

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION**

**2013 ANNUAL MEETING PROGRAM**

**EDUCATION  
AND POVERTY**  
THEORY, RESEARCH, POLICY AND PRAXIS

**April 27- May 1, 2013  
SAN FRANCISCO, CALIFORNIA**

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION  
1430 K STREET, NW, SUITE 1200  
WASHINGTON, DC 20005  
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WWW.AERA.NET**

 **#AERA13**

**ISSN 0163-9676**



# 2013 Program Theme

A young man arrived in the United States and moved with his family to one of the poorest sections of Los Angeles. The violence and poverty that surrounded him was a surprise. In his application for a scholarship to Stanford University he wrote, "I thought America was a land of riches and pleasures because of what had seen in the movies. It proved to be the opposite." At the end of the essay this high school junior returned to his theme of selfhood:

Poverty has not stopped me. I want to change the world. Not only do I want to see a decrease in violence, but I also want to learn as much as I can so that I can help others. In order for me to succeed, I will not have the benefits of rich kids who go to good schools and have private tutors. I only have one weapon: a desire to learn. I work very hard; I study every night and on the weekend. I am determined to improve the world by showing that there are people who are willing to make a difference and willing to be an example for others. America is not a land of riches for those of us who live in [my neighborhood], but it can be a land of opportunities for everyone: success is up to me.

This young man's story highlights a central theme of the conference: Education has long been seen as a way out of poverty, in the U.S. and globally. To be sure, some will suggest that education plays no role or that education systems mask inequality and perpetuate cycles of poverty and wealth. Another interpretation is that meritocracy works – those who work hard will succeed. Others may suggest that the student's essay speaks to the resilience of the individual in spite of inequitable schooling structures. Still others will read his comment as a call for alternative forms of educational opportunity insofar as public schools have failed. Critics will see the failure of schools to move groups out of poverty and point to his success as singular rather than representative. Some will point out that an elite private university gets portrayed as heroic whereas such institutions are actually part of the problem; by restricting access to social capital they maintain their position, fortify an increasingly anxious upper middle class, and make his experience unique rather than typical for the poor. Observers of global education might note that education is used as public policy by governments democratic and authoritarian in efforts to control, reduce, and manage poverty. And of course, some will say that a single story tells us nothing and what is really needed is a large-scale study to determine the underlying problems.

The purpose of the 2013 meeting is not to require a doctrinaire adherence to one or another viewpoint. Rather, the intent is to have us come together as an academic community to discuss, debate, and consider the relationships of education and poverty.

We conceive of poverty broadly. Poverty exists not only through the lack of material goods; an intellectual poverty can also pervade educational organizations and society. In *The Idea of a University*, over 150 years ago, John Henry Newman wrote, "Knowledge is something more than a passive reception of scraps and details." Newman called for intellectuals to be in intense engagement with one another, with students, and with society so that we might better understand the flaws of one another's argument. Through this engagement Newman believed that a better world might be created. To that end, we are particularly interested in designing a conference where individuals do not cordon themselves off from those with whom they disagree, and instead hope to create conditions for difficult dialogues.

# AND POVERTY

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YOU ARE INVITED TO ATTEND THIS  
SPECIAL INVITED ADDRESS  
TUESDAY, APRIL 30, 3:45 PM-4:45 PM  
HILTON UNION SQUARE  
BALLROOM LEVEL, CONTINENTAL 4-6

# CHOOSING THE RIGHT BATTLES: REMARKS AND A CONVERSATION

ARNE DUNCAN, U.S. SECRETARY OF EDUCATION



Arne Duncan is the ninth U.S. secretary of education. He has served in this post since his confirmation by the U.S. Senate on Jan. 20, 2009. Before becoming secretary of education, Duncan served as the chief executive officer of the Chicago Public Schools (CPS), a position he held from June 2001 through December 2008. Prior to joining the Chicago Public Schools, from 1992 to 1998, Duncan ran the nonprofit education foundation Ariel Education Initiative, which helped fund a college education for a class of inner-city children under the I Have A Dream program. He was part of a team that later started a new public elementary school built around a financial literacy curriculum, the Ariel Community Academy, which today ranks among the top elementary schools in Chicago. From 1987 to 1991, Duncan played professional basketball in Australia, where he also worked with children who were wards of the state. Duncan graduated magna cum laude from Harvard University in 1987, after majoring in sociology. He was co-captain of Harvard's basketball team and was named a first team Academic All-American.

CHAIRER BY  
AERA PRESIDENT WILLIAM G. TIERNEY  
UNIVERSITY OF SOUTHERN CALIFORNIA



#AERASEC



# Foreword

Welcome to San Francisco and the 94th Annual Meeting of the American Educational Research Association. We gather as an association to share and construct knowledge, to promote dialogue across academic differences, to further and deepen connections within our scholarly community, and to be in fellowship with friends and colleagues old and new. The meeting features over 6,000 presenters in more than 2,400 sessions, representing the breadth and depth of education research today.

The theme of this year's meeting is "Education and Poverty: Theory, Research, Policy, and Praxis." As we developed the theme, we considered multiple forms of poverty and impoverishment, among them economic, moral, aesthetic, and intellectual. We focused on the ways that education can be seen as a route out of poverty, but also can be implicated in perpetuating cycles of impoverishment in local communities, across a nation, and around the world. The Annual Meeting Program Committee and AERA members together met the challenge of considering complex relationships between education and multiple forms of poverty. The program reflects their good work. We locate these discussions of education and poverty in the context of the last two AERA meetings, which focused on education research for the public good (2011) and interpretations of "to know is not enough" (2012). Applying those lessons to questions of education and poverty leads to research and theory that can be used in service of a more equitable, just, and humane society.

Unless otherwise noted, all sessions are open to every Annual Meeting attendee. We encourage all of you to attend a few sessions that take you out of your comfort zone, in both subject matter and point of view. One purpose of a conference such as this is to engage in new dialogues and stretch our thinking, to learn from one another. The conference is also an excellent opportunity to hear about new ideas, methodologies, theories, and policies from some of our field's most respected scholars and practitioners.

In keeping with the theme, we selected as a local community partner GLIDE, an organization with a 50-year history as a "radically inclusive, just and loving community mobilized to alleviate suffering and break the cycles of poverty and marginalization" ([www.glide.org](http://www.glide.org)). Located across the street from the Hilton Union Square, GLIDE strives to meet material, spiritual, and community needs of children and adults through programs in wellness, growth, spirit, and leadership. The mission and actions of this organization give life and meaning to our conference theme. You can get to know the work of GLIDE by touring its programs, volunteering, joining Sunday celebration services, or attending the AERA presidential session led by the founders, Reverend Cecil Williams and Janice Mirikitani. If you would like to sign up as a volunteer or donate to the learning lab, visit the AERA website ([www.aera.net](http://www.aera.net)), click "2013 Annual Meeting Details," and scroll down to "Social Justice Activities With Glide Memorial Church."

We also come together this week to conduct the business of the Association, thanks to the work of hundreds of volunteer leaders in the divisions, SIGs, and committees and in publications. Through their year-round activity these volunteers propel the field ahead and explore and express the diversity of thinking within the Association.

We hope you will join us at the AERA-wide Awards Luncheon on Monday, where we will celebrate the accomplishments of our colleagues in education research—those early in their careers and those who have made outstanding contributions across a lifetime.

Finally, we invite you to take part in some of the activities planned to encourage new ways of thinking about scholarly and community interaction. Check out the film festival. Hear colleagues in a nontraditional format at the AERA ED Talks, or learn in a flash at 5-minute IGNITE presentations. Join a daily cashmob to support local businesses. Network at the Edutopia AERA Meetup. Make your voice heard in the discussion about AERA's new open access publishing venture.

You can follow AERA on Twitter at @AERA\_EdResearch ([Twitter.com/AERA\\_EdResearch](https://twitter.com/AERA_EdResearch)). Join the conversation about the 2013 Annual Meeting by using the hashtag #AERA13 and by following @AERA13 ([Twitter.com/AERA13](https://twitter.com/AERA13)).

We hope that your experience of the Annual Meeting will challenge and inspire you to new ways of thinking about education and poverty and, more generally, about education research and scholarly discourse.



William G. Tierney  
University of Southern California  
AERA President



Kristen A. Renn  
Michigan State University  
AERA Annual Meeting Program Chair



# 2013 Program Committee

## (with Division Section Chairs)

President: William G. Tierney, University of Southern California  
 General Program Chair: Kristen A. Renn, Michigan State University

### **Division A - Administration, Organization and Leadership**

**Chair:** Alex Bowers, The University of Texas – San Antonio

**Section 1:** Melinda Mangin, Rutgers University – New Brunswick/Piscataway

**Section 2:** Wayne Lewis, University of Kentucky

**Section 3:** Karen Jackson, University of Utah

**Section 4:** John Oliver, Texas State University – San Marcos

**Section 5:** Karen Beard, Miami University

### **Division B - Curriculum Studies**

**Chairs:** Jennifer Sandlin, Arizona State University; Ming Fang He, Georgia Southern University

**Section 1:** Sonia Janis, University of Georgia; Jennifer Milam, The University of Akron

**Section 2:** Hannah Tavares, University of Hawaii – Manoa; Jason Goulah, DePaul University

**Section 3:** Erica Davila, Arcadia University; Denise Baszile-Taliaferro, Miami University

**Section 4:** Susan Edgerton, Massachusetts College of Liberal Arts; Wade Tillett, University of Wisconsin – Whitewater

**Section 5:** Walter Gershon, Kent State University; Jamie Lewis, Georgia Gwinnett College

**Section 6:** Vonzell Agosto, University of South Florida; Crystal Laura, Chicago State University

**Section 7:** Ben Devane, University of Florida; Dennis Carlson, Miami University, Ohio

### **Division C - Learning and Instruction**

**Chair:** Rayne Sperling, The Pennsylvania State University

**Section 1a:** Judy Parr, University of Auckland; Ian Wilkinson, Ohio State University

**Section 1b:** John Lee, North Carolina State University; Kelly Parkes, Virginia Tech

**Section 1c:** Jon Star, Harvard University; Kristie Newton, Temple University

**Section 1d:** Clark Chinn, Rutgers University; Ala Samarapungavan, Purdue University

**Section 1e:** Mitchell Nathan, University of Wisconsin – Madison; Matthew Berland, The University of Texas – San Antonio

**Section 2a:** Danielle McNamara, Arizona State University; Joe Magliano, Northern Illinois University

**Section 2b:** Helen Patrick, Purdue University; Avi Kaplan, Temple University

**Section 3a:** Melissa Gresalfi, Indiana University; Joseph Polman, University of Missouri – St. Louis

**Section 3b:** Kimberly Lawless, University of Illinois at Chicago; Scott Brown, University of Connecticut

### **Division D - Measurement and Research Methodology**

**Chair:** Alexander Weissman, Law School Admission Council

**Section 1:** Krista Mattern, The College Board; Alexander Weissman, Law School Admission Council

**Section 2:** Susan Natasha Beretvas, The University of Texas – Austin; Dena Pastor, James Madison University

**Section 3:** Rozana Carducci, University of Missouri – Columbia; Bradley Carpenter, The University of Louisville

### **Division E - Counseling and Human Development**

**Chair:** Sarah Kiefer, University of South Florida

**Section 1:** Bryana French, University of Missouri

**Section 2:** Sarah Kiefer, University of South Florida

### **Division F - History and Historiography**

**Chair:** Amy Wells Dolan, The University of Mississippi

### **Division G - Social Context of Education**

**Chair:** Richard Ruiz, The University of Arizona

**Section 1:** Kevin Roxas, University of Wyoming; Laura Roy, Pennsylvania State University

**Section 2:** Kathleen King Thorius, Indiana University; Federico Waitoller, University of Illinois at Chicago

**Section 3:** Janelle Johnson, University of Arizona; Howard Smith, University of Texas – San Antonio

**Section 4:** Peggy Placier, University of Missouri; Sarah Diem, University of Missouri

**Section 5:** Kevin Carroll, University of Puerto Rico; Mary Carol Combs, University of Arizona

### **Division H - Research, Evaluation and Assessment in Schools**

**Chair:** Antionette Stroter, Liberty University

**Section 1:** Maina Nyambura, Montgomery County Public Schools

**Section 2:** Brett Campbell, Clark County School District

**Section 3:** Evelyn Belton-Kocher, Saint Paul Public Schools

**Section 4:** Zollie Stevenson, Howard University

### **Division I - Education in the Professions**

**Chair:** Andre De Champlain, Medical Council of Canada

### **Division J - Postsecondary Education**

**Chair:** Paul Umbach, North Carolina State University

**Section 1:** Alyssa Rockenbach, North Carolina State University; Uma Jayakumar, University of San Francisco

**Section 2:** Ryan Wells, University of Massachusetts – Amherst; Tricia Seifert, OISE/University of Toronto

**Section 3:** Jason Lane, University at Albany – SUNY; Jaime Lester, George Mason University

**Section 4:** Richard Reddick, The University of Texas – Austin; Thomas Nelson Laird, Indiana University

**Section 5:** John Cheslock, The Pennsylvania State University; Rong Chen, Seton Hall University

**Section 6:** Cecilia Rios Aguilar, Claremont Graduate University; Darnell Cole, University of Southern California

### **Division K - Teaching and Teacher Education**

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

**Section 1:** Lisa Loutzenheiser, The University of British Columbia; Julie Luft, University of Georgia

**Section 2:** Lara Willox, The University of West Georgia



**Section 3:** Carol Rinke, Gettysburg College; Amy Lachuk, University of South Carolina; Daniella Cook, University of South Carolina – Columbia

**Section 4:** SJ Miller, University of Missouri – Kansas City; Gertrude Tinker Sachs, Georgia State University

**Section 5:** Cheryl Matias, University of Colorado – Denver; Angela Calabrese Barton, Michigan State University; Judith Green, University of California – Santa Barbara

**Section 6:** Cleveland Hayes, University of La Verne; Jenny Tuten, Hunter College – CUNY

**Section 7:** Ruben Garza, Texas State University – San Marcos

**Section 8:** Barbara Bales, University of Wisconsin – Milwaukee; Babette Benken, California State University – Long Beach; Jeong-Hee Kim, Kansas State University

**Section 9:** Kira Baker-Doyle, The Pennsylvania State University – Berks; Dawn Berlin, California State University – Dominguez Hills

**Section 10:** Joshua Barnett, Arizona State University

#### **Division L - Educational Policy and Politics**

**Chair:** Peter Youngs, Michigan State University

**Section 1:** Lisa Garcia Bedolla, University of California – Berkeley

**Section 2:** Genevieve Siegel-Hawley, Virginia Commonwealth University

**Section 3:** Tina Trujillo, University of California – Berkeley

**Section 4:** Janelle Scott, University of California – Berkeley

**Section 5:** Julian Vasquez Heilig, The University of Texas – Austin

**Section 6:** Jason Grissom, Vanderbilt University

**Section 7:** Robert Bifulco, Syracuse University

#### **Graduate Student Council**

Cathy A.R. Brant, The Ohio State University – Columbus

#### **Committee on Scholars and Advocates for Gender Equity in Education**

Judy A. Alston, Ashland University

#### **Committee on Scholars of Color in Education**

Ruben Donato, University of Colorado – Boulder

#### **International Relations Committee**

Rodney K. Hopson, Duquesne University

#### **Special Interest Group (SIG) Representatives**

Vincent A. Anfara, Jr., The University of Tennessee

Kathleen M.T. Collins, University of Arkansas

Carol Huang, City University of New York

Stefinee E. Pinnegar, Brigham Young University

Eve Tuck, SUNY – College at New Paltz

Sharon H. Ulanoff, California State University – Los Angeles

#### **Social Justice Action Committee**

Richard P. Duran, University of California – Santa Barbara

#### **Annual Meeting Policies and Procedures Committee**

Lynne Schrum, West Virginia University

#### **Executive Director**

Felice J. Levine, American Educational Research Association

*Thank You!*

## Submitters, Reviewers, and Program Chairs

AERA wishes to extend our appreciation to all submitters, reviewers, division program/section chairs, and SIG chairs/program chairs for making the 2013 Annual Meeting a success. Without the hard work, support, and dedication from each of these individuals, which comprise the backbone of the AERA Annual Meeting, participants and attendees would not be able to benefit from the quality of the presentations and richness of the interaction.

A complete listing of the 2013 Program Committee (with division section chairs) is listed above. A listing of SIG chairs and program chairs may be found on the AERA Annual Meeting website.

A special thank you to all the reviewers who served on expert peer review panels and contributed importantly to the work of authors and the culmination of a vibrant meeting. A complete listing of all reviewers is available on the AERA Annual Meeting website.

### Did You Get the App?

Once again, AERA is providing Annual Meeting attendees an app containing the entire program schedule in searchable format. The 2013 Annual Meeting Program mobile app is called “AERA 2013” and works on the iPhone, iPad, iPod Touch, Android, and BlackBerry devices. To get the app, search for AERA 2013 in your device’s App Store.

To access the app on another web-enabled phone or on a personal computer, go to <http://m.core-apps.com/aera2013>.

### Join the conversation:



Use the AERA Conference hashtag **#AERA13**.

Follow us on Twitter at  
**@AERA\_EdResearch**  
and **@AERA13**.



# Program Highlights



## AERA Presidential Address Followed by Champagne Reception (#AERAPres)

*Beyond the Ivory Tower:*

*The Role of the Intellectual in Eliminating Poverty*

**William G. Tierney**

University of Southern California

Monday, April 29, 4:35 pm-6:20 pm

Hilton Union Square, Ballroom Level - Continental 4-6

## Opening Plenary Address (#AERADream)

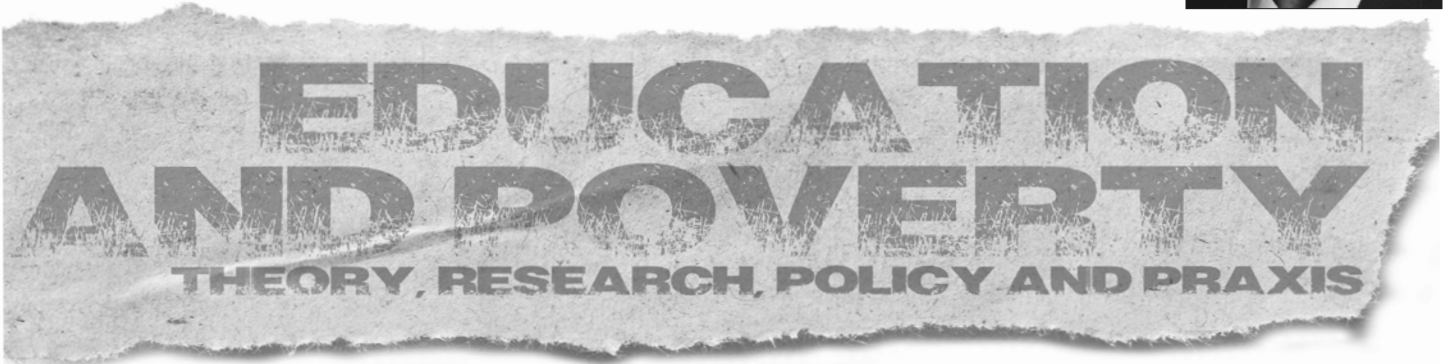
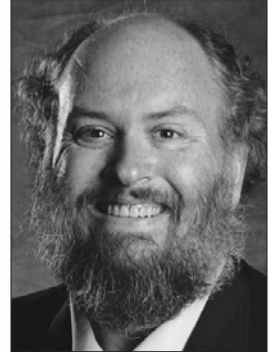
*Immigrant DREAMS Deferred*

**Michael A. Olivas**

University of Houston

Saturday, April 27, 4:05 pm-5:35 pm

Hilton Union Square, Ballroom Level - Continental 4-6



## Wallace Foundation Distinguished Lecture (#AERAEquity)

*Diversity ≠ Inclusion:*

*Translating Access Into Equity in Higher Education*

**Marta Tienda**

Princeton University

Monday, April 29, 10:35 am-12:05 pm

Hilton Union Square, Lobby Level - Plaza A

## AERA Distinguished Lecture (#AERAFuture)

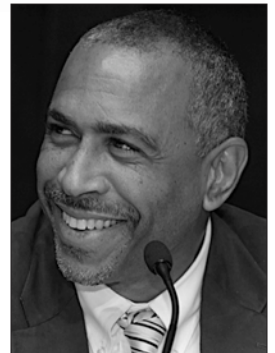
*Education, Racial Inequality, and the Future of American Democracy*

**Pedro A. Noguera**

New York University

Tuesday, April 30, 10:20 am-11:50 am

Hilton Union Square, Ballroom Level - Continental 5



## Special Invited Address (#AERASec)

*Choosing the Right Battles: Remarks and a Conversation*

**Arne Duncan**

U.S. Secretary of Education

Tuesday, April 30, 3:45 pm-4:45 pm

Hilton Union Square, Ballroom Level - Continental 4-6

## *AERA Opening Reception*

### **23.010. AERA Opening Reception**

Chair: *William G. Tierney, University of Southern California*  
 Saturday, April 27, 5:35 pm-6:30 pm  
 Hilton Union Square, Lobby Level - Golden Gate 3-8

## *AERA Awards Luncheon*

The AERA Awards Luncheon is a new Annual Meeting feature dedicated to recognizing excellence in education research. In June 2012, AERA Council decided to introduce the luncheon to honor awardees and to visibly acknowledge AERA's commitment to significant accomplishments related to education research. Those wishing to attend can purchase lunch in advance or on-site at registration (\$35 for regular members, \$20 for student members), or they can attend free of charge by bringing their own lunch or joining in for complimentary lemonade or iced tea.

### **46.010. AERA Awards Luncheon (#AERAAwards)**

Monday, April 29, 12:25 pm-2:25 pm  
 Hilton Union Square, Ballroom Level - Continental 4-6  
 Chairs: *William G. Tierney, University of Southern California;*  
*Kristen A. Renn, Michigan State University*

Presentation of Awards:

- Palmer O. Johnson Memorial Award
- Review of Research Award
- Relating Research to Practice Award
- E.F. Lindquist Award
- Early Career Award
- Outstanding Book Award
- Committee on Scholars of Color in Education Awards
- Distinguished Contributions to Gender Equity in Education Research Award
- Social Justice in Education Award
- Distinguished Public Service Award
- Presidential Citations
- Distinguished Contributions to Research in Education Award

## *AERA Presidential Address*

### *Followed by Champagne Reception*

#### **48.010. AERA Presidential Address (#AERAPres)**

Presidential Address - Monday, April 29, 4:35 pm-5:50 pm  
 Hilton Union Square, Ballroom Level - Continental 4-6  
 Champagne Reception - Monday, April 29, 5:50 pm-6:20 pm  
 Hilton Union Square, Ballroom Level, Continental Foyer

## *Joint Social Justice Combined Reception*

Cosponsored by the Affirmative Action Council, Committee on Scholars and Advocates for Gender Equity in Education, Committee on Scholars of Color in Education, and Social Justice Action Committee.

### **28.010. Joint Social Justice Combined Reception**

Saturday, April 27, 8:00 pm-9:00 pm  
 Hilton Union Square, Ballroom Level - Continental 6

## *AERA Welcoming Orientation for New Members and First-Time Attendees*

New members and first-time meeting attendees are invited to an orientation session. This session offers an opportunity to learn more about the Association and the benefits of being a member, as well as helpful tips on navigating the Annual Meeting.

### **29.011. AERA Welcoming Orientation for New Members and First-Time Attendees**

Sunday, April 28, 7:00 am-8:00 am  
 Hilton Union Square, Ballroom Level - Imperial Ballroom  
 Chairs: *William G. Tierney, University of Southern California;*  
*Barbara Schneider, Michigan State University;* *Felice J. Levine,*  
*American Educational Research Association*

## *Graduate Student Council Open Business Meeting and Reception*

Graduate students are strongly encouraged to attend the Open Business Meeting and Reception of the Graduate Student Council to learn more about the GSC's work and initiatives. Reception to follow.

### **40.010. Graduate Student Council (GSC) Open Business Meeting**

Sunday, April 28, 6:15 pm-7:45 pm  
 Parc 55, Third Level - Market Street  
 Chair: *Cathy A.R. Brant, The Ohio State University, Columbus*

## *AERA SIG Open Meeting and Reception for SIG Officers*

The SIG Open Meeting and Reception provide an informal forum for current and incoming SIG officers to interact with officers from other SIGs, members of the SIG Executive Committee and AERA Central Office staff.

### **64.002. AERA SIG Open Meeting and Reception for SIG Officers**

Tuesday, April 30, 5:05 pm-7:05 pm  
 Hilton Union Square, Ballroom Level - Continental 7  
 Chair: *Sharon H. Ulanoff, California State University, Los Angeles*

## *AERA Open Business Meeting— Business Meeting and Discussion on Open Access and AERA Journal Publishing*

The AERA Open Business Meeting provides a time for Association members to discuss important issues regarding education research and the work of AERA. Members are encouraged to attend this meeting convened by AERA President William G. Tierney. New this year is the focus on a single topic of importance to the association.

### **70.001. AERA Open Business Meeting**

Wednesday, May 1, 8:15 am-9:45 am; Hilton Union Square, Ballroom Level - Continental 7  
 Chair: *William G. Tierney, University of Southern California*  
 Presenter: *William Cope, Chair, Journal Publications Committee:*  
 Open Access and AERA Journal Publishing—Moving Ahead



# Award Lectures



## Social Justice in Education Award Lecture (#AERASJ)

*Evidence and Activism: Research to Challenge Structures of Inequality*

**Jeannie Oakes**, Ford Foundation

Saturday, April 27, 7:00 pm-8:00 pm

Hilton Union Square, Ballroom Level - Continental 5



## AERA Distinguished Public Service Award Lecture (#AERAServe)

*Leading Institutional Culture Change: The Role of Qualitative and Quantitative Research and Evaluation*

**Freeman A. Hrabowski, III**, University of Maryland, Baltimore County

Monday, April 29, 8:15 am-9:45 am

Hilton Union Square, Yosemite A

## Distinguished Contributions to Research in Education Award (2012) Address (#AERAEd)

*Getting Language Right: New Standards and K-12 English Language Learners*

**Guadalupe Valdés**, Stanford University

Sunday, April 28, 10:35 am-12:05 pm

Hilton Union Square, Ballroom Level - Continental 5



## AERA Early Career Award (2012) Lecture

*"Agitating. Educating. Organizing." Toward a Theory of Black Literate Lives*

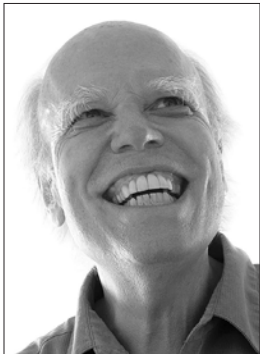
**Maisha T. Winn**, University of Wisconsin, Madison

Tuesday, April 30, 8:00 am-9:30 am

Hilton Union Square, Lobby Level - Plaza B



## Featured Presidential Sessions



### New Media Literacies and Learning:

**The Role of Social Media in Reducing Poverty**

**James Paul Gee**, Arizona State University

**Henry Guy Jenkins**, University of Southern California

**S. Craig Watkins**, The University of Texas, Austin

**Constance Yowell**, John D. and Catherine T. MacArthur Foundation

Sunday, April 28, 10:35 am-12:05 pm

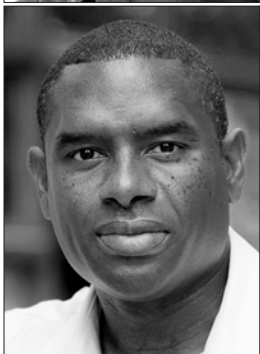
Hilton Union Square, Ballroom Level - Continental 4



**Against the Odds: A Discussion With National Public Radio Education Correspondent Claudio Sanchez**

Sunday, April 28, 10:35 am-12:05 pm

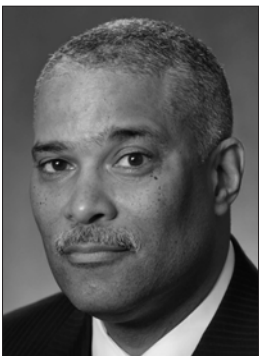
Hilton Union Square, Lobby Level, Plaza A



# Featured Presidential Sessions



**The Future of Schools and Colleges of Education:  
Their Role in Educational Reform and Equity**  
**Arthur Levine**, Woodrow Wilson Fellowship Foundation  
**Sharon P. Robinson**, American Association  
of Colleges for Teachers of Education  
**Kent McGuire**, Southern Education Foundation, Inc.  
Tuesday, April 30, 2:00 pm-3:30 pm  
Hilton Union Square, Ballroom Level - Continental 5



**Education, Poverty, and the Role of  
Community-Based Organizations**  
**Chair: Victor Garcia**  
College Access Foundation of California  
Tuesday, April, 30, 12:10 pm-1:40 pm  
Hilton Union Square,  
Ballroom Level - Continental 6



**Is Privatization Education's Answer to Poverty?**  
**Steve Gunderson**, Association of Private Sector Colleges and  
Universities, former U.S. Representative from Wisconsin  
**Linda Darling-Hammond**, Stanford University  
Tuesday, April 30, 5:05 pm-6:35 pm  
Hilton Union Square, Ballroom Level - Continental 5

**Researchers and Districts Working Together to Improve  
Achievement, Opportunity, and Economic Life Chances  
for English Learners: Policy, Practice, and Research**  
**Chairs: Patrick M. Shields**, SRI International  
**Claude N. Goldenberg**, Stanford University  
Wednesday, May 1, 12:25 pm - 1:55 pm  
Hilton Union Square, Ballroom Level - Continental 4



**Beyond the Possible: 50 Years of Creating Radical  
Change at a Community Called GLIDE**  
**Reverend Cecil Williams**, GLIDE  
**Janice Mirikitani**, GLIDE  
Tuesday, April 30, 12:10 pm-1:40 pm  
Hilton Union Square, Lobby Level, Plaza A







**American Indian and Alaskan Native Education  
and the Challenge of Poverty**

**Matthew Snipp**

Stanford University

**Bryan McKinley Jones Brayboy**

Arizona State University

Sunday, April 28, 12:25 pm-1:55 pm

Hilton Union Square, Ballroom Level - Continental 4

*Featured  
Presidential  
Sessions*

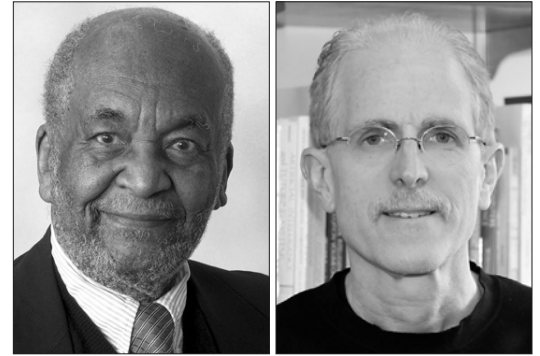
**The Gordon Commission: Perspectives on the Future of Assessment**

**Chairs: Edmund W. Gordon**, Teachers College, Columbia University

**Randy E. Bennett**, Educational Testing Service

Monday, April 29, 2:45 pm-4:15 pm

Hilton Union Square, Yosemite B



**Open Access in Publishing and Data: New Challenges and Opportunities**

Cosponsored by AERA Journal Publications Committee

**Chair: William Cope**, University of Illinois at Urbana-Champaign

**John M. Willinsky**, Stanford University

**Diane Harley**, University of California, Berkeley

**Joan Ferrini-Mundy**, National Science Foundation

**Alison Mudditt**, University of California Press

**Felice J. Levine**, American Educational Research Association

Sunday, April 28, 4:05 pm-6:05 pm

Hilton Union Square, Ballroom Level, Continental 1



**School Safety After Sandy Hook:  
Finding a Balanced Vision Among Research, Policy, and Practice**

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

**Dorothy L. Espelage**, University of Illinois at Urbana-Champaign

Sunday, April 28, 10:35 am-12:05 pm

Hilton Union Square, Lobby Level, Golden Gate 5



With Discussion Tables



## Featured Presidential Sessions



### After the Court Rules on *Fisher*: A Teach-In on Key Issues for the Next Generation of Research

Cosponsored with Division J - Postsecondary Education, Division L - Educational Policy and Politics, and Social Justice Action Committee

**Rachel Moran**, University of California, Los Angeles

**Angelo Ancheta**, Santa Clara University

**Catherine L. Horn**, University of Houston

Monday, April 29, 8:15 am-10:15 am

Hilton Union Square, Lobby Level, Plaza B



With Discussion Tables



### The *Fisher* Case, Diversity in Higher Education, and Social Science Confronting the Challenges to Affirmative Action

Cosponsored with Division J - Postsecondary Education, Division L - Educational Policy and Politics, and Social Justice Action Committee

**Gary Orfield**, University of California, Los Angeles

**Liliana M. Garces**, The George Washington University

**Patricia Gurin**, University of Michigan

**Shirley Malcom**, American Association for the Advancement of Science

Monday, April 29, 2:45 pm-4:15 pm

Hilton Union Square, Lobby Level, Plaza B



### More on the Fisher Case

*A Special Section in the April issue of Educational Researcher, which includes:*

- Foreword and afterword by the journal editors
- Reprinting of the entire AERA et. al amicus brief
- Five commentaries:

