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. Dixson, 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; Janel K. Donnor, College of William and Mary; Richard Delgado, Seattle University; Jean Stefancic, Seattle University; Daniel Gilbert Solzarano, 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
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, 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

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: Thandeeka K. Chapman, University of Wisconsin - Milwaukee; Adrienne D. Dixson, 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

### 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

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...
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: Arnetta 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

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

VCC, Second Level, East Room 10; 12:00-1:30pm
Participants:
- Neighbors, Families, and Children’s School Readiness. Maria Pia Otero, Teachers College, Columbia University; Sara Bascotonski, Yale University
- Reviewing the Field of School-Community Relations. Alan Dyson, University of Manchester; Kirstin Kerr, University of Manchester
- Leadership for Community Engagement and Collaboration: Findings From a Pilot Capacity-Building Initiative. Cory 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
- 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
Discussant: Maggie Macleure, 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
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

19.017. 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 Minoque, 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 Preservation 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.

Friday Afternoon, April 13, 2012
19.024. Advances in Longitudinal Modeling, Division D - Measurement and Research Methodology; Paper Session
Marriott Pinnacle, Third Level, Pinnacle III; 12:00-1:30pm
Chair: Lihshing Leung, 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
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 Dobmans, Maastricht University; Hetty Snellen-Balendong, Maastricht University; Marijke Van Santen-Hoeuff, Maastricht University; Ineke Wolfgan, Maastricht University; Albert Scherphiev, 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. Tari 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 LGBTQQQI (Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex) Alumni. Noah Daniel Drezer, 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. Cozette M. Grant, University of Cincinnati
Trends in Women of Color's Status in Higher Education: Opportunities Caught 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-Ramalho, The University of Texas - San Antonio
Discussant: Gaetane Jean-Marie, University of Oklahoma

19.033. Agenda Setting and Policy Formulation: Applications of Kingdom’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; Rebeccah 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
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 Pacheco, Stanford University; Stuart R. Kahl, Measured Progress
Discussant: Ash Vasudev, 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 Sosuliov, University of Delaware
Scholar-Practitioners Transform Urban Education Through Participatory Action Research. Michelle P. Collay, California State University - East Bay; Peg Winkelmann, 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. Birke, Gettysburg College; Divonna M. Steibick, 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
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. Patricks College; Zita Lysaght, St. Patricks 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. McCloskey, University of North Carolina - Greensboro; Jane E. Manweiler, University of North Carolina - Greensboro
Discussant: Jamees 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
- 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; Kyunghee 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. Lorvae Ward, CYPERUS Ltd; Lexie Barbara Grudnoff, University of Auckland; Kane Meissel, The University of Auckland; Barry Brooker, Canterbury University; Mary Simpson, University of Otago

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
- 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 Galilano; 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 Preservation Learning Spaces for Teachers. Kylie A. Pepperl, Indiana University - Bloomington; Rafe Santo, Indiana University - Learning Sciences
- Designing Activities Using Object of Activity and Its Impact on Young Children’s Representative Activities. Asmaulina 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 Haugen 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
- A Clubhouse of Their Own: A Role-Playing Game Society in Scratch
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 Poinpeau, 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: Steffine E. Pinneau, 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 Nashir, 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 Nashir, 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-Gencturk, University of Illinois at Urbana-Champaign; Sarah Theile Lubinski, 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; Rukiyah Didem Taylan, University of Missouri; Ruthmee Sears, University of Missouri - Colombia
Learning Mathematics Using Standards-Based and Traditional Curricula: An Analysis of Homework Problems. Jinyu Cai, University of Delaware; Bikai Nie, University of Delaware; John Moye, 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 Parksville; 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. Rothberg, 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 Brikich, Georgia Southern University
Paraeducators 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

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
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:
Call Them Emotions: A Teacher Training on Socio-Emotional Learning Skills. Davide Antognazza, Scuola universitaria professionale della Svizzera italiana; Luca Sciarioni, 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 Dietz Ritchaupt, University of Florida; Feng Liu, University of Florida; Prisca Rodrigues, 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:
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:
- 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 Ji 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

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 Tarabokia 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. Johnavee Campbell, University of North Carolina
- Teaching Methods and Retention: A Conversation About the Purposes of Teacher Education. Cortiss 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 Skritic, The University of Kansas; Barbara A. Bradley, The University of Kansas
- Reconnect and Recharge: Plugging New Teachers Into Support Outlets. Rita Malloy, 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 Lacriven-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 Co-Teaching 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. Pignatelli, 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 Lummis-Robinson, The University of Texas - Austin; Martha Perez, The University of Texas - Austin
- Transformational Partnerships in a University-Based Science Teacher Professional Development Project. John H. S. Wolgemuth, Colorado State University; Donna Cooper, 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 Tendol-Happey, 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
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 Viznorska, 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 L. 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-Abdol, Katzatown 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; Juhodamaseeni 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
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. Karuna R. Clemon, 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. Lofus, 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. Johanna Bolvard, 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

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. Larike Broekhorst, 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 Prezel, 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

VCC, First Level, East Ballroom A; 12:00-1:30pm
Chair: H. Sophia Han, University of South Florida
**19.058-1. Academic Success, Peer Networks, and African American Youth in Schools**, Division G - Social Context of Education; Roundtable Session

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

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. Karina 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

Chair: Maureen Ruby, Eastern Connecticut State University; Ann Anderberg, Eastern Connecticut State University

Participants:
- A Culturally Responsive Coaching Model for Culturally Responsive Teaching Practices: An Early Childhood Case Study. Jocela Pelayo, University of Southern California; Diane Mendoza, University of Southern California; Xiomara Mateo-Gavazola, University of Southern California; Giselle 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; Donald R. 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

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

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 Bull. Heath J. A. Oesterreich, New Mexico State University; Tamara Anatska, New Mexico State University; Mia Sosa-Provencio, New Mexico State University
- Sexting, 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 Mofsky, 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

Chair: Kathleen King Thorius, Indiana University - IUPUI

Participants:
- Perceptions of Disabilities Among Pacific Islanders. Katherine T. Ratcliffe, 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

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 Hameda, 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

VCC, First Level, East Ballroom C; 12:00-1:30pm
Chair: Angela Maria Lopez-Velasquez, Southern Connecticut State University
Participants:
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: Uwanney Maylor, University of Bedfordshire
Participants:
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.

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. Lenmire, 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. Leong, University of South Florida - St. Petersburg

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 Erbstein, University of California - Davis
Putting Privilege Into Relief: A Minority Student Recruitment Program at a Boarding School Summer Session. Burke Scarborough, 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; Demetrious Richmond, The University of Tennessee - Knoxville; Corey Guyton, North Carolina Central University; Tracia Nkole 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

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
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 Keisen, 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 McNacy, 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 Hoey, University of Virginia
Participants:
Through the Western gaze: Chinese History in Ontario High School World History Curriculum and textbooks, 1947 to 1990. Yewow 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 Ehier, University of Montreal; David Lefrancois, University of Quebec - Otaouais; Stephanie Demers, University of Quebec - Otaouais; Francis Dupuis-Derri, 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 Wexsell, 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. Eppler, 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 Matovichuk, Child Study Centre; Suzanne So-Har Wong, University of Alberta; Julie Gellner, University of Alberta; Santwana Sinha, Child Study Centre; Margaret Myketsynsh, 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; Sahoo 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, Wadomtools 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

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. Domnoyer, University of San Diego
Facing the Complexities of Rapport: Unraveling Myths and Misconceptions. Sehmem Cilez, 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. Janiesck, University of South Florida
Mentoring in Two Voices: An Autoethnographic Fugue. Cherryl 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
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 Seminoff, 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 Duval, 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; Kathyrn 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 Floray, University of South Florida; Nathan A. McCaughtry, 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 Ceniteio, The University of Texas - Austin; Darla M. Castelli, The University of Texas - Austin

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:

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 Callinane, The University of Texas - Austin
5. The Race between Education and Technology: The Regional Version. Haagen 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 Allemann, Baylor University; Gene Bache, 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. Rhianne Delyth Williams, University of Minnesota; Amy Lee, University of Minnesota
11. Faculty Members’ Experiences Receiving Feedback in Summative Peer Reviews of Teaching. Isabeau Antsa Iqhal, 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 Miles, 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. Ineke 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
19.064-7. 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; Cassandra 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, The University of Arkansas; Changhun Wang,Normal University; Uiheng Wang, China Higher Education Press

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; Friedris Vogel, University of Munich; Annika Goese, Tuebingen University; Frank Fischer, University of Munich; Josef Schrader, Tuebingen University

37. Implementing a Scripted Phonics Intervention Program Using Paraprosthetics. 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 Osterarg, The University of British Columbia; Chesa 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 Pappworth, The University of Sydney; Andrew J. Martin, The University of Sydney; Paul W. Ginnis, The University of Sydney; Arij Darmangarua Lien, 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; Jungen Oliva Lee, University of Washington; Katarina Gutmanova, University of Wisconsin; 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, Northwestern Illinois University

47. Cultural Identity and Multicultural Challenges: Social Studies Education in Post-Post-Democratic Taiwanese Elementary Schools. Ming-Chu Hsu, Elmira College


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:


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

Poster:

51. Two Applications of Complex Sum Scores for Diagnostic Assessment.
20.064-14. 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-Khalic, University of Illinois at Urbana-Champaign; Raymond Price, University of Illinois at Urbana-Champaign

20.064-15. 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 Co-sponsored 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

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
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
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. Vick 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 Share, Indiana University; Laura Vandergrift Middelberg, Indiana University; Russell J. Skiba, Indiana University; Choong Chung, Indiana University; Renae Azziz, Indiana University
The Active Voice: The Role of Student Voice in Promoting Students’ Engagement in School. Matthew J. Bandick, 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
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-
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 Shalar CODDINGTON, The University of Alabama; John T. Guthrie, University of Maryland
Situated 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, University of Maryland; Ana M. Taboada, George Mason University; Leila Nicole Richey, George Mason University; Jori Beck, George Mason University; Elizabeth G. STUETTEN, 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. PERVICEVICH, 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 Nasbbaum, University of Nevada - Las Vegas
Participants:
Argument-Counterargument Integration and Other Frameworks for Evaluating Arguments. Michael Nasbbaum, University of Nevada - Las Vegas
Standards for Evaluating Evidence in Arguments. Clark A. Chin, 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

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. Janiece 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 Merrienboer, Maastricht University
Determinants and Effects of the Adequacy of Learning Strategies in Self-Regulated Learning Environments. Peter H. Ludvig, University of Koblenz-Landau; Claudia H. Finkbeiner, University of Kassel
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. Willet, 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 Brausch, University of Oslo; Ivar Braten, University of Oslo
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. Schwarz, 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 Buteman, 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 Buteman, 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 Laflaw, University of Alberta; Lee Makovitchuk, Child Study Centre; Joanne O’Mara, Deakin University
Discussant: Leslie Sannee Sinkin, 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. Nevel, The Ohio State University
Participants:
Introduction. George E. Nevel, The Ohio State University
Teaching and Learning Decision Making in Argumentative Writing. Alan Havrela, The Ohio State University
A Sociocognitive Perspective on Transfer in Teaching and Learning Argumentative Writing. George E. Nevel, 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. Blome, 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 Rodota Roberts, University of Alberta; Shuyan Sun, University of Cincinnati
Discussants: Jeffrey R. Harring, University of Maryland; Robert Henson, University of Michigan; D. Betsy Mccooach, University of Connecticut

Pan Pacific, Lobby Level, Oceanview 1&2; 2:15-3:45pm
Chair: Susan Natasha Beretvas, The University of Texas - Austin; Hyewon Chung, CNU
Participants:
1. Multilevel Meta-Analysis of Single-Case Study Results: A Simulation Study. Win Van den Noortgate, Katholieke Universiteit Leuven; Mariola Mooyaert, Katholieke Universiteit Leuven; Maake Ugilje, Katholieke Universiteit Leuven; Patrick Mf Ongheena, 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
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

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; Mirk R. Kor-Ljungberg, University of Florida; Aaron M. Kuntz, The University of Alabama
Discussant: Maggie Maclure, Manchester Metropolitan University

VCC, Third Level, West Room 305; 2:15-3:45pm
Chair: Michaela J. Lopez Mares-Tamayo, University of California - Los Angeles
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. Yoss, University of California - Santa Barbara


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. Elio Gonzalez Martínez, 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 Portrait 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. Buremen, 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


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

Chair: Allyson Tintiagango-Cubales, San Francisco State University

Participants:

Ethnic Studies in Urban Schools. Allyson Tintiagango-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. Limarsys 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


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 Cortisa 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. Gusson, University of New South Wales; Taylor Webb, The University of British Columbia


The Pathway Most Travelled: Schooling and Global Dominance in the Knowledge-Based Economy. Jesse Chenes, 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


Confronting Homophobic and Transphobic Bullying in Schools. Brian Burich, 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: Kamesh 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. Bibo, 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 Utah
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. Del-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:
- 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 Gasienski, Temple University
Discussant: Terrell Lamont Strayhorn, The Ohio State University

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. Siguron Svenkerud, Baskerud 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

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:
- 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: Erek Williams, North Carolina Agricultural and Technical State University
Participants:
- Voices from Korean American Social Studies Teachers: Toward Culturally Relevant Pedagogy. Yoonjong 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 Milhocko, 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. Malevsic, 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
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
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 19k20; 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; Denise 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
20.052. 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 Corporate) of Migrant/Seasonal Head Start: “Using” Children’s Assistance Programs to Redeploy Public Funds. Gail 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. Berenike, University of Michigan; Loren Marie Marulis, University of Michigan; Noah Neilting, 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 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; Je 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 Tuebingen; Gabriel Nagy, Tuebingen University
Discussant: Martha A. Allesaht-Snider, 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: Yong Xie, Idaho State University
Participants:
Metacontextually 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 Eserley, 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 of Albany - SUNY; Temi Biderjano, Furman University
An Investigation of Mobile Learning Readiness in Higher Education. Jongjil 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:
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
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; Martín Bascopé, The Pontifical Catholic University of Chile
Discussants: Carolyn Elizabeth Barber, University of Missouri - Kansas City; Walter C. Parker, University of Washington

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-Maull, University of Pittsburgh
Coevolution of Qualitative and Symbolic Reasoning in Invention Activities.
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 Braths, 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
Storying and Reshaping Experiences: Preserving 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 Kripil, Simon Fraser University
Participants:
Rooted and Rootless, Exiled and Belonging: Campus 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. Shuffletton, 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 Yturriago, 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 Saulz, 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. Guiamo-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 Tijgelar, 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 Assignment in Large-Scale Writing Assessments Within the Context of the SAT Reasoning Test. George Engelhard, Emory University; Stephanie Anne Wind, Emory University; Jennifer L. Koblin, 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: Minora Ohtani, Kanazawa University
Participants:
Dialogic Voices in a Japanese Fourth-Grade Mathematics Classroom: A Bakhtinian Perspective. Minora Ohtani, Kanazawa University
Embodied Epistemic Claims in Educational Settings. Fritjof Sahlström,
Sheraton Wall Centre, Third Level, North Parksville; 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 UNCE 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
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. Truth-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 Ulrich, SRH Hochschule Heidelberg; Costas N. Touloumas, 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, Shaugnessy 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
The Effect of Cultural Preferences for Different Cultural Contexts on the Math Performance of African American Middle School Students. Adrian Wayne Bruce, Howard University
20.074. Mapping the Multiple Composing Spaces of Young Language Learners; Roundtable Session

Sashelle T. Thomas-Mentor Teachers’ Perceptions of Urban Schools. The Relationships Among Personality, Learning Approaches, Major Satisfaction, School Leaver Status, and Academic Success: A Longitudinal Approach. Loretta Burton, University of Southern Queensland

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


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


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 Impact of Math-Science Partnership Work on Higher Education Faculty. Brent Joseph Evans, Stanford University

College Financing as a Cultural Field: A Bourdian 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

20.075-4. 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: Rozzana 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


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 Bourdian Analysis of Money and Money Practices. Shawn 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 Pomerozy, 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

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 Kuepler, 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. Qu 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. Gaskey, 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


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 II; Roundtable Session VCC, First Level, East Ballroom C; 2:15-3:45pm Chair: Daniel T. Barney, Brigham Young University Participants: Making Art/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


20.076-4. 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. Kirschner, 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-Frang, 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


20.076-7. 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; Elaine Rubenstein-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


20.076-10. 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 Vervoordt, 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 Therraault, American Institutes for Research

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 Kylene 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. Choesung Tendhal, 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

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: 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. Shellei Witte, Florida State University; Melissa Gross, Florida State University; Don Latham, Florida State University
Supporting and Promoting School Librarians as Content Experts. 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
20.077-5. Investigating Reading Difficulties. Division II - 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. Binjara 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
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 Bug, 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

20.078-1. 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: 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

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:
- Mathematics Learning. Antionette D. Strotel, 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 Topp, Montana State University; Megan Higgs, Montana State University; John Sutton, RMC Research Corporation

VCC, Second Level, East Room 2&3; 2:15-3:45pm
Chair: Russell Almond, Florida State University
Participants:
- 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. Boughon, CTB/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
VCC, Second Level, East Room 2&3; 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. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
- Sheraton Wall Centre, Third Level, South Azure; 2:15-3:45pm

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. State, 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. Balbridge, 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, Abi 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. Botte, University of Kentucky
Participants:
Developing Instructional Tools to Assist Teachers in Implementing the Common Core State Standards for Mathematics. Angela Elizabeth Broaddus, The University of Kansas
Effects of Technology-Supported and Hands-On Units on the Mathematics Performance of Low-Achieving Middle School Students. Brian A. Botte, 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

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. Mantzicopoulo, 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. Gall, 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; Jenny Hammond, University of Nevada - Reno
Investigating Usability and User Experience With Clickers in Large Lecture Learning With Student Teachers. D. Michele Jacobson, 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:
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; Maryln G. Low, Pacific Resources for Education and Learning
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
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 Simon Salerno, University of Arizona; 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
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 Posts:
9. Writing Our Stories: An Arts-Based Approach to Building Writing Skills and Fighting Violence. Stacy Hughley Surman, The University of Alabama; Jeanie Thompson, Alabama Writers’ Forum; Tracy Smithother, 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 Riegel, Morehead State University; Kitty Belinda Warsame, Morehead State University

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 Posts:
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

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 Posts:
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. Azlina 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 Preserve Teachers’ Knowledge, Identities, and Agency. Division K - Teaching and Teacher Education; Poster Session VCC, First Level, East Ballroom B; 2:15-3:45pm Posts:
24. “Nobody Can Do This Job”: Efficacy Expectations, Emotional Exhaustion, and Burnout in Special Education Teachers. Tracy Thornadike-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; Nguik Tin 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 & Organisatie
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, Oramin 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
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’ Widening Knowledge. Heather Tiffany Hebard, University of Washington
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 Posts:
38. Knowledge Mobilization on Decision Making for School Improvement: A Peer-to-Peer Network for School Principals. Stephanie Chipin, University of Ottawa; Angus McGrory, 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

20.082-10. Enigmatic Autobiographies in Teacher Education: A Multyear 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 Multyear Study of Teacher Narratives. Phillip 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. Thorikaiden, 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 Batte son, 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; Pascale Hannele Taskinen, Leibniz Institute; Olaf Koehler, 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. How Noticing and Attending Relate to Tactical Understanding in a Physical Domain. Peter Baggetta, University of Maryland; Patricia A. Alexander, University of Maryland
53. Improving Education Through the Addition of Student Emotion Measurement. Roger S. Taylor, SUNY - College at Oswego
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. Knowing What to Regulate and Regulating What You Know: 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
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 Wisnor, The University of Memphis; Belinda Mandrell, St. Jude Children’s Research Hospital; Jami Gattuso, St. Jude Children’s Research Hospital
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 Kalfleisch, Krasnow Investigations of Developmental Learning and Behavior

Pan Pacific, Restaurant Level, Pacific Rim 1; 6:15-7:45pm
Chair: V. Scott H. Solberg, Boston 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; Hoesoon Bai, Simon Fraser University

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

VCC, Second Level, West Room 204; 6:15-8:15pm
Chairs: Susan C. Faircloth, The Pennsylvania State University; Tara Jeane 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; Eva 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 Heshol, Illinois State University; Bonnie Carol Fasarelli, 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 Wordings 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 Parkville; 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: Weiyan 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


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: Arnetha 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 Directors: 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 I. 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 108&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 Arafah, 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

29.014. We Know It Works Here: Can We Make It Work There? Presidential Session Co-sponsored 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

International Organization Sessions

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

Pan Pacific, Restaurant Level, Pacific Rim 2; 8:15-10:15am
Chair: Petros A. Pashiuris, 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 Crowley, University of Southern Queensland
- School Leaders Caught in a Discriminatory Web: Leveraging Greater Equity. Jacky Lumby, University of Southampton

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
- Exploring a New Cocktail Mix: School Principals’ Epistemological Beliefs, Context, and Leadership Practices. Petros A. Pashiuris, The Open University of Cyprus; Panayiota Koudouna, Nagios University Pafos; Athena Michaelidou, The Open University of Cyprus; Eleni Lynar, Open University of Cyprus

International Organization Sessions

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 Vanhoornout, 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 Kyno, 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
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. Kerchner, 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
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 Najarro, 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. Glynnda 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. Whittaker, 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’Halloran, 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. Pulincsar, 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 A. Bergstrom, University of Northern Colorado; Mashe Machilev, University of Northern Colorado
Learning About Aquatic Ecosystems in Middle School Classrooms. Catherine Eberbach, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University; Saparna Sinha, Rutgers University; Rebecca Jordan, Rutgers University
User-Design Approach for Problem Development in Problem-Based Learning. Hyewoo 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 Brodwinska, 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 Co-regulated Learning as Situated in Contexts: Implications for Theory, Research, and Practice, Division C - Learning and Instruction; Poster Session
Pan Pacific, Lobby Level, Oceanview 1&2; 8:15-9:45am
Chair: Deborah L. Butler, The University of British Columbia
Participants:
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
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 Nonne, The University of British Columbia; Carol Pollock, The University of British Columbia; Joanne Nakonechny, The University of British Columbia; Sylvie C. Carrier, 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 Isenberg, 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. Carrier, University of Montreal

Discussant: Allyson F. Hudwin, 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 Bung, 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 Cincinnati

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. Hoang, 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


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


Discussants: Edward W. Wolfe, Pearson; Mark R. Wilson, University of California - Berkeley

29.031. Adolescents–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 Nast, 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 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


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. Bloomer, The Ohio State University

Participants:

Introduction: Bourdieu, New Literacy Studies, and Classroom Ethnography. David M. Bloomer, The Ohio State University


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 Bicais, 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
- The Sociohistorical Development of Testing and Test Accommodations for Dynamic Multilingual Students. Jamie L. Schissel, University of Pennsylvania

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. Brown, 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

VCC, Second Level, East Room S&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
- 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
- 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

VCC, Second Level, West Room 210; 8:15-9:45am
Chair: Mary Jean Gallagher, Ontario Ministry of Education
Participants:
- How Choice Ignites Engagement and Learning in Early Primary Educators. Rachel Ryerson, Ontario Ministry of Education; Barnabas Chukwujekere Ememoga, 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
VCC, Second Level, West Room 207; 8:15-10:15am
Chair: Rebecca A. Baranowski, American Board of Internal Medicine
Participants:
- An Evaluation of Standardized Patient Performance Over Time. Crystal R. Brown, National Board of Medical Examiners; Nilsa Kahraman, National Board of Medical Examiners; Jeannette M. Sanger, National Board of Medical Examiners
- Patient 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

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

Discussant: Lehto A. Osguera, 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; Mihyoung Munsun Kim,
29.043. Assessing Diversity in Alternative Certification Programs.
Discussant: William M. Zumeta, University of Washington

Discussant: Julian Vasquez Heilig, The University of Texas - Austin

Discussant: Tyrone C. Howard, University of California - Los Angeles

Discussant: Adrienne D. Dixson, University of Illinois

29.047. Researching the Humanities in PK-12 Classrooms.
Discussant: Brad M. Maguth, The University of Akron

Participants:

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

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; Maurielli 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 Hawai‘i - Mānoa

Chair: Detra Price-Dennis, 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. Ehler, University of Minnesota
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, Ying-Tung University; Young Yuan, Ling Tung University; Chien-Fu Huang, Ling Tung University
Discussant: William M. Zumeta, University of Washington

Chair: Eduardo Henrique Diniz De Figueiredo
Participants:
Overview: The ITELL (Institute for Teachers of English Language) 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. Amy M. Markos, Arizona State University
ITELL (Institute for Teachers of English Language Learners) Quantitative Outcomes: Assessing the English Language Learner Professional Development Model. Eduardo Henrique Diniz De Figueiredo
Discussant: Luis C. Moll, The University of Arizona

Chair: Brad M. Maguth, The University of Akron
Participants:
High School Teachers’ Instruction of Writing: Negotiating Knowledge, Student Need, and Policy. Juliet Michelsen Wahlteihner, University of California - Davis
“Othering” in Elementary Social Studies: A Critical Analysis of Teacher Talk. Gisela Ernst-Slavit, 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; Sabrina N. Roseboro, University of North Carolina - Wilmington

Chair: Donyell Lakishka Roseboro, University of North Carolina - Wilmington
Participants:
Care-Sickness: Teaching With a Pedagogy of Soul. Donnell 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 Karanicha, University of South Florida; Vonzell A. Age, University of South Florida
Desegregation Pioneers: Teaching With an Epistemology of Navigation. Karen Meadows, Guilford County Schools
Discussant: Sabrina N. Ross, Georgia Southern University

Chair: Adrienne D. Dixson, 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
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. Adrienne D. Dixson, University of Illinois
Discussant: Tyrone C. Howard, University of California - Los Angeles

Chair: Eugene E. Garcia, Arizona State University
Participants:
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Chair: Donyell Lakishka Roseboro, University of North Carolina - Wilmington
Participants:
29.048. Teacher Education Policy Initiatives Committee Open Meeting. Division K - Teaching and Teacher Education; Invited Session.

Chair: Magaly Lavandez, Loyola Marymount University
Participants: Andrea K. Whittaker, Stanford University; Mary Vixie Sandy, California Commission on Teacher Credentialing; Cynthia Freeman Grutzik, Pacific Oaks College; Marye Singer-Gabella, Vanderbilt University; Suzanne M. Wilson, Michigan State University; Marilyn Cochran-Smith, Boston College


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

29.050. Examining Intergovernmental Assumptions About School Integration. Division L - Educational Policy and Politics; Paper Session.

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
Parents Involved in Community Schools, Economic Segregation, and School District Capacity to Integrate. "Douglas S. Reed, Georgetown University; Andrea Mayer, Georgetown University

29.051. Re-Imagining Researcher-Practitioner Partnerships: The Regional Educational Laboratories. Division L - Educational Policy and Politics Cosponsored with AERA Sessions; Symposium.

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


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, The European 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. Palarzy, University of California - Riverside


Chair: Sheraton Wall Centre, Fourth Level, South Galiano; 8:15-10:15am
Participants: 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; Jonathan 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 Reck, University of Arkansas; Shari J. Metcalf, Harvard University; Sabine Karine Lawless-Reljic, Ashford University


Chair: Sheraton Wall Centre, Fourth Level, South Galiano; 8:15-10:15am
Participants: Creating a Professional Identity Within Career and Technical Education. "James E. Bartlett, North Carolina State University; Janet Zaleski Burns, Georgia 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 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
The Organizational Philosophy of the Future Farmers of America: The Agrarian Tradition. "Michael J. Martin, University of Missouri - Columbia; Tracy J. Kitchel, University of Missouri

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 School 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. Obenheim, 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
Computing; Communities Researching.

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:
Déné Youth Define Community: Researching Through an Indigenous Methodology, Theorizing Through a Déné 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 Gokiert, 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 Sia Wha Makoe Ng, University of Hawaii - Manoa
Participants:
Addressing Gambling Misuse: A Kāapuna 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 Styes, York University
Understanding 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 Tomlinson 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; Y-Hui Cheng, Boise State University; Kerry L. Rice, Boise State University
Exploring Cognitive and Metacognitive Processes of Teachers in an Open-Ended Learning Environment. Hui-Chen King 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 Armsfeld, Northern Arizona University; Laura Esthela Sujo-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.

