Scientific Problem-Solving. *Daoquan Li, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Jie Gao, Teachers College, Columbia University*
18. Identifying Profiles of Science Motivation: Implicit Theories of Ability and Dweck's Social Cognitive Model. *Jason A. Chen, Harvard University*
19. Parent Influence on Adolescents' Self-Concept, Self-Efficacy, Task Values, and Achievement Outcomes in Science. *Yuwen Chang, National Taipei University of Education*
20. Self-Efficacy and Youth's Decision to Enter a Science, Technology, Engineering and Mathematics (STEM) Field. *Temi Bidjerano, Furman University*
21. Achievement and Motivation When Learning From Errors Through Tasks With Typical Errors. *Susanne Narciss, Technical University of Dresden; Stefan Berger, Technical University of Dresden; Anja*

Eichelmann, Technical University of Dresden

22. Investigating Motivational Predictors of Traditional and Example-Based Algebra Learning. *Melissa Heidi Oyer, Temple University; Julie L. Booth, Temple University; Andrew J. Elliot, University of Rochester*
23. Mathematical Dispositions and Student Learning: A Metaphorical Analysis. *Jinfa Cai, University of Delaware; Victoria Robison, Marquette University; John Moyer, Marquette University; Ning Wang, Widener University; Bikai Nie, University of Delaware*
24. Differentiating Between Correct and Incorrect Examples for Improving Student Learning in Algebra. *Karin E. Lange, Temple University; Julie L. Booth, Temple University; Kenneth R. Koedinger, Carnegie Mellon University; Kristie Jones Newton, Temple University*
25. Reciprocal Effects of Self-Efficacy and Achievement in Mathematics. *Guan Saw, Michigan State University*
26. Emotions and Self-Regulated Learning in Mathematics: A Longitudinal Study. *Wondimu Ahmed, University of Groningen*
27. Graduation Coaching in a Rural District High School. *Pamela J. Zeller, Western Michigan University; Shelly Carpenter, Western Michigan University; Warren E. Lacefield, Western Michigan University; Brooks Applegate, Western Michigan University*

63.061-5. Social Influences on Learning. Division C - Learning and Instruction; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

28. How Peers Can Support Each Other's Self-Regulation: Investigating the Relationship Between Self- and Coregulated Learning. *Nicole DiDonato, Montclair State University*
29. High School Students' Perceptions of Teachers' Roles in Their Academic Dishonesty. *Lynley H. Anderman, The Ohio State University; Heather Sue Dawson, The Ohio State University - Columbus; Monica J. Kowalski, Ohio State University*
30. Transitions in Early Childhood Education: Five Case Studies. *Martha A. Gabriel, University of Prince Edward Island; Ray Doiron, University of Prince Edward Island; Gabriela Sanchez, University of Prince Edward Island*
31. Social Comparisons in the Classroom: Does Personality Moderate the Big-Fish-Little-Pond Effect? *Michael Becker, University of Potsdam; Herbert W. Marsh, University of Western Sydney; Oliver Lüdtke, Humboldt University; Ulrich Trautwein, Universität Tübingen*
32. Teacher and Student Responsibility - Complementary or Contradictory? *Kerstin Helker, RWTH Aachen University; Marold S. Wosnitza, RWTH Aachen University*
33. Procrastination and Active Delay in College Students: A Qualitative Analysis. *Suzanne Fischer Lindt, Midwestern State University; Danya Marie Corkin, University of Houston; Shirley L. Yu, University of Houston*
34. Academic Self-Regulation in Latino Adolescents: The Role of Social Life Skills and Interpersonal Relationships at School. *Robert M. Nelson, University of Central Oklahoma; Michelle L. Rosser, University of Oklahoma; Rhythm Madden, University of Central Oklahoma; Lowell Robertson, University of Central Oklahoma*
35. Not All Avoidance-Help Seekers Are Created Equal: Differences in Adaptive and Executive Help Seeking Among Teacher Candidates. *Marie Catherine White, Nyack College; Hefer Bembunty, Queens College - CUNY*
36. A Sequential Analysis of Responses to Messages Posted by Students With Low Versus High Verbal Skills in Online Debates. *Allan C. Jeong, Florida State University; Haiying Li, Florida State University; Jiaren Pan, Florida State University*
37. Gratitude and Chinese College Students' Well-Being and Coping. *Wei Liu, The University of Alabama; Cecil D. Robinson, The University of Alabama; Nathan Simmons, The University of Alabama*
38. Teacher Enthusiasm and Peer Enthusiasm as Mediators of College Students' Interest in Their Coursework. *Tae Hee Kim, North Carolina A & T state university; Diane L. Schallert, The University of Texas - Austin*
39. Incarcerated Youth: Contexts, Conditions, and Perspectives on Learning and Schooling. *Rachel Sophia Phillips, University of Washington*
40. Beyond Reading: Texts Use in Classroom and the Construction of Barriers to the School Context. *Kelly McMahon, University of Michigan*
41. Implicit Beliefs About Writing, Liking Writing, and Writing Performance of 8th Graders, 11th Graders, and College Students. *Roger H. Bruning, University of Nebraska - Lincoln; Douglas F. Kauffman,*

University of Nebraska - Lincoln; Courtney Haines, University of Nebraska - Lincoln; Sharon Zumbrunn, Virginia Commonwealth University

42. Every Moment Is a Teachable Moment: Preschool Teacher's Epistemologies, Their Relation to Teaching Social-Emotional Competence. *Grace Kibe, The University of Memphis; Shannon Audley-Piotrowski, The University of Memphis; Denise Lynne Winsor, The University of Memphis; Sally Blake, The University of Texas - El Paso*
43. Perceptions of Birds of a Feather: Actual Versus Perceived Similarity in Teacher-Student Relationships. *Hunter Gehlbach, Harvard University; Maureen Brinkworth, Harvard University; Anna D. Harris, Harvard University*

63.061-6. Instrumentation for Measuring Teacher Knowledge for Teaching. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

44. Extending the Classroom Video-Analysis Approach: Developing a Measure of Mathematics Knowledge for Teaching Expertise. *Taliesin Sutton, The University of Arizona; Jared Boulds, The University of Arizona; Guadalupe Lozano, The University of Arizona; Saeideh Heshmati, The University of Arizona; Nicole B. Kersting, The University of Arizona*
45. Opening Multiplicative Reasoning Doors for all Students: Task Design for Transfer-Empowering Learning. *Heather Lynn Johnson, University of Colorado - Denver; Ron Tzur, University of Colorado - Denver; Evan McClintock, New York University; Rachael Ann Risley, University of Colorado - Denver; Kristin King, University of Colorado - Denver; Yan Ping Xin, Purdue University; Luo Si, Purdue University*
46. The Observation of Mathematics Learning Environments. *Cathy J. Kinzer, New Mexico State University; Lisa Virag, New Mexico State University; Ken Korn, New Mexico State University; Sara Morales, New Mexico State University; Rocio Benedicto, New Mexico State University*
47. What Different Teacher Knowledge Measures Tell Us About Teachers' Mathematical Knowledge for Teaching? *Yasemin Copur-Gencurk, University of Illinois at Urbana-Champaign; Sarah Theule Lubienski, University of Illinois*

63.061-7. Teaching and Learning Mathematics: Multiple Perspectives. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

48. An Analysis of Urban Students' Attitudes, Behaviors, and Academic Communities in Mathematics. *Nathan Napoleon Alexander, Teachers College, Columbia University*
49. Mathematical Problem Solving and Its Relationship to Students' Epistemology of Mathematics in Korean Students. *Christine K. Yang, Northwestern University; Uri J. Wilensky, Northwestern University*
50. Students' Agency When a Teacher Reviews Theorems in a Geometry Class. *Gloriana Gonzalez, University of Illinois at Urbana-Champaign; Anna Marie Fricano, University of Illinois at Urbana-Champaign*
51. Ways of Reasoning About Integers: Order, Magnitude, and Formalisms. *Jessica Pierson Bishop, San Diego State University; Lisa L. Lamb, San Diego State University; Randolph A. Philipp, San Diego State University; Bonnie Schappelle, San Diego State University; Ian Whitacre, San Diego State University; Melinda Lewis, San Diego State University*

63.061-8. Developing Preservice Teachers' Technological Pedagogical Content Knowledge. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

52. Learning Technology Integration: Sharing Technology and Pedagogical Knowledge. *J. Michael Blocher, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University*
53. Teaching for Real: Integrating Real-World Technology in Preservice Education. *Beth Jordan, University of South Florida; Tina N. Hohlfield, University of South Florida; Deborah Vest, University of South Florida; Kimberly M. Wheeler, University of South Florida*
54. Using Digital Storytelling to Teach 21st-Century Skills in Teacher Education. *Terry Husband, Illinois State University*

63.061-9. Examining Preservice Teachers' Technological Pedagogical Content Knowledge. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

55. Examining Teachers' Technological Pedagogical Content Knowledge Through the Lens of Classroom Observation. *Evrin Baran, The University of British Columbia; Wei Wang, Iowa State University; Shu Ju Diana Tai, Iowa State University; Denise A. Schmidt-Crawford, Iowa State University; Ann D. Thompson, Iowa State University; Ayse Gul Kara, Middle East Technical University; Isil Kabakci Yurdakul, Anadolu University*

63.061-10. Integrating Technologies to Support Student Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Posters:

56. Designing Collaborative Social Networks to Scaffold Complex Content Thinking and Problem Solving. *Roger B. Peckover, Saint Mary's University of Minnesota; Pat Christiansen, Saint Mary's University of Minnesota; Suzanne Peterson, Saint Mary's University*
57. Introducing mGage: A Community Engagement Project. *Marcie J. Bober-Michel, San Diego State University; Bernie Dodge, San Diego State University*

63.061-11. Leadership in Teacher Education. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 8:15-9:45am

Poster:

58. Critical Inquiry and Ecologies of Learning: New Teachers' ICT (Information and Communications Technologies) Leadership in a Teacher Education Program. *Jenny Arntzen, The University of British Columbia; Don H. Krug, The University of British Columbia*

Tuesday, 10:15 am

Governance Meetings and Events

64.001. AERA Orientation for New Council Members: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 6; 10:15am to 12:05pm
Chair: *William G. Tierney, University of Southern California*

Tuesday, 10:35 am

Presidential Sessions

65.010. Presidential Invited Address: Indigenous Perspectives of Educational Leadership Norms in Southeast Asia. Presidential Session

Cosponsored With the World Education Research Association
VCC, Second Level, West Room 212&213; 10:35am to 12:05pm
Chairs: *Arnetha F. Ball, Stanford University; Eva L. Baker, University of California - Los Angeles*
Speaker: *Ibrahim Ahmad Bajunid, President, Malaysian Educational Research Association (MERA), INTI-Laureate International University*

65.011. To Acknowledge Growing Economic Inequality Is Not Enough: Implications of the Occupy Wall Street Movement for Educational Research and Practice. Presidential Session Cosponsored with Division G - Social Context of Education, Division L - Educational Policy and Politics

VCC, First Level, West Ballroom A; 10:35am to 12:05pm
Chair: *John S. Rogers, University of California - Los Angeles*
Participants: *John S. Rogers, University of California - Los Angeles; Joel Westheimer, University of Ottawa; Janelle T. Scott, University of California - Berkeley; Charles M. Payne, University of Chicago*

Committee Sessions

65.012. What Do We Know About Hispanic-Serving Institutions? The Politics of Acknowledgement in Institutions of Higher Education.

Social Justice Action Committee Cosponsored with Committee on Scholars of Color in Education, Affirmative Action Council; Symposium

VCC, Second Level, West Room 223; 10:35am to 12:05pm

Chairs: *Enrique G. Murillo, California State University - San Bernardino; Hermán S. García, New Mexico State University; Marisol Oriana Ruiz, New Mexico State University*

Participants:

What Is the History of Hispanic-Serving Institutions? *Hermán S. García, New Mexico State University; Rudolfo C. Chávez, New Mexico State University; Marisol Oriana Ruiz, New Mexico State University; Heather A. Oesterreich, New Mexico State University*

What Will the Future of Hispanic-Serving Institutions Be? *Deborah A. Santiago; Antonio Flores, Hispanic Association of Colleges and Universities*

What Do We Know About Hispanic-Serving Institutions? The Politics of Acknowledgement in Institutions of Higher Education. *Rudolfo C. Chávez, New Mexico State University; Heather A. Oesterreich, New Mexico State University*

Discussants: *Tomas Arciniega, California State University - San Marcos; Marisol Oriana Ruiz, New Mexico State University; Deborah A. Santiago*

International Organization Sessions

65.013. Canadian Educational Researchers' Association (CERA): Gathering Stories in Paqtnkek First Nation: Strengthening Aboriginal Knowledge in Mi'kmaq Community in Rural Canada.

Canadian Society for the Study of Education; Invited Session VCC, Second Level, West Room 217&218; 10:35am to 12:05pm

Chair: *Mary Jane Harkins, Mount Saint Vincent University*

Participants: *Mary Jane Paulette, Paqtnkek First Nation Community; Derrick Paulette, Paqtnkek First Nation Community; Kerry Prosper, Paqtnkek First Nation Community; Mary Jane Harkins, Mount Saint Vincent University*

Division Sessions

65.014. Educators on the Front Lines: Complex Conceptualizations of Teacher Quality. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 10; 10:35am to 12:05pm

Participants:

School Situation Characteristics for High Teaching Quality. *Hyemi Lee, Michigan State University*

Postsecondary Persistence of Teacher Candidates Entering Math and Science Education: Supporting GYOT (Grow Your Own Teacher) Program Students. *Karleen R. Goubeaud, Long Island University; Estelle Kamler, Long Island University; Jennifer Pankowski, Long Island University*

Using Hierarchical Linear Models to examine Personal and School Effect on Teacher Motivation. *Yi-En Wei, The Ohio State University; Belinda Gimbert, The Ohio State University*

District Policy Implementation: How Enactment Transforms Plans for Teacher Collaborative Time. *Christine Joy Larson, Vanderbilt University; Jonee Wilson, Vanderbilt University; Adrian Mohamed Larbi-Cherif, Vanderbilt University; Ilana S. Horn, Vanderbilt University*

The Influence of Distance in Schools on Teachers' Trust in Management, Commitment, and Citizenship Behavior. *Maren Thomsen, University of Amsterdam*

65.015. Preparing Principals for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, and Questioning (LGBTIQ) Equitable Leadership: Town Hall Discussion of the 2010 University Council for Educational Administration (UCEA) Equity Study. Division A - Administration Organization & Leadership; Symposium

VCC, Second Level, East Room 8&15; 10:35am to 12:05pm

Chair: *Israel Aguilar, Texas State University - San Marcos*

Participants:

How UCEA (University Council for Educational Administration) Member Institutions Prepare K-12 Principals for Equitable Leadership for LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer) Youth, Staff, and Families. *Colleen A. Capper, University of Wisconsin - Madison; Michael Patrick O'Malley, Texas State University - San Marcos*

Creating Inclusive Schools for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, and Questioning Persons: Equitable Educational Leadership and Research Practice. *Michael Patrick O'Malley, Texas State University - San Marcos*

Expert Discussant Panel. *Catherine A. Lugg, Rutgers University; Michelle D. Young, University Council for Educational Administration; Valerie J. Janesick, University of South Florida; Patrick Slattery, Texas A&M University*

Discussants: *Catherine A. Lugg, Rutgers University; Michelle D. Young, University Council for Educational Administration; Patrick Slattery, Texas A&M University; Valerie J. Janesick, University of South Florida*

65.016. Using Data for Leadership: Connecting the Dots. Division A - Administration Organization & Leadership; Paper Session

VCC, Second Level, East Room 9; 10:35am to 12:05pm

Chair: *Arie J. van der Ploeg, American Institutes for Research*

Participants:

School Leaders' Sense Making and Use of Equity-Related Data to Disrupt Patterns of Inequality. *Moses Eziukwu Chikwe, University of California - Los Angeles; Immaculata Anayo Chukwunyere, University of South Carolina*

School Self-Evaluation in Jamaica: Policy Issues and Implications for School Leaders. *Maurice D. Smith, Howard University; Janeula M. Burt, Bowie State University*

Using a Modified Data Envelope to assist Teachers in Target Setting for Student Achievement. *Earl Irving, University of Auckland; Mark Gan Joo Seng, University of Auckland*

Examining the Connections Between Teachers' Data-Driven Decision-Making Practices in Early Literacy. *Julia B. Smith, Oakland University; Pamela M. Jones, Chippewa Valley Schools, Michigan*

School Leaders' Use of Data-Driven Decision-Making for School Improvement: Promising Practices in Two California Charter Schools. *Lupe Herrera Simpson, University of Southern California*

65.017. Coyotes Will Howl: Narratives of Colonized Places, People, and Eco-Ethical Inquiries for Justice. Division B - Curriculum Studies; Paper Session

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 10:35am to 12:05pm

Chair: *Ambareen Nasir, University of Illinois at Chicago*

Participants:

A Coyote-and-Raven Counterhegemonic Conversation on "Knowing" in an Era of Neocolonialism and Ecological Crisis. *Peter Cole, The University of British Columbia*

Decolonization, Reinhabitation, and Reconciliation: Aboriginal and Place-Based Education. *Alexa Scully, Lakehead University*

Environmental Justice Pedagogies in the Borderlands: Counternarrativity as Decolonization. *Marissa Munoz, The University of British Columbia*

Race and Place: The Discursive Construction of Children's Place-Based and Racial Identities in Mauritius. *Elsa Wiehe, University of Massachusetts - Amherst*

Promise and Pitfalls: Place-Based Education and Marginalized Students. *Gwendolyn Perea Warniment, New Mexico State University; Jesse Moon Longhurst, New Mexico State University*

Discussant: *Isabel Nunez, Concordia University - Chicago*

65.018. Knowing What Students Know and Feel: Innovative Technology-Rich Assessments. Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 10:35am to 12:05pm

Chair: *Susanne P. Lajoie, McGill University*

Participants:

Technology Triggers for Caring: Examining Affect While Learning to Communicate Bad News to Patients. *Susanne P. Lajoie, McGill University; Jingyan Lu, University of Hong Kong; Cindy E. Hmelo-Silver, Rutgers University; Ilian Cruz-Panesso, McGill University; John Ranellucci, McGill University; Jeffrey Wiseman, McGill University; Lap*

Ki Chan, University of Hong Kong

Affect and Off-Task Behavior in Narrative-Centered Learning

Environments. *Jonathan Rowe, North Carolina State University;*

Jen Sabourin, North Carolina State University; James Lester, North Carolina State University

MetaTutor as an Innovative Technology Environment to Assess Students'

Self-Regulatory Processes. *Roger Azevedo, McGill University; François*

Bouchet, McGill University; Reza Feyzi Behnagh, McGill University;

Jason Matthew Harley, McGill University; Melissa Duffy, McGill University; Gregory Trevors, McGill University

Developing and Evaluating Stealth Assessments for 21st-Century

Competencies. *Valerie J. Shute, Florida State University; Matthew*

Ventura, ETS; Yoon Jeon Kim, Florida State University

Using Automatic Item Generation to Transform Standardized Assessments

From Paper-Based to Technologically Innovative Formats. *Jacqueline P.*

Leighton, University of Alberta

Discussants: *Allan M. Collins, Northwestern University; Reinhard Pekrun,*

University of Munich

65.019. Moving Advanced High School Courses to Poverty-Impacted Urban Settings: Multidisciplinary Research on Rigor, Access, Learning, and Engagement. Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom D;

10:35am to 12:05pm

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

Participants:

Innovation Through Anchored Collaboration. *John D. Bransford,*

University of Washington; Nancy J. Vye, University of Washington

Rethinking Rigor in High School Coursework: Toward Deep Knowing

and Equity in "Advanced Placement United States Government and

Politics". *Walter C. Parker, University of Washington; Angeline Jude*

Enk Sung Yeo, University of Washington; Jane Lo, University of

Washington

School Context and the Implementation of Rigorous High School

Curricula. *Diem T. Nguyen, University of Washington; Lise Whitfield,*

University of Washington; Amy Sharp, University of Washington

Interest Is Not Enough: Designing for Engagement in Project-Based

Courses. *Susan B. Nolen, University of Washington; Kendall Becherer,*

University of Washington; Susan E. Cooper, University of Washington;

Gavin Tierney, University of Washington; Chris Ward, University of

Central Florida

Literacy Challenges for Teachers and Students in Rigorous Courses in

Urban High Schools. *Sheila Valencia, University of Washington; Sara*

Nachtigal, University of Washington

Discussant: *Linda Darling-Hammond, Stanford University*

65.020. Explorations in Differential Item Functioning. Division D -

Measurement and Research Methodology; Paper Session

VCC, Third Level, West Room 305; 10:35am to 12:05pm

Chair: *Seock-Ho Kim, University of Georgia*

Participants:

Extensions of Mantel-Haenszel for Multilevel DIF (Differential Item

Functioning) Detection. *Brian F. French, Washington State University;*

William Holmes Finch, Ball State University

An Investigation of the Efficacy of DIF (Differential Item Functioning)

Refinement Procedures. *Rebecca Zwick, Educational Testing Service;*

Lei Ye, Educational Testing Service; Steven Isham, ETS

Application of the Functional Approach of Item Analysis and DIF

(Differential Item Functioning) Analysis of Polytomous Items.

Hongwen Guo, ETS

Reporting Power for Differential Functioning of Items and Tests. *Keith*

Darnell Wright, Georgia State University; T. C. Oshima, Georgia State

University

Small Sample Differential Item Functioning Estimation Using Log-Linear

Smoothing With Simultaneous Item Bias Testing (SIBTEST) and

Cochran's Z. *Pui-Wa Lei, The Pennsylvania State University; Hongli Li,*

Georgia State University

Discussant: *Robert D. Ankenmann, University of Iowa*

65.021. Profile Analysis via Multivariate Statistics for Continuous and Categorical Data. Division D - Measurement and Research Methodology; Symposium

VCC, Second Level, West Room 206; 10:35am to 12:05pm

Chair: *Se-Kang Kim, Fordham University*

Participants:

Investigating Group Differences in Criterion-Related Patterns. *Mark L.*

Davison, University of Minnesota; Ernest C. Davenport, Jr., University

of Minnesota

Patterns of SAT Verbal and SAT Quantitative Scores Associated With

College Major and College Success: Results From a Moderated Profile

Analysis Technique. *Ernest C. Davenport, Jr., University of Minnesota;*

Mark L. Davison, University of Minnesota

Application of PAMS (Profile Analysis via Multivariate Statistics) to

Interpreting Category Dimension Profiles in Correspondence Analysis.

Se-Kang Kim, Fordham University

The PAMS (Profile Analysis via Multivariate Statistics) Perspective on

Educational Survey Data via Correspondence Analysis. *Jennifer Lord-*

Bessen, Fordham University; Se-Kang Kim, Fordham University

Discussant: *Ronald K. Hambleton, University of Massachusetts - Amherst*

65.022. Preventing Sexual Harassment and Dating Violence Among Middle School Students. Division E - Counseling and Human Development; Symposium

VCC, Second Level, East Room 12; 10:35am to 12:05pm

Chair: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Participants:

Focus Groups With Middle School Teachers About Student Sexual

Harassment. *Ashleigh Jones, University of Illinois; Linda*

Charmaraman, Wellesley Centers for Women; Nan D. Stein, Wellesley

College

Sexual Harassment Perpetration and Victimization Experiences Across

Bully-Victim Subtypes During Early Adolescence. *Dorothy L. Espelage,*

University of Illinois at Urbana-Champaign

National Institute of Justice Experimental Evaluation of a Youth Dating

Violence Prevention Program in New York City Middle Schools. *Bruce*

Taylor, Police Executive Research; Nan D. Stein, Wellesley College

Discussant: *Shelley C. Hymel, The University of British Columbia*

65.023. Psychometric Issues in Assessment in the Schools. Division H - Research, Evaluation and Assessment in Schools; Paper Session

VCC, Second Level, East Room 17; 10:35am to 12:05pm

Chair: *James H. McMillan, Virginia Commonwealth University*

Participants:

Analysis of Differential Item Functioning in an Observational Assessment

System of Child Development and Learning. *Do-Hong Kim, University*

of North Carolina - Charlotte; Richard G. Lambert, University of North

Carolina - Charlotte

Examining the Effectiveness of Test Accommodation Using DIF

(Differential Item Functioning) and a Mixture Item Response Theory

Model. *Hyun-Jeong Cho, The University of Kansas; Hongwook Suh,*

The University of Kansas; Neal M. Kingston, The University of Kansas

Identification of Child Behavioral and Emotional Risk at School: A Latent

Class Approach. *Randy William Kamphaus; Jisung Cha, Georgia State*

University

Measuring the Competence of Text and Picture Integration: Test

Construction and Validation. *Mark Daniel Ullrich, University Frankfurt*

am Main; Holger Horz, University Frankfurt am Main; Wolfgang

Schnotz, University of Koblenz-Landau

Discussant: *Gregory J. Cizek, University of North Carolina - Chapel Hill*

65.024. Issues for Students in the Professions: Moving From School to the Workforce. Division I - Education in the Professions; Paper Session

VCC, Second Level, East Room 16; 10:35am to 12:05pm

Participants:

Economics and Business Administration Postgraduates in Transition From

University to Work: Labor Market Success Factors. *Monique Bijker,*

Open University of the Netherlands; Marcel Van der Klink, The Open

University of the Netherlands; Henny Boshuizen, Open Universiteit

Nederland

Have I Chosen the Right Occupation? Determinants of Successful

Vocational Education and Training. *Patrizia Salzmann, University*

of Fribourg; Simone Berweger, University of Teacher Education St.

Gallen; Samuel Krattenmacher, University of Teacher Education St.

Gallen

The Impacts of Economic Decline on Career Decision Making among

Early Career Engineers. *Katherine Winters; Holly Marie Matusovich,*

Virginia Polytechnic Institute and State University; Samantha Ruth

Brunhaver, Stanford University

The Professional and Social Integration Experiences of International Medical Graduates in Canada. *Efrem Mauro Violato, University of Calgary; Sonia Faremo, University of Calgary; Claudio Violato, University of Calgary; David Watt, University of Calgary; Deidre Lake, University of Calgary*

Discussant: *Renee Stalmeijer, Maastricht University*

65.025. Graduate School Decisions and Success. Division J - Postsecondary Education; Paper Session
VCC, Second Level, East Room 19&20; 10:35am to 12:05pm

Chair: *Ferlin McGaskey, The University of Tennessee*

Participants:

Advance to and Persistence in Graduate School: Identifying the Influential Factors and Major-Based Differences. *Yonghong Jade Xu, The University of Memphis*

Expanding the Pipeline: Exploring Students' Decision to Apply to a Graduate Student Affairs Program. *Erica K. Yamamura, Seattle University; Emily Wolfkiel, Seattle University*

Graduate School or the Workforce? The Postbaccalaureate Decisions of Racial Ethnic Minority Students With Engineering Majors. *Araceli Espinoza, University of Southern California*

Surviving Grad School: Understanding Graduate Student Persistence Using Survival Analysis. *Narren J. Brown, Grinnell College; Clinton M. Stephens, Iowa State University*

Discussant: *Susan B. Twombly, The University of Kansas*

65.026. Higher Education, Science, and Society. Division J - Postsecondary Education; Paper Session
VCC, Second Level, West Room 202&203; 10:35am to 12:05pm

Chair: *Kyung-Hwa Yang, McGill University*

Participants:

Enculturation and Identity in Applied Science: Engineering Ethics in a Time of Mass Extinction. *Chris David Campbell, The University of British Columbia*

Power and Control in Math and Science Faculty Instruction: A Cultural Strategies Approach. *Joseph J. Ferrare, University of Wisconsin - Madison; Matthew Tadashi Hora, University of Wisconsin - Madison*

Unpacking diversity in STEM education. *Raquel M. Rall, University of Southern California*

What Role Do Medical Schools Play in Shaping a Humanistic Physician? The Intersection Between Climate and Perception. *Celia O'Brien, The University of Arizona; Jeffrey F. Milem, The University of Arizona*

Discussant: *Xueli Wang, University of Wisconsin - Madison*

65.027. Digital Video in Literacy Research, Teacher Education, and Professional Development: Demonstrations of Research Techniques and Practices. Division K - Teaching and Teacher Education; Demonstration/Performance
VCC, Second Level, West Room 222; 10:35am to 12:05pm

Chair: *Mary B. McVee, University at Buffalo - SUNY*

Participants:

Video Streaming, Case Study, and NVivo as Tools for Teachers and Researchers in a Literacy Center. *Mary B. McVee, University at Buffalo - SUNY; Jennifer A. Schiller, University at Buffalo*

Digital Video to Improve Teachers' Literacy Strategy Instruction: A Tool for Researchers and Professional Development. *Lynn E. Shanahan*

Teacher Video Reflection in Paired Conversation: Seeing and Believing Student Learning During Multimodal Composing. *Suzanne M. Miller, University at Buffalo - SUNY*

Discussants: *Mary B. McVee, University at Buffalo - SUNY; Anne Burns Thomas, SUNY - College at Cortland*

65.028. English Language Learners' Development of Academic Literacy and Academic Language Across Contexts. Division K - Teaching and Teacher Education; Symposium
VCC, First Level, West Room 121&122; 10:35am to 12:05pm

Chair: *Timothy J. Boals, University of Wisconsin*

Participants:

The Relationship Between Academic Language and Content: A Framework and Tools to Inform Classroom Practice. *Edynn Sato, WestEd*

Developing Academic Language and Literacy in Middle and High School Content Area Classrooms. *Deborah J. Short, ALRT*

Bilingualism-as-Participation: Examining Students' Competencies Across In-School, Out-of-School, and Online Settings. *Mariana Pacheco,*

University of Wisconsin - Madison; Patricia E. Venegas, University of Wisconsin - Madison

Opportunities for Academic Language and Literacy Development for English Language Learners During Group Work. *Naomi Lee, University of Wisconsin - Madison; Daniella Molle, University of Wisconsin*

Discussant: *Kris D. Gutierrez, University of Colorado - Boulder*

65.029. Literacy in the 21st Century: Reenvisioning Teaching and Research. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 215&216; 10:35am to 12:05pm

Chair: *Ernest D. Morrell, Teachers College, Columbia University*

Participants:

Critical Approaches to Media in Urban English Language Arts Teacher Development. *Ernest D. Morrell, Teachers College, Columbia University*

Service Learning in English Language Arts Teacher Education: for the Good of Teachers and Students. *Lisa A. Scherff, Florida State University*

Examining How Microaggressions in Marginalized Student Populations Can Inform Sociospatial Justice Teaching Dispositions. *SJ Miller, Indiana University of Pennsylvania*

From Knowing to Acting on What We Know: Action Research for Critical English Education. *Susan L. Groenke, The University of Tennessee - Knoxville; Judson Crandall Laughter, The University of Tennessee - Knoxville*

Discussant: *Patricia Lambert Stock, University of Maryland - College Park*

65.030. Sharing Knowledge in Local Settings: International Perspectives on Teacher Learning Communities. Division K - Teaching and Teacher Education; Symposium
VCC, Second Level, West Room 220; 10:35am to 12:05pm

Chair: *Xiangdong Yang, East China Normal University*

Participants:

Collaborative Reflection Meetings of Student Teachers in The Netherlands: Opportunities for Learning in Community? *Paulien C. Meijer, Utrecht University; Helma Oolbekkink-Marchand, Radboud University Nijmegen*

Constructing Practice Through Conversations in Professional Learning Groups: Variations on a Theme in the Israeli Context. *Lily Orland-Barak, University of Haifa*

Learning in Virtual Learning Communities in Spain: The Case of Teachers in Nonformal Education Settings. *Carlos Marcelo, University of Sevilla; Ana Schalk, University of Pacifico*

Maintaining Learning Community in Challenging Circumstances: A Case Study From Portugal. *Maria A. Flores, Minho University*

Teacher Learning Communities: Affordances and Constraints in the American Educational Context. *Cheryl J. Craig, University of Houston*

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

65.031. The Culture and Politics of Professional Learning Communities. Division K - Teaching and Teacher Education; Symposium
VCC, First Level, West Room 114&115; 10:35am to 12:05pm

Chair: *Andrew Hargreaves, Boston College*

Participants:

School Districts as Learning Systems: Using Network Theory to Enact Knowledge on Systemic Change. *Dennis J. Sumara, University of Calgary; Brent Davis, University of Calgary*

Teacher Learning, Leading, and Community: Rethinking Professional Development. *Ann Lieberman, Stanford University*

The Use of Data Among Teachers in Professional Learning Communities. *Amanda L. Datnow, University of California - San Diego*

The Politics of Professional Learning Communities. *Andrew Hargreaves, Boston College; Kathryn Ann Sallis, Boston College*

Discussant: *Michael Fullan, OISE/University of Toronto*

65.032. STEM Policies and Pathways in Two Cities Differently Positioned in the Global Economy. Division L - Educational Policy and Politics; Symposium
VCC, Second Level, East Room 11; 10:35am to 12:05pm

Chair: *Margaret A. Eisenhart, University of Colorado - Boulder*

Participants:

Proliferation of STEM High School Policies and Opportunity Structures: The Denver Case. *Magda Yanira Chia, University of Colorado - Boulder; Margaret A. Eisenhart, University of Colorado - Boulder;*

Michael F. Suarez, *Colorado University - Boulder*; Liliana Vazquez, *University of Colorado - Boulder*

The Intensification of STEM-Related Inequalities in Global Context:

The Buffalo Example. *Lois Weis, University at Buffalo - SUNY*; *Amy Elizabeth Stich, University at Buffalo - SUNY*; *Kristin Cipollone, University at Buffalo - SUNY*; *Andrea Nikischer, University at Buffalo - SUNY*

Figured Worlds of STEM in High Schools and Among Students in Buffalo.