**The AERA et al. Amicus Brief in *Fisher v. University of Texas at Austin*: Scientific Organizations Serving Society**

Felice J. Levine and Angelo N. Ancheta

**Post-*Fisher*: The Unfinished Research Agenda on Student Diversity in Higher Education**

Mitchell James Chang

**Reflections on Collaboration: Communicating Educational Research in *Fisher***

Liliana M. Garces

**Critical Mass Revisited: Learning Lessons from Research on Diversity in STEM Fields**

Shirley M. Malcom and Lindsey E. Malcom-Piqueux

**Affirmative Action Hanging in the Balance: Giving Voice to the Research Community in the Supreme Court**

Gary Orfield



# Additional Presidential Sessions

*Saturday, April 27*

**20.011. Finding Superman: Debating the Future of Public Education in America.** Cosponsored with Division D - Measurement and Research Methodology. Chair: *Watson Scott Swail*; Participants: *Arthur Levine, Linda Darling-Hammond, Stephen Joel Trachtenberg, Virginia Edwards, Milton Chen, Benjamin Levin*

**20.013. Poverty and Privilege in the Changing Global Landscape: Education and the Production of New Forms of Social Stratification.** Chair: *Lois Weis*; Participants: *Adam Gamoran, Cameron R. McCarthy, Jane Edith Kenway, Shumin Lin, Lois Weis*

**21.011. Growing-Our-Own Latina/o Teachers: A National Counternarrative to Poverty.** Chair: *Jose Cintron*; Participants: *Pedro Pedraza, Angela Valenzuela, Kris D. Gutiérrez, Linda Darling-Hammond*; Discussant: *Sonia Nieto*

*Sunday, April 28*

**31.014. The State of Language Minority Education 40 Years After *Lau v. Nichols*.** Cosponsored with Division L - Educational Policy and Politics, Division F - History and Historiography. Chair: *Mary Carol Combs*; Participants: *Patricia C. Gandara, Edwin H. Steinman*

**32.011. Enhancing Well-Being of Children and Youth Living in Poverty.** Cosponsored with Division C - Learning and Instruction, Division E - Counseling and Human Development. Chair: *Sarah M. Kiefer*; Participants: *Greg Duncan, Jessica Ruglis, Hirokazu Yoshikawa*

**33.011. Education, Poverty, and Development: Breakthroughs in Addressing the Subjectivity of Poverty.** Cosponsored with Division E - Counseling and Human Development. Chair: *Lois Holzman*; Participants: *Lenora Fulani; Young People from the All Stars Project of the San Francisco Bay Area*; Discussants: *David Grusky, AJ Franklin*

**35.010. Education, Poverty, and School Reform: Perspectives From the Encyclopedia of Diversity in Education.** Chair: *James A. Banks*; Participant: *Sonia Nieto, Prudence L. Carter, Lois Weis, Marilyn Cochran-Smith, Linda Darling-Hammond*

**35.013. Research on Poverty and Education: An Advocacy Framework.** Chair: *Shirley Brice Heath*; Participants: *Shirley Brice Heath, Allison Brown, Robert Atkins*

**35.014. Urban Schools: The Way Forward?** Chair: *Charles M. Payne*; Participants: *Theresa Perry, Carol Johnson*

**37.011. Education, Poverty, and the Emerging Majority-Minority: Advancing Social Justice for Low-Income Asian American and Pacific Island College Students.** Cosponsored with Division J - Postsecondary Education, Division F - History and Historiography. Chair: *Marybeth Gasman*; Participants: *Marybeth Gasman, Robert T. Teranishi, Brian Murphy, Donald Yu*

**37.014. The 17th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education.** Chair: *Henry T. Frierson*; Participants: *Arnetha F. Ball, Olga M. Welch, Jomills H. Braddock, Vinetta C. Jones, Fayneese Miller, Geneva Gay, Carol D. Lee, James D. Anderson, Kofi Lomotey, Walter R. Allen, William T. Trent, Wanda J. Blanchett, Howard C. Johnson, John L. Taylor, Eugene L. Anderson, Mary E. Dilworth, Vivian L. Gadsden, Deborah C. Saldana, Gloria J. Ladson-Billings, Margaret Beale Spencer, James Earl Davis, Jerlando F.L. Jackson, Carol Camp Yeakey, Carl A. Grant, William H. Watkins, Charles I. Rankin, Bernard Oliver, Stafford Hood, Rodney K. Hopson, Toks S. Fashola, Linda Darling-Hammond, William F. Tate, Jerome E. Morris, Vanessa Siddle Walker, Lamont A. Flowers, James L. Moore*

*Monday, April 29*

**45.011. Examining Poverty Within the Zone of Generativity: Impacting Education for Historically Marginalized Students and Indigenous Populations.** Chair: *Olga M. Welch*; Presenter: *Arnetha F. Ball*; Discussants: *Cynthia A. Tyson, Tyrone C. Howard, Marybeth Gasman*

**45.012. Poverty and Student Academic Performance: A Focus on Dropouts, Assessment, and Policies.** Cosponsored with Division D - Measurement and Research Methodology, Division L - Educational Policy and Politics, Division E - Counseling and Human Development. Chair: *Jamal Abedi*; Participants: *Russell W. Rumberger, Deborah V. Sigman, Joseph L. Willhoft, Edmund W. Gordon*

**47.012. Images of Inquiry: Why We Need Practitioner Research to Challenge Educational Inequities.** Chairs: *Marilyn Cochran-Smith, Susan L. Lytle*; Participants: *Gillian Maimon, Renee Moore, Gary A. McPhail, James H. Lytle*; Discussants: *Marilyn Cochran-Smith, Susan L. Lytle*

*Tuesday, April 30*

**54.005. Inspired! Neuroscientific, Psychological, and Educational Research Perspectives on Promoting Optimal Learning States in Urban Schools.** Chair: *Mary Helen Immordino-Yang*; Participants: *Mihaly Csikszentmihalyi, Kou Murayama, Mary Helen Immordino-Yang, Carola Suarez-Orozco*

**54.006. Lessons From Jeannie Oakes: Social Justice Scholar, Educator, Activist, and Organizer.** Cosponsored with Division E - Counseling and Human Development. Chairs: *Patricia C. Gandara, Roslyn Arlin Mickelson*; Participants: *Robert Cooper, Linda Darling-Hammond, Hugh Mehan, Amy Stuart Wells, Gloria J. Ladson-Billings, Megan L. Franke, Karen H. Quartz, Jack Londen, Mario Perez, Kevin G. Welner, Michelle Renee, John S. Rogers, Alberto Retana, Daniel Gilbert Solorzano, Frederick J. Frelow, Michelle Fine, Kavitha Mediratta*

**56.014. The Road to Efficacy: Local, National, and Global Perspectives on Education Reform at Scale.** Chair: *Karen Symms Gallagher*; Participants: *Peter Smith, Michael Barber, Ron Packard*

**58.014. What Is the Role for Teachers' Unions in School District Reforms?** Cosponsored with Division A - Administration, Organization and Leadership, Division L - Educational Policy and Politics. Chair: *Frederick M. Hess*; Participants: *Susan M. Johnson, Terry M. Moe, Katharine Omenn Strunk, Randi Weingarten*; Discussant: *Richard Carranza*

**61.012. Addressing a Poverty of Knowledge: The Past, Present, and Future of LGBTQ Education Research.** Chair: *Kristen A. Renn*; Participants: *Joseph G. Kosciw, Elizabeth J. Meyer, Edward Brockenbrough*; Discussant: *Judy A. Alston*

**61.015. The Economic Crisis—and the Challenge It Presents to U.S. Education.** Chair: *Gregory K. Tanaka*; Participants: *Marie Mora, Gregory Price, Arik Lifschitz*

**64.011. Beyond the Intellectual Poverty of School Knowledge: Teacher Learning and Curriculum Informed by San Francisco's Black Heritage and Scholarly Activism.** Cosponsored with Division F - History and Historiography. Chair: *Joyce E. King*; Participants: *John Templeton, Kenneth Monteiro, James Taylor*

**64.014. Role of Philanthropies in Addressing Poverty Through Education.** Cosponsored with Division J - Postsecondary Education. Chair: *Kristen A. Renn*; Participants: *Anurag Behar, Michael S. McPherson, Julia Lopez*

EDUCATION

# Additional Presidential Sessions

Wednesday, May 1

## **70.011. The Urban School District Crisis: New Directions for Reform and Research Advancing Excellence and Equity.**

Cosponsored with Division A - Administration, Organization and Leadership; Division L - Educational Policy and Politics. Chair: *Paul Hill*; Participants: *Anthony S. Bryk; Julie A. Marsh, Meredith I. Honig*; Discussant: *John Deasy*

**72.011. Global Perspectives on Education and Poverty.** Chair: *Carol D. Lee*; Participants: *Simon W. Marginson, Miyako Ikeda, Fernando M. Reimers*; Discussant: *Carol D. Lee*.

**72.012. Now What? Educating Youth for Action in Obama's Second Term.** Chair: *Joel Westheimer*; Participants: *Joel Westheimer, Alison Molina-Girón, John S. Rogers, Shawn A. Ginwright, Joseph E. Kahne, Ellen Middaugh, Benjamin T. Bowyer, Meira Levinson*; Discussant: *Kris D. Gutiérrez*

## **73.012. Renewing Marxist Perspectives on Education and Poverty.**

Chair: *Jeff Bale*; Participants: *Jeff Bale, Jean Maude Anyon, Jesse Hagopian, Lois Weiner*; Discussants: *Michael W. Apple, Angela Valenzuela*

**75.011. The Wealth of Indigenous Communities and Knowledge: Confronting Poverty Narratives in Indigenous Education Through Strengths-Based Research.** Cosponsored with Division E - Counseling and Human Development. Chair: *Tiffany S. Lee*; Participants: *Sharon Nelson-Barber, Margaret Elizabeth Kovach, Eve Tuck, Glenabah M. Martinez*; Discussant: *Megan Bang*

## *AERA Task Forces*

### **32.017. AERA Task Force on Evaluating Educational Research, Scholarship, and Teaching in Postsecondary Education: A Report.**

Chair: *Laura W. Perna*; Presenter: *James S. Fairweather*; Discussants: *Christine A. Stanley, Marilyn Cochran-Smith, David F. Labaree, Estela M. Bensimon, Ana M. Martinez-Aleman*  
Sunday, April 28, 10:35 am–12:05 pm  
Hilton Union Square, Ballroom Level, Continental 9

### **44.014. AERA Task Force on Standards for Part-Time, Adjunct, and Contingent Faculty: A Report.**

Chair: *Ann E. Austin*; Presenter: *Adrianna Kezar*; Discussants: *Stanton Wortham, Benjamin Baez, Sara Goldrick-Rab, Susan Finley, Esther S. Merves*  
Monday, April 29, 8:15 am–9:45 am  
Hilton Union Square, Lobby Level, Golden Gate 1

### **56.015. AERA Task Force on the Prevention of Bullying in Schools, Colleges, and Universities: A Report.**

Chair: *Etta R. Hollins*; Presenters: *Dorothy L. Espelage, Ron Avi Astor*; Discussants: *Dewey G. Cornell, Paul Poteat, Matthew J. Mayer, Elizabeth J. Meyer, Brendesha M. Tynes*  
Tuesday, April 30, 10:20 am–11:50 am  
Hilton Union Square, Lobby Level, Plaza A

## Presidential Sessions: Essays Commissioned on the 2013 Annual Meeting Theme

AERA President William G. Tierney commissioned essays on the 2013 Annual Meeting theme. The aim of these essays is to encourage dialogue about education and poverty. The authors will discuss their essays in a special series of sessions, listed below. The essays and interviews are available on the AERA website.

### **31.013. Responses to the Theme: Commissioned Essay Writers Discussion Forum (Sunday)**

Chair: *Rick R. McCown, Duquesne University*  
Trying to Fix an Urban School. *Jean Maude Anyon, The Graduate Center - CUNY*  
Myth of Poverty. *SJ Miller, University of Missouri - Kansas City*  
On Poverty and Systemic Collapse. *Gregory K. Tanaka, Mills College School of Education*  
He Was Not Mine: Demonizing the "Undeserving Poor." *Frederick D. Erickson, University of California - Los Angeles*  
Sunday, April 28, 8:15 am–9:45 am  
Hilton Union Square, Lobby Level, Plaza A

### **44.012. Responses to the Theme: Commissioned Essay Writers Discussion Forum (Monday)**

Chair: *Rick R. McCown, Duquesne University*  
Disrupting the Synergism Among Education, Racism, and Poverty. *Etta R. Hollins, University of Missouri - Kansas City*  
What's Race Got to Do With It? *Alicia C. Dowd, University of Southern California*  
*Estela M. Bensimon, University of Southern California*  
The Poverty of Capitalism. *Peter L. McLaren, University of California - Los Angeles*  
Reading History and Learning About Policy and People. *Carl A. Grant, University of Wisconsin - Madison*  
A Global "HEADS UP" About Poverty and Education. *Vanessa de Oliveira Andreotti, University of Oulu*  
Monday, April 29, 8:15 am–9:45 am  
Hilton Union Square, Lobby Level, Plaza A

### **54.007. Responses to the Theme: Commissioned Essay Writers Discussion Forum (Tuesday)**

Chair: *Rick R. McCown, Duquesne University*  
Education Policy Is Social Policy. *Sara Goldrick-Rab, University of Wisconsin - Madison*  
Poverty Has an iPhone. *James T. Minor, Southern Education Foundation, Inc.*  
Poverty and Education: Reflections on the AERA Conference Theme. *Aaron Pallas, Teachers College, Columbia University*  
Poverty and Impoverishment in the Bay Area of California. *Zeus Leonardo, University of California - Berkeley*  
Does That Sound Like Meritocracy to You? *Nicholas Daniel Hartlep, Illinois State University*  
Tuesday, April 30, 8:00 am–9:30 am  
Hilton Union Square, Lobby Level, Plaza A

# AND POVERTY



# Innovative Features

## IGNITE Sessions (#AERAIgnite)

Ignite presentations, like Pecha Kucha, are short talks accompanied by automatically timed slides, 20 slides of 15 seconds each (5 minutes total). The point of Ignite presentations is to present an idea about some topic—in this case, the conference theme—in an engaging, concise way. Chair: *Christine M. Greenhow, Michigan State University*  
Discussant: *Kristen A. Renn, Michigan State University*

### 35.012. IGNITE: Nine Perspectives on Poverty

Sunday, April 28, 2:15 pm-3:45 pm

Hilton Union Square, Lobby Level, Plaza A

Participants: *Donald E. Heller, Michigan State University; Matthew Jacob Dearmon, The University of Texas, Austin; Sharon Tettegah, University of Illinois at Urbana-Champaign; Shaun R. Harper, University of Pennsylvania; S. Craig Watkins, The University of Texas, Austin; Punya Mishra, Michigan State University; Stefani Robin Relles, University of Southern California; Edward Brockenbrough, University of Rochester; Tina Gridiron, Lumina Foundation*

### 47.011. IGNITE: Access to Knowledge in the Age of Social Media

Monday, April 29, 2:45 pm-4:15 pm

Hilton Union Square, Lobby Level, Plaza A

Participants: *Brendesha M. Tynes, University of Southern California; Christine M. Greenhow, Michigan State University; Ronald J. Dietel, University of California, Los Angeles; Sara Goldrick-Rab, University of Wisconsin, Madison; Paul Gordon Brown, Boston College; Jabari Mahiri, University of California, Berkeley; Yasmin B. Kafai, University of Pennsylvania; Mark Helmsing, Michigan State University; Katharine Kendall Guthrie, The Bill & Melinda Gates Foundation; Janet L. Kolodner, Georgia Institute of Technology; Janet E. Coffey, Gordon and Betty Moore Foundation*

## AERA ED Talks (#AERATalks)

AERA ED Talks will enable education researchers to use the TEDx format for “ideas worth spreading.” Presenters will address the conference theme or some other compelling aspect of the practice of education research.

Chair: *Richard J. Reddick, The University of Texas - Austin*

### 37.010. AERA ED Talks: Poverty and Technology, Teaching, Diversity, and Identity

Sunday, April 28, 4:05 pm-5:35 pm

Hilton Union Square, Lobby Level, Plaza A

Participants: *Punya Mishra, Michigan State University; Heather A. Harding, Teach For America, Inc.; Michael Staton, LearnCapital; Cassandre Giguere Alvarado, The University of Texas, Austin*

### 61.011. AERA ED Talks: Poverty, Education, and Justice

Cosponsored with Division J - Postsecondary Education

Tuesday, April 30, 2:00 pm-3:30 pm

Hilton Union Square, Lobby Level, Plaza A

Participants: *Gloria J. Ladson-Billings, University of Wisconsin, Madison; Terrell Lamont Strayhorn, The Ohio State University; Pauline Dixon, Newcastle University; Marybeth Gasman, University of Pennsylvania*

## AERA Film Festival

This year, the Association is holding a Film Festival featuring contemporary films related to the conference theme, “Education and Poverty: Theory, Research, Policy, and Praxis,” and to other critical issues in education. Films run throughout the Annual Meeting, and some will include postviewing discussions led by educators, filmmakers, and researchers. For more detailed descriptions visit the online program. All Film Festival sessions will take place at the Hilton Union Square, Fourth Level, Union Square 22.

### Saturday, April 27

**20.012.** Two Films About Native Americans: *Finding D-QU: The Lonely Struggle of California’s Only Tribal College* and *Up Heartbreak Hill*.

Cosponsors: Division J, Indigenous Education of the Americas SIG

**21.010.** *Forty Years Later: Now Can We Talk?* Cosponsors: Division F, Research Focus on Black Education SIG

### Sunday, April 28

**31.015.** *Waiting for Superman*. Cosponsor: Division L

**32.015.** The Inconvenient Truth Behind *Waiting for Superman*.

Cosponsor: Division L

**33.013.** *The Lottery*. Cosponsor: Division L

**35.011.** Panel: How Media and Film Portray Teachers and School Reform. Cosponsor: Division L

**37.012.** *Bully*

### Monday, April 29

**44.011.** Panel: Rockefeller Foundation’s *One Tenth of Our Nation* (1940): America’s First Feature Documentary Film on Black Education. Cosponsors: Division B; Division F; Research Focus on Black Education SIG

**45.014.** *Who Cares About Kelsey?* Cosponsor: Disability Studies in Education SIG

**47.010.** Amateur Film Festival Winner: *Admissions: Student Stories From Undocumented America*. Cosponsors: Division J, Hispanic Research Issues SIG

### Tuesday, April 30

**54.004.** *Brooklyn Castle*. Cosponsor: Out of School Time SIG

**56.013.** *Pariah*. Cosponsors: Queer Studies SIG and Research Focus on Black Education SIG

**58.012.** Panel: Supporting Black/Queer Youth Amidst the Black/Queer Divide. Cosponsors: Queer Studies SIG and Research Focus on Black Education SIG

**61.013.** Amateur Film Festival: *Growing Up Is Activism* and *Adelante*. Cosponsors: Hispanic Research Issues SIG, Research on the Education of Asian and Pacific Americans SIG

**64.013.** Panel: Legislating Multiculturalism (featuring the film *Precious Knowledge*). Cosponsor: Hispanic Research Issues SIG

### Wednesday, May 1

**70.010.** *Louder Than a Bomb*. Cosponsor: Out of School Time SIG

**72.010.** *Race to Nowhere*. Cosponsor: The Lives of Teachers SIG

**73.011.** *First Generation*. Cosponsor: Division J

**75.010.** Panel: Getting First-Generation Students Into College: What Matters Most? Cosponsor: Division J

## Sessions to Enhance the Annual Meeting

### 35.003. Open Forum: 2009-2012 Changes to Enhance Annual Meeting Quality

Cosponsored by the Annual Meeting Policies and Procedures Committee and the AERA Research Advisory Committee

Sunday, April 28, 2:15 pm-3:45 pm

Hilton Union Square, Lobby Level - Golden Gate 8

Chairs: *Lynne Schrum, West Virginia University; Frederick D. Erickson, University of California - Los Angeles*

In 2007, the Annual Meeting Policies and Procedures Committee and the Research Advisory Committee were given a joint charge from the AERA Council to examine how best to enhance the quality of the Annual Meeting. Based on reports and recommendations from the Joint Committee, Council approved several changes which were implemented starting with the 2010 Annual Meeting. Plan to attend this open forum to learn more about the changes, hear about potential innovations, and contribute your comments and suggestions to continue to strengthen the Annual Meeting.

### 47.016. So You Want to Be a Peer Reviewer: An Interactive Session on Learning to Review Annual Meeting Papers

Cosponsored by the Annual Meeting Policies and Procedures Committee and the AERA Research Advisory Committee

Monday, April 29, 2:45 pm-4:15 pm

Hilton Union Square, Yosemite A

Chairs: *Lynne Schrum, West Virginia University; Frederick D. Erickson, University of California - Los Angeles*

A quality peer-review system is the bedrock for a quality Annual Meeting. In this session, attendees will interact with experienced reviewers to learn how to evaluate and score submissions for the Annual Meeting based on AERA's review criteria and submission requirements. Individuals who would like to serve as reviewers for future Annual Meetings are encouraged to attend this session.



## Symposia on the Forthcoming Handbook of Research on Teaching (5th Edition)

The volume editors will present an overview of the Handbook and of the symposia. Then one author for each forthcoming chapter will present a synopsis of that chapter, including the main argument. These presentations will be split between two sessions with 11 or 12 authors presenting in each. The symposia will conclude with two roundtable discussions with authors in two rounds of exchanges about their chapters.

The goals for the symposia are threefold. First, the symposia will stimulate interest in the Handbook and generate excitement for its publication. Second, the symposia will provide an opportunity for authors to hear initial reactions to their works with enough time to make modifications for final drafts. And finally, the symposia will be an opportunity for conversations with likely readers.

### 20.014. Handbook of Research on Teaching Symposium Part 1

Chairs: *Courtney A. Bell, Educational Testing Service; Drew H. Gitomer, Rutgers University, New Brunswick/Piscataway;*

Participants: *Gert J.J. Biesta, University of Luxembourg; Judith R. Kafka, Baruch College, CUNY; Pamela A. Moss, University of Michigan; Edward Haertel, Stanford University; Marilyn Cochran-Smith, Boston College; Ana Maria Villegas, Montclair State University; Linda Whalen Abrams, Montclair State University; Tammy Mills, Montclair State University; Rebecca H. Stern, Boston College; Laura Carolina Chavez-Moreno, Boston College; Miriam G. Sherin, Northwestern University; Bruce Sherin, Northwestern University; Gary Sykes, Educational Testing Service; P. David Pearson, University of California, Berkeley; Nailah Suad Nasir, University of California, Berkeley; Janelle T. Scott, University of California, Berkeley; Tina M. Trujillo, University of California, Berkeley; Brian P. Rowan, University of Michigan; Prudence L. Carter, Stanford University; Anisah Waite, University of California, Berkeley; Luke Dauter, University of California, Berkeley; Lynn W. Paine, Michigan State University; Sigrid Blomeke, Humboldt University*

Saturday, April 27, 12:00 pm-2:00 pm

Hilton Union Square, Ballroom Level - Continental 6



### 44.015. Handbook of Research on Teaching Symposium Part 2

Chairs: *Courtney A. Bell, Educational Testing Service; Drew H. Gitomer, Rutgers University, New Brunswick/Piscataway;*  
Participants: *Glynda A. Hull, University of California, Berkeley; Kyle Booten, University of California, Berkeley; Jennifer Higgs, University of California, Berkeley; Daniel I. Chazan, University of Maryland; Patricio G. Herbst, University of Michigan, Ann Arbor; Keith C. Barton, Indiana University; Patricia G. Avery, University of Minnesota, Twin Cities; Mark A. Windschitl, University of Washington; Judith M. Burton, Teachers College, Columbia University; Diane J. Tedick, University of Minnesota; William R. Penuel, University of Colorado; Janette K. Klingner, University of Colorado, Boulder; Guadalupe Valdés, Stanford University; Christian J. Faltis, University of California, Davis; Barry J. Fishman, University of Michigan, Ann Arbor; Christopher J. Dede, Harvard University; Keith Sawyer, Washington University, St. Louis*

Monday, April 29, 8:15 am-10:15 am

Hilton Union Square, Yosemite B



Please note:

Session time slots differ by day. Please remember to check the daily schedule!





## Featured AERA Sessions on Research and Science Policy



### **Institute of Education Sciences (IES), the Continuous Improvement Initiative, and Having Research Matter**

**John Q. Easton**, Director, Institute of Education Sciences, U.S. Department of Education

Discussants: Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching  
Catherine Snow, Harvard University

Susanna Loeb, Stanford University

Sunday, April 28, 10:35 am–12:05 pm

Hilton Union Square, Ballroom Level, Continental 8

### **CEDS Report: Enhancing Diversity in Science: Working Together to Develop Common Data, Measures, and Standards**

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

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

Discussants: Myron P. Gutmann, National Science Foundation

Sylvia Hurtado, University of California, Los Angeles

Shirley Malcom, American Association for the Advancement of Science

Sunday, April 28, 12:25 pm–1:55 pm

Hilton Union Square, Ballroom Level, Continental 7



### **Challenges and Opportunities for Education Data and Statistics:**

#### **The Current State and Well-Being of NCES (National Center for Education Statistics)**

**Jack Buckley**, Commissioner, National Center for Education Statistics, Institute of

Education Sciences, U.S. Department of Education

Discussants: Susan M. Dynarski, University of Michigan

Jane Hannaway, American Institutes for Research

Sean F. Reardon, Stanford University

Sunday, April 28, 2:15 pm–3:45 pm

Hilton Union Square, Ballroom Level, Continental 7

### **National Science Foundation Priorities and Perspectives**

**Joan Ferrini-Mundy**, National Science Foundation

Discussants: Shirley Malcom, American Association for  
the Advancement of Science

Roy D. Pea, Stanford University

Marcia Linn, University of California, Berkeley

Monday, April 29, 10:35 am–12:05 pm

Hilton Union Square, Lobby Level, Plaza B



## Featured Symposia

### 47.015. Federal Funding Opportunities for Education Research: Institute of Education Sciences, National Science Foundation, and National Institutes of Health

Cosponsored with Organization of Institutional Affiliates  
Chair: *Gerald E. Sroufe, American Educational Research Association*

Presenters: *Elizabeth R. Albro, Institute of Education Sciences; Janice M. Earle, National Science Foundation; James A. Griffin, National Institute of Child Health and Human Development*

Monday, April 29, 2:45 pm–4:15 pm

Hilton Union Square, Tower Level, Tower 3 Union Square 23-24

### 54.009. U.S. Department of Education and National Science Foundation Common Standards for Research and Development Proposals

Chair: *Barbara Schneider, Michigan State University;*  
Participants: *John Q. Easton, Institute of Education Sciences; Joan Ferrini-Mundy, National Science Foundation; Janice M. Earle, National Science Foundation; Ruth Curran Neild, U.S. Department of Education; Nadya Dabby, U.S. Department of Education; Edith Gummer, National Science Foundation*

Tuesday, April 30, 8:00 am–10:00 am

Hilton Union Square, Ballroom Level, Continental 5



With Discussion Tables

## New AERA Publications

### 35.016. Extraordinary Pedagogies for Working Within School Settings Serving Nondominant Students: A New AERA Review of Research in Education (RRE) Publication

Chair: *William Cope, University of Illinois at Urbana-Champaign;* Coeditors: *Christian J. Faltis, University of California - Davis; Jamal Abedi, University of California - Davis;* Discussants: *Etta R. Hollins, University of Missouri - Kansas City; Carola Suarez-Orozco, University of California - Los Angeles*

Sunday, April 28, 2:15 pm–3:45 pm

Hilton Union Square, Ballroom Level, Continental 8

### 61.017. International Handbook of Research in Environmental Education (IHREE): A New AERA Publication

Chair: *Cherry A. McGee Banks, University of Washington - Bothell;* Coeditors: *Robert B. Stevenson, James Cook University - Australia; Michael J. Brody, Montana State University; Justin Dillon, King's College London; Arjen E. Wals, Wageningen University;* Discussants: *Marcia Linn, University of California - Berkeley; Christopher J. Dede, Harvard University*

Tuesday, April 30, 2:00 pm–3:30 pm

Hilton Union Square, Yosemite B

### 61.026. Interdisciplinarity and Knowledge Diffusion in STEM Education Research Programs at the National Science Foundation

Cosponsored with Division D - Measurement and Research Methodology

Chair: *Gregg Solomon, National Science Foundation;*

Participants: *Alan Porter, Georgia Institute of Technology; David Schoeneck, Search Technologies, Inc.; Jon Garner, Search Technologies, Inc.; Barbara Schneider, Michigan State University; Sarah-Kathryn McDonald, NORC at the University of Chicago; Kevin L. Brown, NORC at the University of Chicago; Krishna Madhavan, Purdue University; Hanjun Xian, Purdue University; James S. Dietz, National Science Foundation; Juan Rogers, Georgia Institute of Technology;* Discussant: *Robert Goldstone, Indiana University*

Tuesday, April, 30, 2:00 pm–3:30 pm

Hilton Union Square, Lobby Level - Golden Gate 4

## NRC Reports

### 32.019. NRC Report: Monitoring Progress Toward Successful K-12 STEM Education: A Nation Advancing?

Chair: *Martin Storksdieck, National Academy of Sciences;* NRC Committee Participants: *Adam Gamoran (Committee Chair), University of Wisconsin - Madison; Barbara M. Means, SRI International;* Discussants: *Deborah Loewenberg Ball, University of Michigan - Ann Arbor; Joseph S. Krajcik, Michigan State University; Janice M. Earle, National Science Foundation*

Sunday, April 28, 10:35 am–12:05 pm

Hilton Union Square, Ballroom Level, Continental 7

### 33.015. NRC Report: Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.

Chair: *Stuart W. Elliott, National Research Council;* NRC Committee Participants: *James W. Pellegrino (Committee Chair), University of Illinois at Chicago; Greg Duncan, University of California - Irvine; Christine M. Massey, University of Pennsylvania;* Discussants: *David T. Conley, University of Oregon; Steven B. Robbins, Educational Testing Service*

Sunday, April 28, 12:25 pm–1:55 pm

Hilton Union Square, Lobby Level, Golden Gate 7

### 35.017. NRC Report: Discipline-Based Education Research: Understanding and Improving Learning in Undergraduate Science and Engineering.