Discussants: 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

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. Tereza 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 Thesee, University of Quebec - Montreal; Paul R. Carr, Lakehead University

Discussants: Joao Menelau Paraskeva, 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. Strubhan, 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; Youngehe 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 Consequences of Academic Goal-Constructual. Jayaon Song, Korea University; Sung-II Kim, Korea University; Mimi Bong, Korea University

Students’ Achievement Goals and Identity Exploration in the Classroom Context. Miri Sinau, 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 Fixt. 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 Liu, 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. Ittaly Popov, Wageningen University; Omid Norooz, Wageningen University; Harm Biemans, Wageningen University; Dine Brinkman, Wageningen University; Martin Mulder, Wageningen University; Andrei Kaznetsov, Moscow State University of Agricultural Engineering

Cooperative Learning in Distance Learning: Research to Practice. Marie-Anne Mundy, Texas A&M University - Kingsville; Lori Kopczynski, Texas A&M University - Kingsville; Jaya Goswami, Texas A&M University - Kingsville; Vanessa Bogran 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


Learning More in Math Than Literacy: After-School Students’ Achievement Gains. Zena H. Rude, SEDS; 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:
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

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 Guattari in the Nursery: Ethnographic Mappings of Multisensory Young Gendered Becomings. Emma Renold, Cardiff University; David Mellor, Bristol University
Discussant: Maggie MacIure, Manchester Metropolitan University

29.070. Students’ Mathematical Thinking and Learning. SIG-Research in Mathematics Education; Paper Session Sheraton Wall Centre, Fourth Level, North Port McNell; 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 Yonk, 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. Weyun 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. Oesterreiche, 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:
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:
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 Hastell, 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/Adult Studies Project. SIG-Self-Study of Teacher Education Practices; Symposium VCC, Third Level, West Room 305; 8:15-9:45am
**Participants:**

Chair: Joan Elizabeth Whitehead, University of the West of England, Bristol

"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? Guruvasige (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

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**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. Koelski, 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; Morna 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. Mikaël Luciak, University of Vienna; Tirusew Teffera, Addis Ababa University

The Dangerous Politics of Difference: How Systems Produce Marginalization. Elizabeth B. Koelski, Arizona State University; Alfredo J. Artilles, Arizona State University

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**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. Macey, 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 I 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


Can Self-Determination Predict Academic Achievement for Students With Disabilities? Chummei 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

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**29.078. Developing Preserve 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 Saulasti, 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 Heffernington, Kennesaw State University

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**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. Myrh 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

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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 Maney 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; Geleama Drew Atlow, Texas State University-San Marcos; Kenyatta V. Dawson, Texas State University-San Marcos; Carl Van Aken, Texas State University-San Marcos
- Competencies for Effective School Leadership: To What Extent Are They Included in Ed.D. Leadership Programs? Jinyi Li, California State University - Northridge; Jady E. Dunlap, California State University - Northridge; Robert E. Kljadžko, California State University - Northridge; Philip J. Busche, California State University - Northridge
- What We Know to What We Do: Enhancing Cohort Culture and Learning. Dianne L. Haff, The University of West Georgia; Mary A. Hooper, The University of West Georgia; Barbara B. Kavulich, The University of West Georgia; Tanra W. Ogletree, The University of West Georgia

**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. Laik, Cook County School District 130

Participants:

- Making Sense of Equity: An Exploration of Superintendents’ Conceptions of Educational Equity. Rachel D. Kliegelman, 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-Racahh Aydrey, Tel Aviv University
- The Leadership of Agenda Setting: A Study of the Council of Chief State School Officers. Wesley Henry, University of Washington
- Centralization and Decentralization in Real Time: The Interactions of High School and District-Level Reform. M. Bruce King, University of Wisconsin - Madison; Frank F. Houts, 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 DeVooigt Van Lare, 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 Gundersen, Mariquette 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 Takeguchi, 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.
- 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
Curry, Oklahoma State 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 Cossie, Chapman University
Framing School Organizations as Complexity Systems: An Education Policy Creation and Practice Tool. Young Hyoe Joo, Dongguk University; Mark D. Hals, Hals 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:
School Leaders, Student Achievement, and Innovations: Lessons From Three Exemplars, Lynne Schrum, George Mason University; Barbara B. Levin, University of North Carolina - Greensboro
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 VCC, First Level, East Ballroom C; 8:15-9:45am
Chair: Michele D. Smith, Alliant International University
Participants:
Broadening Our Reach: The Functional Benefits of Compositive 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

29.081-1. 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: 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 Turner, 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

29.081-2. 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:

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 Denez, 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 Yocom, Liberty University
Participants:
Ethnicity, Spiritual Well-Being, and Life Satisfaction Among Immigrant Adolescents. Celeste Yuet Mai 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:
Savaging 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 Stenhagen, Virginia Commonwealth University; Jesse Senechal, Virginia Commonwealth University; Julia Vleissis, Virginia Commonwealth University; Jk Stringer, Virginia Commonwealth University
“Savage” Culture, “Civilized” Science, and the Norms of Inquiry. Scott L. Pratt, University of Oregon

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 Thieman, University of Missouri
Differences in Mentoring Experiences Across Grade Span Among Principals, Mentors, and Mentees. Rebecca K. Freit, Lamar University; Linda Reichwein Zientek, Sam Houston State University; Anthony J. Omuegbu, 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 Aziz 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 Virginia
- 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. Votz, 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 Wilcox, 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. Stotta, 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 Arculei Ruiz-Primo, University of Colorado - Denver
- Preliminary Findings From a Randomized Literacy-Integrated Science Intervention Among Low-Socioeconomic-Status Minority Middle School Students. Fahui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Iry, Sam Houston State University; Cindy Lynn Guerrero, Texas A&M University; Yinan Fan, Texas A&M University; Margaretta 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; 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; Dannielle Joy Davis, Alabama State University
- Predisposition and Preparation for Postsecondary Education: Student, Teacher, and Parent Perceptions. Poomam 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 Berch, 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 Bildungsrerum: 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. Donghin 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 Kosewicz, 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. Limury Caraballo, Teachers College, Columbia University

Habits of Whiteness: Race/Ethnicity in College and University Admissions

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; Ilia Dolmen; 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 Paccinelli, University of Miami; Sabrina Francesca Sembiante, University of Miami; Vanessa Thorrington, 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. Aukenman, Stanford University; Lorien Chambers Schuld, 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 Selttage, 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. Alexesaht-Snier, University of Georgia; Regina Suriel, University of Georgia; Bruce Gabbitas, University of Georgia; Allan S. Cohen, University of Georgia; Toun-Jeng Choi, University of Georgia
Let’s Talk About Your Lunch: A Study of Young Students’ Ideas About Food and Nutrition. Tathali Urweta-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. Stohl, 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, Maremle 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 Coli, University of Rhode Island; Donna M. Kalikowich, 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 Sandin, Illinois State University

29.088-2. 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 Hassen, California State University - Fresno; Christine Marie Montanez, California State University - Fresno
Understanding the Influence of Professional Development on History Teachers’ Pedagogical Content Knowledge. Leanne Kallmeyn, 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

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 - Los Angeles
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 Roussin, Kansas State University; Allison Coy, Kansas State University; Lester Loshcy, 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. Inkela, 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 Ayan, University of California - Los Angeles
10. Undergraduate Research Experiences: Modeling Relationships Among Program Outcomes. Omolola Adeodan, Purdue University; Ann Bessenbacher, Purdue University; Loran Carleton Parker, Purdue University; Amy L. Childress, Purdue University; Dorothy Teegarden, Purdue University; Willa Burgess, Purdue University

11. Leadership and Self-Advocacy: The Impact of a Therapeutic Equine Program. Stephanie Kartsis, University of North Carolina - Greensboro; Natsuko Takemae, University of North Carolina - Greensboro
12. Technician Training Trajectories: Employment Outcomes of Advanced Technician Education Programs. Shariika 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-Bruk, 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; Kames Gogina Swa, Texas Tech University
17. In the Heart and to the Home: M-Learning Shifts Perspectives and Professional Development for Instruction of Migrant Students in Their Context. Ivan Barron, University of Washington; Maria Mazzi, University of Washington; Ashley Varnell, University of Washington; Daria Novak, University of Washington
18. Teaching Diversity: Listening to the Voices of Multicultural Parents in South Korea. Yoon H. Lee, Temple University; Yoo-Soon 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. Currin, Rutgers University; Sharon Ryan, Rutgers University; Arianna Mangual Figueroa, Rutgers University; Nora E. Hyland, Rutgers University; Jessie H. Curtis, Rutgers University; David Grece, 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. Marlene Carol Pugh, University of Southern California; Linda P. Blanton, Florida International University
24. Efforts to Expand Undergraduate Math and Science Teacher Pipeline: Preliminary Findings About CalTeach. Heeju Jung, University of California, Office of the President; Ravinder Singh, University of California
25. 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:
26. Cultivating Reflective Practitioners in Technology Preparation: Analyses of Preservice Teachers’ Reflection on Their Technology Integration Experience. Liangyu Lu, Syracuse University; Jing Lei, Syracuse University; Yan Suo, Syracuse University
27. Image-Based Pedagogy: Enhancing Critical Reflective Practice in Teacher Education Through Teaching Technology and Image
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
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. Sooyoung Kim, Korea National Sport University; Stephen Olejnik, University of Georgia; Ji 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:

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. Jyoon 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 Zankus, 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

Goverance 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 Peacock, 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: Arnetta 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; Yentude Z. Reeves, University of California - Los Angeles

30.013. Memorial Session Honoring Robert Glaser. AERA Sessions; Invited Session

VCC, First Level, West Room 121&122; 10:35am to 12:05pm
Chairs: Eva L. Baker, University of California - Los Angeles; James W. Pellegrino, University of Illinois at Chicago; Lauren B. Resnick, University of Pittsburgh; Micheline T. Chi, Arizona State University; Erik De Corte, University of Leuven

Participants:
- Chairs:
  - Alan Lesgold, University of Pittsburgh
- Participants:
  - AERA Sessions; Invited
  - Jolanda Voogd, Springer Publishing Company
  - D. Betsy Mccoach, University of Connecticut
  - Beverly Falk, City College of New York - CUNY
  - Allana A.J. Luke, Queensland University of Technology

30.014. Meet Journal Editors: Journal Talks 1. AERA Sessions; Invited Roundtable

VCC, Second Level, West Room 201; 10:35am to 12:05pm
Participants:
- LEARNing Landscapes: Mary Stewart, LEARN; Lynn Butler-Kisner, McGill University
- Educational Management Administration & Leadership: Marianne Lagrange. SAGE Publications
- International Journal of Educational Development: Qing Gu, University of Nottingham
- Management in Education. Caroline Lock, Senior Commissioning Editor, Linda Hannmersley-Fletcher, Manchester Metropolitan University
- The Australian Educational Researcher. Jolanda Voogd, Springer Publishing Company; Jillian Anne Blackmore, Professor; Deakin University; Christine M. Halse, Deakin University
- Catholic Education: A Journal of Inquiry and Practice. Michael J. James
- New Horizons in Education. Kwok Keung HO, Lingnan University, Hong Kong; Allan A.J. Luke, Queensland University of Technology; Hak Pung Tam, National Taiwan Normal University; William Y. Wu, Hong Kong Baptist University; Guofang Wan, Ohio University
- International Journal of Qualitative Studies in Education. Elsa M. Gonzalez Y Gonzalez, Texas A&M University
- Middle Grades Research Journal. David L. Hough, Missouri State University; Vicki L. Schmitt, Logan-Rogersville Public Schools
- Journal of Curriculum and Instruction. Diane Rodriguez, East Carolina University
- The New Educator. Beverly Falk, City College of New York - CUNY
- Gifted Child Quarterly. D. Betty Mccoach, University of Connecticut; Del L. Siegle. University of Connecticut; Carolyn M. Callahan, University of Virginia
- Effective Education. Paul Conolly, Queen’s University - Belfast
- Harvard Educational Review. Monica Ng, Harvard University; Edward P. Clapp, Harvard University
- Educational Administration Quarterly. Linda E. Skrla, Texas A&M University
- Paedagogica Historica. Marc Depaepe, Catholic Universiteit Leuven; Frank Fernand Simon, Ghent University
- The Internet and Higher Education. Laurie P. Dringus, Nova Southeastern University; Ann Corney, Elsevier Inc.
- The International Journal of Critical Pegagogy. Rochelle Brock, Indiana University - Northwest; Mary Anne Drinkwater, OISE/University of Toronto; Antonio Garcia, SUNY Brockport

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. Elees, 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. Lilianna 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. Espinone-Herold, Northern Arizona University
- Discussant: Amado M. Padilla, Stanford University

International Organization Sessions


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 Indigenous 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). Margarethara 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 Roelveld, University of Amsterdam; Geert Driessen, Radboud University Nijmegen; Ineke van der Veen, University of Amsterdam; Guuske Ledoux, Universiteitsreis van 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. Gilson, 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
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 Gouldah, DePaul University
Participants:
- Locating Globalization Through the “Chutkulas” of Multilingual Children at a Suburban Indian Orphanage. Ushree Bhattacharya, University of California - Berkeley
- Deconstructing the Concept of Good Citizenship Embedded in Foreign Language Curricula in China and America. Juanjuan Zha, Utah State 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 Ileva, 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 Frye, 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; Duke 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 Gardner, University of Massachusetts - Dartmouth

Refraction Time: Making “Split” Decisions in an Online Fraction Game. Taylor Martin, The University of Texas - Austin; Carmen Julia Pietrick, 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 Arafeh, 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; Bel 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 Malych, 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 Malych, 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. Plapp, New York University
Drawing for Understanding: An Instructional Approach for Promoting Learning and Understanding. Ori Parunfs, Tel Aviv University
Tali Adar-German, Tel Aviv University; Efrat Toov Ward, Tel Aviv University
New Evidence on the Productive Failure Paradigm: Designing Instruction Based on Students’ Prior Knowledge. Katharina Sophia Westermann, Ruhr-Universität Bochum; Nikol Rommel, 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-Melo, 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 Briggemann, 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. Kulikovich, 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
The Role of Anchor Block Item Difficulty Spread on Scale Stability. Thomas P. Proctor, The College Board;Judith Antal, The College Board; Gerald J. Melican, The College Board
A New Procedure in Large-Scale Assessment Academic Growth Detection as Mixture Group Academic Growth 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:
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; Raya Vojdanfahrmi, 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 E.R. Crockle, 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
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. Division F - History and Historiography; Symposium
Fairmont Waterfront, Concourse Level, Malaspina; 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 Dephumanization 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
- 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

Fairmont Waterfront, Concourse Level, Malaspina; 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 Youn Jung 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

Chair: Anjale Devyn Welch, University of Illinois at Urbana-Champaign
Participants:
- A Mother’s Humiliation: School Organizational Violence Toward Latina Mothers. Lila D. Monzo, Chapman University
- A Violent Production: Racial Fantasies, No Child Left Behind, and Anti-Blackness. Connie Wu, 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 206; 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

VCC, Second Level, West Room 202&203; 10:35am to 12:05pm
Chairs: Cheryl 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. Adebowale 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

VCC, Second Level, West Room 204; 10:35am to 12:05pm
Chair: Jill R. van den Heuvel, CTB/McGraw-Hill LLC
Participants:
- 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
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


Using Process Analysis Techniques to Understand Students’ Learning Strategies with Computer Models. Lina Markauskiute, The University of Sydney; Michael J. Jacobson, The University of Sydney; Vylathlon 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
- 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:

- Supporting Elementary Mathematics Education in Rural Tanzanian Communities: Developing Relationships and International, Interdisciplinary, Cross-Sector Partnerships. Florence A. Glenfield, 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 Obey Okpala, Fayetteville State University; Comfort O. Okpala, North Carolina A&T State University
- Who Will Remember Your Name? Teachers and African Immigrant Students. Donzil 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: Sundeep 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. Itjie 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 Pan, 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. Brumme, University of South Florida
- English Language Learners and Mainstream Students Solving Multiple-Choice Science Items With and Without Vignette Illustrations. Rachel R. R. Kachach, TERC; Guillermo Solano-Flores, University of Colorado - Boulder

**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 Navlene 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
- “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:

- Internalized Racism and African American College Students: Implication for Academic Achievement. Robin Nicole Johnson-Ahorn, 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 Biedick, 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, Currere, 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
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 Accessible 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. Patenowski, 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:
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
Discussant: Elliot H. Weinbaum, U.S. Department of Education

VCC, Second Level, West Room 224; 10:35am to 12:05pm
Chair: Kristie Kauerz, University of Washington
Participants:
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. Elva M. Billings, San Diego State University
Successful Teachers of Latino English Language Learners. Ischel Samson, Stanford University
The Contribution of Spanish Cognate Knowledge to the Literacy Development of Latino Students in the United States. Igone Arteagotita, 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 Ructinger, SRI International; Denise Sauerteg, 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). Zhou 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 McAhe, University of Alberta; Stanley J. Varnhagen, University of Alberta; Bradford Arkison, University of Alberta
Grade-Level and Gender Differences in Learning Environment and Student Attitudes in Technology-Rich Biology Classrooms. Lisa P. Incatalupo, Curtin University; David F. Tregast, Curtin University; Rekha Bhan Koul, Curtin University
Perspectives on Boundary Crossing in an Innovative Playful Learning Environment. Marjaana Kangas, University of Helsinki; Leena Krofoks, 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 Steffe, University of Illinois at Chicago; Minjung Ryu, University of Maryland - College Park; Jason C. Yip, University of Maryland - College Park

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 - Mānoa
Longitudinal Factor Structure of General Self-Concept and Locus of Control Among High School Students. Ze Wang, University of Missouri; Ihu I. 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, Shaugnnessy 1; 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. Omwooga, San Houston State University
Implementing Quality Criteria in Designing and Conducting a Sequential Mixed-Methods Study. Natalya 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 Tashakori, University of North Texas

30.066. Motivation in Education SIG: Invited Keynote. SIG-Motivation in Education; Invited Session Marriott Pinnacle, Second Level, East Room 8&I; 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
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 F. Marriott Pinnacle, Third Level, Dundarave; 10:35am to 12:05pm
-Stillwagon, 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 Macure, Manchester Metropolitan 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 Goldstei, 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 Hanzeh, New Mexico State University
  -Alumni Relations and Development Among Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex Graduates. Noah Daniel Drezer, University of Maryland - College Park; Jay Garvey, University of Maryland
-Discussant: Genti Cowan, California State University - Sacramento

30.071. Education in a Postsecular Age. SIG-Religion and Education; Symposium
-Sheraton Wall Centre, Third Level, South Pavilion Ballroom D; 10:35am to 12:05pm
-Chair: Terry Palmer, Binghamton University - SUNY
-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 Salak, Baylor University
  -Mental Sanoe in Corporus 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

-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 Salak, Baylor University
-Mental Sanoe in Corporus 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

-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 Salis, 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

-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. Jemome Yeo, University of Washington
-Sec Generation Latoom American College Students’ Educational Aspirations: The Struggle for Individual Choice. Malaphe Phommasu, 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 Librarians; Paper Session
-VCC, Third Level, West Room 304; 10:35am to 12:05pm
-Chair: Michelle Kowalsky, University of Hawaii at Manoa
-Participants:
  -School Librarians as Partners in School Improvement: What Principals Know and Do. Loraine C. Schmetzting, Valdosta State University; Dianne Dees, Valdosta State University; Cheryl Yousse, Colquitt County High School; Alicinga Meyer; 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
-Discussant: Eddie Comeaux, The University of British Columbia

30.076. Online Learning Communities: Enhancing Undergraduate Students’ Acquisition of Information Skills. SIG-Research, Education, Information and School Librarians; Paper Session
-VCC, Third Level, West Room 304; 10:35am to 12:05pm
-Chair: Michelle Kowalsky, University of Hawaii at Manoa
-Participants:
  -School Librarians as Partners in School Improvement: What Principals Know and Do. Loraine C. Schmetzting, Valdosta State University; Dianne Dees, Valdosta State University; Cheryl Yousse, Colquitt County High School; Alicinga Meyer; 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
-Discussant: Eddie Comeaux, The University of British Columbia

Saturday Morning, April 14, 2012
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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 Shimp, 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. Lenor, The University of Texas - Austin; Pet-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:
- Intermediate Postsecondary Educational Outcomes for Adolescents With High-Incidence Disabilities Compared With Those for Nondisabled Peers. In Heek 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 Doven, 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

Discussant: Christopher J. Dede, Harvard University

30.080. Social Issues and Content Domains in Workplace Learning. SIG-Workplace Learning; Co-sponsored 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 Pirzai, University of London
- “Trades and Aides in Alberta”: Exploring Social Mobility. Alison Taylor, University of Alberta; Laura Autumn Sersage, University of Alberta; Zane Hamm, University of Alberta
- Workplace Learning opportunities: A comparison of older and younger workers. Christian Harries, Paderborn University; Anna Liza Daunert
- Social Competence in Small Firms: Fostering Workplace Learning and Performance. Thomas Lass, 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

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 Tsiolakidis, Frederick University
- Mathematical Literacy: Reading Clinicians’ Perceptions of Domain Relevance of Cognitive Comprehension Strategies. Taylor B. Clements, University of Central Florida; Michele Greigore 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
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 Olivarz, 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 Lyutikh, 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, Microagression, 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. Treena 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. Kristin Norrødahl, University of Iceland; Ingjofur 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. Upton, Queen’s University; Anna Ingjbjorg 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 Huoyin 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 Nasom, 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-Chabbin, Alverno College Participants: Empathy, Empathizing, and Empathetic Development: A Qualitative Analysis of Internet Content for Educators. Bruce Macwell, 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. Rohles-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


30.081-10. 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; Cinthia S. Salinas, The University of Texas - Austin Participants: Changing the Narrative: Dissecting Content and Structure Through Historical Thinking. Cinthia S. Salinas, The University of Texas - Austin
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: Beverly Ann Fitzpatrick, Memorial University of Newfoundland

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 Bensop, The Bishop Strachan School
Collaborative Teacher Research: Teacher Researchers Reflect on Their Experience. Judith A. Gouwens, Roosevelt University; Leilani Pao, Roosev et 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; Cleta 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’ Mathemat ic 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. Mechfeldt 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; Fathi Ulu, Abt Associates Inc.; Elizabeth J. Glennie, RTI International; John T. Wilse, 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 Examinations 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. Nokela, 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; Jennifer 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. Cerrina 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. Spoering, The Pennsylvania State University; Cristal Y. 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. Cassel 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; Alyson 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, Tsu-Chi University; Chien-Hung Chen, Dahan 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; Vanessa 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. Teker Toker, 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 Wilcoxen, 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; Shawnner; 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 Dahiya, York University

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
- Challenging Methodological Boundaries in Deaf Education. Ye Wang, Missouri State University

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. Baldon, National Institute of Education - Nanyang Technological University; James S. Damico, Indiana University


30.085. Roundtable Session 29; Roundtable Session


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. Kaora 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 Intolobhe-Chmul, 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 Banya, 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


30.087. 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 Orea; 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

30.088-2. 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
Realizing 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; Sharron 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
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. Talesky, 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. Wixman, Texas A&M University; Kayla Brazel 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. Wixman, Texas A&M University; Beverly L. Alford, Texas A&M University; Kayla Brazel Rollins, Texas A&M University; Danielle Buirrington Brown, Texas A&M University; Jacqueline R. Stillsiano, Texas A&M University - College Station
15. Correlations Between Developmental Kindergarten. Kelly A. Coughlan-Mainard, University of Washington
16. Examining Alignment Between State Science Assessment and Classroom Activities. Lynette Mar’ea McJunkin, The University of Kansas; Vicki D. Peyton, The University of Kansas; Melinda Montgomery, The University of Kansas; Kayla Sapon-Carter, The University of Kansas
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. Ting Zhang, IMT International, LLC
22. Creating the Tools for Student Success: Validation of an RI (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
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. Lataweic, 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; Shabhnaz Munawar, Western Kentucky University; Chunling Nie, 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 McClung, 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, Institute of Education - National Chiao Tung University; Chih-ming Chang, Institute 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-kyung Woo, Korea University (Brain and Motivation Research Institute)
33. The Role of Overlapping and Contradictory Information in Students’ Multiple Texts Comprehension. Wenke Morn Rogn, Yolda 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 Illinois at Urbana-Champaign
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
39. A Study of Google PLE (Personal Learning Environment) Management as the Predictor for Self-Regulation in Online Learning. Cherrng-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
46. Examining “Scientists in the Classroom” Through Systems Thinking. P. Elizabeth Pate, The University of Texas - San Antonio
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 Classrooms: Evidence That Improving Students’ Reading-to-Learn Competencies Increases Science Achievement. Phillip Herman, University of Pittsburgh; Kristen Perkins, Northwestern University; Peter Samuelson Wardrop, University of Pittsburgh
51. Rethinking Expertise in Physics: An Investigation of Expertise in High School Physics Teachers. Kara Krink, 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 Boerdering, 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 Baumziger, 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. Varghese, The University of Akron; Jaclyn Prziant 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:
Presidential Session
VCC, First Level, West Room 109&110; 12:25-1:55pm
Chair: Constance Ihor, University of Southern California
Participants: Kevin K. Kumashiro, University of Illinois at Chicago; Gary D. Rhoade, 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. Lawrence Fabian, Deninu School, Fort Resolution, Northwest Territories
Language Connections Between Schools and Communities. Angi 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 Kaleimamoowahinekapu Gall, 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 DiGiorio, 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. Edlburn, University of Wisconsin - Milwaukee
5. Educational Review. Emma Smith, University of Birmingham
7. Studies in Philosophy and Education. Gert J.J. Biesta, University of Stirling; Astrid Noodermeer, 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
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. Dirks, 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. Anos 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 Urick, The University of Texas - San Antonio; Pat A. Schroeder, Texas A&M University
Participants: Ronald H. Heck, The 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: Lauren Jarriel King, The University of Texas - Austin; Erika C. Bollock, 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
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 Rowe, Michigan State University; Olena Aydarova, Michigan State University; Keith Knoenetz, Emirates College for Advanced Education
The “Box”ing Match: Gender Identity, Positioning, and Agency in Straight Spaces. Betty Leonard, 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. Juhu 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 Hendytoyo, Centre for Strategic and International Studies; Vidhyandika Perkasa, Center for Strategic and International Studies
Discussant: Deidre Butler, St. Patrick’s College

International Organization Sessions

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

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; Aninka 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. 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 - Madison; Matthew A. Clifford, Learning Point Associates
The McREL (Mid-continent Research for Educational 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


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 Halss, 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. Prilesh, Old Dominion University; Steven M. Ross, Johns Hopkins University; Chery-Gy Yen, Old Dominion University; Elizabeth Hoag-Curhart, Old Dominion University
- Exploring Leadership Trainees’ Perceptions of Collective Learning in Schools. Chen Schechter, Bard-Ilam University
- Exploring the Artistic Elements of Leadership Effectiveness and How These Can Be Taught. Bob L. Johnson, Jr., The University of Alabama

Discussant: Donald G. Hackmann, University of Illinois


Chair: Ellen W. Eckman, Marquette University

Participants:

- Are Turkish Primary School Principals Ready for the 21st Century? Sedat Gunus, Michigan State University; Mete Akcaooglu, 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

Discussant: Billie Gustic, 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. Seungho Moon, Oklahoma State University - Stillwater
- Examination: A Survey of Self and Identity. Christopher Stropel, 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


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. Nomozi 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 Hartum, University of South Australia; Julie M. Matthews, University of the Sunshine Coast
- Indigenous Knowledge, Place, and Pedagogy. Daryl 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 Hartum, University of South Australia
- Ngaparaji Ngaparaji as a Pedagogy of Reciprocity. Simone Tur, Flinders University

Discussant: Linda T. Smith, The University of Waikato


Chair: Kalvwant Bhopal, University of Southampton

Participants:

- 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: Kalvwant Bhopal, University of Southampton


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
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. Jacquelyn 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; Jacquelyn 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 Charmy-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 Charmy-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. Bergy, Temple University; Shannon L. Fitzhugh, Temple University; Theodore W. Wills, Temple University; Mandy Kirchgesner, 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. Niefeld, 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 Schnitz, University of Koblenz-Landau
Generating Titles to Decorated Graphs. Iris Aharon, University of Haifa; Billie Eliam, University of Haifa


VCC, First Level, West Ballroom D; 12:25-1:55pm

Chairs: Barbara G. Dodd, The University of Texas - Austin; Hyeonjoo J. Oh, ETS

Participants:
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 Weidenhener, 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; Lindey 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 Starkey, 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 Allridge, 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 Radosevich, 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 Yomvoridi-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 Celèdon-Pattichis, University of New Mexico; Sandra I. Musanti, The University of Texas - Brownsville
- Aprendiendo Ciencias: Acquiring and Expanding Scientific Language and Literacy. María Antonieta Ávila, The University of Texas - Austin; Cynthia Esperanza Lima, The University of Texas - Austin
- Identity Texts: Cultivating Academic Literacy in a Newcomer Social Studies Class. María E. Franquèz, The University of Texas - Austin; Cinthia 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: Kimberly Gomez, University of California - Los Angeles


VCC, Second Level, West Room 205; 12:25-1:55pm

Chair: Huajun Zhang, Beijing Normal University

Participants:
- Exploring 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


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. Chiuwe 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. Alliga, 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; Caiven Whittington, 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:
- 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. Schenzy, 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

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
VCC, Second Level, West Room 220; 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 Hara, University of Wisconsin - Madison
Brokering Successful Professional Development of STEM Faculty and Instructors Regarding Education Research and Theory. Jana Bowmann-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 Halverson
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. Athanasas, University of California - Davis; Juliet Michelsen Waheither, 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. Xiwuen 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
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

31.048. 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:
Developing Community-Based Partnerships for Contextualized Teacher Preparation. Dakota Pawlowski, 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 Staroscik, 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. Gancel, 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 In Polshuk, 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
Chair: Catherine Ann Cameron, The University of British Columbia
Participants:
- 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 Krushelniski, University of Saskatchewan; Carolyn Brooks, University of Saskatchewan
- The Child’s Play of Adolescent Clowning. Leslie Cameron, Car thage College; Nora Didkowsky, Dalhousie University; Catherine Ann Cameron, The University of British Columbia

31.052. Alternative Technology Interfaces to Support Teaching and Learning. 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:
- OpenGesture: A Low-Cost, Easy-to-Author Application Framework for Collaborative, Gesture-, and Speech-Based Learning Applications. Marcelo Worsley, Stanford University; Paolo 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 Periathiruvadi, 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