Amy Elizabeth Stich, University at Buffalo - SUNY; *Kristin Cipollone, University at Buffalo - SUNY*; *Andrea Nikischer, University at Buffalo - SUNY*; *Lois Weis, University at Buffalo - SUNY*

Cultures of STEM and Schooling: Figured Worlds, Positioning, and

Authoring in Global Context. *Margaret A. Eisenhart, University of Colorado - Boulder*; *Jarrod Stover Hanson, University of Colorado - Boulder*; *Ruth Maria Lopez, University of Colorado - Boulder*

Discussants: *Jacquelynne Eccles, University of Michigan*; *Nailah Suad Nasir, University of California - Berkeley*

SIG Sessions

65.033. Issues of Writing in Assessment and Feedback. SIG-Classroom

Assessment; Symposium

VCC, Second Level, East Room 13; 10:35am to 12:05pm

Chairs: *Anastasiya A. Lipnevich, Queens College - CUNY*; *Jeffrey K. Smith, University of Otago*

Participants:

Perceptions of the Effectiveness of Feedback: The School Administrators' Perspective. *Anastasiya A. Lipnevich, Queens College - CUNY*; *Jeffrey K. Smith, University of Otago*

Practical and Conceptual Issues of Dimensionality in Writing Assessment.

Jeffrey K. Smith, University of Otago; *David A.G. Berg, University of Otago*; *Ros Allan, University of Otago*; *Alison Gilmour, University of Otago*

The "Writing Problem" in Assessment. *Thomas R. Guskey, University of Kentucky*

The influence of writing skills on final-year assessment performance in New Zealand's National Certificate of Educational Achievement.

Michael Johnston, Victoria University of Wellington

Models for Examining Gender Bias in the Marking of Writing Assessments.

George Englehard, Emory University

Discussant: *Helen S. Timperley, University of Auckland*

65.034. Critical Race Research, Activism, and Praxis at a Predominately White Research Institution: Reflections From a Critical Mass. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

VCC, Third Level, West Room 306; 10:35am to 12:05pm

Chair: *Laurence J. Parker, University of Utah*

Participants:

Reflections From Two Critical Full Professors. *Dolores Delgado Bernal, University of Utah*; *Octavio Villalpando, University of Utah*

Reflections From a Critical Associate Professor. *Enrique Aleman Jr., University of Utah*

Reflections From Two Critical Assistant Professors. *Maria C. Ledesma, University of Utah*; *Dolores Calderon, University of Utah*

65.035. Science Artifacts as Boundary Objects: Designs That Cross Social Settings. SIG-Cultural Historical Research; Symposium

VCC, Third Level, West Room 302; 10:35am to 12:05pm

Chair: *Deborah A. Fields, University of Pennsylvania*

Participants:

Capturing Watershed Moments: Understanding How Critical Identity Artifacts Impact Middle School Girls' Science Identity Trajectories. *Tara O'Neill, University of Hawaii - Manoa*; *Angela Calabrese Barton, Michigan State University*; *Edna Tan, University of North Carolina at Greensboro*

Personally Relevant Science News Stories as Boundary Objects Within and Beyond a Hybrid, Distributed Activity System. *Joseph L. Polman, University of Missouri*; *Jennifer Hope, University of Missouri*

E-Textile Artifacts as Laminates of Personal, Peer, and Academic Values. *Deborah A. Fields, University of Pennsylvania*; *Kristin Anne Searle, University of Pennsylvania*; *Yasmin B. Kafai, University of Pennsylvania*

A Comparison of the Social Positions Made Available by Students' Work on Inquiry Artifacts. *Melissa Sunshine Cook, University of California - Los Angeles*

Discussants: *Jay L. Lemke, University of California - San Diego*; *Joshua Adam Danish, Indiana University*

65.036. T'aala'i Diidleel (We Become One): Toward a Collective and Ceremonial Praxis of Indigenous Decolonizing Scholarship. SIG-Indigenous Peoples of the Americas; Symposium

VCC, Second Level, West Room 214; 10:35am to 12:05pm

Chair: *Lorna B. Williams, University of Victoria*

Participants:

Reflexions: Engaging Bicultural Children's Televisual Media Through an Indigenous Praxis. *Judith Estrada, University of Illinois*

T'aa'anni dóo na'nitin naánádlee (The Truth Becomes a Teaching):

Toward a Feminine Praxis of Beauty in Diné Research. *Charlotte Davidson, University of Illinois at Urbana-Champaign*

The Researcher as the Research Method: Dialect of Western and Indigenous Ways of Knowing. *Gerardo Diaz, University of Illinois at Urbana-Champaign*

Engaging Historical and Ancestral Peoples as a Praxis for Healthy Experiential Outcome in Higher Educational Environments. *Jamie M. Singson, University of Illinois*

Discussant: *Antonia Darder, Loyola Marymount University*

65.037. Social and Personal Connections to Informal Learning. SIG-Informal Learning Environments Research; Paper Session

Sheraton Wall Centre, Fourth Level, South Granville; 10:35am to 12:05pm

Chair: *Molly Phipps, Science Museum of Minnesota*

Participants:

Visitor Talk at Interactive Animal Exhibits: Evidence for Engagement in Scientific Reasoning. *James F. Kiesel, California State University - Long Beach*; *Shawn M. Rowe, Oregon State University - Oregon Sea Grant*

"This Is What's Happening to Me": Visitor Responses to Body Worlds. *Michelle Dubek, OISE/University of Toronto*; *Erminia G. Pedretti, OISE/University of Toronto*; *Susan Jagger, OISE/University of Toronto*

Cooperative Inquiry in Designing Technology in Life-Relevant Learning for Science. *Jason C. Yip, University of Maryland - College Park*; *Tamara Lynnette Clegg, University of Maryland - College Park*; *Allison J. Druin, University of Maryland*; *Mona Leigh Guha, University of Maryland - College Park*; *Evan Golub, University of Maryland - College Park*; *Elizabeth Bonsignore, University of Maryland - College Park*; *Elizabeth Foss, University of Maryland - College Park*; *Greg Walsh, University of Maryland - College Park*

Hands-On Museum Components Shape Family Science Talk About Fossils. *Maureen A. Callanan, University of California - Santa Cruz*; *Megan R. Luce, University of California - Berkeley*; *Jenni Martin, Children's Discovery Museum of San Jose*; *Sara De Angelis, Children's Discovery Museum of San Jose*; *Lynn Kawaratani, Children's Discovery Museum of San Jose*

Seeding Social Norms About Energy Conservation Among Girl Scouts. *Debra Bernstein, TERC*; *Gillian M. Puttick, TERC*; *Polly Hubbard, TERC*

65.038. Lessons About Teachers' Motivation From Teacher-Researcher Collaborative Research on Student Motivation. SIG-Motivation in Education; Symposium

VCC, Second Level, West Room 219; 10:35am to 12:05pm

Chair: *Helen Patrick, Purdue University*

Participants:

Teacher Coaches' Development in an Intervention to Foster Student Engagement: Finding Their Way. *Hayal Zeynep Kackar, University of Notre Dame*; *Julianne C. Turner, University of Notre Dame*

Understanding Teacher Motivation to Adopt Student-Centered Learning Practices. *Helen Patrick, Purdue University*; *Panayota Y. Mantzicopoulos, Purdue University*

Making Sense of Theoretical Concepts: The Contribution of Participating in Collaborative Intervention Research to Educators' Incorporation of Theory Into Educational Practice. *Avi Kaplan, Temple University*; *Hanoch Flum, Ben-Gurion University of the Negev*; *Mirit Sinai, Ben-Gurion University of the Negev*

Discussants: *Ronald W. Marx, The University of Arizona*; *Michael J. Middleton, University of New Hampshire*

65.039. Student Participation and Motivation in Music Education. SIG-

Music Education; Paper Session

VCC, Third Level, West Room 304; 10:35am to 12:05pm

Chair: *Jeananne Nichols, University of Illinois at Urbana-Champaign*

Participants:

Participation of English Language Learners in School Music Ensembles.

Julie Ann Lorah, University of Washington

Self-Regulation and Musical Learning: Examining the Relationship

Between Music Homework Practice, Self-Efficacy, Delay of Gratification, and Help Seeking. *Darshanand Ramdass, The Graduate Center - CUNY; Hefer Bembenutty, Queens College - CUNY*

Situational Interest of Fourth-Grade Children in Music at School.

Christopher Roberts, University of Washington

The Discourse of Disability in the Music Education of Students with Visual

Impairments. *Joseph Michael Abramo, University of Connecticut; Amy Elizabeth Pierce, Hartwick College*Discussant: *Peter John Miksza, Indiana University Jacobs School of Music***65.040. Pushing Black Males Through the Pipeline: Research to Practice.**

SIG-Research Focus on Black Education; Paper Session

VCC, Second Level, East Room 18; 10:35am to 12:05pm

Chair: *Marvin Lynn, University of Wisconsin - Eau Claire*

Participants:

Apprehension to Engagement in the Classroom: Perceptions of Black Males in the Community College. *J. Luke Wood, San Diego State University*Exploring Academic Resiliency in African American Males. *Robert Cooper, University of California - Los Angeles; Justyn Korey Patterson, University of California - Los Angeles*Investigating the College Adjustment and Transition Experiences of Formerly Incarcerated African American Males at Predominantly White Institutions. *Terrell Lamont Strayhorn, The Ohio State University*The Effect of Academic Variables on Persistence and Attainment Among Black Males in Two-Year Colleges. *J. Luke Wood, San Diego State University*Trust and warm demanding: The impact of culturally relevant care on Black and Latino male students. *Wanda Watson, Teachers College, Columbia University; Iesha Jackson, Teachers College, Columbia University; Yolanda Sealey-Ruiz, Teachers College, Columbia University*Discussant: *Edward Fergus, New York University***65.041. Exploring the Intersections of Self-Study, Science Teaching, and Science Teacher Education. SIG-Self-Study of Teacher Education**

Practices; Symposium

VCC, Second Level, West Room 208&209; 10:35am to 12:05pm

Chair: *Shawn M. Bullock, University of Ontario Institute of Technology*

Participants:

Becoming a Science Teacher Educator. *Tim Fletcher, Memorial University; Dawn Garbett, University of Auckland; Alexandra Olivia Santau, Duquesne University; Stephen Keast, Monash University; Rebecca Cooper, Monash University*Self-Study and Pedagogical Content Knowledge. *Pernilla Nilsson, Halmstad University; J. John Loughran, Monash University; Deborah J. Trumbull, Cornell University*Self-Study as Professional Learning for Science Teacher Educators. *Garry F. Hoban, University of Wollongong; Wendy S. Nielsen, University of Wollongong; Patricia D. Morrell, University of Portland; Adele Schepige, Western Oregon University*Discussant: *Tom Russell, Queen's University***65.042. Changes in the School and Postschool Experiences of Youth With Disabilities: Comparing NLTS (National Longitudinal Transition Study) and NLTS2. SIG-Special Education Research; Symposium**

VCC, First Level, West Room 111&112; 10:35am to 12:05pm

Chair: *Paula D. Kohler, Western Michigan University*

Participants:

Changes Over Time in the High School Experiences and Outcomes of Students With Disabilities. *Mary M. Wagner, SRI International*Postsecondary School Experiences and Outcomes of Young Adults With Disabilities: Findings From the National Longitudinal Transition Study-2 (NLTS2). *Lynn A. Newman, SRI International*Employment Experiences and Outcomes of Young Adults With Disabilities: Findings From the National Longitudinal Transition Study-2. *Renee Cameto, SRI International*Social and Community Involvement and Household Circumstances of Young Adults With Disabilities: Findings From National Longitudinal Transition Study-2 (2009). *Debra Shaver, SRI International; Tracy Huang, SRI International*Discussant: *Louis Danielson, American Institutes for Research***65.043. Advanced Topics in Structural Equation Modeling. SIG-Structural**

Equation Modeling; Paper Session

VCC, Second Level, West Room 221; 10:35am to 12:05pm

Chair: *Jennifer Koran, Southern Illinois University - Carbondale*

Participants:

An Evaluation of the Use of Multilevel Structural Equation Modeling for Mediation Analyses. *Xin Li, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin*Two Approaches to Estimate Multilevel Confirmatory Factor Analysis Models With Small Macro-Level Sample Sizes. *Houston Lester, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln*Model Specification Issues With the Latent Variable Interaction Model. *Brandi A. Weiss, The George Washington University; Jaehwa Choi, The George Washington University*Effects of Mixing Metrics and Distributions Simultaneously in Structural Equation Modeling: A Simulation Study. *Cindy A. Kronauge, University of Northern Colorado; Susan Hutchinson, University of Northern Colorado*The Use of Item-Parcels in CFAs (Confirmatory Factor Analyses) to Camouflage Misfit at the Item Level: Do Two Wrongs Make a Right? *Herbert W. Marsh, University of Western Sydney; Oliver Lüdtke, Tuebingen University; Benjamin Nagengast, Tuebingen University; Alexandre J.S. Morin, University of Sherbrooke; Ulrich Trautwein, Universität Tübingen; Matthias Von Davier, ETS*Rotation to a Partially Specified Target Matrix in Exploratory Structural Equation Modeling: How Many Targets? *Nicholas D. Myers, University of Miami; Soyeon Ahn, University of Miami; Ying Jin, University of Miami*Discussant: *Xitao Fan, University of Macau***65.044. Differentiated Instruction and Complex Instruction: Intersections and Differences to Teaching and Learning in Heterogeneous Classrooms. SIG-Tracking and Detracking; Symposium**

VCC, Second Level, East Room 14; 10:35am to 12:05pm

Chair: *Beth C. Rubin, Rutgers University*

Participants:

Mastering Content and Developing Language in Heterogeneous Classrooms. *Rachel A. Lotan, Stanford University*The meaning of "curriculum differentiation" in detracked math and science classrooms. *Maika Watanabe, San Francisco State University*Leadership for School-Wide Differentiation. *Carol A. Tomlinson, University of Virginia***Division and SIG Roundtables****65.045. Roundtable Session 110; Roundtable Session****65.045-1. Transnationalism, Religion, and Social Identity. Division G -**

Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Kevin S. Carroll, University of Puerto Rico - Mayaguez*

Participants:

Creating Spaces for Understanding Social Identity. *Aura E. Gonzalez-Robles, University of Puerto Rico*Understanding the Emergence of Islamic Schools in the United States. *Kathryn Clauss, Marywood University; Shamshad Ahmed, Marywood University; Mary E. Salvaterra, Marywood University*"I Cannot Erase Myself": Persistence of Transnational Mexican-origin Families' Ways of Knowing. *G. Sue Kasun, The University of Texas***65.045-2. Reconceptualizing Quality and Fairness in Early Childhood Classrooms, Programs, and Systems. SIG-Critical Perspectives on**

Early Childhood Education; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Mathias Urban, University of East London*

Participants:

- The Competent System? A Critical Ecologic Perspective on Early Childhood Professionalism. *Mathias Urban, University of East London*
- The Mythology of the "Good" Early Childhood Teacher: A Duo-Autobiography. *Dana Frantz Bentley, Buckingham, Browne, and Nichols School; Heather J. Pinedo-Burns, Teachers College, Columbia University*
- The Tragic Flaw of Liberal Egalitarian Compensatory Programs: The Case of Head Start. *Shelly L. Counsell, University of Northern Iowa; Robert M. Boody, University of Northern Iowa*
- Training "Safe" Bodies in an Era of Child Panic: New Technologies for Disciplining Bodies. *Richard T. Johnson, University of Hawaii*

65.045-3. Program Implementation and Outcomes. SIG-Early Education and Child Development; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *John A. Sutterby, University of Texas - Brownsville*

Participants:

- The Effects of Child Care Subsidy Use and Child Development: Examining Potential Mediators. *Laura Hawkinson, University of Pennsylvania*
- The Impact of South Carolina's First Steps to School Readiness Parent Home Visitation Strategies. *Kimberly G. Browning, HighScope Educational Research Foundation; Zongping Xiang, HighScope Educational Research Foundation*
- The Impact of Implementing a Comprehensive Literacy Curriculum on Teachers' Understanding of Early Literacy. *Alina Mihai, Indiana University - Bloomington; Gretchen D. Butera, Indiana University; Amber M. Friesen, Indiana University*
- The Impact of the Great Start Readiness Program on Retention. *Kimberly G. Browning, HighScope Educational Research Foundation; Zongping Xiang, HighScope Educational Research Foundation; Lawrence J. Schweinhart, HighScope Educational Research Foundation*
- Situating the Project Approach in Contemporary Early Schooling. *Jolyn M. Blank, University of South Florida*

65.045-4. Transnational and Intercultural Considerations in

Environmental Education. SIG-Environmental Education; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Greg Lowan, Lakehead University*

Participants:

- "I Learn at the Same Time That I Teach": Teachers' Perspectives on Creating a Multicultural Environmental Curriculum. *Natasha Blanchet-Cohen, Concordia University; Rosemary C. Reilly, Concordia University*
- Making Pedagogical Decisions to Address Challenges of Joint Jewish-Bedouin Environmental Projects in Israel. *Iris Alkahrer, Kibbutzim College of Education; Revital Tal, Technion Israel Institute of Technology*
- Learning in Ecological Settings: Planning a Collaborative Research Agenda in Contrasting Mountain Systems. *Michael J. Brody, Montana State University; John W. Fisher, Montana State University; Clifford Montagne, Montana State University*
- What Can We Learn About Environmental Education From International Educational Studies? *Oren Pizmony Levy, Indiana University; Katie Ann Bucher, Indiana University*

65.045-5. Multicultural/Multiethnic Education: Culture, Acculturation, and Identity. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Kenneth James Fasching-Varner, Louisiana State University*

Participants:

- Negotiating Multicultural, Multiethnic and Multifaith Education. *Sadaf Rizvi, University of London*
- The Recent Explicit Use of Theory in Empirical Studies on Acculturation of Children. *Burhanettin Keskin, Columbus State University; Oguzcan Cig, Florida State University*
- Photo-Elicitation Interviewing by Multicultural Students of Korea. *Jung Hoon Jung, The University of British Columbia; Chul Hyung Hwang, Tongyoung Elementary School; Young Chun Kim*
- Race/Racism in South Korea and the Identity Development of Biracial Koreans. *Hyein Kim, Yonsei Graduate School for International Studies*

65.045-6. Elementary Social Studies: Testing, Achievement, and the

Curriculum. SIG-Research in Social Studies Education; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Anne-Lise F. Halvorsen, Michigan State University*

Participants:

- Pockets of Promise. *Chrystal S. Johnson, Purdue University; Deedra Ann Pell, Purdue University; Josh De Lon, Purdue University*
- The Contested Spaces of a "Failing" Elementary School. *Stephanie C. Serriere, The Pennsylvania State University; Dana L. Mitra, The Pennsylvania State University; Roi Kawai, The Pennsylvania State University; Donnan Marie Stoicovy, Park Forest Elementary School*
- Using Project-Based Learning to Narrow the Achievement Gap in Second-Grade Social Studies and Content Area Literacy. *Anne-Lise F. Halvorsen, Michigan State University; Nell K. Duke, Michigan State University; Kristy Brugar, Michigan State University; Meghan Block, Stephanie L. Strachan, Michigan State University; Meghan Berka, Michigan State University; Jason Brown*

65.045-7. The Complex Reality of Marginality in K-12 Schools. SIG-

Critical Educators for Social Justice; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Rema Ella Reynolds, University of California - Riverside*

Participants:

- Reenvisioning, Reconstructing, and Recasting Racial and Ethnic Identities in the High School English Classroom. *Meredith DeCosta-Smith, Arizona State University*
- Newcomer Identity as Organizing Principle for Schools: Case Studies About Refugees and Alternative Education Environments. *Lesley K. Coia, Agnes Scott College; Toby Emert, Agnes Scott College*
- Critical Multicultural Literacy Education: Intersections of Critical Race Theory, Funds of Knowledge, and Multimodal Literacies. *Fatima Pirbhai-Illich, University of Regina*

65.045-8. Research on the Education of Asian and Pacific Americans:

Roundtable Session on Language and Literacy. SIG-Research on the

Education of Asian and Pacific Americans; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Namrata Sharma, Independent Scholar*

Participants:

- Authentic L2 (Second Language) Literacy Practice Through Dialogue Journals: A Young English-Language-Learner's Journey as an Author. *Deoksoon Kim, University of South Florida; Ho-Ryong Park, University of South Florida; Oksana Vorobel, University of South Florida*
- A Naturalistic Inquiry Into the Retrospective Experiences of Second-Generation Chinese and Taiwanese Americans Attending Chinese-Heritage Schools in Southeast Texas. *Li-Yuan Liao, Defense Language Institute Foreign Language Center; Patricia J. Larke, Texas A&M University; Valerie Hill-Jackson, Texas A&M University*
- Effects of Prior Chinese Knowledge and of the CIRC (Cooperative Integrated Reading and Composition) Model on Chinese American Students' Reading and Knowledge. *Yi-Fang Yeh, Fordham University*

65.045-9. Ministry and Spirituality in Christian Education. SIG-Religion and Education; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Gregg Jorgensen, Western Illinois University*

Participants:

- Assessing Ministry Against Objective Performance Criteria. *Joe Ippolito, Education Development Center, Inc.; Joyce Malyn-Smith, Education Development Center, Inc.*
- Spiritual Practices as a Means of Ameliorating Stress in Order to Reduce Teacher Attrition. *Shin Ji Kang, James Madison University; James Martin McCabe Hartwick, University of Wisconsin - Whitewater*
- Struggle for the Soul: Educational Progressives and Religious Experience. *Jared R. Stallones, California State University, Long Beach*

65.045-10. Approaches in School Accountability. Division H - Research,

Evaluation and Assessment in Schools; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Steven M. Cantrell, The Bill & Melinda Gates Foundation*

Participants:

- An Evaluation of Evidence to Support Valid Interpretations of a State's Annual Student Growth Results. *Anne H. Davidson, Alpine Testing Solutions; Richard Noel Vineyard, Nevada Department of Education*

Comparing Models for School Performance Across Four States. *Pete G. Goldschmidt, California State University - Northridge*
 Exploring Site Visitation as an Additional Accountability Tool. *Mary Shannon Chiasson, The University of New Orleans; Brian Robert Beabout, The University of New Orleans*
 Test-Based Retention, Teacher Expectations, and Student Academic Performance. *Yihua Hong, University of Chicago; Guanglei Hong, University of Chicago*

65.045-11. Assessing Impact of Literacy Interventions on Student

Outcomes in a Variety of Settings. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Ginger Stoker, SRI International*

Participants:

Evaluating the Impact of an English Language Arts Curriculum on Students' Performance on a State Reading Assessment. *Haifa B. Matos-Elefante, The College Board; Jun Li, Fordham University; Jennifer Merriman Bausmith, The College Board*
 Improving Education Using a Classroom-Based Literacy Intervention: Causal Evidence of One District's Effective Practice. *Shaun Michael Dougherty, Harvard University*
 Is Knowing Enough? The Impact of Community Volunteerism on Early Literacy Development. *Joe D. Nichols, Indiana University - Purdue University at Fort Wayne; Il-Hee Kim, Indiana University - Purdue University at Fort Wayne; Get W. Nichols, Fort Wayne Community Schools*
 The Impact of Adding Paid Internships to a Summer Literacy Program for Disconnected Youth. *Allison D'Amour Meisch, Westat*
 Professional Learning Communities: A "Think Tank" for Negotiating Critical Literacy Practices. *Marisa Bier, University of Washington*

65.045-12. Assessment of Science and Mathematics Skills. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Participants:

An Assessment of a Mathematics Benchmark Testing Program: Are Benchmark Examinations Worth It? *Albert Manuel Jimenez, University of Georgia*
 Performance Assessments in Science: Structures to Address Curricular Goals. *Joseph Leo Zawicki, Buffalo State College - SUNY; Rodney Doran, University at Buffalo - SUNY; Joe Engemann, Brock University; Ethel Petrou, Erie County Community College; Ann W. Wright, Canisius College*
 The Effect of Item Position on State Mathematics Assessment. *Pui Chi Chiu, The University of Kansas*

65.045-13. Collaboration and School Partnerships to Improve Student

Outcomes. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Jerry West, Mathematica Policy Research, Inc.*

Participants:

Understanding Embedded Programming: Voices from Four Schools. *Devarati S. Syam, University of Wisconsin - Milwaukee*
 Reporting Research Is Not Enough: Mobilizing Research Collaboration Across School Districts and Faculties of Education. *Maria Cantalini-Williams, Nipissing University; Terry F. Spencer, London District Catholic School Board; Colleen C. Willard-Holt, Wilfrid Laurier University; Dragana Martinovic, University of Windsor; Natasha Wiebe, University of Windsor; Snezana Ratkovic, Brock University*
 Informing School Improvement Using Conditions for Learning Data: A School District and Research Organization Collaboration. *Jeffrey M. Poirier, American Institutes for Research; David M. Osher, American Institutes for Research*
 Education Researcher and Practitioner Collaboration to Improve Student Outcomes. *Jenifer Hartman, Edvance Research, Inc.; Sarah Jane Harris-Brasiel, Edvance Research, Inc.*
 An Examination of the Relationship Between State Requirements for High School Diploma Programs and Student Achievement in Rhode Island. *Julie Riordan, Education Development Center, Inc.; Laura M. O'Dwyer, Boston College; Kyle DeMeo Cook, Education Development Center, Inc.*

65.045-14. Evaluating Operational and Improvement Systems: Results and Implications. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

VCC, First Level, East Ballroom A; 10:35am to 12:05pm

Chair: *Myriam L. Baker, McREL*

Participants:

Evaluating the Implementation of a Special Education Program at a Local Charter School. *Leman Kanitürk Kose, University of Rochester*
 Impact of Michigan's School Improvement System on Student Achievement. *Hyekyung Jung, American Institutes for Research; James E. Taylor, American Institutes for Research; Kerstin A. Carlson Le Floch, American Institutes for Research; Marjorie Chinen, American Institutes for Research*
 The Hill Reading Achievement Program Model Replication: Evaluation Results and Implications. *Tamara M. Walser, University of North Carolina - Wilmington; Michele A. Parker, University of North Carolina - Wilmington; Emily R. Grace, University of North Carolina - Wilmington; Christopher A. Bell, University of North Carolina - Wilmington; Elisabeth T. Dowcett, University of North Carolina - Wilmington; Michael E. Tart, University of North Carolina - Wilmington*

65.046. Roundtable Session 111; Roundtable Session

65.046-1. Expressing Our Selves: Diversity and Self-Identity. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Rafael A. Espinoza Pizarro, New Mexico State University*

Participants:

Factors Affecting the Normative Secondary Transition of Latina/o Students. *Ellen K. Edeburn, California State University - Northridge; Greg Knotts, California State University - Northridge*
 Riding on the Backs of Crocodiles: Developing in a Social World. *Jennifer A. Brinkerhoff, Brigham Young University*
 Understanding How Latina Teachers Transact in New Latino Communities. *Soria Elizabeth Colomer, University of Georgia*
 B-Boy (Dance) Cipher: An Innovative Knowledge Community's Shared Activity. *Haidee Smith Lefebvre, McGill University*

65.046-2. Family and Community-Based Resources for Language and Literacy. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Dinah Volk, Cleveland State University*

Participants:

Latino Children of Immigrants: Dual Language Development and the Effect of Instructional Program Type and Home and School Factors. *Brian A. Collins, Hunter College - CUNY*
 La Iglesia, Pokemon, the Rec Center: Latino Children's Home and Community Access Points to Literacy. *Dinah Volk, Cleveland State University*
 Moralejas y Enseñanzas: A Discourse Analysis of Oral Stories Told in Latino Immigrant Homes. *Guadalupe Dominguez Chavez, The University of Texas - Austin; Kiyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin; Anissa Wicktor Lynch, The University of Texas - Austin; Christian Ellen Zuniga, The University of Texas - Austin*
 How Chinese Families Support Their Children's English Language and Literacy Learning. *Shu Hui Lin, Kent State University; Lan-Ying Chou, Taiwan Shoufu University*

65.046-3. For the Health of It: Interrogating Boys, Bodies, and Unspoken School Spaces. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Donal O'Donoghue, The University of British Columbia*

Participants:

Bodies Without Voices: Masculinized Spaces and the Unspoken Places in Physical Education Classes. *Michael D. Kehler, University of Western Ontario; Michael Atkinson, University of Toronto*
 Policing Boys' Bodies: School Regimes of Gender and Sexuality. *C. J. Pascoe, Colorado College*
 Civilizing "Troublesome" Boy's Bodies: Observations From a "Health and Youth" Community College Initiative in Northeast England. *Lee Monaghan, University of Limerick*
 Restoring to Restor(y)ing Heteronormativity in Physical Education: A Fru(straight)ed Dance Educator's Reflections on "Slowly" Getting Changed and "Airing" His Privates. *Saul Keyworth, University of Bedfordshire*

65.046-4. From Margins to Centers: Critical Pedagogies Across Contexts.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Letitia C. Fickel, University of Canterbury*

Participants:

- Critical Pedagogy Enacted in the Gay-Straight Alliance. *J. B. Mayo, University of Minnesota*
Pride, Purpose, and Potential: Testimonios in a Third-Grade Classroom. *Christina P. Denicolo, University of Illinois at Urbana-Champaign*
Undocumented Youth and High School Activism: Becoming Critical Actors of Change. *Roseanne Macias, University of California - Santa Barbara*
Winning Battles and Losing the War: The Insidious Nature of Homonormativity. *Nathan Taylor, The Ohio State University*

65.046-5. Globalization, Identities, and Lives on the Margins.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Sarah Lauren Diem, University of Missouri*

Participants:

- Diasporic Identities and the Meaning of Education in an Era of Global Migration. *Maria Sian Chavan, University at Buffalo - SUNY*
Know-Nothings Now: The Historical Consistency of Nativism, Normalization, and Erasure. *Michael Silver, Arizona State University*
Learning to Mother in a New Land: Identity, Ideology, and Agency of an Immigrant Mother. *Maria Belén Hernando Llorens, University of Wisconsin - Madison*
Pedagogy and Attitudes Toward Immigrants in Europe: An Analysis Using the IEA (International Association for the Evaluation of Educational Achievement) International Civic and Citizenship Education Study. *Julia H. Van Alst, Harvard University*

65.046-6. Helping Students and Teachers to Find Their Voice.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Kevin C. Roxas, University of Wyoming*

Participants:

- Cultivating New Discursive Practice in Science: Improvisation as Professional Vision. *Sarah Taylor Hug, University of Colorado - Boulder; Raquell Holmes, University of Connecticut*
Identity as Teachers of Inquiry Science: Small Stories and Interpretive Repertoires as Discursive Resources. *Frederick Toralballa Talaue, National Institute of Education - Nanyang Technological University; Mijung Kim, University of Victoria; Aik-Ling Tan, Nanyang Technological University*
Uptake of Students' Comments, Questions, and Representations during Algebra 1 Classes. *Clare Valerie Bell, University of Missouri - Kansas City; Stephen J. Pape, University of Florida*
Teacher Language Use as a Component of Students' Learning Environment in Mathematics and Science. *Iris Pamela Hewitt-Bradshaw, The University of Trinidad and Tobago*

65.046-7. Questioning the Purpose of Education.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Katherine Cumings Mansfield, Virginia Commonwealth University*

Participants:

- Great Hope, Little Change: A Critical Policy Discourse Analysis of the White House Initiative on Educational Excellence for Hispanics, Executive Order 13555. *Susana Hernandez, Iowa State University*
Reenvisioning Public Education Reform: Reclaiming a Public Path Toward the Public Good. *Ruthanne Kurth-Schai, Macalester College*
Social Context of the Development of Education in Great Britain, India, and the United States. *Steven Napier, University of Cincinnati*
The Purpose of Education Revisited: The Radical Educational Potential of a Concern for "Hidden Things". *Deb J. Hill, University of Liverpool; David Richard Hufton, Leeds Metropolitan University*

65.046-8. Rethinking Adolescents at Risk.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Kristy S. Cooper, Michigan State University*

Participants:

- Shreddin' It Up: Rethinking "Adolescence" by Examining the Social Arrangements at a Skateboard Park. *Robert Petrone, Montana State*

University

The African American Male AVID (Advancement Via Individual Determination) Initiative: A Study of Implementation and Impact on Student Aspirations and School Performance. *Karen M. Watt, The University of Texas - Pan American; Jeffery J. Huerta, The University of Texas - Pan American; Jennifer Butcher, The University of Texas - Pan American; Patricia Reyes, The University of Texas - Pan American*
Why Can't You Hear Me? Youth in Foster Care and Education. *Lisa W. Loutzenheiser, The University of British Columbia*

65.046-9. Rethinking Urban Education.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Joni Marie Schwartz, LaGuardia Community College - CUNY*

Participants:

- Partnership as a Product of Trust: Parent-Teacher Relational Trust in a Low-Income Urban School. *Heather Bleakley, Temple University*
The "Urban" in Urban Education: Conceptions, Questions, and Implications. *Decoteau J. Irby, University of Wisconsin - Milwaukee; Melissa R. Gilbert, Temple University*
Theorizing the Third Space of Family-School Interaction. *Antwan Jefferson, University of Colorado - Denver*

65.046-10. Schooling in the Middle and Then in High School: Studying the Importance of School Settings.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Participants:

- Challenging Urban Adolescents' Concepts of Race in a Secondary Humanities Class. *Terrie Epstein, Hunter College - CUNY; Conra Gist, City University of New York*
Computer-Based Collaboration in Middle School: A Sociocultural Perspective on Pair Programming With Mexican-Heritage and European-Heritage Students. *Omar Ruvalcaba, University of California - Santa Cruz; Linda L. Werner, University of California - Santa Cruz; Shannon Campe, ETR Associates*
Ethnic Differences in Course Selection Among British Columbia High School Students. *Maria Adamuti-Trache, The University of Texas - Arlington; Robert Sweet, Lakehead University*
Weaving Their Own Safety Nets: Urban Secondary School Students' Plans for Higher Education. *Sebnem Cilesiz, The Ohio State University; Stephanie Drotos, Lakeland College*

65.046-11. Science, Engineering, and Technology: Changing the Way We Teach and Learn in the Classroom.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Cesar Delgado, The University of Texas - Austin*

Participants:

- Derrida, Science Education, and Multivoiced Writing Across the Epistemological Divide. *Cory A. Buxton, University of Georgia; Ajay Sharma, University of Georgia; Martha A. Alexsaht-Snyder, University of Georgia*
Designing From Their Own Social Worlds: The Digital Story of Three African American Young Women. *Darryl Hall, Indiana University - Bloomington*
Educational Trajectories of Women of Color Pursuing Computer-Related Education at the Postsecondary Level. *Sheruni D. Ratnabalasuriar, Arizona State University*
From Caring Comes Courage: Enactments of Caring to Support Women of Color in STEM. *Apriel K. Hodari, CNA; Irene Anastasia Liefshitz, Harvard University; Lily Ko, TERC; Maria (Mia) Ong, TERC; Carol A. Wright, City University of New York*

65.046-12. Second Language Acquisition Across Multiple Contexts.