Chair: *Martin Storksdieck, National Academy of Sciences;* NRC Committee Participant: *Susan Singer (Committee Chair), National Science Foundation;* Discussants: *Carl Wieman, University of Colorado - Boulder; Ann E. Austin, Michigan State University; Lee S. Shulman, Stanford University*

Sunday, April 28, 2:15 pm–3:45 pm

Hilton Union Square, Ballroom Level, Continental 1



# Spotlight on California

## **1.010. GSC Community Service Project: Beautifying Compass Facilities to Provide Homes and Shelter to San Francisco Families.**

Visit Leaders: *Cecilia Henriquez Fernandez, University of California - Los Angeles; Marisa Anne del Campo, University of Connecticut; Chris Carducci, Mills College*

## **31.022. The Build Your Own Community Project: East Oakland (CA) Youth as Researcher Partners in Search of School and Curricular Responses to Poverty**

Chair: *K. Wayne Yang, University of California - San Diego*; Participants: *Patrick Camangian, University of San Francisco; Jeffrey M.R. Duncan-Andrade, San Francisco State University*

## **32.051. The Build Your Own Community Project: East Oakland (CA) Step-to-College Youth as Educational Research Partners**

Chairs and Participants: *Patrick Camangian, University of San Francisco; Jeffrey M.R. Duncan-Andrade, San Francisco State University*

## **35.084. Action Research in Learning to Teach: Stories From the Rural Teacher Residency Program at California State University, Chico.**

Chairs: *Mary Klehr, Madison Metropolitan School District/ University of Wisconsin - Madison; Alan D. Amtzis, The College of New Jersey*; Participants: *Emily Akimoto, California State University - Chico; Falyn Beshwate, CSU-Chico; Philip L James, CSU-Chico; Alisha Nelson, California State University - Chico; Katie Donahoo, CSU-Chico; Monica Quilty, CSU-Chico; Ann K. Schulte, California State University - Chico; Mimi Beretz Miller, California State University - Chico*

## **37.069. BaySci: How Science Instruction, Poverty, and Evaluation Intersect in the San Francisco Bay Area.**

Chair: *Nicole Lewis, University of Hawaii - Manoa*; Participants: *Vanessa Beth Lujan, University of California - Berkeley; Janet E. Coffey, Gordon and Betty Moore Foundation; Pam Tambe, Inverness Research; Vera Safa Michalchik, SRI International; Julie Remold, SRI International; Craig Strang, University of California - Berkeley; Caleb Cheung, Oakland United School District; Mark St. John, Inverness Research*; Discussants: *Derek S. Mitchell, Partners In School Innovation; Tina M. Trujillo, University of California - Berkeley*

## **40.053. Teacher as Researcher SIG Business Meeting: An Intimate Talk With Ann Lieberman and Bay Area Teacher Researchers.**

Chairs: *Alan D. Amtzis, The College of New Jersey; Christopher C. Martell, Framingham Public Schools/Boston University*; Participants: *Ann Lieberman, Stanford University; Sarah Sun, Kai Ming Head Start; Dina Moskowitz, Creative Arts Charter School; Kandy Ruiz, San Francisco Unified School District*

## **44.043. Five Studies of Effective Teaching in Low-Performing Schools in High-Poverty Areas of California.**

Chair: *Mary Poplin, Claremont Graduate University*; Participants: *Cloetta Veney, Azusa Pacific University; Katherine L. McGregor, San Jacinto Unified School District; Kathleen Adams Vaughn, Claremont University - Claremont Graduate University; Lourdes Villarreal, University of La Verne; Linda*

*Hoff, Fresno Pacific University; Discussant: Margaret G. Olebe, California State University - Long Beach*

## **49.036. Paulo Freire, Critical Pedagogy, and Emancipation SIG Business Meeting: Celebrating Freire Youth Outreach in the Bay Area. Performances and Presentation by Youth Speaks.**

Chairs: *Shirley R. Steinberg, University of Calgary; Pierre W. Orelus, New Mexico State University*

## **55.010. Lesson Study Experience in San Francisco Unified: Lesson Study and Fish Bowl Observation.**

Visit Leader: *Lonnie L. Rowell, University of San Diego*

## **56.058. Transforming Teacher Preparation Through Clinical Practice and Local Partnerships: The San Francisco Teacher Residency.**

Chair: *Peter W. Williamson, University of San Francisco*; Discussant: *Jon D. Snyder, Bank Street College of Education*; Participants: *Peter W. Williamson, University of San Francisco; Linda Darling-Hammond, Stanford University; Ruth Ann Costanzo, Stanford University; Deborah Faigenbaum, Noyce Foundation; Richard Carranza, San Francisco Unified School District; Dennis Kelly, United Educators of San Francisco*

## **57.010. Lesson Study Experience in San Francisco Unified: Post-Lesson Panel Discussion.**

Visit Leader: *Lonnie L. Rowell, University of San Diego*

## **58.057. Aligning Teacher Development Policies: Lessons and Challenges From California.**

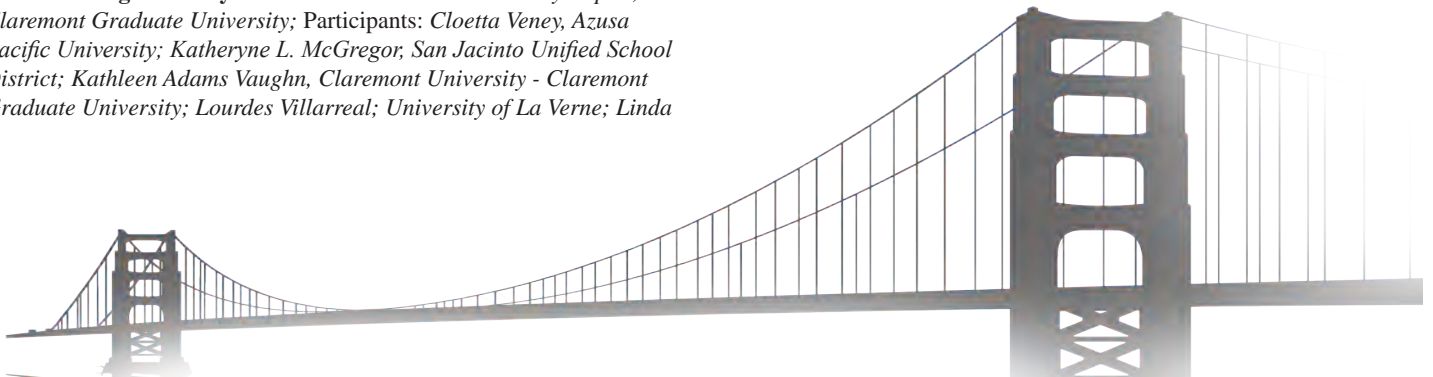
Chair: *Michael W. Kirst, Stanford University*; Participants: *Julia E. Koppich, J Koppich & Associates; Daniel C. Humphrey, SRI International; Jennifer Bland, SRI International; Laura M. Stokes, Inverness Research; Linda Darling-Hammond, Stanford University*; Discussant: *Michael W. Kirst, Stanford University*

## **64.011. Beyond the Intellectual Poverty of School Knowledge: Teacher Learning and Curriculum Informed by San Francisco's Black Heritage and Scholarly Activism.**

Chair: *Joyce E. King, Georgia State University*; Participants: *John Templeton, eAccess; Kenneth Monteiro, San Francisco State University; James Taylor, California Alliance of African American Educators*

## **73.020. Indigenous Land and Education in the Bay Area: Dislocation, Relocation, Occupation, and Repatriation.**

Chairs: *K. Wayne Yang, University of California - San Diego; Eve Tuck, SUNY - College at New Paltz; Geni Cowan, California State University - Sacramento*; Participants: *Eve Tuck, SUNY - College at New Paltz; Geni Cowan, California State University - Sacramento; K. Wayne Yang, University of California - San Diego; K. Wayne Yang, University of California - San Diego*



# International Focus Sessions

## World Education Research Association Session

### 61.016. Education Research in a Changing World (Sponsored by WERA)

Chairs: Carol D. Lee, Northwestern University; Sung Choon Park, Seoul National University

Presenters: Yin Cheong Cheng (WERA President), The Hong Kong Institute of Education; Eva L. Baker (WERA Past President), University of California, Los Angeles; Sari Lindblom-Ylänne (WERA President-Elect), University of Helsinki; Participants: Paul F. Conway, President, Educational Studies Association of Ireland (ESAI), University College Cork; Mustafa Yunus Eryaman, President, Turkish Educational Research Association (TERA), Canakkale Onsekiz Mart University; Ingrid Gogolin, University of Hamburg; Ong Kim Lee, Vice President, WERA; Lejff Moos, President, European Educational Research Association (EERA), Aarhus University; Lesley Wood, Past President, Education Association of South Africa (EASA), North-West University, Potchefstroom

Tuesday, April 30, 2:00 pm-3:30 pm

Hilton Union Square, Ballroom Level - Continental 8



With Discussion Tables

## AERA International Relations Committee

### 20.017. New Forms of Political Contention Within Civil Society and the Transformation of Education: An International Perspective.

Chair: Gustavo E. Fischman, Arizona State University

### 32.025. Investigating E-Learning Integration: A Comparative Analysis of Countrywide Technology Deployments in Argentina, Portugal, and Turkey.

Chair: Wayne Grant, PASCO

### 37.016. Educational Leadership and Conflict in International Contexts.

Chair: Melanie Carol Brooks, Iowa State University

### 44.016. Disrupting Poverty and Educational Inequality: Comparative and International Examinations of the Effects of Educational Reforms.

Chair: Susan F. Semel, City College of New York - CUNY

### 45.023. Global Ethics in Higher Education: Starting an International Conversation.

Chair: Lisa K. Taylor, Bishop's University

### 56.019. The Role of Research in Understanding and Addressing Poverty: An International Perspective.

Chair: Kadriye Ercikan, The University of British Columbia

### 58.020. In Pursuit of Academic Resources in International Schooling.

Chair: Olga A. Vasquez, University of California - San Diego

### 70.012. Beyond Poverty: Educational Access Across International Contexts.

Chair: Sung Choon Park, Seoul National University

### 72.014. Inequalities in K-12 Education in China and Potential Responses: Class, Gender, and Ethnicity.

Chair: Zhong-ying Shi, Beijing Normal University

### 75.012. Educational Reform, Modernization, and the New Public

Management: Perspectives From Europe. Chair: Gary L. Anderson, New York University

## International Aligned Organizations

Australian Association for Research in Education

### 54.012. Place, Literacy, and Sustainability: Emerging Transformations in Theory and Practice

British Educational Leadership, Management, and Administration Society

### 32.027. "It's a Revolution!" Researching Structural Reform in England

British Educational Research Association

### 37.020. Radical Social Theory for Radical Times: Putting Bourdieu to Work in Educational Research

Canadian Society for the Study of Education

### 44.019. International Perspectives on Higher Education Admission Policy and Praxis

Commonwealth Council for Educational Administration and Management

### 47.022. Educational Leadership, Education, and Poverty: An Intricate Relationship?

Dutch Programme Council for Educational Research

### 33.020. Teachers' Professional Development: Results of a Longitudinal Study

Educational Studies Association of Ireland

### 73.014. Educational Policy in Changing Times: Consultation, Implementation and Impact

European Association for Research on Learning and Instruction

### 54.011. In What Ways Can Lesson Study in Different Cultural Environments Contribute to Increase Low-Achieving Students' School Performance?

Flemish Forum for Educational Research

### 33.019. Multiple Perspectives on Educational Research in Flanders

International Academy of Education

### 31.021. The Role of Educational Quality, Equality, and Equity in Low-Income Countries: Findings From the International Academy of Education

International Congress for School Effectiveness and School Improvement

### 35.020. Knowledge Mobilization: Linking Policy, Research, and Practice: An ICSEI (International Congress of School Effectiveness and Improvement) Perspective

Netherlands Educational Research Association

### 56.020. Teaching for Improved Learning in Vocational Education

Nordic Educational Research Association

### 31.020. Early Childhood Education and Care: Nordic Traditions and Transitions in a Globalized World

## AERA Welcomes Reporters for Two-Day Seminar!

AERA extends a warm welcome to the 25 journalists chosen by the AERA and the Educational Writers Association to participate in the two-day seminar, "Reporting on Education—Using Data at Your Desk," April 30 – May 1. The seminar offers a unique professional development and training opportunity for reporters to learn about the breadth of large-scale education data sets, data resources that they can use at their desk, and how to use and access data tools.

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# AERA Standing Committee Sessions

## Committee on Scholars and Advocates for Gender Equity in Education

### 21.012. Creating Spaces for Girls of Color.

Chair: Jennifer Vann Jones, Rutgers University - New Brunswick/Piscataway

### 45.019. Chicana/Latina Testimonios in Education: Methodologies, Pedagogies, and Political Urgency.

Chair: Rebeca Burciaga, San José State University

### 47.021. Women, STEM, and Gender Matters.

Chair: Jean Rockford Aguilar-Valdez, University of North Carolina - Greensboro

### 61.021. Pedagogies in the Flesh: Relationships Between Women of Color—Epistemologies and Praxes.

Chair: Melissa-Ann Nielo Nievera, University of California - Santa Cruz

### 72.013. Heterotopic Spaces: Exploring the Gendered and Heteronormative Place That Schooling Becomes.

Chair: Kevin Burke, University of Notre Dame

## Committee on Scholars of Color in Education

### 21.014. What About Us? Moving From the Margins to the Center.

Chair: Korina Jocson, Washington University in St. Louis

### 44.018. Post-Racial Pragmatism: New Directions and Concepts in Critical Race Theory.

Chair: Dolores Calderon, University of Utah

### 47.019. Conceptual and Practical Frameworks on Minority Males Transitioning From High School to College.

Chair: George L. Wimberly, American Educational Research Association

### 58.017. Adding Value to Higher Education: Galvanizing Experiences of Junior Faculty of Color.

Chair: Tiffany J. Brown, University of Washington

### 73.013. Educational Achievement and Attainment for Black and Latino Males: Strategies and Supports for Success.

Chair: James J. Kemple, New York University

## Communications and Outreach

### 61.022. Using Social Media to Advance an Active Research Agenda

Chair: Richard R. Halverson, University of Wisconsin

## Social Justice Action Committee

### 20.018. The Role of Education in the Quest for Freedom: Celebrating the 150th Anniversary of the Emancipation Proclamation.

Chair: Adrienne D. Dixson, University of Illinois

### 32.026. Latina/o Population Growth and Challenges to Social Justice: Impediments to the Education of Latina/os.

Chair: Rogelio Saenz, The University of Texas - San Antonio

### 37.019. Vehicles for Social Justice: The Role(s) of Ethnic Studies in K-16 Education.

Chair: Thandeka K. Chapman, University of California, San Diego

### 45.020. Experiencing Race Differently: Counterstories to the Model Minority Stereotype.

Chair: Nicholas Daniel Hartlep, Illinois State University

### 61.020. Georgia on Our Minds: Contested Educational Dreams and the Promise of Social Justice.

Chair: Michelle A. Purdy, Michigan State University

## AERA Committee Open Meetings

### 31.001. AERA Committee on Scholars of Color in Education Awards Presentation and Business Meeting: Open Meeting.

Chair: Ruben Donato, University of Colorado - Boulder

### 33.003. AERA Journal Publications Committee: Open Meeting.

Chair: William Cope, University of Illinois at Urbana-Champaign

### 54.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Open Meeting and Breakfast.

Chair: Judy A. Alston, Ashland University

### 37.001. AERA Affirmative Action Council: Open Meeting.

Chair: April Z. Taylor, California State University - Northridge

### 32.003. AERA Social Justice Action Committee: Open Meeting.

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

### 35.003. Open Forum: 2009-2012 Changes to Enhance Annual Meeting Quality.

Chair: Lynne Schrum, West Virginia University; Frederick D. Erickson, University of California - Los Angeles

### 47.016. So You Want to Be a Peer Reviewer: An Interactive Session on Learning to Review Annual Meeting Papers.

Chair: Lynne Schrum, West Virginia University; Frederick D. Erickson, University of California - Los Angeles

## Important Sessions for Current and Incoming SIG Officers

All current and incoming SIG officers are strongly encouraged to attend one of the three SIG Leadership Orientation sessions and a special Open Meeting and Reception. Join members of the AERA SIG Executive Committee and AERA staff for an informative briefing and discussion on SIG operations, Annual Meeting planning for 2014, and governance-related functions (bylaws, awards, nominations, and elections).

**31.002. SIG Leadership Orientation: Session 1:** Sunday, April 28, 8:15 am–9:45 am, Hilton Union Square, Fourth Level - Tower 3 Union Square 3 and 4

**45.003. SIG Leadership Orientation: Session 2:** Monday, April 29, 10:35 am–12:05 pm, Hilton Union Square, Fourth Level - Tower 3 Union Square 25

**58.001. SIG Leadership Orientation: Session 3:** Tuesday, April 30, 12:10 pm–1:40 pm, Hilton Union Square, Fourth Level - Tower 3 Union Square 15 and 16

**64.002. AERA SIG Open Meeting and Reception for SIG Officers:** Tuesday, April 30, 5:05 pm–7:05 pm Hilton Union Square, Ballroom Level - Continental 7

## Important Training Sessions

### Online Annual Meeting Management System (All Academic): Demonstration and Training for Program Chairs:

**32.010. Open Session 1:** Sunday, April 28, 10:35 am–12:05 pm, Hilton Union Square, Lobby Level - Golden Gate 6

**45.010. Open Session 2:** Monday, April 29, 10:35 am–12:05 pm, Hilton Union Square, Fourth Level - Tower 3 Union Square 1 and 2

**61.010. Open Session 3:** Tuesday, April 30, 2:00 pm–3:30 pm, Hilton Union Square, Ballroom Level - Continental 7

### AERA Web Content Management System Training for Division and SIG Web Managers, Hilton Union Square, Ballroom Level - Continental 7

**31.011. Session 1:** Sunday, April 28, 8:15 am–9:45 am

**54.003. Session 2:** Tuesday, April 30, 8:00 am–9:30 am

**56.011. How to Build Collaboration and Engagement in Divisions and SIGS Through Social Media,** Tuesday, April 30, 10:20 am–11:50 am, Hilton Union Square, Sixth Level - Tower 3 Lombard

# Graduate Student Council Sessions

**1.010. GSC Community Service Project: Beautifying Compass Facilities to Provide Homes and Shelter to San Francisco Families.** Visit Leaders: *Cecilia Henriquez Fernandez, Marisa Anne del Campo, Chris Carducci*

**20.015. GSC Division B Fireside Chat: Can You See It? Exploring the Intersections of Visual Culture, Digital Media, and Gaming in Poverty and Education.** Chairs: *Mark Helmsing, Karla Manning*

**20.016. Graduate Student Orientation to the Annual Meeting and Networking Session.** Chairs: *Angela Rose Hines, Carleen Carey*

**21.013. GSC Division I Fireside Chat: What the Future Holds for Scholarship in the Professions: Lessons Learned and Advice for Junior Scholars.** Chairs: *Angela Blood, Jamie O'Keeffe*

**31.017. GSC Division C Fireside Chat: Why Education Is So Difficult to Improve When Income Inequalities Are So Great.** Chairs: *Benjamin C. Heddy, Ariana Crowther*

**31.018. GSC Division H Fireside Chat: Starting Fresh, Branching Out, Moving Up: Insights and Experiences of School Researchers Embarking on New Career Paths.** Chairs: *Marisa Anne del Campo, Ruhana Circi Kizil*

**31.019. GSC Fireside Chat: Community Voices: A Dialogue on Undocumented Students and Education.** Chairs: *Marco Murillo, Cecilia Henriquez Fernandez*

**32.022. GSC Chair Fireside Chat: Continuing the Conversation: Doing LGBTQI and Ally Work in the Ph.D. Program and Beyond.** Chair: *Cathy A.R. Brant*

**32.023. GSC Division A Fireside Chat: Responding to Poverty's Influence on Education: Our Roles as Researchers of Educational Leadership.** Chairs: *Pat A. Schroeder, Alexandra E. Pavlakis*

**32.024. GSC Division J Fireside Chat: Establishing a Sustainable Program of Research.** Chairs: *Daisy Denise Alfaro, Blanca E. Rincon*

**33.018. Graduate Student Council Food for Thought Session (Sunday).** Chairs: *Angela Rose Hines, Carleen Carey, Liza Renee Lizcano*

**35.018. GSC Chair Fireside Chat: Life on the Other Side: Recent Graduates Discuss Their Experiences on the Other Side of the Desk.** Chair: *Cathy A.R. Brant*

**35.019. GSC Division G Fireside Chat: The Mechanics of Mentoring and the Academic Life.** Chairs: *Erika C. Bullock, Kristi Lynn Donaldson*

**37.017. GSC Chair-Elect Fireside Chat: Grant-Writing Dos and Don'ts for Graduate Students.** Chair: *Jennifer Elizabeth Carinci*

**37.018. GSC Division F Fireside Chat: Brown v. Board and the DREAM Act: Historical Trends in Access to Education.** Chairs: *Jacob Benjamin Starsky, Andrés Castro Samayoa*

**40.010. Graduate Student Council (GSC) Open Business Meeting.** Chair: *Cathy A.R. Brant*

**44.017. GSC Fireside Chat: Closing the Achievement Gap Through Curriculum, Standards, and Assessment: Sustainability for Long-Term Success in Our Schools.**

Chair: *Angela Rose Hines*

**45.021. GSC Chair-Elect Fireside Chat: Show Me the Data! How to Access Quantitative and Qualitative Data You Need to Answer Your Research Questions.** Chair: *Jennifer Elizabeth Carinci*

**45.022. GSC Division K Fireside Chat: From the Ivory Tower to the Schoolyard: Conducting Research in Contexts With Underserved Populations Living in Poverty.** Chairs: *Dorothy Elizabeth Hines, Kathryn Struthers*

**47.020. Graduate Student Council Food for Thought Session (Monday).** Chairs: *Angela Rose Hines, Carleen Carey, Liza Renee Lizcano*

**54.010. Graduate Student Networking Opportunity With Special Interest Groups (SIGs).** Chair: *Sharon H. Ulanoff*

**56.018. GSC Graduate Student Current Research Session.** Chair: *Cathy A.R. Brant*

**58.018. GSC Division E Fireside Chat: Staying in the Game: Maintaining Research Productivity.** Chairs: *Ann Young Kim, Patrick Mullen*

**58.019. Graduate Student Council Food for Thought Session (Tuesday).** Chairs: *Angela Rose Hines, Carleen Carey, Liza Renee Lizcano*

**61.018. GSC Division L Fireside Chat: Thirty Years Since A Nation at Risk: Implications for a Second Generation.** Chairs: *Todd L Hutner, Huriya Jabbar*

**61.019. GSC Past-Chair Fireside Chat: Life as a Professor: Key Insights From a Diverse Group of Faculty Members.** Chair: *Nicholas Daniel Hartlep*

**64.017. GSC Chair Fireside Chat: Our Stories: Women of Color in the Academy.** Chair: *Cathy A.R. Brant*

**64.018. GSC Division D Fireside Chat: Educational Research and High-Poverty Students: Contemporary Approaches to Ensuring Validity.** Chairs: *Yuan Zhang, Emily Dickinson*

## AERA Online Paper Repository

Starting in 2013, AERA is providing open access to the AERA Online Paper Repository. Each presenter at the 2013 Annual Meeting may elect to upload to the Online Paper Repository the full text of the paper presented in San Francisco. Deposited 2013 papers will be made available a few weeks after the Annual Meeting. The Repository serves as an archive of Annual Meeting presentations for the Association.

For scholars, students, and other users, the Repository:

- Offers a new opportunity for broader access to information presented at the Annual Meeting
- Serves as a reference on current scholarship and research
- Outlines guidelines for citing scholarship presented at the Annual Meeting

For presenters, the Repository:

- Allows sharing of presentations in a new format and reaching a broader audience than those attending the session
- Records in a permanent online archive the full text of the presentations
- Permits addition of presentation notes at any time after the Annual Meeting
- Enables reporting of subsequent publication of the research by allowing future addition of citation information, a journal URL, or a digital object identifier (DOI)

Presenters retain copyright of their full text. If presenters did not opt to participate in the Repository before the Annual Meeting, they may upload directly to the Repository until **May 30**. Users of the AERA Online Paper Repository will be informed of appropriate citation and use of Repository content.

For more information about participating in and using the Repository, visit [www.aera.net/repository](http://www.aera.net/repository).



## *Meet Journal Editors – AERA Journal Talks Sessions*

AERA Journal Talks are informal sessions designed to facilitate journal editors' communication on a one-to-one basis with reviewers, authors, and potential authors. Each journal is included in one Journal Talks session, and journals participating in a session are assigned a numbered table.

Sunday, April 28	Monday, April 29	Tuesday, April 30
<p><b>Time: 10:35 am to 12:05 pm</b></p> <p><b>Journal Talks 1:</b>  <b>Imperial Ballroom A, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. LEARning Landscapes</li> <li>2. The Australian Educational Researcher</li> <li>3. Berkeley Review of Education</li> <li>4. The Journal of Educational Research</li> <li>5. eJEP Journal of Education Policy</li> <li>6. Studies in Philosophy and Education</li> <li>7. Current Issues in Education</li> <li>8. Educational Technology Research and Development</li> <li>9. Education Policy Analysis Archives</li> <li>10. Educational Research Review</li> <li>11. Journal of Advanced Academics</li> <li>12. Gifted Child Quarterly</li> </ol> <p><b>Journal Talks 2:</b>  <b>Imperial Ballroom B, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. Issues in Teacher Education</li> <li>2. Annual Editions: Multicultural Education</li> <li>3. The Educational Forum</li> <li>4. The Teacher Educator</li> <li>5. Journal of Curriculum Studies</li> <li>6. Contemporary Issues in Early Childhood</li> <li>7. Learning for Democracy: An International Journal of Thought and Practice</li> <li>8. Global Studies of Childhood</li> <li>9. Vitae Scholasticae</li> <li>10. International Journal of Education Policy and Leadership</li> </ol>	<p><b>Time: 10:35 am to 12:05 pm</b></p> <p><b>Journal Talks 5:</b>  <b>Imperial Ballroom A, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. Journal of Teacher Education</li> <li>2. Gender and Education</li> <li>3. Journal of Early Childhood Literacy</li> <li>4. Journal of Education for Students Placed at Risk</li> <li>5. Educational Research for Policy and Practice</li> <li>6. Educational Evaluation and Policy Analysis</li> <li>7. Research in the Teaching of English</li> <li>8. Vocations and Learning</li> <li>9. Religion and Education</li> <li>10. Critical Questions in Education</li> <li>11. The Internet and Higher Education</li> </ol> <p><b>Journal Talks 6:</b>  <b>Imperial Ballroom B, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. Education as Change: Journal of Curriculum Research</li> <li>2. Journal of Vocational Education and Training</li> <li>3. American Educational Research Journal: Teaching, Learning, and Human Development</li> <li>4. Teachers and Teaching: Theory and Practice</li> <li>5. Africa Education Review</li> <li>6. Educational Management Administration &amp; Leadership</li> <li>7. Management in Education</li> <li>8. Journal of Asian Critical Education</li> <li>9. Asia-Pacific Journal of Teacher Education</li> <li>10. Teaching Education</li> </ol>	<p><b>Time: 10:20 am to 11:50 am</b></p> <p><b>Journal Talks 9:</b>  <b>Imperial Ballroom A, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. Contemporary Issues in Technology and Teacher Education</li> <li>2. Catholic Education: A Journal of Inquiry and Practice</li> <li>3. Social Studies Research and Practice</li> <li>4. Journal of Early Childhood Research</li> <li>5. Mentoring and Tutoring Journal</li> <li>6. Teacher Education Quarterly</li> <li>7. Adult Education Quarterly</li> <li>8. Journal of Cases in Educational Leadership</li> <li>9. Applied Psychology Measurement</li> <li>10. Urban Education</li> </ol> <p><b>Journal Talks 10:</b>  <b>Imperial Ballroom B, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. American Journal of Education</li> <li>2. International Journal of Research and Method in Education</li> <li>3. Bilingual Research Journal</li> <li>4. Linguistics and Education</li> <li>5. Teaching Educational Psychology</li> <li>6. Educational Psychologist</li> <li>7. Equity and Excellence in Education</li> <li>8. Career and Technical Education Research</li> </ol>
<p><b>Time: 12:25 pm to 1:55 pm</b></p> <p><b>Journal Talks 3:</b>  <b>Imperial Ballroom A, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. Educational Administration Quarterly</li> <li>2. Paedagogica Historica: International Journal of the History of Education</li> <li>3. Curriculum Inquiry</li> <li>4. Journal of Interactive Online Learning</li> <li>5. Pedagogies: An International Journal</li> <li>6. Action in Teacher Education</li> <li>7. Journal of the Professoriate</li> <li>8. Journal of Moral Education</li> <li>9. Review of Research in Education</li> <li>10. Interdisciplinary Journal of Problem-Based Learning</li> <li>11. Teaching and Teacher Education</li> </ol> <p><b>Journal Talks 4:</b>  <b>Imperial Ballroom B, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. Canadian Journal of Environmental Education</li> <li>2. International Education</li> <li>3. Metacognition and Learning</li> <li>4. Technology, Knowledge, and Learning</li> <li>5. Review of Educational Research</li> <li>6. Community College Review</li> <li>7. Curriculum and Teaching Dialogue</li> <li>8. Professional Development in Education</li> <li>9. Contemporary Issues in Early Childhood</li> <li>10. International Journal of Qualitative Studies in Education</li> <li>11. Race Ethnicity and Education</li> <li>12. Journal of International Social Studies</li> </ol>	<p><b>Time: 2:45 pm to 4:15 pm</b></p> <p><b>Journal Talks 7:</b>  <b>Imperial Ballroom A, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. Learning, Media and Technology</li> <li>2. Educational Research Review</li> <li>3. International Journal of Disability Development and Education</li> <li>4. International Journal on School Disaffection</li> <li>5. Journal of Research on Christian Education</li> <li>6. International Journal of Educational Research</li> <li>7. Journal of Mathematical Behavior</li> <li>8. Journal of Educational Computing Research</li> </ol> <p><b>Journal Talks 8:</b>  <b>Imperial Ballroom B, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. Studies in Educational Evaluation</li> <li>2. Learning, Culture, and Social Interaction</li> <li>3. Journal of Mathematics Teacher Education</li> <li>4. Women's Studies International Forum</li> <li>5. International Journal of Critical Youth Studies</li> <li>6. Taboo: The Journal of Culture and Education</li> <li>7. Journal of Educational Administration</li> <li>8. Journal of School Leadership</li> <li>9. The New Educator</li> <li>10. Journal of Experimental Education</li> <li>11. Peabody Journal of Education</li> <li>12. Journal of Curriculum and Pedagogy</li> </ol>	<p><b>Time: 12:10 to 1:40 pm</b></p> <p><b>Journal Talks 11:</b>  <b>Imperial Ballroom A, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. Learning and Instruction</li> <li>2. Journal of the Learning Sciences</li> <li>3. Educational Researcher</li> <li>4. American Educational Research Journal: Social and Institutional Analysis</li> <li>5. Journal of Educational and Behavioral Statistics</li> <li>6. Journal of Jewish Education</li> <li>7. The International Journal of Critical Pedagogy</li> <li>8. Middle Grades Research Journal</li> <li>9. College Student Affairs Journal</li> <li>10. Journal for Research in Mathematics Education</li> </ol> <p><b>Journal Talks 12:</b>  <b>Imperial Ballroom B, Hilton Union Square</b></p> <ol style="list-style-type: none"> <li>1. The Social Studies</li> <li>2. International Journal of Educational Leadership Preparation</li> <li>3. The New Educator</li> <li>4. Online Educational Research Journal</li> <li>5. International Journal of Leadership in Education</li> <li>6. Journal of Transformative Education</li> <li>7. Journal of Literacy Research</li> <li>8. Journal for Research on Leadership Education</li> </ol>

# Professional Development and Training Courses

The Professional Development and Training Committee has planned a rich program of extended and mini-courses for the 2013 AERA Annual Meeting in San Francisco. The program was crafted based on consideration of more than 50 submissions and a competitive review process. Professional development courses provide training in specific research methods and skills, cover significant research issues in related disciplines, emphasize specialized areas, address professional development issues, focus on research for the improvement of practice, or examine recent methodological and substantive developments in education research.

The extended courses begin on Friday, April 26, one day before the start of the Annual Meeting. The mini-courses will be held Sunday through Tuesday, April 28–30. You may register for the courses through the Annual Meeting Program registration site.

For further information about the professional development and training courses visit [www.aera.net](http://www.aera.net).