31.053. Affordances and Constraints of Virtual Worlds for Formal and Informal Learning. SIG-Computer and Internet Applications in Education; Paper Session Sheraton Wall Centre, Fourth Level, South Granville; 12:25-1:55pm
Chair: Selen Turkay, Teachers College, Columbia University
Participants:
- Collaborative Learning in a 3D Virtual Environment. Mihwa Kim, 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

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
- Contextual Factors Influencing Canadian South Asian Young Women Selecting a Career in the Sciences. Priya Sabra Mani, University of Manitoba

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. Edit Aurora Graf, ETS
- Characterizing and Assessing Higher-Order Thinking in Reading. Peter P. Afflerbach, University of Maryland - College Park; Byeong Yoon Cho, University of Maryland - College Park; Jong-Jin Kim, University of Maryland

31.056. Extreme, Adventure, Scenario, and Game-Based Learning: The Future of Hybrid and Online Education. SIG-Cooperative Learning; 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; Minkyoung 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 Henricsson, University of Minnesota; Aaron Doering, University of Minnesota; Charles DeVaugh 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 Aoyama, 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 DeVaugh Miller, University of Minnesota; Aaron Doering, University of Minnesota; Cassandra Scharber, University of Minnesota

31.057. Advances in Cooperative Learning. SIG-Cooperative Learning; Paper Session Sheraton Wall Centre, Third Level, North Junior Ballroom B; 12:25-1:55pm
Participants:
Chair: Roger T. Johnson, University of Minnesota

Chairs: Candace M. Schlein, University of Missouri - Kansas City; Barbara Gari, SUNY - College at Oswego
Participants:
Border Crossings: Cross-Cultural Interpretations of the Professional Self. Candace M. Schlein, University of Missouri - Kansas City; Barbara Gari, 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; Jodm J. 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

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 Autonoma de la Ciudad de Mexico; 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: Marinka 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
31.065. Fiddling on the Fly: Thinking, Learning, and Designing Using Board Games. SIG-Media; Media, Culture, and Curriculum; Symposium Sheraton Wall Centre, Third Level, North Parksville; 12:25-1:55pm

Chair: Matthew W. Berkland, The University of Texas - San Antonio

Participants:
- Using Game Design to Promote Play-based Science Inquiry Learning. Kyle A. Peppeler, 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. Berkland, 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: Jasmin 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. Okpala, North Carolina A&T State University; Linda B. Hogson, North Carolina A&T State University

Negotiating Powerlessness and Power Dynamics in our Mentor-Junior Faulty 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


Chair: Cadelle Hempfield, American Institutes for Research

Participants:
- Overview of Achievement and Attainment Gaps Between Hispanic and White Students at the National Level. Cadelle Hempfield, 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. Sam Kitimoto, 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


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


Narratives of Power: Students’ Stories and Situated Practices in Real and Virtual Spaces. Sandra Schamroth Abrams, Saint John’s University; Mary Beth Schafer, Saint John’s University

Phenomenological Orienteeing, Metaphoric Mapping, Indigenous Knowing: Across Worldviews. Marlene R. Atleo, University of Manitoba

Discussant: Jerry L. Rosiek, University of Oregon


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 Certification Exam? Ying Du, American Board of Pediatrics; Linda A. Allhouse, American Board of Pediatrics


The Effects of Traditional Certification on Elementary Students’ Reading Achievement. John M. Weathers, University of Colorado - Colorado Springs; Hsiien-Yuan Hsu, National Taiwan Normal University; Melissa Tran, University of Colorado - Colorado Springs

Discussant: Jasvarro 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 Antoine Guishard, The Graduate Center - CUNY


Qualitative Research and 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


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

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. Ghoussaini, 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 Alaine Bannister, Clemson University
Professional Development for Mathematics Teachers: Examining the Impact on Knowledge and Instructional Practice. Karen A. Koehler, 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. Samantha 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 Balleggler, Texas Wesleyan University; Jenny S. Trispels, 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. Tarade, The University of Vermont
Discussant: Carolyn S. Ridouarn, University of Dayton

31.076. School Improvement in Different Contexts. SIG-School Effectiveness and School Improvement: Paper Session
Marriott Pinnacle, Third Level, Pinnacle 1; 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 Anund 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 Gooss, Catholic University of Leuven; Heidi Knipparth, Catholic University of Leuven; Beke De Fraine, K.U. Leuven; Ulrich Trautwein, Universitat Tubingen
The Estimated Effect of Catholic Schooling on Educational Outcomes using Matching Methods. Perman Gochyey, 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 Demetrou, 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

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 Tokyo
Participants:
Holistic Student Assessment: Development of a Tool to Assess Adolescents’ Resiliencies. Gil G. Noam, Harvard University; Tina Malti, University of Tokyo; 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 Tokyo; 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 Schweis, 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. Otter, 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:
### 31.079. Self-Knowledge, Metacognition, and Motivation in Preservice Teacher Education | SIG-Teaching Educational Psychology; Paper Session

**Chair:** Gloria C. Berdugo Oviedo, Universidad Tecnologica de Bolivar

**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. Voegtle, College of Saint Rose; Marguerite G. Lodico, College of Saint Rose
- Teacher’s 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

**Chair:** Carla L. Peak, University of Alberta

**Participants:**
- Language Matters: Rethinking How We Teach the Concepts “Primary Source” and “Secondary Source”. Elizabeth E. Heilmann, 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


**Chair:** Maria D. Avergianou, DePaul University

**Participants:**
- Assessing Arguments: Supporting Argumentation With Online Rubric-Based Assessment. Jingyan Lu, University of Hong Kong; Zhihong 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 Meew, The Open University of the Netherlands; Halszka Jarodzka, The Open University of the Netherlands; Saskia Brand-Gravel, The Open University of the Netherlands; Paul A. Kiersch, Open University of the Netherlands; Jeanno de Bock, Air-Traffic Control, the Netherlands; Jeroen J.G. Van Merrienboer, 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 Jentschke, 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**

**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**

**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. Alex 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**

**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. Qiongmin 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, 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
Self-Managing Schools and Access for Disadvantaged Students: Organizational Behavior and School Admissions in New Zealand. Christopher A. Lubinski, 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

**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
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

**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; Annalene 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
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 Jeanne 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
- Head Start Teachers’ Needs, Supports, and Practices for Including Young Children With Disabilities. Leah Schoenborg 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

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 Televsional Media: A Critical Bicultural Pedagogy Approach. Judith Estrada, University of Illinois at Urbana-Champaign

Chair: Edith A. Rasch, 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 Ahn, University of New England

Chair: Reyes L. Quezada, University of San Diego
Participants:
- 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-Professional 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 Smey, Oslo and Akershus University College of Applied Sciences; Kaeve 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 Montle, 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 Gartner, Technische Universität München, TUM School of Education; Johannes Bauer, Technische Universität München; Manfred Frenzel, 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 Opekun, 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
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 Cruse, 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 Fournage, Maastricht University; Win H. Gijseelaers, Maastricht University

31.084-4. Simulation and Technology, Division I - Education in the Professions; Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm
Chair: Eamonn Park, Johns Hopkins University

Participants:

Impact of a Poststimulation Reflective Tool on Residents’ Identification of Non-Technical 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 Uijdehaage, 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 Gullkens, 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

31.084-5. 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:


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 Ciro, University of Rhode Island; Greg McVerry, University of Connecticut; Heidi Everett-Cacopardo, University of Connecticut; Elena E. Farzandi, 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 Lat, University of Georgia; Paula J. Schwann-Fong, 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. Annette 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; Deliev Leatner, 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: Gabriella Juliana Ducamp, UVA Curry School

Participants:

Investigating Cyber-Enabled Learning Usage, Access, Achievement, and Beliefs. Tiffany Olsen, Utah State University; Brett F. Shelton, Utah State University; Todd Campbell, Utah State University


Well Meant Is Not Well Done: When Instructional Aids in Computer-Based Simulations Fail. Tim Nicholas Hoefler, 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. Oxbon, 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 Cileiz, 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; Linda 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

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. Stolta, 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:
- Measuring Learners’ Unfolding, Discrete Emotional Responses to Different Pedagogical Agent Scaffolding Strategies. Jason Matthew Harley, McGill University; François Boucher, McGill University; Roger Azevedo, McGill University

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 Lancer, Harvard University
- Thai high school students’ understanding of genes and gene expression. Nantaya Auckaraeee, 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

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:
1. Building a community of practice for reflective discussions on mathematics teaching and learning. Jonina Vaia Kristinsdottir, University of Iceland
2. Creativity and Transdisciplinary Thinking Skills Among Exceptional Teachers. Punya Mishra, Michigan State University; Danah A. Henriksen, Michigan State University
3. Cultivating teachers’ individual citizenship behavior: The role of optimism and trust. Nitza Schwabisky
4. Defeating deficit thinking: Graduate students’ perspectives of avoidance of deficit thinking. Dawn Tracey Lambeth, Valdosta State University; Ann Marie Smith, Valdosta State University
5. Teachers’ expectations of primary school children’s cognitive ability: Predictors and consequences. Tanja Gabriele Baudson, University of Trier; Franzi Preckel, University of Trier
6. The moral dimensions of teaching: A text analysis of policies on teacher ethics in China. Wung Lijia, Chinese University of Hong Kong
7. The perceptions of coteachers about their roles and responsibilities in middle school classrooms. Darrell S. Carson, Seton Hall University/New Jersey City School District; Christopher H. Tenken, Seton Hall University; Rebecca D. Cox, Seton Hall University
8. The decision to teach in urban public, urban Catholic, and Jewish schools among elite college graduates. Eran Tamir, Brandeis University
9. 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-Beishammer, University of Oulu; Doreen Cerny, University of Salzburg


12. Spiritually Centered Education and “Self That Teaches”: Early Educators’ Reflections on the Community Garden Project. Deborah S. Zarmehly, 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; 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. Anner 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 Propensit Score Matching Analysis of the Effects of Head Start for English Language Learners. Yujeong Park, University of Florida; Sangur Gurel, University of Florida; Ji Hyun Oh, University of Florida; Walter L. Leite, University of Florida

18. Classroom Behavioral Patterns of 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 Yung, University of California - Santa Barbara; Yuriaki 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; Yuriaki 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. Shans Marzoq, 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; Hideitoshi 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? Bennett E. Barron, James Madison University; Chris S. Hudleman, James Madison University; Rory Lazzowski, James Madison University; Jessica K. Flake, James Madison University; Makayla Grays, James Madison University


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. Kathryn 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. Rosenkranz, Miami-Dade County Public Schools; Linda K. Schaffzin, Barry 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 Corrmany Ornelas). SIG-Teacher as Researcher Co-sponsored 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 Testimonial of Oppression and Liberation. Rosa Mazzuret-Boyle, University of Rochester

41. Teacher Inquiries on Creative Tactics, Strategies, Graphics Organizers, and Visual Journals in the K-12 Classroom. Peter J. Gonouzosis, 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. Chavaungh Brown; Lydia Janeva Carls, AppleTree Institute for Education Innovation


44. Diagnostic Accuracy of Formative Assessments and Optimal Cutoff Scores for Prediction of High-Stakes Assessment. Tara Watkins
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 Klimler School; Chun Zhang, Fordham University; Su-Je Cho, Fordham University
52. Assessing Students' Processes of Experimentation. Markus Enden, University Duisburg - Essen
53. Can That Be Done? On Developing High-Stakes Summative Tests for Additional Formative Purposes. Guadrun Erickson, University of Gothenburg; Monica Rosen, University of Gothenburg
55. Intuitive, Criteria-Based, and Computer-Aided Grading Measures in German Biology Classes: Is It All Just Chaos? Nadine Scholmske, University of Jena; Pablo Nicoli Pinnay-Dammer, 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 Ujemieer zu Belzen, Humboldt University - Berlin

Saturday, 1:00 pm

Professional Development Courses

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: Alexandra 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 Miraczkijski, 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. Ulanoñ, California State University - Los Angeles

Chairs: Jamal Abedi, University of California - Davis; Christian J. Faltis, University of California - Davis; Todd Reitzel, American Educational Research Association

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 Arafeh, Southern Connecticut State University
Participants:
“Non Satis Scire” and the Making of a College: Historical Perspectives on Crafting Innovation in Education. Charles Longsworth, Hampshire College
“Non Satis Scire” and the Five College System: Thoughts on Innovation, Disruption, and Diversity in Higher Education. Neal Abraham, Five Colleges Incorporated
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 Arafeh, 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. Dixson, 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: Arneseth 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


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 S&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:
- Social and Cultural Experiences of First- and Second-Generation Turkish Immigrant Youth in Vancouver. Dilek Kayagul, 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

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 America: 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 Kvisenigo, 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 Bruuner, University of Luxembourg; Daniela Schallek, University of Luxembourg; Magda Chmiel, University of Luxembourg; Marius Wurlich, 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
- 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 Kvisenigo, Center for Strategic Research and Development (CESTRE)
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- 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 Kvisenigo, 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 Bruuner, University of Luxembourg; Daniela Schallek, University of Luxembourg; Magda Chmiel, University of Luxembourg; Marius Wurlich, 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; Brenda 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 Warington, 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; Demetrias Richmond, The University of Tennessee - Knoxville; Corey Guyton, North Carolina Central University; Theresa Cooper, The University of Tennessee.
33.021. 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

VCC, Second Level, West Room 215&216; 2:15-3:45pm
Chair: Nicholas Ng-A-Fook, University of Ottawa
Participants:
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&E20; 2:15-3:45pm
Participants: Michelle Renee, Annenberg Institute for School Reform; Richard Gray, Annenberg Institute for School Reform; Kevin G. Werner, 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 Yekeman, Ghesk University; Melissa Andrea Tuyens, Ghesk University; Geert Devos, Ghesk University
The Influence of School Variables on Teacher Evaluation: Toward an Integrated Model. Melissa Andrea Tuyens, Ghesk University; Eva Yekeman, Ghesk University; Geert Devos, Ghesk University
Meaning Making and (Mis)Understanding in Postobservation Conferences. Deborah Lynn Teitelbaum, NC Center for the Advancement of Teaching
Discrepancy in Teachers’ and Principals’ Perceptions of Principal and 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 Metis/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 for Education. Njoki N. Wane, University of Toronto
Trickster Chases the Tale of Education: A Mi’kmaw Exploration of Trickster Stories and Their Relevance in Community and Educational Practices. Sylvia Moore, Lakehead University
Discussant: Bekiszew 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
Rereading Literacy 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; Jacquelyn S. Popp, University of Illinois at Chicago; Diane V. Fulklin, 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; Srikanthan 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 Giambattista, 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 Giambattista, 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 Giambattista, 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 Giambattista, 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 Giambattista, 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 Co-sponsored 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; Kaddyric Erickan, 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) Ryu, 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 Smarr, Presbyterian College
Participants:

- Conceptual Change With Refutational Maps. Qing Liu, Simon Fraser University; John Cab Eiesbet, 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. Mais, McGill University; Michael Joseph Poy, John Abbott College; Melissa Duffy, McGill University; Gregory Trevers, 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 Co-sponsored with SIG-Studying and Self-Regulated Learning; Symposium Sheraton Wall Centre, Grand Ballroom Level, North Grand Ballroom A; 2:15-3:45pm

Chair: Aadar 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 Zasho, 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. Aadar Ben-Eliyahu, University of Pittsburgh; Lisa Linnenbrink-Garcia, University of Florida
- Using Online Measures to Understand Self-Regulated Learning With Advanced Learning Technologies. Roger Azvedo, McGill University; Jason Matthew Harley, McGill University; Reza Feyzi Behnagh, McGill University; François Bouchet, McGill 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:

- IPPO: 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 Havvitschek, 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. Girlie C. Delacruz, University of California - Los Angeles
- Inquiry, Communication, Construction, and Expression Experiences for Transformative Learning in Digital Games. Mamtu Shah, Drexel University
- 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
- Spatial Cognitive Skill and Game Experience 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-Gissendanner, 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. Iriarri, University of Connecticut

Discussant: Sarah K. Silverman, TNTP

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


Discussant: Glynda A. Hull, University of California - Berkeley

33.034. The Robert L. Linn Distinguished Address. Getting Serious About Discussant: Glynda A. Hull, University of California - Berkeley

Glynda A. Hull, University of California - Berkeley

33.035. The Robert L. Linn Distinguished Address. Getting Serious About Discussant: Glynda A. Hull, University of California - Berkeley

Glynda A. Hull, University of California - Berkeley

33.036. Lessons From Below: Reshaping Southern and U.S. Educational History. Division F - History and Historiography Co-sponsored 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


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

33.037. 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:
Quiero es Poder! School-Mediated Civic Engagement and Latino Youth Citizenship Construction. Jessica Fernandez, 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 Prestige 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:

Discussant: James D. Anderson, University of Illinois at Urbana-Champaign
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

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 Hindeliter 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. Maranha, 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 Sevian, University of Massachusetts - Boston
Participants:
Reflecting on Complexity in Mathematics and Science Education Research. Wendy M. Smith, University of Nebraska - Lincoln
Impact of MSP (Math-Science Partnership)-Prepared Mathematics Specialists on Middle School Instruction and Student Success. Aimee Elliott, Virginia Commonwealth 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 Logos. 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 Uijdehaage, University of California - Los Angeles
Engineering Messaging and Female Role Models: Do They Make a World of Difference? Stephanie Rivalle, University of Colorado; Janet L. Yowell, University of Colorado; Jayne Allen, University of Colorado; Sweta Adhikary, University of Colorado; Alexander J. Archuleta, University of Colorado; Daniel W. Knight, University of Colorado; Jacqueline F. Sullivan, University of Colorado
Discussant: Glen P. Rogers, Alverno College

33.044. Advancing the Study of Student Teaching: New Literature Reviews, Co-teaching 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. Manrey, University of Toledo
Facilitating Cooperating Teachers’ and Candidates’ Understandings of Teaching and Learning Using the Co-teaching Model. Hillary Merkel, University of Portland; Jacqueline C. Wagoner, University of Portland; James B. Carroll, University of Portland; Bruce N. Weitzel, University of Portland; John L. Watze, 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. Gaunt-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
Convincing 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
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

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 7a&b; 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. Kayw 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
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. Shirell, 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; Ialing 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 Kappens, Katholieke Universiteit Leuven; Carl Lamote, Katholieke Universiteit Leuven; Ine Van Drogenbroeck, 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

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:
- 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: Danelle 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 Brewen, 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:
Founders and Financially Affiliated Directors on Charter School Boards and Their Impact on Financial Performance and Academic Achievement. Charrisie Athbagos Galosino, Columbia University Teachers College; Elf Sisi 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: Guibert 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 Scharbar, 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 Leecher, University of Minnesota; Bradford Honack, 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 Penguate, Oklahoma State University; Pasha Antonenko, Oklahoma State University
Discussant: Brent G. Wilson, University of Colorado - Denver

Chair: Bree Picower, Montclair State University
Participants:
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

Chair: Julie Gorlewski, SUNY - College at New Paltz
Participants:
After Hip-Hop Culture: Scandinavian Youth and the Self-Aesthetic Relation. Kip Kline, Lewis University
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. Serife AK, Adnan Menderes University; Woci 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 Learning 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; Kava 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 Omena 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; Deidre 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; Jeesun Jung, Ohio University - Athens
- Toddlers Engage in Problem Solving. Rosemary Gelken, 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; Sadha 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. Jorgensen, 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, Moxub 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
- Integrating Informal Education Experiences in K-12 Technology-Intense Teacher Professional Development. Cathlyn D. Stylios, 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 Ioh, 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:** Hiroo Zha 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 McNell; 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 DeLien, University of California - Los Angeles; Rand A. Engle, University of California - Berkeley; Noel D. Enyedy, University of California - Los Angeles; Victor R. Lee, Utah State University; Orit Parnas, 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; Luma Ziad Jabar, 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. Miltiello, 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
Exploiting 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 Hollingsworth, 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:
- Neuroscientific Model of Interest Development. Sung-II 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 Fontaine, 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


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, 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; Ryooung Saerk 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; Xiaoya 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 Lubianski, 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 Lubianski, University of Illinois; Yasemin Copur-Gencturk, University of Illinois at Urbana-Champaign
- Female Teachers’ Math Anxiety Impacts Girls’ Math Achievement. Nan 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 Lubianski, 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 Mingel, 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 Hussain, Teachers College, Columbia University
- School Leaders’ Cultural Responsiveness to Sikh Students and Families in Ontario Schools. Harpreet Kaur Neelam, University of Toronto - OISE
- 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. Alisha 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...

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. Touloupas, University of Nicosia; Russell L. Carson, Louisiana State University; Kim D. Mc Gregor, 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. Shownda 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. Eduative Experience in Teacher Education. SIG-Teaching Educational Psychology; Paper Session

VCC, Second Level, East Room 13; 2:15-3:45pm

Chair: Theraphab Phetmalaiuk, 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. Sherhoff, 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. Mathis, University of Colorado - Denver

Participants: Testimonials From Chicanas Motherscholar: “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-Magshual, San Francisco State University

Demystifying Myths: The Cultural Wealth of Latina Single Motherscholars. Elestia Reyes McGovern, University of California - Los Angeles; Felisha Herrera, University of California - Los Angeles

Motherscholar: Queer, Mamat, y Latina Educada. Maria Angelica Garcia, Saint Mary’s College of California

Motherscholars: Creating “Homeplace” in Academia. Shabnam Koitrama-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 Haulien 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. Milom, 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 Lanz, 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. Witzenen, 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: ECA (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.

Daniele 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; Ililana 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: Casandra 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 Veltz, 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: Yishiuun 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; Lletitia 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
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. Perauzo, University of Michigan; Marvino G. Parne, 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 Lenc, 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. Dawn 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 Libratory 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:
Holistic Education in the Public Sector: Examining Parents’ Perceptions of Waldorf Charters. Abigail Lane Larrison, University of California - San Diego; Carol VanVoorhe, California State University - San Marcos
Preparing Teachers for the Present: Exploring the Praxis of Mindful Dispositional Development in Teacher Education. Geoffrey B. Soloway, Madison

33.081-4. Indigenous Teacher Education. SIG-Indigenous Peoples of the Americas; Roundtable Session
VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Malia 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 Attraction: 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: Kimberly 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
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. Majia 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

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 Alameedajani, 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 Verdicility in Verbal Protocols of English Language Learners. Patricia 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. Alain 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. Jeynes, 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 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; Rachelle L. Owens, University of South Florida; Cheryl R. Ellerbrock, University of South Florida; Krista Lindstrom, University of South Florida; Sarah Roles-Haslup, University of South Florida
Middle School Sports Participation, Sense of School Membership, and Student Delinquency. Kevin Kurrus, North Shore High School; Stephen J. Caldas, Manhattanville College
Student Voice: Joint Work at the Boundaries of Convention in the Middle Years. Emily Jane Nelson, University of Waikato

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:
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

33.082-2. 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 TPCs (Two Forms of Technological Pedagogical Content Knowledge): Alternative Approaches Toward Integrating Desktop Documentary Making in History Classrooms. James Ervin Schult, Ohio Northern University
Advanced Placement Human Geography Students Blogging Cultural Experts for the Development of Intercultural Competence and Globality. Daniel W. Stackart, 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. Satyagupt Singh Yrk, 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; Einaiv Aizikovitsh-Udi, Using Visualizations of Mental Models as Assessment Tools for Students’ Multimedia Design and Development Skills. Sara G. Meneil, 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 Nontaya, Khon Kaen University
Understanding Achievement and Time Factors in South Korea and the United States. Susan J. Paik, Claremont Graduate University; Thomas F. Laschei, Claremont Graduate University; Wendi J. Otto, Claremont Graduate University; Loris Fagiolli, 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: Nono 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

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 Cheney, University of Oklahoma; Jorge L. Mendoca, 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. Zombo, 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 Nimon, 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? Sasoon H. Kim, Indiana University; Jurgia 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 College
Participants:
Fleeing 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.
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 school in rural Mexico. Anette Julieta Frias-Zapata, ByCENECH; Eduardo Flores-Kastanis, Universidad Autonoma de Chihuahua; Veronica Valenzuela-Muniz, ByCENECH; 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 Wollenhauer, University of Florida; Desiree 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 Finchback; 2:15-3:45pm Chair: Leslie S. Cook, Applachian State University Participants: Revision and the Pedagogical Implications of Teachers as Digital Writers. Shellie Witte, Florida State University Response and Responsibility: Exploring Student Writing Through Collaborative Inquiry. Rob Simons, 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 Finchback; 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; Jennifer J. Schneider, Professional 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. Katrina Jenni Johanna Maaranen, University of Helsinki; Riitta Jyrjama, 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-Tao Hong, National Chengchi 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. McColough, 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
33.087-10. 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. Ansa S. Evmenova, Mason University
48. Investigating Impacts of Technology-Related Teacher Professional Development Designs: A Comparative Case Study. Mimi M. Becker, 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 Esercel, 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; Yunyun 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

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

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; 4:30-6:05pm
Chairs: Edmund W. Gordon, Teachers College, Columbia University; Ezekiel J. Dixon-Romian, 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 Jurov, 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 Menduza, University of Colorado - Boulder; Adam J. York, University of Colorado - Boulder; Carrie Allen Remis, University of Colorado - Boulder; Shelley Zion, University of Colorado - Denver; Carlos Porfírio Hipólito-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 110-120; 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 Guy, 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 L. 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
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

AERA Sessions

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
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
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

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 Loisa Garrison, Vanderbilt University
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
15. Segregation Built to Last: School Construction and the Formation of Segregated Housing Patterns in the Intervar 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
23. The Importance of Contract Design and Incentives for Teachers. Jane Arnold Lincove, The University of Texas - Austin
25. The Social Infrastructure of Autism Treatments in Schools. Elizabeth McGhee-Harerrick, University of Chicago
27. Education and Social Mobility in Comparative Perspective. Fabian T. Pfeffer, University of Michigan

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:
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
Chair: April L. Peters, University of Georgia
Participants: Natasha Boskic, The University of British Columbia; Megan Coimam, 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
Discussant: David L. Paterson, University of New England

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
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
Learning In Culturally Heterogeneous Worlds: How Immigrant Parents Reinvent “Education.” Mariette Haan De, 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 Ronnie Dunsmore, The Ball Foundation
ICT (Information and Communication Technologies) Strategies and Tools for the Improvement of Instructional Supervision: The E-Supervision. Esteban Vázquez, Universidad Nacional de Educación a Distancia; Maria Luisa Sevilla, Universidad Nacional de Educación a Distancia
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; Haitian Yang, Renmin University of China; Hongyi 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 Duyar, 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: Principals 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 Springer, The University of Texas; Melissa Anne Lemke, The University of Texas - Austin; Meghan Doyer 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. Barte, 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
Necessary Commitments in the Use of Digital Film for Education Research. Saskia Stille, OISE/University of Toronto
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-
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 Pfliner 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 at Austin; Matthew W. Berland, The University of Texas at San Antonio; Tom Benton, The University of Texas at Austin
Technological Support for Reflection and Discussion of What Counts as Math. Lee Michael Martin, University of California - Davis; Pamela R. Gourlay-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 Rizek, 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
Facilitating Productive Student Dialogue in Mathematics Classrooms. Norven 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, Neopolis 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; Lub Anjani Kasuma, Erasmus University; Sofie Loyens, Erasmus University; Martine Baars, Erasmus University Rotterdam; Anita Heijtjes, 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

Chair: Patricia A. Alexander, University of Maryland

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


From the Wabash to the Hudson to the Charles. Patricia Alhjerg 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


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, DePauw University

Discussant: Kenneth J. Saltman, DePauw 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 VCC, Second Level, East Room 12; 4:05-6:05pm

Chair: Walter D. Way, Pearson; Stephen Lazer, ETS


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. Fliceck, Michael Fliceck Projects, LLC

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 Tektian, University of Illinois at Chicago  Discussants: Wim H. Gijselaers, Maastricht University; Janet Palmer Haffer, 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 Performatics: 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 Predominantly White Institutions. Jeffrii Anne 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

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 Texas - Austin; Ji-Won Son, The University of Texas - Austin
- Mathematical Work of Teaching as Content in Mathematics Teacher Education. Yeon Kim, University of Michigan; Deborah Loevenberg Ball, University of Michigan

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; Katrina 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 Priesley, 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. Piety 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 Volonino, 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. Chittoor, St. Louis University  Participants:
- Non Satis Solae Persona: The Relationships Between Personality, Cognition, and Geriatric Depression. James A. Kaut, 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, Northwestern University

Bia’s 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, Université 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.
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. Tuit, 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 Educational Experience and Kairotic Response: Implications of Parallels Between Deweyian 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 Shulini 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. Apuwait: 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 Timia, 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 Whitten, University of Canterbury; Angus Hikairo Macfarlane, University of Canterbury
Iwi and Higher Education: Beyond Consultation Toward Authentic Collaboration. Katherine Savage, Te Tapua e 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:
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, Shugahnessy 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? Yvonna S. Lincoln, Texas A&M University - College Station
Saturday Afternoon, April 14, 2012

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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 Ankeny, 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 Identity Development. Timothy J. Steng, University of Arizona  
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. Dornier, 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. Quirocho, 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 Team Building 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 Bracer, 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 Sintos 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 Sintos 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 I; 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 Religiousity 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. Tarynna 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. Huitt-Michael, Pepperdine University; Allyson Jale, 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. Thurnan 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  