Division G - Social Context of Education; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Edilberto Jesus Cano-Rodriguez, University of Colorado - Boulder*

Participants:

- A Three-Year Longitudinal Study of the Writing of Simultaneous Spanish/English Bilingual Children. *Edilberto Jesus Cano-Rodriguez, University of Colorado - Boulder*
Implying Levinasian Ethics to Support the Interaction of English Language Learners and Their English-Speaking Peers. *Anny Fritzen Case,*

Gonzaga University

Multiplexity in Exchange, Interactive, and Passive Networks, and Nativelike Accent Attainment in the Turkish Context. *Laura J. Mahalingappa, Duquesne University; Nihat Polat, Duquesne University*
Spanish-Dominant "English Learners" in a Spanish Immersion Elementary School. *Angela B. Layton, University of Missouri; Lisa M. Dörner, University of Missouri*

65.046-13. Serving Families and Youth in Need in Schools and Communities. Division G - Social Context of Education; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: *Diana B. Hiatt-Michael, Pepperdine University*

Participants:

Accountability Interpretations: Neoliberal Policies in the Context of Youth Serving Community-Based Organizations. *Joy Connolly, University of Wisconsin - Madison*

Politics, Power, and Praxis: A Study of Literacy in the Provision of Health Care Delivery Among Homeless Adults in Toronto, Ontario. *Naomi Hughes, University of Toronto*

Unaccompanied Homeless Youth: Intersections of Homelessness, School Experiences, and Educational Policy. *Ann M. Aviles de Bradley, Northeastern Illinois University*

65.047. Roundtable Session 112; Roundtable Session

65.047-1. Exploring New Methodologies. SIG-Qualitative Research; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

A Critical Review of Drawing as a Method for Accessing the Child's Perspective in Research. *Pauline Agnieszka Duncan, University of Stirling*

Neither Knowledge nor Irony Is Enough: Agent Ontology, Indigenous Philosophy, and a New Realism in Qualitative Research. *Jerry L. Rosiek, University of Oregon; Scott L. Pratt, University of Oregon; Leilani Sabzalian, University of Oregon*

Refiguring Case Study Methodology Through Agential Realism: Possibilities and Dilemmas of Learning Events as Phenomena. *Donna Kalmbach Phillips, Pacific University; Mindy Legard Larson, Linfield College*

A Praxis of Uncertainty in Mathematics Education Research. *David W. Stinson, Georgia State University; Erika C. Bullock, Georgia State University*

65.047-2. Learning Science. SIG-Science Teaching and Learning; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Participants:

Examining the Coconstruction of a Science Student Role. *Marie-Claire Shanahan, University of Alberta*

The Value of Multitheoretic Analyses: Representational and Distributed Cognition Perspectives on a Classroom Sequence About Matter. *Russell W. Tyler, Deakin University; Li Hua Xu, The University of Melbourne; David J. Clarke, University of Melbourne; Carolina Castano, Australian Catholic University*

The viability of portraiture for science education research: Learning from portraits of two science classrooms. *Cassie Fay Quigley, Clemson University; Amy E. Trauth-Nare, Indiana University; Nicole Beeman-Cadwallader, Indiana University*

Comparative Analysis of Two Inquiry Observational Protocols: Striving to Understand the Quality of Inquiry-Based Instruction. *Julie Brockman Smart, Presbyterian College; Jeff C. Marshall, Clemson University*

65.047-3. Literacies That Matter: Using Research, Writing, and Pedagogy to Engage Adolescents. SIG-Writing and Literacies; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: *Heather M. Pleasants, The University of Alabama*

Participants:

Teen Boys' Church Related Literacy Practices: Direct and Indirect Sponsorship. *Deborah Vriend Van Duinen, Hope College*

Developing Research Pedagogies With Adolescents. *Rachel E. Nichols, Lower Merion School District; Jeanine M. Staples, The Pennsylvania*

State University; Lalitha M. Vasudevan, Teachers College, Columbia University; Kelly K. Wissman, University at Albany - SUNY

Write On! Using New Literacies Practices to Increase Engagement and Improve Writing Achievement of Middle School Students. *Vicki S. Collet, University at Buffalo - SUNY*

65.047-4. The Second Decade of the 21st Century: Moving Forward in the Millennium. SIG-International Studies; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: *Stephen P. Heyneman, Vanderbilt University*

Participants:

America's Top-Performing Students in Mathematics and Science: A Trend Analysis With International Comparisons. *Ariana L. Harner, American Institutes for Research; Anindita Sen, American Institutes for Research*
Demographics and Education: The 20 Richest Countries. *Gregory J. Marchant, Ball State University; Jessica J. Johnson, Ball State University*

Effects of Self-Beliefs About Mathematics on Mathematics Achievement: Mediating Role of Time on Homework. *Qingmin Shi, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas*

Maps, Math, and Media: Developing Gallery Walk Across Cultures Throughout History. *Melda N. Yildiz, Kean University*

65.047-5. Community and Its Influence on Education. Division G - Social Context of Education; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: *David E. Long, Valdosta State University*

Participants:

Collaboration Across Communities: A Network Analysis of Power Distribution in an Urban Literacy Initiative. *Kimberly LeChasseur, University of Connecticut*

Exclusion or Exclusiveness? A Critical Analysis of Educational and Community Opportunities for Marginalized Students. *Elena Garcia Ansani, National Louis University; Jamilla Pitts, National Louis University; Sharon Sanders-Funnye, National-Louis University; Antonina Lukenchuk, National-Louis University*

The Political Economy of Education on First Nations Reservations: How Natural Resource Abundance and Community Context Influence Educational Attainment. *B. Johannes Edinger, Queen's University - Kingston; Kat Sonia Thomson, Teachers College, Columbia University*

65.047-6. African American, Latino, and Native Peoples' Experiences in the Mid-20th-Century United States. Division F - History and Historiography Cosponsored with SIG-Hispanic Research Issues, SIG-Indigenous Peoples of the Americas; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: *Scott Baker, Wake Forest University*

Participants:

Community Mobilization, Race, and the Politics of Student Assignment: Desegregating San Francisco, 1971-1983. *Rand Quinn, University of California - Berkeley*

"Who Shall Educate the Mexican and Native Children?" The Demise of the Center for the Study of Migrant and Indian Education and La Escuelita in the Yakima Valley, Washington 1968-74. *Gonzalo Guzman, University of Washington*

Hispanic Teachers in the Southwest, 1940-1980: A Descriptive Profile and Comparison. *Sylvia L.M. Martinez, University of Colorado - Colorado Springs; Aarti Bajaj, University of Missouri - Kansas City*

65.047-7. Multiple Narratives: Learning From One Another. SIG-Narrative Research; Roundtable Session

VCC, Second Level, East Room 1; 10:35am to 12:05pm

Chair: *Brigitte Smit, University of South Africa*

Participants:

Familial Curriculum Making and the Home Reading Program. *Sonia T. Houle, University of Alberta*

Integrating Narrative and Propositional Knowledge in Learning From and Through Experience. *Bryce Douglas Bunting, Brigham Young University; Stefinee E. Pinnegar, Brigham Young University; Patricia Esplin, Brigham Young University*

More Than a Reading Level: A Fuller Picture of Adult Literacy Learners. *Denise L. McLurkin, City College of New York - CUNY*

65.048. Roundtable Session 113; Roundtable Session

65.048-1. Learning Through Poetry and Aesthetic Based Art and Design.

Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm

Chair: *Read M. Diket, William Carey University*

Participants:

Poetry Teaching in the Diverse Cultural Contexts of New Zealand and the United Kingdom. *Sue Dymoke, University of Leicester*

More Than STEAM (Science, Technology, Engineering, Arts, and Math): Conceptualizing Aesthetic-Based Art and Design Thinking in STEM Education. *James W. Bequette, University of Minnesota; Marjorie Bullitt Bequette, Science Museum of Minnesota*

The Development of Interpretive Talk and Literary Reasoning in High School Classrooms Studying Poetry. *Michael Barber, Northwestern*

65.048-2. Civic Learning Across Multiple Contexts. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 10:35am to 12:05pm

Participants:

"We Are Dumbledore's Army": Students Becoming Upstanders Through a Summer Institute on Human Rights. *Robert Lawrence Dahlgren, SUNY - College at Fredonia; Jill M. Gradwell, Buffalo State College - SUNY; Misty Dawn Rodeheaver, Buffalo State College - SUNY*

Using Film as a Catalyst for Political Understanding: A Case Study of Secondary Civics Classes. *Lisa Brown Buchanan, University of North Carolina - Greensboro; Wayne Journell, University of North Carolina - Greensboro*

African Immigrants' Civic Identities, Learning, and Action, and Negotiations of Citizenship Across Digital Media Technology Contexts. *Michelle G. Knight, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University; Ashley M. Taylor, Teachers College, Columbia University*

65.049. Roundtable Session 114; Roundtable Session**65.049-1. Designing Motivationally Supportive Lessons.** Division C -

Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm

Chair: *Jill D. Salisbury-Glennon, Auburn University*

Participants:

Genre Practice and the Socialization of Learners: Longitudinal Case Studies of Metacognition and Social Cognition. *Judith S. Kaufman, Hofstra University*

Improving Students' Learning and Motivation Through Reciprocal Questioning. *James D. Allen, College of Saint Rose*

Inventing Prepares Learning Motivationally but Cuts Down Learning Outcomes? *Inga Glogger, University of Freiburg; Julian Kappich, University of Freiburg; Rolf Schwonke, University of Freiburg; Matthias Nückles, University of Freiburg; Lars Holzaepfel, University of Freiburg; Alexander Renkl, University of Freiburg*

65.049-2. Emotion and Engagement. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 10:35am to 12:05pm

Chair: *Paul A. Schutz, The University of Texas - San Antonio*

Participants:

Emotional Engagement, Social Interactions, and the Development of an After-School Game Design Curriculum. *Helen Kwah, New York University; Catherine E. Milne, New York University; Ricki Goldman, New York University; Jan L. Plass, New York University*

Emotional Support in Kindergarten and the Growth of Social and Literacy Skills for Rural Latino Children. *Bryant T. Jensen, University of Oregon; Leslie J. Reese, California State University - Long Beach*

Emotionally Supportive Classroom Contexts for Young Latino Children in Rural California. *Leslie J. Reese, California State University - Long Beach; Bryant T. Jensen, University of Oregon*

65.050. Roundtable Session 115; Roundtable Session**65.050-1. How Classroom Language Influences Learning.** Division C -

Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm

Chair: *Revathy Kumar, University of Toledo*

Participants:

A Study of Teachers' Speech and Students' Perezhivanie in High School Physics Classrooms. *Jennifer A. Schmidt, Northern Illinois University; Elena Lyutykh, Northern Illinois University; Lee Shumow, Northern Illinois University*

Closing the Gender Gap: The Influence of Teachers' Language Use on Children's Gender-Related Occupational Beliefs. *Dries Verweken, Freie Universität Berlin; Bettina Hannover, Freie Universität Berlin*

Influence of Instructional Tasks on Classroom Discourse in China's Reformed Primary Mathematics Classrooms. *Yujing Ni, Chinese University of Hong Kong; Dehui Zhou, Hong Kong Baptist University; Xiaoqing Li, The Chinese University of Hong Kong; Qiong Li, Beijing Normal University*

65.050-2. Literacy and Motivation. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 10:35am to 12:05pm

Chair: *Rob Klassen, University of Alberta*

Participants:

Exploring the Relationship Among Parental Literacy Beliefs, Chinese Children's Motivation for Reading, Reading Amount and Achievement: A Concurrent Study. *Qiuying Wang, Oklahoma State University*

Self-Efficacy and Perceived Classroom Climate: Implications for Language Learning. *Michael Yough, Purdue University*

Sources of Reading Self-Efficacy in High-Stakes Testing. *Ellen L. Usher, University of Kentucky; Stephen M. Tonks, Northern Illinois University*

Division and SIG Posters**65.051. Poster Session 18;** Poster Session**65.051-1. College Student Learning and Outcomes Poster Session 1.**

Division J - Postsecondary Education; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

1. The Impact of Gender and Pedagogy on the Development of Self-Regulated Learning Skills in Engineering Education. *Jennifer Nichole Walter, Bucknell University; Candice R. Stefanou, Bucknell University; Jonathan Stolk, Franklin W. Olin College of Engineering; Michael J. Prince, Bucknell University; Susan M. Lord, University of San Diego; John Chen, California Polytechnic State University; Katharyn Nottis, Bucknell University*
2. A Closer Look at a Highly Effective Undergraduate Physics Education Innovation: A Case Study of Workshop/Studio Physics. *Heidi Iverson, Colorado State University*
3. Academic Entitlement: Evidence for a Trait and a State. *Marilla D. Svinicki, The University of Texas - Austin; Jennifer Kay Leach, The University of Texas - Austin; Laura Graciela Torres, The University of Texas - Austin; Daniel A. Clark, The University of Texas - Austin*
4. An Examination of College Seniors' Self-Reported Critical Thinking Ability: A Three-Level Hierarchical Linear Model. *Louis Rocconi, Indiana University*
5. College Student Veterans' Identity Development. *Corey Bradford Rumann, The University of West Georgia*
6. Development and Validation of an Instrument to Measure Perceived Utility of Training and Future Time Perspective for Technical Students. *Annie Dubeau, L'Université du Québec à Montréal; Mariane Frenay, Université Catholique de Louvain; Annie Presseau, Université du Québec à Trois-Rivières*
7. Doctoral Students' Research Productivity: Does Involvement in Doctoral Signature Pedagogies Make a Difference? *Baaska Anderson, Global Educultural Consulting; Marc Cutright, University of North Texas; Stoerm Anderson, Walden University*
8. Examining Social-Networking Site (SNS) Use Across the Undergraduate Years: Socialization via SNSs Approaching Graduation. *Pius Ochwo, Kent State University; Jennifer Mellott, Kent State University; Ipek Ozer, Kent State University; Aryn C. Karpinski, Kent State University*
9. How and When Graduate Students Ask Questions in a Statistics Course: Patterns and Profiles. *Bradley W. Bergey, Temple University; Jennifer G. Cromley, Temple University*
10. Motivational Differences Between LEP (Limited English Proficient) and Non-LEP Hispanic Community College Students. *Carlton Jing*

Fong, *The University of Texas - Austin*; Jaimie Meredith Krause, *The University of Texas - Austin*; Claire Ellen Weinstein, *The University of Texas*; Taylor Wayne Acee, *Texas State University - San Marcos*

11. Promoting Networks of Academic Ties: How a Learning Community Facilitates First-Year Academic Success. *Rachel Smith, Baruch College - CUNY*
12. Self-Regulation in Undergraduate Engineering Courses. *Candice R. Stefanou, Bucknell University*; *Jonathan Stolk, Franklin W. Olin College of Engineering*; *Michael J. Prince, Bucknell University*; *John Chen, California Polytechnic State University*; *Susan M. Lord, University of San Diego*; *Jennifer Nichole Walter, Bucknell University*
13. The Relationship Between College Students' Achievement Goal Orientations and Academic Entitlement Beliefs and Actions. *Laura Graciela Torres, The University of Texas - Austin*; *Marilla D. Svinicki, The University of Texas - Austin*; *Jennifer Kay Leach, The University of Texas - Austin*; *Daniel A. Clark, The University of Texas - Austin*
14. Validation of the CAST-R (Common Assessment for Special Education Teachers: Reading). *Sheri Berkeley, George Mason University*; *Kelley Sarah Regan, George Mason University*; *Dimitar M. Dimitrov, George Mason University*; *Mary Guckert, George Mason University*
15. When Two Plus Two Does Equal Four: The Experiences of Students Who Started at the Community College and Graduated in Four Years. *Tekla Nicholas, Florida International University*; *Glenda Droogsmas Musoba, Florida International University*

65.051-2. Family, School, Community Partnerships SIG: Poster Session.

SIG-Family, School, Community Partnerships; Poster Session
VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

16. A Study of the Impact of School Climates on Parent-School Partnerships and on Young Children's Academic Achievement. *Young-Hee Park, Florida State University*; *Pamela S. Carroll, Florida State University*
17. Parents' Perspectives on What Enables and Inhibits Their School Involvement. *Sejal Parikh, NC State University*; *Christopher A. Janson, University of North Florida*
18. Preparing Urban Novice Teachers to Implement Family and Community Partnerships to Support Student Achievement. *Yolanda Abel, Johns Hopkins University*
19. Sources of Variability in Summer Learning in Low-Socioeconomic-Status Schools: Teacher, Student, and Family Contributions. *Rebecca Jesson, University of Auckland*; *Stuart McNaughton, The University of Auckland*; *Sophie Kercher, The University of Auckland*; *Selena Hsiao, The University of Auckland*; *Tone Kolose, The University of Auckland*
20. The Impact of Collaboration in After-school Programs on Student Achievement and Attendance. *Matilda Theresa Soria, California State University - Fresno*; *Susan M. Tracz, California State University - Fresno*

65.051-3. Current Issues and Topics in Special Education. SIG-Special Education Research; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

21. The Implementation of the Personal Strengths Intervention to Promote Increased Self-Determination in Postsecondary Students With Learning Disabilities and/or Attention Deficit Hyperactivity Disorder. *Jennie L. Farmer, Clemson University*; *David Allsopp, University of South Florida*; *John M. Ferron, University of South Florida*
22. She's More Than a Shy Smile: Supporting Maria Through Her Silence. *Kathryn I. Scorgie, Azusa Pacific University*; *Megan Everhart, Azusa Pacific University*
23. Risk and Resilience: Girls' Experiences Navigating Space and Relationships. *Juliana M. Taymans, The George Washington University*
24. The Validity of the Learning Disability Construct: A Review of Research from 2001-2010. *Jeremy Miciak, The University of Texas*; *Jacob Williams, The University of Texas - Austin*; *Laura McFarland, The University of Texas - Austin*
25. Effects of School Risk on Limited Proficient English Learners' Reading Growth: Implications for Special Education. *Kristen D. Beach, University of California - Riverside*; *Rollanda E. O'Connor, University of California - Riverside*
26. The Impact of Teacher Behavior on Student Engagement Within a Tier 1 Response to Instruction (RtI) Model. *Lindsay Flynn, University of North Carolina - Charlotte*; *Rollanda E. O'Connor, University of*

California - Riverside; *Kathleen Bocian, University of California - Riverside*; *H. Lee Swanson, University of California - Riverside*

27. Coupling the Theoretical With the Empirical: An Investigation of Social Network Analysis Techniques and Bronfenbrenner's Ecological Model for Human Development. *Kathryn Shirley Akers, Kentucky Department of Education*
28. Building Constructs and Lists of Behaviors and Experiences Associated With Post-High School Employment and Educational Success. *Amber Elizabeth McConnell, University of Oklahoma*; *James E. Martin, University of Oklahoma*; *Maeghan N. Hennessey, University of Oklahoma*; *Robert A. Terry, University of Oklahoma*; *Tammy C. Pannells, University of Oklahoma*; *Nidal El-Kazimi, University of Oklahoma*; *Donna Willis, University of Oklahoma*
29. Behavioral and Academic Characteristics of Fetal Alcohol Spectrum Disorders Among Children With Attention-Deficit/Hyperactivity Disorder. *Fumio Someki, Hamamatsu University School of Medicine*; *Asha K. Jitendra, University of Minnesota*
30. Coteaching: The Effect on Teachers' Perceived Efficacy to Instruct Students With Disabilities. *Peggy Sepetys, University of Michigan - Dearborn*
31. Attention Deficit Hyperactivity Disorder (ADHD) Medication Vacations and Parent-Child Sex Differences. *Lucy Barnard-Brak, Texas Tech University*; *Marcelo R. Schmidt, Texas Tech University*
32. Predictive Validity of Writing Curriculum-Based Measurement for Students in General Education and Special Education. *Stacy L. Weiss, Indiana University*
33. Learning Disability in Taiwan: Cultural Implications From Families' Perspectives. *Szu-Yin Chu, National Taitung University, Taiwan*; *Hsiang-Yi Wu, The University of Kansas*; *Shu-Yu Chen, Taipei Municipal University of Education*
34. Young Salvadoran Women with Learning Disabilities in Transition to Adulthood. *Deanna Ortiz, The George Washington University*; *Juliana M. Taymans, The George Washington University*

65.051-4. Contemporary Issues in Computers and Internet Applications in Education. SIG-Computer and Internet Applications in Education; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

35. ICT (Information and Communication Technologies) Literacy in Macau Primary Education. *Kan Kan Chan, University of Macau*
36. Misrepresentation in Online Personals: Which Teenagers Lie? *Chiao Ling Huang, Institute of Education - National Sun Yat-sen University*; *Shu Ching Yang, National Sun Yat-sen University*; *An Sing Chen, National Chung Cheng University*

65.051-5. Gestures, Models, and Explanations in STEM Learning. SIG-Learning Sciences Cosponsored with SIG-Science Teaching and Learning, Division C - Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

37. A Case of Changing Explanations From Centralized Causality to Decentralized Causality. *Lauren April Barth-Cohen, University of California - Berkeley*
38. A Study of the Live Evolution of Mental Models Through Gesture. *David DeLiema, University of California - Los Angeles*
39. On Learning Ecology in Elementary Grades by Designing Robotic Animals and Their Habitats. *Gokul Chandra Krishnan, Vanderbilt University*; *Pratim Sengupta, Vanderbilt University*; *Amanda Catherine Dickes, Vanderbilt University*; *Amy Voss Farris, Vanderbilt University*
40. Student Modeling Conversations in Elementary School Science. *Zacharias C. Zacharia, University of Cyprus*; *Loucas T. Louca, European University*; *C. P. Constantinou, University of Cyprus*
41. The Role of Gesture in Solving Spatial Problems in STEM. *Matthew E. Lira, University of Illinois at Chicago*; *Mike Stieff, University of Illinois at Chicago*; *Stephanie Athene Scopelitis, University of Washington*; *Lianne Schroeder, University of Illinois at Chicago*

65.051-6. Teachers' Beliefs, Knowledge, and Instructional Practice. SIG-Research in Mathematics Education; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

42. Getting to "Why?": Teacher Practices That Support Mathematically Sound Student Justifications in Middle Grades Classrooms. *Megan E. Staples, University of Connecticut*; *Briana Hennessey, University of*

Connecticut

43. Teacher Variables Associated With Teachers' Beliefs and Awareness of Their Students' Mathematics Dispositions. *Lawrence M. Clark, University of Maryland; Jill Neumayer-DePiper, University of Maryland - College Park; Toya Jones, University of Maryland - College Park; Patricia F. Campbell, University of Maryland; Masako Nishio, University of Maryland - College Park; Toni M. Smith, George Mason University; Darcy Conant, University of Maryland - College Park; Amber Rust, University of Maryland; Matthew J. Griffin, University of Maryland*
44. Teachers' Feelings of Preparedness to Teach Mathematics, Instructional Time, and Student Achievement. *Jill L. Adelson, University of Louisville; Timothy Michael Sauer, University of Louisville; Tim Truitt, University of Louisville*
45. Using Teachers' Analyses of Teaching to Measure Usable Knowledge for Teaching Ratios, Proportions, Variables, Expressions, Equations. *Nicole B. Kersting, The University of Arizona; Taliesin Sutton, The University of Arizona; Crystal Bartel, The University of Arizona; Kathleen Jablon Stoeher, The University of Arizona; Saeideh Heshmati, The University of Arizona; Guadalupe Lozano, The University of Arizona; James W. Stigler, University of California - Los Angeles*

65.051-7. What Do We Know About Mathematics Curriculum?