## Extended Courses

### *Friday, April 26*

- PDC01: An Introduction to Hierarchical Linear Modeling for Educational Researchers  
 PDC02: Educational Neuroscience: Methods and Applications  
 PDC03: Empowerment Evaluation: Using Evaluation to Improve Program Performance and Cultivate Organizational Learning  
 PDC04: Learning Mathematics for Teaching: Instrument Dissemination Workshop  
 PDC05: Marginal Mean Weighting Through Stratification: A Generalized Method for Causal Inference  
 PDC06: Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach (Two-day course, continues Saturday April 27)  
 PDC07: Narrative Inquiry in Education Research  
 PDC08: Theoretical and Methodological “Speed Dating”: Social Theory Meets Methodology Meets Analysis in Qualitative Research  
 PDC09: Transnational and Critical Perspectives in Qualitative Literacy Research: Interactive Workshop and Mentoring for Early Career Scholars and Graduate Students  
 PDC10: Advanced Analysis Using International Large-Scale Assessment Databases (TIMSS, PIRLS, and PISA)

## Mini-Courses

### *Sunday, April 28*

- PDC11: Introduction to Meta-Analysis  
 PDC12: How to Use NAEP High School Transcript Study Data Tools for Education Research  
 \*PDC13: Introduction to the Measures of Effective Teaching Longitudinal Database

- PDC14: Writing an Application for an IES Grant  
 PDC15: Propensity Score Matching Using R  
 PDC16: Universal Design for Evaluation: How to Increase Involvement of Diverse, Vulnerable, and Hard-to-Reach Populations  
 PDC17: Coding Qualitative Data: A Survey of Selected Methods  
 PDC18: Communicate! Communicate! Getting Your Research Out of a Dark Hole Through Social Media, Writing, and Working With Reporters

### *Monday, April 29*

- PDC19: Using NAEP Data on the Web for Educational Policy Research  
 \*PDC20: International Education Research Made Easier: How to Use Several Free Online Data Tools  
 PDC21: Designing Adequately Powered Cluster Randomized Trials Using Optimal Design Plus  
 \*PDC22: How to Get Published: Guidance From Emerging and Senior Scholars  
 PDC23: Digital Ethnography: The Affordances and Constraints of Conducting Research That Includes Online Spaces

### *Tuesday, April 30*

- \*PDC24: Using the National Longitudinal Surveys of Youth for Education Research  
 PDC25: Introduction to Social Network Analysis for Educational Researchers  
 PDC26: Cultural Historical Activity Theory Methodologies in the 21st Century: The Intersections of Theory, Research, Policy and Praxis  
 \*PDC27: How to Analyze Large-Scale Assessments Data From Matrix Booklet Sampling Design: Focus on Psychometrics Behind and Hands-On Analysis Using Actual Sample Data  
 PDC28: “Doing” Critical Race Theory in Education

*\*Also available via live webcast and from the AERA-Virtual Resource Learning Center. Webcasts will remain accessible following the Annual Meeting. Visit [www.aera.net](http://www.aera.net) for registration information.*



# *AERA Governance Meetings and Events*

- 15.001: Joint Annual Meeting Policies and Procedures Committee and AERA Research Advisory Committee: Closed Meeting.** Hotel Nikko, Nikko I; Saturday, 8:00 am to 11:30 am
- 20.001: AERA 2012-2013 Council Meeting.** Hotel Nikko, Nikko II; Saturday, 12:00 pm to 3:45 pm
- 26.001: AERA Journal Publications Committee Reception: Invitation Only.** Hilton Union Square, Continental 4; Saturday, 6:30 pm to 8:00 pm
- 31.001: AERA Committee on Scholars of Color in Education Awards Presentation and Business Meeting: Open Meeting.** Hotel Nikko, Monterey I; Sunday, 8:15 am to 9:45 am
- 31.002: SIG Leadership Orientation: Session 1.** Hilton Union Square, Tower 3 Union Square 3 and 4; Sunday, 8:15 am to 9:45 am
- 32.001: AERA Ethics Committee: Closed Meeting.** Hotel Nikko, Carmel II; Sunday, 10:35 am to 12:05 pm
- 32.002: AERA International Relations Committee: Closed Meeting.** Hotel Nikko, Mendocino I; Sunday, 10:35 am to 12:05 pm
- 32.003: AERA Social Justice Action Committee: Open Meeting.** Hotel Nikko, Monterey I; Sunday, 10:35 am to 12:05 pm
- 32.004: Journal of Educational and Behavioral Statistics Closed Management Committee Meeting.** Hotel Nikko, Nikko I; Sunday, 10:35 am to 12:05 pm
- 33.001: AERA Committee on Scholars and Advocates for Gender Equity in Education: Closed Meeting.** Hotel Nikko, Carmel II; Sunday, 12:25 pm to 1:55 pm
- 33.002: AERA Communications and Outreach Committee: Closed Meeting.** Hotel Nikko, Mendocino I; Sunday, 12:25 pm to 1:55 pm
- 33.003: AERA Journal Publications Committee: Open Meeting.** Hilton Union Square, Continental 8; Sunday, 12:25 pm to 1:55 pm
- 33.004: Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting.** Hotel Nikko, Carmel I; Sunday, 12:25 pm to 1:55 pm
- 35.001: AERA Government Relations Committee: Closed Meeting.** Hotel Nikko, Mendocino I; Sunday, 2:15 pm to 3:45 pm
- 35.002: AERA SIG Executive Committee: Closed Meeting.** Hotel Nikko, Carmel I; Sunday, 2:15 pm to 3:45 pm
- 35.003: Joint Annual Meeting Policies and Procedures Committee and Research Advisory Committee Open Forum: 2009-2012 Changes to Enhance Annual Meeting Quality.** Hilton Union Square, Golden Gate 8; Sunday, 2:15 pm to 3:45 pm
- 35.004: Review of Research in Education (2014) Closed Editorial Board Meeting.** Hotel Nikko, Carmel II; Sunday, 2:15 pm to 3:45 pm
- 37.001: AERA Affirmative Action Council: Open Meeting.** Hilton Union Square, Continental 8; Sunday, 4:05 pm to 5:35 pm
- 40.001: AERA Committee on Scholars of Color in Education Mentoring Lecture and Reception: Invitation Only.** Hotel Nikko, Monterey I; Sunday, 6:15 pm to 7:45 pm
- 40.002: American Educational Research Journal (Social and Institutional Analysis) Closed Editorial Board Meeting.** Hotel Nikko, Nikko I; Sunday, 6:15 pm to 7:45 pm
- 44.001: AERA Affirmative Action Council: Closed Meeting.** Hotel Nikko, Carmel II; Monday, 8:15 am to 9:45 am
- 44.002: AERA Graduate Student Council: Closed Meeting.** Hotel Nikko, Monterey I; Monday, 8:15 am to 9:45 am
- 44.003: AERA Journal Publications Committee and Journal Editors: Closed Meeting.** Hotel Nikko, Nikko I; Monday, 8:15 am to 9:45 am
- 45.001: AERA Professional Development and Training Committee: Closed Meeting.** Hotel Nikko, Carmel II; Monday, 10:35 am to 12:05 pm
- 45.002: Educational Researcher Closed Editorial Board Meeting.** Hotel Nikko, Nikko II; Monday, 10:35 am to 12:05 pm
- 45.003: SIG Leadership Orientation: Session 2.** Hilton Union Square, Tower 3 Union Square 25; Monday, 10:35 am to 12:05 pm
- 47.001: Educational Evaluation and Policy Analysis Closed Editorial Board Meeting.** Hotel Nikko, Nikko II; Monday, 2:45 pm to 4:15 pm
- 47.002: Journal of Educational and Behavioral Statistics Closed Editorial Board Meeting.** Hotel Nikko, Nikko I; Monday, 2:45 pm to 4:15 pm
- 53.001: AERA Research Advisory Committee: Closed Meeting.** Hotel Nikko, Monterey II; Tuesday, 7:00 am to 10:00 am
- 54.001: AERA Committee on Scholars and Advocates for Gender Equity in Education: Open Meeting and Breakfast.** Hotel Nikko, Monterey I; Tuesday, 8:00 am to 9:30 am
- 54.002: AERA Grants Program - 2012 Faculty Institute Participants with Institute Faculty: Closed Meeting.** Hotel Nikko, Nikko II; Tuesday, 8:00 am to 10:00 am
- 56.001: AERA Books Editorial Board: Closed Meeting.** Hotel Nikko, Carmel II; Tuesday, 10:20 am to 1:40 pm
- 56.002: AERA Grants Program Governing Board: Closed Meeting.** Hotel Nikko, Nikko II; Tuesday, 10:20 am to 1:40 pm
- 56.003: AERA Social Justice Action Committee: Closed Meeting.** Hotel Nikko, Monterey II; Tuesday, 10:20 am to 11:50 am
- 58.001: SIG Leadership Orientation: Session 3.** Hilton Union Square, Tower 3 Union Square 15 and 16; Tuesday, 12:10 pm to 1:40 pm
- 61.001: AERA Journal Publications Committee: Closed Meeting.** Hotel Nikko, Carmel II; Tuesday, 2:00 pm to 3:30 pm
- 61.002: AERA Technology Committee: Closed Meeting.** Hotel Nikko, Monterey II; Tuesday, 2:00 pm to 3:30 pm
- 64.001: AERA Committee on Scholars of Color in Education: Closed Meeting.** Hotel Nikko, Monterey II; Tuesday, 5:05 pm to 6:35 pm
- 64.002: AERA SIG Open Meeting and Reception for SIG Officers.** Hilton Union Square, Continental 7; Tuesday, 5:05 pm to 7:05 pm
- 65.001: Orientation Session for Newly Appointed Committee Chairs and Members.** Hotel Nikko, Carmel II; Tuesday, 6:30 pm to 7:30 pm
- 66.001: American Educational Research Journal (Teaching, Learning, and Human Development) Closed Editorial Board Meeting.** Hotel Nikko, Nikko I; Tuesday, 7:15 pm to 8:45 pm
- 67.001: AERA Executive Director and Division Vice Presidents: Closed Meeting.** Hotel Nikko, Carmel II; Wednesday, 7:00 am to 8:00 am

**68.001: AERA Minority Fellows Mentoring Meeting with Minority Fellowship Selection Committee: Closed Meeting.**

Hotel Nikko, Monterey I; Wednesday, 7:30 am to 10:15 am

**70.001: AERA Open Business Meeting.** Hilton Union Square, Continental 7; Wednesday, 8:15 am to 9:45 am**70.002: Review of Educational Research Closed Editorial Board Meeting.** Hotel Nikko, Nikko I; Wednesday, 8:15 am to 9:45 am**71.001: AERA Orientation for New Council Members: Closed Meeting.** Hotel Nikko, Carmel II; Wednesday, 10:15 am to 12:05 pm**73.001: AERA 2014 Annual Meeting Program Committee: Closed Meeting.** Hotel Nikko, Nikko II; Wednesday, 12:25 pm to 3:00 pm

## *Meet Fellows at the Education Research Poster Sessions*

### *Excellence in Education Research: Early Career Scholars and Their Work*

#### *Highlights Fellows' Research From:*

AERA-AIR Fellows Program  
 AERA-ETS Fellowship Program in Measurement and Education Research  
 AERA Grants Program  
 IES Postdoctoral Research Training Program in the Education Sciences  
 National Academy of Education/Spencer Postdoctoral Fellowship Program  
 New Connections: Increasing Diversity of RWJF Programming

#### *Program remarks by*

George L. Wimberly, Director  
 Social Justice and Professional Development  
 American Educational Research Association

Edith G. Arrington, Deputy Director  
 New Connections: Increasing Diversity of RWJF Programming

John Q. Easton, Director  
 Institute of Education Sciences

Susan H. Fuhrman, President  
 Teachers College, Columbia University, and  
 National Academy of Education

Sunday, April 28, 2013  
 4:05 p.m.- 6:05 p.m.  
 Parc 55

Fourth Level, Cyril Magnin Foyer  
 2013 AERA Annual Meeting, San Francisco

### *Promising Scholarship in Education: Dissertation Fellows and Their Research*

#### *Highlights Fellows' Research From:*

AERA Grants Program  
 AERA Minority Dissertation Fellowship in Education Research  
 IES Predoctoral Interdisciplinary Research Training Program in the Education Sciences  
 National Academy of Education/Spencer Dissertation Fellowship Program

#### *Program remarks by*

George L. Wimberly, Director  
 Social Justice and Professional Development  
 American Educational Research Association

William Schmidt  
 University Distinguished Professor  
 Michigan State University

Jacquelynn Eccles  
 University of Michigan

David Myers  
 President and CEO  
 American Institutes for Research

Tuesday, April 30, 2013  
 5:05 p.m.- 7:05 p.m.  
 Parc 55

Fourth Level, Cyril Magnin Foyer  
 2013 AERA Annual Meeting, San Francisco

*Made possible with generous support from the American Institutes for Research*



# Meetings of Affiliated Groups

American Educational Studies Association Executive Council Midyear Meeting, Saturday, April 27, 8:00am-12:00pm, Grand Hyatt, Sequoia, Ballroom Level

American Institutes for Research Reception, Sunday, April 28, 7:00pm-9:00pm, Hilton Union Square, Continental 6, Ballroom Level

American Psychological Association (APA) Division 15 Educational Psychology Executive Committee Meeting, Sunday, April 28, 6:00pm-9:00pm, Westin St. Francis, Victorian, Second Level

Applied Psychological Measurement Board Meeting, Tuesday, April 30, 8:00am-9:00am, Westin St. Francis, Sussex, Second Level

Arizona Colleges of Education Reception, Saturday, April 27, 7:00pm-10:00pm, Grand Hyatt, Grand Ballroom West, Ballroom Level

Association of Canadian Deans of Education Reception, Monday, April 29, 7:00pm-8:30pm, Westin St. Francis, Yorkshire, Second Level

Ball State University, Indiana State University, and Purdue University Joint Reception, Saturday, April 27, 7:00pm-9:00pm, Grand Hyatt, Redwood, Ballroom Level

Beijing Normal University Faculty of Education Reception, Monday, April 29, 7:00pm-9:00pm, Grand Hyatt, Grand Ballroom West, Ballroom Level

Beliefs in Education Provocation (Sponsored by American Psychological Association Division 15: Educational Psychology), Friday, April 26, 8:00am-6:00pm, The Salon at Hotel Rex, 562 Sutter Street, San Francisco, CA

Boston College Lynch School Reception, Monday, April 29, 7:00pm-8:15pm, Sir Francis Drake, Tudor AB, Second Level

Boston University School of Education Reception for Alumni & Friends, Sunday, April 28, 7:00pm-8:30pm, Westin St. Francis, Hampton, Second Level

Breaking Barriers: Congressional Black Caucus Foundation, Inc. and The Journal of Negro Education Reception and Poster Session, Sunday, April 28, 5:30pm-7:00pm, Hotel Nikko, Carmel, Third Level

“Care in Education” Book Reception, Independent Scholar, Dr. Sandra Wilde, Monday, April 29, 3:00pm-5:00pm, Westin St. Francis, Sussex, Second Level

Carlos J. Vallejo Research Fellowship for Latinos/as in Education, Saturday, April 27, 8:00am-6:00pm, Sir Francis Drake, Tudor AB, Second Level

Carnegie Mellon and University of Pittsburgh LearnLab Science of Learning Center Reception, Sunday, April 28, 7:00pm-11:00pm, Westin St. Francis, Olympic, Second Level

Chapman University Reception, Saturday, April 27, 8:00pm-10:00pm, Grand Hyatt, Fillmore, Theatre Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 1 of 2, Breakout Group 1), Friday, April 26, 6:30am-7:00pm, Parc 55, Powell I, Third Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 1 of 2, Breakout Group 2), Friday, April 26, 6:30am-7:00pm, Parc 55, Powell II, Third Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 1 of 2, General Session), Friday, April 26, 6:30am-7:00pm, Parc 55, Cyril Magin III, Fourth Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 2 of 2, Breakout Group 1), Saturday, April 27, 7:30am-2:00pm, Parc 55, Powell I, Third Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 2 of 2, Breakout Group 2), Saturday, April 27, 7:30am-2:00pm, Parc 55, Powell II, Third Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 2 of 2, General Session), Saturday, April 27, 7:30am-2:00pm, Parc 55, Cyril Magin III, Fourth Level

Claremont Graduate University Reception, Saturday, April 27, 6:00pm-8:00pm, Hotel Nikko, Nikko I, Third Level

CLASS Advisory Board Meeting, WISE Research Group (Day 1), Friday, April 26, 8:00am-7:00pm, Grand Hyatt, Belvedere, Second Level

CLASS Advisory Board Meeting, WISE Research Group (Day 2), Saturday, April 27, 8:00am-12:00pm, Grand Hyatt, Belvedere, Second Level

College and University Faculty Assembly Board Meeting (Members Only), Sunday, April 28, 8:00am-12:00pm, Westin St. Francis, Bristol, Second Level

College of Education and Human Ecology at Ohio State University Reception, Tuesday, April 30, 7:00pm-9:00pm, Westin St. Francis, Georgian, Mezzanine Level

College of Education and Human Ecology at Ohio State University TIP Board Meeting, Tuesday, April 30, 6:00pm-7:00pm, Westin St. Francis, Sussex, Second Level

Colorado Reception, Saturday, April 27, 6:30pm-8:30pm, Grand Hyatt, Grand Ballroom East, Ballroom Level

Contemporary Educational Psychology Editorial Board Meeting, Sunday, April 28, 7:00am-8:30am, Westin St. Francis, California East, Second Level

Directors of Research and Evaluation (DRE) Annual Meeting, Saturday, April 27, 12:00pm-4:00pm, Sir Francis Drake, Cypress/Monterey, Second Level

Education and Urban Society Board Meeting, Tuesday, April 30, 2:00pm-3:00pm, Westin St. Francis, Sussex, Second Level

Educational Policy Board Meeting, Monday, April 29, 8:30am-10:30am, Westin St. Francis, Sussex, Second Level

Educational Researcher Editorial Team Meeting, Monday, April 29, 6:00pm-8:00pm, Westin St. Francis, Bristol, Second Level

Edutopia Social, Monday, April 29, 6:00pm-9:00pm, Johnny Foley's Irish Pub and Restaurant, 243 O'Farrell St., San Francisco, CA

ETS SWS Breakfast, Tuesday, April 30, 8:00am-10:30am, Westin St. Francis, Georgian, Mezzanine Level

Florida State University Alumni and Friends Reception, Sunday, April 28, 6:00pm-8:00pm, Children's Creativity Museum, 221 Fourth Street, San Francisco, CA

Fund for the Improvement of Postsecondary Education: LSDL (Leaders to Support Diverse Learners) Module Demonstrations, Tuesday, April 30, 7:30am-11:30am, Sir Francis Drake, Cypress/Monterey, Second Level

George Washington University Graduate School of Education Dean's Reception, Monday, April 29, 6:30pm-8:30pm, Hotel Nikko, Nikko II, Third Level

Harvard Graduate School of Education Reception, Monday, April 29, 7:00pm-9:00pm, Westin St. Francis, Tower Salon A, Lobby Level

Holland Happening Reception, Monday, April 29, 7:00pm-9:00pm, Grand Hyatt, Fillmore, Theatre Level

Howard University, School of Education and The Journal of Negro Education Panel Discussion, Sunday, April 28, 4:05pm-5:35pm, Hotel Nikko, Nikko III, Third Level

Indiana University School of Education Reception, Monday, April 29, 7:00pm-9:00pm, Hotel Nikko, Nikko I, Third Level

John Dewey Society Annual Reception, Saturday, April 27, 6:30pm-7:30pm, Grand Hyatt, Orpheum, Theatre Level

John Dewey Society Past President's Paper Session, Monday, April 29, 4:00pm-7:00pm, Grand Hyatt, Conference Theatre, Theatre Level

John Dewey Society: Business Meeting, Symposium, and Lecture, Saturday, April 27, 12:00pm-6:30pm, Grand Hyatt, Cypress, Ballroom Level

Journal of Advanced Academics Board Meeting, Monday, April 29, 8:15am-10:15am, Sir Francis Drake, Cypress/Monterey, Second Level

Korean American Educational Research Association Annual Meeting, Hilton Union Square, Ballroom Level - Franciscan CD

Korean American Educational Research Association Business Meeting, Hilton Union Square, Ballroom Level - Franciscan CD

LEADS SSHRC Partnership Grant Annual Meeting, Thursday, May 2, 8:00am-5:00pm, Hilton Union Square, Plaza A, Lobby Level

Learning and Teaching in Educational Leadership SIG and University Council for Educational Administration Task Force on Evaluating Leadership Preparation Programs, Saturday, April 27, 8:00am-10:00am, Sir Francis Drake, Carmel, Second Level

Loyola Marymount University School of Education Reception, Saturday, April 27, 7:00pm-8:30pm, Sir Francis Drake, Carmel, Second Level

Michigan State University College of Education Reception, Sunday, April 28, 8:30pm-11:55pm, Westin St. Francis, Grand Ballroom, Mezzanine Level

National Association of Test Directors Annual Business Meeting and Breakfast, Saturday, April 27, 7:30am-10:30am, Grand Hyatt, Cypress, Ballroom Level

National Center on Assessment and Accountability for Special Education (NCAASE) Annual Advisory Meeting, Monday, April 29, 6:30pm-9:00pm, Grand Hyatt, Belvedere, Second Level

New York University Steinhardt Reception, Saturday, April 27, 7:00pm-9:00pm, Hotel Nikko, Monterey I, Third Level

Pennsylvania State University College of Education Reception, Saturday, April 27, 6:00pm-8:00pm, Hilton Union Square, Continental 8, Ballroom Level

Pepperdine University Alumni Mixer, Monday, April 29, 7:00pm-9:00pm, Grand Hyatt, Sequoia, Ballroom Level

Politics in Educational Contexts: Division A, University Council for Educational Administration, and Professors of Education Research SIG Invited Session, Monday, April 29, 8:00am-10:00am, Hotel Nikko, Carmel I, Third Level

Professors of Curriculum Meeting, Monday, April 29, 9:00am-12:00pm, Westin St. Francis, Grand Ballroom, Mezzanine Level

Research on Learning and Instruction in Physical Education SIG Invisible College Seminar (Day 1 of 2), Friday, April 26, 1:30pm-5:00pm, Hilton Union Square, Tower 3 Union Square 23 and 24, Fourth Level

Research on Learning and Instruction in Physical Education SIG Invisible College Seminar (Day 2 of 2), Saturday, April 27, 8:30am-11:30am, Hilton Union Square, Tower 3 Union Square 23 and 24, Fourth Level

Rutgers University, Graduate School of Education Reception, Sunday, April 28, 7:00pm-8:30pm, Grand Hyatt, Curran, Theatre Level

SAGE and Corwin Author & Editor Reception, Sunday, April 28, 6:00pm-8:00pm, Westin St. Francis, Elizabethan B, Second Level

Science Education Reviewer Reception, by Invitation Only, Monday, April 29, 9:30pm-11:30pm, Westin St. Francis, Sussex, Second Level

Society for the Study of Curriculum History Annual Meeting (Day 1 of 2), Friday, April 26, 7:30am-5:00pm, Hotel Nikko, Carmel I, Third Level

Society for the Study of Curriculum History Annual Meeting (Day 2 of 2), Saturday, April 27, 7:30am-12:00pm, Hotel Nikko, Carmel I, Third Level

Society of Professors of Education Meeting, Sunday, April 28, 12:00pm-4:00pm, Grand Hyatt, Grand Ballroom East, Ballroom Level

Springer Reception, Sunday, April 28, 6:00pm-8:00pm, Westin St. Francis, Elizabethan D, Second Level

St. John's University School of Education Reception, Saturday, April 27, 7:00pm-8:30pm, Hilton Union Square, Tower 3 Union Square 3 and 4, Fourth Level

Stanford Graduate School of Education Reception, Monday, April 29, 8:00pm-10:00pm, Mark Hopkins San Francisco Hotel, No. 1 Nob Hill, San Francisco, CA

Syracuse University School of Education Reception for Alumni and Friends, Sunday, April 28, 7:00pm-9:00pm, Farallon Restaurant, 450 Post St., San Francisco, CA

Taiwan Educational Research Association and Pacific Rim Objective Measurement Symposium 2013 Reception, Monday, April 29, 6:30pm-8:00pm, Westin St. Francis, Olympic, Second Level



- Teachers College Record Editorial Advisory Board Meeting, Monday, April 29, 8:00am-10:00am, Westin St. Francis, Oxford, Second Level
- Texas A&M University, College of Education and Human Development Former Students and Friends Reception, Sunday, April 28, 7:00pm-8:30pm, Westin St. Francis, Elizabethan A, Second Level
- The Flagstaff Seminar Scholars, Hosted by Northern Arizona University and University of North Carolina Chapel Hill - Invitation Only, Wednesday, May 1, 9:00am-5:00pm, Sir Francis Drake, Cypress/Monterey, Second Level
- The History Education Network/Centre for the Study of Historical Consciousness Reception, Saturday, April 27, 7:45pm-10:00pm, Sir Francis Drake, Cypress/Monterey, Second Level
- The Johns Hopkins University School of Education Reception, Saturday, April 27, 6:30pm-8:30pm, Hotel Nikko, Mendocino I, Second Level
- The Journal of Negro Education Editorial/Advisory Board Meeting, Monday, April 29, 9:00am-10:30am, Sir Francis Drake, Tudor AB, Second Level
- The New Press AERA Kickoff Party With Lisa Delpit and Barbara Miner, Saturday, April 27, 7:00pm-9:00pm, Hotel Nikko, Carmel II, Third Level
- University of California Schools of Education Reception, Sunday, April 28, 7:00pm-9:00pm, Sir Francis Drake, Empire, Second Level
- University of California, Berkeley WISE/TELS Reunion Reception, Friday, April 26, 7:00pm-11:00pm, Grand Hyatt, Curran, Theatre Level
- University of California, Berkeley, Graduate School of Education Reception, Monday, April 29, 7:00pm-9:00pm, Westin St. Francis, Colonial, Mezzanine Level
- University of California, Los Angeles, Reception, Sunday, April 28, 7:00pm-10:00pm, Westin St. Francis, California East, Second Level
- University of Florida Reception, Monday, April 29, 7:00pm-9:00pm, Press Club, 20 Yerba Buena Lane, San Francisco, CA
- University of Georgia College of Education Reception, Saturday, April 27, 7:00pm-9:00pm, Grand Hyatt, Sequoia, Ballroom Level
- University of Illinois, Urbana-Champaign, College of Education Reception, Monday, April 29, 7:00pm-9:00pm, Sir Francis Drake, Empire, Second Level
- University of Kansas/Kansas State University Reception, Sunday, April 28, 7:00pm-9:00pm, Westin St. Francis, Elizabethan C, Second Level
- University of Maryland College of Education Alumni Reception, Monday, April 29, 7:00pm-9:00pm, Westin St. Francis, Elizabethan B, Second Level
- University of Massachusetts, Amherst, School of Education Reception, Tuesday, April 30, 7:30pm-9:00pm, Westin St. Francis, Colonial, Mezzanine Level
- University of Minnesota Reception, Saturday, April 27, 7:00pm-9:00pm, Sir Francis Drake, Tudor AB, Second Level
- University of North Carolina, Chapel Hill, School of Education Reception, Monday, April 29, 7:00pm-9:00pm, Westin St. Francis, Elizabethan A, Second Level
- University of Pennsylvania Graduate School of Education Reception, Saturday, April 27, 6:00pm-8:00pm, San Francisco Cartoon Art Museum, 655 Mission St., San Francisco, CA
- University of San Francisco and Association of Jesuit Colleges and Universities Reception, Sunday, April 28, 6:30pm-8:30pm, University of San Francisco Downtown Campus, 101 Howard Street, San Francisco, CA
- University of Southern California, Rossier School of Education Reception, Monday, April 29, 6:00pm-8:00pm, Hilton Union Square, Urban Tavern Cheval Room, Lobby Level
- University of Wisconsin-Madison and International Alliance of Leading Education Institutes Reception, Monday, April 29, 7:00pm-9:00pm, Hilton Union Square, Continental 4, Ballroom Level
- URBAN Community-Based Research Organizational Meeting, Monday, April 29, 2:45pm-4:15pm, Grand Hyatt, Grand Ballroom East, Ballroom Level
- Urban Education Editorial Board Meeting, Sunday, April 28, 7:30am-9:00am, Westin St. Francis, Elizabethan D, Second Level
- Washington State University, College of Education Reception, Sunday, April 28, 7:00pm-8:15pm, Sir Francis Drake, Tudor AB, Second Level
- Wayne State University College of Education Reception, Saturday, April 27, 7:00pm-9:00pm, Grand Hyatt, Belvedere, Second Level
- West Virginia University, College of Education and Human Services Reception, Saturday, April 27, 7:00pm-9:00pm, Grand Hyatt, Curran, Theatre Level
- WestEd AERA Reception, Sunday, April 28, 7:00pm-9:00pm, Contemporary Jewish Museum, 736 Mission Street, San Francisco, CA
- William L. Boyd National Educational Politics Workshop, Saturday, April 27, 2:00pm-6:00pm, Hotel Nikko, Nikko III, Third Level

# *Navigating the Annual Meeting*

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## **Explanation of Session Formats**

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### **Business Meeting**

Format: All divisions and SIGs must hold a business meeting to conduct the business of their unit.

### **Demonstration/Performance**

Format: Demonstration/performance sessions are directed to using, showing, or illustrating a particular technique, tool, or method in order to convey the value of the approach for research or to illustrate or present understandings or findings through such a method.

### **Fireside Chat**

Format: Fireside chat sessions offer participants an open forum to discuss ideas on topics of interest to a group of professionals. The majority of fireside chats are geared toward topics of interest for graduate students.

### **Invited Session**

Format: An invited session features presenters who have been invited as guest speakers because of their prominence in the field. Invited sessions are open to all attendees.

### **Off-Site Visit**

Format: Off-site visits offer participants site-specific learning, such as observation of a school in session. This format takes advantage of the unique attributes of the city in which the Annual Meeting is occurring and connects researchers with concrete examples of relevant work. Visits are to be spent at a site other than the meeting rooms, such as a school, museum, science lab, or community agency.

### **Paper Session**

Format: In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique, if there is a discussant, and audience discussion. A typical structure for a session with four or five papers is approximately 5 minutes for the chair's introduction to the session, 10 minutes per author presentation, 20 minutes of critique, and 15 minutes of discussion. Session chairs may adjust the timing based on the number of presentations and discussants scheduled for the session. Individuals must be attentive to the time allocation for presenting their work in paper sessions. In the case of multiple-authored papers, more than one person may present, but multiple presenters are urged to be attentive to the total time available to them and to take steps to ensure that including more than one speaker does not detract from the overall presentation of the paper or from other authors' time for presenting their work.

### **Poster Session**

Format: Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Individual

presenters set up displays representing their papers in a large area with other presenters. Each poster session has roughly 70 posters.

### **Roundtable Session**

Format: Roundtable sessions allow maximum interaction among presenters and with attendees. Each table will have three to five researchers of accepted papers clustered around shared interests. Each roundtable at a roundtable session will have a designated chair knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants. Each roundtable session will be scheduled for a 90-minute time slot. Each roundtable session will have roughly 15 roundtables. Please observe the general code of conduct for roundtables, which will be posted at the sessions. This will help create the most conducive environment for successful roundtable sessions.

### **Symposium**

Format: A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may be quite interactive where a large portion of the session is devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction.

### **Structured Poster Session**

Format: These sessions begin with attendees viewing poster presentations, then move into brief oral presentations to the audience gathered as a group, followed by direct discussion with poster presenters. Posters are conceptually linked in terms of education research issues, problems, settings, methods, analytic questions, or themes.

### **Working Group Roundtable**

Format: Working group roundtables encourage substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. Participants in these sessions discuss areas that are cross-cutting, where there are shared research problems or issues that would benefit from cooperation and exchange, or where researchers with complementary interests would benefit from new, synergistic discussions.

### **Workshop**

Format: A workshop provides an opportunity to exchange information or work on a common problem, project, or shared interest. Presentations are brief, allowing adequate time for reflective discussion and interaction. Didactic presentations are limited, and learning by doing occupies most of the session.



## Meeting Services and Facilities

### Registration

*It is the policy of AERA that all persons, including participants who plan to attend one or more sessions at the 2013 AERA Annual Meeting and Exhibition, are required to register.*

Badges should be worn at all times, not only as a courtesy to other registrants but also as an indication that registration has been completed before participation in any scheduled event. Badges must be worn to gain admission to the Exhibit Hall and Career Center. In addition, badge wearing is monitored at selected sessions.

#### 2013 On-Site Registration Fees:

AERA Member.....	\$240
AERA Student Member.....	\$130
Non-Member.....	\$450
Non-Member Student.....	\$200
Guest.....	\$80
AERA and NCME.....	\$240
Student Member AERA and NCME.....	\$130
Non-Member Student AERA and NCME.....	\$200

On-site registration will take place at the Hilton Union Square, Ballroom Level, Yosemite Ballroom. Hours are:

Friday, April 26	3:00 pm–6:00 pm
Saturday, April 27	8:00 am–6:00 pm
Sunday, April 28	8:00 am–6:00 pm
Monday, April 29	8:00 am–6:00 pm
Tuesday, April 30	8:00 am–6:00 pm
Wednesday, May 1	8:00 am–11:00 am

### Refunds

AERA regrets that refunds for registration, tours, and Professional Development courses cannot be made after March 15, 2013. It is AERA policy that registration is not transferable.

### Non-Members

Non-members who wish to become AERA members may register at the member rates if a membership application and dues payment accompanies the registration on site.

### Guest Registration

Guest registration is designed for a spouse, partner, or family member of the registrant. Guests may visit the exhibits and attend the sessions in which the registrant is presenting. Guest registration is not applicable for professionals (including students) in the field of education research who will be attending sessions or presenting papers. Guest registration must be included as part of the registration of another individual. Only one guest is allowed per registrant. Guest badges will not include the guest's institutional affiliation and "Guest" will be clearly noted on the badge.

### Name Badges

Badges will need to be picked up onsite at Registration located at the Hilton Union Square, Ballroom Level, Yosemite Ballroom. Please bring your badge to all sessions. There is a \$5 replacement fee for lost badges.

### The National Council on Measurement in Education (NCME)

NCME is a professional organization that will hold its Annual Meeting on April 26–30 at the InterContinental Hotel in conjunction with that of AERA. For additional information on the NCME meeting, please visit [www.ncme.org](http://www.ncme.org)

### Annual Meeting Program, Mobile App, and Surveys of Session Chairs and Attendees

#### Annual Meeting Printed Program and Supplement

This official AERA Annual Meeting Printed Program contains a complete list of the 2013 AERA Annual Meeting events. The Program Supplement contains important late changes, additions, and corrections which were not included in the printed Annual Meeting Program. There is a charge of \$15 for additional or replacement copies of the program. An online downloadable program is also available, as well as a mobile app. We thank those who elected to be part of our Go Green initiative and opt out of receiving a print program. Plan to Go Green next year and make your selection to opt out of the print program during the online registration process.

#### Annual Meeting Program on the Internet

The 2013 AERA Annual Meeting Program in PDF and online searchable formats is available on the AERA website (<http://www.aera.net>). For complete up-to-date program information, please access the online program.

#### Annual Meeting Program Mobile App

The 2013 AERA Annual Meeting Program mobile app gives attendees comprehensive information on the meeting, including session times and locations, presenter names, affiliations and paper abstracts, and an exhibitor listing and Exhibit Hall map. The mobile app contains current information including all of the late changes listed in the supplement. Most functionality of the native mobile app will be accessible, even when there is no constant Wi-Fi, 3G, or Web connection. It is compatible with the iPhone, iPad, iPod Touch, Android, and BlackBerry devices and available for all other web browser-enabled phones, as well as PCs, through a web-based platform version. It can be downloaded for free by pointing a mobile browser to <http://www.aera.net/mobileapp>. It can also be downloaded to a PC by accessing <http://m.core-apps.com/aera2013>

#### Surveys of Session Chairs and Attendees

As part of AERA's continued effort to enhance the Annual Meeting, the Annual Meeting Policies and Procedures and Research Advisory Joint Committee has instituted a process to obtain feedback from session chairs and attendees. This effort received strong support by the AERA Council as central to learning about and enhancing the Annual Meeting. For the 2013 Annual Meeting, the data collection effort for sessions will be twofold:

- (1) All session chairs and discussants will receive an e-mail survey following the conclusion of the Annual Meeting
- (2) A random sample of approximately 350 paper, symposia, roundtable, and poster sessions will be surveyed. Attendees of these selected sessions will be asked to scan their badge at the session and will receive an e-mail survey for the session.