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. Maria T. Magiera, Marquette University
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 McGlon Manfra, North Carolina State 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 Hoefer, 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
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:
“T’ll Take 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. Garm, Louisiana State University; Nathan A. McCaughtry, Wayne State University; Bo Shun, Wayne State University; Jeffrey Martin, Wayne State University; Marianne 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 Ollman, 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 1 & 2; 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. Guangyin Qian, Lehman College - CUNY; Yervigne 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
Discussant: Jodie A. Galosy, Knowles Science Teaching Foundation

34.066. Issues and Interventions in School Safety. SIG-Safe Schools and the Social Studies; 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 Kohn, 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. Leandria N. Parriss, Georgia State University; Chris N. Harper, Georgia State University; Kris Varjas, Georgia State University
Corporal Punishment and Student Outcomes: Misbehavior, School Value, and Aspiration. Seunghee Han, University of Missouri - Columbia; Seoung Joung 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 Galaio; 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 Olivier, 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
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 Rice, The University of Texas - Arlington; Larry Nelson, The University of Texas - Austin
- 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; Daisey 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 - Austin; 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
- 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; Chun 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 Cervar, 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 Syabhan, Arizona State University
- Fostering Systems Thinking Through Digital Storytelling in Scratch. Rafi 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 Oyen
- 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 Sarbero, University of Virginia

34.073. Race and Nation in Canadian History Education. SIG-Teaching History Cospnsored 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 Lafrencois, 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
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). Seonailgh A. MacPherson, ELSA Net; Chris David Campbell, The University of British Columbia
Empowered Migrant Mothers: A Study of One Family Literacy Program. Judith A. Gouwnes, 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 Hurten, University of Victoria
Song As Art/ographical Exploration. Danny Bakan, University of British Columbia
The Key to the Treasure: Using Metafictive 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 Shunow, 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 Chapelle, 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, Kentucky 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 Dikier, 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 Mimes, 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: Laurie 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. Harcilia 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; Harcilia 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”. Carlitne Ceulemans, University of Antwerp; Mathieu Decuyper; K.U. Leuven; Maarten Simons, Katholieke Universiteit Leuven; Elke Strauf, 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 Benzeco, OISE/University of Toronto; Nathalie Lemelin, Lower Canada College

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 Heschol, 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; Dessyine 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:


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: Heifer Bembentouty, 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 Tan, University of Toronto; Kathy 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; Seonagh 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:

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; 4:05-5:35pm
Chair: Carolyn P. Panofsky, Rhode Island College
Participants:
First-Generation College Graduates and the Discourses Needed for Academic Success. Mari Pilkuhn, 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; 4:05-5:35pm
Chair: 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 B. Price, Texas State University - San Marcos; Robert F. Beardon, Texas State University - San Marcos

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 Nelssenstuen, 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. Carlette, 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;

Leilie Chanthaphaxosan, 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 Glascock, City Year Chicago; Lauren Flengge, University of North Carolina - Greensboro; Carly Staia, 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 Michelle Takenishi, 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 Myang 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; 4:05-5:35pm
Chair: Thea Kocher, Walden University
Participants:
To Know Is Not Enough: The Transparency-Vaulted EV AAS (Education Value-Added Assessment System) Model and Its Impact on Teaching Practices. Clarin 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 Nalin Gayah-Batichasingh, The University of the West Indies; Jeremy 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-Bilibel, 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. Kiescker, 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 Ostenford - O’Brien, University of Colorado - Denver; Deanna J. Sands, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; L. Shahzad Ahmed, 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; 4:05-5:35pm
Chair: Jennifer Katz, University of Manitoba
Participants:
Authority Roles of Teachers and Students’ Achievement in Civic Knowledge and Attitudes in Secondary Schools. Benilde Garcia-Cabrera, National Autonomous University of Mexico; Susana Eguia-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; Anysia P. Mayer; University of Connecticut; Anjale DeVavon Welton, University of Illinois at Urbana-Champaign; Morgan L. Donaldson, University of Connecticut; Casey C. 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. Cavathan, 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 Alonso, 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 Buijnin, 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: Evrim 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. Dirninger, 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 Huang, Northern Illinois University; Feng Jeng, Indiana University; Peng-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
Nebraska Legislation: New Directions and Continuing Dilemmas. Deborah A. Verstegen, University of Nebraska

Financing Education: A Survey of Finance Policies and Programs Across the 50 States. Robert Charles Knoeppel, Clemson University; Deborah A. Verstegen, 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 Examination 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 Reinvestment 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 Sauvee Wundermurnen, 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? Larive Broekhorst, 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. Strohmeyer, 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. Nainaah 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; Erva 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

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. Özlem 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? Roisín 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:
“What 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 Yang, University of Wisconsin - Milwaukee; Talonda Michelle Lipsy, 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 Kalago, 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:
1. 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. Alfords, Texas A&M University; Hersh C. Waxman, Texas A&M University; Jacqueline R. Sillissano, Texas A&M University - College Station
2. 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
3. Influences on Teachers’ Instructional Practices in Writing. Sarah J. McCarthey, University of Illinois at Urbana-Champaign; Rebecca L. Woodard, University of Illinois
4. Teachers’ Perceived Expertise in Collaborative Curriculum Design. Tjark Huizinga, University of Twente; Adam Handelzalts, Universiteit Twente; Nienke Nieven, SLO - The Netherlands Institute for Curriculum Development; Joke M. Voogt, Universiteit Twente
5. Literacy Mentorship: A Professional Development Model for Literacy Strategy Instruction Across Contents. Brenna D. Towe, University at Buffalo - SUNY
6. Professionalization of Teacher Educators: The Relevance of a Knowledge Base for Teacher Educators. Saskia Attema-Noordwier, VU University Amsterdam; Jarrion Dengerink, Vrije Universiteit Amsterdam; Mieke L. Lunenberg, Vrije Universiteit Amsterdam; Fred A.J. Korthagen, Vrije Universiteit Amsterdam
7. 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:
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; Yanga-Kim Shin, Utah State University
18. Communualism 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. Riedstra, University of Minnesota; Jon R. Star, Harvard University; Danielle Nicole Dupuis, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Fumiko 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; Christina Mokher, CNA; Xitao Fan, University of Macau
22. Fourth-Grade Mathematics Teachers’ Arrangement for Homework. Rim Y.J. Lam, HISD, R&A; Shu-Ling Lai, Asia University; Chun 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 Charoenying, University of California - Berkeley; Dragan Trinic, University of California - Berkeley; Dor Abrahamson, University of California - Berkeley
27. The Role of Teachers’ Autonomy-Supportive Behaviors in Situational Interest, Self-Regulated Learning Strategies, and Mathematics Academic Achievement. Carmen Jamilla Riva, Rombion 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 DeVere Wolsey, Walden University
30. Language Learning on the Cloud: A Scene on Social Network Site. Chun-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 Lindley 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 Stember, 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 Buzzynski, 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, 5:30 pm

Presidential Sessions

36.010. Non Satis Scire: reARTiculations! Live Performance (Saturday), Presidential Session
VCC, First Level, West Room 105; 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; Yoongjung 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, Northwestern Illinois University; Jason Michael Lukasik, Northeastern Illinois University; Walter 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: Eta 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

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: Martilla D. Svinicki, The University of Texas - Austin
Participant: Future Issues in Faculty Teaching, Evaluation, and Development. William E. Cashin

VCC, Second Level, West Room 222; 6:15-8:15pm
Chair: Mischa Kauaaamuhea 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'okulaiwi
Mele Hawai'i: More Than the Sound of Music. Kamuela Makanaihiwahiwa Kimokeo, University of Hawaii

Walking Backwards Into The Future With Our Stories. Lolehawk Laura Baker, Lakehead University

“Hit the Pack”: Young Nunga Males and Rap as Resistive Transcript to Engaging 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 Parkville; 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 Cummings Mansfield, Virginia Commonwealth University; Latish Cherrie Reed, University of Wisconsin - Milwaukee; Michael Patrick O'Malley, Texas State University - San Marcos; Joanne M. Marshall, Iowa State University; Mayaa 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; 6:15-7:45pm

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

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; 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. Wuhia El-Khechen, IFS - TU Dortmund; Nele McElvany, Technical University of Dortmund; Miriam Gebauer, Technische Universitat Dortmund; Karin Guil, 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 Messor, 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, Chekamus; 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

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

Goverance 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

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. Kamashiro, 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
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. Lisa Eliot, Chicago Medical School, Rosalind Franklin University; Janet S. Hyde, University of Wisconsin - Madison
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
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, Malasipna; 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
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; Ishak 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 Duffin, 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; Moo Young 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. Hinz, 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. Cain, 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; Yasin A. Sitabkhan, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley
Learning Mathematics Through Representations: Curriculum Design.

41.021. Student Coregulation in Small-Group Learning. Division C - Learning and Instruction; Structured Poster Session Sheraton Wall Centre, Third Level, South Pavilion Ballroom A; 8:15-9:45am
Chair: Mary 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
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. Mary 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 Ariz, 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; Cheryl Sandora, University of Pittsburgh; Nancy Ariz, 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, Universitat de València Autònoma; Iwun Leenen, Mexican Institute for Family and Population Research; Pedro Hontangas, Universitat de València
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 Sumonte, James Madison University; Dena A. Pastor; James Madison University
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. Xueiming 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. Junming 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-Tao 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, Shaugnnessy 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 Wisconsin
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. Hutchenson, 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. Hutchenson, Georgia State University

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:
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 Bownwa-Gearhart, University of Kentucky; Nancy E. Mccray, 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. Dyls Schoorman, Florida Atlantic University
Teacher Assignment to English Learner Content Courses in Seven Comprehensive High Schools. Dafney Blanca Dahab, 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
Children of War? Security, Civic Education, and Democratic Learning. Sara Carpenter, OISE/University of Toronto

Participants:
Affection as Revelation: Teachers’ Assumptions About the Lives of Young Children of Immigrants. Jennifer Keys Adair, The University of Texas -
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:
Discussant: Kris D. Gutierrez, University of Colorado - Boulder

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:

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:

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:

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:

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:
Participants:
Chair: James Earl Davis, Temple University
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
Discussant: Hilda Borko, Stanford University

41.039. 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. Breadt, West Virginia University; Rick A. Breadt, 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 Roxa 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

41.038. 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
Discussant: Hilda Borko, Stanford University
Participants:
Encounters With Excellence: A Study of the Role of College Knowledge in Persistence Through the First Year of College. Faz M. Olicerene, California State University - Dominguez Hills; William Franklin, California State University - Dominguez Hills
Institutional Location and College Persistence: The Role of Urbanicity. Johnelle 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 Pizzolato, 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
Discussant: Linda Serra Hagedorn, Iowa State University

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 Munteh, University of Stavanger
Participants:
Defining Progress Variables and Measurable 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 Müller, 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 Fauskeanger, 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 Algarge, Sean F. Delaney, Mariano 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 Orlirion, 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 Harper, Texas State University - San Marcos
Induction and Mentorship Programs for Beginning Teachers: The Pan-Canadian Context. Benjamin Katsuuras, 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; Iraisema 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 Haefner, California State University - Los Angeles; Andrea P. Maxie, California State University - Los Angeles
Student Evaluation of Curriculum Content for Effective Beginning Teaching. Christopher Charles Doneen, 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 Luchlan-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 Gimbeth, 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
Discussants: 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. Nahuana 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 Piri, University of Nicosia
Discussant: Richard E. Siegesmund, Northern Illinois University

41.045. Perspectives 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 Midbouche, Texas Tech University; Erin Kostina-Ritchey, Texas Tech University
Identity Construction of Bilingual/Bilingual Teachers. Maria-Antonietta Avila, The University of Texas - Austin
A Comparison of Bilingual Education and Generalist Teachers’ Approaches to Scientific Bilingualism. Esther Victoria Garza, Texas A&M University
The Causal Relationship Between Bilingual/ESL (English as a Second Language) Teachers’ Characteristics and English Learners’ Success: AMultilevel 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 Minces, University of California - San Diego

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 Babarabsch, 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. Ndumande, 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? Yeda Rooodal Persad, Simon Fraser University
Caribbean Folklore and Folktale: A Path to Critical Consciousness in a Neo-Colonial World. Dyanis Popova, Virginia Polytechnic Institute and State University; Deborah J. Conrad, SUNY; Laurenclot Brown, Duquesne University
Culture in Educational Systems: Assumptions and Challenges. Bonnie B. Mullinix, Greenville Technical College; David Scott McCurry, Jacksonville Educational Development
Griot in the Rapso: Street Poetry in the Classroom? Dennis Conrad, State University of New York @ Potsdam; Beulah Forteau Jaakaransingh, 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
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. Su Ge 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 Characteristic? Jing Lin, University of Maryland - College Park

Teaching With Mindfulness: Pedagogy of Being-Whit 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 Darner, 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. Ivy, MDRC

Participants:

College Match Project. Robert J. Ivy, 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. Dutta, 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 Paxton, 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 Bifilco, 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 Knoeppe1, 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'u:la: 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 Wangan o Awanuiarangi

Getting to the Heart of Hawaiian: A Conversation About Indigenous Identity. Kerry Liliana Wong, University of Hawaii - Manoa; Kekailoa Perry, University of Hawaii - Manoa; L. Liliana Kanoa-Wong, University of Hawaii - Manoa

Developing Culturally Responsive Leadership: Enhancing Educational Outcomes for Maori, as Maori, in Secondary Schools. Hiné Jane Waitere, Te Whare Wangan o Awanuiarangi

Grants and Apologies Are Not Enough: Student Activism, Hawaiian Sovereignty, and Settler State Recognition. Jennifer Noeleani Goodyear-Kaipupu, University of Hawaii - Manoa

Cowboys, Indians, and Education. Celia E. Haig-Brown, York University; Helen Haig-Brown, Independent Researcher

Discussant: Leonie Pihana, Maori And Indigenous Analysis Ltd


Sheraton Wall Centre, Third Level, South Pavilion Ballroom B; 8:15-9:45am

Chair: Joanna C. Dunlap, University of Colorado - Denver
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
- 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, Université de Liège; Ariane Baye, Université de Liège

Discussant: J François 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 Png, 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 J. 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-Young Byun, The Pennsylvania State University; Bryan C. Hutchins, Center for Developmental Science
- Expectancy-Value Theory and Gendered Academic and Occupational Choices. Jacqueslyne 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
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 connectivity 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; 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. Casu Ahenakw, 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 Camcica, 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. Saneck, 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, Rooknaboch, 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. Tohn 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

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 Tintiango-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 Tintiango-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; Stacey B. Ehrlich, Consortium on Chicago School Research At The University of Chicago; Amber Sitzel 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 Marce Umansky, Stanford University; Rachel Valentin, Stanford 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:
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. Sabotnik, American Psychological Association; Robert H. Tai, University of Virginia
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 Starksdiek, 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 Quebec Universities. Stephanie 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
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; Hiler A. Spiers, 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; Chetsa Khurana, Rutgers University; Hindi L. Krinsky, Rutgers University; Christina Spieczio, 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. Nies, 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. Milhan, 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 Shareable Content Objects. Peggy Kenyon, Courseware Standards and Certification Division
Reuse of Learning/Training Materials in Industry. Don Holmes, Inmedia.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, Shaunghessy 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; Naomk K. Zigmund, 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. Yuriko 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: Omuiabu O. Ukponguko, University of Missouri - Kansas City
Participants:
The Workings of African Indigenous Education. Peter Ukpokodu, The University of Kansas
Transformative Leadership: The Kenyan Stareche Boys Model. Peter Chrisanthus Ojiamo, The University of Kansas
Harambee: A Community Effort for Social Change and Education in Kenya. Alfred Taligoola Kisubi, University of Wisconsin - Oshkosh
The Community Teacher: An African Perspective. Omuiabu O. Ukponguko, 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; Juliana 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. Rafile 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 Lotus, University of Washington
Participants:
Contextual Information and the Reading Process. Stephen B. Kacer, Washington State University - Vancouver
Learning Online? Educational Internet Use and Participation in Adult Learning, 2002 to 2010. Patrick Kiernan White, University of Leicester;
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 the Genocidal Legacy of the Hawaiian Chief’s Children’s Residential Boarding School. Julie L. Kaomen, 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 B. Faizy, Drexel University
Examining Their Educational Challenges in the Postcolonial Hawai’i. The Genocidal Legacy of the Hawaiian Chiefs’ Children’s Residential Boarding School. Julie L. Kaomen, University of Hawaii - Manoa
Gender, Parenting, and the Resourcing of Early Learning. Sue Mary Nichols, University of South Australia

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. Loflammu, McGill University; Alouss Rayyan, 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 Ruaire, University College Dublin
What’s in a Postdoctoral Research Fellowship? Discursive Framework in a Faculty of Education. Tiahu Anjani Turunan, 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. Kapferman, 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).

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. Schueler, Villanova University; Lynne A. Bercaw, California State University - Chico; Lisa M. Stockerberry, 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 Fathamta, 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 Lethushwa, 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

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. Honigfeld, Molloy College
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. McKe-Culpepper, University of Illinois/Champaign Urbana

Is Choice a Panacea? An Analysis of Black Student Attrition From Charter 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 Educate a Nation”: Black Women’s Community Othermothering and Supplementary Education. Amira Milcent 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

Demo Spheric 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:


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. Effer, 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? Jeyun Lee, Teachers College, Columbia University

The Augmented Efficacy of PBS (Positive Behavior Supports) Implementation. Jessica Djibrayan Tergat, Central Unified School District; Susan M. Tracx, 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; Kavonium 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


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 Cocreated With African American Adolescents. Mary Stone Hanley, George Mason University
Presenting Teacher Education Research Through the Graphic Novel. James F. Wogomon, 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 Winkelmann, 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

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. Kawaihara, University of Hawaii; Pauline W.U. Chinn, University of Hawaii - Manoa
Multicultural Professional Development of Elementary School Teachers of Indigenous Children. Hueli Lee, National Dong Hwa University; Chiung-Fen I. Yen, Providence University
E ke hoa, Aloha ʻĀina: 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
Environmental Education in the Era of a Changing Climate. Sameer Horwad
“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
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. Glenfield, 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 Liu, 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 Sleeves, 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 -
Sunday Morning, April 15, 2012

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:
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. Malthe M. Vajfai, 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 Hinz, 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


Sheraton Wall Centre, Third Level, South Beluga; 8:15-9:45am

Chair: Roselynn Eileen Marie Verwoerd, The University of British Columbia

Participants:
Fostering Living Inquiry Through Art/Photo/text: Unifying Findings on Participatory Artistic Quilt Making for Peace Building. Roselynn Eileen Marie Verwoerd, The University of British Columbia
Understanding Relational Pedagogy as a Practice of Democratic Education. Ofira Roll, The University of British Columbia
Making Art, Making Meaning: A Collaborative and Participative Practice. Rosemary Baud, Vancouver School Board
Life History Collage as a Method to Explore Learning, Knowing, and Meaning. Susan Seymour, Utah Valley University

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 Bairvington Brown, Texas A&M University; Beverly L. Alford, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University - College Station; Kayla Brael Rollins, Texas A&M University; Hersh C. Waxman, Texas A&M University

5. Factors Affecting STEM College Major Choices: Multilevel Structural Equation Modeling. Ahlam 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? Minch 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


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

Posters: VCC, First Level, East Ballroom B; 8:15-9:45am

14. Critical Understanding of Project-Based Learning for High School Through Participatory CinéEthnography. Scott Joseph Warren, University of North Texas; Jonathan Grutch, University of North Texas; Mary A. Fuller, University of North Texas; Brad Trussell, University of North Texas; Shelly Zha, 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; Avish 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 Nuñez, 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

Posters: VCC, First Level, East Ballroom B; 8:15-9:45am


20. Teaching Future Education Scholars: Literature Review Skills and the Doctoral Student. Melynda Harrison Pitt, 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

Posters: VCC, First Level, East Ballroom B; 8:15-9:45am


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


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

Posters: VCC, First Level, East Ballroom B; 8:15-9:45am


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-II 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; Kathan Shukla, University of Houston; Julie P. Martin, Clemson University

36. Longitudinal Effects of Hispanic Students’ Stability Attractions 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,
42.003. Educational Researcher Closed Editorial Board Meeting. AERA Governance; Governance Session
Pan Pacific, Lobby Level, Crystal Pavilion B; 10:35am to 12:05pm
Chair: 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 Peacock, 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

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
Participants:
Gateway 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 Cospowered With 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 J 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 Allaro, 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 Sera 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 Collison 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. Qiongqiung 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; Jean deLugt, Queen’s University; Lorraine Godden, Queen’s University; Marcea Ingersoll, Queen’s University; Peter Chin, Queen’s University; Joan Yversn Dalbousie University
Supporting Educational Success for Aboriginal Students: Identifying Key Influences. Jessica Whitey, University of Ottawa

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. Skrka, 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; Jie Park, Seoul national University; Jiyoung Kang, Seoul National University; Kyunghee 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
Chair: 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
Settler Colonialism in the Tsenacomacah: 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:
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; Nancylee Rodenberg Bergery, 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
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 Haun, WestEd; Kimberly Vivanti, 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:
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: Xujing 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. Xufeng Liu, University at Buffalo - SUNY; Noemi Waigt, 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
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. Hefer, Middlebury College
Some Like It Hot: How Emotions Tinge Laypeople’s Understanding of
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 Ironic Can an Educational Innovation Be? Brodsky’s Flexible, Foldable School Desk. Marc Depauw, 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
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. Ratilfe, University of Hawaii; Eric Folk, University of Hawaii; Lillian Segal, Hawaii State Department of Education; Maatunua A. Porotetano, University of Hawaii
- Latino Students’ Transition to College and Perceptions of Future Goals. Richard P. Duran, University of California - Santa Barbara; Sugely Chaidaie, 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? Yonne 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 Kayadul, 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 VCC, 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. McCuhon, 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

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
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

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

Chair: Irena 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. Lorin Carleton Parker, Purdue University; Meghan Asak, Purdue University; Omolola Adefokun, 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

Discussant: Ying Li, Texas AM&University

42.040. College Classroom Structures and Student Engagement and Outcomes. Division J - Postsecondary Education; Paper Session

Chair: Marc P. Johnston, University of California - Los Angeles

Participants:
College Students’ Motivation and Performance in a Large Lecture-Format Geography Course. ChunMin 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? Kshama Bhupendra Hunter, UBC; Jolie A. Mayer-Smith, The University of British Columbia; David Anderson, The University of British Columbia
One Word, Two Meanings: The Lived Experiences of “Teamwork” in Virtual and Face-to-Face Student Teams. Muzrieh Saghafian, York University; Kevin O’Neill, Simon Fraser University

Discussant: Karen L. Inkelas, University of Virginia
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; Anver Segall, Michigan State University
Increasing 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. Tereje Jean Strong-Wilson, McGill University; Ingrid Johnston, University of Alberta; Lynne Wilse, 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 Shin, 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. Weinaum, 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. Ohwen 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 Surveys for Initial Teacher Education. Grant Stanley, Liverpool John Moores University; Pete Boyd, University of Cumbria
Scale Functioning and Licensure Invariance of the Student Teaching Exit Survey: A Rasch Analysis. Noela A. Haughton, 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 Mek, 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
Netvork Analysis and Knowledge Advancement. Jun Oshima, Shizuoka University; Ritsuko Oshima, Shizuoka University; Yoshiaki Matsuzawa, Shizuoka University; Yusuke Niibara, 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, Izunzu Yil University; Mustafa Sani 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. Jianjuan Zha, Utah State University
Human Rights Education Without a Notion of Rights? An Examination of the Japanese Case. Yuka Kitayama, Nagoya University
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:
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

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. Harley, 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
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 Gazman-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-Anne Episkewen, 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 Atsay, 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
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. Coner, 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. Grisson, 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; Curtiss Anthony Brewer, Clemson University; Jane Clark Lindle, Clemson University; Robert Charles Knoepfel, 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. Nunery, Old Dominion University; Cherno-July Yen, Old Dominion University; Steven M. Ross, Johns Hopkins University; Shana L. Pribesh, Old Dominion University; Elizabeth Hoag-Carhart, Old Dominion 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
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 Issa-Lahera, 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, Third Level, West Room 3; 10:35am to 12:05pm
Chair: Karen Lamb, Bucknell University
Participants:
Effect of Changes of Learning Environment on Student Achievement and Academic Self-Concept. Chi-Ning Chang, National Taiwan Normal University; Li-ying 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. Wohlmi, 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

Discussant: Robert A. Hopp, University of Massachusetts - Boston
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. Xiaoxing Chen, SUNY - College at Fredonia


Discussant: Anna 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; Ting-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. MarlRowe Mager; Haywood Community College; Steven Talmadge Heevelt, 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 Uzumer Smith, Indiana University of Pennsylvania; Jason Vickers, University at Albany - SUNY; Mary Gozza-Cohen, Marist College; Shou-Bang Jian, University at Albany - SUNY; Alexand 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; Lenorke 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 Rumpelt, 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 Britch, Georgia Southern University

Participants:
Marginalized Youth and Civic Engagement: Insights Offered by Urban Youth on Community, Responsibility, and Citizenship. Konstantine Kyracopoulos, 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. Patricks 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 J. Robbins, Virginia Polytechnic Institute and State University

Discussant: Paula McAvo, 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:

Literacy Achievement of Deaf Learners With Cochlear Implants. Connie C. Mayer, York University; Peter Papolitis, Atlantic Provinces Special Education Authority; Pam Millett, York University


Research on Writing Development in Young Deaf and Hard-of-Hearing Children. Cheri Williams, University of Cincinnati; Connie C. Mayer, York University

Discussant: Tame 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 Blossom, Georgia State University

Transformational Partnership: An Appreciative Inquiry Approach
42.072. Fostering Service-Learning Initiatives. SIG-Service-Learning & Experiential Education; Paper Session
Sheraton Wall Centre, Third Level, North Parkville; 10:35am to 12:05pm
Chair: Eunjung Chu, Miami University
Participants:
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 Lee 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 Hiroshimsa, Consultant; Patricia D. Horsch, Collaborative for Academic, Social, and Emotional Learning; Linda Lantieri, The Inner Resilience Program; Eric Schaps, Development 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 Kendall, 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. Kaly Swallowell, 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 Liu, 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
VCC, Third Level, West Room 305; 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
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 Hvumi, 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. Disrael M. Hutton, University of the West Indies; Peter Tee Haan 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 P’urépecha Town. Rebeca Mejia-Arauz, ITESO University; Maricela Correa-Chavez, Clark University; Ulrike Keyser, Universidad Pedagogica 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 Alcala, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz

Maternal Schooling and Children’s Patterns of Collaboration in a P’urépecha 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. Horn, University of Oklahoma

Participants:

Development of Tactile Test Items Using Haptic Development Research. Kay Ailcy 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 Gokiert, 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 Burststein, Southwest Institute for Families and Children; April Whaley 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 Kaleimanoowahinakapa Gallu, 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 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 Amlin Mickelson, University of North Carolina - Charlotte

Teachers in Changing Work Situation. Hadis 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:


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. Gauzy-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 Ysil-Dagi, 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 Auto, Education Northwest; Jason Greenberg Motamedi, Education Northwest
Potential Synergy: Rural School Districts and International Students. Hope Castro, Skidmore College; Alexandra Steinhauser, Skidmore College
Variations in Resource Allocation Between Rural and Nonrural Public School Districts in Minnesota. Ynniee Wan, American Institutes for Research; Heather Norbury, American Institutes for Research; Aryn C. Molefe, American Institutes for Research; R. Dean Gerderman, 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. Iskari 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 Tochin, 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 Johnstone, 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

42.079-1. 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. Routlon, 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 Prayon, 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 Martell, 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. Pilialoha: Capacity Building. SIG-Indigenous Peoples of the Pacific; Roundtable Session
VCC, First Level, East Ballroom C; 10:35am to 12:05pm
Chair: kaheaulaniakealohafaria, University of Hawaii - Manoa
Participants:
Maori Women’s Political and Cultural Convolutions: Shaping the Academy. Donna Ngaroanoa 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 Sin 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; Nindini 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:
An Integrated Approach: Students With a Learning Disability Read and Write Across Genres. Syjetlana Curvic, 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. Bagliero, 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. Jessaca 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
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: Seanus 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 Planta, 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-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. Tack 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 Fahey Lawrence, University of California; Elizabeth Juliana Pare-Blugoe, 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 Krovitz, Lexical Research; Isaac I. Bejer, ETS; Chen Li, ETS; Tenaha P. O’Reilly, ETS; Srinivasa Pillarisetti, ETS

42.079-13. Mathematics, Business, 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:


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. Kachach, 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. Hibbon, 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 Helding, 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 Aric, Indiana University

Establishing Principles for Design-Based Psychometric Theory. Anthony F. 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 “Sence” 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


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 Eganoff, 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. Betsy 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 Crenin, University
of Cambridge; Edward Mark Sellman, University of Nottingham;
Gillian McCluskey, University of Edinburgh
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 Skouli, University of Cyprus; Dora Tzialli, University of Cyprus
Student Science Teachers’ Self-Efficacy Beliefs About Teaching a
Socioscientific Issue. Ahmet Kilinc, Ahv Evren Universitesi; Tesean
Kartal, Ahv Evren Universitesi; Ozkan Gorgula, Ahv Evren Universitesi;
Dilber Bahceci, Ahv Evren Universitesi; Mutlu Pinar Demirci Guler,
Ahv Evren Universitesi; Ozlem Afacan, Ahv Evren Universitesi; Yildirim
Kasim, Ahv Evren Universitesi; Baris Ergolu, Akarsu University; Umit
Demiral, Ahv Evren Universitesi; 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;
Nigorahon Ismaillova 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 Younghood
Jackson, Appalachian State University
Participants:
“Cougardom” as Resistance: Using Michel Foucault’s Discipline Theory
To Understand Identity Construction of Aging Women. Allisa 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

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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
Patterns. Hironao Okahana, University of California at 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 Beck, 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
Jennifer L. Kohrin, 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 at 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. Malu 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
42.084-2. Teacher Knowledge and Beliefs in the Context of Schooling.