Comparative Studies. SIG-Research in Mathematics Education; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

46. A Comparison of Korean and American Secondary School Textbooks: The Case of Quadratic Equations. *Dae S. Hong, Hostos Community College - CUNY; Kyong Mi Choi, University of Iowa*
47. Mathematics Teachers' Reflections on Curriculum Change: A Critical Perspective. *Laura M. Singletary, University of Georgia; Zandra U. de Araujo, University of Georgia; Patricia S. Wilson, University of Georgia*
48. Using Standards-Based Curriculum Materials to Help Elementary Preservice Mathematics Teachers Learn to Organize Discussions. *Andrew Tyminski, Clemson University; Corey Drake, Michigan State University; Tonia Jo Land, Drake University*
49. Pedagogical and Mathematical Analyses of Teaching Equation-Solving in Standards-Based and Traditional Curricula. *Bikai Nie, University of Delaware; Jinfa Cai, University of Delaware; John Moyer, Marquette University*

65.051-8. Technology Impact on Equity: A Digital Divide. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

50. Differences in Student Technology Literacy Based on Socioeconomic Status, Ethnicity, and Gender. *Albert Dieter Ritzhaupt, University of Florida; Feng Liu, University of Florida; Kara M. Dawson, University of Florida; Ann E. Barron, University of South Florida*

65.051-9. The Effects of Formal Mentoring on Mentors' Supportive Behaviors. SIG-Mentorship and Mentoring Practices; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

51. The Effects of Formal Mentoring on Mentors' Supportive Behaviors. *Geneviève Boisclair Châteauvert, Université Laval; Simon Larose, Université Laval*

65.051-10. Research on Giftedness, Creativity, and Talent: Poster Session. SIG-Research on Giftedness, Creativity, and Talent; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

52. Drawing on Giftedness: Understanding What It Means to Be an Engaged Gifted and Talented Elementary Student. *Kimberly Michele McCormick, Indiana University*
53. Factors Affecting STEM and Non-STEM Career Perceptions of Gifted College Students: The Role of Social Support and School Climate. *Anne N. Rinn, University of North Texas; Sita Periathiruvadi, University of North Texas*
54. Family Processes, Beliefs About Intelligence, and Openness as Predictors of English Learners' Creative Problem Solving. *Norman Eng, St. John's University; Seokhee Cho, St. John's University*
55. Hyper-Parenting and the Gifted: When Parents Become "Too"

Involved. *Linda Jean Macarthur, Boston University*

56. Teaching Strategies to Foster Academic Talent and Giftedness Among Students in Higher Education. *Marco V.C. Wolfensberger, Hanze University of Applied Science; Roeland M. Van der Rijst, Leiden University*

57. Traditional Is Not a Synonym for Bad: Creativity in Public and Waldorf Classrooms. *Catharine Dishke Hondzel, University of Western Ontario; Ronald Hansen, The University of Western Ontario*

65.051-11. Division C Section 4 Poster Session. Division C - Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Poster:

58. Possibilities of Inquiry Learning for Students With Intellectual Disabilities? *Theodore Tai Hoi Lee, The Hong Kong Institute of Education; Winnie Wing-Mui So, The Hong Kong Institute of Education*

Tuesday, 12:25 pm**Presidential Sessions****66.010. Bringing Research to Critical Practices and Policies: Using Research on Culturally Responsive Pedagogy to Strengthen Teacher Evaluation and Student Achievement.** Presidential Session

Cosponsored with Division K - Teaching and Teacher Education

VCC, First Level, West Ballroom A; 12:25-1:55pm

Chair: *Willis D. Hawley, University of Maryland*

Participants: *Alfredo J. Artiles, Arizona State University; Deborah Loewenberg Ball, University of Michigan; Linda Darling-Hammond, Stanford University*

Discussant: *Kathleen Paliokas, Council of Chief State School Officers*

Division Sessions**66.011. The Affective Turn, Sexuality, and Curriculum Studies.** Division B - Curriculum Studies; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 12:25-1:55pm

Chair: *Jen Gilbert, York University*

Participants:

- Bad Timing: "It Gets Better" and the Problem of Pedagogy. *Jen Gilbert, York University*
- Making Trouble: Worried Teaching and Learning in Sex Education. *Jessica Fields, San Francisco State University*
- Feeling Sexuality Education: Teachers' Learning About Homophobia and Affective Agency. *Mary Louise Rasmussen, Monash University*
- Affects of Teaching. *Nancy L. Lesko, Columbia University, Teachers College*

66.012. Connecting the Moving Dots: Comparing Approaches to Coordinating Temporal Analyses of Groups and Individuals.

Division C - Learning and Instruction; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 12:25-1:55pm

Chairs: *Alyssa F. Wise, Simon Fraser University; Rebecca Reynolds, Rutgers University*

Participants:

- Tracing Nested Timelines of Participation and Understanding in Asynchronous Online Discussions. *Alyssa F. Wise, Simon Fraser University; Ying-Ting Hsiao, Simon Fraser University*
- Statistical Discourse Analysis: Contextual Effects of Algebra Students' Actions on Microcreativity Processes. *Ming M. Chiu, University at Buffalo - SUNY*
- Four Lenses for Examining Individual- and Collective-Level Mathematical Progress. *Chris L. Rasmussen, San Diego State University; Megan Wawro, Virginia Tech; Michelle J. Zandieh, Arizona State University*
- Group Interactivity Patterns Within Classrooms and Student Teams in a Constructionist Program of Game Design Learning. *Rebecca Reynolds,*

Rutgers University; Sean Goggins, University of Missouri - Columbia
 Identifying Pivotal Moments in Individual and Group Innovation
 Processes: Considerations of a Temporal Analytic Approach. *Britte Haugan Cheng, SRI International; Philip J. Vahey, SRI International; John J. Brecht, SRI International; Charles Patton, SRI International; Ken Rafanan, SRI International*

Discussant: *Chris Teplov, OISE/University of Toronto*

66.013. Division C New Directions Session: Bringing Research Into Practice. Division C - Learning and Instruction; Invited Session
 Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 12:25-1:55pm

Chairs: *Jennifer Richardson McGee, University of North Carolina - Charlotte; Brittany Lynn Hott, George Mason University*

Participants: *Erica Rosenfeld Halverson, University of Wisconsin - Madison; Rob Klassen, University of Alberta; Susan A. Yoon, University of Pennsylvania*

66.014. Motivation in the Classroom: The Role of Teachers and Contextual Factors. Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Fourth Level, South Galiano; 12:25-1:55pm

Chair: *Jessica J. Summers, The University of Arizona*

Participants:

Exploring the Role of Teacher Challenge and Support on Students' Academic Engagement in Physics Classrooms. *Anna D. Strati, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University*

Middle School Teachers' Willingness to Offer Challenging Work to Students: The Influence of Perceived Pressures. *Sara M. Fulmer, University of Notre Dame; Julianne C. Turner, University of Notre Dame*

Supportive and Nonsupportive Instructional Discourse: Motivational and Affective Aspects of Learning From Instruction. *Cécile Ledergerber, University of Zurich; Christine U. Pauli, University of Zurich; Kurt Reusser, University of Zurich*

Impact of Pupil and Class-Level Characteristics on Elementary Students' Autonomous Reading Motivation: A Multilevel Approach. *Jessie De Naeghel, Department of Educational Studies, Ghent University; Hilde Van Keer, Ghent University*

Teachers' Perceptions of Motivational Messages in the Context of High Stakes Testing. *Josephine Serrano Potucek, Hofstra University; Karen F. Osterman, Hofstra University*

66.015. Supports for Technology-Based Learning. Division C - Learning and Instruction; Paper Session

Sheraton Wall Centre, Fourth Level, South Granville; 12:25-1:55pm

Chair: *Gloria Miller, University of Denver*

Participants:

The Added Value of Facilitative Tutoring for Students' Learning Taking Students' Prior Knowledge into Account. *Inneke Berghmans, University of Leuven; Filip J.R.C. Dochy, University of Leuven*

Fostering Experimental Skills by a Combination of Hands-On and Computer-Based Learning-Environments. *Silke Schiffhauer, University Duisburg - Essen; Jill Goessling, University of Duisburg-Essen; Joachim Wirth, Ruhr University Bochum; Meike Bergs, University Duisburg - Essen; Maik Walpuski, University of Duisburg-Essen*

The Efficacy of a Web-Based Intelligent Tutoring System Designed to Teach the Structure Strategy to Fifth-Grade Students. *Kausalai K. Wijekumar, The Pennsylvania State University; Bonnie J. F. Meyer, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University*

Possibilities to Support Learning in Computer-Based Learning Environments Through Goal Setting. *Meike Jaschniok, Universität Vechta; Michael Henninger, University of Education - Weingarten*

Regulation in Simulation-Based Inquiry Learning: The Effect of Concept Map-Based Support. *M.G. Hagemans, Universiteit Twente; Hans van der Meij, Universiteit Twente; Ton de Jong, Universiteit Twente*

66.016. Power and the Development and Reorganization of Intellectual and Physical Spaces. Division F - History and Historiography
 Cosponsored with SIG-Politics of Education; Paper Session
 VCC, Third Level, West Room 305; 12:25-1:55pm

Chair: *Eileen H. Tamura, University of Hawaii - Manoa*

Participants:

Mrs. Gillies's Fruit Cakes: New Education Fellowship Correspondence Between New Zealand and Bloomsbury, 1936-1945. *Sue C. Middleton, University of Waikato*

Of Regents and Real Estate Agents: The University of California and Westwood Village's Early Years, 1925-1939. *William Charles Purdy, University of California - Los Angeles*

"Fratricidal Warfare": English-Canadian Textbook Publishers Take on the Americans, 1970-1980. *Penney I. Clark, The University of British Columbia; Wayne Knights, The University of British Columbia*

Discussant: *Eileen H. Tamura, University of Hawaii - Manoa*

66.017. Critical Pedagogies Across Subject Areas: Comparative Perspectives From Urban Science, Elementary, and Out-of-School Educational Settings. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 204; 12:25-1:55pm

Chairs: *K. Wayne Yang, University of California - San Diego; Jeffrey M.R. Duncan-Andrade, San Francisco State University*

Participants:

Family Histories With English Learners in Urban Elementary Social Studies. *Rosa M. Jimenez, Arizona State University*

From Praxis to All Power to the People: Youth Action Research in a Fifth-Grade Urban Classroom. *Laurence A. Tan, Watts Youth Collective/122nd Street School/UCLA IDEA*

Chemistry With the Community. *Alejandra Frausto, Rudy Lozano Leadership Academy; Daniel Morales-Doyle, Little Village Lawndale High School Campus*

Youth Media And Its Digital Afterlife. *Elisabeth M. Soep, Youth Radio*

Discussant: *Ernest D. Morrell, Teachers College, Columbia University*

66.018. Gutter Rainbows and Concrete Roses: Utilizing Community Cultural Wealth to Find Beauty in the Hideous. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 206; 12:25-1:55pm

Chair: *Lindsay Perez Huber, University of California - Los Angeles*

Participants:

Beginning With Me: Accounting for Our Counterstories in Socially Just Qualitative Design. *Cheryl E. Matias, University of Colorado - Denver*

"So, If You Want to Really Hurt Me, Talk Badly About My Language": Latina/o Teachers and Linguistic Microaggressions, Implications for Pedagogy and Practice. *Elexia Reyes McGovern, University of California - Los Angeles*

Uncovering the Transnational and Navigational Capital of Teachers in the Borderlands. *Carol Brochin Ceballos, The University of Texas - El Paso*

"It's the Voice of the Voiceless, Hope for the Hopeless": Envisioning an Aesthetic Capital Through a Community Cultural Wealth Lens. *Shiv Raj Desai, Thomas More College; Tyson E.J. Marsh, Iowa State University*

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

66.019. Language Policy Appropriation: Teachers' Perspectives on Policies and Programs for English Learners Across Five States. Division G - Social Context of Education; Symposium

VCC, Second Level, West Room 205; 12:25-1:55pm

Chairs: *Amy Jennifer Heineke, Loyola University Chicago; Megan Hopkins, Northwestern University*

Participants:

Appropriation of Language Policy: Teach For America Teachers in Arizona. *Quanna Cameron, Arizona State University; Amy Jennifer Heineke, Loyola University Chicago*

State Language Policy and Teacher Practice: A Cross-State Comparison of Bilingual Educators' Language Policy Appropriation. *Megan Hopkins, Northwestern University*

Teacher Appropriation of Transitional Bilingual Education in Illinois. *Amy Jennifer Heineke, Loyola University Chicago*

Language Policy in Practice: The Case of Wisconsin's New Latino Diaspora. *Rebecca Jane Lowenhaupt, Boston College*

Discussant: *Ester J. Dejong, University of Florida*

66.020. What's the Difference? Considering the Racialization and Identities of Black Immigrants From Middle School Through College. Division G - Social Context of Education; Symposium

VCC, Second Level, East Room 16; 12:25-1:55pm

Chair: *Walter R. Allen, University of California - Los Angeles*

Participants:

Examining the Racial and Ethnic Socialization of 1.5- and Second-Generation Caribbean American Youth: Negotiating Conflicting Messages Between Home and School. *Chonika Coleman-King, The University of Tennessee*

Reconciling Multiple Black Identities: The Case of 1.5 and 2.0 Nigerian Immigrants. *Janet T. Awokoya, Frederick D. Patterson Research Institute*

Diverse in Some Ways, But Not in Others: How 1.0-, 1.5-, and 2.0-Generation Black Immigrants Perceive Racial Climate at a Predominantly White University. *Kimberly Griffin, The Pennsylvania State University*

Discussant: *Vivian L. Gadsden, University of Pennsylvania*

66.021. Implementing Randomized Controlled Trials in Local Education Settings: Design, Methods, Findings, and Practical Research Realities. Division H - Research, Evaluation and Assessment in Schools; Symposium

VCC, Second Level, West Room 207; 12:25-1:55pm

Chair: *Neal D. Finkelstein, WestEd*

Participants:

Evaluation of the Program for Infant/Toddler Care. *Phyllis Weinstock, Berkeley Policy Associates*

Lessons in Character Impact Evaluation. *Thomas Hanson, WestEd*

Evaluation of Quality Teaching for English Learners (QTEL) Professional Development. *Raquel C. Sanchez, Berkeley Policy Associates*

Effects of Understanding Science Professional Development on the Achievement of Middle School Students. *Joan I. Heller, Heller Research Associates*

Discussant: *Michael J. Puma, Chesapeake Research Associates, LLC*

66.022. Investigating Impact of Literacy Interventions. Division H - Research, Evaluation and Assessment in Schools; Paper Session

VCC, First Level, West Room 116&117; 12:25-1:55pm

Chair: *Maria Teresa Sanchez, Education Development Center, Inc.*

Participants:

Evaluating Which Classroom and Student Variables Are Predictive of Children's Early Language and Literacy Outcomes: A Follow-Up Study. *Lydia Janeva Carlis, AppleTree Institute for Education Innovation; Chavaughn Brown*

An Impact Study of the 6+1 Trait Writing Model on Student Achievement. *Richard H. Smiley, Education Northwest; Michael T. Coe; Vicki M. Nishioka, Education Northwest; Makoto Hanita, Education Northwest*

The Impact of a New Instructional Model on High School Science Writing. *Jonathon Grooms, Florida State University; Victor Dale Sampson, Florida State University; Peter Carafano, Florida State University Schools*

Where the Rubber Hits the Road: Theory to Practice with a Research-based Remedial Reading Program. *Kristen J. Kinney; Yubo Zhang, K12 Inc.; Laura Seuschek, K12 Inc.*

66.023. Measurement Issues in Medical Licensure and Certification.

Division I - Education in the Professions; Paper Session

VCC, First Level, West Room 114&115; 12:25-1:55pm

Chair: *Anthony R. Artino, Uniformed Services University of the Health Sciences*

Participants:

The Impact of Changes to the Written Communication Construct on Examinee Performance and Pacing: Findings From the USMLE (United States Medical Licensing Examination) Step 2 Clinical Skills 2011 Pilot Examinations. *Kimberly A. Swygert, National Board of Medical Examiners; Su G. Baldwin, National Board of Medical Examiners; Thomas Rebbecchi, Educational Commission for Foreign Medical Graduates; Colette Scott, National Board of Medical Examiners; Gail E. Furman, National Board of Medical Examiners; Jeannette M. Sanger, National Board of Medical Examiners*

Certified Internist's Knowledge of the Care for Underserved Patients. *Rebecca S. Lipner, American Board of Internal Medicine; Rebecca A. Baranowski, American Board of Internal Medicine; Michelle Johnston-Fleece, American Board of Internal Medicine*

Assessment of Clinical Reasoning: Effect of Case Characteristics on Raters. *Danette W. McKinley, Foundation for Advancement of International Medical Education and Research; Thomas Rebbecchi, Educational Commission for Foreign Medical Graduates*

Assessing the Psychometric Impact of Enhancements to the Documentation

Component of the USMLE (United States Medical Licensing Examination) Step 2 CS. *Su G. Baldwin, National Board of Medical Examiners; Polina Harik, National Board of Medical Examiners; Kimberly A. Swygert, National Board of Medical Examiners; Brian E. Clauser, National Board of Medical Examiners; Thomas Rebbecchi, Educational Commission for Foreign Medical Graduates*

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

66.024. Division J Graduate Student Session: Negotiating the Job Market.

Division J - Postsecondary Education; Invited Session

VCC, Second Level, West Room 208&209; 12:25-1:55pm

Chairs: *Daisy Denise Alfaro, University of Washington - Seattle; Lauren Theresa Schudde, University of Wisconsin - Madison*

Participants: *Frances E. Contreras, University of Washington; Gigi Jones, National Association of Student Financial Aid Administrators; Alexander C. McCormick, Indiana University - Bloomington; William Perez, Claremont Graduate University*

66.025. Influences on the Transition From Community Colleges to Four-Year Institutions. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 212&213; 12:25-1:55pm

Chair: *Kevin Eagan, University of California - Los Angeles*

Participants:

Making a Successful Transition From Community College to a Four-Year University. *Cynthia Hudley, University of California - Santa Barbara*

Moving Beyond Transfer: Success for Low-Income, First-Generation Students at Four-Year Institutions in Texas Post-Transfer. *Abby Miller, The Pell Institute/University of Maryland; Wendy Erisman, Strix Research; Adolfo Bermeo, The Pell Institute*

Navigating the Transition: Reconfiguring and Maintaining Social Networks Among Latino/a Community College Transfer Students. *Celia O'Brien, The University of Arizona; Cecilia Rios Aguilar, Claremont Graduate University*

The Effect of Articulation Agreements on Community College Transfers and Bachelor's Degree Attainment. *Jonathan M.B. Stern, Vanderbilt University*

Discussant: *Regina J. Deil-Amen, The University of Arizona*

66.026. Top Down or Bottom Up? Building Human Capacity in Higher Education. Division J - Postsecondary Education; Paper Session

VCC, Second Level, East Room 19&20; 12:25-1:55pm

Chair: *Guilbert C. Hentschke, University of Southern California*

Participants:

Leadership and Interpersonal Characteristics Related to Administrator Overall Evaluations. *Stephen L. Benton, The IDEA Center, Inc.; Amy Gross, The IDEA Center, Inc.; William H. Pallett, Individual Development and Educational Assessment Center; Rodney K. Goodyear, University of Redlands*

Postdocs in U.S. Research Universities, 1987-2008: Professionalization and Contingency in Academic Research. *Brendan Cantwell, Michigan State University; Barrett Taylor, University of Georgia*

Strategic Decision-Making by Deans in Public Universities: A Mixed-Method Study. *Brianne Keeney, University of Minnesota*

"Not Interested in the 'Little' People"? Faculty Perceptions of the Role of Full Professors in the Development of Junior Colleagues. *Linda Evans, University of Leeds; Matt Homer, University of Leeds; Stephen George Rayner, Oxford Brookes University*

Discussant: *Christopher C. Morpheu, University of Iowa*

66.027. Understanding Precollege Access Factors. Division J - Postsecondary Education; Paper Session

VCC, Second Level, East Room 13; 12:25-1:55pm

Chair: *Ginger Stoker, SRI International*

Participants:

Causes and Consequences of Failure to Complete the Financial Aid Application Process. *Aleksandra Holod, Teachers College, Columbia University; Colin Chellman, City University of New York; David Crook, City University of New York*

College Admissions Test Score Gap in Chile: A Piece-Wise Linear Growth Model. *Paulina Perez Mejias, University of Maryland - College Park; Robert G. Croninger, University of Maryland - College Park*

Exploring the Relationship Between High School Math Course-Taking and College Access and Success. *Stephen L. DesJardins, University of Michigan; Brian McCall, University of Michigan; Jiyun Kim, University*

of Michigan; Jeongeun Kim, University of Michigan

Staying on Track to College: Gaps Between Desired and Actual P-12 Math Achievement Trajectories. *Jaekyung Lee, University at Buffalo - SUNY*
Discussant: *Eric Grodsky, University of Minnesota*

66.028. Designing Hybrid Field-Based Experiences: Insights From Faculty in One Urban Teacher Education Program. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 221; 12:25-1:55pm

Chair: *Sherryl B. Graves, Hunter College - CUNY*

Participants:

Preparing to Teach English Language Learners: Cross-Departmental "Virtual" Fieldwork. *Laura Baecher, Hunter College - CUNY; Melissa B. Schieble, University of Wisconsin - Madison*

Examining the Use of Hybrid Field Experiences in a Child Development Course. *Gess Leblanc, Hunter College - CUNY*

Moving Beyond Knowing: Partnering With Families to Support Struggling Readers. *Jenny Tuten, Hunter College - CUNY; Deborah Ann Jensen, Hunter College - CUNY*

Lessons in Reciprocity and Hybridity for Urban Adolescents and Preservice Teachers Through the Use of Digital Poetry. *Jody Nicole Polleck, Hunter College - CUNY; Christine Rosalia, Hunter College - CUNY; Jason Wirtz, Hunter College - CUNY*

Discussant: *Deborah B. Eldridge, Lehman College - CUNY*

66.029. Mentoring Teachers: Navigating Real-World Tensions. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 217&218; 12:25-1:55pm

Chair: *Susan G. Hanson, New Teacher Center*

Participants:

What Mentors Learn from Mentoring. *Susan G. Hanson, New Teacher Center*

Navigating the Tensions: Vignettes on Mentoring. *Ann Lieberman, Stanford University*

Mentoring Novice Teachers: Perspective of a Mentor. *Kathy Aldred, Boston Public Schools*

Discussant: *Betty Achinstein, University of California - Santa Cruz*

66.030. Preparing Urban Teachers in a Postindustrial City. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 222; 12:25-1:55pm

Chair: *Kathleen Crawford-McKinney, Wayne State University*

Participants:

Urban Mathematics Teachers' Reflections on Classroom Experiences. *Viveka O. Borum, Wayne State University*

Preparing Teacher Candidates to be Effective Urban Educators: Adapting to the Needs of Culturally Diverse Students. *Chavon Jackson, Wayne State University*

Solving Problems of Practice for Urban Science Teachers. *David J. Grueber, Wayne State University*

Preparing Urban Language Arts Teachers. *Ebony Elizabeth Thomas, Wayne State University*

Discussant: *Carolyn M. Shields, Wayne State University*

66.031. Situated Learning in Physical Education: Four Teaching Initiatives From Teaching Games for Understanding. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 224; 12:25-1:55pm

Chair: *Katherine J. Sanford, University of Victoria*

Participants:

Learning Situations in Game Play: Leveling the Playing Field With Modification by Adaptation. *Karen Richardson, Bridgewater State University; Deborah A. Sheehy, Bridgewater State University*

Learning Through Situated Game Play and Problem-Solving: Two Profiles of Fifth-Grade Students. *Heidi Renee Bohler, Westfield State University*
Back in the Curriculum Race: (Re)inventing Teaching and Learning Through Physical Education. *Joy I. Butler, The University of British Columbia; Timothy F. Hopper, University of Victoria; Claire Elizabeth Robson, The University of Calgary*

Emergent Learning in Physical Education: Exploring Connections Between School Integrated Teacher Education and Inventing Games. *Timothy F. Hopper, University of Victoria; Joy I. Butler, The University of British Columbia*

Discussant: *Dennis J. Sumara, University of Calgary*

66.032. Strengthening the Clinical Education of Teachers. Division K - Teaching and Teacher Education; Invited Session

VCC, Second Level, West Room 220; 12:25-1:55pm

Chair: *Kenneth Zeichner, University of Washington*

Participants: *James G. Cibulka, National Council for Accreditation of Teacher Education; Caitlin Rose Dailey, Teachers for a New Era Learning Network; Etta R. Hollins, University of Missouri - Kansas City; D. John McIntyre, Southern Illinois University - Carbondale; Arthur McKee, National Council on Teacher Quality*

66.033. Symposium on Common Standards and Common Assessments: Implementation and Alignment Challenges and Opportunities.

Division L - Educational Policy and Politics; Symposium

VCC, Second Level, East Room 11; 12:25-1:55pm

Chair: *Pascal D. Forgione, K-12 Center at ETS*

Participants:

Overview of the SBAC (Smarter Balanced Assessment Consortia) and PARCC (Partnership for Assessment of Readiness for College and Careers) Supplemental Application Grants: Support to States and Districts for Transition to Common Standards. *Pascal D. Forgione, K-12 Center at ETS*

SMARTER Balanced Assessment Consortium Assessment Design and Supplemental Application Support for States and Districts: Implementation and Alignment Challenges and Opportunities. *Joseph L. Willhoft, SMARTER Balanced Assessment Consortium; Deborah V. Sigman, California Department of Education*

PARCC (Partnership for Assessment of Readiness for College and Careers): Progress, Challenges and Opportunities of a Cross-State Assessment Consortium. *Laura Slover, Achieve, Inc.; Mitchell D. Chester, Massachusetts Department of Elementary and Secondary Education*

Discussants: *Sharon Lewis, Council of the Great City Schools; Chris Minnich, Council of Chief State School Officers; Andrew C. Porter, University of Pennsylvania*

SIG Sessions

66.034. Reimagining the "Global Citizenship" Discourses: A View From the Contexts of Developing Countries. SIG-Caribbean and African Studies in Education; Symposium

VCC, Second Level, East Room 18; 12:25-1:55pm

Chair: *Janice B. Fournillier, Georgia State University*

Participants:

Reconstituting Lost Citizenships for Social Subjective Redemption: Africanist Perspectives. *Ali A. Abdi, University of Alberta*

Rethinking "Global Citizenship From an Indigenous Knowledge Perspective". *George J. Dei, OISE/University of Toronto*

Local Knowledge and Global Citizenship Through a Caribbean Lens. *June Marilyn George, University of the West Indies*

Toward Teacher Preparation for Global Citizenship: Beyond Awareness to Action. *Hassimi Maiga, The Academy for Diaspora Literacy, Inc.*

Reimagining "Global Citizenship" Within Higher Education Institutions: Challenges and Possibilities. *Dalene M. Swanson, The University of British Columbia*

Discussant: *Annette M. Henry, The University of British Columbia*

66.035. From Research to Transformative Action: Interpreting Research Critically From Raced, Decolonial, and Womanist Perspectives.

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

VCC, Third Level, West Room 306; 12:25-1:55pm

Chair: *Rachel A. Grant, George Mason University*

Participants:

Decolonizing the Spread of Research Epistemologies in a Second Language. *Theresa Y. Austin, University of Massachusetts - Amherst; Yuri Kumagai, Smith College*

Negotiating the Sociopolitical in Critical Multiliteracies: Research to Walk With and Alongside Urban Indigenous Communities. *Fatima Pirbhai-Illich, University of Regina*

Uncovering Orientalisms in Occupied Palestine: Transforming English Language Teacher Education. *Shelley Wong, George Mason University; Ilham Nasser, George Mason University*

Discussant: *Gertrude M. Tinker Sachs, Georgia State University*

66.036. Investigating Doctoral Students' Experiences and Perspectives.

SIG-Doctoral Education across the Disciplines; Paper Session
VCC, Second Level, West Room 214; 12:25-1:55pm

Chair: *Sean Robinson, Argosy University*

Participants:

Agents of Doctoral Student Socialization: Faculty, Peers, and Students.

Laura M. Portnoi, California State University - Long Beach; Ana Lima, California State University - Long Beach; Diliaa Peregrina-Kretz, OISE/University of Toronto

Bourdieu and Doctoral Education: Rethinking Academic Work and Socialization. *Bryan Gopaul, OISE/University of Toronto*

Factors Affecting the Research Productivity of Black Ph.D. Students at Predominantly White Institutions. *Ferlin McGaskey, The University of Tennessee; Adriel Adon Hilton, Upper Iowa University; Ted Nicholas Ingram, Bronx Community College - CUNY*

From the Margins to the Forefront: Perspectives of Doctoral Students of Color on the Socialization Process. *Kimberly A. Truong, Northeastern University; Samuel D. Museus, University of Hawaii - Manoa*

The Effect of Debt and Working While Enrolled on Graduate Attainment. *Pilar Mendoza, University of Florida; Alee Lynch Gunderson, University of Florida*

66.037. Literacy and Mathematics Instruction and Skills.

SIG-Early Education and Child Development; Paper Session
VCC, Second Level, West Room 223; 12:25-1:55pm

Chair: *Tran Keys, University of California - Irvine*

Participants:

Effects of Child Care Quality on Children's Language and Mathematics Skills at Kindergarten Entry. *Tran Keys, University of California - Irvine; George Farkas, University of California - Irvine; Margaret Burchinal, University of California - Irvine; Greg Duncan, University of California - Irvine; Deborah L. Vandell, University of California - Irvine; Weilin Li, University of California - Irvine; Erik Ruzek, University of California - Irvine; Carollee Howes, University of California - Los Angeles*

Impacts of Supplemental Tutoring Configurations for Preschoolers at Risk for Reading Difficulties. *Carol Vukelich, University of Delaware; Laura M. Justice, The Ohio State University; Myae Han, University of Delaware; Martha J. Buell, University of Delaware*

Investigation of the Effects of Early Childhood Education on Fifth-Grade Literacy and Math Skills. *Stephanie Michelle Curenton, Society for Research on Child Development; Louise B. Russell, Rutgers University; Xiangjin Shen, Rutgers University; Renee K. Gormley, Rutgers University*

Connect4Learning: Early Childhood Education in the Context of Mathematics, Science, Literacy, and Social-Emotional Development. *Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY; Mary Louise Hemmeter, Vanderbilt University; Kimberly Brennenman, Rutgers University; Nell K. Duke, Michigan State University*

Discussant: *Julie Sarama, University at Buffalo - SUNY*

66.038. Meanings and Conceptions of Environmental Education.

SIG-Environmental Education; Paper Session
VCC, Third Level, West Room 302; 12:25-1:55pm

Chair: *Christy M. Moroye, Regis University*

Participants:

An Autoethnography Exploring Local Versus Universal Definitions of Academic Excellence in Environmental Science. *Nicole Beeman-Cadwallader, Indiana University*

Civic Agriculture: Education for a Civic Society. *Robert Alan Wight, University of Cincinnati*

Using the evolutionary-ecological land ethic to frame environmental science courses. *Yael Wyner, City College of New York - CUNY*

EcoMindedness Across the Curriculum. *Christy M. Moroye, Regis University; Ben Ingman, University of Denver*

The Importance of "Bad Practice" in Environmental Education and Environmental Education Research. *Jonas Greve Lysgaard, Aarhus University - School of Education*

Discussant: *John Joseph Lupinacci, Eastern Michigan University*

66.039. Online Toolkit for Comparative International Education Research.

SIG-International Studies; Demonstration/Performance
VCC, Second Level, West Room 202&203; 12:25-1:55pm

Chair: *David C. Miller, American Institutes for Research*

Participants:

Country Reports. *Ariana L. Harner, American Institutes for Research*
International Data Explorer. *Lydia Malley, American Institutes for Research*
International Cross-Time, Cross-System (XTXS) Database. *Tim Werwath, American Institutes for Research*

Discussant: *Francisco O. Ramirez, Stanford University*

66.040. Beyond Words: Action and Animation in Young Children's

Reading, Writing, and Playing. SIG-Language and Social Processes; Symposium

VCC, Second Level, West Room 219; 12:25-1:55pm

Chair: *Guy Merchant, Sheffield Hallam University*

Participants:

The Multimodal Construction of "Comprehensible Input": Emergent Bilinguals' Participation at the Preschool Writing Table. *Deborah Rowe, Vanderbilt University*

Recognizing Meaning in Children's Dramatized Responses to a Picture Book. *Diane Mavers, Institute of Education - London*

Subverting School Writing Modes: Young Children's Linguistic Playgrounds. *Maria Paula Ghiso, Teachers College, Columbia University*

Animation and Action Texts in Children's Play and Filmmaking. *Karen E. Wohlwend, Indiana University - Bloomington*

Discussant: *Marjorie Siegel, Teachers College, Columbia University*

66.041. National English Ability Test in Korea.

SIG-Large Scale Assessment; Symposium
VCC, First Level, West Room 121&122; 12:25-1:55pm

Chair: *Seock-Ho Kim, University of Georgia*

Participants:

Overview of National English Ability Test. *Tae-Je Seong, Ewha Womans University*

Washback and Content Alignment. *Kyung-Ae Jin, Korea Institute for Curriculum and Evaluation*

The Item Development Process and the Recruiting and Training of Personnel. *Moon Bok Lee, Korean Institute for Curriculum and Evaluation; Dongkwang Shin, Korea Institute for Curriculum and Evaluation*

The Online Rater Training System. *Dongkwang Shin, Korea Institute for Curriculum and Evaluation; Youn-Hee Kim, McGill University; Kyung-Ae Jin, Korea Institute for Curriculum and Evaluation*

Score Reporting. *Ki-Ja Si, Ewha Womans University; Insuk Kim, Korea Institute for Curriculum and Evaluation; Yongsang Lee, Korea Institute for Curriculum and Evaluation; Kyung-Ae Jin, Korea Institute for Curriculum and Evaluation; Dongkwang Shin, Korea Institute for Curriculum and Evaluation*

Discussants: *Jamal Abedi, University of California - Davis; Allan S. Cohen, University of Georgia*

66.042. What's OK? Speech and Behavior for Students.

SIG-Law and Education; Paper Session
VCC, Second Level, East Room 9; 12:25-1:55pm

Chair: *Dana Thompson Dorsey, University of North Carolina - Chapel Hill*

Participants:

Legal Standards for Students' Off-Campus Expression: Are They Clearly Established? *Martha M. McCarthy, Loyola Marymount University*

The Legal Landscape of Student Online Speech in K-12 and Higher Education: A Comparative Legal Case Analysis. *Kevin P. Brady, North Carolina State University; Neal H. Hutchens, University of Kentucky; Jeffrey C. Sun, University of North Dakota*

Discussant: *Barbara Garii, SUNY - College at Oswego*

66.043. Considering the Whole Student: The Use of Person-Centered Approaches to Characterize and Study Motivation.

SIG-Motivation in Education; Symposium
VCC, Second Level, West Room 215&216; 12:25-1:55pm

Chairs: *Lisa Linnenbrink-Garcia, Duke University; Jennifer Henderlong Corpus, Reed College*

Participants:

Creating Rich Portraits: A Mixed-Methods Approach to Understanding

Profiles of Intrinsic and Extrinsic Motivations. *Jennifer Henderlong Corpus, Reed College; Kyla Haimovitz, Stanford University; Stephanie V. Wormington, Duke University*

Motivational Profiles of Upper-Elementary School Students: Stability and Change in Relation to Academic Engagement. *Lisa Linnenbrink-Garcia, Duke University; Jan J. Riggsbee, Duke University; Nancy E. Hill, Harvard University; Kate E. Snyder, Duke University; Adar Ben-Eliyahu, University of Pittsburgh*

A Longitudinal Analysis of High School Students' Profiles of Academic Buoyancy in Math and English. *Peggy Ann Barnett, Fordham University; Karen Elizabeth Clayton, Fordham University; Akane Zusho, Fordham University*

The Developmental Relationships Between Middle School Students' Ability Judgments and Academic Interest: A Person-Centered Approach. *Markku J. Niemivirta, University of Helsinki*

Capturing the Relationships Between Achievement Goals and Outcomes: Latent Profile Analysis Versus Multiple Regression. *Dena A. Pastor, James Madison University; Kenn E. Barron, James Madison University*

Discussant: *Avi Kaplan, Temple University*

66.044. Multicultural/Multiethnic Education SIG: Contemporary Topics in Postsecondary Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
VCC, Third Level, West Room 304; 12:25-1:55pm

Chair: *Satasha L. Green, The University of Alaska - Anchorage*

Participants:

A Qualitative Study of the Ethno-Racial Identities of Minority Immigrant College Students. *Eunyoung Kim, Seton Hall University; Danette Edwards, Seton Hall University*

Assessment of Changes in Multicultural Awareness and Behavior in Three Undergraduate Majors. *Matthew R. Lee, James Madison University; Alex M. Borgella, James Madison University*

Not for Us: An Exploratory Study of Black Male Undergraduates' Lived Experiences. *Wayne D. Lewis, University of Kentucky; Steven Thurston Oliver, University of Kentucky; Jennifer L. Burris, University of Kentucky*