## Exhibit Hall

AERA is pleased to welcome new and returning exhibitors to the 2013 AERA Annual Meeting. All registrants are encouraged to visit the AERA Exhibit located at the Hilton Union Square, Grand Ballroom Level, Tower 2, Grand Ballroom. The AERA Exhibit Hall will be open April 28-30 during the following hours:

Sunday, April 28	9:00 am–6:00 pm
Monday, April 29	9:00 am–4:00 pm
Tuesday, April 30	9:00 am–5:00 pm

A directory of exhibitors is provided in the back of this program on page 425.

## AERA On-Site Services

### Headquarters Office

The AERA Headquarters Office is in the Hilton Union Square, Ballroom Level, Executive Board Room. It is open Saturday through Tuesday, 9:00 a.m.–6:30 p.m. and Wednesday, 9:00 a.m.–4:00 p.m. The Headquarters Office phone number is 415-923-7584.

### Press Office

The AERA Press Office is located in the Hilton Union Square, Ballroom Level, Franciscan A. The Press Office phone number is 415-923-7587.

### Help Service Desk

The Help Service Desk, located in the AERA Registration Area at the Hilton Union Square, Ballroom Level, Yosemite Ballroom, enables you to join the Association and obtain information about the Association and the Annual Meeting. The Help Service Desk is open during registration hours.

### Community Seating Area

A community seating area will be available in the Hilton Union Square, Ballroom Level, Yosemite Ballroom. This area offers a place to sit and relax between sessions, have a cup of coffee or a quick bite, network with colleagues, and prepare for your next session.

### Internet Access at Session Hotels

Free WiFi will be available in all meeting rooms at the hotels where sessions are being held. The hotels that will have free WiFi are the Grand Hyatt, Hilton Union Square, Hotel Nikko, Parc 55, Sir Francis Drake, and Westin St. Francis hotels. To connect to WiFi, attendees should scan for wireless networks, click to connect on the AERA2013 network, and enter AERA2013 (UPPERCASE) when prompted for the password. You will need to scan for the wireless network at each hotel and connect using the password. This network and password apply only to the hotel meeting rooms. This does not work in the hotel sleeping rooms and attendees are on their own for sleeping room internet.

### Child Care

Services for child care will be provided by KiddieCorp for children of all ages, from infants to adolescents, at the Parc 55 Hotel, in the Hearst, Fillmore, and Davidson rooms. The Child Care Center's experienced staff will include an on-site supervisor. KiddieCorp is licensed, bonded, and insured. Nutri-

tious snacks and beverages along with age-appropriate toys, games, movies, and cartoons will be provided. Ratios of staff to children are 1 to 2 for infants, 1 to 3 for toddlers, and 1 to 5 for school-age children. The fee for this service is \$12 per hour per child.

The Child Care Center will be open from 11:30 a.m. to 6:15 p.m. on the first day of the Annual Meeting (Saturday, April 27), and from 8:00 a.m. to 6:15 p.m. on subsequent days except for the last day (Wednesday, May 1), when it will close at 3:45 p.m. To ensure that the center is properly staffed and to facilitate planning of games and other activities for the children, advance registration is required. On-site registration may be possible, at a slightly higher cost, if space is available. The deadline for advance child-care registration is March 27, 2013. Pre-registration is strongly encouraged.

### Resources for Registrants with Disabilities

The American Educational Research Association is committed to offering an accessible environment for persons with disabilities. The Association strives to support persons with special needs while they are attending the Annual Meeting. Attendees generally need to make these arrangements at the time of pre-registration. An Accessibility Services Desk is located at On-site Registration at the Hilton Union Square, Ballroom Level, Yosemite Ballroom. The direct line for the Accessibility Services Desk is 415-923-7591. Registrants needing special services such as readers' escorts, sign language interpretation, or wheelchair repairs are strongly encouraged to visit.

During the Annual Meeting, persons with disabilities who desire a quiet place to relax or prepare for a presentation may visit the AERA Comfort Rooms located at the Hilton Union Square, Golden Gate 2, and Parc 55, Balboa room. The Comfort Rooms will be open during the following hours:

Saturday, April 27, 12:00 pm–6:00 pm

Sunday through Tuesday, April 28–30, 8:00 am–6:00 pm

Wednesday, May 1, 8:00 am–12:00 pm

AERA is pleased to provide special van service for registrants with disabilities during the 2013 Annual Meeting. Detailed information may be obtained from the Accessibility Services Desk. The van service will stop at the following locations: Grand Hyatt, Hilton Union Square, Hotel Nikko, Parc 55, Intercontinental San Francisco, Sir Francis Drake, and Westin St. Francis hotels. Shuttles will depart every thirty minutes. AERA signs will be posted at each boarding site identifying the location as an AERA Access Shuttle pick-up and drop-off site. Accessibility van service will be operated during the following hours:

Saturday, April 27, 11:30 am–6:30 pm

Sunday, April 28, 7:30 am–6:30 pm

Monday, April 29, 7:30 am–6:30 pm

Tuesday, April 30, 7:30 am–6:30 pm

Wednesday, May 1, 7:30 am–4:30 pm

### Inclusion

AERA is committed to making the meeting accessible and welcoming to all of our community. Gender-neutral bathrooms are an important part of making the AERA Annual Meeting more inclusive. Gender-neutral bathrooms will include visual signage on the door: Gender-Neutral Bathroom: All Genders



Welcome. Gender-neutral bathrooms will be available in the following locations: Hilton Union Square, Ballroom Level, across from Yosemite Ballroom; Parc 55, Third Level; and Westin St. Francis, Mezzanine Level.

### Lactation Room

AERA will provide a private lactation room for nursing mothers. If you require use of this room, please come to the AERA Headquarters Office to ask for assistance accessing this private guest room in the hotel. The Headquarters Office is located at the Hilton Union Square, Ballroom Level, Executive Board Room.

### Career Center

The AERA Career Center is located in the Parc 55 Hotel, Embarcadero Room. Hours of operation are Sunday, April 28, 9:00 a.m.–5:00 p.m.; Monday, April 29, 9:00 a.m.–4:00 p.m.; and Tuesday, April 30, 8:00 a.m.–4:00 p.m. Job seekers and employers may register onsite at the Center for a fee. Stop by to register and meet with your prospective employers or employees during this unique event.

### Graduate Student Council Resource Center

The Resource Center is open Saturday from 12:00 p.m. to 6:00 p.m. and Sunday to Tuesday from 10:00 a.m. to 6:00 p.m. in the Parc 55 Hotel, Market Street Room. All graduate students are welcome to visit throughout the meeting.

### Housing and Hotel Information

#### Meeting Facilities

This year, the headquarter facilities are the Grand Hyatt, Hilton Union Square, Hotel Nikko, Parc 55, Sir Francis Drake, and Westin St. Francis hotels. NCME is located at the Intercontinental San Francisco. Please check the text of the Annual Meeting Program for exact locations of all 2013 AERA Annual Meeting activities.

#### Hotels

Numbers refer to location on map provided on page 439 of this Program.

1. Cartwright Union Square (formerly known as Larkspur)...415-421-2865
2. Chancellor Hotel on Union Square...415-362-2004
3. Clift Hotel...415-775-4700
4. Courtyard by Marriott Downtown San Francisco...415-947-0700
5. Galleria Park Hotel...415-781-3060
6. Grand Hyatt San Francisco...415-398-1234
7. Handlery Union Square...415-781-7800
8. Hilton San Francisco Financial District...415-433-6600
9. Hilton San Francisco Union Square...415-771-1400
10. Hotel Abri...415-392-8800
11. Hotel Adagio...415-775-5000
12. Hotel Bijou...415-771-1200
13. Hotel Fusion...415-568-2525
14. Hotel Mark Twain...415-673-2332
15. Hotel Metropolis...415-775-4600

16. Hotel Monaco...415-292-0100
17. Hotel Nikko San Francisco...415-394-1111
18. Hotel Palomar...415-348-1111
19. Hotel Rex...415-433-4434
20. Hotel Stratford on the Square...415-397-7080
21. Hotel Triton...415-394-0500
22. Hotel Union Square...415-397-3000
23. InterContinental San Francisco...415-616-6500
24. JW Marriott San Francisco...415-771-8600
25. King George Hotel...415-781-5050
26. Mystic Hotel by Charlie Palmer...415-400-0500
27. Omni San Francisco Hotel...415-677-9494
28. Palace Hotel...415-512-1111
29. Parc 55 Wyndham San Francisco - Union Square...415-392-8000
30. Powell Hotel...415-398-3200
31. Prescott Hotel...415-563-0303
32. San Francisco Marriott Union Square...415-398-8900
33. Serrano Hotel...415-885-2500
34. Sir Francis Drake Hotel...415-392-7755
35. The Marines' Memorial Club/Hotel...415-441-8562
36. The Mosser...415-986-4400
37. Villa Florence Hotel...415-397-7700
38. Westin San Francisco Market Street...415-974-6400
39. Westin St Francis...415-397-7000

### Changes or Cancellations of Hotel Reservations

For changes or cancellations of hotel reservations, please contact the hotel directly. Hotel reservation cancellations made within 72 hours of arrival will forfeit all deposits. For on-site assistance please visit the Housing Bureau's booth, located in the Hilton Union Square, Ballroom Level, Yosemite Ballroom.

### Emergency and Medical Assistance

If medical assistance is required at your hotel, please contact the operator by dialing "0" from your hotel room or any house phone. The facility can provide the names of physicians on call or get you emergency assistance.

From any location, the citywide emergency telephone number is 911. The hospital emergency room nearest to the meeting hotels is Sutter Pacific Medical Center, Pacific Campus, 2333 Buchanan Street, San Francisco, CA 94115 (415-600-3333).

### Telephone Numbers

The following telephone numbers in the San Francisco area may prove useful during your conference stay:

Emergency Service (for police, fire, ambulance) no area code required.....911  
 Visitor Information Center.....415-391-2000  
 Oakland International Airport.....510-563-3300  
 San Francisco International Airport..... 650-821-8211

# Program Schedule

## Friday, 8:00 am

### Committee Sessions

- 1.010. GSC Community Service Project: Beautifying Compass Facilities to Provide Homes and Shelter to San Francisco Families.** Graduate Student Council; Off-Site Visit  
Compass Family Services, <http://compass-sf.org>; 8:00am to 4:00pm  
Visit Leaders: *Cecilia Henriquez Fernandez, University of California - Los Angeles; Marisa Anne del Campo, University of Connecticut; Chris Carducci, Mills College*

### Division Sessions

- 1.011. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 1 of 2, General Session).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00am to 5:00pm
- 1.012. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 1).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 8:00am to 5:00pm
- 1.013. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 2).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 8:00am to 5:00pm
- 1.014. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 3).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 8:00am to 5:00pm
- 1.015. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 4).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 8:00am to 5:00pm

## Friday, 8:30 am

### Division Sessions

- 2.010. Introduction to Social Network Theory and Analysis.** Division G - Social Context of Education; Mentoring Session  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 8:30-11:30am  
Participants: *Cecilia Rios Aguilar, Claremont Graduate University; Manuel S. Gonzalez Canche, The University of Arizona*

## Friday, 9:00 am

### Professional Development Courses

- 3.010. Advanced Analysis Using International Large-Scale Assessment Databases (TIMSS, PIRLS, and PISA).** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Theatre Level, Orpheum; 9:00am to 5:00pm  
Instructors: *Eugenio Gonzalez, ETS; Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement*
- 3.011. An Introduction Hierarchical Linear Modeling for Educational Researchers.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Grand Ballroom West; 9:00am to 5:00pm  
Instructors: *D. Betsy McCoach, University of Connecticut; Ann A. O'Connell, The Ohio State University*
- 3.012. Educational Neuroscience: Methods and Applications.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Theatre Level, Curran; 9:00am to 5:00pm  
Instructor: *Stephen R. Campbell, Simon Fraser University*
- 3.013. Empowerment Evaluation: Using Evaluation to Improve Program Performance and Cultivate Organizational Learning.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Sequoia; 9:00am to 5:00pm  
Instructor: *David M. Fetterman, Fetterman and Associates*
- 3.014. Learning Mathematics for Teaching: Instrument Dissemination Workshop.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Theatre Level, Conference Theatre; 9:00am to 5:00pm  
Instructors: *Geoffrey C. Phelps, Educational Testing Service; Heather C. Hill, Harvard University*
- 3.015. Marginal Mean Weighting Through Stratification: A Generalized Method for Causal Inference.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Theatre Level, Fillmore BC; 9:00am to 5:00pm  
Instructors: *Guanglei Hong, University of Chicago; Rachel Garrett, University of Chicago; Yihua Hong, University of Chicago; Bing Yu, University of Chicago*
- 3.016. Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach (Day 1 of 2).** Professional Development and Training Committee; Professional Development Course  
Hilton Union Square, Ballroom Level - Franciscan CD; 9:00am to 5:00pm  
Instructors: *Kathleen M.T Collins, University of Arkansas; Anthony J. Onwuegbuzie, Sam Houston State University; Normand Peladeau, Provalis Research*
- 3.017. Narrative Inquiry in Education Research.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Grand Ballroom East; 9:00am to 5:00pm  
Instructors: *Colette Daiute, The Graduate Center - CUNY; Philip Kreniske, The Graduate Center (CUNY)*
- 3.018. Theoretical and Methodological "Speed Dating": Social Theory Meets Methodology Meets Analysis in Qualitative Research.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Redwood; 9:00am to 5:00pm  
Instructors: *Sara M. Childers, The University of Alabama; Stephanie Daza,*

*The University of Texas - Arlington; Mirka E. Koro-Ljungberg, University of Florida; Jeong-Eun Rhee, Long Island University - C.W. Post Campus; Jerry L. Rosiek, University of Oregon; Becky M. Atkinson, The University of Alabama - Tuscaloosa; Roland W. Mitchell, Louisiana State University; Lisa Weems, Miami University; Alison Happel, The University of Memphis*

- 3.019. Transnational and Critical Perspectives in Qualitative Literacy Research: Interactive Workshop and Mentoring for Early Career Scholars and Graduate Students.** Professional Development and Training Committee; Professional Development Course Grand Hyatt, Ballroom Level, Cypress; 9:00am to 5:00pm  
Instructors: *Patricia E. Enciso, The Ohio State University; Elizabeth Birr Moje, University of Michigan; Marcelle M. Haddix, Syracuse University; Carmen L. Medina, Indiana University - Bloomington; Marjorie Faulstich Orellana, University of California - Los Angeles; Gerald Campano, University of Pennsylvania; Cynthia J. Lewis, University of Minnesota*

### AERA Sessions

- 3.020. General Session and Reception—The Sesquicentennial of the Emancipation Proclamation: The Long Struggle for Freedom and Education.** AERA Sessions; Seminar  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 9:00am to 6:00pm  
Chair: *Arnetha F. Ball, Stanford University*

### Friday, 10:00 am

#### Division Sessions

- 4.010. Division C Graduate Student Seminar (Day 1 of 2, Invitation Only).** Division C - Learning and Instruction; Graduate Student Seminar Parc 55, Second Level, Divisadero; 10:00am to 6:00pm
- 4.011. Division C New Faculty Mentoring Seminar (Day 1 of 2, Invitation Only).** Division C - Learning and Instruction; Mentoring Session Parc 55, Second Level, Haight; 10:00am to 6:00pm

### Friday, 11:30 am

#### Division Sessions

- 5.010. Division J Emerging Scholars Workshop (Day 1, Group 1).** Division J - Postsecondary Education; Mentoring Session Hotel Nikko, Third Level, Nikko III; 11:30am to 7:00pm
- 5.011. Division J Emerging Scholars Workshop (Day 1, Group 2).** Division J - Postsecondary Education; Mentoring Session Hotel Nikko, Third Level, Nikko I; 11:30am to 7:00pm
- 5.012. Division J Emerging Scholars Workshop (Day 1, Group 3).** Division J - Postsecondary Education; Mentoring Session Hotel Nikko, Third Level, Nikko II; 11:30am to 7:00pm

### Friday, 12:30 pm

#### Division Sessions

- 6.010. Mapping Educational (In)Opportunity: A Hands-On Workshop that Explores GIS as a Research and Policy Tool for Social Change.** Division G - Social Context of Education; Mentoring Session Hilton Union Square, Sixth Level, Tower 3 Taylor; 12:30-3:30pm  
Participants: *Cecilia Rios Aguilar, Claremont Graduate University; Veronica Nelly Velez, University of California - Los Angeles; Nancy Guarneros, Claremont Graduate University*

### Friday, 1:00 pm

#### AERA Sessions

- 7.010. Concurrent Workshop 1 - The Sesquicentennial of the Emancipation Proclamation: The Long Struggle for Freedom and Education.** AERA Sessions; Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 1:00-3:10pm  
Chair: *Arnetha F. Ball, Stanford University*
- 7.011. Concurrent Workshop 2 - The Sesquicentennial of the Emancipation Proclamation: The Long Struggle for Freedom and Education.** AERA Sessions; Seminar  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 1:00-3:10pm  
Chair: *Arnetha F. Ball, Stanford University*
- 7.012. Concurrent Workshop 3 - The Sesquicentennial of the Emancipation Proclamation: The Long Struggle for Freedom and Education.** AERA Sessions; Seminar  
Hilton Union Square, Sixth Level, Tower 3 Powell; 1:00-3:10pm  
Chair: *Arnetha F. Ball, Stanford University*
- 7.013. Concurrent Workshop 4 - The Sesquicentennial of the Emancipation Proclamation: The Long Struggle for Freedom and Education.** AERA Sessions; Seminar  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 1:00-3:10pm  
Chair: *Arnetha F. Ball, Stanford University*
- 7.014. Concurrent Workshop 5 - The Sesquicentennial of the Emancipation Proclamation: The Long Struggle for Freedom and Education.** AERA Sessions; Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 1:00-3:10pm  
Chair: *Arnetha F. Ball, Stanford University*

#### Division Sessions

- 7.015. Division B Preconference New Faculty Seminar: Navigating Institutional and Academic Pathways (Day 1 of 2).** Division B - Curriculum Studies; Mentoring Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 1:00-5:00pm  
Chairs: *Keffrelyn D. Brown, The University of Texas - Austin; Bernadette M. Baker, University of Wisconsin*
- 7.016. Division B Preconference Seminar: Beyond the Quantification of Reality: Post-Qualitative Research and Curriculum in New Times (Day 1 of 2).** Division B - Curriculum Studies; Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 1:00-5:00pm  
Chairs: *Jen Gilbert, York University; Lisa A. Mazzei, University of Oregon*
- 7.017. Division B Preconference Seminar: Educational Policy Meets Curriculum Theory Meets Classroom Practice: Post-Foundationalist Approaches to Complex Educational Settings (Day 1 of 2).** Division B - Curriculum Studies; Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 1:00-5:00pm  
Chairs: *Stephen J. Ball, Institute of Education - London; Robert L. Lingard, University of Queensland; Peter P. Trifonas, OISE/University of Toronto*
- 7.018. Division B Preconference Seminar: More Than the School, More Than the Human: Environment, Ecology, and New Approaches to the Study of Life and Ethics (Day 1 of 2).** Division B - Curriculum Studies; Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 1:00-5:00pm  
Chairs: *Rebecca A Martusewicz, Eastern Michigan University; Veli-Matti Varri, University of Tampere*



**7.019. Division B Vice-Presidential Graduate Student Seminar: Black Intellectual Traditions and Curriculum Theory (Day 1 of 2).**

Division B - Curriculum Studies; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 1:00-5:00pm

Chairs: *Carl A. Grant, University of Wisconsin - Madison; William H. Watkins, University of Illinois at Chicago; Anthony L. Brown, The University of Texas - Austin*

**Friday, 2:00 pm**

**AERA Related Activities**

**8.010. Undergraduate Student Education Research Training Workshop Dinner: Closed Session.** AERA Related Activities; Invited Session  
Parc 55, Second Level, Sutro; 2:00-8:00pm

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

**Division Sessions**

**8.011. International Study on Successful School Principals Project.**

Division A - Administration, Organization and Leadership; Seminar  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 2:00-5:00pm

**Friday, 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

Hilton Union Square, Sixth Level, Tower 3 Taylor; 5:00-9:00pm

Chair: *Chrystalla Mouza, University of Delaware*

**9.011. Division K New Faculty Preconference Seminar (Day 1 of 2).**

Division K - Teaching and Teacher Education; Mentoring Session  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 5:00-9:00pm

Chair: *Kimberly A. White-Smith, Chapman University*

**Friday, 5:30 pm**

**Division Sessions**

**10.010. Division J/NAFSA International Higher Education Meeting - Invitation Only (Day 1 of 2).** Division J - Postsecondary Education; Invited Session

Hilton Union Square, Division J Private Suite; 5:30-9:00pm

Chair: *Laura W. Perna, University of Pennsylvania*

**Friday, 5:45 pm**

**Division Sessions**

**11.010. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications: Reception and Dinner.**

Division A - Administration, Organization and Leadership; Graduate Student Seminar

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:45-8:30pm

**Friday, 6:00 pm**

**Division Sessions**

**12.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty: Contexts and Connections: Working in the History of Education (Day 1 of 2).** Division F - History and Historiography; Mentoring Session

Hilton Union Square, Sixth Level, Tower 3 Sutter; 6:00-9:00pm

**SIG Sessions**

**12.011. Decolonizing Knowledge: Toward a Critical Research Justice Praxis. Presentation and Discussion With Michelle Fine and Linda Tuhiwai Smith.** SIG-Action Research; Off-Site Visit

The First Congregational Church in Oakland, 2501 Harrison St., Oakland, CA; 6:00-9:00pm

Visit Leader: *Lonnie L. Rowell, University of San Diego*

**Saturday, 7:00 am**

**AERA Related Activities**

**13.010. Undergraduate Student Education Research Training Workshop Breakfast and Workshop: Closed Session.** AERA Related Activities; Invited Session

Parc 55, Second Level, Sutro; 7:00am to 12:00pm

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

**Division Sessions**

**13.011. Division J Emerging Scholars Workshop (Day 2, Group 1).**

Division J - Postsecondary Education; Mentoring Session  
Hotel Nikko, Third Level, Nikko III; 7:00-11:30am

**13.012. Division J Emerging Scholars Workshop (Day 2, Group 2).**

Division J - Postsecondary Education; Mentoring Session  
Hotel Nikko, Third Level, Monterey I; 7:00-11:30am

**13.013. Division J Emerging Scholars Workshop (Day 2, Group 3).**

Division J - Postsecondary Education; Mentoring Session  
Hotel Nikko, Third Level, Monterey II; 7:00-11:30am

**Saturday, 7:30 am**

**Division Sessions**

**14.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty: Contexts and Connections: Working in the History of Education (Day 2 of 2).** Division F - History and Historiography; Mentoring Session

Hilton Union Square, Sixth Level, Tower 3 Sutter; 7:30-11:45am

**Saturday, 8:00 am**

**Professional Development Courses**

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

Hilton Union Square, Ballroom Level - Franciscan CD; 8:00am to 4:00pm

Instructors: *Kathleen M.T Collins, University of Arkansas; Anthony J. Onwuegbuzie, Sam Houston State University; Normand Peladeau, Provalis Research*

**Governance Meetings and Events**

**15.001. Joint Annual Meeting Policies and Procedures Committee and AERA Research Advisory Committee: Closed Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Nikko I; 8:00-11:30am

Chairs: *Lynne Schrum, West Virginia University; Frederick D. Erickson, University of California - Los Angeles*

**Division Sessions**

**15.002. Barbara L. Jackson Scholars Workshop Sponsored by Division A and UCEA (Closed Session).** Division A - Administration, Organization and Leadership; Seminar

Grand Hyatt, Theatre Level, Fillmore; 8:00am to 12:00pm

**15.003. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 1).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 8:00am to 12:00pm

**15.004. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 2).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 8:00am to 12:00pm

**15.005. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 3).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 8:00am to 12:00pm

**15.006. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 4).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 8:00am to 12:00pm

**15.007. Division A Graduate Student Research Dialogic Forum.** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Sixth Level, Tower 3 Powell; 8:00-10:00am

**15.008. Division D Graduate Student Seminar: Preparation, Perspiration, and Progress: Thoughts on Building a Career in Measurement or Research Methodology.** Division D - Measurement and Research Methodology Cosponsored with Graduate Student Council; Graduate Student Seminar  
Hilton Union Square, Ballroom Level, Continental 6; 8:00-11:00am  
Chair: *Emily J. Shaw, The College Board*  
Participants: *Susan Natasha Beretvas, The University of Texas - Austin; Erika L. Hall, Center for Assessment; Michael T. Kane, ETS; Aaron M. Kuntz, The University of Alabama; Jacqueline P. Leighton, University of Alberta; David M. Osher, American Institutes for Research*

**15.009. Division E Graduate Student Preconference Seminar.** Division E - Counseling and Human Development; Graduate Student Seminar  
Parc 55, Fourth Level, Mission II&III; 8:00am to 12:00pm

**15.010. Division E New Faculty Preconference Workshop.** Division E - Counseling and Human Development; Mentoring Session  
Parc 55, Fourth Level, Mission I; 8:00am to 12:00pm

**15.011. Division K Graduate Student Preconference Seminar (Day 2 of 2).** Division K - Teaching and Teacher Education; Graduate Student Seminar  
Hilton Union Square, Ballroom Level, Continental 8; 8:00-11:45am  
Chair: *Chrystalla Mouza, University of Delaware*

**15.012. Division K New Faculty Preconference Seminar (Day 2 of 2).** Division K - Teaching and Teacher Education; Mentoring Session  
Hilton Union Square, Ballroom Level, Continental 9; 8:00-11:45am  
Chair: *Kimberly A. White-Smith, Chapman University*

### SIG Sessions

**15.013. The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education.** SIG-Research Focus on Black

Education; Seminar  
Hotel Nikko, Third Level, Carmel II; 8:00am to 12:00pm

### Saturday, 8:30 am

#### Division Sessions

**16.010. Division J/NAFSA International Higher Education Meeting - Invitation Only (Day 2 of 2).** Division J - Postsecondary Education; Invited Session  
Hilton Union Square, Division J Private Suite; 8:30-11:00am  
Chair: *Laura W. Perna, University of Pennsylvania*

### Saturday, 8:45 am

#### Division Sessions

**17.010. Division C Graduate Student Seminar (Day 2 of 2, Invitation Only).** Division C - Learning and Instruction; Graduate Student Seminar  
Parc 55, Second Level, Divisadero; 8:45am to 12:00pm

### Saturday, 9:00 am

#### AERA Related Activities

**18.010. Undergraduate Student Education Research Training Workshop Breakout: Closed Session.** AERA Related Activities; Invited Session  
Parc 55, Third Level, Mason; 9:00-11:00am  
Chair: *George L. Wimberly, American Educational Research Association*

#### Division Sessions

**18.011. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by UCEA, Division A, Division L, and SAGE Publications (Day 2 of 2, General Session).** Division A - Administration, Organization and Leadership; Graduate Student Seminar  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 9:00am to 12:00pm

**18.012. Division B Preconference New Faculty Seminar: Navigating Institutional and Academic Pathways (Day 2 of 2).** Division B - Curriculum Studies; Mentoring Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 9:00am to 12:00pm  
Chairs: *Keffrelyn D. Brown, The University of Texas - Austin; Bernadette M. Baker, University of Wisconsin*

**18.013. Division B Preconference Seminar: Beyond the Quantification of Reality: Post-Qualitative Research and Curriculum in New Times (Day 2 of 2).** Division B - Curriculum Studies; Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 9:00am to 12:00pm  
Chairs: *Jen Gilbert, York University; Lisa A. Mazzei, University of Oregon*

**18.014. Division B Preconference Seminar: Educational Policy Meets Curriculum Theory Meets Classroom Practice: Post-Foundationalist Approaches to Complex Educational Settings (Day 2 of 2).** Division B - Curriculum Studies; Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 9:00am to 12:00pm  
Chairs: *Stephen J. Ball, Institute of Education - London; Robert L. Lingard, University of Queensland; Peter P. Trifonas, OISE/University of Toronto*

**18.015. Division B Preconference Seminar: More Than the School, More Than the Human: Environment, Ecology, and New Approaches to the Study of Life and Ethics (Day 2 of 2).** Division B - Curriculum Studies; Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 9:00am to 12:00pm

Chairs: *Rebecca A Martusewicz, Eastern Michigan University; Veli-Matti Varri, University of Tampere*

**18.016. Division B Vice-Presidential Graduate Student Seminar: Black Intellectual Traditions and Curriculum Theory (Day 2 of 2).**

Division B - Curriculum Studies; Graduate Student Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 9:00am to 12:00pm

Chairs: *Carl A. Grant, University of Wisconsin - Madison; William H. Watkins, University of Illinois at Chicago; Anthony L. Brown, The University of Texas - Austin*

**18.017. Division C New Faculty Mentoring Seminar (Day 2 of 2, Invitation Only).**

Division C - Learning and Instruction; Mentoring Session  
Parc 55, Second Level, Haight; 9:00am to 12:00pm

## Saturday, 10:00 am

### Division Sessions

**19.010. BELMAS-UCEA Research Collaboration: The International School Leadership Development Network.**

Division A - Administration, Organization and Leadership; Seminar  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 10:00am to 12:00pm

Chairs: *Bruce G. Barnett, The University of Texas - San Antonio; Howard Stevenson, University of Nottingham*

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

Division H - Research, Evaluation and Assessment in Schools; Graduate Student Seminar  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 10:00am to 12:00pm

## Saturday, 12:00 pm

### Governance Meetings and Events

**20.001. AERA 2012-2013 Council Meeting.**

AERA Governance; Governance Session  
Hotel Nikko, Third Level, Nikko II; 12:00-3:45pm

Chair: *William G. Tierney, University of Southern California*

### AERA Related Activities

**20.010. AERA Council of Editors: Closed Business Meeting.**

AERA Related Activities; Board Meeting  
Hotel Nikko, Third Level, Nikko I; 12:00-2:00pm

### Presidential Sessions

**20.011. Finding Superman: Debating the Future of Public Education in America.**

Presidential Session  
Cospponsored with Division D - Measurement and Research Methodology

Hilton Union Square, Lobby Level, Plaza A; 12:00-1:30pm

Chair: *Watson Scott Swail, Educational Policy Institute*

Participants: *Arthur Levine, Woodrow Wilson Fellowship Foundation; Linda Darling-Hammond, Stanford University; Stephen Joel Trachtenberg, The George Washington University; Virginia Edwards, Education Week; Milton Chen, George Lucas Educational Foundation; Benjamin Levin, OISE/University of Toronto*

**20.012. Film Festival: Native American Films: Finding DQ-U and Up Heartbreak Hill.**

Presidential Session  
Cospponsored with Division J - Postsecondary Education, SIG-Indigenous Peoples of the Americas

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 12:00-2:00pm

**20.013. Poverty and Privilege in the Changing Global Landscape: Education and the Production of New Forms of Social Stratification.**

Presidential Session

Hilton Union Square, Lobby Level, Plaza B; 12:00-1:30pm

Chair: *Lois Weis, University at Buffalo - SUNY*

Participants:

Expanded Opportunities for All in Global Higher Education Systems. *Adam Gamoran, University of Wisconsin - Madison*

Argonauts of the Gentrified Working Class: Reconsidering Transnational Elite Formation in Light of Global Ethnographic Research in British Grammar Schools in Barbados. *Cameron R. McCarthy, University of Illinois at Urbana-Champaign*

Global Scapes of Abjection: The Contemporary Dynamics of Some Intersecting Injustices in Australia. *Jane Edith Kenway, Monash University*

Class Wreckage and Class Repositioning: Narratives of Japanese-Educated Taiwanese. *Shumin Lin, National Chiao Tung University*

Producing Inequalities: Elite U.S. Secondary Schools as Sites of Newly Articulated "Class Work" in Global Context. *Lois Weis, University at Buffalo - SUNY*

### AERA Sessions

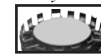
**20.014. Handbook of Research on Teaching Symposium, Part 1.**

AERA Sessions; Invited Roundtable

Hilton Union Square, Ballroom Level, Continental 6; 12:00-2:00pm

Chairs: *Courtney A. Bell, ETS; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway*

Participants:



### Discussion Tables

- Thinking Philosophically About Teaching. *Gert J.J. Biesta, University of Luxembourg*
- Historical Perspectives on Teaching. *Judith R. Kafka, Baruch College - CUNY*
- Methodology. *Pamela A. Moss, University of Michigan; Edward Haertel, Stanford University*
- Teacher Preparation. *Marilyn Cochran-Smith, Boston College; Ana Maria Villegas, Montclair State University; Linda Whalen Abrams, Montclair State University; Tammy Mills, Montclair State University; Rebecca H. Stern, Boston College; Laura Carolina Chavez-Moreno, Boston College*
- Teacher Learning and the Balance of Expertise. *Miriam G. Sherin, Northwestern University; Bruce Sherin, Northwestern University*
- The Emergence and Future of Instructional Policy. *Gary Sykes, Educational Testing Service; P. David Pearson, University of California - Berkeley*
- The Socio-Political Context of Teaching. *Nailah Suad Nasir, University of California - Berkeley; Janelle T. Scott, University of California - Berkeley; Tina M. Trujillo, University of California - Berkeley*
- Evaluation of Teaching. *Brian P. Rowan, University of Michigan*
- Teaching Diverse Learners. *Prudence L. Carter, Stanford University*
- Fragile States, Diverse Schools: New Roles for Teachers. *Anisah Waite, University of California - Berkeley; Luke Dauter, University of California - Berkeley*
- Teachers and Teaching in the Context of Globalization: Current and Emergent Challenges and Issues. *Lynn W. Paine, Michigan State University; Sigrid Blomeke, Humboldt University*