Division C - 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 Yokatis, SUNY; Jianwei Zhang, University at Albany - SUNY

18. A Comparative Study of New Chinese Language Teachers’ Socialization Into the Profession. Wenxiao 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


22. Educator Collaboration in Action Research: To Know Is Not Enough. Fred Paas, Erasmus University Rotterdam; VCC, First Level, East Ballroom B; 10:35am to 12:05pm

Posters:

23. Effective Teacher Attributes Represented in the Narratives of American and Chinese Secondary Preservice Teachers. Minghui Guo, 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 Tegner, University Duisburg - Essen; Sabrina Witte, 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 Socialization Into the Profession. Verna Lynn McDonald, University of Northern British Columbia

29. Teachers’ Expectations as a Mediator of the Relation Between Children’s Socioeconomic Status and Achievement. Sara Spybroeck; 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

34. Beliefs System and Knowledge: Analyses of Teachers’ Cognitions and Impact on Teaching. Margaretta 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 Niegel, 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; Jytosna 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; AERA 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; AERA 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: Arnetta 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. Wimerly, 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
- 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. Luther, The Ohio State University
- 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. Ermer, Purdue University; Michael M. Grant, The University of Memphis; Christopher J. Mong, Purdue University
2. Journal of Curriculum Studies. Robert E. Bootstrum, University of Southern Indiana
3. International Journal of Education Policy and Leadership. Daniel A. Laitch, Simon Fraser University; Penelope M. Earley, George Mason University
4. Journal of the Learning Sciences. Cindy E. Imelosilver, Rutgers University; Yasmin B. Kafai, University of Pennsylvania

1. Interdisciplinary Journal of Problem-Based Learning.

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. Daniellie Joy Davis, Alabama State University; Ifooma A. Amah, The University of Texas - Arlington
- “Women Like Us”: Common Themes of Struggle and Progress Among Black Women in Academia. Rema Elia 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: Norna Valenzuela, Chapman University; Dorothy Elizabeth Hines, Michigan State University
Participants: Bryan A. Brown, Stanford University; Thomas M. Philip, University of California - Los Angeles; Juny 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

VCC, First Level, West Room 11&11; 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

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. Xia 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 McClay, Fordham University
Discussant: Alex J. Bowers, The University of Texas - San Antonio

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 Scribben, 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 Scarborough, 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 Taters, OISE/University of Toronto; Nathalie Carrier, OISE/University of Toronto
The Racial Politics of Renaming an Elementary School Rosa Parks. Dr. Darius Derron Prior, 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. Megan 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

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. Baras, Georgia State University
Participants:
Wayne Au, University of Washington - Bothell
Kristen L. Baras, 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. Ferrure, 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: Retta Ugena Whitlock, Kennesaw State University
Participants:
DixieQueer: Loving, Telling, and Reconstructing the South. Retta 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...
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; Robin 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. Reni 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 Understanding in a Student-Generated Representations Activity. Orit Parrajes, Tel Aviv 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
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 Reese, Wheeling Jesuit University - Center for Educational Technologies

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 Merrienboer, 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 Matsuichi, 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; Yik F. Cheong, Emory University

Using the Many-Facet Rasch Model to Inform Standard-Setting Procedures: Setting performance standards for Advanced Placement examinations. Pamela E. Kaliski, The College Board; George Engelhard, Emory University; Deanna Lynn Morgan, The College Board; Rosemary A. Reschetar, 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-Nhuam 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


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


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 Perlestein, 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

Discussant: Vasti Torres, Indiana University

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; Gloryvée Lisa Fonsea-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
34.045. 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 Wagener, The University of British Columbia Participants: Bridging the Divide: Stepping Out With Teachers to Enact Culturally Responsive Pedagogies. Cori Lucy 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 Florida 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 State 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

34.046. 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: Sídomia 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
Preparation for Teachers: What Two Veteran Teachers 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
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 Design. 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; Michel Kaurlaender, 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. Polkoff, 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

SIG Sessions

43.048. Queer Performative Autoethnography as Antipressorative 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 Antipressorative 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; Mike 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 Høltlev, The Norwegian Centre for ICT in Education; Inger Throldsen, 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
Use of Technology in a Large School District: Perspectives From Students, Teachers, and Principals. Stacy B. Ehlich, Consortium on Chicago School Research At The University of Chicago; Susan E. Spote, 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. Marijose 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

43.054. 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


43.056. Health in Schools and Preserve 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 Majufvadze, University of Missouri; Angellar Manguvo, University of Missouri; Jiaxin He, University of Missouri; Stephen D. Whitney, University of Missouri; Salmon 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. Kulmain, Arizona State University; Donetta J. Cotton, Indiana University; Tiffany Ann Koeppel, 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 Jakobson, University of Illinois at Chicago; Krista Kutash, University of South Florida; Al Duchnowski, University of South Florida


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; Arminta Lee Jacobson, University of North Texas; Laura Nihans, 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

Chair: Joel P. Lewis, University of South Alabama
Discussant: 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: Kathleen F. Berg, University of Hawaii
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. Niemann, University of Erfurt (Germany)
Discussant: Sebnem Clesis, 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: Vincent A. Anfara, The University of Tennessee
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; Katie Rao, University of Hawaii - Manoa; Peter W. Dowrick, University of Hawaii - Manoa; Chuan Chung, University of Hawaii
- Sustainability Savvy: The Role of Invitational Theory Toward Maintaining Grant-Funded Service Programs. Kay Henser Phelps, Fort Lewis College
- The Impact of an Invitational Environment on Preschoolers with Special Needs. April Gardner-Taylor, Argosy University - Hawaii; Bobbie-Jo Mongoose-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, Third Level, West Room 219; 12:25-1:55pm
Chair: Ramon Antonio Martinez, The University of Texas - Austin
Participants:
- ¿Puras Groserías? Rethinking the Role of Profanity and Graphic Humor in Latina/o Students’ Bilingual Word Play. Ramon Antonio Martinez, The University of Texas - Austin; P. Zitalli 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
- 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

Marriott Pinnacle, Third Level, Dundarave; 12:25-1:55pm
Chair: John D. Harrison, Lincoln Memorial University
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. Soo 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. John M. Lakin, Auburn University; Diane Cardenas Elliott, Educational Testing Service; Ou Lydia Liu, ETS
Discussant: Ronn 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 Kunne, 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 Tifld, 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: Donna A. Dooling, George Mason 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. Omunotu N. Ukporoku, University of Missouri - Kansas City

Resisting Resistance: Understanding, Exploring, and Dismantling Resistance in Teacher Educator Preparation. Kenneth James Fasching-Varnier, Louisiana State University; Shirley N. Mihetwa-Sommers, Nazareth College; Christine Clark, University of Nevada - Las Vegas; Mark Brinhall-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

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


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 Lalande, Simon Fraser University

The Psychologization of the Human and Curriculum Subject: The Philosophical Roots of an Emotional Epistemology. Kathryn Eccleston, 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 Learning; 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 Zambach, 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. Tatam 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. Gijseelaers, 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 Schools Standards Outcomes. Harley Gordon Granville, Georgia State University; William L. Carlette, 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


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. Elizabethe 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 to 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 Lavaderz, Loyola Marymount University; Elvira Garcia Armas, Loyola Marymount University
Discussant: Joseph F. Johnson, San Diego State University

43.075. Reexaming 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 Pitvorec, 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. Pinnov, 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; Stephanie E. Pinneger, 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 Vanasseche, 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 Bogdaci, 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
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 Krauwec, Missouri State University; Benkia 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
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 Harmes, 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. Schraeder, 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-P Videckis, 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 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 Strauss, SUNY - College at Fredonia
Summer 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

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Loren Gayle Intolubne-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 Austen State University; Amanda M. Rudolph, Stephen F Austen 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-Claire, 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. Alia 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 F. 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. S undy 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 Saltitan, 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 Sellars, 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 Thirsdpace in the Construction of a Street Child Identity. Jamie Patrice Joaquin, 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; Saloshina Vandyayar, 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 Wilse, 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


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. Rose, 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: Denese L. Jones, Longwood University

Participants:

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
43.082-15. Research on Second Language Pedagogy. SIG-Second Language Instruction; 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

43.083-4. 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; Xiaying 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, Aoyelles 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 Schafer, Saint John’s University; Lourdes M. Rivera, Queens College - CUNY

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. Lucy Marie Rivera, University of New Mexico

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 Vaisinda, 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, Shingou 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. Wootzitz, RWTH Aachen University

Cooperative Learning and Korean EFL (English as a Foreign Language) Learners’ Self-Efficacy. Jeewhan 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. Shu-Suei Shiao, National Taichung University, Taiwan; Hsu-Ping Huang, National Taichung 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:

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


Chair: Ruchi Triumala Bhantot, 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


“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 Lenc, 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 Kathryne 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 Sull, 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


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
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: Lisa 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 Bencez, 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. AyyiKii Kiliç, Firat University; Zehra Kaya, Firat University; Selcan Sungur, Firat University; Didem Karakaya, Firat University; Selçuk 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 Denné, Portland State University; Robert William Roesser, Portland State University
The Effects of the Responsive Classroom Approach on Teacher-Student Interactions: The Importance of Implementation Fidelity. Tasha Abry, University of Virginia; Sara E. Rimm-Kaufman, University of Virginia; Ross Allen Andrew Larsen, University of Virginia

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. Forum Bluhkanwala, 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. Eddie 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
10. Reflection and Practice in After-School Tutorials as a Vehicle for Teacher Education. Tori A. Barber, University of Colorado - Boulder
12. “Your Lesson Plan Really Matters!” Preservice Teachers’ Initial Experiences With Literacy Instruction in Alternative Field Placements. Carolyn A. Groff, Monmouth University; Laurel Kristine Chehaly, 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. Lishbeth 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:
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 Riegel, Morehead State University; Anne 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

Division and SIG Posters
Sunday Afternoon, April 15, 2012

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 DFT (Differential Functioning of Items and Tests) on the Detection of Multidimensional Differential Item Functioning. Huey-Ing Tsou, National University of Tainan; Peiming Chiang, National University of Tainan
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. Denleyker, University of Iowa; Hyo Jeong Shin, University of California - Berkeley; Shunqi 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. Halting, University of South Carolina
34. Reframing Retention: New Evidence From the Elementary School Classroom on Postretention Performance. Michael A. Gottfried, Loyola Marymount University
36. Simplifying Automated Test Assembly and the Tuning of Draft Forms Through the Abstraction of Critical Item Properties. Gerald Grith, Pearson
37. The Comparison of Interrater Reliability Estimating Techniques in Assessment of Higher Order Cognitive Skills. Ozge Bilguz, Adnan Menders University; Nuri Dogan, Hacetettepe University

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 Embleton, 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 Reinhardt, 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; Yuhan 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. Myuughe Ju Kang, Ewha Womans University; Yunhee Song, Hanbat National University; Mineung Kim, Ewha Womans University; Youngran Yoo, Ewha Womans University
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; FengKee 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 Auto, Education Northwest

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: Rhoby A. Carlson, Michigan State University; Christine Renee Klieran Rodriguez, The University of British Columbia; Nicholas Daniel Hartlep, University of Wisconsin - Milwauke
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 Hawai`i - 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. Pan Pacific, Lobby Level, Crystal Pavilion A; 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 B; 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
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. Journal of International Social Studies. Beverly Milner Bisland, Queens College - CUNY
8. ICBCHE Journal. Barbara J. Johnson, Northern Illinois University
10. High Ability Studies. Kirsí 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
15. International Journal for Mentoring and Coaching in Education
45.017. GSC Division I 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 Wrin, The University of Arizona; Eliza Anne Pinnegar, University of Alberta; Sue McKenzie-Robblee, University of Alberta; Pamela A. Stevens, 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 Sunsmun, Charles Sturt University; Sandie Wong, Charles Sturt University
- Becoming a Teacher in a Challenging Circumstances: Giving Up or Sustaining Commitment? Maria A. Flores, Minho University

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. Lornna B. Williams, University of Victoria
- Aokissiwaato’p: Place and Story as Organic Curriculum. Dwayne Donald, University of Alberta

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 Hutchinson, 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

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 Théberge, 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 Théberge, Ontario Ministry of Education; David Fuford, Ontario Ministry of Education
- The Use of Evidence and Research to Differentiate and Personalize Support for Districts and Schools. David Hagen Cameron; Barnabas Chukwujiebere Emegou, 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 Emegou, 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

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:
- 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. Karp, 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 Initiating 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 Alberta
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 Chauchey 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; Anastasija 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 Trevor, McGill University; Krista R. Mui, 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

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 Pasnik, 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. Crescencia Fong, OISE/University of Toronto; Rebecca M. Cober, University of Toronto; Cheryl Ann Madeira, OISE/University of
45.030. Complicating Qualitative Data: Philosophy, Politics, and Power.
Division D - Measurement and Research Methodology Cosponsored with SIG-Qualitative Research; Paper Session
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; Pat A. Librach, 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 B. Biklen, Syracuse University; Nicole Nguyen, Syracuse University
Discussant: Susan Finley, Washington State University - Vancouver

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 Diagnostic Computerized Adaptive Testing) Item Selection. Chunjian 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 Broadier View of Early Education. Division E - Counseling and Human Development; Symposium
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
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

45.034. Charting Reform, Achieving Equity in a Diverse Nation. Division G - Social Context of Education; Symposium
Chair: Gail Sunderman, The George Washington University
Participants:
Equal Educational Opportunity: Can We Get There From Here? Robert G. Cronger, 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. Wing, Brown University

45.035. Ethnographic Perspectives on Race and (Un)Accountability. Division G - Social Context of Education; Symposium
Chair: Kysa Nygren, University of Massachusetts - Amherst
Participants:
Requirement for Entry: (Un)Accountability and Marginalization in a Community-Based Movement for School Reform. Kysa Nygren, University of Massachusetts - Amherst
Race, Reintegration and (Un)Accountability: The School-to-Prison Pipeline and Restorative Justice. Ragwish Ulthiem, 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-Binson, 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
Chair: Ellen Middagh, Mills College
Participants:
Service and Activism in the Digital Age: Supporting Youth Engagement in Public Life. Ellen Middagh, 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 Alternative 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
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 Nieswand, University of Massachusetts - Amherst; Lara Geronimo, 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; Jeffrey 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 Bronkhuizen, AdvancedED

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
- Components and Implementation Results of the Alabama Math, Science, and Technology Initiative. Jenna Lynn Zachary, 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. Jaccio, 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. Jaccio, 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. Gross, American Board of Internal Medicine

Participants:
- Cross-Classified Model of Repeat Examiner’s Ratings of Humanistic Competence in a Medical Licensure Examination. 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; Chu-Chi Fang, 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 Wächter, The Uniformed Services University of the Health Sciences; Kent DeZee, The Uniformed Services University of the Health Sciences; David Crues, The Uniformed Services University of the Health Sciences; Steven J. Durning, The Uniformed Services University of the Health Sciences

Discussant: Dorothy H. Jau, 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. Brighid 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 Yturriaga, 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 Kamnoes, Seton Hall University
- An Investigation of Factors Influencing English Language Learners’ Selection of Post-High School Pathways. Manuka M. Varghese, University of Washington; Jane 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. Gundara, University of California - Los Angeles


Chair: Etta R. Hollins, University of Missouri - Kansas City

Participants: Nancy Zimpher, State University of New York; Kenneth Howe, 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
- Educatve 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; Jeanette 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

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: Satoshi 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. Zellyne 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. Anna 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 Alexsis Stackhouse, University of Notre Dame

45.049. Getting to Bedrock: Diverse Perspectives on Emergence, Nonlinearity, and Relationality in Education. SIG-Chaos & Complexity; 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 Alhadoff-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-Confluence 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 Tofflemire, Alsoh School, Carpentieria; Julie Felix, Isla Vista School
- To “Know Thysself” Is Not Enough: Envisioning a Teaching Life through Autobiographical Narrative. Isabel Nunez, Concordia University - Chicago; Pamela J. Konkol, Concordia University; Simeon Martin Stumne, Concordia University - Chicago
- MyStory as Professional Development Tool: Does It Provide Educators With Lasting Changes One Year Later? Kylene Asher, Indiana University; Julie Marie Frye, Indiana State University
- Indigenous Education as Cultural Confluence: El Colegio de Santa Cruz de Tlatelolco. 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 Perspectives on Early Childhood Education; Symposium
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 Pedagogy: 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: Problematizing 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 Rossell, 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 Tang, University of Oxford
Vygotsky’s Contribution to English Language Arts Pedagogy in the Postwar United Kingdom. John Hardcastle, University of 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; Lian Rourke, University of Alberta
Design Fixation and Cooperative Learning Strategies in Elementary Engineering Education. Nikki Kim, Purdue University; Mariana Tafur, Purdue University; Wooi Kim, Purdue University; Ronald L. Carr, Purdue University; Yi Luo, Purdue University; Tan 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; Huueh-Hua Chuang, National Sun Yat-Sen University; Chien 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; Dilana 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 Stoe, 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 Mereuoi, 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: 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; 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. Augustine 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 Statistics; 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. Arwood, 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


Nonlinear Structural Equation Modeling With Nonnormal Data and Small Sample Sizes. Xinya Liang, Florida State University; Tanyan Yang, Florida State University

Discussion: Wei Pan, University of Cincinnati

**45.059. Spatial and Geographic Analysis in Environmental Education Research.** SIG-Environmental Education; Structured Poster Session

Chair: Kevin M. Leander, Vanderbilt University

Participants:
1. Examining Urban Planning Through GIS (Geographic Information Systems)-Based Computational Modeling. Michael Barnett, Boston College; Dennis Deby, Boston College; Sheron L. Mark, Boston College; amy Anderson, Placeways, LLC.
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

Discussion: Jan K. Nesper, The Ohio State University

**45.060. Joining Forces: The Potential of Union-Community Organization Collaborations.** SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium

Chair: Sara McAllister, 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 McAllister, 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 Catheyw Ricker, St. Paul Federation of Teachers/AFT; Michelle Renee, Annenberg Institute for School Reform

Discussion: Richard Gray, Annenberg Institute for School Reform

**45.061. Inclusion, Tracking, and Social Justice in Global Contexts.** SIG-International Studies; Paper Session

Chair: Tak C. Chan, Kenesaw State University

Participants:
Accessing Inclusive Education: Family Stories From India. Srikala Naraian, 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, Univeristat Tubingen

Teachers’ Perspectives of Inclusive Education: An International Comparative Approach. Hannu Savolainen, University of Eastern Finland; Petra Engelsbrecht, Canterbury Christ Church University; Olli-Pekka Malinen, University of Eastern Finland; Jiacheng Xu, Beijing Union University; Miron Xel, 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


Discussion: 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

Chair: Christopher Thomas, University of San Francisco

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

Chair: Barry J. Fraser, Curtin University

Participants: Kristin Shawn Huggins, Washington State University

Discussion: Kristin Shawn Huggins, Washington State University

**45.064. Learning Environments in Postsecondary Settings.** SIG-Learning Environments; Paper Session

Chair: Daniel R. Zalles, SRI International


Discussion: 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; Mathew C. Miletello, 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 Chaio, 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. Farn, University of North Texas; Mayra Olivares-Urueña, 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. Maciuv, Johns Hopkins University; Martha Abele Abele Mac Iver, Johns Hopkins University; Veronica Peleshchuk Fradlin, John 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. Here, 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 Bembenuity, 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, bMRE/Korea University; Arun Hwang, bMRE/Korea University; Mimi Bong, Korea University; Sung-II Kim, Korea University

Changes in Motivation and Affect During an Emotionally 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 Hui, George Mason University; Rebecca Cafman, 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. Linea Kristina Beckett, University of California - Santa Cruz

Queer Youth Video Making as a Space of Liberatory Possibilities: Conciençãoção 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 Mathematics: 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  
Chair: Alicia Cotabish, University of Arizona at Little Rock  
Participants:
- Access to Differentiated Math Curricula: How Do Teachers Respond?  
  - Lisa DaVia 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; Shelti 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. Firmernd, 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 Mecoach, University of Connecticut; E. Jean Gubbins; Kavan E. Rambo, Colorado State University; Lisa DaVia 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  
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  
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. Wazman, 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 Lennhoff, 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  
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; Evangeleon 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. Lindsay 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  

45.076. Wisdom, Spirituality, and Culture in Adult and Higher Education. SIG-Spirituality & Education; Workshop  
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  
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 Ellefson, 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 Yldemar Hauk Sæsbø, Kaplan Inc.

45.078. Culturally Responsive Schooling in Urban Education. SIG-Urban Learning, Teaching, and Research; Paper Session  
Chair: Jennifer Dorsey, Harvard University  
Participants:
- Culturally Responsive Teaching and Learning: Insights From an Advanced
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 at San Antonio; Lorena Claesys, The University of Texas - San Antonio
Charter Schools at the Extremes of School Performance: Knowing, Understanding, and Confronting Major Performance Differences. Guibert C. Hentschke, University of Southern California; Priscilla (Penny) Wohlleibter, 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. Bomiie 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. Phillippe, Loyola University Chicago
“Especial 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. Baldridge, 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 Delight”: 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 Barrack, 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. Julian E. Hart, Arizona State University; Kelly Whalon, College of William and Mary
Teaching Elementary Students With Autism Spectrum Disorders to Write Persuasive Essays. Dantette Allen-Bronaugh, James Madison University; Margo A. Mastropieri, George Mason 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: Jon R. Flaitz, University of Louisiana at Lafayette; retired
Participants:
- Fairness and Equity in Student Assessment. Shellyean Scott, University of Calgary; Charles Webber, Thompson Rivers University; Judy Lee Lupart, University of Alberta; Nola Atkin, 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

VCC, First Level, East Ballroom C; 2:15-3:45pm
Chair: Cheryl E. Mattis, 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 Scheepner 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. Brady; 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 Briggante 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 Parylko, 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

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 Brodowska, 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; Domyal Maneggia, 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
Chair: Limarys Caraballo, The University of Texas - San Antonio
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: Enredora Rueda, Vassar College
Participants:
- Student Planners in School and Out of School: Who’s Managing Whom. Kimberly Lentes, 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,
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, Saleymen 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. Kucor, 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; Lorena Villarruel, 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 Bocock, University of New Haven; Amy Nicole Salvaggio, University of New Haven

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:
Teaching From a Systems Perspective: Seeing the Classroom as a System. David Barthes, 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
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:
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 Veletiansos, The University of Texas - Austin; Aaron Doering, University of Minnesota; Jeni Henrikson, 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. McNenny, 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. Mccaughtry, 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
Preserve 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 Bilinguals. Evelyn Quezada, Washington State University; Ohsola Olalekan 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 Angiuano, 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 Paciotto, Western Illinois University; Gloria Ann Delany-Barrman, Western Illinois University
8. Repair con Cariniño: 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:
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. Aphthorpe, 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 Forkas, 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 Kist Hackett, University of the Pacific; Lynne A. Bercov, California State University - Chico; Matthew Ciancetta, Western Oregon University; Jorgen Bergbland, 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 Cassagno, University of Central Florida; Conrad G. Katzmeney, University of Central Florida
24. Lessons Learned From the Evaluation of a Sustained University/ K12 Science Education Partnership. Virginia Shepherd, Vanderbilt University; Jennifer Ufnar, Vanderbilt University; Susan Kaner, 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
28. Identifying Latent Classes in Changes of Students’ Academic Anxiety and Testing Determinants of the Classes. Unkyung No, Korea University; Sehee Hong, Korea University
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. Donal O’Donoghue. SIG-Arts and Learning; Business Meeting
   Sheraton Wall Centre, Third Level, North Junior Ballroom A; 6:15-7:45pm

   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

   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

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

   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

   Sheraton Wall Centre, Third Level, North Parksville; 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. Callen, University of Oklahoma; Michael M. Grant, The University of Memphis; Pascha 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 Sivila, University of New Mexico; Victor R. Lee, Utah State University; A. Susan Jarow, 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. Pepple, 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 Y. 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

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
Participant: 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
Participant: Lunching 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 Superintendentcy SIG Business Meeting. SIG-Research on the Superintendentcy; 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; Beck Heritage, 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 Rinbau, University of Saint Thomas; Thereza 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 SIG Business Meeting
Marriott Pinnacle, Third Level, Pinnacle I; 6:15-7:45pm
Chair: Daniel J. Mundfrom, Eastern Kentucky University

48.058. 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

48.059. The University of British Columbia
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-Bruk, 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 Bembenutty, 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

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

50.002. 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

50.003. 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 B; 8:15-9:45am
Chair: Dolores Delgado Bernal, University of Utah

50.004. 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

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; Panayota Kendeou, Neopolis 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. Korujungberg, University of Florida; Lisa A. Mazzei, Gonzaga University
Instructors: Alesia 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

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 Arnetta 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 Yonne 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

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 Gayle, 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. Lakin, Lincoln Public Schools
Participants: Donald B. Yarbrough, University of Iowa; Patricia J. McDovitt, Data Recognition Corporation; Don A. Klinger, Queen’s University; Barbara Howard, Appalachian State University; W. Todd Rogers, University of Alberta

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. Ulanooff, 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 Rathvon, University of Cambridge
- Teacher Response to Curriculum Reform in Science. Jim Ryder, University of Leeds; Indira Bannur, University of Leeds; Jim Donnelly, University of Leeds
- Factors Influencing Participation in Mathematics and Physics. Shirley Simon, Institute of Education - London; Tanjid Mujtaba, Institute of Education; Michael Jonathan Reiss, Institute of Education - London; Melissa Rodd, Institute of Education


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; Lorina 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
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 Gilles, 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
Discussant: Rosa Cintron, University of Central Florida

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:
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 Boll, Lubbock ISD; Alme 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, Central Falls School District; Robert K. Gable, Johnson & Wales University
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 Arton, 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

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 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

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
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. Fadjo, 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. Klopf, 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

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. Olson, University of Nevada - Las Vegas; Gregory John Schraw, University of Nevada - Las Vegas; Michelle L. Veldt, California State University - Fullerton
- Exploring the Function of Teacher Beliefs in Mathematics Instruction. Michele Greigio 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: Jiaping Shen, Western Michigan University
Participants:
- Achievement Scores and the Correlates of Chinese Students’ Achievement: Evidence Beyond PISA (Programme for International Student Assessment) 2009. Youbun 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. Wei Guo Pang, East China Normal University; Yiling 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
- 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 for International Student Assessment. Dara Ramalingam, Lumley, Australian Council for Educational Research
- An Approach to 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 Unexpected but Expected Consequences of Accountability. Daniel M. Koretz, Harvard University
- (Un)intended Uses of the SAT. Krista D. Mattern, The College Board; Daniel M. Koretz, Harvard University
- Using Public Opinion to Inform the Validation of Test Scores. Tszu 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. Zambrano, 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: Mi Kyung Kim Wolf, ETS
Participants:
- Applying Formative Assessment in English Language Learner Reading
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. Strother, 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. Boulton, 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 on Action: Valuing Diversity and the Public Mission of the Private University. Nancy Cantor, Syracuse University
Scholarship on Action: Mission, Leadership and Transition in Education. Kal Alston, Syracuse University
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
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; María-Luisa García Rodríguez, Universidad de Salamanca
[Netherlands] Using Teacher-Generated Tags of Classroom Situations to Elicit Mentor and Preservice Teachers’ Practical Knowledge. Niek van den Boget, 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 Chalies, University of Toulouse
[Australia] Exploring Challenges, Motivations, and Directions in Mentoring: Two-Way Perspectives From Australian Mentors and University Advisors. Libby Tadball, 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. Karthikeyan 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. Zvilenberg, University of Pennsylvania; Mary Elizabeth Del Savio, University of Pennsylvania; Talar Kaloostian, 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. Zvilenberg, University of Pennsylvania; Melissa Hengtes, 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
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

SIG Sessions

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:
- 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 Biliteracy: Technology Innovations in Bilingual Education Research. SIG-Bilingual Education Research; Paper Session
Pan Pacific, Lobby Level, Oceanview 1&2; 8:15-9:45am
Chair: Herberto 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. Khendrum Gyabak, The University of Texas - El Paso
- Digital Divide in Vietnam: Challenges of First-Year Teachers Teaching the Mandarin Language Abroad. Hu-lien Hsiao, University of Illinois at Urbana-Champaign; Thi Thanh Tuyn 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 Wal-Martization 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 Nakamura, 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
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. Genish, 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 Uylesses 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. Isabelde 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 Reformer 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; Chau-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 Obradovic, Stanford University; Richard M. Cappiano, 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.
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 Mira, 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 Mira, University of California - Los Angeles
- Redefining Civic Engagement: Using Research to Transform Democracy in the Council of Youth Research. Ebony Chévere Cain, University of California - Los Angeles; Arlene Fond, 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 Illiasik, Moose Kerr School
- Intercultural Bilingual Education and Indigenous Knowledge: Ethnography in Indigenous Contexts in Chile, Ecuador, and Guatemala. Patricia 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 Alaskan Native Experience. Juliette Lyons-Thomas, The University of British Columbia; Bety 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. Takami 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? Irene Rahn, University of Montreal; Audrey Lachaine, Université de Montréal