Faculty Women of Color Post-Gratz and -Grutter: The Critical Nexus of Race and Gender. *Caroline Sotello Viernes Turner, California State University - Sacramento; Juan Carlos Gonzalez, California State University - Fresno; Kathleen Wong (Lau), Western Michigan University*

Discussant: *Satasha L. Green, The University of Alaska - Anchorage*

66.045. Visual Methods in Qualitative Research. SIG-Qualitative Research; Paper Session
VCC, Third Level, West Room 303; 12:25-1:55pm

Chair: *Travis S. Wright, The George Washington University*

Participants:

Visual Participatory Research with Indigenous Youth: Do researchers know enough to be Appropriate or Risk Appropriating? *Lisa M. Korteweg, Lakehead University; Cynthia C. Nicol, The University of British Columbia; Marc Roderick Higgins, The University of British Columbia*

Body as Inquiry Method: Locating the Black and Brown Body. *Rosemarie A. Roberts, Connecticut College*

How Art Practice Can Inform and Shape the Future of Visual Research in Education. *Donal O'Donoghue, The University of British Columbia*
Using Digital Photography to Shed Light on "Bodies-at-Risk" in Physical Culture. *Laura Azzarito, Columbia University*

Photovoice for Self-Authorship: Methodological Bifurcation and Its Implications. *Amanda O. Latz, Ball State University*

Discussant: *Joyce Mahler Duckles, University of Rochester*

66.046. Issues in Identification and Measurement of Student Abilities and Talent. SIG-Research on Giftedness, Creativity, and Talent; Paper Session
VCC, First Level, West Room 113; 12:25-1:55pm

Chair: *Carol A. Carman, University of Houston - Clear Lake*

Participants:

An Empirical Investigation of the Internal Validity Structure of Three Major Teaching Rating Scales for Use in Gifted and Talented Student Identification. *Scott Joseph Peters, University of Wisconsin - Whitewater*

Learning Prerequisites of Gifted Children: A Closer Consideration of Working Memory. *Jessica Kornmann, University of Tuebingen; Ingo*

Zettler, Center for Educational Science and Psychology, Tuebingen, Germany; Peter Gerjets, Knowledge Media Research Center; Ulrich Trautwein, Universitat Tubingen

The Malleability of Spatial Ability Under Treatment of a FIRST LEGO League Competition-Based Simulation. *Steve Coxon, Maryville University*

Using Picture-Based Nonverbal Tests to Help Identify Academically Talented Children. *David F. Lohman, University of Iowa; James Lamar Gambrell, University of Iowa*

Discussant: *D. Betsy McCoach, University of Connecticut*

66.047. Youth Civic Engagement and School Community, Climate, and Culture: Reciprocal Possibilities. SIG-School Community, Climate, and Culture; Symposium
VCC, Second Level, East Room 17; 12:25-1:55pm

Chair: *Adam Voight, Vanderbilt University*

Participants:

School Climates and the Development of Social Trust in Younger Generations. *Constance A. Flanagan, University of Wisconsin - Madison; Les Galloway, University of Wisconsin - Madison*

Breaking Down Youth Civic Participation: The Effect of Engagement on Students' School Climate Perceptions. *Joanna D. Geller, Vanderbilt University; Maury Nation, Vanderbilt University*

Developing Nation, Developing Citizens: Contextualizing the Meaning of Civic Engagement Among School Students in Liberia. *Holly Wegman, Vanderbilt University*

Student Perspectives on the Efficacy of Youth Participatory Action Research as a Tool for Institutional Change. *Adam J. York, University of Colorado - Boulder*

School Climate as "Common Good": Urban Middle School Student Civic Engagement for School Improvement. *Adam Voight, Vanderbilt University*

Discussant: *Ben R. Kirshner, University of Colorado*

66.048. Second Language Learning, Instruction, and Pedagogical Issues. SIG-Second Language Research; Paper Session
VCC, Second Level, East Room 10; 12:25-1:55pm

Chair: *Yukari Takimoto Amos, Central Washington University*

Participants:

Measuring Language Learning Motivational Orientations Among Precollege English Language Learners: An Instrument Validation Study. *Yuliya Ardasheva, University of Louisville; Sze Sze Tong, University of Louisville; Thomas R. Tretter, University of Louisville*

Language Attitudes in a German Classroom. *Johanna Ennser-Kananen, University of Minnesota*

Measuring Second Language Learning Across Contexts: An Ecological Approach. *Noah Borrero, University of San Francisco; Christine Jean Yeh, University of San Francisco*

Perceptions and Use of Language Learning Strategies: Results From a Survey Study. *Yuliya Ardasheva, University of Louisville; Thomas R. Tretter, University of Louisville*

Discussant: *Zheng Zhang, University of Western Ontario*

66.049. Writing Instruction and Interventions for Students With Disabilities. SIG-Special Education Research; Paper Session
VCC, First Level, West Room 111&112; 12:25-1:55pm

Chair: *Pei-Ying Lin, University of Saskatchewan*

Participants:

Monitoring Writing Progress of Elementary Students: Considerations and Cautions. *Christine Espin, University of Minnesota; Miya Miura Wayman, University of Minnesota; Stanley L. Deno, University of Minnesota*

Teaching Peer-Revision to Middle School Students With Emotional and Behavioral Disabilities: Can They Do It? *Margo A. Mastropieri, George Mason University; Sara J. Mills, George Mason University*

Comparing Two Story-Writing Mnemonic Strategies: A Randomized Control Trial Study. *Michael W. Dunn, Washington State University Vancouver*

The Effects of Compare-Diagnose-Operate Strategy Instruction on the Revising Skills of Students With and Without Disabilities. *Cindy K. Sherman, University of Maryland; Susan De La Paz, University of Maryland*

Teaching Students With Emotional and Behavioral Disorders to Self-Advocate Through Writing. *Yojanna Cuenca, Illinois State University;*

Margo A. Mastropieri, *George Mason University*; Thomas E. Scruggs, *George Mason University*

Division and SIG Roundtables

66.050. Making Space for Writing Through Artistic Literacies; Roundtable Session

66.050-1. Making Space for Writing Through Artistic Literacies. SIG-Writing and Literacies; Roundtable Session
VCC, Second Level, East Room 2&3; 12:25-1:55pm

Chair: *Gloria E. Jacobs, Portland State University*

Participants:

Writers and Artists Coming Together: Literacy Partnerships at Work. *S.*

Rebecca Leigh, Oakland University

"I Just Wanted to Let That Out": Teen and Adult Filmmaking Literacies as Spaces for Healing. *Brian Bailey, Nazareth College; Maria Baldassarre Hopkins, Nazareth College of Rochester*

66.051. Roundtable Session 116; Roundtable Session

66.051-1. Interventions to Support Data-Driven Decision Making and Instructional Improvement: Frameworks and Findings. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm

Chairs: *Julie A. Marsh, University of Southern California; Jennifer Sloan McCombs, RAND Corporation*

Participants:

Understanding Coaches and Data Teams as Capacity-Building

Interventions: A Sociocultural Learning Approach. *Julie A. Marsh, University of Southern California; Jennifer Sloan McCombs, RAND Corporation; Caitlin Farrell, University of Southern California*

The Nature of Teachers' Collaborative Use of Student Learning Data.

Tamara Holmlund Nelson, Washington State University; David Slavitt, Washington State University Vancouver

Linking Instructional Practice to Student Performance. *Jonathan A.*

Supovitz, University of Pennsylvania

Districts' Efforts for Data Use and Computer Data Systems. *Vincent Cho, Boston College; Jeff Wayman, The University of Texas - Austin*

66.051-2. Leadership and Learning Roundtable. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm

Participants:

Facilitating Opportunities for Professional Learning in Teacher Work Groups. *Britnie Delinger Kane, Vanderbilt University*

Making Sense of Principals' Efficacy in Chilean Elementary Schools.

Stephen E. Anderson, University of Toronto; Javiera Marfan Sanchez, Fundacion Chile; Andrea Horn Kupfer, Fundacion Chile

Math Content Knowledge May Not Be Enough for the Development of Math Teacher Leadership. *Serigne Mbaye Gningue, Lehman College - CUNY; Roger Peach, Lehman College - CUNY; Barbara C. Schroder, The Graduate Center - CUNY*

The Networked School Leader: Examining the Principal Position in School and District Networks. *Nienke M. Moolenaar, Universiteit Twente*

The Development of Math Teacher Leadership: A Pre-Post Analysis of a Three-Stage Model. *Serigne Mbaye Gningue, Lehman College - CUNY; Roger Peach, Lehman College - CUNY; Barbara C. Schroder, The Graduate Center - CUNY*

66.051-3. Leadership for Authentic Family and Community Partnerships: Research Perspectives to Inspire Practice. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm

Chair: *Susan Auerbach, California State University - Northridge*

Participants:

Edging In: Locating a Focus on School-Family-Community Partnerships Within the Scholarship of Educational Leadership. *Carolyn J. Riehl, Teachers College, Columbia University*

Conceptualizing Leadership for Authentic Partnerships: A Model to Inspire Practice. *Susan Auerbach, California State University - Northridge*

Enlisting Collective Help: Urban Principals' Encouragement of Parent Participation in School Decision-Making. *John S. Rogers, University of*

California - Los Angeles; Rhoda Freelon, University of California - Los Angeles

Target, Strategic Partner, Critical Friend? Relationships Between School Leaders and Community Organizing Groups. *Sara McAlister, Annenberg Institute for School Reform; Michelle Renee, Annenberg Institute for School Reform*

66.051-4. Leadership, Identity, and Culture. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm

Participants:

Coloring the College Pipeline: Students of Color and the Role of Community Cultural Wealth in College Access and Choice. *Anjale DeYawn Welton, University of Illinois at Urbana-Champaign; Melissa Ann Martinez, Texas State University-San Marcos*

Culturally Responsive Leadership: Developing Social Justice Within Colonized Students' Population in a Mexican University. *Elia Villasenor, The University of Arizona; Nolvía Ana Cortez, The University of Arizona*

Relationships Between Teacher and Student Ethnicity in Texas Elementary Schools: An 11-Year Analysis. *Jamie A. Bone, Conroe Independent School District; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University*

The Influence of Cultural Discontinuity on Academic Bias against Racially and Ethnically Diverse Students. *Amanda Taggart, Mississippi State University*

66.051-5. Leading and Teaching in Diverse Contexts. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm

Chair: *Lauri Johnson, Boston College*

Participants:

Perspective on Collective Leadership From School and Community Leaders. *Christopher A. Janson, University of North Florida; Matthew C. Miltello, North Carolina State University; Francisco Guajardo, The University of Texas - Pan American; Miguel Angel Guajardo, Texas State University - San Marcos*

Principals at Low-Performing Schools: Characteristics of New Hires, Stayers, Leavers, and Their Relationship With School Outcomes. *Edward J. Fuller, The Pennsylvania State University; Michelle D. Young, University Council for Educational Administration*

Quality of Professional Life for Teachers: Identifying Behaviors and Characteristics. *Jeffrey Thomas, Scottsdale Unified School District*

Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and Social Organization. *Matthew Philip Steinberg, University of Chicago; Elaine M. Allensworth, University of Chicago; David Wilson Johnson, University of Chicago*

Supplemental Education Services and the Effects on English Language Learners Case Studies of Two Middle Schools. *Ricardo D. Rosa, University of Massachusetts - Dartmouth*

66.051-6. Mechanisms to Improve School Learning Environments. Division A - Administration Organization & Leadership; Roundtable Session
VCC, First Level, East Ballroom A; 12:25-1:55pm

Chair: *Jessica Ann Brown, The University of Texas - Austin*

Participants:

Developing Constructs to Distinguish Between Schools. *Dana Vedder-Weiss, Weizmann Institute of Science; David L. Fortus, Weizmann Institute of Science*

Reshaping Schools in the Postcolonial Era: The Moravian Approach for Improving School Performance in a Young, Independent Caribbean Nation. *Mildred Demon, Moravian Schoolboard Surinam; Faisel Tjon-A-Loi, Stichting Leerplanontwikkeling; Jan Berkvens, Netherlands Institute for Curriculum Development*

Bridging Research, Reform, and Classroom Practice: Stakeholder's Perceptions of a High School's Revised Grading Policy. *Anthony C. Frontier, Cardinal Stritch University; Carroll Elizabeth Bronson, Cardinal Stritch University*

Investigating Changes in Schools' Educational Practices Over Time. *Ronald H. Heck, University of Hawaii - Manoa*

66.051-7. Onward! Leading the Charge: Principal Capacity and Effectiveness. Division A - Administration Organization & Leadership;

Roundtable Session

VCC, First Level, East Ballroom A; 12:25-1:55pm

Chair: *Virginia Walker Snodgrass Rangel, The University of Texas - Austin*

Participants:

How School Principals Cope With Administrative Constraints in Quebec.
*Emmanuel Poirel, University of Montreal; Pierre Lapointe, Université de Montréal*The Role of Perceived Autonomy Support in Principals' Affective Organizational Commitment and Job Satisfaction. *Yujin Chang, The Ohio State University; Nicole Leach, The Ohio State University; Eric M. Anderman, The Ohio State University*What Do We Know about Assistant Principals? A Cross-national Examination of Factors Affecting Task Performance, Discretionary Performance, and Future Career Aspirations of Assistant Principals. *Ibrahim Duyar, University of Arkansas at Little Rock; Anthony H. Normore, California State University - Dominguez Hills; Ann E. Robinson, University of Arkansas at Little Rock; Carolyn Pearson, University of Arkansas at Little Rock; Alicia Cotabish, University of Arkansas at Little Rock*Pathways to the Principalship: Exploring the Principal Pipeline in One Urban School District. *Michelle Reininger, Stanford University; Lauren M. Anderson, University of Southern California*Are Principal Background and School Processes Related to Teacher Job Satisfaction? A Multilevel National Study. *Jianping Shen, Western Michigan University; Jeffrey M. Leslie, Andrews High School; Jessaca K. Spybrook, Western Michigan University; Xin Ma, University of Kentucky***66.051-8. Principal Accountability: Measuring Performance for Merit Pay and Ongoing Improvement.** Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom A; 12:25-1:55pm

Participants:

Study of Standards-Based Principal Evaluation in Two Large School Districts. *Tony Milanowski, Westat; Steven M. Kimball, University of Wisconsin - Madison*Implementing Performance Pay for Principals: Findings From the Teacher Incentive Fund (TIF) I and II Grantees. *H. Alix Gallagher, SRI International; Kaily Yee, SRI International; Ashley Z. Campbell, SRI International*The Best Laid Plans of Principal Performance Pay. *Peter Trabert Goff, Vanderbilt University; Ellen B. Goldring, Vanderbilt University***66.051-9. Social Justice Leadership Roundtable.** Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom A; 12:25-1:55pm

Chair: *Rick Mintrop, University of California - Berkeley*

Participants:

From "Ways of Knowing" to "Ways of Action": Women's Application of Critical Leadership in Service to the Public Good. *Lorri Michelle Johnson Santamaria, California State University - San Marcos; Gaetane Jean-Marie, University of Oklahoma; Rhonda M. Blackwell-Flanagan, Florida State University*Social Justice Leadership: Theory and Practice. *Fei Wang, OISE/University of Toronto*The National Survey of LGBT (Lesbian, Gay, Bisexual, and Transgender) Educators' Perceptions of School Climate 2011. *Tiffany Wright, Millersville University of Pennsylvania; Nancy J. Smith, Millersville University of Pennsylvania*The Impact of Elementary Principals' Special Education Preparation on the Implementation of Inclusion in Schools. *Carmelita Thompson, Prairie View A&M University; Lisa D. Hobson, Prairie View A&M University; Edward L. Mason, Prairie View A&M University*Caring Across Differences: Its Possibilities and Challenges in an Urban Elementary School. *James Calvin Eslinger, OISE/University of Toronto***66.051-10. The Roles, Experiences, and Perceptions of Teachers and Leaders in Schools.** Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom A; 12:25-1:55pm

Chair: *Craig Martin Peck, University of North Carolina - Greensboro*

Participants:

An Investigation Into Teachers' Job Satisfaction Using Structural Equation Modeling. *Xin Luo, Michigan State University; Keyin Wang, Michigan*

State University

Assessing Teacher Emotional Intelligence and Burnout Provides a New Lens for School Leaders. *Nan Thornqvist, School Board of Alachua County; Linda S. Behar-Horenstein, University of Florida; Cyndi W. Garvan, University of Florida*Exploring K-12 Administrator and Teacher Experiences of Assessment for Learning and Its Implementation. *Susan Drake, Brock University; Joanne L. Reid, Brock University*The empirical study of the kindergarten teachers' job satisfaction in Taiwan: exploring the effect of the intrinsic demand, external reward, and organizational treatment. *Yi-Gean Chen, Chung Hwa University of Medical Technology; Jao-Nan Cheng***66.051-11. Who's the Boss? Models of Governance and Professionalism.** Division A - Administration Organization & Leadership; Roundtable Session

VCC, First Level, East Ballroom A; 12:25-1:55pm

Chair: *Madlene P. Hamilton, Stanford University*

Participants:

Professional Learning Communities in Cross-Cultural Comparison. *Svenja Vieluf, German Institute for International Educational Research; David Kaplan, University of Wisconsin - Madison; Eckhard J. Klieme, German Institute for International Educational Research; Sonja Bayer, German Institute for International Educational Research*Making Research Relevant: An Example of Aggregating School-Based Findings in Support of Decision Making With Implications for Educational Leadership. *Theodore Stefan Kaniuka, Fayetteville State University; Michael R. Vitale, East Carolina University; Nancy Romance, Florida Atlantic University*Building Leadership Capacity at the District Level. *Robert B. Macmillan, University of Manitoba; Jennifer Tudhope, Thames Valley District School Board; Jane Lashbrook-Sherman, Thames Valley District School Board; Shelley Handley, Thames Valley District School Board; Andrea Morrison, Thames Valley District School Board; Michael Phillips, Thames Valley District School Board; Patricia Tomico, Thames Valley District School Board*Governing by Paradox: Empowerment and Network Bureaucracy in New York City. *Fanon Howell, Teachers College, Columbia University*
Cooperation in Education? A Case Study of Collaboration in a Competitive Environment. *Daniel R. Muijs, University of Southampton; Natasha Rumyantseva, University of Southampton***66.051-12. Transformations of Teachers, Learners, and Identities.** SIG-Cultural Historical Research; Roundtable Session

VCC, First Level, East Ballroom A; 12:25-1:55pm

Chair: *Emily Duvall, University of Idaho*

Participants:

Beginning Teachers' Production of Pedagogical Content Knowledge: A Cultural-Historical Perspective. *Victor Diaz, Arizona State University*
Dis/abling Autistic Student in the Context of Community College. *Dusana Podluka, The Graduate Center - CUNY*Peer Activist Learning and Identity Development in a Community College. *Naja Berg Hougaard, The Graduate Center - CUNY; Eduardo V. Vianna, LaGuardia Community College - CUNY*Vygotsky and Defectology: Creating Contexts for Alternative Developmental Pathways toward Conventional Cultural Ends. *Peter Smagorinsky, University of Georgia***66.052. Roundtable Session 117; Roundtable Session****66.052-1. Reflecting on Practice and Reflective Practice in Early Childhood Education.** SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Veronica Pacini-Ketchabaw, University of Victoria*

Participants:

Encounters With Materials in Early Childhood Education. *Veronica Pacini-Ketchabaw, University of Victoria; Sylvia C. Kind, The University of British Columbia; Laurie Kocher, Douglas College*Teacher Inquiry and Reflective Practice in Primary Teacher In-Service Teacher Education. *Margaret Joan MacDonald, Simon Fraser University; Leyton Schnellert, The University of British Columbia - Okanagan Campus; Cher Michelle Hill, Simon Fraser University*
Teaching for Creativity: Examining the Beliefs of Early Childhood

Teachers and Their Influence on Teaching Practices. *Hun Ping Rebecca Cheung, The Hong Kong Institute of Education; Mei Lee Ng, The Hong Kong Institute of Education*

66.052-2. Thinking Across/Through the Species Divide: Nonhuman Animals in Educational Theory and Research. SIG-Critical Educators for Social Justice; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *E. Wayne Ross, The University of British Columbia*

Participants:

- Lured by the Animal: Rethinking Nonhuman Animals in Educational Discourses. *Abraham P. DeLeon, The University of Texas - San Antonio*
- Nothing but the Dog in Me: Critical Race Theory and the African American Construct of Canines as Nonhuman Animals. *Michael E. Jennings, The University of Texas - San Antonio*
- Meet Them at the Plate: Reflections on the Eating of Animals. *Cory D. Wright-maley, University of Connecticut*
- Animals-Becoming-Meat: Embracing a Disturbing Education. *Bradley D. Rowe, The Ohio State University*

66.052-3. Perspectives on Validity. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Jill R. van den Heuvel, CTB/McGraw-Hill LLC*

Participants:

- Can Performance-Based Assessments Be Reliable and Valid? Findings From a State Pilot. *Ruth Chung Wei, Stanford University; Ken Mathew Cor, Stanford University; Nicole Leigh Arshan, Stanford University; Raymond Lee Pecheone, Stanford University*
- Method Effects: Concepts and Models. *Andrew Maul, University of Oslo*
- Modeling the Predictive Validity of SAT Critical Reading Items. *Jennifer L. Kobrin, The College Board; YoungKoung Kim, The College Board; Mylene Remigio, The College Board*
- Validating CELPIP-G (Canadian English Language Proficiency Index Program-General) Test for Canadian Immigration: Classification Consistency/Accuracy as Evidence for Consequences of Assessment. *Amery Dai Ling Wu, Paragon Testing Enterprises; Donald Wehrung, Paragon Testing Enterprises; Bruno D. Zumbo, The University of British Columbia*

66.052-4. Research on Accommodating Missing Data. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Christopher M. Swoboda, University of Cincinnati*

Participants:

- Inclusive Strategy in Missing Data Analyses: Inclusion of Interaction or Higher Order Terms of Auxiliary Variables. *Xiaoxu Li, Peking University; Xiaoyan Sun, The Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong*
- Missing Data Procedures Used in a Large-Scale Randomized Controlled Trial: Lessons Learned and Limitations. *Anja Kurki, American Institutes for Research; Chuck Wilkins, Edvance Research, Inc.; John H. Hitchcock, Ohio University; Russell M. Gersten, Instructional Research Group; Joseph A. Dimino, Instructional Research Group*
- What Do We Do When Data Are Missing on Multiple Variables? *Jonathan D. Rubright, University of Delaware; Ratna Nandakumar, University of Delaware; Joseph J. Glutting, University of Delaware*

66.052-5. Searching for Clarity With Theories of Action and Validity Arguments: The Place of Consequence. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.*

Participants:

- Building a Conceptual Bridge Between Theories of Action and Interpretative Arguments. *Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.; Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.; Paul D. Nichols, Center for Evaluation and Assessment*
- Initial Interpretative and Evaluative Arguments for the Use of Growth Scores for Teacher Performance Pay. *Nathan Dadey, University of Colorado - Boulder; Brian Gong, National Center for the Improvement of Educational Assessment, Inc.*
- Theory of Action as a Framework for Evaluating an Assessment Program. *Randy E. Bennett, ETS*

66.052-6. The Whole Is Greater Than the Sum of Its Parts: Research on Aggregated Test Scores. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Anton Beguin, Cito*

Participants:

- Reliability of Aggregation of Results on Multiple Assessments: Which Role Can Retests Play? *Robert Zwieter, Cito*
- A Valid Decision Based on Multiple Tests: Validation of Competence Assessment Programs. *Saskia Wools, Cito*
- Profile Analysis: A Generalization of Differential Item Functioning Analysis. *Norman D. Verhelst, EuroMetrics*

66.052-7. Validation of Scales. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Timothy R. Konold, University of Virginia*

Participants:

- Dimensionality Assessment of Chinese Elementary and High School Teacher Burnout Scale Using Full-Information Item Bifactor Analysis. *Xinting Zhao, University of Missouri; Fang Wang, Beijing Normal University*
- Generalizability Analyses of Postsecondary Students' Needs Analysis Survey of Academic Language Skills. *Nami Shin, University of California - Los Angeles*
- New Evidence on the Validity of the Classroom Assessment Scoring System. *Nicole Makas Colwell, University of Illinois at Chicago*

66.052-8. Complexities Encountered When Modeling Multilevel Data. Division D - Measurement and Research Methodology Cosponsored with SIG-Hierarchical Linear Modeling; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *Yun Xiang, Northwest Evaluation Association*

Participants:

- Multilevel Issues in the Application of Propensity Score Matching. *Brian Francis Patterson, The College Board*
- The Effect of Within- and Cross-Level Multicollinearity on Parameter Estimates and Standard Errors in Multilevel Modeling With Different Centering Methods. *Thomas James Blaze, University of Pittsburgh; Feifei Ye, University of Pittsburgh*
- Can We Count on AIC (Akaike Information Criterion), BIC (Bayesian Information Criterion), and Likelihood Ratio Test in Model Selection? *Meihua Qian, Indiana University; Jonathan A. Plucker, Indiana University*

66.052-9. Item Response Theory. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

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

Participants:

- Bayesian Analysis of IRT (Item Response Theory) Parameters and Amount of Information. *Taslima Rahman, University of Maryland - College Park; Robert J. Mislevy, University of Maryland*
- Comparisons of Three Strategies for Addressing Missing Data in a Graded Response Model. *Armond Sakworawich, Fordham University; Jennifer Hill, New York University; Charles Lewis, Fordham University*
- Effects of Weighting Schemes on the Composite Scores Under the Multivariate Proficiency Distribution Using Item Response Theory. *Shun-Wen Chang, National Taiwan Normal University; Shin Teng, National Yang Ming University; Chia-Feng Lu, National Yang Ming University*
- Evaluation of Person Fit Under the Least Squares Distance Model of Cognitive Diagnosis. *Dimitar M. Dimitrov, George Mason University; Dimitar V. Atanasov, New Bulgarian University, Bulgaria*
- Proposing a New IRT (Item Response Theory) Guessing Model That Adjusts Both Ability and Difficulty. *Yao Wen, University of Wisconsin - Milwaukee; Bo Zhang, University of Wisconsin - Milwaukee*

66.052-10. Discussions in Item Response Theory. Division D - Measurement and Research Methodology; Roundtable Session
VCC, First Level, East Ballroom C; 12:25-1:55pm

Chair: *William Holmes Finch, Ball State University*

Participants:

- A Comparison of Bayesian, MLM (Maximum Likelihood With Mean Adjustment), and WLSMV (Weighted Least Squares With Mean and Variance Adjustment) in Confirmatory Factor Analysis Under a Range

of Non-Ideal Situations. *Zijia Li, University of Kentucky; Michael Toland, University of Kentucky; Yuchen Yang, University of Kentucky*
 A New Tool for Fitting Polytomous Item Response Theory Models. *Zhushan Mandy Li, Boston College*
 Asymptotic and Sampling-Based Standard Errors for IRT (Item Response Theory)-Based Item Maps in NAEP. *Weiwei Cui, National Institute of Statistical Sciences; Tao Jiang, American Institutes for Research*
 Comparison of Four Maximum-Likelihood Methods in Estimating the Rasch Model. *Tianshu Pan, Pearson*
 Detecting Strengths and Weaknesses in Mathematics Performance Using Mixture IRT (Item Response Theory) Models. *Daniel Van Nijlen, Katholieke Universiteit Leuven; Rianne C. Janssen, K.U. Leuven*

66.052-11. Issues in Model Specification and Fit in Factor Analysis.

Division D - Measurement and Research Methodology; Roundtable Session

VCC, First Level, East Ballroom C; 12:25-1:55pm

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

Participants:

A Simulation Approach to Locally Derived Criteria for Model Fit. *Brent F. Olson, The University of British Columbia*
 Exploring an Optimal Procedure for Creating Parcels in Structural Equation Modeling. *Fatih Orcan, Florida State University; Yanyun Yang, Florida State University*
 Fit Indices in Exploratory Factor Analysis for Ordered Categorical Data. *Yanyun Yang, Florida State University; Yan Xia, Florida State University*

66.053. Roundtable Session 118; Roundtable Session

66.053-1. Educational Technology and Mathematics Learning. SIG-

Research in Mathematics Education; Roundtable Session
 VCC, Second Level, East Room 1; 12:25-1:55pm

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

Participants:

Examining the Effectiveness of a 3-D Mathematics Game: A Structure Equation Model. *Haiyan Bai, University of Central Florida; Wei Pan, University of Cincinnati; Atsusi Hirumi, University of Central Florida*
 Graduate Assistants' Perspective as Student Avatars in a Simulation of Teaching Algebra for Diverse Learners. *Tingting Ma, Texas A&M University; Irving A. Brown, Texas A&M University; Chance W. Lewis, University of North Carolina at Charlotte; G Donald Allen, Texas A&M University - College Station; Trina J. Davis, Texas A&M University - College Station; Gerald Kulm, Texas A&M University*
 The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A Meta-Analysis. *Alan Cheung, Johns Hopkins University; Robert Slavin, Johns Hopkins University*

66.053-2. Effective Mathematics Teaching: Is There a Best Approach?