### Committee Sessions

**20.015. GSC Division B Fireside Chat: Can You See It? Exploring the Intersections of Visual Culture, Digital Media, and Gaming in Poverty and Education.**

Graduate Student Council; Invited Session  
Grand Hyatt, Ballroom Level, Grand Ballroom West; 12:00-1:30pm

Chairs: *Mark Helmsing, Michigan State University; Karla Manning, University of Wisconsin - Madison*

Participants: *Benjamin M Devane, University of Florida; David O. Stovall, University of Illinois at Chicago; Dennis L. Carlson, Miami University; Erica Rosenfeld Halverson, University of Wisconsin - Madison*



**20.016. Graduate Student Orientation to the Annual Meeting and**

**Networking Session.** Graduate Student Council; Invited Session  
Parc 55, Third Level, Market Street; 12:00-1:30pm

Chairs: *Angela Rose Hines, Arizona State University; Carleen Carey, Michigan State University*

Participants: *Cathy A.R. Brant, The Ohio State University - Columbus; Jennifer Elizabeth Carinci, Johns Hopkins University; Lisa De La Rue, University of Illinois at Urbana-Champaign; Cecilia Henriquez Fernandez, University of California - Los Angeles*

**20.017. New Forms of Political Contention Within Civil Society and the Transformation of Education: An International Perspective.**

International Relations Committee; Invited Session  
Hilton Union Square, Ballroom Level, Continental 7; 12:00-1:30pm

Chair: *Gustavo E. Fischman, Arizona State University*

Participants:

The Impact of Venture Philanthropy and New Policy Networks on Civil Society and Education in Chile. *Javier Campos-Martinez, University of Massachusetts - Amherst; Eduardo Andres Cavieres, University of Wisconsin - Madison; Francisca Corbalan Possel, Universidad de Chile*  
Teachers Unite! Teacher-Led Organizations for the Reform of Schools and Unions. *Lois Weiner, New Jersey City University; Sally Lee, Teachers Unite*

Civil Society and Difference in Spain: Socio-Educative Intervention as a Social Action Against Exclusion. *Beatriz Macias Gomez-Stern, University of Pablo de Olavide*

Civil Society Takes on the Chilean State: A Student-Government Negotiation. *Sergio Alejandro Saldivia, New York University*

Discussant: *Gustavo E. Fischman, Arizona State University*

**20.018. The Role of Education in the Quest for Freedom: Celebrating the 150th Anniversary of the Emancipation Proclamation.**

Social Justice Action Committee; Invited Session  
Hilton Union Square, Lobby Level, Golden Gate 1; 12:00-2:00pm

Chair: *Adrienne D. Dixon, University of Illinois*

Participants: *Joyce E. King, Georgia State University; James D. Anderson, University of Illinois at Urbana-Champaign; Karen Ann Johnson, University of Utah; Kevin K. Kumashiro, University of Illinois at Chicago; William C. Ayers, University of Illinois at Chicago*

Discussant: *Antonia Darder, Loyola Marymount University*

<b>Division Sessions</b>
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**20.019. Incentivizing Productive Leadership Practices: Cross-National Comparison of School Leadership Under Alternative Governance and Accountability Systems.**

Division A - Administration, Organization and Leadership; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 8; 12:00-1:30pm

Chair: *Stephen E. Anderson, University of Toronto*

Participants:

The Struggle for Educational Integrity in High-Stakes Sanctions-Driven Accountability Systems: The Case of the United States. *Rick Mintrop, University of California - Berkeley*

Leadership Under Pressure: Strategies Managed by Chilean Principals to Meet Multiple Accountability Goals. *Jose Weinstein, Fundacion Chile; Gonzalo Munoz, Fundacion Chile; Javiera Marfan Sanchez, Fundacion Chile*

Incentivizing Instructional Reform in a Low-Stakes Accountability Environment: Principal Leadership and Professional Responsibility in Germany. *Stefan Brauckmann, Center For Research on Educational Governance (DIPF); Tobias Feldhoff, German Institute for International Educational Research*

School Leadership in England: Emerging Patterns of Practice in a New Era of Educational Reform. *Christopher James Chapman, University of Glasgow*

Discussant: *Karen Seashore Louis, University of Minnesota*

**20.020. Supporting and Assessing Nontraditional Sources of Leadership: Distributed and Informal Leaders.**

Division A - Administration, Organization and Leadership; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 7; 12:00-1:30pm

Chair: *Kerry Kathleen Robinson, Virginia Commonwealth University*

Participants:

Leveraging Leadership Potential: The Use of Informal Leaders in Promoting Success for Freshmen of Color. *Jason Salisbury, University of Wisconsin - Madison*

Teachers' Organizational Decision Making and Their Retention: A Study in New York City Middle Schools. *Jennifer Goldstein, California State University - Fullerton; Amy Millett Scallon, New York University*

Heroic Leadership Redefined in the Border Context: Case Studies of Successful Principals in Arizona and Texas. *Jeffrey V. Bennett, The University of Arizona; Elizabeth T. Murakami, The University of Texas - San Antonio*

School-Level Factors that Predict Results on the Comprehensive Assessment of Leadership for Learning (CALL). *Marsha E. Modeste, University of Wisconsin - Madison; Mark Blitz, University of Wisconsin - Madison; Jason Salisbury, University of Wisconsin - Madison; Richard R. Halverson, University of Wisconsin; Carolyn Kelley, University of Wisconsin; Eric M. Camburn, University of Wisconsin*

The Balance of Leadership: Enacting School Change in an Urban Catholic School. *Brad Kershner, Boston College; Patrick J. McQuillan, Boston College*

Discussant: *Edith A. Rusch, University of Nevada - Las Vegas*

**20.021. Aesthetic Possibilities: Critical Perceptions Across Curricular Boundaries.**

Division B - Curriculum Studies Cosponsored with SIG-Arts and Learning, SIG-Arts-Based Educational Research and SIG-Critical Issues in Curriculum and Cultural Studies, SIG-Dewey Studies; Paper Session

Grand Hyatt, Theatre Level, Curran; 12:00-1:30pm

Chair: *Jennifer Schneider, Kent State University*

Participants:

A Living, Breathing Curriculum of Body: Navigating Socioeconomic and Political Realities Through Tattoo Artistry. *Mia Sosa-Provencio, New Mexico State University; Tamara Anatska, New Mexico State University*

Musical Talent and Better Babies: The Mismeasurement of Music and the American Eugenics Society (1903-1949). *Adria R. Hoffman, University of Mary Washington*

"Looking Away" in Art Museum Education. *Elsa Lenz Kothe, The University of British Columbia; Marie-France Berard, The University of British Columbia*

Interpretation of a Retro Theory of Education: The Victorian Era's Matthew Arnold. *Adam Attwood, Washington State University*

Aesthetics of Human Understanding: The Fertile Terrain of Aesthetic Play for Mindful Curricular Enactment. *Margaret A. Macintyre Latta, The University of British Columbia - Okanagan*

Discussant: *Walter S. Gershon, Kent State University*

**20.022. Daisaku Ikeda's Soka Education in Response to the Poverty of Humanism in Education.**

Division B - Curriculum Studies;

Symposium

Hilton Union Square, Sixth Level, Tower 3 Lombard; 12:00-1:30pm

Chair: *Gonzalo Obelleiro, Teachers College, Columbia University*

Participants:

Daisaku Ikeda's Philosophy of Human Education in Malaysia: *(Ningen) Kyoiku* and Creative Coexistence in Tadika Seri Soka. *Jason Goulah, DePaul University*

Transforming Expectations of Students in Poverty: A Case Study of a Public Debate Program in East Africa. *Takako Mino, Claremont Graduate University*

Education for Creativity and Value Creation. *Gonzalo Obelleiro, Teachers College, Columbia University*

Revisiting the Concept of Dialogue in Global Citizenship Education. *Namrata Sharma, Independent Scholar*

An Exploration Into Ikeda's Human Education Concept Through Narrative Studies in Japan. *Julie Nagashima, University of Pittsburgh*

Discussant: *Larry A. Hickman, Southern Illinois University - Carbondale*

**20.023. Pedagogy of Wandering: Patriots, Cosmopolitans, and Refugees.**

Division B - Curriculum Studies; Symposium

Grand Hyatt, Theatre Level, Orpheum; 12:00-1:30pm

Chair: *Hannah Marie Spector, The University of British Columbia*

Participants:

Pedagogy of the Refugee, Becoming Patriots and Cosmopolitans, and Implications for the Curriculum. *Nikoletta Christodoulou, Frederick University*

Pedagogy of Wandering: Rootless and Rooted Cosmopolitans. *Hannah*

*Marie Spector, The University of British Columbia*  
 Poetry's Compass: Wandering and Wondering in the World in Words. *Carl Leggo, The University of British Columbia*  
 A Cosmopolitan Project? Producing Imaginations and Youth Media Production. *Sara Schroeter, The University of British Columbia; Chelsey Hauge, The University of British Columbia*  
 Discussants: *Madeleine Grumet, University of North Carolina - Chapel Hill; William F. Pinar, The University of British Columbia*

**20.024. Advancing Career Options for Youth and Young Adults.** Division

E - Counseling and Human Development; Paper Session  
 Parc 55, Fourth Level, Lombard; 12:00-1:30pm

Chair: *Kun Yan, Tsinghua University*

Participants:

Amotivation and Indecision in the Occupational/Career Decision-Making Processes of High-Ability Adolescents. *Jae Yup Jung, University of New South Wales*

Asian and Non-Asian U.S. College Students' Interest, Employment Opportunities, and Motivation. *Toi Sin Yau Arvidsson, Teachers College, Columbia University; Jeffrey Cookston, San Francisco State University; Patricia H Miller, San Francisco State University*

Influences of Career Counseling on College Students' Perceived Career Barriers. *Julia Panke Makela, University of Illinois at Urbana-Champaign*

Information Without Knowledge: How Students Receive and Interpret College Guidance. *Shomon Shamsuddin, Massachusetts Institute of Technology; Janine Bempechat, Wheelock College*

Predicting Mathematics Achievement and Career Choices: Do Ethnicity, Gender, and Self-Efficacy Intersect? *Temi Bidjerano, Furman University*

Discussant: *Bianca L. Bernstein, Arizona State University*

**20.025. Youth Sociopolitical Development for Equity-Based School**

**Reform: Possibilities and Constraints.** Division G - Social Context of Education; Structured Poster Session

Parc 55, Fourth Level - Cyril Magnin I; 12:00-1:30pm

Chair: *Ben R. Kirshner, University of Colorado*

Participants:

1. Youth Participatory Action Research as Transformative Civic Engagement: Toward a Grounded Theory of Practice. *D'Artagnan Scorza, University of California - Los Angeles; Nicole Mirra, University of California - Los Angeles; Ernest D. Morrell, Teachers College, Columbia University*

2. Shaping and Challenging Neoliberal School Reform: How Youth Impact School Reform Politics From Their Positions in Nonprofit Community Organizations. *Hava Rachel Gordon, University of Denver*

3. Transformative Student Voice in an Era of School Reform: Ecological Constraints and Possibilities for Empowering Students in Schools. *Erin Allaman, University of Colorado*

4. Critical Pedagogy: Preparing Teachers to Create Spaces that Support and Sustain Transformative Student Voice. *Shelley Zion, University of Colorado - Denver; Carrie Allen Bemis, University of Colorado - Boulder*

5. Igniting the Fire Within Marginalized Youth: The Role of Critical Civic Inquiry in Fostering Ethnic Identity and Civic Self-Efficacy. *Carlos Porfirio Hipolito-Delgado, California State University - Long Beach; Shelley Zion, University of Colorado - Denver*

6. The Social Production of Transformative Student Voice. *Ben R. Kirshner, University of Colorado; Carrie Allen Bemis, University of Colorado - Boulder; Abel Estrada, University of Colorado*

7. "Once Upon a Time, We Made a Change": Youth Participatory Action Research (YPAR) With Elementary School Aged Latina/o Youth. *Jesica Siham Fernandez, University of California - Santa Cruz; Angela Nguyen, University of California, Santa Cruz; Regina Day Langhout, University of California - Santa Cruz*

8. Fostering Civic Learning and Youth Activism Through Geocaching. *Antero Garcia, Colorado State University; Ellen Middaugh, Mills College*

9. Organizing for Praxis: Reframing Learning and Development as Action. *Elizabeth Mendoza, University of Colorado - Boulder*

Discussant: *Kris D. Gutiérrez, University of Colorado - Boulder*

**20.026. Building Relationships Through Research: Student-Faculty Interactions and Student Engagement.** Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 12:00-1:30pm

Chair: *P Jesse Rine, Council for Christian Colleges & Universities*

Participants:

The Effects of Student-Faculty Interaction on Academic Self-Concept: Does Academic Major Matter? *Young K. Kim, Azusa Pacific University; Linda J. Sax, University of California - Los Angeles*

The Impact of Student-Faculty Interactions on Academic Motivation for Male and Female Students. *Teniell L. Trolan, University of Iowa; Jana M. Hanson, University of Iowa; Elizabeth Jach, Cornell College; Ernest T. Pascarella, University of Iowa*

The Role of High School Research Experiences in the Development of Undergraduate Students' Research Self-Efficacy. *Amy K. Swan, University of Virginia; Jill Nicole Jones, University of Virginia; Karen K. Inkelas, University of Virginia; Josh Pretlow, University of Cincinnati*

Undergraduate Research Programs: The Successful Role of Graduate and Postdoctoral Mentors. *Courtney Brown, Lumina Foundation; Christina Russell, Indiana University*

Discussant: *Lois Calian Trautvetter, Northwestern University*

**20.027. Assessing Teacher Practice in Teacher Education.** Division K -

Teaching and Teacher Education; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 6; 12:00-1:30pm

Chair: *Jasmine Y. Ma, New York University*

Participants:

Validation of a TPACK (Technological Pedagogical Content Knowledge) Survey Developed for Preservice Foreign Language Teachers. *Derya Baser, Middle East Technical University; M. Yasar Ozden, Prof. Dr.*

Assessing Assessing: An Item Response Modeling Approach. *Brent M. Duckor, San José State University; Karen L. Draney, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley*

Experiences of Undergraduate Students of Color in a Rural Appalachian Teacher Education Program. *Jennifer Y. Chung, Ohio University; Lisa Harrison, Ohio University*

Advancing the Assessment of Mathematical Knowledge for Teaching for Prospective Teachers. *Geoffrey C. Phelps, Educational Testing Service; Stephen Gerard Schilling, University of Michigan*

Ascertaining Preservice Teachers' Content and Pedagogical Content Knowledge About Rational Numbers. *Fien Depaepae, University of Leuven; Joke Torbejns, Katholieke Universiteit Leuven; Nathalie Vermeersch, KHBO; Geert Kelchtermans, University of Leuven; Dirk Janssens, KU Leuven; Lieven Verschaffel, University of Leuven; Wim Van Dooren, Center for Instructional Psychology and Technology*

Discussant: *Denise G. Meister, The Pennsylvania State University - Harrisburg*

**20.028. Community, Beliefs and the Politics of Education.** Division K -

Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 1; 12:00-1:30pm

Chair: *Jennifer Katz, University of Manitoba*

Participants:

Teachers' Beliefs About Social Justice in an Alternative Education Setting. *Marina Volpe Gillmore, University of Redlands; M. Alayne A. Sullivan, University of Redlands*

Educating Ourselves, Transforming Ourselves, and Challenging Ideological and Economic Poverty: Political Education in the Formation of Teachers As Community Organizers. *Miguel Zavala, California State University - Fullerton*

Prospective Teachers' Culturally Responsive Teaching and Classroom Management Self-Efficacy Beliefs as Predictors of Their Perceived Career Longevity. *Xun Liu, Texas Tech University; Feiya Xiao; Fatih Koca, Texas Tech University; Huda Sarraj, Texas Tech University; Kamau Oginga Siwatu, Texas Tech University*

Discussant: *Timothy J. Lensmire, University of Minnesota - Twin Cities*

**20.029. Looking in the Classroom: Different Sources That Influence Teacher Practices.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 5; 12:00-1:30pm

Chair: *David S. Lustick, University of Massachusetts - Lowell*

Participants:

Creating a Climate for Academically Productive Talk for At-Risk Children. *Nancy Clark-Chiarelli, Education Development Center, Inc.; Jess Gropen, Education Development Center, Inc.; Cynthia Hoisington,*

*Education Development Center; Janna M. Fuccillo, University of Miami; Julie A. Hirschler, Education Development Center, Inc.*

Elementary Teachers' Use of Science Curriculum Materials to Promote Students' Sense Making: An Embedded Mixed-Methods Study. *Laura Zangori, University of Iowa; Cory T. Forbes, University of Iowa; Mandy Biggers, University of Iowa*

Frameworks for Analyzing the Expertise That Underpins Integration of Digital Technologies Into Everyday Teaching Practice. *Kenneth Ruthven, University of Cambridge*

Through the Rocky Shoals: Charting the Course of STS (Science, Technology, Society) Curriculum Reform in Québec. *Linda Overing, Concordia University; David Isaac Waddington, Concordia University*

Discussant: *Maria Varelas, University of Illinois at Chicago*

#### **20.030. Taking the Poverty Out of Education: Teacher Educators of Color Reclaiming Antiracist Strategies in Preservice Teacher Education.**

Division K - Teaching and Teacher Education; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 4; 12:00-1:30pm

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

Participants:

"Tinkering Towards Utopia": Developing Notions of Linguistic Abundance Among Preservice Teachers. *Christine Brigid Malsbary, University of California - Los Angeles*

Brown Male Voices as Pedagogy: The Impact of Latinos on Antiracist Praxis in Teacher Education. *Eduardo Lara, University of California - Los Angeles*

Unlearning Internalized Racism: Preservice Teachers of Color Committed to Antiracist Classrooms. *Rita Kohli, San José State University*

Struggling Within: Antiracism Inside Racist Teacher Education Programs. *Cheryl E. Matias, University of Colorado - Denver*

Impoverished Praxes: Toward a Pedagogy for the Oppressor in Urban Teacher Education. *Taharee A. Jackson, University of the District of Columbia*

Discussant: *Cleveland Hayes, University of La Verne*

### SIG Sessions

#### **20.031. How Augmenting Reality Through Mobile Devices Helps Students Learn Academic Content.** SIG-Applied Research in Virtual

Environments for Learning; Symposium  
Grand Hyatt, Theatre Level, Conference Theatre; 12:00-1:30pm

Chair: *Christopher J. Dede, Harvard University*

Participants:

Tools and Strategies for Authoring Augmented Realities for Learning. *Matt Dunleavy, Radford University*

Affordances of Augmented Reality for Implementing Design-Based Education Research. *Amy M. Kamarainen, New York Hall of Science; Christopher J. Dede, Harvard University; Shari J. Metcalf, Harvard University; Tina A. Grotzer, Harvard University*

Scaling Augmented Reality Education Through Local Games. *Seann Mason Dickers, Ohio University - Athens; David Gagnon, University of Wisconsin - Madison; Christopher Holden, University of New Mexico; Kurt D. Squire, University of Wisconsin - Madison*

What Students Learn by Constructing Augmented Reality Games. *Eric D. Klopfer, Massachusetts Institute of Technology*

#### **20.032. Youth, New Media Arts, and Art Education.** SIG-Arts and Learning; Symposium

Grand Hyatt, Ballroom Level, Redwood; 12:00-1:30pm

Chair: *Joanna Miriam Black, University of Manitoba*

Participants:

Creative New Media in Formal Learning Contexts. *Joanna Miriam Black, University of Manitoba*

Digital Narratives of First Nations Youth. *Ching-Chiu Lin, The University of British Columbia; Kit M. Grauer, The University of British Columbia; Juan Carlos Castro, Concordia University*

Judging Creativity in New Digital Art Domains. *Kylie A. Pepler, Indiana University - Bloomington; Deborah A. Fields, Utah State University; Kristin Anne Searle, University of Pennsylvania*

The Art of Getting Unstuck: Tinkering to Support Creative Learning in Digital Art Practice. *Beth A. Buchholz, Indiana University; Kathryn L. Shively, Indiana University*

#### **20.033. A Compilation of Studies Examining CTE (Career and Technical Education) Program Innovations and Student Issues at the Secondary Level.** SIG-Career and Technical Education; Paper Session

Parc 55, Third Level, Mason; 12:00-1:30pm

Chair: *James E. Bartlett, North Carolina State University*

Participants:

Career and Technical Education (CTE) Programs in Magnet High Schools: Bridging Researcher and District Perspectives. *Marisa E. Castellano, University of Louisville; Stan Hall, Clark County School District; Laura Overman, University of Louisville; Kirsten Ewart Sundell, University of Louisville*

Gender, Race, Grade Level on Civic Engagement Development Among CTE, CTSO, and General Education Students. *Steven R. Aragon, Texas State University - San Marcos; Chad Allen Rose, Sam Houston State University; Hui-Jeong Woo, Loyola Marymount University; Corinne Alfeld, FHI 360*

Motivational Profiles of Students in Secondary-Level Vocational Training Programs. *Annie Dubeau, L'Université du Québec à Montréal; Mariane Frenay, Université Catholique de Louvain*

Technology-Based Vocational Education: An Examination of Student Attendance and Grade Point Average. *Brianna M. Scott, University of Indianapolis*

Is Competition Conducive to Learning? An Exploration of Student Experiences During Competitive Career Technical Student Organization Events. *William Bird, University of Nebraska - Lincoln; Kristina Haug, University of Missouri; Anna Henry, University of Missouri*

Discussant: *Richard D. Lakes, Georgia State University*

#### **20.034. African American Males and Females: Challenges and Transformation.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 12:00-1:30pm

Chair: *Eric Bernstein, University of Southern California - Rossier School of Education*

Participants:

A Narrative Inquiry Exploring the Positioned Childrearing of Six African American Mothers. *LeAnna Majors, California State University - Long Beach*

The Effects of Zero Tolerance Policies on Black Girls: Schools as Figured Worlds and Worlds That Figure. *Dorothy Elizabeth Hines, Michigan State University; Dorinda Carter Andrews, Michigan State University*  
Caught Up: Black Girls and the School-to-Prison Pipeline. *Deana Lewis, University of Illinois at Chicago; Stephanie Hicks, University of Illinois at Chicago*

Transformative Brotherhood: Black Boys' Identity in a Single-Sex School for Boys of Color. *Joseph D. Nelson, The Graduate Center - CUNY*

"Bad Boys" to Master Teachers: The Making of Black Male Teacher Identity. *Thurman L. Bridges, Morgan State University*

Discussant: *Lionel Howard, The George Washington University*

#### **20.035. Health Issues in Education Contexts.** SIG-Education, Health, and Human Services Linkages; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 12:00-1:30pm

Chair: *Jessika Boles, The University of Memphis*

Participants:

A Latent Class Analysis of Risk Factors and Profiles for School Bullying. *Michael A. Lawson, Binghamton University - SUNY; Tania Alameda-Lawson, Binghamton University - SUNY; Elizabeth McKendry Anderson, Binghamton University - SUNY*

Classroom Teachers' Perceptions of Physical Activity Breaks and Related Management Issues. *Michalis Stylianou, Arizona State University; Pamela H. Kulinna, Arizona State University; Donetta J. Cothran, Indiana University; Kent Lorenz, Arizona State University*

Children With Cancer and Education: Interview-Elicited Drawings and a Developmental Framework. *Jessika Boles, The University of Memphis; Denise Lynne Winsor, The University of Memphis; Jami Gattuso, St. Jude Children's Research Hospital; Belinda Mandrell, St. Jude Children's Research Hospital*

Examining the Effect of Social Groups on Youths' Smoking Experience in China. *Tian Fu, The Pennsylvania State University*

From Mother to Child: The Intergenerational Effects of Schooling on



Child Health in Peru. *Juan Leon Jara Almonte, The Pennsylvania State University*

**20.036. Teacher Motivation: Best Practices in the Classroom.** SIG-Motivation in Education; Paper Session

Sir Francis Drake, Second Level, Carmel; 12:00-1:30pm

Chair: *Sharon L. Nichols, The University of Texas - San Antonio*

Participants:

An Empirical Typology of Preservice Teacher Education Students and Its Relation With Motivation for Teaching. *Isabel Rots, Ghent University; Antonia Aelterman, Ghent University*

From Teacher's Personal Goal Orientations to Perceived Classroom Goal Structures. *Markus Dresel, University of Augsburg; Michaela Fasching, University of Augsburg; Gabriele Steuer, University of Augsburg; Sebastian Nitsche, University of Mannheim; Oliver Dickhäuser, University of Mannheim*

Responsibility for Student Motivation: What Do Preservice Teachers Plan to Do? *Amanda Radil, University of Alberta; Lia Marie Daniels, University of Alberta; Amanda K Wagner, University of Alberta; TJ Fitzgerald, University of Alberta*

Teacher Self-Efficacy: Still an Elusive Construct? *Colleen Kuusinen, University of Michigan; Fani Lauermann, University of Michigan; Ryan McKenzie, University of Michigan; Stuart A. Karabenick, University of Michigan*

The Relationship Between Classroom Practices and Middle School Students' Motivation and Achievement. *Graciela Borsato, Stanford University; Karen Strobel, Stanford University*

Discussant: *Paul A. Schutz, The University of Texas - San Antonio*

**20.037. Issues of Equity and Diversity in Mathematics Teaching and Learning.** SIG-Research in Mathematics Education; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 12:00-1:30pm

Chair: *Anita A. Wager, University of Wisconsin*

Participants:

Differences in Math Performance Indicators Within Ethnicity Subgroups: An Investigation Across High Schools. *Carol S. Parke, Duquesne University*

Does the Opportunity-Propensity Framework Predict the Early Mathematics Skills of Low-Income Pre-Kindergarten Children? *Aubrey H. Wang, Saint Joseph's University; Feng Shen, Saint Joseph's University; James P. Byrnes, Temple University*

Examining Differences in Mathematics Teaching Practices Between Title I and Non-Title I Schools. *Eileen G. Merritt, University of Virginia; Holly H. Pinter, University of Virginia; Sara E. Rimm-Kaufman, University of Virginia; Robert Q. Berry, University of Virginia; Michelle Ko, University of Virginia*

Preservice Teachers' Beliefs on the Role of Children's Home and Community Knowledge in Learning Mathematics. *Kathleen Jablon Stoehr, The University of Arizona; Crystal A. Kalinec Craig, The University of Arizona; Erin Turner, The University of Arizona*

Understanding Teaching as Enactments of Care: Case Studies of African American Mathematics Teachers. *Ann R. Edwards, University of Maryland - College Park; Nancy Tseng, University of Maryland; Hollie Young, University of Maryland*

**20.038. Creativity and Its Correlates in Learning, Instruction, and Assessment.** SIG-Research on Giftedness, Creativity, and Talent; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 12:00-1:30pm

Chairs: *Eunsook Hong, University of Nevada - Las Vegas; Seokhee Cho, Saint John's University*

Participants:

Current and Needed Directions in Research Exploring Creativity, Its Correlates, and Academic Subject Matter Learning. *Ronald A. Beghetto, University of Oregon*

The Role of Creativity and Art in Developing Environmental Engineers. *Bonnie L. Cramond, University of Georgia*

Are Adolescent Creative Activities Related to Future Success? Evidence From Graduate Students in Three Academic Domains. *Stephanie A. Hartzell, University of Nevada - Las Vegas; Eunsook Hong, University of Nevada - Las Vegas*

Math Creative Problem Solving of Talented Young Adolescents: Predictive

Relationships Among Giftedness, Mediators, and Moderators. *Seokhee Cho, Saint John's University; Chia-Yi Lin, National Cheng Kung University; Doehee Ahn, Chung-Ang University*

A Qualitative Assessment of the Creative Process in Creators. *Jane M. Piirto, Ashland University*

Using the Amusement Park Theoretical (APT) Model to Consider Creativity Across Domains. *James C. Kaufman, California State University - San Bernardino*

**20.039. The Changing Scene of the School Library: REISL (Research, Education, Information and School Libraries) Paper Presentations.** SIG-Research, Education, Information and School Libraries; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 12:00-1:30pm

Chair: *Delia Neuman, Drexel University*

Participants:

"Asking Questions," "Chunking," and "Sharing the Progress": How School Librarians Apply Metacognitive Strategies in Their Teaching. *Kasey Lynn Garrison, Charles Sturt University; Robin Spruce, Old Dominion University*

Culturally Relevant Booktalking: Using a Mixed Reality Simulation with Preservice School Librarians. *Sue C. Kimmel, Old Dominion University; Gail K. Dickinson, Old Dominion University; Janice Underwood, Old Dominion University; Danielle Eileen Forest, Old Dominion University*

Educating the Digital Na(t)ives: Teacher Perceptions of Student Skills and the Relationship to Library Services. *Eric Meyers, The University of British Columbia*

Preliminary Report on the PPCLP (Preparing PRAXIS Certified Librarians for Practice) Action Research Study. *Jenny Robins, University of Central Missouri*

Discussant: *Delia Neuman, Drexel University*

**20.040. New Theory and Practices in Reformed History Teaching and Learning.** SIG-Teaching History; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 12:00-1:30pm

Chair: *Benjamin M. Jacobs, New York University*

Participants:

Core Practices for Teaching History: The Results of a Delphi Panel Survey. *Bradley Fogo, Stanford University*

Historical Inquiry as a Way to Disrupt Notions of Race, Class, and Gender: An Analysis of the Development of Counternarratives. *Cynthia S. Salinas, The University of Texas - Austin; Brooke Blevins, Baylor University*

How Students Navigate the Construction of Heritage Narratives. *Sara A. Levy, Wells College*

Pedagogical Content Knowledge for Historical Inquiry: Making Sense of Students' Answers to New History Assessments. *Joel Breakstone, Stanford University; Mark D. Smith, Stanford University; Sam Wineburg, Stanford University*

"Trying to Put the Puzzle Pieces Together": Documenting Elementary History Students' Epistemic Development. *Jeffery D. Nokes, Brigham Young University*

**20.041. Workplace Learning: Issues for Workers.** SIG-Workplace Learning; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 3; 12:00-1:30pm

Chair: *Bridget N. O'Connor, New York University*

Participants:

Learning About the Human Cost of School Leadership. *Philip John Riley, Monash University*

Reading in Mirrors: Black Librarians Read Street Lit for Professional Development. *Vanessa Irvin Morris, Drexel University*

The Multimodality of Learning: Immigrant Employees' Learning Practice in the New Work Order. *Lurong Wang, University of Toronto*

Activating Learning Through Work: Adult Employees' Changing Orientations to Work and Learning. *Karen M. Evans, Institute of Education - London*

Discussant: *Leonard George Cairns, Monash University*

<b>Division and SIG Roundtables</b>
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**20.042. Roundtable Session 1;** Roundtable Session**20.042-1. Research on Learning and Instruction in Physical Education, Roundtable 1.** SIG-Research on Learning and Instruction in Physical Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Sara Barnard Flory, University of South Florida*

## Participants:

A Social Cognitive Investigation of Inner-City After-School Physical Activity Clubs. *Alex C. Garn, Louisiana State University; Michele Kaseta, Wayne State University; Nathan A. Mccaughtry, Wayne State University; Noel Kulik, Wayne State University; Kimberly Ann Maljak, Wayne State University; Laurel Whalen, Wayne State University; Jeffrey Martin, Wayne State University; Bo Shen, Wayne State University*

Living an Energy-Balanced Life: A Physical Education-Based Intervention Attempt. *Senlin Chen, Iowa State University; Youngwon Kim, Iowa State University; Jungmin Lee, Iowa State University; Gregory J. Welk, Iowa State University*

The Feasibility of Incorporating Active Educational Video Games in Elementary School to Promote Physical Activity. *Haichun Sun, University of South Florida; Lisa Witherspoon Hansen, University of South Florida*

**20.042-2. Service-Learning in Higher Education.** SIG-Service-Learning & Experiential Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Neivin M. Shalabi, University of Denver*

## Participants:

Considering "Grassroots Thinktanks" and Science Shops to Connect "Local" and "Expert" Knowers in Community-Campus Partnerships. *Marie Gina Sandy, University of Wisconsin - Milwaukee*

Higher Education Community Experiences: A Fertile Ground for Civic Engagement. *Margaret M. Ferrara, University of Nevada - Reno; Marlene K. Rebori, University of Nevada; Greg Nielsen, University of Nevada - Reno*

Low-Income, First-Generation College Students and Service-Learning: Who Are They? *Travis T. York, The Pennsylvania State University*

**20.042-3. Diversity in Social and Emotional Learning Instruction.** SIG-Social and Emotional Learning; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Hefer Bembenuy, Queens College - CUNY*

## Participants:

Enhancement of Adolescents' Social-Emotional Competencies at an SEL (Social-Emotional Learning) Camp. *Jessie Ee, National Institute of Education - Nanyang Technological University*