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. Ertem, Pardee 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. Pascarelli, University of Portland
- An Emerging Global Research Agenda on Mentoring. Joseph T. Pascarelli, 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 Sittenel, Texas State University-San Marcos
52.061. The Moral Work of Teaching: Preparing and Supporting Practitioners. SIG-Moral Development and Education; Symposium
Chair: Richard D. Osoguthorpe, Boise State University
Participants:
Preparing Teachers for Fostering Positive Character: Two Strategies for Teacher Education. Darcia F. Narvaez, University of Notre Dame
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
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. Glenfield, University of Alberta; Simmee Chang, 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 McFeeters, 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, Utsuminomiya University; Shi Jing Xu, University of Windsor
Discussant: Stefanie E. Pineneur, Brigham Young University

52.063. Online Teaching and Learning: Community of Inquiry Research. SIG-Online Teaching and Learning; Paper Session
Chair: Norman Davis Vaughn, 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 Kuczynski, Texas A&M University - Kingsville
Community of Inquiry and the Effects of Technology on Online Teaching and Learning. Beth Rubin, DePaul University; Ron Fernandez, DePaul University; Maria D. Agnerinou, 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
Chair: Candice C. Carter, University of North Florida
Participants:
Exploring aForgiving Identity: Affordances of a Family Forgiveness Education Programme. Breenke 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. Sooanung 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
Chair: Bernard J. Badiad, 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
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. Freis, 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. Yiasemina 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
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 Baldridge, 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; Edha O. Schack, Morehead State University; Molly H. Fisher, University of Kentucky; Sara Kathleen Eisenhardt, Northern Kentucky University; Margaret Yoder, Eastern Kentucky University; Janes Tassel, 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
Conceptions of Mathematics in Related Contexts: Measuring Elementary Teachers’ Development Over Time. Cindy Jong, University of Kentucky; Thomas Edward Hodges, Western Carolina University; Rachel 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. Thieman, 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. Vanfassen, 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; Zorba Karancha, 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 Erdogan, 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; Joo-Hi 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
Everyday Racism in Canadian Schools: Ideologies of Language and Culture Among Korean Transnational Migrant Students in Toronto. Hyunju Kang Shin, University of Saskatchewan
“Westerners” of Chinese Descent: Exploring the Intersection of Language, Race, Religion and Immigrantization. Huamao 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 20&20; 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, Cheng 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;
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. Tamnie 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 Quiros-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 Tirohil, 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 Multiscale Study. Alan Luther Webb, The University of Alabama; David E. Hardy, The University of Alabama; John A. Dantzler, 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

Monday Morning, April 16, 2012

Xiaowen Zhu, N. Scott Bishop, Data Recognition Corporation
Description-Enhanced Assessment for Students With Visual and Print Disabilities. Kay Alcyn 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 Ryu, University of Nebraska; William M. Bart, University of Minnesota
The Impact of Teachers’ Instructional Decisions and Beliefs About Alternate Assessments on Student Achievement. Megan Karvonen, Western Carolina University; Shannen 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. Sila Periaharuvardi, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas; Mary Bailey Estes, University of North Texas; Leigh Ann 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 Ünlü, 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 Daitue, The Graduate Center - CUNY
Discussants: Joanne C. Larson, University of Rochester; Jabari Mahiri, University of California - Berkeley
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 Student Study 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 Hatson, 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 Evely Gildersleeve, The University of Texas - Arlington
Participants:
Exposing the Emotional Work of Crossing Borders. Leslie D. Gonzales, Clemson University; Rodolfo Roncones, 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. Bonou-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 Roxynger, 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. Ridouen, 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 Naria, Goshen College
The Role of Emerging Technologies in Financial Aid Literacy: Theory and Practice. Vanessa Monteroza, 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. Janury Nara, 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 Ezeona, 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 Kossiwiec, 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:
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 Bitch, 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; Tyronne 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 Zijdeman's 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

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. Maxey, Indiana University - IUPUI; Kathleen King Thorius, Indiana University - IUPUI; Erin Maxcy, Indiana University
An Organizational Critique of Critical Pedagogy: Reconnecting Praxis With Practice. Gioiaa Sue von Desterlo, 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:
Asking for Minutes: The Movement of an Interactional Practice Across Preschool and Home Contexts. Siri Muhus, 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 Taiwan 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; Russel 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
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: Jenni 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 Tlicho 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, OSU/University of Toronto
B-Boy (Dance) Cipher: An Innovative Knowledge Community’s Shared Activity. Haidie Smith Lefebvre, McGill University
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; Yansa Shewakramani, University of Wisconsin - Madison; Lea Samaritano, University of Wisconsin-Madison
The Role of Family in Immigrant-Origin Adolescents’ High School Choices. Carolyn Sattin-Bajaj, Seton Hall University

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. Almira Ize Flores, University of California - Los Angeles

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; Rikki Lynn 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 Natzger, Learning Point Associates; Ebony Burnsides, 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: Hybrity in Parent and Advocacy Organizations. Michael P. Evans, Miami University; Anne Rebecca Newman, Stanford University; Sue Winton, York University
The borlneaning Academy: Impact on Fostering Parental Engagement at Home Toward School Readiness. Jeesook L. Gilbert, Northern Kentucky University; Helene Harte, Northern Kentucky University
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

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
- 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

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
- Soundscapes 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 Borneal 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 Virginia; Dallas Hermanson, University of Victoria; Jillianne Code, University of Victoria

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 Cogenenerative 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:
- “I Want Teachers to Be Unbiased!” The Discourse of Unfairness Among Russian Adolescents. Janine Bempechat, Wheelock College; Samuel Ronford, 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. Stacie A. Rutledge, Florida State University; Lynn Comer, Florida State University
- Exploring Students’ Language Minority Identity Through Photography. Guinilla Hohn, University of Helsinki; Jan-Erik Mansikka, University of Helsinki; Monica Londen, University of Helsinki; Charlotte 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. Jaye 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
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


5. Jurisdictional Politics: A New Federal Role in Education. Jal Mehta, Harvard University; Steven Teles, Johns Hopkins University


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


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. Gauw Saw, Michigan State University; J-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 Michigan - 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; Taya Jones, University of Maryland - College Park; Matthew J. Griffin, University of Maryland; Younghan Choi, University of Maryland

14. Understanding Resistance to Standardization in Education: The Tragedy of the Commons as a Theoretical Framework. Grinnell 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:


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 Machlow, 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. Kauffmann, University of Nebraska - Lincoln; Meryem Tilmaz 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 Parette, 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 Dicker, Gabriel Ngyi, Tuebingen University; Ulrich Trautwein, Universitat Tubingen

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; Karleen Sahr, University Duisburg-Essen; Maria Opfermann, University of Duisburg-Essen; Annemarie Fritz, University of Duisburg-Essen; Dellev Leutner, University of Duisburg-Essen

29. Developmental Trajectories of Math Anxiety from Childhood Through Adolescence: A 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; Pamella H. Oliver, California State University - Fullerton; Anthony Rodriguez, California State University - Fullerton; Skye Parral, California State University - Fullerton; Harry Muesner, 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 Wolfgram, University of Wisconsin - Madison; Andrew G. Young, University of Wisconsin; Ruth Breckridge 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. Lianne 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 Percent. 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’
Monday, April 16, 2012

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 Phongpinyo Technology Vocational School (PPY-Tech), Khon Kaen, Thailand. Ruttasupa Phongpinyo, 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 Sai-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; Put-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 Liu, 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. Nokelaainen, 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; Prapatpimuk Kunungprathep, Udon Thani Rajabhat University

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

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

54.003. AERA Related Activities
VCC, First Level, West Room 114&115; 10:35am to 12:05pm
Chair: Rick Peacock, All Academic, Inc.

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

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

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. Dixson, 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 Solarzano, University of California - Los Angeles; William F. Tate, Washington University in St. Louis

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 Baer, 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
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
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
8. Learning, Culture and Social Interaction. Roger Saljo, University of Gothenburg
10. Gender and Education. Emma Renold, Cardiff University
11. The International Journal of Leadership in Education. Duncan Waite, Texas State University - San Marcos
14. Journal of Asian Critical Education. Tarquam McKena, 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 Jansen, University of Bristol; Riki Verhoeven, Hogeschool Utrecht; Elcoo Buitenhuis, Hogeschool Utrecht; Lois Maria Houweling, Utrecht University
17. Journal of Educational Administration. Allan David Walker, The Hong Kong Institute of Education; Richard Bryant, Hong Kong Institute of Education
19. Educational Action Research. Patricia Thomson, University of Nottingham

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. Nicklas Romstrom, 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. Zemich, New York University; Dina C. Maramba, Brigham Young 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
VCC, First Level, West Room 121&122; 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 J. 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
VCC, Second Level, West Room 207; 10:35am to 12:05pm
Chair: Karel Kreijns, Open Universiteit Nederland
Participants: The World Education Research Association. AERA Sessions; Invited Session

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 Toneur, 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 Pacesetting 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 Zavadsky, 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 Lamy, 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-Ramalho, 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 Knoepell, 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

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 Tunesaburo
Makiguchi’s Educational Thought. Jason Goulah, DePaul University
East-West Perspective on the Ethos of Confucius, Tunesaburo 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 Whitton, 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
Science Experiences. Kevin Crowley, University of Pittsburgh;
Rena Dorph, University of California - Berkeley; 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 Oorourke 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; Kimberly 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 Greenland, SRI International; Patrick M. Shields, SRI International

54.03i. 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

Participants: Yuako Uchikoshi, University of California - Davis; Stefka H. Marinova-Todd, The University of British Columbia

The Relationship Between Receptive Vocabulary and Word Reading Among Head Start Spanish/English Bilingual Children. L. Quintin Dixon, Texas A&M University - College Station; Blanca G. Quirzu, 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. Yuako 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; Franne Rosenthal, Harvard University; Diane L. August, Center for Applied Linguistics and The American Institutes for Research

Discussant: Catherine Snow, Harvard University

54.03ii. 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 Schwanenberg, 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. McNerney, 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. Houtven, Utrecht University; Willem Van De Graaf

The Effects of Volitional Control Strategies Integrated Into EFL (English as a Foreign Language) English Reading Course. Ching-Ying Pan, Tsu-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: Stefi Shi Robin Relles, University of Southern California

Participants: The Impact of Game Strategy on the Development of College Literacy. Zoe Corvin, University of Southern California; William G. Tierney, University of Southern California; Gissel Raguera, 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 Vartabadian, University of Southern California; Henry Jenkins, Massachusetts Institute of Technology


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. Savene, 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 Heckroettet, Referendar; Stephan Duke, 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-Ya 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 Waechler, 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; Sunetra 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 Moanakwena, University of Botswana and University of British Columbia
Participants:
The Story of the Amazigh Language in Morocco: Identity and the Semiotic of Resilience. Awd 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. Martin 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 Guijardo, Texas State University - San Marcos
Participants:
Looking Beyond the Degree: How Cultural Identity Impacts Transformative Community-Focused Work. Kawiipuni 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'Neil 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
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 I; 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 Soreer, 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. Bajoer-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 Professorate. 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. Zumaeta, 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 Dohie, Northwestern University; Eleanor Anderson, Northwestern University

Observing Videos of Teachers’ Own or Others’ Classrooms. More 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; Washington, Katherine 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 Mas, 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. Carboni, University of Southern California

54.050. Putting PACT (Performance Assessment for California Teachers) in Context and in 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. Arello, 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. Arello, 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; Tallesin 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. Dilmot 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.

SIG Sessions


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.


Discussant: Philip L. Bell, University of Washington


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:


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.


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.


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:


One of 67: Joseph Kinmont Hart and the Founding of the John Dewey Society. Dereon R. Boyles, Georgia State University.


Discussant: Heather L. Horsley, University of Illinois at Chicago


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
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
Discussions: 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
Reflectivity 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
Mapping Individual Learner Attributes Against Ph.D. Candidate Characteristics. Sid F. Bourke, The University of Newcastle; Robert Cantwell, The University of Newcastle; Jill Screvak, 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 Pieira, 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 Relation to Environmental. Pauliina Rauto, 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: Heseeon Bai, Simon Fraser University
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 Fagiolini, 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 Fagiolini, 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: Kírsi A. Terri, University of Helsinki
Participants:
Holocaust Education and Multicultural Education in a Diverse Germany. Debora Hinderliter Orloff, 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 Ratkowski, 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; Yeonxin Oh, University of Wisconsin - Madison
Epistemological Beliefs in Games Versus School. Y. 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 Czoart, 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:
Kauapa Máori: 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. Eletery, Chapman University
An Aesthetic Methodology of Culturally Responsive Socially Responsible Research Practice. Debra 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 - Wilmington; Jackie Eunjung Relyea, University of North Carolina - Wilmington
Chapel Hill
How Speech Enters Into Written Argumentation. Rosalind Horwitz, 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 Belyea, 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 Achievement 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 Steen, 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? Guadrun Vanlaar, University of Leuven; Katrin Denys, University of Leuven; Maarten Flusen, University of Leuven; Machiel 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, The Australian National University
The Relationship Between School Composition, School Processes, and Student Learning in Early Primary Education. Tineke Boonen, Katholieke Universiteit Leuven; Jan A. Van Damme, Katholieke Universiteit Leuven; Patrick Mjl Ongena, 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. Tynms, Durham University; Christine Merrell, Durham University; Helen R. Wildy, The University of Western Australia
Discussant: Daniel R. Mujs, 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 Jagnesic; 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; Cobey Meyers, American Institutes for Research
Chicago’s School Improvement Reforms: Impact on Student Outcomes. Maria Luisa de la Torre, University of Chicago; Sanja Jagnesic, 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; Cobey Meyers, American Institutes for Research; Dean Gerderman, America 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 T. Talbot, University of Colorado - Denver
Participants:
The Impact of Using a Structured Reading Framework on Students’ Conceptual Understanding. Jeong-yoon Jung, University of Iowa; Brian Hand, University of Iowa
Longitudinal Intervention Integrating Literacy and Science for Fifth-Grade Hispanic Current and Former English Learners. Fuhai Tong, Texas A&M University - College Station; Beverly J. Iby, Sam Houston State University; Rafael Lara-Alecio, Texas A&M University
Science Literacy Instruction on What? Multimodal Representations in the Earth Science Classroom. Amy Alexandru 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
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, Slaughnessy I; 10:35am to 12:05pm
Chair: Amanda Mulcahy Maddocks, Concordia University
Participants:
Survey Analysis With Mixture Rasch Models. John T. Wilse, 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; Yung 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. Nafisah Fairholme, 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; Kye Yon Lim, Ewha Womans University; Hyun Nam Seol, Ewha Womans University; Na Yeon Yoo; Ewha Womans University; Ji Hyun Kim, Ewha Womans University; Eugene Anges 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: Kausalki 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
- Coproduction of Assessment Practices: Challenges Emerging in Teachers’ Collaborative Work With “Assessment for Learning”. Monika Nerland, University of Oslo; Heye Yonne Hermanson, University of Oslo

Discussant: Kjell Rubenson, The University of British Columbia

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:

- Germs, 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 Co-sponsored 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:

- Black Teachers, Public Service Employment, and Urban Middle-Class Politics. Elizabeth Todd-Bredal, 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: Myrian 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. Dillilhs.; 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, University of British Columbia; Leigh Mijn 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
- Onkonwo, 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 Ose, 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 Start University; Launceolot Brown, Duquesne University; Talia Randa Ensard, The University of Trinidad and Tobago

54.079-5. Moi: Indigenous Knowledge—Maths and Sciences. SIG-Indigenous Peoples of the Pacific; Roundtable Session

VCC, First Level, East Ballroom C; 10:35am to 12:05pm

Chair: L. Latiana Kanooa-Wong, University of Hawaii - Manoa

Participants:

- Cultural Landscape: Speaks to Me. Meremaih Williams, Te Whare Wananga o Awanuiarangi
- E Ho’omau! Improving Science Literacy Through Culture. Ormond W. Hammond, Pacific Resources for Education and Learning; Ellen Miyasato, Pacific Resources for Education and Learning


- Mathematics and Culture in Micronesia. A.J. (Sandy) Dawson, University of Hawaii
- Quantative: Examining Hawaiian Mathematical Ideas. Eomailani Kagakahio, University of Hawaii - Manoa; Naleisha Kanionalan Pelekat-Wai, University of Hawaii - Manoa; Sydney Kapuahinanokukalik Kohlo, University of Hawaii; Alexandra Puaililia K. Koelho, University of Hawaii - Manoa; Darienne Dey, University of Hawaii - Manoa; Rawiri Steven Tinirau, Massey University; Daniel Lipé, Hoʻokulāwi: ʻAha Hoʻonaʻauao ʻŌiwi

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. Isabelb Paulick, Goettingen University; Rainer Watermann, University of Göttingen; Matthias Nickles, 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 Alven, Carnegie Mellon University
- Joining Forces: Connecting the Study of Ruminatio 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 Richie, University of Pittsburgh; Matthew L. Bernacki, 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. Kimberly 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. Chittoor, 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; Osama Fellus, University of Ottawa; Mehmet Fizil, 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

54.079-12. Contemporary Preparation Program Initiatives: Lessons Learned From School Leadership Programs. SIG-1, 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
- 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. Katrina E. Pollock, University of Western Ontario
- Teachers’ Work as Curriculum Innovators in Alternative Schools. Nina Bascia, University of Toronto - OISE
- 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

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 Tywan, 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
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: Joy C. Phillips, East Carolina University Participants:


State-Mandated Educational Leadership Program Redesign: A View From Florida. Meredith L. Mounford, 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


54.081. Roundtable Session 86; 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 Apiron Jackson, University of the District of Columbia


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

54.081-1. 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


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 VCC, Second Level, East Room 2&3; 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


Just Images: Knowing and Imaging 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

54.082-1. 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: Paul D. Mencke, Washington State University Participants:

Dana Wright, Connecticut College

Action Research in Two Urban High Schools. Alexandra Barclay, Mount Saint Vincent University; Ricky Lee Allen, University of New Mexico

Mary Ashford, The University of West Florida; Michael Karabinos, Carnegie Mellon University; Deb Debha, Drexel University


Just Images: Knowing and Imaging 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

“We Are Not Afraid Of Our History”: Examining Critical Praxis in Latino Education. Michael K. Thomas, University of Wisconsin - Madison; Katrina Liu, University of Wisconsin-Whitewater

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:

Reflections in E-Portfolios. Michael K. Thomas, University of Wisconsin - Madison; Katrina Liu, University of Wisconsin-Whitewater

Collaboration. Cheryl L. Ward, University of Akron; Xin Liang, The University of Akron; Wendy Lamper, 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-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 Lamper, Instructional Service - University of Akron

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 Rice, 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...
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

SIG-Education and Philanthropy; Poster Session

23. Barriers Yet Interest: Institutional Advancement Officers’ Engagement of Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex (LGBTQQI) Alumni in Philanthropy. Barbara G. Drake, University of Indianapolis; Jill Bradley-Levine, University of Indianapolis; Gina Gabriele Romano, University of Indianapolis


54.085-4. Action Research Posters: Many Ways to Learn About Practice. SIG-Action Research; Poster Session


8. 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 Roesser, Portland State University

9. Training Teachers for Virtual Classrooms: A Case Study of a Course in Online Science and Mathematics Education. Kelly B. Kurki, University of Victoria; Victoria Teacher’s Body of Knowledge.

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; Malaya Bernstein, West Virginia University

Division and SIG Posters

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. Ceglovski, Ball State University; Chiara D Bacigalupa, Sonoma State University; Emery Peck, Ball State University

Under The Big Tent: Criterias and Ethics in Qualitative Research. Jenny Gordon, Binghamton University - SUNY; Jean A. Patterson, Wichita State University
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. Intrinsinc Motivation in the Responsive Classroom. Dana Nicole Ruggiero, Purdue University


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 Nicolas Hoefller, 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


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 Dedek, Vanier College; Steven Usher Robert Rosenfield, Ceged Vanier College; Nathaniel Lassey, 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


40. What children think about ocean circulation: An exploratory study. Lynn Eyun 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. Bebel, Boston College; Ygal Rosin, University of Haifa

42. An Exploration of Girls’ Socialization Patterns in a High School: A Demonstration Case. Cynthia A. Tyson, The University of British Columbia

AERA Sessions

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. Dicero, 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 Winberger, Saarland University; Martin Mulder, Wageningen University; Mohammad Chizari, Tarbiat Modares University

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

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 Pateot, 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 Session
Roundtable
VCC, Second Level, West Room 201; 12:25-1:55pm

Participants:
1. International Journal of Science Education. Justin Dillon, King’s College London
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
9. Educational Psychology Review. Daniel H. Robinson, The University of Texas
11. The Educational Forum. Alan D. Amits, 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 Rathmann, University of Massachusetts - Lowell
15. Linguistics and Education. George A. Kamberelis, University of Wyoming; David J. Hanauer, Indiana University of Pennsylvania
16. Teaching and Teacher Education. D. Jean Clendinnen, 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. Virginia Tech
20. The Effectiveness of Italian Educational Policies Toward Reaching Pockets of Poverty: The Effects of Geographical Marginalization Upon Demography, Sustainability, and the Challenges to Educational Leaders. Arnetha F. Ball, Stanford University; Guadalupe Valdes, Stanford University
21. The Effectiveness of Italian Educational Policies Toward Reducing the Gap? The Effects of EU Funds for Improving Achievement. H. Samy Alim, Stanford University
22. The Effectiveness of Italian Educational Policies Toward Promoting Educational Meritocracy in Italy. Daniele Vidoni, University of Genova; Patrizia Falzetti, 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
23. 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
24. Discussant: Beatrice D’Hombres, European Commission - JRC

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 K. 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 Starksy, 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: H. Samy Alim, Stanford University
Participants: Kris D. Gutierrrez, 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:
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 Palermio, 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; Alme 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
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
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 the Panacea for Poverty. Elizabeth Ocampo Gomez, Universidad Veracruzana
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 Ravels, 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 Literary 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:
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
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
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 Bautista 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. Irene 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 Padakar, 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 Kani, University of Maryland - College Park; Bonnie L. Dixon, University of Maryland - College Park

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
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
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:
1. Formative Assessment in Mathematics: The Data Collection Methodology. Paul E. Heckman, University of California - Davis
3. What Does Mathematics Formative Assessment Look Like From a Principal’s Perspective? Kimberly Mundhenk, University of California - Davis
4. Formative Assessment Use: A Snapshot From State Departments of Education. Nancy A. Ewers, University of California - Davis
5. Survey Development for Measuring Math Formative Assessment Use in Schools. Nicole Blalock-Moore, University of California - Davis
6. The current state of mathematics formative assessments in the United States as provided by test publishers. Thomas Anh Shirley, University of California - Davis
7. 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; Sladanya Sandy Rakich, San Diego State University
8. 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

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 Evely 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. Murphy, 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
Discussant: Kathleen A. Murphy, 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:

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, Shaugnessy II; 12:25-1:55pm
Chair: Denise Perritt, James Madison University
Participants:
Social Network Analysis of Communication Patterns Within Professional Learning Communities. Adam C. Sheppard, University of California - Irvine; Naysson Safavian, University of California - Irvine; Alejandra Sofia Albarran, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine
Professional Development in Reading for Content Area Teachers:
Examine Teachers’ Ways of Acting on Knowledge. Vicki L. Zygores-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. Holiyan, CNA

Improving Elementary Science Through (In)Formal Partnerships: How Informal Science Institutions Support Science Education Reform. Vanessa Beth Lyman, University of California - Berkeley; René Dorff, 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. Huiyan 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. Wills, 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. Monica 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. Allenwors, University of Chicago; Amber Stitzel Pareja, University of Chicago; Nicholas Andrew Sorenson, American Institutes for Research; Anja Kurki, American Institutes for Research; Suzanne Stachel, American Institutes for Research; Takako Nomiy, 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. Hyunsoo S. Song, Georgian Court University; Michael Nick, New York University; Umut Sarpel, New York University; Martin V. Pasic, Teachers College, Columbia University; Jan L. Plass, New York University; Adina L. Kael, New York University

- Why Animate? A Review of Instructional Design Features in Medical Teacher Learning as Group Composition: Thinking With the Theater Arts. Natalie Jane Brown, University of Utah; Nicholas Hillman, University of Utah

- 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 Learning-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. Ji-Sheng Wang, University of Iowa; Ernest T. Pascarella, University of Iowa

Discussant: Thomas F. Nelson Laird, Indiana University


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; Tony 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 Passer, 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 Melgazo, 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
55.046. Cross-Race Mentoring and Mentoring of K-12 Novice Teachers.  
Division K - Teaching and Teacher Education; Papert 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. Tambrz O. Jackson, University of South Carolina; Maylin Cogggiano, 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. DeAngelo, 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. Glacier, 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 Mallows, 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 Schiebel, Hunter College - CUNY; Jody Nicole Pollock, 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  
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  

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-Wezel, 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. Morgan 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: Raegan 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. Jahanna Walters Neron, 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 Sparks, Concordia University; Kristopher Alexander, Concordia University; Renee Jackson, Concordia University; Eliana Mandel, Concordia University; Constanza Silva, Concordia University; Timothy Walker, Concordia University; Philip C. Abram, 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 Necoechea, 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 Sadomasochistic Emotionality. Cheryl E. Matias, University of Colorado - Denver; Ricky Lee Allen, University of New Mexico
Discussant: David Gibborth, 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
The New Factory Floor? Social Class and Childcare. Tarrow 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 Mascarenho, 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. Xiang 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); Heseoon Bai, Simon Fraser University; Tom E. Culham, Simon Fraser University; Sean Roswell Park, Simon Fraser University; Shahar Rabi, Simon Fraser University; Sasha 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-Large Scale Assessment; Paper Session
Marriott Pinnacle, Third Level, Shaughnessy 1; 12:25-1:55pm
Chair: Joanne L. Jensen, WestEd
Participants: Finding Local Use in International Large-Scale Assessments. Leslie Ruthkowski, Indiana University; David Joseph Ruthkowski, 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: Sarasha 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 Askby, 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
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 (FTT-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, Ah Evran Universitesi
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 Klussmann, University of Kiel; Mareike Kunter, Max Planck Institute for Human Development; Beate Beyer, University of Leipzig; Ulrich Trautwein, Universitat Tubingen
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, R&ND Education; Elaine G. Wilson, University of Cambridge; Peter Gronn, University of Cambridge
Factors Influencing Teaching Choice in a Turkish Context. Ahmet Kilinc, Ah Evran Universitesi; 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 Impacts of Mentoring From Three Perspectives. Kyle Ann Hartley, Indiana University; Anne-Marree Ruddy, Indiana University; Megan Weikel, Indiana University
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 Moomette 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/from 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 Ingenhorn, 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
VCC, Second Level, East Room 19&20; 12:25-1:55pm
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; Johanna 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 Le, Utah State University; Linda Sellers, Utah State University; Heather Leary, University of Colorado - Boulder; M Brooke Roberts, 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. Shleton, 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 Deterioralizing. 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 Lynne 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 Marechal, 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 Covender, 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

Chair: Martin Guh, The University of British Columbia
Participants:
Uncovering the Influence of Social/Emotional School Readiness on Grade 1 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 Guh, The University of British Columbia; Clyde Hertzman, The University of British Columbia
Children’s Well-Being: Social Relationships Mediate the Effects of Income. Martin Guh, 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, Durandave; 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
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

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
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 McCordale, 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-Ilich, 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
Discussant: Muhammad Khalifa, Michigan State University

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
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 Milieus. 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

VCC, First Level, East Ballroom C; 12:25-1:55pm
Chair: Adriana Villavicencio, New York University
Participants:
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 Sinyor, 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 Emnett, 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. Jahlal 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’ Pluristic 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 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. Bazzilli, Northwestern University; Steven McGee, Northwestern University
- Leading a School in France: An Observational Study of Principals’ Day-to-Day Work. Pierre Tulowski, 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. Veugelers, 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. Repo, University of Tampere; Veli-Matti Varvi, University of Tampere; Sari Maarit Yrjänäinen, 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. Veugelers, 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 Olando 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-Sherrat, ...
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:
Learning From the Galileo Experience: Comparing Multidistrict and University-Based Teacher Leader Preparation. Cynthia L. Carver, Oakland University; Caryn M. Wells, Oakland 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 Dowar, 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 Karancha, 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. McMicken, 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 Kalule, Universite 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 Solbrekke, 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. Patricks College; Sarah Enterline, Boston College
Cultivating Sociospatial Justice Dispositions by Unpacking Geo-Histories. SJ Miller, Indiana University of Pennsylvania

VCC, Second Level, East Room 2&3; 12:25-1:55pm
Chair: Thomas P. Horejes, Gallaudet University
Participants:
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-Chia 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 Downtown, 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 Yavelov, 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. Iman, Texas Tech University; Fatih Ari, Texas Tech University; Steven M. Crooks, Texas Tech University; Douglas J. Simpson, Texas Tech University; Zhengxi Liu, 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:

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 Hearington, Kennesaw State University; Anissa Loken-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