SIG-Research in Mathematics Education; Roundtable Session
 VCC, Second Level, East Room 1; 12:25-1:55pm

Chair: *Egan J. Chernoff, University of Saskatchewan*

Participants:

Effects of Reading Practices in and Out of School on Mathematics Achievement: A Comparative Study Using PISA (Programme for International Student Assessment) 2009 Data. *Simon Kim, California State University - Long Beach; Seon-Hi Shin, Seoul National University; Bong-Ju Yi, Korea Institute for Curriculum and Evaluation*
 Learning and Affect: A Comparison of Two Approaches to Teaching Elementary Data and Statistics. *Noel D. Enyedy, University of California - Los Angeles; Tesha Sengupta Irving, University of California - Irvine; Christine Brigid Malsbary, University of California - Los Angeles; Elizabeth Horst Redman, University of California - Los Angeles*
 Reform and Traditional Instructional Effects on African and Caucasian Americans' Mathematics Achievements Using 2007 Trends in International Mathematics and Science Study (TIMSS). *Qiang Cheng, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas; Qingmin Shi, University of Nevada - Las Vegas*
 Small-Group Learning Versus Lecture-Based Instruction in Mathematics College Classrooms: A Meta-Analysis. *Rafa M. Kasim, No affiliation; Sema A. Kalaian, Eastern Michigan University*

66.053-3. Instructional Materials-Based Mathematics Education Reform in Urban Districts. SIG-Research in Mathematics Education;

Roundtable Session

VCC, Second Level, East Room 1; 12:25-1:55pm

Participants:

Overview of Issues in Curricular-Based Urban Mathematics Education Reform. *Karen D. King, National Council of Teachers of Mathematics*
 Relationship Between School and District Supports for Adopting an Inquiry-Oriented Curriculum and Change in the Quality of Teaching. *Thomas M. Smith, Vanderbilt University; Rebecca Schmidt, Vanderbilt University; Daniel Berebitsky, Vanderbilt University; Anne Louisa Garrison, Vanderbilt University; Adrian Mohamed Larbi-Cherif, Vanderbilt University; Paul A. Cobb, Vanderbilt University*
 Exploring Relationships Among Use of Standards-Based Instructional Materials in Mathematics, Cognitive Demand, Alignment, and Student Achievement in an Urban District. *Karen D. King, National Council of Teachers of Mathematics; Monica B. Mitchell, MERAssociates; Jessica Tybursky, New York University; Robert J. Tobias, New York University; Ognjen Simic, New York University; Candace Barriteau Phaire, New York University*

66.053-4. Mathematical Discourse and Student Learning. SIG-Research in Mathematics Education; Roundtable Session

VCC, Second Level, East Room 1; 12:25-1:55pm

Chair: *Sandra M. Crespo, Michigan State University*

Participants:

Embodiment Theory and Mathematics Education Research. *Laurie D. Edwards, Saint Mary's College of California*
 Mathematics Teachers Discussing Urban Students in Professional Development Meetings. *Andrew Haiwen Chu, The Graduate Center - CUNY*
 Relational Interactions in Mathematics Classrooms and Their Relationship With Instructional Quality. *Dan Battey, Rutgers University; Rebecca A. Neal, Arizona State University*
 Strategies That Support Mathematical Discourse in the Elementary Classroom. *Karen M. Higgins, Oregon State University; Barbara Lynn Blanke, California Polytechnic State University, San Luis Obispo*

66.053-5. Learning Science Through Engaging With Its Representational Practices. SIG-Science Teaching and Learning; Roundtable Session

VCC, Second Level, East Room 1; 12:25-1:55pm

Chair: *Richard A. Duschl, The Pennsylvania State University*

Participants:

A Representation Construction Pedagogy for Learning Science. *Russell W. Tytler, Deakin University; Peter Hubber, Deakin University*
 Organizing Purposes to Support Students' Semiosis and Science Learning. *Per-Olof Wickman, Stockholm University; Annie-Maj Johansson, Stockholm University*
 Explaining Newton's Laws of Motion: Using Student Reasoning Through Representations to Develop Conceptual Understanding. *Bruce G. Waldrup, Monash University; Vaughan Prain, La Trobe University*

66.054. Roundtable Session 120; Roundtable Session

66.054-1. Computational Literacy Revisited. SIG-Advanced Technologies for Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: *Florence R. Sullivan, University of Massachusetts - Amherst*

Participants:

A Technologically Enhanced Construction Kit as a Support for Children's Socially Distributed Computational Thinking. *Maneksha K. DuMont, Utah State University*
 Scratch: An Entrée into Computational Literacy and Learning in Young Adolescents. *Florence R. Sullivan, University of Massachusetts - Amherst; Claire E. Hamilton, University of Massachusetts - Amherst; Annemarie Foley, University of Massachusetts - Amherst*
 The Cognition of Everyday Machines: Computational Literacy and the Development of Everyday Technological Understanding. *Daniel Greene, Stanford University; Paulo Blikstein, Stanford University*

66.054-2. Games for Learning: Research Outcomes and Student Experiences. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 12:25-1:55pm

Chair: *Mehmet Dali Ozturk, Arizona State University*

Participants:

A Literature Synthesis About Games in Education. *Albert Dieter Ritzhaupt, University of Florida; Nathaniel Poling, University of Florida; Chris Atkinson Frey, University of Florida; Margeaux C. Johnson, University of Florida*

Fifth Graders' Flow Experience in a Digital Game-Based Science Learning Environment. *Meixun Zheng, North Carolina State University*

Self-Regulation, Alternate Reality Games, and Problem Based Learning: Are Students Ready to Play to Learn? *Chris William Bigenho, Greenhill School*

66.055. Roundtable Session 121; Roundtable Session

66.055-1. Culturally Responsive Pedagogies. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm

Chair: *Charles F. Scott, Simon Fraser University*

Participants:

Gendered Art: Implications of Single Sex Art Education at an Urban Middle School. *Kelly A. Hrenko, University of Southern Maine*

How Do I Contribute to Creating Awareness of Human Rights Using Visual Graphics? *Vedant Nanackchand, University of Johannesburg*

The Legend of Awarua and Rereroa: Developing Culturally Responsive Pedagogy Through the Arts. *Rawiri Hindle, Victoria University*

Examining Practice in a Kura Kaupapa Indigenous Maori School. *Delia Jane Baskerville, Educational Psychology and Pedagogy*

66.055-2. Drama-Based Pedagogies in Teacher Education and Classroom Learning. SIG-Arts and Learning; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 12:25-1:55pm

Chair: *Pamela L. Grossman, Stanford University*

Participants:

When, Where, How Much, and for Whom? A Research Synthesis of Drama-Based Pedagogy on Student Outcomes. *Bridget Lee, The University of Texas - Austin*

Pedagogy for Teacher Presence: Applying Actor's Training to Teacher Education. *Tony Johnston, University of California - Berkeley*

Supporting Teachers' Facilitation of Classroom Discussion: Where Teacher Education and Improvisational Theatre Intersect. *Lisa Barker, Stanford University*

Practitioner Inquiry and Ethnodrama in a High School Classroom: A Methodological and Pedagogical Approach for Fostering Critical Literacy With Adolescents. *Sarah Reed Hobson, University of Pennsylvania*

66.056. Roundtable Session 122; Roundtable Session

66.056-1. Crossing Borders: Rethinking Culture, Context, and Choice in Curriculum Studies. SIG-Critical Issues in Curriculum and Cultural Studies Cosponsored with Division B - Curriculum Studies; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: *James C. Jupp, Georgia Southern University*

Participants:

A Critical Look at Culture: College Students Crossing Violent Borders. *Angelica Maria Fuentes, The University of Texas - Brownsville; Bryant Griffith, Texas A&M University - Corpus Christi; Corinne Valadez, Texas A&M University - Corpus Christi*

Choice and the Classed Construction of Possible Futures in Specialized Arts Education. *Ruben Gaztambide-Fernandez, OISE/University of Toronto; Elena VanderDussen, University of Toronto; Kate Cairns, OISE/University of Toronto*

Exaltation, Homonationalism, and the Construction of Safe Subjects in Specialized Arts High Schools. *Ruben Gaztambide-Fernandez, OISE/University of Toronto; Lia Gladstone, OISE/University of Toronto; Dominique Riviere, OISE/University of Toronto*

Toward Cosmopolitan Sensibilities in Curriculum Studies. *James C. Jupp, Georgia Southern University*

66.056-2. Instructional Technology SIG: Design and Evaluation of Games and Simulations. SIG-Instructional Technology; Roundtable Session
Sheraton Wall Centre, Third Level, South Finback; 12:25-1:55pm

Chair: *Thomas Brush, Indiana University*

Participants:

Complexity, Cognitive Regulation, and Understanding of a Complex Science System. *Victor Law, University of Oklahoma; Deniz Eseryel, University of Oklahoma*

Design of Digital Game-Based Content Learning for Diverse Learners. *Fengfeng Ke, Florida State University*

Gaming in the Media Center: What School Media Specialists Are Saying About Barriers to Game Adoption in Libraries. *Ginger S. Watson, Old Dominion University; Amy B. Adcock, Old Dominion University; Carol A. Doll, Old Dominion University*

66.057. Roundtable Session 123; Roundtable Session

66.057-1. Grounded Embodied Cognition in the K-12 Classroom: Innovations and Explorations in Practice. SIG-Learning Sciences; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 12:25-1:55pm

Chair: *David Kirsh, University of California - San Diego*

Participants:

Combining Movement and Imagination With Story Development: Using Direct Embodiment to Construct Narrative-Driven Computational Artifacts. *Cameron L. Fadjio, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University*

Doing-for-Seeing, Seeing-for-Doing: Demonstration and Imitation as Critical Opportunities for Schema Development in Embodied-Interaction Mathematics Learning. *Dor Abrahamson, University of California - Berkeley; Timothy Charoenying, University of California - Berkeley*

Mind Your Body: Learning Mathematics Through Physical Action. *Carmen Julia Petrick, The University of Texas at Austin; Taylor Martin, The University of Texas - Austin*

SimPhysics: Learning Physics With Force Feedback in a Simulation. *Shih-Chieh Douglas Huang, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Tanner Vea, Teachers College, Columbia University*

Do Gestural Interfaces Promote Thinking? Embodied Interaction: Congruent Gestures and Direct Touch Promote Performance in Math. *Ayelet Segal, Teachers College, Columbia University*

66.057-2. Constellation of Computational Literacy Practices in Learning Through Game Modding. SIG-Media, Culture, and Curriculum; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 12:25-1:55pm

Participants:

Impact of Gaming and Programming Affinities on Learning to Mod. *Shree Durga, University of Wisconsin - Madison*

Language in a Modding Community: Learning English for a Specific Purpose. *Yoonhee Naseef Lee, Arizona State University*

The Playable Stories System: Learning programming and 3D role-playing game design as socially relevant practice. *Adam Ingram-Goble, Indiana University*

Division and SIG Posters

66.058. Poster Session 19; Poster Session

66.058-1. Research on the Preparation of Mathematics Preservice Teachers for Diverse K-12 Classrooms. Division K - Teaching and Teacher Education; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

- Examining Preservice Teachers' Knowledge of Number and Operations Using Cognitively Guided Instruction. *Leigh A. Van Den Kieboom, Marquette University; Lara Geronime, Marquette University*
- Exploring the Effectiveness of Interventions Designed to Deepen Preservice Teachers' Conceptual Understanding of Algebra Concepts. *Xiaobo She, Texas Tech University; Shirley M. Matteson, Texas Tech University; Kamau Oginga Siwatu, Texas Tech University; Jennifer A. Wilhelm, University of Kentucky*
- Preservice Teachers' Epistemic Changes Involved in Modeling Fractions. *Mohan Chinnappan, University of South Australia; Tricia Forrester, University of Wollongong; Elise Thurtell-Hoare, University of Wollongong*

4. Prospective Middle School Teachers' Experiences and Conceptions of Mathematics Teaching and Learning: A Mixed-Methods Study. *Kadian M. Callahan, Kennesaw State University*
5. Studying Mathematical Preparation in an Elementary Teacher Education Program. *Stephanie Z. Smith, Georgia State University; Marvin E. Smith, Kennesaw State University; Susan L. Swars, Georgia State University; Lynn C. Hart, Georgia State University; Jody Carothers, Georgia State University*
6. The Juxtaposition of Instructor and Student Perspectives on Mathematics for Teachers Courses. *Susan L. Swars, Georgia State University; Susan Michele Oesterle, Douglas College; Lynn C. Hart, Georgia State University*
7. Transferring Problem-Solving Skills in Art Education: Preservice Elementary Candidates' Perceptions of the Relationship to Mathematics Education. *Patricia M. Lamphere-Jordan, Oklahoma State University*

66.058-2. Supporting, Challenging, and Shifting Teacher Practice in STEM. Division K - Teaching and Teacher Education; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

8. "Gives Me the 'Right' to Teach Science": Professional Development's Impact on Primary Grade Teachers' Practice. *Margaret Saucedo Curwen, Chapman University; Kimberly A. White-Smith, Chapman University; Roxanne Greitz Miller, Chapman University; Colette Marie O'Bannon, Chapman University; Robert Calfee, Stanford University*
9. Reading, Writing, Arithmetic, and Science? Examining the Impact of Professional Development on K-2 Science Instruction. *Judith H. Sandholtz, University of California - Irvine; Cathy Ringstaff, WestEd*
10. A Summary of Impacts of Two Distinct RET (Research Experience for Teachers) Programs. *Katrina Roseler, Florida State University; Giang-Nguyen Nguyen, University of West Florida; Barry W. Golden, Florida State University*
11. Examining the Influence of Mathematics Professional Development on Elementary School Teacher's Knowledge, Beliefs, and Practices. *Andrew B. Polly, University of North Carolina - Charlotte; David K. Pugalee, University of North Carolina - Charlotte; Henry W. Neale, University of North Carolina - Charlotte*
12. Elementary Teachers' Self-Directed Approach to Developing Knowledge of Inquiry-Based Teaching of Mathematics. *Olive Chapman, University of Calgary*
13. Evaluation of a Curriculum-Focused Professional Development Program in Elementary School Mathematics. *Andrew B. Polly, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte; David K. Pugalee, University of North Carolina - Charlotte; Christie Lynn Sullivan, University of North Carolina - Charlotte*
14. Possibilities, Promises, and Potential Barriers: Learning to Plan for Differentiated Instruction in Elementary Science. *Ruthanne Tobin, University of Victoria; Christine D. Tippett, University of Victoria*
15. Teachers Teaching Teachers: In-School Professional Development Integrating Mathematics, Science, and Technology Learning. *Emily H. Van Zee, Oregon State University; Henry Gillow-Wiles, Oregon State University; Nancy Staus, Oregon State University; Margaret L. Niess, Oregon State University*

66.058-3. Cognitive Processes and Self-Regulated Learning. Division C - Learning and Instruction Cosponsored with SIG-Studying and Self-Regulated Learning; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

16. Do Spatial Abilities Matter for Teaching Diagram Comprehension? A Test of the Ability-as-Compensator Hypothesis. *Jennifer G. Cromley, Temple University; Theodore W. Wills, Temple University; Bradley W. Bergey, Temple University; Shannon L. Fitzhugh, Temple University; Nora Newcombe, Temple University*
17. Perceptual Benefits of Physical Material for a Spatial Task. *Bertrand Schneider, Stanford University*
18. The Influence of Working Memory on ELL (English as a Second Language) Children's Literacy. *H. Lee Swanson, University of California - Riverside; Cathy Lussier, University of California; Michael John Orosco, University of California - Riverside; Danielle Guzman-Orth, University of California - Santa Barbara; Michael M. Gerber, University of California - Santa Barbara*
19. The Rhythm Task: A New Method for Measuring Cognitive Load

- while Learning from Multimedia Instruction. *Babette Park, Saarland University; Roland Bruenken, Saarland University*
20. The Role of Immediate Feedback on the Accuracy of Metacognitive Judgments in an Intelligent Multi-Agent Hypermedia Learning Environment. *Reza Feyzi Behnagh, McGill University; Roger Azevedo, McGill University*
21. "What's the Question?" Examining the Impact of Question Type on Students' Multiple Source Use. *Alexandra List, University of Maryland; Emily M. Grossnickle, University of Maryland; Patricia A. Alexander, University of Maryland*
22. The Hidden Cost Of Help On Subsequent Task Persistence. *Shuchi Grover, Stanford University*
23. The Impact of Teachers' Instruction on Children's Knowledge and Strategy Use: An Experimental Investigation. *Jennie K. Grammer, University of Michigan; Jennifer L. Coffman, University of North Carolina - Chapel Hill; Peter A. Ornstein, University of North Carolina - Chapel Hill*
24. The Influence of Popular Culture Infusion in Self-Regulated Learning Instruction. *Terri Lynn Gaffney, University of Central Florida; Bobby Hoffman, University of Central Florida*
25. Accuracy of Immediate and Delayed Comprehension Judgments About Problem-Solving Tasks. *Martine Baars, Erasmus University Rotterdam; Tamara Van Gog, Erasmus University; Anique De Bruin, Erasmus University; Fred Paas, Erasmus University*
26. Excluding Seductive Details From Case-Based Instructional Narratives to Increase Novice Teacher Education Students' Learning Transfer. *Sara A. Abercrombie, Bowling Green State University*
27. Interactive Effects of Text and Task Characteristics on Active Cognition, Metacognition, and Learning Outcomes. *Marie Lippmann, Dresden University of Technology; Neil H. Schwartz, California State University - Chico; Susanne Narciss, Technical University of Dresden; Robert William Danielson, California State University - Chico; David Sarmento, California State University - Chico*
28. Metacognitive Strategies and Test Performance: An Experience Sampling Analysis of Students' Learning Behavior. *Ulrike Elisabeth Nett, University of Konstanz; Thomas Goetz, University of Konstanz; Nathan C. Hall, McGill University; Anne C. Frenzel, University of Augsburg*
29. Maximizing and Counterfactual Thinking in Academic Major Decision Making. *Jennifer Kay Leach, The University of Texas - Austin; Erika Alisha Patall, The University of Texas - Austin*
30. Self-Regulation and Stigma Consciousness: The Moderating Role of Attributional Beliefs. *Faye Huie, George Mason University*
31. Guidelines for Assessing Two Independent Calibration Processes. *Gregory John Schraw, University of Nevada - Las Vegas; Frederick Kuch, University of Nevada - Las Vegas; Antonio P. Gutierrez, University of Nevada - Las Vegas*
32. Climate Change, Genetically Modified Foods, Airport Body Scanners: Investigating Students' Emotions Related to Science Topics. *Suzanne H. Broughton, Utah State University; Reinhard Pekrun, University of Munich; Gale M. Sinatra, University of Southern California*

66.058-4. Technology-Enhanced Learning Environments. Division C - Learning and Instruction; Poster Session VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

33. Academic Achievement in Supplemental Educational Services: An Experimental Study of an Online Reading Program. *S. Marshall Perry, Dowling College*
34. An Immersive Simulation for Evolutionary Biology: Advancing Knowledge Community Through Shared Experiences in Collective Inquiry. *Michelle Lui, OISE/University of Toronto; Maria Niño-Soto, University of Toronto Schools; James D. Slotta, University of Toronto*
35. Differentiated Teaching and Learning: Analyzing One-to-One Teacher-Student Interactions in Technology-Rich Environment. *Yigal Rosen, University of Haifa; Dawne Beck-Hill, Time To Know*
36. Finding the Right Balance: Integrating Fantasy, Rhythm, and Content Into Educational Computer Games. *Ugochi Cynthia Acholonu, Stanford University; Osvaldo Jimenez, Stanford University; Dylan Andrew Arena, Stanford University*
37. GlobalEd 2: A Technology-Mediated Simulation. *Kimberly A. Lawless, University of Illinois at Chicago; Kamila Brodowska, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Daniel William O'Brien, University of Illinois at Chicago; Nicole Powell,*

University of Connecticut; Andrew Cutter, University of Connecticut; Gregory Mullin, University of Connecticut; Mark A. Boyer, University of Connecticut; Maria Fernada Enriquez, University of Connecticut

38. Learning Argumentation Skills in Mathematics Education Using Collaboration Scripts. *Freydis Vogel, University of Munich; Elisabeth Lorenz, TU München; Frank Fischer, University of Munich; Ingo Kollar, University of Munich; Kristina M. Reiss, TU München; Stefan Ufer, University of Munich*
39. Scaffolding Role of Computer-Supported Collaborative Inquiry Environment for Chinese Tertiary Business Students. *Ke Zhao, Shanghai University of Finance and Economics; Carol K. Chan, University of Hong Kong*
40. Second-Language Learning in the Activity of Podcasting Storybook Writing: Fluid Personal Identity. *Shu-Hwa Wu, Chung Yuan Christian University*
41. Designing for Participation, Understanding, and Achievement in E-Learning Contexts. *Daniel T. Hickey, Indiana University; Andrea Strackeljahn, Indiana University*
42. Investigating Participation Equity During Students' Construction of Collaborative Knowledge Artifacts. *Vanessa L. Peters, University of Michigan*

66.058-5. Online Learners' Strategies, Attitudes, and Behaviors. SIG-Online Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

43. A Meta-Analysis of Web-Based English Instruction in Taiwan. *Mei-Mei Chang, National Pingtung University of Science and Technology; Mei-Chen Lin, National Pingtung University of Science and Technology; Takumi Kano, National Pingtung University of Science and Technology*
44. Does Prior Distance Learning Make a Difference? Examining Student Perceptions and Preferences. *Dale Kirby, Memorial University; Michael Kristopher Barbour, Wayne State University; Dennis B. Sharpe, Memorial University*
45. Online Learning: Effects of Motivation and Problem Solving on Learner Efficacy. *Michelle L. Rosser, University of Oklahoma; Tammy C. Pannells, University of Oklahoma*
46. Students' Engagement With Learning Applied Research Methods Online: A Mixed-Methods Study. *Nataliya V. Ivankova, The University of Alabama - Birmingham; Corilyn Ott, The University of Alabama - Birmingham*
47. The Impact of Online Learning Behaviors on Reading Literacy in PISA (Programme for International Student Assessment) 2009 Based on Higher and Lower Achievement Groups of Chinese Students. *Dianfu Chang, National Chi Nan University; Sung-Po Lin, National Chi Nan University*

66.058-6. Online Assessment Strategies. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

48. Investigating How Digital Technologies Can Support a Triad Approach for Student Assessment in Higher Education. *Norman Davis Vaughan, Mount Royal University*

66.058-7. Equity, Stereotypes, and Acculturation. SIG-International Studies; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

49. Acculturation and Korean Parents' Involvement in American Schooling. *Minjung Lim, Chung-Ang University*
50. Beyond "Leagues Tables" When Person Heterogeneity Matters: Insights From the International Civic and Citizenship Education Study. *Joseph Kui Foon Chow, The Hong Kong Institute of Education*
51. Learning About Globalization and World Society: North-South Youth Encounters as a Learning Opportunity? *Susanne Krogull, University of Erlangen - Nuremberg; Annette Scheunpflug, University of Erlangen - Nuremberg*
52. Making and Breaking Stereotypes: East Asian International Students' Experiences With Cross-Racial Interaction. *Zachary Stephen Ritter, University of California - Los Angeles*
53. Private Education, Teacher Education: Implications for Equity and Quality in Cambodia. *James H. Williams, The George Washington University; Yuto Kitamura, Sophia University*

66.058-8. Working With Rookies: A Case Study of Science Teacher

Mentors. SIG-Mentorship and Mentoring Practices; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

54. Working With Rookies: A Case Study of Science Teacher Mentors Who Mentor Face-to-Face and Online. *Thomas Francis Meagher, Owatonna Public Schools*

66.058-9. Multilevel Modeling Methods and Applications IV. SIG-Hierarchical Linear Modeling; Poster Session
VCC, First Level, East Ballroom B; 12:25-1:55pm

Poster:

55. Impact of Design Features for Cross-Classified Random-Effects Logistic Models When the Cross-Classification Structure Is Ignored: A Monte Carlo Study. *Weijia Ren, The Ohio State University; Ann A. O'Connell, The Ohio State University; William Loadman, The Ohio State University; Raean Moore, National Center for Educational Achievement*

Tuesday, 12:30 pm

Governance Meetings and Events

67.001. AERA 2013 Annual Meeting Program Committee: Closed Meeting. AERA Governance; Governance Session
Pan Pacific, Restaurant Level, Oceanview 5; 12:30-5:00pm

Chair: *Kristen A. Renn, Michigan State University; William G. Tierney, University of Southern California*

Tuesday, 1:00 pm

AERA Related Activities

68.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 1 of 2). AERA Related Activities; Workshop
Pan Pacific, Restaurant Level, Pacific Rim 1; 1:00-7:00pm

Chair: *George L. Wimberly, American Educational Research Association*

Tuesday, 2:15 pm

Presidential Sessions

69.010. An Effective Educator in Every Classroom: Connecting Research and State Policy to Support Implementation of a Teacher Performance Assessment for Credential Candidates. Presidential Session

VCC, First Level, West Room 109&110; 2:15-3:45pm

Chair: *Sharon P. Robinson, American Association of Colleges for Teachers of Education*

Participants: *Raymond Lee Pecheone, Stanford University; Charles A. Peck, University of Washington; Karen Balmer, Minnesota Board of Teaching; Mistilina D. Sato, University of Minnesota; Linda Tomlinson, Illinois State Board of Education; Marcy Singer-Gabella, Vanderbilt University; Linda Darling-Hammond, Stanford University; Arnetha F. Ball, Stanford University; Peter McWalters, Rhode Island Commissioner of Elementary and Secondary Education; Jennifer Wallace, Professional Educator Standards Board*

Committee Sessions

69.011. Snapshots From "Postracial" and "Postcolonial" Americas: A Transnational Conversation. Committee on Scholars of Color in Education; Invited Session

VCC, First Level, West Ballroom A; 2:15-3:45pm

Chair: *Nikola Hobbel, Humboldt State University*

Participants: *Roland Sintos Coloma, OISE/University of Toronto; Marie Battiste, University of Saskatchewan; Ozlem Sensoy, Simon Fraser University; Edward Brockenbrough, University of Rochester; Leticia Alvarez Gutiérrez, University of Utah*

Division Sessions

69.012. Effective High Schools: Insight From the National Center on Scaling Up Effective Schools. Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 10; 2:15-3:45pm

Chair: *Marisa A. Cannata, Vanderbilt University*

Participants:

Conceptualizing Essential Components of Effective High Schools. *Ellen B. Goldring, Vanderbilt University; Joseph F. Murphy, Vanderbilt University; Jason Huff, The University of Tennessee*

Differences in Instructional Quality Between High- and Low-Performing Schools. *Thomas M. Smith, Vanderbilt University; Bruce Vineyard, Florida State University; Courtney Preston, Vanderbilt University; Karin Katterfeld, Vanderbilt University; Katherine Taylor Haynes, Vanderbilt University*

The Essential Components in Action: Identifying Practices of High Schools That Have Demonstrated Effectiveness With Traditionally Underperforming Students. *Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; Stacey A. Rutledge, Florida State University; LaTara D. Osborne-Lampkin, Florida State University; Christopher Harrison, University of North Carolina - Chapel Hill*

Explaining Effectiveness: An In-Depth Exploration Into Essential Components That Make a Difference. *Stacey A. Rutledge, Florida State University; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; LaTara D. Osborne-Lampkin, Florida State University; Ronnie Roberts, Florida State University*

Discussant: *Brian P. Rowan, University of Michigan*

69.013. Promoting Data Use in Education: Promises and Pitfalls. Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 8&15; 2:15-3:45pm

Chair: *Andrea Conklin Bueschel, Spencer Foundation*

Participants:

Interventions Promoting Educators' Use of Data: Research Insights and Gaps. *Julie A. Marsh, University of Southern California*

Data, Dyads, and Dynamics: Exploring Data Use and Social Networks in Educational Improvement. *Alan J. Daly, University of California - San Diego*

The Effects of Accountability System Features on Data Use. *Jennifer Jennings, New York University*

The Assessment Marinera. *Jonathan A. Supovitz, University of Pennsylvania*

Discussants: *Cynthia E. Coburn, University of California - Berkeley; Melissa R. Roderick, University of Chicago*

69.014. What Does a District's Commitment to "Inclusive Practices" Mean and How Does It Affect School Practices? Division A - Administration Organization & Leadership; Symposium
VCC, Second Level, East Room 9; 2:15-3:45pm

Chairs: *Jeannie Kleinhammer-Tramill, University of South Florida; Leonard C. Burrello, University of South Florida*

Participants:

A Descriptive Landscape of District Special Education Policy Reform for School Improvement. *Amy Lenee-Monnier Toson, University of South Florida; Tyler Hicks, University of South Florida; Sarah R. Semon, University of Northern Iowa; Leonard C. Burrello, University of South Florida; Jeannie Kleinhammer-Tramill, University of South Florida*

Wrestling with Accountability and Capacity: Stories of the Evolution of Elementary Inclusive Programs. *William R. Black, University of South Florida; David T. Hoppey, University of South Florida; Ann Marie Mickelson, University of South Florida*

Caught in the Middle: The Challenges and Opportunities of Inclusive Education in Middle School Contexts. *Joshua Hazen Barton, University of South Florida - Tampa; Jeannie Kleinhammer-Tramill, University of South Florida*

The ABC's of Inclusion: High School Lessons on Accountability, Budgets, and Collaborative Teaching. *Zorka Karanxha, University of South Florida; Vonzell Agosto, University of South Florida; Gregory Knollman, University of South Florida*

Cross-Case Analysis: Making Sense of It All. *Vonzell Agosto, University of South Florida; Zorka Karanxha, University of South Florida; David T. Hoppey, University of South Florida*

Discussant: *Colleen A. Capper, University of Wisconsin - Madison*

69.015. Curriculum and the Classroom: Using Theory to Conceptualize Everyday Practice. Division B - Curriculum Studies; Paper Session
Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 2:15-3:45pm

Participants:

Curriculum Change and Resistance: Challenges Identified During the Implementation of an Expansive State English Curriculum. *Kelli McGraw, Queensland University of Technology*

Sunday Schools and English Teaching: Rereading Ian Hunter and the Emergence of English in the United States. *Jory J. Brass, Arizona State University*

Learning for Public Value: Making Community History in the High School Classroom. *Robert Lucas, Stanford University*

Liberation of Physics Education: Philosophical Impact of Physics Curriculum on Our Views of Reality. *Goksenin Sen, University of Victoria*

How Charter School Teachers Act on Perceived Autonomy: A Qualitative Study of Curricular Decisions. *Marjorie Clark, The George Washington University; Karen L. Kortecamp, The George Washington University*

Discussant: *Patrick Roberts, National Louis University*

69.016. The Violence of Voyeurism: Theorizing the Vancouver Hockey Riots. Division B - Curriculum Studies; Symposium
Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 2:15-3:45pm

Chair: *Melanie D. Janzen, University of Manitoba*

Participants:

E-Racing the Riot: Public Pedagogy and Denial of Whiteness. *Kalbir Heer, The University of British Columbia*

Behind the Masc: Un/naming Masculinities Within the Vancouver Hockey Riots. *Shannon Dawn Maree Moore, The University of British Columbia*

Men Picturing Men: Acts of Appropriation in Pursuit of Alignment. *Donal O'Donoghue, The University of British Columbia*

"Circulating Light": Social Media, Surveillance, and "Responsibilized" Youth Subjectivities. *Stuart R. Poyntz, Simon Fraser University*

Discussant: *Melanie D. Janzen, University of Manitoba*

69.017. Motivation and Emotion in Context: Exploring the Influence of Culture and Context on Teachers' Lives. Division C - Learning and Instruction; Symposium
Sheraton Wall Centre, Fourth Level, South Galiano; 2:15-3:45pm

Chairs: *Ji Yeon Hong, University of Oklahoma; Dionne Indera Cross, Indiana University*

Participants:

Two Novice Teachers' Negotiations of Figured Worlds and Their Developing Views of Student Motivation. *Susan E. Cooper, University of Washington*

Teachers' Emotions in Times of Change: Responding to the Challenges of Multiculturalism and Immigration. *Michalinos Zembylas, The Open University of Cyprus*

Early Career Mathematics and Science Teachers' Emotional Experiences, and Emerging Teacher Identities. *Paul A. Schutz, The University of Texas - San Antonio; Sharon L. Nichols, The University of Texas - San Antonio; Kimberly Bilica, The University of Texas - San Antonio; Kelly A. Rodgers, City University of New York; Walt Hudson, The University of Texas - San Antonio; Jamie McKenzie Davis, The University of Texas - San Antonio*

Examining Emotional Regulation During the Act of Teaching. *Dionne Indera Cross, Indiana University; Ji Yeon Hong, University of Oklahoma*

Implicit Beliefs About Emotional Display Rules in the Classroom, Emotion Regulation, and Burnout. *Mei-Lin Chang, Emory University*

Discussant: *Debra K. Meyer, Elmhurst College*

69.018. Reliability and Subscores. Division D - Measurement and Research Methodology; Paper Session
VCC, Third Level, West Room 305; 2:15-3:45pm

Chair: *Alvaro J. Arce, Pearson*

Participants:

Comparing Four Lower Bound Coefficients of Reliability Under Violation of the Assumption of Unidimensionality. *Wei Tang, University of Alberta; Ying Cui, University of Alberta*

Investigating the Behavior of Reliability Coefficients for Different Test Score Distributions. *Yi-Fang Wu, University of Iowa; David J. Woodruff,*

ACT, Inc.