Improving Classroom Quality With the RULER Approach to Social and Emotional Learning: Proximal and Distal Outcomes. *Marc A. Brackett, Yale University; Carolin Hagelskamp, Yale University; Susan E. Rivers, Yale University; Peter Salovey, Yale University*

School Climate and Students' Social and Emotional Outcomes. *Ann-Marie Faria, American Institutes for Research; Leah Brown, American Institutes for Research; Kimberly Trumbull Kendziora, American Institutes for Research; David M. Osher, American Institutes for Research*

**20.042-4. Cultural Historical Research.** Division F - History and Historiography; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Lauri Johnson, Boston College*

## Participants:

History of Diverse Asian Americans: Modes of Incorporation and Education. *Susan J. Paik, Claremont Graduate University; Stacy Kula, Claremont Graduate University; Lorine Erika Saito, Claremont Graduate University; Zaynah Rahman, Claremont University - Claremont Graduate University; Matthew A. Witenstein, Claremont Graduate University*

Segregation Beyond a Black-White Paradigm: Exploring Mexican American Multigenerational Educational Experiences. *Rebecca C. Villarreal, University of Maryland*

Writing Justice: Saint Katharine Drexel, the Catholic Church, and Xavier University in New Orleans, 1915. *Berlisha Morton, Louisiana State University*

"Not a Place of Punishment, but a Moral Hospital": Janie Porter Barrett's Education of Delinquent African American Females at the Virginia Industrial School for Colored Girls, 1915-1940. *Lindsey Jones, University of Virginia*

**20.042-5. Historical Perspectives on Educational Policy in the Late 20th Century.** Division F - History and Historiography; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *David F. Labaree, Stanford University*

## Participants:

Accountability for Equity? Title I Hopes and 1969 Rhetoric for Reform in Michigan. *Valencia Moses, Michigan State University*

Educational Reform in Detroit at the Turn of the 21st Century: Race and Policy Making. *Leanne Kang, University of Michigan - Ann Arbor*

History in the Present: The Educational Data Movement. *Philip Piety, Independent Researcher/Author*

**20.042-6. Arts and Artistic Practice in Early Childhood Education.**

SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Jeanne Marie Iorio, University of Hawaii - West Oahu*

## Participants:

Impoverished Voices in Early Childhood: The Artistic Practice of Practitioner Research. *Dana Frantz Bentley, Buckingham, Browne, and Nichols School; Heather J. Pinedo-Burns, Teachers College, Columbia University*

Multimodal Meaning-Making About Environmental Sustainability: Connecting Globally Through Digital Postcards. *Marni Binder, Ryerson University; Reesa Sorin, James Cook University - Australia; Jason D. Nolan, Ryerson University; Roger Wilkinson, James Cook University; Philemon Chigeza, James Cook University*

The Power of Harmony: An Idea to Mitigate Artistic Impoverishment in the Early Childhood Curriculum. *Hae Min Yu, Teachers College, Columbia University; Jinyoung Kim, College of Staten Island - CUNY*

**20.042-7. Collective Units of Analysis: School Districts, Nations, and Social Movements.** SIG-Sociology of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Heather E. Price, University of Notre Dame*

## Participants:

Educational Opportunity and Contentious Politics: The 2011 Chilean Student Movement. *Daniel Salinas, The Pennsylvania State University; Pablo Fraser, The Pennsylvania State University*

The Welfare State, Education, and Social Reproduction: An International Comparison. *Catherine Doren, Wesleyan University*

Immigration and School Districts' Local Revenues: 1990-2008. *Jacob Hibel, Purdue University; Matthew Hall, Cornell University; Laura Callejas, Rutgers University*

The Effects of Accountability and Incentives Under No Child Left Behind: A Study of "Top Down" and "Bottom Up" Assessment Policies. *Daniel A. Long, Wesleyan University; Clara Peretz, Wesleyan University*

School Change and Modes of Teacher Practical Action. *David Diehl, Duke University*

**20.042-8. "Race-ing" Our Everyday Talk: Considering Race in**

**Educational Contexts.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Monika Williams Shealey, University of Missouri - Kansas City*

## Participants:

Understanding Poverty Through Race Dialogues in Teacher Preparation. *Glenda C. Moss, University of North Texas at Dallas; Larry C. Bryant, University of North Texas - Dallas; Anita Zijdemans Boudreau, Pacific*

University

Critical Deconstruction of a Sociopolitical and Sociocultural Racist Facebook Event: Preservice Teachers Examine Social Justice. *Antonette M. Aragon, Colorado State University; Karen Kaminski, Colorado State University*

Exploring Race and Racism Among Students in Reflective Journaling Activities. *Tryan L. McMickens, Suffolk University; Carmen Narvaez Veloria, Suffolk University*

“Play(ing) My Position”: A Case Study of a White Male English Teacher’s Hip-Hop Pedagogies in a Small, Urban Project-Based High School. *H. Bernard Hall, West Chester University of Pennsylvania*

**20.042-9. Academic Achievement Disparities.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Brett Elizabeth Blake, Saint John’s University*

Participants:

A Doubly-Latent Model of Class-Level Social Status and Achievement on Students’ Academic Self-Concept. *Dominik Becker, Technical University of Dortmund; Ariane S. Willems, (IFS) Institute for School Development Research; Wilfried Bos, University of Dortmund; Ruth Springer, Technical University of Dortmund*

Multiple Views on Closing the Achievement Gap in Thirteen Oregon Schools. *Esperanza De La Vega, Portland State University; Motoaki Hara, Portland State University; Patrick Burk, Portland State University; Tyler H. Matta, Portland State University; Susan Shugerman, Portland State University*

Promoting Poor Young Children’s Mathematical Development: The Role of Initial Math Skills, Home, and Classroom Practices. *Claudia Lucia Galindo, University of Maryland - Baltimore County; Susan Sonnenschein, University of Maryland - Baltimore County*

Tackling Socioeconomic and Ethnic Educational Disadvantage to Prevent Lifelong Poverty. *Geert Driessen, Radboud University Nijmegen; Michael S. Merry, University of Amsterdam*

The Effects of School Context and Course Placement on Racial Achievement Dynamics in High School. *James P. Huguley, Harvard University*

**20.042-10. Critical Studies on the Middle School Experience.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Kenneth J. Saltman, DePaul University*

Participants:

An Evaluation of the Blugold Beginnings: College and Career Readiness Middle School Mentoring Program. *Sheina Aurora Wind, University of Wisconsin - Eau Claire; Elizabeth Ashley Harris, University of Wisconsin - Eau Claire; Abigail Nygaard, University of Wisconsin - Eau Claire*

Collaborative Learning as a Process of Embodied Understanding: How Middle School Students Make Meaning of Gender-Based Violence. *Traci L. Scheepstra, University of Toronto - OISE*

Regional Matters: Exploring Metropolitan Regions as Critical Settings of School Persistence. *Nancy Erbstein, University of California - Davis; Rebeca Burciaga, San José State University*

**20.042-11. Digital Borderlands: Latino and Indigenous Funds of Knowledge in High Schools.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Ryan M. Crowley, The University of Texas - Austin*

Participants:

Digital Borderlands: Understanding Latina/o Youth’s Sociopolitical Contexts by Using Digital Media as Dialogic Activism. *Alicia De Leon, University of Utah*

Indigenous Students Report on Aspirations, Expectations, and Experiences in Mainstream High Schools. *Anne Shelly Hynds, Victoria University of Wellington; Luanna H. Meyer, Victoria University; Flaviu A. Hodis, Victoria University of Wellington; Rawiri Hindle, Victoria University; Robin Averill, Victoria University of Wellington; Walter (Wally) Takaha Penetito, Victoria University of Wellington*

Preferred Approaches to Identifying Minority Ethnicity Students’ Funds of

Knowledge: A New Zealand Case Study. *Linda Mary Hogg, Victoria University of Wellington*

**20.042-12. Economic Stressors and School Achievement.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:00-1:30pm

Chair: *Erin Feinauer Whiting, Brigham Young University*

Participants:

Stories Lives Tell: Homelessness, Policy and Urban Communities. *Ann M. Aviles de Bradley, Northeastern Illinois University*

The Making of Vulnerable Workers: Young Adult Early School Leavers in the Rustbelt Economy. *Tara Marie Brown, University of Maryland - College Park; Jesus Santos, Brandeis University*

The Relationship Between Neighborhood Socioeconomic Contexts and Foundational Reading Skills in Elementary School Children Over Time. *Lily L. Dyson, Simon Fraser University; Lily L. Dyson, Simon Fraser University*

**20.043. Roundtable Session 2;** Roundtable Session

**20.043-1. Issues of Poverty and Class Across Ethnic Groups.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:00-1:30pm

Chair: *Francesco G. Pignatosi, New York University*

Participants:

Do I Belong? Developing Social Belonging in Children Who Are Homeless: A Multi-Case Study. *Corilyn Ott, The University of Alabama - Birmingham; Nataliya V. Ivankova, The University of Alabama - Birmingham; Scott Snyder, The University of Alabama - Birmingham*

Poverty and Academic Achievement in Chinese American Children. *Stephen H. Chen, University of California - Berkeley; Qing Zhou, University of California - Berkeley*

The Significance of Class: Working-Class Chinese Americans’ Experiences Learning English as a Second Language in a Midwest Town. *Yu-Ling Hsiao, Oklahoma State University*

**20.043-2. Language Ideologies in Schools and Communities.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 12:00-1:30pm

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

Participants:

Alaska Language and Literacy Instruction: Dialect Attitudes. *Anne Jones, University of Alaska Southeast; Mary-Claire Tarlow, University of Alaska Southeast; Charles Salinas, The University of Alaska - Southeast; Jasmine Jackson, University of Alaska Southeast*

Disrupting Dominant Language Ideologies Through Very Early “Foreign” Language Education in the United States. *Erin Kearney, University at Buffalo - SUNY; So-Yeon Ahn, University at Buffalo - SUNY*

Language Wealth, Language Poverty: Conflicting Language Ideologies in Two-Way Immersion and World Language Classrooms. *Sharon Merritt, Santa Clara University/UC Berkeley*

Perceptions of Language Learning and Protocols for English Language Learners in a Response to Intervention Framework. *Ana Maria Menda, University of Miami; Wendy Morrison Cavendish, University of Miami*

**20.043-3. Race, Class, Gender, and Agency.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 12:00-1:30pm

Chair: *Bonita E. Williams, USDA/NIFA/Institute of Youth, Families, and Community*

Participants:

Diversity, Poverty, and Resilience: Results From a Multiple Case Study of Higher-Achieving Elementary Schools. *Kristen C. Wilcox, University at Albany - SUNY*

Rethinking Agency by Exploring the Educational Trajectories of Young Pakistani Muslim Women. *Sara Mehdi Zaidi, CUNY*

Socioeconomic Status and Receptive Vocabulary Development: Applying the Parental Investment Model to Chilean Preschoolers. *Catherine H. Coddington, University of California - Los Angeles; Rashmita Mistry, University of California - Los Angeles*

Stereotype Threat and Related Cognitive Processes: A Pilot Study. *Martin Van Boekel, University of Minnesota - Twin Cities*



**20.043-4. Race, Class, Language, and Learning.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:00-1:30pm

Chair: *Julie K. Horton, Argosy University*

Participants:

Applying Dialogic Knowledge: Awareness and Understanding of the Impact of Microaggressions. *Mary Senyonga, Occidental College; Jaclyn Rodriguez, Occidental College; Andrea C. Rodriguez-Scheel, University of California - Los Angeles; Kenjus Terrel Watson, University of California - Los Angeles*

Becoming a "Slow" Math Student: Mathematical Selves in a High-Poverty Mathematics Classroom. *Rachel Lambert, The Graduate Center - CUNY*

Factors That Fostered or Derailed Students' Plans to Attend College After Acceptance: Voices of Graduates. *Betty Jane Alford, Stephen F. Austin State University; Barbara Davis, Stephen F. Austin State University*

Success en Inglés: Academic Literacy and Mathematics Achievement. *Saul Isaac Maldonado, University of California - Santa Cruz; Eduardo Mosqueda, University of California - Santa Cruz*

A Decolonial Examination of the English Language Arts Common Core State Standards: Interrogating Academic Discourse, Standard English, and Colonization in Spaces of Rural Poverty. *Gwendolyn Perea Warniment, New Mexico State University; Jesse Moon Longhurst, New Mexico State University*

**20.043-5. Rethinking How Opportunity Gaps Are Addressed in Teaching.**

Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:00-1:30pm

Chair: *Sarah B. Shear, University of Missouri*

Participants:

Using Value-Added to Evaluate Educators: Escalating the Opportunity Gap. *Kimberly Kappler Hewitt, University of North Carolina - Greensboro*

"I Feel Like a Hypocrite": From Critically Minded Preservice Teacher Toward Critically Inclined Practicing Educator. *Michelle Knotts, The Pennsylvania State University*

Embellished Slogans? Reproducing (Mis)Perceptions of Poverty in Teacher Education. *Jennifer Tatebe, University of Auckland*

Invoking Community Cultural Capital to Survive Teacher Education: Yolanda's Story. *Sara E. Tolbert, The University of Arizona*

**20.044. Roundtable Session 3;** Roundtable Session

**20.044-1. Social Class: Mobility or Reproduction?** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:00-1:30pm

Chair: *David E. Meens, University of Colorado - Boulder*

Participants:

"Although Very Happy, I'm Basically Just This Middle Class Asshole": A Qualitative Study on Social Mobility. *Heather Curl, Bryn Mawr College*

From the "Ivory Tower" to the "University of the Poor": A Professor's Educational Journey. *Dilys Schoorman, Florida Atlantic University*

Gradations of Privilege: Class/ed Practices and the College Applications Process. *Kristin Cipollone, University at Buffalo - SUNY*

Is Chinese Higher Education Expansion Enhancing Social Strata Reproduction or Replication? *Xiaoyang Ye, Peking University*

**20.044-2. Stronger Together: Building Community Through Students, Teachers, and Families.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:00-1:30pm

Chair: *Monica Miller Marsh, Kent State University - Jackson Township*

Participants:

Closeness Matters: Advice Networks, Trust, and Professional Communities. *Yi-Hwa Liou, University of California - San Diego*

Sanctuary, Solidarity, and Flight: A Neighborhood School as the Soul of a Community. *Donyell Lakishka Roseboro, University of North Carolina - Wilmington; Candace Marie Thompson, University of North Carolina - Wilmington*

Community-Based Problem Solving Strategies as an Instrument of Youth Academic and Social Resiliency. *Yolanda J. Majors, The University of Minnesota*

From Community Service to Community Action: Supporting Youth and Undergraduate Students as Critical Citizens Through a Community Engagement Program. *Louise B. Jennings, Colorado State University;*

*Carolyn Ann Brunson, Colorado State University*

**20.044-3. The Political Sociology of Schooling in Making the Citizen.**

Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:00-1:30pm

Chairs: *Nancy L. Lesko, Columbia University, Teachers College; Lynda Stone, University of North Carolina - Chapel Hill*

Participants:

Transforming the "Teacher," Governing the "Adolescent". *Qun Chen, Hefei University of Technology*

"...And That's Great Teaching": The Urban Adolescent in Teacher Education "Best Practices." *Christopher Mark Kirchgasser, University of Wisconsin-Madison*

Quality Concern and Its Role in the Constructions of Teachers and Students in Taiwanese Schooling. *Yi-Chen Lee, University of Wisconsin - Madison*

**20.044-4. Unpacking Dimensions of School Climate and Culture.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:00-1:30pm

Chair: *Aurora Chang, University of Wyoming*

Participants:

Poverty Matters in Middle School Transition: A Tale of Four Schools. *Antoinette Errante, The Ohio State University; Tracey A. Stuckey-Mickell, The Ohio State University*

Opening Doors for Indigenous Students: A Kaupapa Māori Approach to Behavior Support. *Catherine Savage, Te Tapuae o Rehua; Angus Hikairo Macfarlane, University of Canterbury; Sonja Macfarlane, University of Canterbury; Letitia C. Fickel, University of Canterbury; Hemi Te Hemi, Te Tapuae o Rehua*

Complex Landscapes: How High School Administrators Make Decisions About Discipline. *Renira Elyodi Vellos, The University of British Columbia*

School Climate and Academic Achievement of Adolescents: The Mediating Role of Student Engagement Across Ethnic Groups. *Sookweon Min, University of Wisconsin - Madison; Se Woong Lee, University of Wisconsin - Madison*

**20.044-5. The Challenges of Poverty in Low-Income Settings: The Community and the School.** SIG-Family, School, Community Partnerships; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:00-1:30pm

Chair: *Marga Madhuri, University of La Verne*

Participants:

Community Schools Offering Integrated Services: Reforming Schools in Low-Income Communities. *Mavis G. Sanders, University of Maryland - Baltimore County*

Implementing a Parent Involvement Program in a Low-Income Alternative Middle School. *Manya Whitaker, Colorado College*

Poor Parents With Dreams: The Critical Role of the School in Communities Living With Poverty. *Ann Mary Higgins, Mary Immaculate College*

**20.045. Roundtable Session 4;** Roundtable Session

**20.045-1. Con Respeto: Including Latino Parents' Voices and Perspectives in the Education of Their Children.** SIG-Hispanic Research Issues; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Mariah (M.D.R.) Evans, University of Nevada - Reno*

Participants:

"No Te Quedes Callado": Mexican Immigrant Mothers Breaking the Silence in the New Latino South. *Claudia G. Cervantes-Soon, University of North Carolina - Chapel Hill; Alison McGlinn Turner, University of North Carolina - Chapel Hill*

A Squandered Resource: The Divestment of Mexican Parental Involvement in U.S. Schools. *Eleanor Anne Petrone, Western Carolina University*

Parents, Diversity, and "Equity" in a Southern School District. *Myriam Casimir, California State Polytechnic University, Pomona*

Redefining Parent Involvement: Operationalizing *Consejos* in the Latino P-20 Educational Pipeline. *Daisy Denise Alfaro, University of Washington - Seattle; Karen A O'Reilly-Diaz, University of Washington, Seattle; Gerardo R. Lopez, Loyola University New Orleans*

**20.045-2. Education for Human Rights.** SIG-Peace Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Candice C. Carter, University of North Florida*

Participants:

Personal and Planetary Rights: How the Capabilities Approach Enhances and Advances the Human Rights Agenda. *Margaret Fitzpatrick, University of Illinois at Urbana-Champaign*

Lost in Peace Education: U.S. Diplomacy and Amerasian Educational Rights. *Kanako Ide, Soka University*

Implementing the United Nations Declaration on Human Rights Education and Training in U.S. Public Schools. *Rosemary A. Blanchard, California State University - Sacramento*

**20.045-3. Supplementary/Family Learning: Roundtable 1.** SIG-Research

Focus on Black Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Donna Marie Johnson, Tulane University*

Participants:

African American Parents' Experiences With Schools: How a Community-Based Program Can Strengthen Family-School Relationships. *Alea Rhys Holman, University of California - Berkeley; Sepehr Vakil, University of California - Berkeley*

How Are African American Students Perceiving the Continuation Schools They Attend: Do These Experiences Affect Their Future Outlook? *Shyrea Roberson, University of Redlands; Ronald D. Morgan, University of Redlands*

Before the Bell Rings: Black Families' Efforts to Support Their Children's Educational Excellence. *Raquel M. Rall, University of Southern California; Alea Rhys Holman, University of California - Berkeley*

Low-Income Black Parental Involvement. *Uvanney Maylor, University of Bedfordshire*

**20.045-4. Instructional Practices in the L2 (Second Language) Classroom.**

SIG-Second Language Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Amanda Kibler, University of Virginia*

Participants:

Consistency in the Education of Second/Foreign Language Teachers? A Survey of Courses Titled Second Language Acquisition. *Elaine K. Horwitz, The University of Texas - Austin; Hayriye Kayi Aydar, University of Arkansas at Fayetteville*

Multilingual Identities and Discourses in a German Classroom. *Johanna Ennser-Kananen, University of Minnesota*

Supporting English Language Learners: The Impact of a Volunteer Tutoring Program on New Immigrant Children and Preservice Teachers. *Joe D. Nichols, Indiana University - Purdue University at Fort Wayne*

**20.045-5. Action Research in Diverse Contexts: Participatory Action Research in Educational Settings, Citizen Science, and Organizational Leadership.** SIG-Action Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Elizabeth Anne Halsall, The University of Aberdeen*

Participants:

Citizen Science Action Research: Greenhouse Gases, Biochar, and Farm-Based Education. *Robert Alan Wight, University of Cincinnati*

Participatory Action Research as a Means to Engage Marginalized Elementary Students and to Help Prepare Preservice Teachers. *Martin J. Wasserberg, University of North Carolina - Wilmington*

Using a Living Theory Approach to Action Research to Develop Authenticity as an Organizational Leader. *Joan Walton, Liverpool Hope University; Nigel Harrison, Liverpool Hope University; Sonia Hutchison, Liverpool Hope University*

**20.045-6. Sources of Construct-Irrelevant Variance: Rethinking Traditional Definitions and Supports.** SIG-Inclusion & Accommodation in Educational Assessment; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chairs: *Phoebe C. Winter, Pacific Metrics Corporation; Thomas Haladyna, Arizona State University; Leanne R. Ketterlin-Geller, Southern Methodist University*

Participants:

Lessons Learned About Construct-Irrelevant Variance (CIV) From a Review of AA-MAS Research Projects. *Sue E. Bechard, Inclusive*

*Educational Assessment*

Are Digital Supports Accommodations or Tools in Online Environments? *Patricia JoAnn Almond, University of Oregon*

A Framework for the Development and Validation of Accessible Technology-Enabled and -Enhanced Assessments. *Karen Barton, CTB/McGraw-Hill LLC*

A Typology of Access Skills in Mathematics Assessments: Can Content-Related Skills and Knowledge and Affective Disposition Be Construct-Irrelevant? *Leanne R. Ketterlin-Geller, Southern Methodist University*

**20.045-7. Partnerships That Support Instructional Improvement and Engaged Learning.** SIG-School/University Collaborative Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Wendy L. Gardiner, National-Louis University*

Participants:

The Middle School Intervention Project: A University-School District Collaborative Research Partnership. *Delis Cuellar, University of Oregon*  
Building a School/University Partnership to Develop a Teacher-Led Urban Public School. *Daren Graves, Simmons College; Roberta Kelly, Simmons College; Berta Rosa Berriz, Harvard University; Betsy Drinan, Boston Teachers Union Pilot School*

Professional Development in Sheltered Instruction for Mainstream Secondary Teachers: University School District Collaborative. *Martha A. Adler, University of Michigan - Dearborn*

**20.045-8. New Media in Qualitative Research.** SIG-Qualitative Research

Cosponsored with Division D - Measurement and Research

Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Elizabeth J. Grace, National-Louis University*

Participants:

Explaining Poverty Through Digital Oral History: Using Technology Effectively. *Valerie J. Janesick, University of South Florida; Carolyn N. Stevenson, Kaplan University*

Seeing Change: Repeat Photography as Longitudinal Visual Method. *Amy S. Metcalfe, The University of British Columbia*

"Speaking for Themselves" Through Digital Photography: The Remaking of South Asian Girlhood in "Home-Made" Physical Culture. *Laura Azzarito, Columbia University*

**20.045-9. Composing Community: Creating Space and Crafting Literacies.** SIG-Writing and Literacies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Geraldine R. McNenny, Chapman University*

Participants:

Crafting Curriculum and Literacies Through Theorizing Teachers and Students as Semiotic Boundary Workers. *Lisa Hope Schwartz, University of Colorado, Boulder*

Critical Spatial Literacy in a Freshman Composition Classroom. *Robin R. Ford, Medgar Evers College/CUNY*

The Value of Secondary Literacies in Promoting Local Community Economic Security: A Five-Semester Study of Service-Learning Activism. *George Lovell Boggs, Florida State University*

Will and Ways of Writing: Creating Academic Equity Through a New Measure of Writing Hope. *Nicole Sieben, Hofstra University/Adelphi University; Sage Elizabeth Rose, Hofstra University; Holly Seirup, Hofstra University*

**20.045-10. Systematic Data Collection and Use in Teacher Education: A View From Three Programs.** SIG-Academic Audit Research in Teacher Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Morva McDonald, University of Washington*

Participants:

Data Collection and Use in an MAT Program: Studying Preparation for New York City. *Karen M. Hammerness, Bard College; Bc Craig, Bard College*

Creating an Assessment Culture in Teacher Education: Working From Bottom Up and Top Down. *Tine F. Sloan, University of California*  
Tracking the Development of Preservice Teachers. *Suzanne M. Wilson, Michigan State University; Robert E. Floden, Michigan State University; Jeffrey Cole, Michigan State University*

**20.045-11. Stories of Life During and After Teaching.** SIG-Narrative

Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Margaret Schmidt, Arizona State University*

Participants:

Putting Yourself Out There: Novice Teachers' Stories of Perceived

Professional Risk. *Jehanne Beaton, University of Minnesota*Composing a Life After Teaching. *Lee Mason Schaefer, University of Regina*

Stories of Becoming and Stories of Holding On: Teachers' Experiences

Across the Career Spectrum. *Jackie Sydnor, Indiana University; Tammi**R. Davis, Indiana University - Bloomington*The Moral Crisis in Special Education: Redefining the Pedagogical View of Disability. *Bernardo E. Pohl, Langham Creek High School***20.045-12. A Different Approach to Reading, Art, and Theories of****Intelligence: Presenting Current Research.** SIG-Talent Development

of Students Placed at Risk; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Deirdre Thompson, Howard University*

Participants:

Hearing Is Believing: Reading for Success. *Monica L. Dillihunt, The University of Alabama - Huntsville*An Exploration of the Theories of Intelligence Held by Urban Middle and High School Students. *Obed Norman, Howard University*

Education, Poverty, and Achievement: Lesson on How Reality Can Imitate

Art. *Gerunda B. Hughes, Howard University; Michael B. Wallace,**Howard University; Peng Yu, Howard University***20.045-13. Learning Sciences SIG Roundtable on Collaborative Learning.**

SIG-Learning Sciences; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Britte Haugan Cheng, SRI International*

Participants:

Developing Students' Understanding of Graphical Data Representations

Using Rotating Expertise. *Ido Roll, The University of British Columbia;**Alyssa F. Wise, Simon Fraser University*

Relational Power as What's Missing in Understanding Collaborative

Student-Led Problem Solving. *Jennifer Marie Langer-Osuna,**University of Miami; Naomi Ramona Iuhasz-Velez, University of Miami*

Time and Space: Analyzing Multiple Levels of Collaborative Learning

Across Time. *Emma M. Mercier, Durham University; Steven Edward**Higgins, Durham University*

Using Eye-Tracking Technology to Support Visual Coordination in

Collaborative Problem-Solving Groups. *Bertrand Schneider, Stanford**University; Roy D. Pea, Stanford University***20.045-14. Teacher Decision-Making and Technology Integration.**

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

Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Daljit Kaur, Francis Marion University*

Participants:

Addressing the Needs of Diverse Learners in Technology-Rich Classrooms:

Case Studies of Decision-Making During Planning. *Melissa Walker**Beeson, University of North Carolina - Greensboro*

An Examination of Teachers' Integration of Web 2.0 Technologies in

Secondary Classrooms: A Phenomenological Study. *Barbara Boksz,**Harford County Public Schools; Ling Wang, Nova Southeastern**University*

Changing the Self-Efficacy and Teaching Practices of Preservice Teachers

With Technology Integration: The Instructional Technology Leadership

Academy (ITLA) Model. *Norma J. Boakes, Richard Stockton College**of New Jersey; Douglas Matthew Harvey, Richard Stockton College of**New Jersey*

Transforming Classroom Practice Through Effective Technology

Integration. *Ellen B. Meier, Teachers College, Columbia University;**Caron M. Mineo, Teachers College, Columbia University; Tsan-Jui**Cheng, Teachers College, Columbia University***20.045-15. Mentoring and Diversity.** SIG-Mentorship and Mentoring

Practices; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Lisa D. Hobson, Prairie View A&M University*

Participants:

Identifying Cultural Factors That Hinder and Facilitate Mentoring Programs and Relationships. *Frances K. Kochan, Auburn University*Mentoring Latina Junior Faculty to the Academy: Sorting Through Invisible Structures. *Lilia D. Monzo, Chapman University; Suzanne SooHoo, Chapman University*Mentoring at the Crossroads: The Support Needs of African American Doctoral Students. *Sean Robinson, Morgan State University***20.045-16. Conditions for Establishing and Promoting Collaborative Research in STEM Learning Ecologies.** Division C - Learning and Instruction; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Richard A. Duschl, The Pennsylvania State University*

Participants:

Sustaining the Creative Tension to Support a STEM Learning Ecology. *Stephanie L. Knight, The Pennsylvania State University; Jane Schielack, Texas A&M University*Exploring the Effect of Virtual Ecologies on Student Learning Processes: A Collaborative Endeavor of Science and Education Scholars. *X. Ben Wu, Texas A&M University; Stephanie L. Knight, The Pennsylvania State University; Jane Schielack, Texas A&M University; Aubree M. Webb, The Pennsylvania State University*The Bio-Engineered Model System: Interlocking Physical and Mental Models on the Laboratory Bench Top. *Wendy Newstetter, Georgia Institute of Technology*STEM Integration in a Research-Based Engineering Curriculum Using Enacted and Prescribed Frames. *Anthony Petrosino, The University of Texas - Austin*Evaluating Educational Collaborations. *Ruth Ann Anderson, FACET Innovations; Jim Minstrell, FACET Innovations***20.045-17. Defining Cross-Discipline Academic Language and Exploring Its Effect on Academic Literacy Across Contexts and Grades.**

Division C - Learning and Instruction; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:00-1:30pm

Chair: *Paola Uccelli, Harvard University*

Participants:

Identifying Cross-Disciplinary Academic Language Skills Throughout the Middle School Years. *Paola Uccelli, Harvard University; Christopher Daniel Barr, University of Houston; Christina L. Dobbs, Harvard University; Emily Phillips Galloway, Harvard Graduate School of Education; Alejandra Meneses, Pontificia Universidad Catolica de Chile; Emilio Sanchez, Universidad de Salamanca*The Impact of Discourse Marker Knowledge on Reading Comprehension. *Emilio Sanchez, Universidad de Salamanca*

Modeling the Relationship Between Lexical, Grammatical, and Discourse Structure Knowledge and Academic Writing Proficiency for Middle-

Grade Writers. *Emily Phillips Galloway, Harvard Graduate School of Education; Paola Uccelli, Harvard University; Christopher Daniel Barr, University of Houston*"I'm Going to Tell You My Reasons": Exploring How Eighth Graders Use Academic Language to Organize Their Persuasive Drafts. *Christina L. Dobbs, Harvard University*The Relation Between Nonpresent Academic Classroom Talk and Chilean Students' Literacy Outcomes From Pre-K to Second Grade. *Alejandra Meneses, Pontificia Universidad Catolica de Chile***Division and SIG Posters****20.046. Poster Session 1;** Poster Session**20.046-1. Science Literacy and Inquiry.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:00-1:30pm

Posters:

1. A Tale of Two Summers: Programs Designed to Improve Attitudes and Achievement of Underrepresented Students in Science and Math. *Adam V. Maltese, Indiana University; Joseph A. Harsh, Indiana University*2. Classroom Participation Structures and Student/Teacher Positioning in Establishing Science Knowledge-Building Practices. *Christina R. Krist, Northwestern University*



3. Designing Assessment to Measure Cumulative Learning of Energy Topics. *Ou Lydia Liu, ETS; Kihyun (Kelly) Ryoo, University of North Carolina - Chapel Hill; Mie Elissa Sato, University of California - Berkeley; Vanessa Svihla, University of New Mexico; Marcia Linn, University of California - Berkeley*
4. Designing Interdisciplinary Assessments in Sciences for College Students. *Ji Shen, University of Miami; Ou Lydia Liu, ETS*
5. Dual Processing and the Development of Students' Understanding Through Writing. *SaeYeol Yoon, University of Iowa; Brian Hand, University of Iowa*
6. Mitigating Barriers to Disciplinary Literacy in Space Science for Students With Learning Disabilities. *Carrie A. Strohl, University of California - Davis*
7. Pursuing Learning as Coherent, Connected, and Cumulative: Time as a Resource in Primary Science Classrooms. *Judy Moreland, The University of Waikato; Bronwen Cowie, University of Waikato; Kathrin Otrrel-Cass, Aalborg University*
8. Science Teacher Perspectives About Refutation Texts: A Literacy Strategy for Affecting Conceptual Change. *Suzanne H. Broughton, Utah State University; John Settlege, University of Connecticut*
9. Specialized STEM High School Programs: What Makes Them Special. *Colby Tofel-Grehl; Carolyn M. Callahan, University of Virginia*
10. The Role of Context in Evoking Children's Alternative Conceptions of Evolution. *Uyen Adelyn Ly, University of California - Berkeley*
11. Students' Socioscientific Actions: Using and Enhancing Their "Street Smarts." *Christina Ann Phillips-MacNeil, University of Toronto-doctoral candidate; Mirjan Krstovic, Peel Region; John Lawrence Bencze, OISE/University of Toronto*

#### 20.046-2. College Student Learning and Development Poster Session 2.

Division J - Postsecondary Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:00-1:30pm