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
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. Hrutitz, The University of Arizona; Kris Boxworth, The University of Arizona; Cecilia Rios Aguilar, Claremont Graduate University; Regina J. Dell-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
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. Vauxus, 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; Iadore 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 Clause, 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 Ja Joo, Ewha Womans University; Nari Kim, University of Wisconsin - Oshkosh; Nam Hee Kim, Ewha Womans University; Sung Sim Kim, Ewha Womans University; Sun Yi 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 Bjornebekk, 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”. Kenneth Strunk, Oklahoma State University; Youn Jung Cho, Oklahoma State University; Misty R. Seele, 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. Cliff, The University of Arizona; 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
Monday, 1:00 pm

57.010. 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 Awanuiārangi. Graham H. Smith, Te Whare Wānanga o Awanuiārangi
Discussant: Michael W. Apple, University of Wisconsin - Madison

Monday, 2:15 pm

57.01. 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

57.02. 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

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
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; Arneatha F. Ball, Stanford University
Participants: Arneatha 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

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
Challenges of Supervising Community-Engaged Group Research Projects. Harjeet 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, Iskun 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. Wunda 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 Naqui, 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; Gíran Fransson, University of Gávle; 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. Hatrick, III, Loudoun County Public Schools; Sharon J. Lynch, The George Washington University

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: Jaeyoung 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; Hyeung Im, Korean Educational Development Institute; Jeeyoung Namgung, Korean Educational Development Institute; Sooyoung Yang, Korean Educational Development Institute
Tracking the Impact of School AYP (Adequate Yearly Progress) Interventions Under No Child Left Behind. Jaeyoung 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: Hariya 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
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 Co-sponsored 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

Chair: Harry L. Bowman, Council on Occupational Education
Participants:
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 Minderla, University of South Carolina
Discussant: Christa R. Winter, Springfield College

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:

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, Compartment, 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; Timothy 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 Group, LLP; Christina Funke

Division Sessions

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:
57.030. Reclaiming Education: Youth Counternarratives in the Neoliberal Reform Era. Division B - Curriculum Studies; Symposium
Chair: O'Tan A. Poon, University of California - Los Angeles
Participants:
Building Urban Scholars: The Black Male Youth Academy. D'Artagnan Scoza, 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; O'Tan 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
Chair: P. Karen Murphy, The Pennsylvania State University

57.032. Intersecting the Global and Local: Education and Nation Building. Division F - History and Historiography Cosponsored with SIG-Dewey Studies; Paper Session
Chair: Lauri Johnson, Boston College
Participants:
Maori Witnesses to the Industrial Revolution: Forbidden Desires. Alison Jones, University of Auckland; Kuni Hineataurau Jenkins, Te Whare Wananga o Awanuiarangi
Social Change and English, 1945-1965. David Crook, Brunel University; John Hardcastle, University of London
Discussant: Lauri Johnson, Boston College

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. Villegas, 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
Chair: Sonia Nieto, University of Massachusetts - Amherst
Discussants: Luis C. Moll, The University of Arizona; Antonia Darder, Loyola Marymount University

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. Shanye 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
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
Actorivism: 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
Chair: 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. Fryja, 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
Chair: Jim R. Flaitz, University of Louisiana at Lafayette- retired
Participants:
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...
57.039. Lessons Learned: Evaluating the Impact of School Reform. Division H - Research, Evaluation and Assessment in Schools; Paper Session
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; Shawk 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 Rachbäumer, 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 Barea, Partners in School Innovation

57.040. Comparative Perspectives on Faculty Hiring and Retention. Division J - Postsecondary Education; Paper Session
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; Yoshih-i 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; Hae Sun Kim, University of Michigan; Xiemeng Tong, University of Michigan
- The Faculty Hiring Networks in Academia: A Comparative Study on Chile and Korea. Sergio Celis, University of Michigan; Jeongeon 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
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
Chair: Darnell G. Cole, University of Southern California
Participants:
- Sticks and Stones May Break my Bones, but Words Will (Never?) Hurt Me! Shafaja Ahmadi, University of Southern California
- What’s Religion Got To Do With It? Darnell G. Cole, University of Southern California
Discussant: Shafaja Ahmadi, University of Southern California

57.043. Teaching and Learning Across the Disciplines. Division J - Postsecondary Education; Paper Session
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-Emkenides, 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; Ohven 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; Shellyann 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
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. Kasmorn, North Carolina State University

57.045. English Language Learner Policy Implementation at the State and Local Levels: The National Evaluation of Title III. Division J - Educational Policy and Politics; Symposium
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 Floc'h, American Institutes for Research
Discussants: Elizabeth Eisner, U.S. Department of Education; Kenji Hakuta, Stanford University

57.046. School Choice and School Improvement. Division J - Educational Policy and Politics; Symposium
Chair: Marisa A. Cannata, Vanderbilt University
Participants:
- School Choice Debates, Research, and Context: Toward Systematic Understanding and Better Educational Policy. Mark Berends, 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 Intiaz Ali, Teachers College, Columbia University
Discussant: Shafaja Ahmadi, University of Southern California
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; Michael S. Horn, Northwestern University

57.047. Teachers, Schools, and Adolescents Working Together. SIG-Adolescence and Youth Development; Paper Session

Chair: Kristen P. Goossling, The University of British Columbia

Participants:
Constructing Beneficial Interpersonal Boundaries Within Positive Student-Teacher Relationships. Rebecca Ann Munnell McQuigg, University of Pittsburgh; Christy Galletta Horner, University of Pittsburgh; Jason B. Colditz, University of Pittsburgh; Tanner LeBron Wallace, University of Pittsburgh

Measuring the Effects of Teacher-Created Student Engagement Strategies for Sixth-Grade Students With Reading Difficulties. Delia Cuellar, University of Oregon

Relationships Matter: Illuminating the Voices of Teachers Who Go the Extra Mile. Eileen Diamond, Miami University

Schooling Gender. Sarah Fleti 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: Revaeth Kumar, University of Toledo

57.048. Textile Messages: Dispatches From the World of E-Textiles and Education. SIG-Advanced Technologies for Learning; Symposium

Chair: Kylie A. Peppler, Indiana University - Bloomington

Participants:
LibreTexts Arduino: Rethinking the Materials and Culture 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. Kyle A. Peppler, Indiana University - Bloomington; Joshua Adam Danish, Indiana University; Diane Lynn Glossoon, 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

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; Liaanna 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

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 Ructtinger, 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. Chang, 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 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

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

Plastic-Fiction: Foucault and James. Jayson Seaman, University of New Hampshire

Discussant: Ellen B. Goldring, Michigan State University

57.053. Validity of Accommodations for English Language Learners in NAEP. SIG-Inclusion & Accommodation in Educational Assessment; Symposium

Chair: Pam Marshall, University of Illinois at Chicago

Participants:
MEI-PRIME (Mechanics and Energy Instructional Reform for Multilingual Students): Evidence of Impact. Diane Arentson, Michigan State University; Martha A. Pica, Michigan State University; Janice B. Bailey, Michigan State University

Language and Literacy Accommodation Validity in the NAEP Science Assessment: Lessons from the Field. Carol A. Scharmann, University of California - Berkeley; Catherine A. Hoyle, University of California - Berkeley

Discussant: Diane L. August, Center for Applied Linguistics and The American Institutes for Research
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
To Know Is Not Enough: Engaging in Courageous Conversations for the Good of All. Carolyn M. Shields, Wayne State University
Discussant: Miriam E. David, Institute of Education - London

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 Scars 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
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

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

Chair: Adri R. Hoffmman, University of Mary Washington
Participants: Arts Administrators’ Beliefs About Policy. Lauren Kapalka Richerne, Arizona State University
Investigating Selective Practices in High School Choral Ensembles: An Intrinsic Case Study. Elizabeth Cassidy Parker, Columbus State University
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 V oices 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 INCLUDE-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: Investigating the Effects of Direct Linguistic Support Accommodations for English Language Learner Students on a Mathematics Assessment. Mkyung 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
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. Allibali, University of Wisconsin - Madison

Fractional Operations and Computational Procedures. Jaclyn M. Gammaro, University of Georgia; David R. Liss, University of Georgia; Leslie Philip Steffe, University of Georgia

Research on the Superintendency; Paper Session VCC, Second Level, East Room 13; 2:15-3:45pm

Chair: Meredith L. Mounford, 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. Trippes, Bradley University
- Sustaining the Superintendency Through Adaptive Induction. Programming. Jim Brandon, University of Calgary; Kath Rhyson, College of Albert 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. Mounford, Florida Atlantic University; Mary L. Delagarde, Ieue School Boards Foundation

Discussants: Noni Mendoza-Reis, San José State University

57.063. Effective 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 Wubbel, 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. Saldo, University of South Florida; John M. Ferron, University of South Florida; Sarah Fejer, 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-
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| 57.067  | Alternative Appraisals: Semiotics and Assessment, SIG-Semiotics      | in Education; Paper Session                                               | Discussant: Reed Stevens, University of Washington  
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         |                                                                           | Chair: Lisa Bass, University of Oklahoma  
Participants: In, Out, and In-Between: The Educational Experiences of the Roma Indigenous Minority in Cyprus. Loizos Symeonou, 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 Deetja Campbell-Whatley, University of North Carolina - Charlotte  
Racial/Ethnic Variation in Academic Self-Concept Formation and Effects During Elementary and Middle School. Jacob Hibel, Purdue University; Davphne M. Penn, Purdue University  
The Role of Neighborhood Capital in Teenagers’ Education Outcomes. Randall F. Clemens, University of Southern California  

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  
Primary and Secondary Virtual Learning in New Zealand: Examining the Process of Achieving Maturity. Michael Krstopher Barbou, Wayne State University; Derek Wenmoth, Core Education Ltd; Niki Davis, University of Canterbury  
Discussant: Neil Strudler, University of Nevada - Las Vegas  

57.070  | Translating Thought Into Action: How Digital Video Use Benefits      | Teachers. SIG-Technology, Instruction, Cognition & Learning; Symposium     | Discussant: Neil C. Brouwer, Radboud University Nijmegen  
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  

57.071  | Activist Literacies: Theorizing Literacy in and Across                | Communities of Practice. SIG-Writing and Literacies; Symposium            | Discussant: Kurt Reusser, University of Zurich  
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  

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       | Discussant: Brian V. Street, Kings College, London  
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 Kooni Pantaleon-Umanagay, 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     |                                                                                           |

57.072-3 | Narrative Inquiry, Self-Efficacy, and Learning From                 | Education; Roundtable Session                                           |                                                                                           |

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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 Carbonneau, 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

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: Kristin 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 Kleimekann, 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 Neerygaard, 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. Wagner, University of Wisconsin

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

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. Jaglu, National Louis University

Participants:
Investigating the Effects of a Multicultural Perspectives Course on Preservice Teachers’ Intercultural Sensitivity. Yuqing 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 Lupata, 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. Aubrey M. Kleinussens, 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 Q4TBT (Questionnaire on Four Teachers’ Beliefs). Natalia Schlichter, Research Training Group 1195 at University of Goettingen - Goettingen, Germany; Graduate Student; Matthias Nickles, University of Freiburg

How Teachers Use and Discuss Student-Learning Data: A Multicultural 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:

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 Baum, 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

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 Bredlin, 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
57.073-4. 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; Winfred 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. Zau, University of Northern Iowa; Mary Donegan-Bitter, 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 Ada, West Virginia University; Chris Clauswell, 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 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 Micro ethnographic Discourse Analysis Study. Melissa I. Wilson, The Ohio State University  
Discursive Construction of a Poetic in Writing Among Kindergarten Children. Huali Hong  
When Discourse Environment Meets Students’ Goals: Situated and Emerging Goals When Learning in Online Classroom Discussions. Jeun 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 Channess Miller, Purdue University North Central; Nicholas John Santavicca, University of Cincinnati  
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 Ioon, 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 Agnostic 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 Pirbhaili-Ilich, University of Regina  
Participants:  
Canadians “Know” How to “Do” Diversity? Discourse Analyses of K-12 and Adult Immigrant Citizenship Education. Karen Pushdy, 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 Domination 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. Talwell, 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-Bruk, 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. Meena Baywa-Patel, University of Northampton; Cristina Desevci, 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 Normative, 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. Dalila 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 Haynh, 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. Ifecoma 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 Showman, 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


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 Mehdizaidi, 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. Kobiun, 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 Patarapatchayahum, 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, Sanford 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 Attirition. Marsha S. Lewis, Ohio University; John H. Hitchcock, Ohio University; Gordon P. Brooks, Ohio University; George A. Johnson, 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; Sai Huang, The Ohio State University; Richard G. Lomax, The Ohio State University; Ann A. O’Connell, The Ohio State University


The Effect of Misspecifying Assumptions in the Cross-Classified Random Effect Model. Ann Tsu-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:

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. Paolo Blikstein, Stanford University; Mustafa Safdarai, Stanford University; Marcello 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
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 Sookhoo, 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 Counter-narrative to the Scientific Method. Christopher Stropko, 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; Abbeayehu Aemoer 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 Syne Anderson, University of Manitoba; Melody Vyvko, University of Alberta
Women Faculty in Educational Leadership: Using Critical Feminist Theory to Understand Cultural, Generational, and Gender Influence. Danna M. Beaty, 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. Qiuhui 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:
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 Jainie 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 Borroto, 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
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. Richardson 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:
13. Curriculum Quality and Student Learning in Lower SES (Socioeconomic Status) High Schools. Thomas W. Tramaglini, Rutgers University; Christopher H. TenKen, Seton Hall University
15. Predictors of College Enrollment Among Urban Ninth-Grade Cohorts. Martha Abele Abele Mac Iver, Johns Hopkins University; Matthew
58.010. Reception following International Perspectives on Implementation and Effectiveness of Teacher Evaluation Models, Presidential Session
VCC, Second Level, West Room 213&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 Co-sponsored 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

58.014. Measuring Teacher Effectiveness Worldwide, AERA Sessions
VCC, Third Level, West Room 306; 4:05-5:35pm
Chair: Karen Symms Gallagher, APRU Convener and University of Southern California
Participant: Julie A. March, 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. Stritiks, 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:
4. Technology on Trial: Can Computers Effectively Increase the Achievement of Traditionally Underserved Populations? Jennifer Deboer, Vanderbilt University
6. A Dynamic Model of School Effects on Students’ Academic Achievement. Andrew Halpern-Manners, University of Minnesota
8. The Influence of Race, Ethnicity, and Immigration Status on Teachers’ Perceptions of Student Behavior and Performance. Yasmyn Irizarry, Mississippi State 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
15. The Role of Reading Comprehension in Large-Scale Subject-Matter Assessments. Ting Zhang, University of Maryland - College Park
17. Intersecting the Margins: The Lived Experience of Young Black Boys. Shesawna Chapple, Arizona State University
18. A Black Gurl’s Tale of Schooling: Entering the Site of I AM! Dominique Caciee Hill, University of Illinois at Urbana-Champaign
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. Kautilin Tiplady Obenauf, Michigan State University


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. Yasin A. Sitabkhan, University of California - Berkeley


35. Prefiguring Professionalization: Student Life in Victorian Britain’s Elementary Teacher’s Training Colleges. Christopher Bischof, Rutgers 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


41. Opening or Closing Doors? School Closings, Equity, and Community Engagement. Liza Pappas, The Graduate Center - CUNY


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

Chair: 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; Zolli 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

Monday Afternoon, April 16, 2012

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Participants:

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

Discussant: Cynthia B. Dillard, The University of Georgia

International Organization Sessions


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 J. 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 Nonoliberal Anti-Intellectualism: Moving the Foundations of Education From the Periphery 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? Roohsareh Kohansal, University of California - Berkeley; P. David Pearson, University of California - Berkeley

Knowledge Mobilization in Secondary Schools and School Districts. Katherine Withrow, 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. Kessler, 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. DeMelemere, Clark University; Laurie Ross, Clark University

Mapping Boundaries: Redefining Spaces Through Organizing. Gerald K. Wood, Northern Arizona University; Christine Keller Lemley, Northern
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: Donald 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, Donald 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 Westbrook, 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:
- 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

Discussant: Ernest D. Morrell, Teachers College, Columbia 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 Azvedo, McGill University Participants:
- Enabling Students to Self-Assess With Guidance From a Multi-Agent Environment for Supporting Scientific Inquiry. Eric M. Esliger, 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 Azvedo, McGill University; Reza Feyzi Behnaghi, McGill University; Jason Matthew Harley, McGill University; Francois 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 Co-sponsored 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

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 B; 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. Xiaoshan Jiang, The University of Kansas; Stacey Vicario Freeman, Arizona State University; UC-Irvine; Fei Zhao, The University of Kansas
- Engendering Need to Know: Using Problematizing as a Strategy to Foster Inquiry in Science Learning. Catherine E. Milne, New York University; Jan L. Plass, New York University; Benjamin Horn, The Graduate Center - CUNY; Trace Jordan, New York University; Ruth N. Schwartz, New York University; Dixie Ching, New York University; Mahbina 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 Rupno, New York University
Institute of Technology
Seeing the Forest From the Trees: A Comparison of Two Instructional Models Using Contrastive Cases. Min Chi; Ilia 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 Havelke, 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

Chair: Rochelle S. Michel, ETS
Participants:
A Multilevel Approach to Identifying Criterion-Related Profile Patterns. Ji-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(1c) Design of Generalizability Theory. Yuehmei Chien, Pearson; Robert L. Brennan, University of Iowa
Incorporating Item Response Theory Into Structural Equation Modes 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. Eunja Jung, Texas A&M University; Myeonggun 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; Myeonggun Yoon, Texas A&M University; Victor L. Willson, Texas A&M University
Discussant: Haribaran 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 Pahkle; Carey E. Cooper, Arizona State University; Richard Faby, 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 Faby, 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
Discussant: Evangeline 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 Folksskole. 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. Auel-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 Ticken, Bates College

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 Sejf, University of Illinois at Springfield, Assistant Professor

Discussants: Kysa Ngyuen, 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 Parke, 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. Athenese, National Conference of Bar Examiners; Douglas R. Ripkey, National Conference of Bar Examiners


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


The Role of Pregraduation 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, Briarcliff College; Sherrille Shabazz, Dowling College; Dolores C. Bilges, Dowling College; Rhoda Miller, Dowling College; Elsa-Sofia Monte, 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. Milen, 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 Jaggers, 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-Ahidian, 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, Monclair State University; Gail M. Perry-Ryder, Monclair 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 Aguierre, 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 Ludvig, American Institutes for Research
Participants: Amy E. Bucevich, 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
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:
 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 Combatting Extremism: The Case of England. Rowena Passey, Plymouth University; David Kerr, National Foundation for Educational Research
Youth Activists’ Voices About Ukraine’s Orange Revolution. Vitaliy Shyany, 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
Chair: 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

SIG: Scholarly Interest Group
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 Kiernan-Allen, WestEd; Elita Amini Virmarsi, 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-Partnerships Community; 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

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 Kauanuahe Lechanko, 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 Hikura, Nga Pae o te Maramatanga
Maori Teachers and the Construction of Effective Teaching. Jenny Bol Jun Lee, Rautaki Ltd
Discussant: Kekialoha 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. Minkyoung Kim, Indiana University; Euloo Jung, Indiana University; Abdullah A. Altuwaijri, Indiana University - Bloomington; Vuong 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. Scharz, 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
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. Teager, 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 Karavsha, University of South Florida
Mentoring Across Universities: A Caribbean Educators Research Initiative. Jonet Marie Stacey Bristol, Charles Sturt University; Joyanne Beverly De Four-Babb, The University of Trinidad and Tobago; Talia Runda Essard, 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; Sue Ann J. Bottoms, Oregon State University; Hilary Smith Rissler, 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; Joanne 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 Johanneson, 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. Eriek 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. Kaya 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 a Collaboratory Statistics Classroom. Bradley W. Bergery, 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; Filij 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

58.057. 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 nosy about our lives: Ethical Listening as Indigenous Adolescent Girls Tell Their Stories. Susan Dion, York University Discussant: Christine L. Cho, Trent 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 Scezvidi, 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 Zalannah Owens, Rutgers University - Newark Factors Promoting or Inhibiting School Turnaround: The Students’ Perspective. Jennifer D. Olson, University of Illinois at Chicago Discussant: Natalie Laciverno-Paquett, WestEd


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 We Have Done and What We Have Not Done: 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:

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 Bocijan, 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-Durandola, 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-Hanananai 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; Tsai Dong Li, Westat; Frank J. Jenkins, Westat; Mary T. Brownell, University of Florida

VCC, Second Level, West Room 224; 4:05-5:35pm
Chair: Jill D. Salisbury-Glennon, Auburn University
Participants:
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. Morgan 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. Lubinski, University of Illinois at Urbana-Champaign
Participants:

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:

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
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. Anagnostopoulou, 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 Knoepell, 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 Berebatsky, 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. Raillis, 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 Stid, 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 Fishell, 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
Negotiating Space: Critical Race Counter-narratives of First-Generation College Latinas/os. Amy H. Lee, Laney College
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
Preserve 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 Martti 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. Thorman L. Bridges, Morgan State University

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. Iry, University of Wisconsin - Milwaukee

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 Cristina 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. Ho 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
- “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 Chatuape, 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,
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 Acadolades 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 Shvington, 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; Rachele 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 Mijl 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: Jachwa 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.

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. Bujford, Sam Houston State University; Roslinda Rishi, Texas A&M University; Michelle L. Bledsoe, Sam Houston State University; Anthony J. Omaegbuzie, 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. Breaux, West Virginia University
Participants:
Education Science Unleashed: Dewey’s Dreams Meet Gadamer’s Doubts. Linda Jeanne O Neil, Northern Illinois University
Naturalism, Realism, and Transaction in Dewey’s Later Thought. Deron R. Boyles, Georgia State University

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 Alancon, The University of Texas - Austin

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 Keremedjie, 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 Wanyonya, 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. Lamers, University of Rochester
Participants:
- Examining Pedagogical Discourse in an Online Fan Community. Jayne C. Lamers, University of Rochester
- Pink Technologies and Playful Pedagogies: Gender, Design, and Barbie Transmedia in Digital and Museum Spaces. Karen E. Wohlwend, Indiana University - Bloomington; Kyle A. Pepperl, 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
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; Sannie Lee Watson, Ball State 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 Kittleson, 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

58.071. Poster Session 16; 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 Aiglazar, 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
6. McIntosh as Syncode: 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. Itrizarry, 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:
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. Struther, 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 Prysesi, Johns Hopkins University; James M. McPartland, Johns Hopkins University
14. Teachers’ Technological Readiness for Online Professional Development: Evidence From the E-Learning for Educators Initiative. Todd Reeves, Boston College; Zhashan Mandy Li, Boston College
15. Writing Outside the Lines: Liberation of Teaching Praxis through Social Justice Learning. Tamera 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 Fernanda 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
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,
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. Fulk, TERC; Rena Stroud, TERC; Kathryn Hobbs, TERC; Brian E. Drayton, TERC


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

Posters:
27. Home Environments and Literacy Achievement in Taiwan, Norway, Iran, and South Africa. Nicola McClang, University of California - Berkeley; Diana J. Arya, University of Oslo- Norway; Andrew Maud, 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

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; Joonang Xia, Western Michigan University

33. Factors Associated With Future Educational Technologists’ Intentions to Participate in Online Teaching. Wei Chen Hung, Northern Illinois University; Jeng-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. Agerinou, 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 Schwartz McCotter, Montclair State University; Dana J. Wilber, Montclair State University

37. Transformative Dimensions of Online Teaching: A Critical Look at the Online Teaching Literature. Eyrin 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


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

Goverance 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

59.010. Non Satis Scire: reARTiculations! Live Performance (Monday), Presidential Session

Pan Pacific, Restaurant Level, Oceanview 6; 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

Pan Pacific, Restaurant Level, Oceanview 6; 5:30-6:30pm

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


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; Jonathan 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-Relfic, 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

Pan Pacific, Restaurant Level, Oceanview 6; 5:30-6:30pm

Participants: Erik 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
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: Theodorea Regina Berry, Mercer University
Participant: Challenges and Possibilities of Doing Youth Participatory Action Research: Lessons From “Proyecto Latino@”. Cristina Alexandra Guerrero, University of Toronto; Ruben Gaztambide-Fernandez, OISE/University of Toronto; Elizabeth Guerrero, University of Toronto; Monica Rosas, Toronto District School Board

Sheraton Wall Centre, Third Level, North Junior Ballroom A; 6:15-7:45pm
Chair: Robert James Helfenbein, Indiana University - IUPI
Participant: Debbie Souu, Hunter College - CUNY

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; Bonnie 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’hiits’eeḵya), 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 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. Miliello, 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; Augusta 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
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 Wagggoner, University of Northern Iowa

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. Mcvagh, 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, Dunderave; 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, Shaugnessy 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
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 Antoineau Guishard, The Graduate Center - CUNY
Methodology of K’e: 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
Imagining a Better World: LGBTIQ (Lesbian, Gay, Bisexual,
Tuesday Morning, April 17, 2012

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 Naeseok Lee, Arizona State University; Eric Risikes, 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. Baldridge, Teachers College, Columbia University  
Participants:  
Humanizing Doctoral Educational Experiences for Students of Color. Bianca J. Baldridge, 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  

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 Knowledge and Experiences of Predoctoral Scholars of Color. Keshia 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. Sethomo Kekutse, Ball State University  
Improving Educational Practice in South Africa by Reinventing the Wheel. Amanda Helena Uys, North-West University

Whose Knowledge Counts: The Effects of Mentoring on Multicultural Language/Immersion Programs. Mileida Gort, University of Miami; Sabrina Francesca Seminante, University of Miami

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 Terssky, Saint Joseph’s University

Mentor to Muse: The Lived Experiences of African American Female Mentors. Wylesa 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 Morning, April 17, 2012

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: Arenta F. Ball, Stanford University

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: Linda Darling-Hammond, Stanford University; Mark T. Greenberg, The Pennsylvania State University  
Participants: Mustafa Y. Yusuf Eryaman, Stanford University

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 Schrum, Marquette University  
Teaching in Color: Contemporary Perspectives, Challenges, and Recommendations for 21st-Century Teachers of Color. Jeffrey A. 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

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 Yama Ervan, Canakkale O艡ez艡 Mart University; Teresa Brancho Gonzalez, FLACSO, Woon Chia Liu, National Institute of Education - Nanyang Technological University; Leif Mook, Aarhus University; Colin Rogers, Lancaster University; Christine M. Halbe, President, Australian Association for Research in Education (AARE), and Deakin University; Jos J. Beishuizen, Vrije Universiteit Amsterdam; Haiz M. Iqbal, Pakistan Association for Research in Education and University of Punjab; Ibrahim Ahmad Bajunid, President, Malaysian Educational Research Association (MER)  
INTL-Laureate International University; Wng 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 (AIARE)

**Committee Sessions**

**International Organization Sessions**

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 Trevor, McGill University; Michael Joseph Foy, John Abbott College; John Ranellucci, McGill University; Bogusia Giersz, 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 Magsigio, 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
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; Clay 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; Clay 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. Hong-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. Knezev, 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, University of North Texas; John Abbott College; John Ranellucci, McGill University; Bogusia Giersz, McGill University; Xihui Wang, McGill 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
Discussants: Belinda Gimbet, 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; Alydia D. Roehrig, Florida State University; Jeanine 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

VCC, First Level, West Room 116&117; 8:15-10:15am
Chairs: Karen L. Nyland-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
Multilevel Latent Class Analysis of Junior Faculty Job Satisfaction. Christine Victorino, University of California - Santa Barbara; Karen L. Nyland-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. Nunney, Old Dominion University
Participants:
The California Healthy Kids Survey Military Module: Perceptions of 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. Nunney, Old Dominion University; Leigh Sayre, Old Dominion University; Jennifer A. Sughrue, Florida Atlantic University
Discussant: Roxana Marachi, San José State University


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 Lizzcano, Stanford University Undocumentation as a Global Issue. Diane Sookyang 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


63.030. 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 BrekaLorenz, Indiana University; Tony Ribera, Indiana University; Eddie R. Cole, Indiana University.
Teaching Communities and Conceptions of College-Level Writing Instruction. Stacy L. DeZutter, Millsaps College; Anita M. Deroen, 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. Mickens, 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 Khaliddeen, University of the Fraser Valley
Participants:
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. Wobniak, NORC at the University of Chicago; Ernest T. Pascarella, University of Pennsylvania.
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:
Policy Learning in the European Union’s Research Policy. Merli Tamanik, University of Toronto; Creso Sa, University of Toronto.
The Roles of International Organizations in Globalizing Higher Education Policy. Riyad Ahmed Shahrilhan, 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.