Subscores and Subgroups. *Sandip Sinharay, ETS; Shelby Haberman, Educational Testing Service*

Application of the Bifactor Item Response Theory Model for Subscores Estimation. *Zairul Nor Deana Md Desa, The University of Kansas; Adibah Abdul Latif, Universiti Teknologi Malaysia*

Discussant: *Frank Rijmen, ETS*

69.019. Critiquing Neoliberalism and Its Impact on Schooling. Division G - Social Context of Education; Paper Session
VCC, Second Level, West Room 206; 2:15-3:45pm

Chair: *Bradley W. Carpenter, University of Louisville*

Participants:

Intersectionality Under Neoliberalism: Race, Gender, Class, and Schooling. *Janelle T. Scott, University of California - Berkeley; Gary L. Anderson, New York University*

Mapping the Terrain: Teach For America, Charter School Reform, and Corporate Sponsorship. *Kerry Kretchmar, Carroll University; Beth Leah Sondel, University of Wisconsin*

Neoliberalism's Unwritten Curriculum for Achievement. *Peter Demerath, University of Minnesota*

Not "Just" Enough: White Teachers and Neoliberal "Social Justice" in a New York City School. *Amy E. Brown, City University of New York, Kingsborough*

The Social Construction of Urban Students as Unbelievable: A Call for "Disruptive Listening". *Sari K. Biklen, Syracuse University; Heidi Katherine Pitzer, Syracuse University*

Discussant: *Michelle D. Young, University Council for Educational Administration*

69.020. Humanizing Research: Decolonizing Research With Youth and Communities. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 204; 2:15-3:45pm

Chair: *Django Paris, Michigan State University*

Participants:

The Space Between: Listening and Story-ing as Foundations for Projects in Humanization (PiH). *Valerie F. Kinloch, The Ohio State University; Timothy Jose San Pedro, Arizona State University*

Critical for Whom? Theoretical and Methodological Dilemmas in Critical Approaches to Language Research. *Mariana Souto-Manning, Teachers College, Columbia University*

Too Close to the Work/There is Nothing Right Now. *Daysi Diaz-Strong, Elgin Community College; Maria Luna Duarte, Northeastern Illinois University; Christina Gomez, Northeastern Illinois University; Erica R. Meiners, Northeastern Illinois University*

Discussant: *Maisha T. Winn, Emory University*

69.021. Latino/a Students Using New Digital Technologies to Develop Hybrid Literacies and Craft Agentive Selves. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 205; 2:15-3:45pm

Chair: *Carmen M. Martinez-Roldan, Teachers College, Columbia University, New York*

Participants:

"El Valor de una Mujer": Latina Mothers' Reconstructing Womanhood, Motherhood, and Family Through Multimodal Composition. *Silvia Cecilia Noguera-Liu, University of Georgia*

Expanding Normative School Genres: Latino Students as Semiotic Boundary Workers in Digital Space. *Lisa Hope Schwartz, The University of Arizona*

(Re)constructing Latino Identities Through Multimedia Hybrid Narratives: Young Latino Men Composing Digital Stories. *Theresa A. McGinnis, Hofstra University; Andrea Garcia, Hofstra University*

¿Quieres Chatear? Chatting as a Space for the Development of Hybrid Cultural Practices. *Omar Ruvalcaba, University of California - Santa Cruz; Jill Denner, Education, Training, and Research Associates; Jacob Martinez, ETR Associates*

Discussant: *Carmen M. Martinez-Roldan, Teachers College, Columbia University, New York*

69.022. What Students and Teachers Know About Health: Implications for School and Community Partnerships. Division G - Social Context of Education; Symposium
VCC, Second Level, West Room 202&203; 2:15-3:45pm

Chairs: *Vivian L. Gadsden, University of Pennsylvania; Mary Yee, University of Pennsylvania*

Participants:

Student Experiences in the "Breakfast in the Classroom Program": Learnings From an Urban High School. *Rodney Fisher, University of Pennsylvania*

Exploring Weight and Body Image in High School: An Educational Leadership Perspective. *Tulane Jackson, University of Pennsylvania*
Should (Sexual) Healthcare Go to School? Conflict and Collaboration in a School-Linked Community Health Center. *Laura Carolyn Murray, University of Pennsylvania*

Understanding the Role of Classroom Teachers in Issues of Student Health and Well-Being. *Mary Elizabeth Del Savio, University of Pennsylvania*

Discussant: *James Earl Davis, Temple University*

69.023. Examining Benchmark Assessments. Division H - Research, Evaluation and Assessment in Schools; Paper Session
VCC, Second Level, East Room 12; 2:15-3:45pm

Chair: *Jim R. Flaitz, University of Louisiana at Lafayette- retired*

Participants:

Designing Your Own: The Influence of School-Developed Interim Assessment on Teacher Learning and Instructional Practice. *Kate Spence-Ado, Fairleigh Dickinson University*

Linking Teacher Benchmark Data Use With Student Achievement in Urban Schools. *Ann-Marie Faria, American Institutes for Research; Jessica Heppen, American Institutes for Research; Sharon Lewis, Council of the Great City Schools; Suzanne Statchel, American Institutes for Research; Yibing Li, Tufts University; Jinok Kim, American Institutes for Research; David Miser, American Institutes for Research; Renata Charles Uzzell, Council of the Great City Schools; Candace A. Simon, Council of the Great City Schools; Amanda Corcoran, Council of the Great City Schools*

Prediction of Student Proficiency on High-Stakes Assessment From Results of Benchmark Assessments. *Muza Furin, Pittsburgh Public Schools; Barbara Rudiak, Pittsburgh Public Schools*

The Utilization of Benchmarks: A Deal or A Dud? *Cynthia L. Williams, Texas Christian University; Doug Silver, Successful Practices Network; Jimmy K. Byrd, University of North Texas*

Discussant: *W. James Popham, University of California - Los Angeles*

69.024. Impact, Implementation, and Evaluation of Literacy Programs for Adolescents. Division H - Research, Evaluation and Assessment in Schools; Paper Session
VCC, Second Level, West Room 207; 2:15-3:45pm

Chair: *Ludwig D. Van Broekhuizen, AdvancED*

Participants:

The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement. *Ayrin C. Molefe, American Institutes for Research; W. Christopher Brandt, American Institutes for Research; David Cordray, Vanderbilt University; Georgine Pion, Vanderbilt University*

Measuring Implementation Fidelity: Lessons From the Field. *Jill M. Feldman, Research for Better Schools; Kelly Feighan, Research for Better Schools; Elizabeth Heeren, Memphis City Schools; Elena Kirtcheva, Research for Better Schools; Ning Rui, Research for Better Schools*

The Value of Replication: Learning about an Educational Model and Evaluation Practice. *Tamara M. Walser, University of North Carolina - Wilmington; Michele A. Parker, University of North Carolina - Wilmington; Emily R. Grace, University of North Carolina - Wilmington; Elisabeth T. Dowcett, University of North Carolina - Wilmington; Dawn M. Hodges, Hill School of Wilmington*

Investigation of Reading Intervention Effectiveness Using Propensity Score Matching. *Grant B. Morgan, University of South Carolina; Tammiee S. Dickenson, University of South Carolina - Columbia; Jennifer E. Young, University of South Carolina*

When Is High Fidelity Not High Implementation? Observations From an Adolescent Literacy Intervention. *Theresa Deussen, Education Northwest; Kari Nelsestuen, Education Northwest*

69.025. Teaching Innovations in the Education of Professionals. Division I - Education in the Professions; Paper Session
VCC, Second Level, East Room 19&20; 2:15-3:45pm

Chair: *Renee Stalmeijer, Maastricht University*

Participants:

Improving Economics and Business Students' Critical Thinking: Empirical Support for Explicit Instructions. *Anita Heijltjes, Avans University of Applied Sciences; Tamara Van Gog, Erasmus University; Fred Paas, Erasmus University*

Learner-Centered Higher Education in East Asia: Assessing the Effects on Student Engagement in Management Education. *Philip Hallinger, The Hong Kong Institute of Education*

Interventions That Work: Improving Use of Medical Literature Sourcing by Beginning, First-Year Medical Students. *Sally Krasne, University of California - Los Angeles; Carl D. Stevens, University of California - Los Angeles; Luann Wilkerson, University of California - Los Angeles*

Preparing Pharmacy Students to Consider Issues of "Public Good": Research Evidence From an Innovative Classroom Unit. *Eva E. Toth, West Virginia University; Paula Witt-Enderby, Duquesne University; Maria Demetriou, Duquesne University; Stephanie Horner, West Virginia University*

Discussant: *Muriel J. Bebeau, University of Minnesota*

69.026. Crossing Institutional Boundaries: Collaborations Between Higher Education and Other Sectors. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 208&209; 2:15-3:45pm

Chair: *Mehmet Dali Ozturk, Arizona State University*

Participants:

Cross-Sectoral Postsecondary Success Coalitions: How Education Professionals Navigate Voluntary Collaborative Efforts. *Jenee Myers Twitchell, University of Washington*

Higher Education Consortia as an Occasion for Organizational Learning. *Diana Burley, The George Washington University; Mary Francis Forcier, Colonial Academic Alliance; Lesley-Anne Pittard; Susan Swayze*

Regional Partnerships and Resource Asymmetries: Comparing Universities' Interorganizational Alignment Strategies. *Anatoly Oleksiyenko, The University of Hong Kong*

Influences on the Commitment to and Focus of Community Engagement at Colleges and Universities. *Melissa McIlroy Hawkins, Consultant; Gregory Barrett, University of Arkansas at Little Rock*

Discussant: *Christopher C. Morpew, University of Iowa*

69.027. Does Money Matter? The Impact of Financial Aid on Student Success. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 224; 2:15-3:45pm

Chair: *Daisy Denise Alfaro, University of Washington - Seattle*

Participants:

A Randomized Control Trial of the Effect of Increased Scholarship on Graduate School Enrollment. *Rui Yang, University of Pennsylvania; Jun Hwang; Jennifer McMaken, University of Pennsylvania; Andrew C. Porter, University of Pennsylvania*

Affording Success: The Causal Impact of Financial Constraints on the College Experience. *Lauren Theresa Schudde, University of Wisconsin - Madison*

Conditional Cash Transfers and College Persistence: Evidence From a Randomized Need-Based Grant Program. *Sara Goldrick-Rab, University of Wisconsin - Madison; Douglas N. Harris, University of Wisconsin - Madison; James G. Benson, University of Wisconsin - Madison; Robert Kelchen, University of Wisconsin - Madison*

Filling the Financial Aid Gap: The Performance-Based Scholarship Demonstration. *Lashawn Richburg-Hayes, MDRC; Reshma Patel, MDRC*

Discussant: *Stephen L. DesJardins, University of Michigan*

69.028. Minority-Serving Institutions and the Campus Experience.

Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 212&213; 2:15-3:45pm

Chair: *Laura M. Portnoi, California State University - Long Beach*

Participants:

College Markets by Race and Ethnicity in Texas: Accounting for Minority-Serving Institutions From Enrollment to Completion. *Stella M. Flores, Vanderbilt University; Toby Park, Vanderbilt University*

Exploring Student Success Outcomes at Two-Year Tribal Colleges and Native American-Serving Nontribal Institutions. *Amy J. Fann, University of North Texas; Janet Marling, National Institute for the Study of Transfer Students; Beverly L. Bower, University of North Texas;*

Dawna Wilson, University of North Texas

Historically Black Colleges and Universities Propel African American Male Mathematics Majors. *Christopher Charlie Jett, Georgia State University*

Self Beliefs and College Persistence: The Mediating Effects of Campus Based Experiences. *Diane Cardenas Elliott, Educational Testing Service*

Discussant: *Tara L. Parker, University of Massachusetts - Boston*

69.029. Thinking About Race and Teaching at Predominantly White

Institutions. Division J - Postsecondary Education; Paper Session

VCC, Second Level, West Room 214; 2:15-3:45pm

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

Participants:

Racial Issues in Nonrace Courses at a Predominantly White Institution: A

Failure of Faculty Socialization. *Stacy Raphael*

Some of the Challenges Black Doctoral Students Face in Predominantly

White Research 1 Institutions. *Kingsley Banya, Misericordia University*

Taxed for the Public Good: Black Faculty, Agents of Change in a Creative

Class City. *Richard J. Reddick, The University of Texas - Austin; Beth*

E. Bukoski, The University of Texas - Austin; Jessica Jimenez, The

University of Texas - Austin; Stella Smith, The University of Texas -

Austin; Patrick Valdez

Patterns in Faculty Teaching Practices on the Campuses of Historically

Black Colleges and Universities and Predominantly White Institutions.

Mahauganee Dawn Shaw, Indiana University; Eddie R. Cole, Indiana

University; Cameron J. Harris, Indiana University; Thomas F. Nelson

Laird, Indiana University

Discussant: *Dorian L. McCoy, Louisiana State University*

69.030. Developing Middle School Teachers' Understandings About Scientific Inquiry and Investigations: A Case of Formal-Informal Partnerships. Division K - Teaching and Teacher Education;

Symposium

VCC, Second Level, West Room 222; 2:15-3:45pm

Chairs: *Suzanne M. Wilson, Michigan State University; James B. Short,*

American Museum of Natural History

Participants:

Learning Science as Inquiry With the Urban Advantage: Project Overview.

Patricia S. Bills, Michigan State University

Development and Use of Teaching Case Materials. *Suzanne Elgendy,*

American Museum of Natural History

Providing Opportunities for Teachers to Learn About Scientific Inquiry and

Investigation. *Jamie N. Mikeska, Michigan State University*

The Contribution of Professional Development Resources to Teachers'

Understandings about Scientific Inquiry and Investigations and

Teachers' Instructional Practice. *Robyn A. Carlson, Michigan State*

University

Integrating the Resources of Informal Science Institutions and Formal

Science Education: Facilitating Partnerships and Building Knowledge.

Kenne A. Dibner, Michigan State University

Discussant: *Ann Rosebery, TERC*

69.031. Mobilizing Teachers' Research Knowledge: School Improvement in Leeds, United Kingdom. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 221; 2:15-3:45pm

Chair: *Ann Lieberman, Stanford University*

Participants:

Conceptualizing a Model for Teachers' Knowledge Development and

Mobilization. *Lori Beckett, Leeds Metropolitan University*

Generating Teachers' Research Knowledge About White British Pupils'

Progress. *Tonia Bowden, Private consultant; Lori Beckett, Leeds*

Metropolitan University

Unlocking Teachers' Knowledge About School Improvement. *Terry*

Wrigley, Leeds Metropolitan University

Discussant: *Ann Lieberman, Stanford University*

69.032. Notions of Context, Community, and Identity in Teacher

Education. Division K - Teaching and Teacher Education; Paper Session

VCC, Second Level, West Room 217&218; 2:15-3:45pm

Chair: *Brad Olsen, University of California - Santa Cruz*

Participants:

The Impact of a Faculty Learning Community Approach on Preservice

Teachers' English Learner Pedagogy. *Michael P. Alfano, University of*

Connecticut; John Zack, University of Connecticut; Mary Yakimowski, University of Connecticut; Sandra Billings, University of Connecticut; Gina Purpura, University of Connecticut

Strengthening Teachers' Curricular Capacities. Nienke Nieveen, SLO - The Netherlands Institute for Curriculum Development; Monique Van der Hoeven, Stichting Leerplanontwikkeling; Jan J. Van Den Akker, The Netherlands Institute for Curriculum Development

Reading Community More Closely: A Critical Interpretation of a Teacher Educator Community. Alexander Cuenca, Saint Louis University; Mardi Schmeichel, University of Georgia

Exploration of Specific Phenomena in Building a Community of Practice to Facilitate Teachers' Development of Domain-Specific Expertise. Ria Dolfing, Utrecht University; Astrid Bulte, Utrecht University; Albert Pilot, Utrecht University; Jan D.H.M. Vermunt, Utrecht University

Is a Teacher Education Program a Context for Productive Learning? Andrea K. Martin, Queen's University; Tom Russell, Queen's University

Discussant: Jennie A. Whitcomb, University of Colorado - Boulder

69.033. Redefining Teacher Education Through Community-Based Collaboration. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 215&216; 2:15-3:45pm

Chair: Kenneth Zeichner, University of Washington

Participants:

Teacher Education Redefined: Contextual Cognizance and the Promise for Community Impact. Eva M. Zygmunt-Fillwalk, Ball State University; Patricia Clark, Ball State University; Jon M. Clausen, Ball State University; Winnie Mucherah, Ball State University

Learning to See Students: Opportunities to Develop Relational Practices of Teaching Through Community-Based Placements in Teacher Education. Morva McDonald, University of Washington

Developing Trust in a School-Community-Based Urban Teacher Education Center. Jana Noel, California State University - Sacramento

The Construction of Teacher Identity: The Impact of Cultural Immersion on Teacher Candidates' Understanding of Self and Teaching in Urban Schools. Jennifer H. Waddell, University of Missouri - Kansas City

Discussant: Peter C. Murrell, Loyola University Maryland

69.034. Teachers as Public Intellectuals and Civic Agents: Toward a Grounded Theory of Transformative Teacher Education. Division K - Teaching and Teacher Education; Symposium

VCC, Third Level, West Room 303; 2:15-3:45pm

Chairs: Ernest D. Morrell, Teachers College, Columbia University; Nicole Mirra, University of California - Los Angeles

Participants:

Teachers as Civic Agents: Toward a Critical Democratic Theory of Urban Teacher Development. Nicole Mirra, University of California - Los Angeles; Ernest D. Morrell, Teachers College, Columbia University

Teachers as Critical Researchers. Frederick David, Crenshaw High School; Laurence A. Tan, Watts Youth Collective/122nd Street School/UCLA IDEA; Katie Rainge-Briggs, Manual Arts High School, Los Angeles; Eduardo Lopez, Theodore Roosevelt High School; Maria Isabel Martinez, University of California - Los Angeles

Promoting 21st-Century Learning in Urban Classrooms: Teachers as Pedagogical Leaders. Ernest D. Morrell, Teachers College, Columbia University; Rudy Duenas, Woodrow Wilson High School; Veronica Garcia, Woodrow Wilson High School; Antonio Nieves Martinez, University of California - Los Angeles; Jorge Lopez, UCLA/Theodore Roosevelt High School

Toward a Teacher-Led Model of Small School Reform. Ben Gertner, School of Communications, New Media, and Technology; Jorge Lopez, UCLA/Theodore Roosevelt High School

Discussant: Tyrone C. Howard, University of California - Los Angeles

69.035. The Politics of Policy in Teacher Education: International Perspectives. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, West Room 220; 2:15-3:45pm

Chair: Beatrice Avalos, Universidad de Chile

Participants:

The Politics of Accountability: Assessing Teacher Education in the United States. Marilyn Cochran-Smith, Boston College; Peter Piazza, Boston College; Christine Power, Boston College

Politics, Policy, and Professionalism: The Changing Agenda of Teacher Education in England. John Furlong, University of Oxford

The Politics of Teacher Education Reform in Ireland: From Contentment to Concern. Paul F. Conway, University College Cork

The Politics of Responsibility: Teacher Education and Persistent Underachievement. Lexie Barbara Grudnoff, University of Auckland; Fiona Ruth Ell, University of Auckland

Discussant: Beatrice Avalos, Universidad de Chile

69.036. Too Much Not to Know: Considering a Broader and Bolder Approach to Equity and Access in Teaching and Teacher Education Policy. Division K - Teaching and Teacher Education; Symposium

VCC, Second Level, East Room 13; 2:15-3:45pm

Chairs: Pedro A. Noguera, New York University; Jeffrey M.R. Duncan-Andrade, San Francisco State University

Participants:

Assessment Matters: Humanizing Education. Patrick Camangian, University of San Francisco

From Service Learning to Learning to Serve: Preparing Urban English Teachers as Organic Intellectual. David E. Kirkland, New York University/Michigan State University

Eco Haves and Eco Have-Nots: Building College and Career Pathways to Prevent Youth of Color From Dying of Unnatural Causes. A.A. Akom, San Francisco State University

Discussant: David O. Stovall, University of Illinois at Chicago

SIG Sessions

69.037. Current Research on the Use of Learning Progressions in Mathematics Formative Assessment: Explorations and Synthesis. SIG-Classroom Assessment; Symposium

VCC, Second Level, East Room 16; 2:15-3:45pm

Chair: Malcolm Bauer, ETS

Participants:

Form and Function of Learning Progressions in Mathematics: A Framework and Review. Meirav Arieli-Attali, ETS

Investigating the Impact of an Interactive Diagnostic Assessment Instrument on Classroom Instruction. Kenny Huy Nguyen, North Carolina State University

The Use of Three Learning Progressions in Formative Assessment in Middle School Mathematics. Malcolm Bauer, ETS

Research on Learning Fractions and Relational Thinking: Guiding Teacher's Thinking About Children's Learning. Susan B. Empson, The University of Texas - Austin

Research Synthesis of Professional Development Surrounding Learning Progressions. Alma Fabiola Rangel-Chavez, Texas A&M University

Discussant: Fritz A. Mosher, Teachers College, Columbia University

69.038. The Struggle for Parent and Community Voice in Schools. SIG-Critical Educators for Social Justice; Paper Session

VCC, Second Level, East Room 17; 2:15-3:45pm

Participants:

Immigrant Women's Interactions With Their Children's Schools: Formal Inclusion/Informal Exclusion. Lilian Cibils, University of Northern Colorado

"Role Models Can't Just Be on Posters": Barriers to Indigenous Community Engagement in Canadian Schools. Marc Roderick Higgins, The University of British Columbia; Brooke Madden, The University of British Columbia

Human Rights for Latino Parents at an Urban High School: Empowerment and Engagement. Guillermo Antonio Gomez, San Diego State University/Clairemont Graduate University

Parents and Teachers Working Together for Social Justice Education. Fernando Naiditch, Montclair State University; Elizabeth P. Quintero, California State University - Channel Islands

Discussant: Anna Choi, The University of Texas - Austin

69.039. Critical Race Theory: Methodological and Pedagogical Tools for Critical Race Theorists and Beyond. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

VCC, Second Level, West Room 219; 2:15-3:45pm

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

Participants:

Critical Race History as Pedagogy: The Case of the Puente Research Team. Ryan Edward Santos, University of California - Los Angeles

Toward a Methodology of Critical Race Discourse Analysis. *Lluliana Alonso, University of California - Los Angeles; Michaela J. López Mares-Tamayo, University of California - Los Angeles*
 Critical Race Photovoice: A Methodological and Pedagogical Tool for Critical Race Theorists. *Janet Rocha, University of California - Los Angeles*
 Discussant: *Daniel Dinn-You Liou, Iowa State University*

69.040. Mathematics + Early Childhood = ? SIG-Early Education and Child Development; Symposium

VCC, Second Level, West Room 223; 2:15-3:45pm

Chair: *Katherine Kresin Delaney, University of Wisconsin - Madison*

Participants:

Supporting Preschool Students' Engagement in Meaningful Mathematics Through Play. *Amy Noelle Parks, University of Georgia*

Australian Early Childhood Educators Reflecting on Their Children's Mathematics Learning. *Bob Perry, Charles Sturt University; Sue Dockett, Charles Sturt University*

The U.S. Building Blocks and TRIAD (Technology-enhanced, Research-based, Instruction, Assessment, and professional Development) Scale-Up Projects. *Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY*

Valuing What Children Bring: Professional Development for Developmentally and Culturally Responsive Pre-K Mathematics. *Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Anita A. Wager, University of Wisconsin; Anne Karabon, University of Wisconsin - Madison; Sonia Olivia Pacheco Ibarra, University of Wisconsin - Madison*

Discussant: *Marta Civil, University of North Carolina*

69.041. Education and Climate Change, Climate Justice, and Cultural Inertia. SIG-Environmental Education; Paper Session

VCC, Third Level, West Room 302; 2:15-3:45pm

Chair: *Randolph Brent Haluza-DeLay, The King's University College*

Participants:

Integrating Climate Justice Into the Primary Initial Teacher Education Curriculum and Primary Classroom: From Theory to Practice. *Rachel Kavanagh, St. Patricks College; Rowan Oberman, St. Patricks College; Fionnuala Waldron, St. Patrick's College; Brian Ruane, St. Patricks College*

Exploring Global Climate Change in Secondary Social Studies and Science Curricula. *Casey Meehan, University of Wisconsin - Madison*

Strategic Environmental Education in the Face of Cultural Inertia About Climate Change. *Kari Norgaard, University of Oregon; Randolph Brent Haluza-DeLay, The King's University College; Robert Brulle, Drexel University*

Discussant: *Leesa K. Fawcett, York University*

69.042. Breaking the Code: Strategies to Survive in Academia. SIG-Hispanic Research Issues; Workshop

VCC, Second Level, East Room 18; 2:15-3:45pm

Chair: *Nilsa J. Thorsos, Azusa Pacific University*

Participants: *Concepcion M. Valadez, University of California; Belinda Bustos Flores, The University of Texas - San Antonio; Alejandro J. Gallard, Florida State University; Claudia Peralta Nash, Boise State University*

69.043. Instructional Technology SIG: How Are Computer Games and New Media Changing Text Comprehension and Learning? SIG-Instructional Technology; Symposium

Sheraton Wall Centre, Third Level, South Pavilion Ballroom C; 2:15-3:45pm

Chair: *Jan L. Plass, New York University*

Participants:

Additions to Electronic Books for Beginning Readers That Support Interest, Comprehension, and Reading Fluency. *Adriana Bus, Maria de Jong, University of Leiden*

Designing Computer Games Into Books With Sixth-Grade Partners. *Glenn Gordon Smith, University of South Florida*

An Unholy Mix: Reading and Games? *Mina Catherine Johnson-Glenberg, Arizona State University; Tatyana Koziupa, Arizona State University*

Discussant: *Ian Bogost, Georgia Institute of Technology*

69.044. What's New in the Classroom: Global Uses of New Media. SIG-International Studies; Paper Session

VCC, First Level, West Room 114&115; 2:15-3:45pm

Chair: *Ming-tak Hue, The Hong Kong Institute of Education*

Participants:

Innovative Teaching and Learning: Lessons Learned From Distributed Research in Seven Countries. *Gucci Estrella-Trinidad, SRI International; Gloria Isabel Miller, Stanford University; Linda F. Shear, SRI International; Akiko Terao Lipton, Empirical Education Inc.; Larry Gallagher, SRI International*

Online Diaspora: Social Media and International Students in the United States. *Wei Qiu, Webster University; Yong Zhao, University of Oregon*

Beyond PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study):

Educating for 21st-Century Global Capacities. *Suzanne S. Choo, Teachers College, Columbia University; Deborah Sawch, Teachers College, Columbia University; Alison Villanueva, Teachers College, Columbia University*

The Impact of Synchronous Video Conferencing on Chinese English Language Learner's Oratory Skills. *Timothy Andrew Goodale, College of Coastal Georgia; Ruiling Lu, Taiyuan Normal University; Dwight W. Allen, Old Dominion University*

Discussant: *Sharon Anne O'Connor-Petruso, Brooklyn College - CUNY*

69.045. Strategies for Teaching Educational Research. SIG-Professors of Educational Research; Paper Session

VCC, Third Level, West Room 304; 2:15-3:45pm

Chair: *Kenneth James Fasching-Varner, Louisiana State University*

Participants:

Exploring Active Learning as a Strategy for Teaching Research Methods in a Sociocultural Environment. *Daisyane Barreto, University of Georgia; Tonia Dousay, University of Georgia; Seung Won Park, University of Georgia; Szu-Yueh Justine Chien, University of Georgia; Melissa Gay, University of Georgia; So Mi Kim, YunJeong(Eunice) Chang, University of Georgia; Robert C. Branch, University of Georgia*

Mastering the Research: Exploring the Delivery of Research Methods in an M.A. Reading Program. *Amanda Mulcahy Maddocks, Concordia University; Dara Soljaga, Concordia University - Chicago*

Prevalence and Characteristics of Citation Errors: The Case for Research in the Schools. *Anthony J. Onwuegbuzie, Sam Houston State University; Rebecca K. Frels, Lamar University; John R. Slate, Sam Houston State University*

The Epistemological Foundations of Education Researchers. *David C. Ensminger, Loyola University Chicago; Joshua R. Polanin, Loyola University Chicago; Therese D. Pigott, Loyola University Chicago*

Discussant: *Amanda L. Nolen, University of Arkansas at Little Rock*

69.046. Lone Scholar as "Not Enough": The (Im)possibility of Authorship in Postmodern Research. SIG-Qualitative Research; Symposium

VCC, First Level, West Room 111&112; 2:15-3:45pm

Chair: *Jessica Lynn Van Cleave, University of Georgia*

Participants:

Troubling the Single-Authored Dissertation. *Jessica Lynn Van Cleave, University of Georgia; Sarah Bridges-Rhoads, Georgia State University*
 Late to the E-Party? Academics and the Reshaping of Author/ity. *Teri J. Holbrook, Georgia State University; Melanie Hundley, Vanderbilt University*

Assembling Partnerships and Methodologies. *Sharon Murphy Augustine, Mercer University; Amy Davis Sanford, University of Georgia*

Discussant: *Elizabeth A. St. Pierre, University of Georgia*

69.047. Digital Mediation and Language Learners: Imagined Identities and Placed Resources. SIG-Second Language Research; Symposium

VCC, Second Level, East Room 14; 2:15-3:45pm

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

Imagined Identities: Mediating "Self" and "Other" Through Transnational Digital Storytelling. *Kathleen Nicoletti, University of Wisconsin - Madison; Margaret R. Hawkins, University of Wisconsin - Madison*

Digital Innovations, Imagined Identities, and Language Learners in a Ugandan School. *Bonny P. Norton, The University of British Columbia*

Making Video: Imagining Socially Productive Work in Schools. *Kelleen Toohey, Simon Fraser University; Diane H. Dagenais, Simon Fraser University*

Discussant: *Wan Shun Eva Lam, Northwestern University*

69.048. Technology Use in Special Education. SIG-Special Education

Research; Paper Session

VCC, First Level, West Room 113; 2:15-3:45pm

Chair: *Juliana M. Taymans, The George Washington University*

Participants:

Diverse Postsecondary Learners' Retention of STEM Content With Tablet Computer-Based Notes. *Michael S. Stinson, Rochester Institute of Technology; Lisa B. Elliot, Rochester Institute of Technology; Donna Easton, Rochester Institute of Technology*

Effects of Content Acquisition Podcasts on Vocabulary Performance of Students With Learning Disabilities. *Michael J. Kennedy, University of Virginia*

Live Webcam Coaching to Help Elementary Classroom Teachers Provide Effective Literacy Instruction for Struggling Readers. *Lynne Vernon-Feagans, University of North Carolina - Chapel Hill; Kirsten Lynne Kainz, University of North Carolina - Chapel Hill; Amy Hedrick, Lenoir-Rhyne University; Marnie Ginsberg, University of North Carolina - Chapel Hill; Steven J. Amendum, North Carolina State University*

Reframing Assistive Technology: A Critical Literacy Approach. *Srikala Naraian, Teachers College, Columbia University; Mark Surabian, Pace University*

The Effectiveness of Cognitive Augmentation Computer-Assisted Instruction in Special Education: A Meta-Analysis. *Pei-Lin Weng, Purdue University; Yukiko Maeda, Purdue University*

69.049. Methodological Issues in Survey Research. SIG-Survey Research in

Education; Paper Session

VCC, First Level, West Room 116&117; 2:15-3:45pm

Chair: *James R. Chromy, RTI International*

Participants:

Effects of Message Timing, Name of Sender, and Subject-Line on Web-Based Survey Response Rate. *Ross A. Perkins, Boise State University*

Profiling College Students Who Skip Open-Ended Items in Questionnaires With Varied Item Formats. *Patricia Wallis, Simon Fraser University; Rachel T. Fouladi, Simon Fraser University*

The Order Effects on Teacher Professional Development Surveys. *Yi-Chun Chen, International Baccalaureate; Michael Dean, International Baccalaureate*

Lower Response Rates on Alumni Surveys Might Not Mean Lower Response Representativeness. *Amber Desiree Lambert, Indiana University; Angie L. Miller, Indiana University*

Impact of Cash Incentives on Response Rate and Quality in a Longitudinal Survey. *Yan Wang, American Institutes for Research*

Discussant: *Steven Siera, Saint Martin's University***Division and SIG Roundtables****69.050. Roundtable Session 124;** Roundtable Session**69.050-1. Educational Reform and Free Markets.** Division F - History and Historiography Cosponsored with SIG-School Effectiveness and School Improvement; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Nancy Beadie, University of Washington*

Participants:

Interpreting School Vouchers: Policy Tool or Conservative Reform? *Jim Carl, Cleveland State University*

Collectivists and Free Market: Historical Perspectives on Contemporary Reform. *Mary Rose McCarthy, Pace University; Sonia E. Murrow, Brooklyn College - CUNY*

Past as Prologue: Accountability as an Educational Reform Agenda in 1960s Michigan. *Valencia Moses, Michigan State University*

69.050-2. Exploring Methods for History of Education. Division F - History and Historiography Cosponsored with SIG-Qualitative Research; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Donald Jeffrey Bale, Michigan State University*

Participants:

Reconsidering the Place of Day School in the History of Indian Education in Canada. *Helen S. Raptis, University of Victoria*

Material Culture as a Source for Writing the History of Schooling: A

Brazilian Example. *Eurize Caldas Pessanha, Universidade Federal de Mato Grosso do Sul; Fabiany de Cassia Tavares Silva, Universidade Federal de Mato Grosso do Sul*

A Life in Language: An Oral History of James E. Alatis. *Nicole Coomber, University of Maryland*

69.050-3. Weaving of Narratives Within Poetic and Visual Expressions.