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:
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. Miltion, 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: Tambera 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:
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 Atken, 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 Danesien 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. Sus-Yin Chu, National Taitung University, Taiwan; Sherreece B. Garcia, The University of Texas
- Evaluation of a Culturally Responsive Postsecondary Transition Training Program 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; Haiven 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 Bjulfsen, Syracuse University

Participants:
- Charter School Authorizers and Student Achievement. Ron Zimmer, Vanderbilt University; Brian Gill, Mathematica Policy Research, Inc.; Kaitlin Tiplady Obeid, 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
- Siting for Segregation? The Effects of Accessibility on Charter School Racial and Ethnic Composition. Kori James Strough, 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 Heathington, 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 Nationalism 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 Nienhuusers, 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 Evely 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 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; Ayelit Baram-Tabari, 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
- 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. Falits, 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 Dunn-Yu Liu, Iowa State University; Antonio Nieves Martinez, University of California - Los Angeles

Discussant: Ijeoma 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: Jhanna 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. Jhanna 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. Ahnae M. 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; Jeo-Seeo 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

Latino/o Students in STEM: An Examination ofNavigational, Cultural, and Social Capital. Lorenzo DuBois Babey, University of Illinois; Blanca E. Rincon, University of Illinois at Urbana-Champaign; Mariana Garcia Martinez, University of Illinois at Urbana-Champaign


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. Yoss, 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. Mikk, 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.
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
- 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: Hajdi Gudjonsdottir, University of Iceland
Participants:
- Divergence and Commonality: Listening for the Golden Thread. Valerie A. Allison-Rooan, Susquehanna University; David Scott McLaughlin, Susquehanna University; Michael Patrick Hayes, Susanquehna 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. Kani 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. Dalmaz, 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. Dottie Priest, The University of Alabama
- Relationships Among Professional Learning Communities, School Academic Optimism, and Student Achievement in Alabama Middle and High Schools. Amanda Cassity, The University of Alabama
- Professional Learning Communities and Student Learning: A Meta-Analysis of the Research. Daisy E. Arreondo Rucinski, The University of Alabama
- The Implementation of Common Planning on Teacher Efficacy in High Schools. 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

63.055. Roundtable Session 104: Roundtable Session VCC, First Level, East Ballroom A; 8:15-9:45am
Chair: Amma A. Akrofi, Texas Tech University
Participants:
- Examining a Multilingual Educator's Path to Multicultural Awareness: A Case Study. Patricia 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 Glavine 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

63.055-1. 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 A. Akrofi, Texas Tech University
Participants:
- Experiencing Multicultural Education: The Influence of Diversity and Cultural Awareness. Christopher Styles, The University of the West Indies; Andrew A. Burton, The University of the West Indies; Jason Marshall, University of the West Indies; Sandra A. 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

63.055-2. 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 Kuman, 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 Ewanuchak, 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
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

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 DaVia 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: María E. Hernandez Finch, Ball State University
Participants:
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

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 Gretyak, 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

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. Museus, University of Hawaii - Manoa
Performing Race and Ethnicity Through Campus Culture Shows. Rican Vue, University of California - Los Angeles

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:
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:
Getting from Action Research: A Two Year Study. Arnold B. Danzig, Arizona State University
of Preservice Teachers’ Identities and Practice. Sharon B. Hayes, West Virginia University; Jason Jude Smith, West Virginia 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. Reardon, 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 Femal, 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 Rebuilding 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
- 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; James M. 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 Ramsager, Freie Universität Berlin

Participants:

- Cross-Cultural Comparisons of Reasoning in Elementary School Science. Russell W. Tyler, 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 Ramsager, Freie Universität Berlin
- Student-Teacher Interactions Supporting Reasoning in Taiwanese Astronomy Classrooms. Chao-Ti Hsiang, National Taipei University of Education; Ch-Ling Wu, National Taiwan University of Education; Hsiou-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
- 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 Co-sponsored with SIG-Qualitative Research; Roundtable Session VCC, First Level, East Ballroom C; 8:15-9:45am

Chair: Kyung-Hwa Tang, 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: Ambreen 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 Hoagham, 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 ChildhoodForged Through
Participants: Tracey Psycher, 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 Lissoway, The University of Texas - Austin

63.058. Roundtable Session 107: 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 Anticacist Pedagogy. Tanetha Jamay Grosland, University of Florida

63.058-2. Curricula of Resistance Against 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:
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. Bekiszwe 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 Baseline 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 Within the Internationalization of Curriculum Studies. Seungho Moon, Oklahoma State University - Stillwater
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
Chicana/o 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. Donnell 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
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

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:
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. Eunjoo 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 Kirchgessner, 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 Tancredi-Brice Aghenyea, 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. Diaoquan Li, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Jie Gao, Teachers College, Columbia University
19. Parent Influence on Adolescents’ Self-Concept, Self-Efficacy, Task Values, and Achievement Outcomes in Science. Yvuen Chang, National Taiwan University of Education
20. Self-Efficacy and Youth’s Decision to Enter a Science, Technology, Engineering and Mathematics (STEM) Field. Temi Bidjerano, Farenam 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 Over, Temple University; Julie L. Booth, Temple University; Andrew J. Elliot, University of Rochester
23. Mathematical Dispositions and Student Learning: A Metaphorical Analysis. Jinfai Cai, University of Delaware; Victoria Robison, Marquette University; John Moyer, Marquette University; Ning Wang, Widener University; Bikai Nie, University of Delaware
25. Reciprocal Effects of Self-Efficacy and Achievement in Mathematics. Guan Saw, Michigan State University
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:
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 Lidtke, Humboldt University; Ulrich Trautwein, Universität Tubingen
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 Lindh, 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; Rythn Madden, University of Central Oklahoma; Lovell 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 Bembenett, 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; Jaren Pan, Florida State University
37. Gratitude and Chinese College Students’ Well-Being and Coping. Wei Liu, The University of Alabama; Cecil D. Robinton, 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
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. Brumling, 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-Piotrovski, 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. Talesis 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 Tzu, 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-Gencturk, 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’ Pedagogical 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. Hohlfeld, 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. Evrim 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 Kaya, Middle East Technical University; Isil Kabakci Yardukal, 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. Boher-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:

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


65.011. 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. Garcia, New Mexico State University; Marisol Oriana Ruiz, New Mexico State University
Participants:
What Is the History of Hispanic-Serving Institutions? Hermán S. Garcia, 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’km’ag 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 Characterizations 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 S&I; 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

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
Using a Modified Data Envelope to assist Teachers in Target Setting for Student Achievement. Earl Irving, University of Auckland; Mark Gan Joo Song, 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

65.017. Coyotes Will Howl: Narratives of Colonized Places, People, and Eco-Ethical Inquiries for Justice. Division B - Curriculum Studies; Paper Session VCC, Second Level, East Room 12; 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 Perera Warnimint, 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 VCC, Second Level, West Room 223; 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; Ilan C. Cruz-Panesso, McGill University; John Ranellucci, McGill University; Jeffrey Wiseman, McGill University; Lap
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; Paper Session 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. Yye, University of Washington
Rethinking Rigor in High School Coursework: Toward Deep Knowing and Equity in “Advanced Placement United States Government and Politics”. Walter C. Parkes, University of Washington; Angeline Jude Ekh Song 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
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. Jennifer Lord-Bessen, Fordham University; 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 Charmanaram, 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 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 Ulrich, University Frankfurt am Main; Holger Horz, University Frankfurt am Main; Wolfgang Schmotz, 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 Farano, 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 Wolfkief, Seattle University
Graduate School or the Workforce? The Postbaccalaureate Decisions of Racial Ethnic Minority Students With Engineering Majors. Araceli Espinosa, University of Southern California
Surviving Grad School: Understanding Graduate Student Persistence Using Survival Analysis. Warren J. Brown, Grinnell College; Clinton M. Stephens, Iowa State University
Discussant: Susan B. Tombsby, 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 Tang, McGill University
Participants:
Power and Control in Math and Science Faculty Instruction: A Cultural Strategies Approach. Joseph J. Ferrare, University of Wisconsin - Madison; Matthew Tatadashi 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. Milen, The University of Arizona
Discussant: Xuell Wung, 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; Symposium
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 Sosioespacial 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 Oldekkink-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. Danlow, 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 Tantra Chua, 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 Slover Hanson, University of Colorado - Boulder; Ruth Maria Lopez, University of Colorado - Boulder

Discussions: Jacquelyne Eccles, University of Michigan; Nailah Suad Nasir, University of California - Berkeley

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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 Englehardt, 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

Discussions: Jay L. Lemke, University of California - San Diego; Joshua Adam Danish, Indiana University

65.036. T’alaa’i Diidlec (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:
Reflections: Engaging Bicultural Children’s Television Media Through an Indigenous Praxis. Judith Estrada, University of Illinois
Tíyáanítii naa’ntín naa’ntáa’ndleeh (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. Kisiel, California State University - Long Beach; Shawn M. Rowe, Oregon State University - Oregon Sea Grant

“Who’s That 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 Bossignore, 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. Mantzicopoulou, 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; Miri Sini, Ben-Gurion University of the Negev

Discussions: 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 Randhawa, 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 Abramov, 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:
- 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 Strawhorn, The Ohio State University

Trust and warm demanding: The impact of culturally relevant care on Black and Latino male students. Wanda Watson, Teachers College, Columbia University; Ieshka Jackson, Teachers College, Columbia University; Yolanda Sealey-Ruiz, Teachers College, Columbia University

Discussant: Edward Fergus, New York University


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
- Self- and Pedagogical Content Knowledge. Pamilla Nilsson, Halmstad University; John Loughran, Monash University; Deborah J. Trumbull, Cornell University
- Self-Study as Professional Learning for Science Teacher Educators. Garry F. Hohan, 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

Discussant: John M. Leddy, University of Michigan; R. Christopher Colvin, Vanderbilt University

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
- Effects of Mixing Metrics and Distributions Simultaneously in Structural Equation Modeling: A Simulation Study. Cindy A. Konnoage, University of Northern Colorado; Susan Hutchinson, University of Northern Colorado
- 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: Xiato 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


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 at Dallas

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:

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 Blancher-Cohen, Concordia University; Rosemary C. Reilly, Concordia University Making Pedagogical Decisions to Address Challenges of Joint Jewish-Bedouin Environmental Projects in Israel. Iris Alkahar, 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 Buchar, 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-Yarner, 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 Kawiou, The Pennsylvania State University; Donnan Marie Stoicsy, 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


65.045-8. 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; Hy-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 CRIC (Cooperative Integrated Reading and Composition) Model on Chinese American Students’ Reading and Knowledge. Yi-Fung Yeh, Fordham University


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. Hafisa B. Matos-Elefonte, The College Board; Jan 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. Marissa 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 Zanwick, Buffalo State College - SUNY; Rodney Doran, University at Buffalo - SUNY; Joe Engemann, Brock University; Ethel Petrov, Erie County Community College; Ann W. Wright, Cleveland State University
The Effect of Item Position on State Mathematics Assessment. Pui Chiu 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. Sany, 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
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 DeMoe 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: Myrian L. Baker, McREL
Participants:
Evaluating the Implementation of a Special Education Program at a Local Charter School. Leman Kaniurk 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. Dowsett, 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. Edelburn, 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. Collinus, 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 Ensenanzas: A Discourse Analysis of Oral Stories Told in Latino Immigrant Homes. Guadalupe Dominguez Chavez, The University of Texas - Austin; Kyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin; Anissa Wiktor Lynch, The University of Texas - Austin; Christian Ellen Zawicki, Buffalo State College - SUNY
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 Régimes 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 Fr(au)strated 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 Sion Chavan, University of Buffalo - SUNY
Know-Nothing's 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 Aai, 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; Raquel Holmes, University of Connecticut
Identity as Teachers of Inquiry Science: Small Stories and Interpretive Repertoires as Discursive Resources. Frederick Torubabula Talane, National Institute of Education - Nanyang Technological University
Mijung Kim, University of Victoria; Ask-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:
Reenvisioning Public Education Reform: Reclaiming a Public Path Toward the Public Good. Ruthanne Kaurt-Schai, Macalster 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 Hufston, 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 Peetone, 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:
The “Urban” in Urban Education: Conceptions, Questions, and Implications. Decoteau J. Irby, University of Wisconsin - Milwaukeee; 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 Adamci-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. Alexsah-Niider, 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. Sherundi D. Ratnabalasurii, Arizona State University
From Caring Comes Courage: Enactments of Caring to Support Women of STEM. Aprile 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
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 Saltzian, 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 Friend Van Duinen, Hope College
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, Kent State 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-Funnuy, National-Louis University; Antonina Lukenchuk, National-Louis University

65.047-6. African American, Latino, and Native Peoples' Experiences in the Mid-20th-Century United States. Division F - History and Geography; 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:
Patrikia Darling, Northern Illinois University
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 University

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 Duhlgen, 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:
Gesture 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 Schönwe, University of Freiburg; Matthias Näckles, University of Freiburg; Lars Holzaepfél, 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
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 Lyutik, 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 Verweeck, Freie Universität Berlin; Bettina Hannover; Freie Universität Berlin
Influence of Instructional Tasks on Classroom Discourse in China’s Reformed Primary Mathematics Classrooms. Yajing Ni, Chinese University of Hong Kong; Debiai Zhou, Hong Kong Baptist University; Xiaoping 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, Children’s Motivation for Reading, Reading Amount and Achievement: A Concurrent Study. Qiaying 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
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 at 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 Rocc oni, Indiana University
5. College Student Veterans’ Identity Development. Corey Bradford Runam, 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 Freney, 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 Edcultural Consulting; Marc Catrigh, 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 Ozar, Kent State University; Aryn C. Karpinski, Kent State 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


12. Self-Regulation in Undergraduate Engineering Courses. Candice R. Stefanoff, 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 Walker, 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; Dimitr 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 Droogsmus 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 Menaugh, 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


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 Soneki, 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; Marcello 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 Tainung University, Taiwan; Hsiang-Yi Wu, The University of Kansas; Shu-Ju Chen, Taipei Municipal University of Education


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 Chen, 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, Nationla Sun Yat-sen University; An Sing Chen, National Chung Cheng University

65.051-5. Gestures, Models, and Explanations in STEM Learning. SIG-Learning Sciences Co-sponsored 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


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 Yoss Farris, Vanderbilt University

40. Student Modeling Conversations in Elementary School Science. Zacharias C. Zacharia, University of Cyprus; Loucas T. Louca, European University; C. P. Constantiou, University of Cyprus

41. The Role of Gesture in Solving Spatial Problems in STEM. Matthew E. Lira, University of Illinois at Chicago; Mike Steff, University of Illinois at Chicago; Stephanie Athene Scorgel, 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 Hennessy, University of California - Berkeley; Ashley L. Cederquist, University of California - Los Angeles
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 Sauers, 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 Stoehr, The University of Arizona; Saedeh Heshmati, The University of Arizona; Guadalupe Lomazo, The University of Arizona; James W. Sigler, 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 Tyniński, 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; Jinfu 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 Châteauret, 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. Marca V.C. Wolfensberger, Hanze University of Applied Science; Roelanda M. Van der Rijst, Leiden University

57. Traditional Is Not a Synonym for Bad: Creativity in Public and Waldorf Classrooms. Cathrine 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


VCC, First Level, West Ballroom A; 12:25-1:35pm
Chair: Willis D. Havley, University of Maryland
Participants: Alfredo J. Artilles, Arizona State University; Deborah Loewenberg Ball, University of Michigan; Linda Darling-Hammond, Stanford University
Discussant: Kathleen Paliosas, 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:
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–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,
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. Pauly, University of Zurich; Kurt Reussner, 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 Bergmans, 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 Schiiffauer, 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
Possibilities to Support Learning in Computer-Based Learning Environments Through Goal Setting. Meike Jaschniok, Universität Bremen; 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; Co-sponsored 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: Rutgers University; Sean Goggin, University of Missouri - Columbia

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, WattsYouthCollective/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

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. Mattis, 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

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 Ward, Loyola University Chicago
Language Policy in Practice: The Case of Wisconsin’s New Latino Diaspora. Rebecca Jane Lowenhaupt, Boston College

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: 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
Discussant: Eileen H. Tamura, University of Hawaii - Manoa
Exercising 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


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; Chavagnon 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 Grooans, Florida State University; Victor Dale Sampson, Florida State University; Peter Carafcano, 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 Seuscheck, K12 Inc.

Discussant: Regina J. Deill-Amen, The University of Arizona

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 Rehbecchi, Educational Commission for Foreign Medical Graduates

- Colette Scott, National Board of Medical Examiners; Gail E. Farnan, 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 Rehbecchi, 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 Rehbecchi, 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; Paper 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 Zegan, 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. Deill-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: Guibert C. Hentschke, University of Southern California Participants:


- 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. Brieanne 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 Hommer, University of Leeds; Stephen George Rayner, Oxford Brooks University

Discussant: Christopher C. Morpew, 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; Jisun Kim, University of Michigan
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 Reading. 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 Witzr, 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 Aichinstein, 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; Arther 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 Slower, 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 Citizenshipships for Social Subjective Redemption: Africanist Perspectives. Ali A. Abdi, University of Alberta
Rethinking “Global Citizenship From an Indigenous Knowledge Perspective”. George J. Del, OISE/University of Toronto
Local Knowledge and Global Citizenship Through a Caribbean Lens. June Marilyn George, University of the West Indies
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 T. 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 Purhailillich, University of Regina
Uncovering Orientalisms in Occupied Palestine: Transforming English Language Teacher Education. Shelley Wong, George Mason University; Ilham Nasser, George Mason 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. Portnow, California State University - Long Beach; Ana Lima, California State University - Long Beach; Diliana Peregriina-Krez, OISE/University of Toronto
Bourdieu and Doctoral Education: Rethinking Academic Work and Socialization. Bryan Gopal, OISE/University of Toronto
Factors Affecting the Research Productivity of Black Ph.D. Students at Predominantly White Institutions. Felrin McGasky, 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 Hawai'i - 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 Hoves, 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 Cuenton, Society for Research on Child Development; Louise B. Russell, Rutgers University; Xiangin Shen, Rutgers University; Renee K. Gormley, Rutgers 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-Cadhwallader, 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 Werworth, American Institutes for Research
Discussant: Francisco O. Ramirez, Stanford University

Chair: Gay 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 Moates, 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: Seok-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 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; Yongsoo 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: Janal 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. Hutchins, University of Kentucky; Jeffrey C. Sun, University of North Dakota
Discussant: Barbara Garti, 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
Profiles of Intrinsic and Extrinsic Motivations. Jennifer Henderlong, Purdue, Reed College; Kyla Haimovitz, Stanford University; Stephanie F. 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 Zasho, 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

Chair: 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

Chair: 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


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

Chair: Joyce Mahler Dukles, 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:


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, Universität 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 Mccouch, 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 Gallay, 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

Chair: 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; Sue Xe 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 Borreto, 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

Chair: 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. Mastroppieri, George Mason University; Sara J. Mills, George Mason University

Comparing Two Story-Writing Mnemonic Strategies: A Randomized Control Trial Study. Michael W. Dun, 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 Cuencu, Illinois State University;
Division and SIG Roundtables

66.050. Making Space for Writing Through Artistic Literacies: Roundtable Session

VCC, Second Level, East Room 2&3; 12:25-1:55pm
Chair: Gloria E. Jacobs, Portland State University
Participants: Margo A. Mastropieri, George Mason University; Thomas E. Scruggs, George Mason University

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: Rebecca Leigh, Oakland University
Participants:
- Writers and Artists Coming Together: Literacy Partnerships at Work. S. Brian Bailey, Nazareth College; Maria Baldassarre Hopkins, Nazareth College of Rochester

66.051. Roundtable Session 116: 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 Slavit, 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, Fundación Chile; Andrea Horn Kupfer, Fundación 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

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

Target, Strategic Partner, Critical Friend? Relationships Between School Leaders and Community Organizations. 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; Nolvia Ana Cortez, The University of Arizona

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. Militello, 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
- 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 Veder-Weiss, Weizmann Institute of Science; David L. Fortus, Weizmann Institute of Science
- 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 Montreál; 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 Reiningher, Stanford University; Lauren M. Anderson, University of Southern California
Are Principal Background and School Processes Related to Teacher Job Satisfaction? A Multilevel National Study. Jiapeng 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. Aix 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

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, Millsersville 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 Estlinger, 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 Thorngqvist, 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-Geun Chen, Chung Hwa University of Medical Technology, Jao-Nan Cheng

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 Tudohope, 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. Mujs, University of Southampton; Natasha Rumyns, 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. Naja Berg Hougaard, The Graduate Center - CUNY
Peer Activist Learning and Identity Development in a Community College. educação p/ aula, The Graduate Center - CUNY; Eduardo F. 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
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:
Lundy, the Animal: Rethinking Nonhuman Animals in Educational Discourses. Abraham P. Deelon, 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. Kohori, 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. Ameny Dai Ling Wu, Paragon Testing Enterprises; Donald Wehrung, Paragon Testing Enterprises; Bruno D. Zambo, 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. Xiaoxia 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 Dady, 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 Zwitser, Cito
A Valid Decision Based on Multiple Tests: Validation of Competence Assessment Programs. Saskia Woolfs, Cito

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
New Evidence on the Validity of the Classroom Assessment Scoring System. Nicole Makas Colwell, University of Illinois at Chicago

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. Arnold Skrondzwich, 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
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. Haivian Bai, University of Central Florida; Wei Pan, University of Cincinnati; Atsasu 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. Enyedi, University of California - Los Angeles; Tesha Sengupta Irving, University of California - Irvine; Christine Brigid Malsharry, 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

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
Chair: Marilyn S. Thompson, Arizona State University
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 Louise 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, MERAsociates; Jessica Tybursky, New York University; Robert J. Tobias, New York University; Ognjen Simic, New York University; Candace Barretteau Pihrie, New York 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. Manekska 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. Meixuan Zheng, North Carolina State University
Self-Regulation, Alternate Reality Games, and Problem Based Learning: Are Students Ready to Play to Learn? Chris William Biggenho, 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
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

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 Eserel, 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. Fadjo, 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 Huang, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Tanner Yea, 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

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

Posters:
1. Examining Preservice Teachers’ Knowledge of Number and Operations Using Cognitively Guided Instruction. Leigh A. Van Den Kieboom, Marquette University; Lara Geronimo, Marquette University
2. 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 Qungo Switht, Texas Tech University; Jennifer A. Wilhelm, University of Kentucky
3. 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

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 Michelle 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 L. Lamphere-Jordan, Oklahoma State University

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 Caflee, Stanford University


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


12. Elementary Teachers’ Self-Directed Approach to Developing Knowledge of Inquiry-Based Teaching of Mathematics. Olive Chapman, University of Calgary


14. Possibilities, Promises, and Potential Barriers: Learning to Plan for Differentiated Instruction in Elementary Science. Ruthanne Tobi, 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


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 Oroso, University of California - Riverside; Danielle Gazman-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 Brunken, 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


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. Orinstein, 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; Aline 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 Narcis, 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 Anne Grove, University of California - Santa Barbara

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

66.058-2. 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:


66.058-3. Cognitive Processes and Self-Regulated Learning. Division C - Learning and Instruction; Poster Session

VCC, First Level, East Ballroom B; 12:25-1:55pm

Posters:

- Academic Achievement in Supplemental Educational Services: An Experimental Study of an Online Reading Program. S. Marshall Perry, Dowling College
- 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
- Differentiated Teaching and Learning: Analyzing One-to-One Teacher-Student Interactions in Technology-Rich Environment. Vigal Rosen, University of Haifa; Dawne Beck-Hill, Time To Know
- 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
- 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 Hong Kong

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


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 Christpher 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


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


53. Private Education, Teacher Education: Implications for Equity and Quality in Cambodia. James H. Williams, The George Washington University; Yuto Kitamura, Sophia University


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


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; Racial Moore, National Center for Educational Achievement

Tuesday, 12:30 pm

Goverance 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. Winemiller, 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-Gabelia, Vanderbilt University; Linda Darling-Hammond, Stanford University; Arneha F. Ball, Stanford University; Peter McWatters, 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 Transnational Conversation. 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; Stacye 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. Stacye 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


69.014. 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 Lence-Monnier Tolson, 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; Fonzell Agosto, University of South Florida; Gregory Knollman, University of South Florida Cross-Case Analysis: Making Sense of It All. Fonzell Agosto, University of South Florida; Zorka Karanxha, University of South Florida; David T. Hoppey, University of South Florida Discussant: Colleen A. Cappe, University of Wisconsin - Madison


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,
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:

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: Dayvi Diaz-Strong. Elgin Community College; Maria Luna Duarte, Northern 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:

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:

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. Muzi 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; Georgeone 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; Tannicee 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 Nelsetuen, 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 Stulmeyer, 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

Learning-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 Kraume; 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 Swazey

Regional Partnerships and Resource Asymmetries: Comparing Universities’ Interorganizational Alignment Strategies. Anatoly Oleksiyenko, The University of Hong Kong

Influences on the Commitment to and of Community Engagement at Colleges and Universities. Melissa McIlroy Hawkins, Consultant; Gregory Barrett, University of Arkansas at Little Rock

Discussant: Christopher C. Morphet, 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 Alfarro, 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 Propels 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 atPredominantly 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. Mahuangamee 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. Rohyn 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
Participants:
Chairs:
Ernest D. Morrell, Teachers College, Columbia University

Discussant:
69.033. Redefining Teacher Education Through Community-Based Collaboration. Division K - Teaching and Teacher Education; Symposium VCC, Second Level, East 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. Zygmont-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


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 Aalos, 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


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 Aalos, 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


Eco Haves and Eco Have-Nots: Building College and Career Pathways to Prevent Youth of Color From Dying of Unnatural Causes. A.A. Akin, 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 González, an Diego State University/Claremont 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


Discussant: Daniel Dinn-You Liou, Iowa State University

69.040. Mathematics + Early Childhood = ? SIG-Early Education and Child Development; Symposium

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 Oliva 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 Chair: Randolph Brent Halaz-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. Patricks College; Brian Ruane, St. Patricks College Exploring Global Climate Change in Secondary Social Studies and Science Curricula. Casey Meehan, University of Wisconsin - Madison Strategy Environmental Education in the Face of Cultural Inertia About Climate Change. Kari Norgaard, University of Oregon; Randolph Brent Halaz-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 Chair: Nila J. Thoros, 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 Kozuipa, 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-tek 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; Rauling 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-Barnar, Louisiana State University Participants: Exploring Active Learning as a Strategy for Teaching Research Methods in a Socioconstructivism Environment. Daisyanne Barreto, University of Georgia; Tonia Dousay, University of Georgia; Senqg Won Park, University of Georgia; Suhyung Chiu, University of Georgia; Melissa Guy, University of Georgia; So Mi Kim; YuGeong(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 Maddock, Concordia University; Dara Soljaga, Concordia University - Chicago Prevalence and Characteristics of Citation Errors: The Case for Research in the Schools. Anthony J. Onwuizie, Sam Houston State University; Rebecca K. Freis, 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-Author Dissertations. Jessica Lynn Van Cleave, University of Georgia; Sarah Bridges-Rhoads, Georgia State University Late to the E-Party? Academics and the Reshaping of Authority. 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

69.048. 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 Narasian, 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


Division and SIG Roundtables

69.050. Roundtable Session 124; Roundtable Session


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 Pessaunha, 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


69.050-5. 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 Paleso, Teachers College, Columbia 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
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:
- M. Beatriz Arias, Arizona State University
- Alexandria Estrella, Arizona State University

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

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. Lubinski, 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

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. Bouchez, Lyndon State College

Participants:
- Developing a Culture of Resilience for Low-Income Immigrant Youth. Diane Sookyoung Lee, Stanford University; Noah Borroto, 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. Hweckley 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; Ikhas Ahmad, The University of Jordan; Yi Cheng, National Taiwan University; Erdal Hamarta, Selcuk University; Zümrüt Özyeşil, Istanbul Arel University; Saú-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. Johmarshall Reeve, Korea University
- Constructing Motivation Through Choice, Interest, and Interestengness. 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:
- 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:
- 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. Clues, Ithaca College

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
69.051-2. Multimodal Composing Processes Across Contexts. SIG-Writing and Literacies; Roundtable Session
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
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. Jilil 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
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. Kaufman, 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
Chair: John Settlage, 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
69.055-2. Writing. Division C - Learning and Instruction; Roundtable Session
Sheraton Wall Centre, Third Level, South Orca; 2:15-3:45pm
Chair: Sharon Zumbroon, Virginia Commonwealth University
Participants:
Writing Feedback Perceptions, Self-Efficacy Beliefs, and Self-Regulation
aptitude in the College Classroom. Sharon Zumbroon, 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 Zha, 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
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 Fraeine, K.U. Leuven; Wim Van den Noortgate, Katholieke Universiteit Leuven
8. The Relationship Between Effortful Control and Peer Victimization in Early and Middle Childhood. Khaeransina 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 Hosky, 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
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
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
20. Examining the Relationship Between English Proficiency and NCLB (No Child Left Behind) Test Performance. April M. Burke, Purdue University

VCC, First Level, East Ballroom B; 2:15-3:45pm
Poster:

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:
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:
25. Informal Science Learning: The Impact of Individual Differences on Family Conversations in Museums. Elizabeth J. Carey, Tulane University; Aimée Diane Arceneaux, Tulane University; Shananeh A. Rashidi, Tulane University; Lisa E. Sechter, Tulane University
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. Statzman, 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. Joannetta Ellis, American Public University System; Lori Kapczynski, 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. Yendlinski, 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
39. -5 - 5 Is Like 5 - 5 = 0: Analogical Reasoning With Integers. Laura Boferding, 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 Lerón’s Structured Proofs. Evan Fuller, University of California - San Diego; Keith Weber, Rutgers University; Juan Pablo Mejia-Ramos, Rutgers University; Kathryn Rhoads, Rutgers University; Avrom Samkoff, Rutgers University
42. Producing Proofs and Counterexamples: Strategies of Undergraduate Students. Yi-Yin Ko, Tufts University

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:
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 Misconceptions. Marcus Lee Johnson, University of Cincinnati; Mishele Bren, University of Cincinnati
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 Tzialli, University of Cyprus; C. P. Constantiou, University of Cyprus
50. Teachers’ Self-Efficacy in Teaching Science as Inquiry and Their Classroom Practices. Lisa Ruocco, 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
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. Hatchcock, 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


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


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**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