SIG-Arts-Based Educational Research; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Rosemary C. Reilly, Concordia University*

Participants:

Caught in the Process of Becoming: A Comparative Look at Narrative Inquiry and Autobiography. *Karinna J. Riddett-Moore, Notre Dame Academy; Jacqueline Marie Ellett, University of Georgia*

Oh, to Drink From the River Lethe: Making (Non)Sense of Testimony. *M.D. Caroline Lefebvre, Simon Fraser University*

The Challenge and Responsibility of Researcher as Writer and Witness: Poetry From Rwanda. *Laura J. Apol, Michigan State University*

69.050-4. Lessons Learned From School District Reorganization in Maine: Process, Progress, and Early Impacts of State-Mandated District Consolidation. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Casey D. Cobb, University of Connecticut*

Participants:

Challenges, Supports, and Strategies in the Implementation of School District Consolidation in Maine. *Janet C. Fairman, University of Maine; Christine Donis-Keller, Public Consulting Group; David L. Silvernail, University of Southern Maine; Walter J. Harris, University of Maine*

Early Impacts of School District Consolidation Policy in Maine on Educational Opportunities and Equity. *Christine Donis-Keller, Public Consulting Group; Beth O'Hara-Miklavic, University of Southern Maine; Janet C. Fairman, University of Maine; David L. Silvernail, University of Southern Maine*

The Financial Impacts of School District Consolidation: Early Evidence from Maine. *David L. Silvernail, University of Southern Maine; James Sloan, University of Southern Maine*

Lessons Learned: Maine's Experiment With School District Consolidation. *David L. Silvernail, University of Southern Maine; Janet C. Fairman, University of Maine; Christine Donis-Keller, Public Consulting Group*

69.050-5. Political Issues in Higher Education. Division L - Educational Policy and Politics Cosponsored with Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Rand Quinn, University of California - Berkeley*

Participants:

Preserving the Free Speech of College Students at California's Private Colleges and Universities. *Kevin M. Collins, Claremont Graduate University; Edith Pomposo, National University*

The Dissemination of Performance Funding for Higher Education. *Kevin J. Dougherty, Teachers College, Columbia University; Elizabeth Puleio, Teachers College, Columbia University*

69.050-6. Teacher Policies in High-Achieving East-Asian Countries.

Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

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

Participants:

Teacher License Renewal System: A Teacher Accountability Policy in Japan. *Motoko Akiba, University of Missouri - Columbia*

National Teacher Evaluation Policy Development in South Korea. *Nam-Hwa Kang, Oregon State University*

Free Teacher Education Program: A Teacher Distribution Policy in China. *Xudong Zhu, Beijing Normal University; Ping Zhao, Beijing Normal University*

Teacher Award System in China. *Zhikui Niu, Beijing Normal University*

69.050-7. Teacher Retention in New York City Middle Schools: The Research Alliance for the New York City Schools' Three-Year Study (2009-2012). Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *James J. Kemple, New York University*

Participants:

Organizational Factors Affecting Retention and Attrition in New York City Middle Schools. *Jennifer Goldstein, City University of New York; Aaron Pallas, Columbia University*

The Effect of Leadership on Teacher Retention and Attrition. *Amy Millett Scallan, New York University; Jennifer Goldstein, City University of New York*

The Role of Organizational Factors in the Retention and Attrition of Male Teachers of Color. *Travis Bristol, Teachers College, Columbia University*

The Effects of Teacher Turnover on School Organization. *Aaron Pallas, Columbia University; Barbara Tanner, Teachers College, Columbia University*

69.050-8. The Impact of a Restrictive Language Policy on the Education of English Language Learners. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *M. Beatriz Arias, Arizona State University*

Participants:

Structured English Immersion Teacher Preparation: "The Arizona Department of Education Needs Quality Training... So They May Have to Do an Investigation". *Sarah Catherine K. Moore, Center for Applied Linguistics*

Policy and the Practice of Power: The Impact of Language Policy Implementation Among Adolescent English Language Learners. *Alexandria Estrella, Arizona State University*

A Synthesis of Recent Research on the Impact of Structured English Immersion. *M. Beatriz Arias, Arizona State University*

Hearing the Students: The Impact of Structured English Immersion as Perceived by Language Minority Students. *Karen E. Lillie, SUNY - College at Fredonia*

The Implications of the Flores Decision. *Patricia C. Gandara, University of California - Los Angeles*

69.050-9. The Impact of Accountability on Subgroups. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Laurene L. Christensen, University of Minnesota*

Participants:

A Comparison of State Alternative Education Accountability Policies and Frameworks. *Amy Schlessman, Rose Management Group; Kelly Hurtado, Rose Academies*

Education in the 21st Century for Students With Disabilities: Obstacles to Inclusive Education in Bangladesh. *Muhammed Mahbubur Rahaman, University of Dhaka; Deb J. Hill, University of Liverpool*

Impacts of High School Accountability on Educational Attainment, and Returns to Schooling for Affected Students. *Joanne Lee, Mathematica Policy Research, Inc*

Measuring What We Value: Educator Evaluation and Racial Equity. *Deanna DeNae Hill, West Wind Education Policy Inc.; Bonnie McIntosh, West Wind Education Policy Inc.; Circe L. Stumbo, West Wind Education Policy Inc.*

69.050-10. How Parents Choose: Sociological and Economic Perspectives. Division L - Educational Policy and Politics; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Christopher A. Lubienski, University of Illinois at Urbana-Champaign*

Participants:

Contexts Matter: Voucher Use and Students' Current Schools, Private School Markets, and Public School Markets. *Cassandra M.D. Hart, University of California - Davis; David Figlio, University of Florida*

Outside the Comfort Zone: How Space and "Place" Influence the School Choice Patterns of Families. *Sarah Butler Jessen, New York University*

School Choice Policies and Racial Segregation: Where White Parents' Good Intentions, Anxiety, and Privilege Collide. *Allison Kaye Roda, Teachers College, Columbia University; Amy Stuart Wells, Teachers College, Columbia University*

A Theoretical Model of Parental Choice: How Signals of Quality Affect Enrollment in New Zealand. *Kat Sonia Thomson, Teachers College, Columbia University*

69.050-11. Supporting Youth Through Family, School, and Community Involvement. SIG-Family, School, Community Partnerships;

Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Heather A. Bouchey, Lyndon State College*

Participants:

Developing a Culture of Resilience for Low-Income Immigrant Youth.

Diane Sookyoung Lee, Stanford University; Noah Borrero, University of San Francisco; Amado M. Padilla, Stanford University

Parent Involvement and High School Graduation in the NLSY97 (National Longitudinal Survey of Youth 1997) Cohort: Classroom Volunteers, PTA (Parent-Teacher Association) Parents, and Parental Expectations. *Hinckley Jones-Sanpei, Brigham Young University; Rebecca Winkel, Brigham Young University*

Using Participatory Research Principles to Rethink Dropout Prevention Planning in Urban Communities. *Lynnette K. Mawhinney, The College of New Jersey; Decoteau J. Irby, University of Wisconsin - Milwaukee; Kristopher Thomas, University of Wisconsin - Milwaukee*

69.050-12. The Motivational Benefits and Detriments of Choosing:

Exploring the Complexity of Choice in Educational Contexts. SIG-Motivation in Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Suzanne E. Hidi, University of Toronto*

Participants:

Provision of Choice and Grade Focus in the Written Narratives of Students From Four Countries. *Christopher Peter Niemiec, University of Rochester; Ikhlal Ahmad, The University of Jordan; Yi Cheng, National Taiwan University; Erdal Hamarta, Selcuk University; Zümra Özyeşil, Istanbul Arel University; Szu-Hsien Yu, National Taiwan University*

Choice as a Motivator for Undergraduate College Students: Perceptions and Beliefs. *Terri L. Flowerday, University of New Mexico*

Choices and Options Enhance Motivational Benefits, but Only When Offered in a Noncontrolling Way. *Johnmarshall Reeve, Korea University*

Constructing Motivation Through Choice, Interest, and Interestingness.

Erika Alisha Patall, The University of Texas - Austin

69.050-13. Queering Institutions and Using Queer Institutions. SIG-Queer Studies; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Jeffrey Poirier, American Institutes for Research*

Participants:

Lesbian- and Gay-Themed Children's Picture Books: Homonormativity and the Dangers of Acceptance. *Nathan Taylor, The Ohio State University*

A Comparative Examination of Nondiscrimination, Affirming School District Policies and Practices Affecting Lesbian, Gay, Bisexual, and Transgender (LGBT) Students. *Jeffrey M. Poirier, American Institutes for Research; Allison Mattheis, University of Minnesota*

Getting There: Paths From High School to University for Queer Students. *Rachael E. Sullivan, The University of British Columbia*

Institutional Erasure Upon Achieving "Equality"? A Call for Maintaining Identity-Based Community Centers for Queer Youth. *Jillian Carter Ford, Kennesaw State University*

69.050-14. The Continuing Significance of Race in Black Education. SIG-Research Focus on Black Education; Roundtable Session

VCC, First Level, East Ballroom A; 2:15-3:45pm

Chair: *Daniella Ann Cook, University of Tulsa*

Participants:

A Latent Class Analysis of Racial Identity and Racial Attitudes: Associations With Racial Climate and Well-Being. *Christy Michelle Byrd, University of Michigan*

Complicating Culturally Relevant Teaching: Unpacking African Immigrants' Cultural Identities. *Iesha Jackson, Teachers College, Columbia University; Keisha McIntosh Allen, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University*

Parents of African American Children Talk About Their Experiences With Issues of Race and Racism in School. *John F. Claus, Ithaca College*

"Our Biggest Challenge Is Stereotypes": Understand Stereotype Threat and the Academic Experiences of African American Undergraduates. *Sylvia Hurtado, University of California - Los Angeles*

69.051. Roundtable Session 125; Roundtable Session

69.051-1. Models of Action Research and Collaboration: Learning Circles and Critical Friends. SIG-Action Research; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Participants:

Learning Circles Around Research in Graduate Education. *Margaret M. Riel, Pepperdine University*

The Educational Significance Of A Teaching Model For The Creation Of A Culture Of Inquiry. *Jacqueline D. Delong, Brock University; Jack Whitehead, Liverpool Hope University*

Transforming to Inquiry Classrooms Three Grades at a Time with Action Research. *Shelia C. Baldwin, Monmouth University; Pallas Gruben, Hope Academy Charter School; Heather Minsky, Hope Academy Charter School; DaVisha Pratt, Hope Academy Charter School; Danielle Parella, Hope Academy Charter School; Anna Washack, Hope Academy Charter School*

Learning Together: Collaborative Teacher Inquiry at Baker Demonstration School. *Rebecca Jane Lowenhaupt, Boston College; Michelle Anne Turner Mangan, National Louis University; Dan Schwartz, Baker Demonstration School*

69.051-2. Multimodal Composing Processes Across Contexts. SIG-Writing and Literacies; Roundtable Session

VCC, First Level, East Ballroom C; 2:15-3:45pm

Chair: *Leslie S. Cook, Appalachian State University*

Participants:

Deepening Exploration of Identities Through Print-Based and Digitally Mediated Multimodal Composing Practices. *Youngjoo Yi, Georgia State University; Jayoung Choi, Georgia State University; Eliza Allen, Georgia State University; Tuba Angay, Georgia State University*

Storytelling in a Web 2.0 World: Digital Aesthetics and the Politics of the Everyday. *Amy Stornaiuolo, University of California - Berkeley; Glynda A. Hull, University of California - Berkeley; John Michael Scott, New York University*

The Emergence of Syntagmatic Units in the Composing Processes of Young Students in a Literacy Classroom Context. *Jason Paul Ranker, Portland State University*

New Literacies Perspectives and Practices in Composition Teaching and Learning: An Action Research Study. *Jill A. McClay, University of Alberta; Shelley Stagg Peterson, OISE/University of Toronto*

69.052. Roundtable Session 126; Roundtable Session

69.052-1. Teaching and Learning With Historical Documents, Textbooks, and Expository Texts. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Participants:

Effects of Genre and Content Knowledge on Historical Thinking With Academically Diverse High School Students. *Daniel Wissinger, University of Maryland; Susan De La Paz, University of Maryland*

Examining History Textbooks: Are Texts More "Considerate" After 20 Years? *Sheri Berkeley, George Mason University; Peggy King-Sears, George Mason University; Brittany Lynn Hott, George Mason University; Katherine Bradley-Black, George Mason University*

The Effects of Relevance Instructions on Immediate and Delayed Recall and Comprehension of Expository Text. *Vivian Lee Surwill, University of Nevada - Las Vegas; Carolanne M. Kardash, University of Nevada - Las Vegas*

69.052-2. Measuring Motivation. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Roundtable Session Sheraton Wall Centre, Third Level, South Beluga; 2:15-3:45pm

Chair: *Akane Zusho, Fordham University*

Participants:

Comparing Students' Achievement Goal Responses to Open-Ended and Likert-Type Survey Questions. *Minhye Lee, bMRI/Korea University; Sun Kyung Lee, Korea University; Sung-Il Kim, Korea University; Mimi Bong, Korea University*

Multidimensional Assessment of Chinese Students' Learning Motivations: A Validation Study Using Inventory of School Motivation. *Feifei Li, Educational Testing Service; Douglas F. Kauffman, University of Nebraska - Lincoln*

Sources of Self-Efficacy Scale for High School Students: A Validation Study. *Hyun Seon Ahn, Korea University*

69.053. Roundtable Session 127; Roundtable Session

69.053-1. Scientists and Educators Working Together. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Participants:

Collaborative Educational Resource Development: Facilitating Emerging Science Learning Within Formal and Informal Settings. *Jennifer L. Nielsen, Manhattan Strategy Group; Amara C. Okoroafor, Manhattan Strategy Group; Andrew J. Herrmann, Manhattan Strategy Group; James S. Murday, University of Southern California; Joy Quill, C. J. Quill & Associates, Inc.; Taimur Amjad, Manhattan Strategy Group; Shezad Habib, Manhattan Strategy Group*

The Effect of a Horseshoe Crab Citizen Science Project on Student Self-Efficacy and Career Trajectories. *Suzanne E. Hiller, George Mason University*

Using Problem-Based Learning to Reengineer a Lecture-Based Cell and Molecular Biology Undergraduate Course. *Barbara Burks Fasse, Georgia Institute of Technology; Thomas Barker, Georgia Institute of Technology*

69.053-2. Strategies for Encouraging Self-Regulation and Motivation in an Online Environment. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Blue Whale; 2:15-3:45pm

Chair: *Anika Ball Anthony, The Ohio State University*

Participants:

Supporting Students' Motivation in College Online Courses. *Jae-Eun Russell, University of Iowa*

Expert Online Faculty Strategies for Motivating Online Students. *Richard E. Clark, University of Southern California; Bror Valdemar Haug Saxberg, Kaplan Inc.*

69.054. Roundtable Session 128; Roundtable Session

69.054-1. Tech Uses and Teacher Practices, Attitudes, and Knowledge.

Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 2:15-3:45pm

Chair: *Alan R. Foley, Syracuse University*

Participants:

Do Good Fences Make Good Communities? The Paradox of Classroom Learning Communities With Web 2.0. *Daniel Light, Education Development Center, Inc.; Deborah Keisch Polin, University of Massachusetts - Amherst*

Fostering an "Adaptive Nature" for Teacher Practice: Technology Supports in a Codesign Community. *Cheryl Ann Madeira, OISE/University of Toronto; Alessandro Gnoli, University of Illinois at Chicago; Richard Messina, Institute of Child Study; Tom Moher, University of Illinois at Chicago; James D. Slotta, University of Toronto*

Future Educators' Perspectives on Digital Literacy and Their Confidence in Using Technology. *Lesley Wilton, University of Toronto - OISE; Ronald D. Owston, York University*

69.054-2. Technology in Early/Elementary Childhood Literacy and Listening Comprehension. Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Finback; 2:15-3:45pm

Chair: *Pamela M. Christian, Azusa Pacific University*

Participants:

The Affordances and Constraints of Using iPads for Reading and Responding to Text. *Amy Carter Hutchison, Iowa State University; Beth Beschorner, Iowa State University; Genya Rebecca Coffey, Iowa State University; Denise A. Schmidt-Crawford, Iowa State University*

Listening Comprehension in Digital Storybook Environments. *Kathleen Ann Paciga, Purdue University - Calumet*

Meaning Making in Multimodal Texts: Exploring Semiotic Domains in Early Literacy. *Junko Sakoi, The University of Arizona*

69.055. Roundtable Session 129; Roundtable Session

69.055-1. Understandings of Evolution—And Other Contentious Topics.

Division C - Learning and Instruction; Roundtable Session

Sheraton Wall Centre, Third Level, South Orca; 2:15-3:45pm

Chair: *John Settlege, University of Connecticut*

Participants:

Teaching Younger Students About Evolution: Examining the Evidence From a Three-Year Study. *Laura M. O'Dwyer, Boston College; Yang Wang, Boston College; Shelagh M. Peoples, Boston College; Katherine*

Shields, Boston College; Paul Horwitz, The Concord Consortium
 Mechanistic Explanations of Evolutionary Change Facilitated by Agent-Based Models. *Aditi Wagh, Northwestern University; Uri J. Wilensky, Northwestern University*
 Evolution, Climate Change, and Genetic Engineering: The Interrelationship of Contentious Science Topics in Students' Lives. *David E. Long, Valdosta State University*

69.055-2. Writing. Division C - Learning and Instruction; Roundtable Session
 Sheraton Wall Centre, Third Level, South Orca; 2:15-3:45pm

Chair: *Sharon Zumbrunn, Virginia Commonwealth University*

Participants:

Writing Feedback Perceptions, Self-Efficacy Beliefs, and Self-Regulation Aptitude in the College Classroom. *Sharon Zumbrunn, Virginia Commonwealth University; Joseph Tadlock, Virginia Commonwealth University; Yvette Carter, Virginia Commonwealth University; Lacey Herlich, Virginia Commonwealth University; Stephanie Hooks, Virginia Commonwealth University*

What Matters Most in the Teaching and Learning of Argumentative Writing in High School English Language Arts Classrooms. *George E. Newell, The Ohio State University; Alan Hirvela, The Ohio State University; Helen M. Marks, The Ohio State University; Jennifer Lynn VanDerHeide, The Ohio State University; Allison Wynhoff-Olsen, Ohio State University; Jamie Rae Smith, The Ohio State University; Amy Bradley, The Ohio State University; Mark Edward Sholl, Ohio State University*

Understanding Students' Metacognitive Reflections About Their Writing. *Michael Harten, Boston University; Mary H. Shann, Boston University*

Improving the Writing Skills of Bachelor's and Master's Students in Education. *Mary H. Shann, Boston University; Michael Harten, Boston University*

Division and SIG Posters

69.056. Poster Session 20; Poster Session

69.056-1. Division E Human Development Poster Session. Division E - Counseling and Human Development; Poster Session
 VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

1. Clinical Utility of Cancellation on the Wechsler Intelligence Scale for Children. *Hsin-yi Chen, National Taiwan Normal University; Jianjun Zhu, Pearson*
2. Developing a Measure of Care-Efficacy. *Chris M. Ray, North Dakota State University; Kevin J. Fink, Oklahoma City Community College; Dale R. Fuqua, Oklahoma State University*
3. From Calling to Hosting: Buna as a Rite of Passage. *Jennifer A. Brinkerhoff, Brigham Young University*
4. Longitudinal Associations Between Moral Disengagement and Social Goals in Elementary School Children. *Kari Jeanne Visconti, Arizona State University; Gary W. Ladd; Becky Kochenderfer-Ladd, Arizona State University*
5. Peer and Instructor Relationships, Attachment, and Learning Improvement. *Thomas G. Reio, Florida International University; Joanne Sanders-Reio, Florida International University*
6. Schooling Experiences of Latino Immigrant Students. *Liza Renee Lizcano, Stanford University*
7. Social-Cognitive Determinants of Postsecondary Educational Choice. *Maarten Pinxten, University of Leuven; Bieke De Fraine, K.U. Leuven; Wim Van den Noortgate, Katholieke Universiteit Leuven*
8. The Relationship Between Effortful Control and Peer Victimization in Early and Middle Childhood. *Khaerannisa I. Cortes, Arizona State University; Becky Kochenderfer-Ladd, Arizona State University; Natalie Eggum, Arizona State University; Gary W. Ladd*
9. Transracial Adoptees: Searching for Birth Families and Developing Identities. *Patricia G. Ramsey, Mount Holyoke College; Danielle Godon, Mount Holyoke College; Whitney Green, Mount Holyoke College*
10. Working Memory Development and Math Outcomes: A Longitudinal Study from Preschool to Second Grade. *Maureen Hoskyn, Simon Fraser University; Souad Abdelhadi, Simon Fraser University; Seanna Takacs, Simon Fraser University; Irina Tzoneva, Simon Fraser University*

69.056-2. Quantitative Approaches to the Evaluation of Literacy Programs and Instruction for Elementary and Secondary Students. Division H

- Research, Evaluation and Assessment in Schools; Poster Session
 VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

11. Literacy and Laptops: Effects of a One-to-One Program. *Binbin Zheng, University of California - Irvine; Mark Warschauer, University of California - Irvine; George Farkas, University of California - Irvine*
12. Observing the Quality of Integrating the Arts Into Elementary School Reading Instruction. *Paul R. Brandon, University of Hawaii - Manoa; George M. Harrison, University of Hawaii - Manoa; Brian E. Lawton, University of Hawaii - Manoa*
13. Effectiveness of McGraw-Hill's Jamestown Reading Navigator in Grades 9-10: A Study of Intensive Reading Classes in Miami-Dade High Schools. *Valeriy Lazarev, Empirical Education Inc.; Denis Newman, Empirical Education Inc.; Laurel TeVelde Sterling, Empirical Education Inc.*
14. The Multilevel Relationship between the Delivery and Receipt of Literacy Instruction and Summer Learning Outcomes. *Keith Zvoch, University of Oregon; Joseph J. Stevens, University of Oregon; Christopher J. Murray, University of Oregon*
15. Does a Summer Reading Program Based on Lexiles Affect Reading Comprehension? *Chuck Wilkins, Edvance Research, Inc.; Leslie Nicole Grunden, Edvance Research, Inc.; Lauren Elizabeth Decker, Edvance Research, Inc.; Russell M. Gersten, Instructional Research Group; Sarah Jane Harris-Brasiel, Edvance Research, Inc.*
16. Principal Change Facilitator Style and Student Learning: Effects of Curriculum Quality and Teacher Implementation. *Jason Boggs, University of Nevada - Las Vegas; Jillian Cohen, University of Nevada - Las Vegas; Nicholas Nardi, University of Nevada - Las Vegas; Ralph E. Reynolds, University of Nevada - Las Vegas*

69.056-3. Research on Accountability Issues. Division H - Research, Evaluation and Assessment in Schools; Poster Session
 VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

17. Sensitivity of Value-Added School Effect Estimates to Different Outcome Measures and Model Specifications. *Bryce L. Pride, District School Board of Pasco County; John M. Ferron, University of South Florida; Robert F. Dedrick, University of South Florida; Yi-Hsin Chen, University of South Florida; Danielle V. Dennis, University of South Florida*
18. Toward Implementing a New Model for Quality and Accreditation of Schools in Gulf Countries. *Eqbal Z. Darandari, King Saud University*
19. Home Language Survey Practices in the Initial Identification of English Learners by U.S. States. *Alison L. Bailey, University of California - Los Angeles; Kimberly Reynolds Kelly, University of California - Los Angeles*
20. Examining the Relationship Between English Proficiency and NCLB (No Child Left Behind) Test Performance. *April M. Burke, Purdue University*

69.056-4. A Methodology for Mapping Social Relations Between Courses in Secondary School Contexts: Applications for Curriculum Theory, Research, and Practice. Division B - Curriculum Studies; Poster Session
 VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

21. A Methodology for Mapping Social Relations Between Courses in Secondary School Contexts: Applications for Curriculum Theory, Research, and Practice. *Joseph J. Ferrare, University of Wisconsin - Madison*

69.056-5. Conflicting Goals in Language-in-Education Planning in Singapore: Chinese Character Education as a Case. Division B - Curriculum Studies; Poster Session
 VCC, First Level, East Ballroom B; 2:15-3:45pm

69.056-6. The Discourse of Social Work and Trauma: A Critical Ethnographic Analysis of Complicity and Resistance. Division B - Curriculum Studies; Poster Session
 VCC, First Level, East Ballroom B; 2:15-3:45pm

Poster:

22. The Discourse of Social Work and Trauma: A Critical Ethnographic Analysis of Complicity and Resistance. *Tracey Pyscher, University of Minnesota*

69.056-7. Diverse Forms of Learning in Informal Settings. SIG-Informal Learning Environments Research; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

23. A Closer Look at Teachers Working at the Boundary Between Formal and Informal Science. *James F. Kiesel, California State University - Long Beach*
24. Augmented Hands-On: The Impact of Augmented Reality Technology on Informal Science Learning Behavior. *Karen J. Elinich, The Franklin Institute*
25. Informal Science Learning: The Impact of Individual Differences on Family Conversations in Museums. *Elizabeth J. Carey, Tulane University; Aimee Diane Arceneaux, Tulane University; Shananeh A. Rashidi, Tulane University; Lisa E. Szechter, Tulane University*
26. Mexican Families' Learning Outcomes From a Local Science Museum Visit: A Sociocultural Approach to Visitor Studies Research. *Adriana Briseno Garzon, The University of British Columbia*
28. Partnering With Informal Science Education Agencies to Improve K-8 Science Teacher Preparation. *Debra S. DeCastro-Ambrosetti, California State University - Fullerton; Victoria B. Costa, California State University - Fullerton; Maria C. Grant, California State University - Fullerton; Anne Amy Cox-Petersen, California State University - Fullerton*

69.056-8. Attitudes, Metacognition, and Problem Solving. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

29. How Student Beliefs Relate to Effective Metacognition and Subsequent Problem-Solving Success. *Sarah E. Nix, University of California - Berkeley*
30. Learning to Represent, Representing to Learn. *Sarah Kate Selling, Stanford University; Jo Boaler, University of Sussex*
31. Number Choices for Word Problems: How Can They Be Mobilized? *Tonia Jo Land, Drake University*
32. "Taking Up Our Space": Becoming Competent Mathematics Learners in the Mathematics Classroom. *Victoria M. Hand, University of Colorado - Boulder; Stephanie A. Barr, University of Colorado - Boulder*

69.056-9. Developing Number Sense in K-8. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

33. Making Sense of Numbers: Children's Understanding of Place-Value Concept. *Winnie Wai Lan Chan, The University of Hong Kong; Terry K. Au, The University of Hong Kong; Joey Tang, The University of Hong Kong*
34. Middle Grades Students' Understanding of the Number Line Representation. *Laura J. Stutzman, The Pennsylvania State University; Peggy N. Van Meter, The Pennsylvania State University; Paul Riccomini, Clemson University*
35. Middle School Mathematics: A Study of Three Programs in South Texas. *Joanetta Ellis, American Public University System; Lori Kupczynski, Texas A&M University - Kingsville; Marie-Anne Mundy, Texas A&M University - Kingsville; Don Jones, Texas A&M University - Kingsville*
36. Teaching Rational Number Addition With Video Games: Is Within-Game Instruction and Feedback a Good Thing? *Terry P. Vendlinski, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles*

69.056-10. Effective Mathematics Teaching for Maximizing Learning Opportunities. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

37. Examining Preservice Teachers' Perspectives on Writing in the Mathematics Classroom. *Rachael Kenney, Purdue University; Melanie Shoffner, Purdue University; David Norris, Purdue University; Ileana Cortes Santiago, Purdue University*

38. What Can We Learn From Teachers Implementing FUSION (Foundations of Mathematical Understanding: Developing a Strategic Intervention on Whole Number Concepts)? Formative Evaluation of a Developing First-Grade Mathematics Intervention. *Mari Strand Cary, University of Oregon; Christian Doabler, University of Oregon; Ben Clarke, University of Oregon; Francis J. Fien, Scott K. Baker, Center on Teaching and Learning; Kathleen Jungjohann, University of Oregon; Tricia Berg, University of Oregon*

69.056-11. Mathematical Reasoning and Proof Across Grades. SIG-Research in Mathematics Education; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

39. -5 - -5 Is Like 5 - 5 = 0: Analogical Reasoning With Integers. *Laura Bofferding, Purdue University*
40. Geometric Discourse at Van Hiele Level 3: The Role of Definition and Informal Deductive Reasoning. *Sasha Wang, Boise State University; Margaret T. Kinzel, Boise State University*
41. Comprehending Leron's Structured Proofs. *Evan Fuller, University of California - San Diego; Keith Weber, Rutgers University; Juan Pablo Mejia-Ramos, Rutgers University; Kathryn Rhoads, Rutgers University; Aron Samkoff, Rutgers University*
42. Producing Proofs and Counterexamples: Strategies of Undergraduate Students. *Yi-Yin Ko, Tufts University*

69.056-12. Exploring Science Education. SIG-Science Teaching and Learning; Poster Session
VCC, First Level, East Ballroom B; 2:15-3:45pm

Posters:

43. Career Satisfaction and Success of Physical Scientists in Project Crossover. *Katherine P. Dabney, University of Virginia; Robert H. Tai, University of Virginia*
44. Evaluation of a High School Clinical Science Education Simulation. *Debra C. Burkey Piecka, Wheeling Jesuit University; Manetta Calinger, Wheeling Jesuit University; Charles A. Wood, Wheeling Jesuit University; Jackie Shia, Challenger Learning Center; Lori Kudlak, Challenger Learning Center; Barbara G. Tabachnick, California State University - Northridge*
45. Fostering Conceptual Change Using Refutational Texts. *Imelda Santos Caleon, National Institute of Education - Nanyang Technological University; R. Subramaniam, National Institute of Education - Nanyang Technological University*
46. Identifying and Reconstructing Common Cold Misconceptions. *Marcus Lee Johnson, University of Cincinnati; Mishele Breen, University of Cincinnati*
47. Science Writing Heuristic: A Writing-to-Learn Strategy and Its Effect on Student Science Achievement, Science Self-Efficacy and Scientific Epistemological View. *Nancy S. Caukin, Eagleville High School; John Mark Mark Hunter, Tennessee State University*
48. Shifting Control of Inquiry From Teachers to Students: A Teacher Designed Framework. *Carol Ann, Butler Rees, Thompson Rivers University; Jeff Lance Scott, Nipissing University*
49. Supporting Teachers to Implement Inquiry-Based Teaching in Kindergarten Science. *Loucas T. Louca, European University; Dora Tzalli, University of Cyprus; C. P. Constantinou, University of Cyprus*
50. Teachers' Self-Efficacy in Teaching Science as Inquiry and Their Classroom Practices. *Lisa Runco, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology*
51. Thinking About Literacy While Doing Science: One Elementary Classroom Teacher's Experience. *Cleti Cervoni, Salem State College*
52. Darwin's Journey: Learning Science Through Theater. *Ran Peleg, Technion - Israel Institute of Technology; Ayelet Baram-Tsabari, Technion*
53. Predicting Undergraduate Students' Beliefs About Science: An Exploratory Study Using the Thinking About Science Survey Instrument. *Craig O. Stewart, The University of Memphis; Daniel L. Dickerson, Old Dominion University; Stephanie J. Hathcock, Old Dominion University; Jennifer L. Weston, The University of Memphis; James Minogue, North Carolina State University*
54. Talking Science in the Wild: Investigating Preservice Science Educators' Argumentation Skills in a Socioscientific Context. *M Brooke Robertshaw, Utah State University; Todd Campbell, Utah State University*

55. The Digital Education Revolution: New South Wales Science Teachers' Response to Laptop Ubiquity. *Wendy S. Nielsen, University of Wollongong; Alex Miller, University of Wollongong; Garry F. Hoban, University of Wollongong*
56. Using Sociotransformative Constructivism (sTc) in the High School Classroom: A Longitudinal Teacher Professional Development Research Project. *Alberto J. Rodriguez, San Diego State University*
57. A Cross-Cultural Study of the Relationships Among Academic Self-Concept, Instrumental Motivation, Instructional Strategies, and TIMSS (Trends in International Mathematics and Science Study) 2007 Math/Science Scores. *Chong Ho Yu, Azusa Pacific University*
58. High-Quality Professional Development to Increase Elementary Teachers' Sense of Self-Efficacy in Science Teaching. *Liliane Dionne, University of Ottawa; Lorraine Savoie-Zajc, University of Quebec - Outaouais; Geneviève Paris, University of Ottawa; Christine Couture, University of Quebec - Chicoutimi; Francine L. Hart, University of Ottawa*
59. How Can Science Be Uncertain? Using Scientific Uncertainty to Engage Students in Critical Reflection. *Nancy Ruggeri, Georgia Institute of Technology*

Wednesday, 8:00 am

AERA Related Activities

70.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 2 of 2). AERA Related Activities; Workshop
Pan Pacific, Restaurant Level, Pacific Rim 1; 8:00-11:00am
Chair: *George L. Wimberly, American Educational Research Association*

Wednesday, 9:00 am

AERA Related Activities

71.010. AERA-World Educational Research Association Meeting. AERA Related Activities; Symposium
Pan Pacific, Restaurant Level, Pacific Rim 2; 9:00am to 5:30pm
Chair: *Eva L. Baker, University of California - Los Angeles*