##### Posters:

12. Getting By With a Little Help From Your Beliefs: The Mediating Effect of Self-Compassion on Help-Seeking and Theories of Intelligence. *Jaimie Meredith Krause, City College of New York - CUNY; Lauren A Blondeau, The University of Texas - Austin; Nancy K. Stano, The University of Texas - Austin; Kristin E. Harvey, The University of Texas - Austin*
13. University Students' Subjective Well-Being: The Role of Autonomy Support From Parents, Friends, and the Romantic Partner. *Catherine Ratelle, Université Laval; Karine Simard, Université Laval; Frederic Guay, Université Laval*
14. Transactional Leadership in Flux: Building Leader Efficacy in African American Students Attending a Highly Selective Private Institution. *Bryan Hotchkins, University of Utah*

#### 20.046-3. Division J Section 6 Poster Session. Division J - Postsecondary Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:00-1:30pm

##### Posters:

15. A Phenomenological Study: The Lived Experiences of the International Students in the United States With Low English Proficiency. *Muhammet Mustafa Alpaslan, Texas A&M University; Bugrahan Yalvac, Texas A&M University - College Station*
16. A Survey of Heterosexual University Students' Attitudes Toward Gay Men and Lesbians in Taiwan. *Tsai-Wei Wang, National Dong Hwa University; Te-Sheng Chang, National Dong Hwa University; Chia-Sheng You, National Dong Hwa University*
17. Asian Americans and Persistence in Higher Education: A Social and Cultural Capital Inquiry. *Jennifer R. Crandall, University of Pittsburgh*
18. Broadening the Pipeline of Engineering Through the Study of Persistence of Minority Students at Minority-Serving Institutions. *Dawn G. Williams, Howard University; Lorraine Fleming, Howard University; Kalynda C. Smith, Howard University; Inez Moore, Howard University; Leonard B. Bliss, Florida International University; Fabiana Bornmann, Florida International University*
19. Loss of Talent: Undocumented College Graduates and the Impact of Legal Status. *William Perez, Claremont Graduate University; Iliana Perez, Claremont Graduate University; Nancy Guarneros, Claremont Graduate University; Jessica Itzel Valenzuela, Claremont Graduate University; Gloria Montiel, Claremont Graduate University*
20. Postsecondary Credential Networks of Fortune 500 Directorships. *Molly Christina Ott, Arizona State University; Sergio Celis, University*

*of Michigan*

21. Socioeconomic determinants of college enrollment patterns. *Veronica Terriquez, University of Southern California; Oded Gurantz, Stanford University*
22. The Origins of Polytechnic Education. *Qin Liu, University of Toronto*
23. Who Comes to Campus? Parental Involvement and College Adjustment for Asian American Students. *Laura Bernhard, University of California - Los Angeles; Linda T. Deangelo, University of Pittsburgh; Mitchell J. Chang, University of California - Los Angeles*

#### 20.046-4. Posters on Teacher Professional Development. Division K - Teaching and Teacher Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:00-1:30pm

##### Posters:

24. "No One Gets to Say No to That Question": Roles and Status in Collaborative Practice. *Paul Sutton, University of Washington; Andrew W. Shouse, University of Washington*
25. Constraints and Enablers in a Secondary Literacy Intervention Designed to Produce High Equity Outcomes. *Aaron Wilson, University of Auckland; Stuart McNaughton, The University of Auckland*
26. Development of Teachers' Self-Regulation From Teacher Training Into Professional Working Life: Stability or Change? *Janina Roloff Henoch, Christian-Albrechts-Universität; Uta Klusmann, University of Kiel; Oliver Lüdtke, Humboldt University; Ulrich Trautwein, Universität Tübingen*
27. Diagnostic Competence of (Prospective) Teachers in Vocational Education: An Analysis of Error Identification in Accounting Lessons. *Eveline Wuttke, Goethe University; Juergen Seifried, University of Mannheim*
28. Does Professional Development Make a Difference? Results of a Three-Year Study of K-2 Science Instruction and Student Learning. *Judith H. Sandholtz, University of California - Irvine; Cathy Ringstaff, WestEd*
29. Examining Professional Development for the Early Care Workforce: A Multiphase Mixed-Methods Exploration. *Sandra Mammiano Linder, Clemson University; Kellye Rembert, Clemson University; Amber Simpson, Clemson University; Deanna Ramey, Clemson University; Bill Brown, University of South Carolina; Leigh D'Amico, University of South Carolina; Kassie Mae Miller, University of South Carolina*
30. Examining Social Studies Teachers' Cross-Cultural Professional Development Experiences. *Eui-Kyung Shin, Northern Illinois University; Yoonjung Choi, University of Maine at Farmington*
31. Exploring Feedback to Secondary Teachers: The Intersections of Feedback Opportunities, Teachers' Perceptions, and School Capacity. *Eric John Hougan, University of Washington*
32. Factors Influencing the Persistence of Professional Learning Teams: A Boolean Analysis. *Michael Broda, Michigan State University; John L. Lane, Michigan State University*
33. K-21 Teacher-Leaders Innovate a Design-Centric Theory of Action to Navigate Schools and Museums as Cultural Landscapes for Learning. *Ralph Adon Cordova, University of Missouri - St. Louis; Kristiina P. Kumpulainen, University of Helsinki; Ann R. Taylor, Southern Illinois University - Edwardsville; Patricia Swank, Highland High School, Highland, Illinois; Michael Murawski, Portland Art Museum*
34. No More Cheerleaders: An Exploration of Collaboration and Difficult Conversations in Teacher Discourse Communities. *Ashley Summer Boyd, University of North Carolina - Chapel Hill; Jocelyn A. Glazier, University of North Carolina - Chapel Hill; Kristen Vaughn Bell Hughes, University of North Carolina - Chapel Hill; Ritsa Mallous, University of North Carolina - Chapel Hill*
35. Quality of Continuing Professional Development for Teachers: A Mixed-Method Study of Its Organization and Governance and Its Impact on Practice. *Stephan Gerhard Huber, Institute for the Management & Economics of Education*
36. Teach Talk During Collaborative Inquiry: Results of a Three-Year Analysis. *David Slavitt, Washington State University Vancouver; Tamara Holmlund Nelson, Washington State University - Vancouver; Angie Deuel Foster, Washington State University - Vancouver*
37. Teaching Artists Help K-2 Teachers Boost Language Development of ELLs. *Liane R. Brouillette, University of California - Irvine; Douglas Harold Grove, Vanguard University of Southern California*
38. Videoclubs in Teacher Training Programs for Classroom Management. *Valentina Piwovar, Freie Universität Berlin; Diemut Ophardt, Freie Universität Berlin; Felicitas Thiel, Freie Universität Berlin*

**20.046-5. Teachers and Practice in Global Environments.** SIG-International Studies; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:00-1:30pm

Posters:

39. International Teachers in the United States: Exploring the Perspectives of and Impacts on Foreign Teachers Participating in a Unique Professional Development Program. *D. Brent Edwards, University of Maryland - College Park; Roderick LaMar Carey, University of Maryland - College Park; Charles Carlos Blake, University of Maryland*
40. Inventory of Cross-Cultural Sensitivity: Revising an Instrument for Use in a Global Context. *Jennifer A. Mahon, University of Nevada - Reno; Kenneth Cushner, Kent State University*
41. Short-Term Study Abroad and Intercultural Communication Competence Development. *Tsu-Chia Julia Hsu, Lunghwa University of Science and Technology*
42. Sustaining Expertise Through Peer and Self Reflections: Experiences of Chinese English Language Teachers. *Faridah Pawan, Indiana University*
43. Teacher Self-Efficacy in Cross-Cultural Perspective. *Svenja Vieluf, German Institute for International Educational Research; Mareike Kunter, Goethe University; Fons Van de Vijver, Tilburg University*
44. The Underlying Factors of Inequalities in Academic Achievement in Turkish Primary Schools. *Bengu Borkan, Bogazici University*
45. Unequal Access to Educational Excellence? Homework and Teacher Qualifications. *Gerald K. LeTendre, The Pennsylvania State University; Motoko Akiba, Florida State University; Sakiko Ikoma, The Pennsylvania State University; Guodong Liang, University of Missouri*

**20.046-6. Urban Learning, Teaching, and Research: Poster 1.** SIG-Urban Learning, Teaching, and Research; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:00-1:30pm

Posters:

46. A Model Comparing the Presence of ESL Teacher Support on Predicting Instructional Effectiveness in a Response to Intervention Program. *Patricia Lamia, Dowling College; Rebecca Raymond, Dowling College; Gloria M. Jackson, Dowling College; Elsa-Sofia Morote, Dowling College; S. Marshall Perry, Dowling College*
47. Analyzing Teachers' Sense of Efficacy in Urban Schools (SEUS). *Mary Garner, Kennesaw State University; Julie Kokan, Osborne High School; Doug Hearnington, Georgia Regents University; Marie Holbein, Kennesaw State University; Mark Lang, Smitha Middle School; Gita Taasobshirazi, Kennesaw State University*
48. Having Their Say: Low-Income Minority Students' Perceptions of High-Quality Teaching. *Adrian Wayne Bruce, Howard University; Darla M. Scott, Howard University*

**20.046-7. "Can I Tell You Something?" Understanding How Personal Narratives Shape Students' Scientific Literacies During Content-Based ESL Instruction.** Division K - Teaching and Teacher Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:00-1:30pm

Poster:

49. "Can I Tell You Something?" Understanding How Personal Narratives Shape Students' Scientific Literacies During Content-Based ESL Instruction. *Cristin Marie Geoghegan, University of Illinois at Urbana-Champaign; Sandra Lucia Osorio, University of Illinois at Urbana-Champaign*

**20.046-8. Division D Section 2 Poster Session.** Division D - Measurement and Research Methodology; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:00-1:30pm

Posters:

50. Addressing the Issue of Meta-Analysis Multiplicity in Education. *Joshua R. Polanin, Loyola University Chicago; Therese D. Pigott, Loyola University Chicago; Ryan Williams, Loyola University Chicago; Alyssa Rodriguez, Loyola University Chicago; Megan Polanin, Loyola University Chicago*
51. Impact of Sample Size and Number of Groups on the Power of Equivalence Tests. *Shayna Ann Rusticus, The University of British Columbia; Chris Lovato, The University of British Columbia*
52. The Impact of Measurement Error on the Estimation of Group-Level Treatment Effects. *Jonathan Schweig, University of California - Los*

*Angeles*

53. An L-Moment Based Characterization of Dagum Distributions. *Mohan Dev Pant, The University of Texas - Arlington; Todd Christopher Headrick, Southern Illinois University - Carbondale*
54. Evaluating the Impact of Different Persistence and Measurement Model Assumptions on Value-Added Teacher Estimates. *Leslie H. Shaw, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln*
55. Supervised Classification in the Presence of Misclassified Training Data: A Monte Carlo Simulation Study. *Jocelyn E. Holden, Ball State University; William Holmes Finch, Ball State University*
56. Impact of Nonnormal Random Components on the Linear Mixed Model. *Brandon LeBeau, University of Minnesota*
57. The Effect of Within- and Cross-Level Multicollinearity in Multilevel Modeling. *Thomas James Blaze, University of Pittsburgh; Feifei Ye, University of Pittsburgh*
58. Two Stones Kill One Bird: A Comparison of Two Latent Growth Modeling Approaches. *Cody Ding, University of Missouri*
59. A Comparison of Methods for Analyzing Missing Data in Longitudinal Studies. *Hui Jiang, The Ohio State University; Sui Huang, The Ohio State University*
60. A Monte Carlo Comparison of Polytomous Item Estimation Based on Higher-Order IRT Models Versus Second-Order CFA Models. *Hong Wang, Saint Ambrose University; Kevin H. Kim, University of Pittsburgh*
61. A Simulation Study of Accuracy and Precision in Estimation of Effect Size for Mediation Analysis. *Thanh Vinh Pham, University of South Florida; Merlande Petit-Bois, University of South Florida; Eun Kyeng Baek, University of South Florida; Jeffrey D. Kromrey, University of South Florida*
62. GIS (Geographic Information Systems) and Education Policy: Mapping "At Risk" Areas of a Metropolitan School District as a Means for School Improvement. *William Richard England, University of Nebraska - Lincoln; Edmund T. Hamann, University of Nebraska - Lincoln*
63. Using Objective Data-Driven Priors to Estimate Bayesian Growth Models. *Sarah Depaoli, University of California - Merced*

**20.046-9. Division D Section 1 Poster Session III.** Division D - Measurement and Research Methodology; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:00-1:30pm

Poster:

64. Variations of the Weighted Penalty Model for Content Balancing in Computer Adaptive Testing. *Yuehwei Chien, Pearson; Chingwei D. Shin, Pearson; Walter D. Way, Pearson*

**Saturday, 2:15 pm**

**Presidential Sessions**

**21.010. Film Festival: *Forty Years Later: Now Can We Talk?*** Presidential Session Cosponsored with Division F - History and Historiography, SIG-Research Focus on Black Education

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 2:15-3:45pm

Participants: *Lee Anne Bell, Barnard College; Markie Hancock, Hancock Productions*

**21.011. Growing-Our-Own Latina/o Teachers: A National Counternarrative to Poverty.** Presidential Session

Hilton Union Square, Lobby Level, Plaza B; 2:15-3:45pm

Chair: *Jose Cintron, California State University - Sacramento*

Participants: *Pedro Pedraza, Hunter College - CUNY; Angela Valenzuela, The University of Texas - Austin; Kris D. Gutierrez, University of Colorado - Boulder; Linda Darling-Hammond, Stanford University*

Discussant: *Sonia Nieto, University of Massachusetts - Amherst*

**Committee Sessions**

- 21.012. Creating Spaces for Girls of Color.** Committee on Scholars and Advocates for Gender Equity in Education; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Lombard; 2:15-3:45pm  
Chair: *Jennifer Vann Jones, Rutgers University - New Brunswick/Piscataway*  
Participants:

Creating Gender for/From the Margins: Competing Educational Discourses for Orphan Girls in Rural North India. *Yolanda Elizabeth Diaz-Houston, University of California - Santa Cruz*

Creating a Homeplace: Young Latinas Constructing Feminista Identities in the Context of a Single-Sex Catholic High School. *Monica G. Garcia, California State University - Northridge*

Readin' Sistah's: Counterstories as Literacy Engagement in an All-Girl Book Club. *Carleen Carey, Michigan State University*

Discussant: *Theodora Regina Berry, Mercer University*

**21.013. GSC Division I Fireside Chat: What the Future Holds for Scholarship in the Professions: Lessons Learned and Advice for Junior Scholars.** Graduate Student Council; Invited Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 2:15-3:45pm

Chairs: *Angela Blood, The University of Chicago; Jamie O'Keeffe, Stanford University*

Participant: *Lee S. Shulman, Stanford University*

**21.014. What About Us? Moving From the Margins to the Center.**

Committee on Scholars of Color in Education; Paper Session  
Hilton Union Square, Ballroom Level, Continental 7; 2:15-3:45pm

Chair: *Korina Jocson, Washington University in St. Louis*

Participants:

I Am Who I Say I Am: The Influence of a Predominantly White Independent School Environment on the Self-Perception of Middle School African American Girls. *Charlotte E Jacobs, University of Pennsylvania*

Level of Voice and Self-Construction Among African American Middle and High School Students. *Yashica J. Crawford, San Francisco Unified School District; Bridget A. Franks, University of Florida*

Oral Histories of Four Urban Youth Affected by Disproportionality in Special Education. *Shalene R. Wright, California State University - Los Angeles*

What About Us? An Intersectional Analysis of Racialized and Indigenous Exclusion in Feminist Organizing. *Manjeet Birk, University of British Columbia*

"I Didn't Ask Questions": Enriching African Immigrant Schooling Experiences Beyond Just Good Grades. *Chinwe Linda Okpalaoka, The Ohio State University*

Discussant: *Laurence J. Parker, University of Utah*

### Division Sessions

**21.015. Leading for Teacher Learning: Capacity Building in Schools.**

Division A - Administration, Organization and Leadership; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 8; 2:15-3:45pm

Chair: *Richard Knuth, University of Washington*

Participants:

Leading for Teacher Learning? How New Principals Think About and Support Teachers as Learners. *Lauren M. Anderson, University of Southern California; Andrea J. Bingham, University of Southern California*

The Nature and Impact of Leadership Practices Aimed at Developing the Capacities of School Staff. *Jingping Sun, The University of Alabama; Kenneth A. Leithwood, OISE/University of Toronto*

What Effective Principals Do: Longitudinal Evidence From School Leader Observations. *Jason A. Grissom, Vanderbilt University; Susanna Loeb, Stanford University*

An Exploration of Academic Optimism at the Principal Level. *Lisa Ann Riegel, The Ohio State University*

Confirmation Bias as a Barrier to Inquiry in Conversations About Performance Issues. *Deidre Le Fevre, University of Auckland; Viviane M. Robinson, University of Auckland; Claire Sinnema, The University of Auckland*

Discussant: *Corrie Stone-Johnson, University at Buffalo - SUNY*

**21.016. Preparing Social Justice School Leaders.** Division A - Administration, Organization and Leadership; Paper Session

Parc 55, Third Level, Powell I; 2:15-3:45pm  
Chair: *Madeline M. Hafner, University of Wisconsin - Madison*  
Participants:

Examining the Social Justice Identity of Assistant Principals in Persistently Low-Achieving Schools. *Bradley W. Carpenter, University of Louisville; Amanda Mitchell, University of Louisville; Beth E. Bukoski, University of Louisville; Matthew Scott Berry, University of Louisville*

Framing Leadership for Social Justice in a University-Based Preparation Program. *Tina M. Trujillo, University of California - Berkeley; Robert Cooper, University of California - Los Angeles*

University Preparation of K-12 Social Justice School Leaders: Examination of Intended, Implemented, and Assessed Curriculum. *Linda Hauser, California State University - Fresno; Rosmary "Sandie" Woods, Fresno Pacific University*

Leaders' Need for Competence: A Roadblock to Leading for Equity. *Edith A. Rusch, University of Nevada - Las Vegas; Julie M McCann, Oregon State University*

Using the Emerging Concept of Dis Ease to Promote Critical Consciousness and Social Justice in the Practice of Educational Leadership. *Sharon I. Radd, University of Saint Thomas; Bruce H. Kramer, University of Saint Thomas*

Discussant: *Jacob Easley, University of Pittsburgh - Johnstown*

**21.017. The Work of Contemporary School Leaders in the Process of Instructional Improvement.** Division A - Administration, Organization and Leadership; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 7; 2:15-3:45pm

Chair: *Hans W. Klar, Clemson University*

Participants:

The Emergence of Generation X School Leaders in London, New York, and Toronto: A Tale of Three (Global) Cities. *Karen E. Edge, Institute of Education - London; Paul Armstrong, University of Manchester*

The Work of Contemporary Principals. *Katina E. Pollock, University of Western Ontario*

Developing System Capacity to Support Principals' Instructional Leadership. *Ann C. Jaquith, Stanford University*

Educational Leaders' Conceptions of Effective Instruction: A Nine-Year Study. *Paul Eggen, University of North Florida; Don P. Kauchak, University of Utah*

Context, Curriculum, and Community Matter: Effective Leadership in Rural Schools. *K. Anne Wright, University of Otago; Darrell Latham, University of Otago; Lisa F. Smith, University of Otago*

Discussant: *Angela Urick, Minnesota State University - Mankato*

**21.018. Art, Design, and Inquiry.** Division B - Curriculum Studies; Paper Session

Grand Hyatt, Theatre Level, Conference Theatre; 2:15-3:45pm

Chair: *Denise M. Taliaferro Baszile, Miami University*

Participants:

Drama With Street Youth: Collaborative Video Analysis Across Distance. *Amanda Wager, The University of British Columbia; Anne Wessels, University of Toronto - OISE*

Using the Arts to Promote Social Justice and Vision-Building Skills in School Leaders. *Jen Katz-Buonincontro, Drexel University; Joy C. Phillips, East Carolina University; Noelle Witherspoon Arnold, University of Missouri - Columbia*

Sustaining Aesthetic Reading and Teaching in an Audit Culture: Co-Labor as a Theory and Method of Curriculum Inquiry. *Brandon Lee Sams, Auburn University; Alyson I. Whyte, Auburn University*

Reenvisioning Scholarly Inquiry: A Dissertation in Comics Form Unites Visual and Verbal. *Nick Sousanis, Teachers College, Columbia University*

Poverty, Parity, and...Play? The Possibility of "Unlearning" Inhibiting Gender Biases Through Games. *Geoff Kaufman, Dartmouth College; Mary Flanagan, Dartmouth College; Cote Theriault, Dartmouth College*

Discussant: *Erica R. Davila, Arcadia University*

**21.019. Do-It-Yourself Media and Youth Engagement: Repurposing Media for Play, Resistance, and Learning.** Division B - Curriculum Studies; Symposium

Grand Hyatt, Ballroom Level, Grand Ballroom West; 2:15-3:45pm

Chair: *Jason D. Nolan, Ryerson University*

Participants:



From Apathy to Occupy Wall Street to 4th Wave Feminism: Youth Practices of Social Media and Participatory Democracy. *Megan Boler, University of Toronto*

Mirror Images: Avatar Aesthetics and Self-Representation in Digital Games. *Suzanne de Castell, University of Ontario Institute of Technology*

Raising the Bar on "Voice" in a Troubled Community: Student Media Projects. *Jennifer Jenson, York University*

DIY (Do It Yourself) Beyond the Screen: Creative, Critical, and Connected Making With E-Textiles. *Yasmin B. Kafai, University of Pennsylvania; Kylie A. Peppler, Indiana University - Bloomington*

Embodied Semiosis: Autistic "Stimming" as Sensory Praxis. *Jason D. Nolan, Ryerson University; Melanie C McBride, York University*

Discussant: *Jennifer Jenson, Simon Fraser University*

**21.020. Whose Curriculum: Critical Conversations of Poverty, Race, and Texts.** Division B - Curriculum Studies; Paper Session

Grand Hyatt, Theatre Level, Curran; 2:15-3:45pm

Chair: *Jungae Park Kim, Daesung Study Center*

Participants:

Guarding Against Poverty, or an Impoverished Curricular Theory: Perspectives From Canada's East and West Coasts. *Greg William O'Leary, Memorial University; Bhuvinder Singh Vaid, Simon Fraser University*

Ideology, Class, and Rationality: Deconstructing Power and Politics in a Thinking Curriculum. *Leonel Tze-Wei Lim, University of Wisconsin - Madison*

Race and Paternalism: A Genealogical Approach to an Impoverishing Discourse. *Jeffery M. Frank, Sweet Briar College*

Reclaiming Intellectual Work With Preservice Elementary Educators Through Curriculum Studies. *Lori T. Meier, East Tennessee State University*

Whose Curriculum? Looking Into the Historical Development of Primary and Secondary Textbooks in the ROC (Taiwan), 1897-2012. *Hsiao-Lan S. Chen, National Taiwan Normal University; Li-Hsin Wang, National Academy for Educational Research*

Discussant: *William M. Reynolds, Georgia Southern University*

**21.021. Bilingualism, Biliteracy, and English Language Learning.** Division

C - Learning and Instruction; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 2:15-3:45pm

Chair: *Li-Jen Kuo, Northern Illinois University*

Participants:

The Contribution of Linguistic Awareness to Reading Comprehension for English Monolingual and Spanish-English Bilingual Children in Second Through Fifth Grade. *Patrick Proctor, Boston College; Rebecca Deffes Silverman, University of Maryland - College Park; Jeffrey R. Harring, University of Maryland; Anna Meyer, University of Maryland - College Park; Christine Aileen Montecillo, Boston College*

The Effect of Literacy Instruction on the Oral Narrative Retells of Emergent Bilingual Children. *Audrey Lucero, University of Oregon*

Does Growth in Working Memory Predict Literacy in English Language Learners? *H. Lee Swanson, University of California - Riverside; Catherine Lussier, University of California - Riverside; Michael John Orosco, University of California - Riverside; Michael M. Gerber, University of California - Santa Barbara; Danielle Guzman-Orth, Educational Testing Service*

Transfer Across Writing Systems: The Role of Chinese Word Reading in Predicting English Reading Comprehension. *Stefka H. Marinova-Todd, The University of British Columbia; Yuuko Uchikoshi, University of California - Davis*

Cognitive Predictors of English Reading Performance in Spanish-Speaking English Language Learners (ELLs): A Longitudinal Investigation. *Nicole M. Garcia, University of California - Riverside; H. Lee Swanson, University of California - Riverside; Dennis T. Sisco-Taylor, University of California - Riverside; Catherine Lussier, University of California - Riverside*

Can Written Translations Index Bilingualism and Biliteracy in Spanish and English? *Patrick Proctor, Boston College; Christine Aileen Montecillo, Boston College*

**21.022. Evaluating the Validity of Concept Inventories as Aids for STEM Teaching and Learning.** Division C - Learning and Instruction;

Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 2:15-3:45pm

Chair: *James W. Pellegrino, University of Illinois at Chicago*

Participants:

Components of a Comprehensive Approach to Validity. *James W. Pellegrino, University of Illinois at Chicago; Louis V. DiBello, University of Illinois at Chicago*

Conceptual Underpinnings of Concept Inventories (CIs). *James W. Pellegrino, University of Illinois at Chicago; Louis V. DiBello, University of Illinois at Chicago; Ronald L. Miller, Colorado School of Mines; Ruth A. Streveler, Purdue University; Lianne Schroeder, University of Illinois at Chicago; William F. Stout, University of Illinois*

Statistical and Diagnostic Analyses of Student Performance on Concept Inventories. *Natalie Jorion, University of Illinois at Chicago; Katie James, University of Illinois at Chicago; Lianne Schroeder, University of Illinois at Chicago; Louis V. DiBello, University of Illinois at Chicago*

Protocol Studies of Students' Conceptual Reasoning. *Dana Denick, Purdue University; Aidsa Ivette Santiago Roman, University of Puerto Rico - Mayaguez; Ruth A. Streveler, Purdue University*

Discussant: *Wendy Newstetter, Georgia Institute of Technology*

**21.023. Division D Exemplary Work From Promising Researchers.**

Division D - Measurement and Research Methodology Cosponsored with Graduate Student Council; Invited Session  
Parc 55, Second Level, Divisadero; 2:15-3:45pm

Participants:

The Effect of Propensity Scores on Differential Item Functioning (DIF) Analysis. *Hyesun Lee, University of Nebraska - Lincoln*

Understanding the Relationship Between Teacher Stress and Teacher Attrition: A Meta-Analysis. *Rachel Barouch Gilbert, Washington State University; Noah L. Schroeder, Washington State University; Olusola Olalekan Adesope, Washington State University*

The Estimation of Continuous Latent Variable Interactions: A Comparison of Three Currently Available Methods. *Myriam Lopez, The University of Texas - Austin*

Discussants: *William Holmes Finch, Ball State University; Arthur A. Thacker, Human Resources Research Organization*

**21.024. Varying Perspectives and Applications in Growth Modeling.**

Division D - Measurement and Research Methodology; Paper Session  
Parc 55, Fourth Level, Mission II&III; 2:15-3:45pm

Chair: *Yun Xiang, Northwest Evaluation Association*

Participants:

An Exploration of Methods for Measuring Academic Growth for Students With Significant Cognitive Disabilities. *Meagan Karvonen, Western Carolina University; Claudia P. Flowers, University of North Carolina - Charlotte; Shawnee Wakeman, University of North Carolina - Charlotte*

Differentiating Growth in Oral Reading Fluency Across Two Academic Years and the Intervening Summer. *Joshua Melton, University of Oregon; Erin Fukuda, University of Oregon; Keith Zvoch, University of Oregon; Joseph J. Stevens, University of Oregon*

Growth Models: The Hidden Sources of Error. *Andrea Hebert, Measured Progress; Rob Keller, Measured Progress; Lisa A. Keller, University of Massachusetts - Amherst; Jennifer L. Dunn, Measured Progress*

Student Socioeconomic Status and the Stability of Student Growth Percentile Estimation. *Amanda Corby Soto, University of Massachusetts - Amherst; Lisa A. Keller, University of Massachusetts - Amherst*

Longitudinal Dimensionality, Vertical Equating, and Growth Modeling of Early Childhood Adjustment in the National Population. *Paul A. McDermott, University of Pennsylvania; Marley Watkins, Baylor University; Michael Rovine, Pennsylvania State University; Samuel Rikoon, University of Pennsylvania*

Discussant: *Daniel M. Lewis, CTB/McGraw-Hill LLC*

**21.025. Educational and Occupational Aspirations: Complementary Theoretical Perspectives and Analytical Approaches.** Division E -

Counseling and Human Development; Symposium  
Parc 55, Fourth Level, Cyril Magin III; 2:15-3:45pm

Chairs: *V. Scott H. Solberg, Boston University; Helen M.G. Watt, Monash University*

Participants:

Trajectories of Occupational Aspirations During Adolescence: The Role of Autonomy Support and Motivational Resources. *Frederic Guay,*

*Université Laval; caroline senecal, Université Laval; Catherine Ratelle, Université Laval*

Trajectories of Educational Aspirations and Attainment Through Adolescence and Beyond: Person, School, and Home Influences. *Nir Madjar, Bar-Ilan University; Helen M.G. Watt, Monash University; Oksana Malanchuk, University of Michigan; Jacquelynne Eccles, University of Michigan*

Affordances and Barriers for European American and Minority Youth Transitioning to College and Work. *Paul W. Richardson, Monash University; Oksana Malanchuk, University of Michigan; Jacquelynne Eccles, University of Michigan*

Occupational Aspirations in STEM and Non-STEM Fields: Assessment of Domain Ability and Gender. *Sainz Milagros, Open University of Catalonia*

Designing of Curricular Interventions Needed to Increase Educational and Career Aspirations, Interests, and Choice Behavior. *V. Scott H. Solberg, Boston University; Kimberly A.S. Howard, Boston University*

Discussant: *Jacquelynne Eccles, University of Michigan*

**21.026. Innovative Practices With Communities of Color.** Division E -

Counseling and Human Development; Invited Session  
Hilton Union Square, Lobby Level, Plaza A; 2:15-3:45pm

Chair: *Bryana Helen French, University of Missouri*

Participants:

Why Talking Is Overrated in Psychology. *Christine Jean Yeh, University of San Francisco*

Schooling in Communities of Color. *Hardin L.K. Coleman, Boston University*

Learning From Our English Language Learners. *Noah Borrero, University of San Francisco*

Black Youth Beyond the Digital Divide: Internet Use, Victimization, and Intervention. *Brendesha M. Tynes, University of Southern California*

**21.027. Educating in Muddy Waters: Engagement, Excuses, and Exposure in Teaching LGBTQ Students.** Division G - Social Context of Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 2:15-3:45pm

Chair: *Melissa J. Smith, Syracuse University*

Participants:

It's a Balancing Act: The "Good" Teacher and the "Ally" Identity Claim. *Melissa J. Smith, Syracuse University*

Legitimizing LGBTQ Student Experiences as Curricular Content in the Art Classroom. *Kristin Goble, University of Wisconsin - Whitewater*

Negotiations of the Gender Nonconforming Teacher Body in the Classroom. *Lauren Brook Hamahs, University of Florida*

Exploring Educator Fear and Resistance in Response to the Presence of Transgender Elementary School Students. *Elizabeth Payne, Syracuse University*

Discussant: *Barbara Dennis Korth, Indiana University*

**21.028. Epistemic Privilege and Poverty: Conceptualizing Transnational Youth as Social Theorists.** Division G - Social Context of Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 2:15-3:45pm

Chair: *Stanton Wortham, University of Pennsylvania*

Participants:

New Visions: Black-Identified Transnational Youth Theorizing About Race and Justice. *Krystal Smalls, University of Pennsylvania; Chike McLoyd, University of Pennsylvania*

Transnational Multilingual Students' Theories on Language: Critical Language Awareness in the ESL Classroom. *Sofia Chaparro, University of Pennsylvania*

Reconceptualizing Girl Talk as Theory: Mexican Middle School Girls Navigating Racialization, Social Difference, and Identity in the New Latino Diaspora. *Katherine L. Clonan-Roy, University of Pennsylvania; Catherine R. Rhodes, University of Pennsylvania*

Participatory Filmmaking With Teens in the Superdiverse Mediascape. *Joanna L. Siegel, University of Pennsylvania*

Discussant: *Sofia A. Villenas, Cornell University*

**21.029. Indigenous and Mexican Practices of Collaboration With Initiative and Consideration.** Division G - Social Context of Education;

Symposium

Hilton Union Square, Ballroom Level, Continental 3; 2:15-3:45pm

Chairs: *Angelica Lopez, University of California - Santa Cruz; Andrew Dayton, University of California - Santa Cruz*

Participants:

Collaboration in Learning Through Intent Community Participation. *Barbara Rogoff, University of California - Santa Cruz*

Mexican-Heritage and European American Children's Initiative, Skill, and Flexibility in Planning. *Lucia Alcalá, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz*

Mutual or Divided Endeavors: Cultural Variation in Children's Initiative and Values Regarding the Distribution of Everyday Family Responsibilities. *Andrew Dee Coppens, University of California - Santa Cruz; Lucia Alcalá, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz; Rebeca Mejia-Arauz, ITESO University*

Cultural Differences in Helping Without Being Asked. *Angelica Lopez, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz*

More Than One Way to Participate: Latina/o University Student Approaches to University Classroom Participation. *Omar Ruvalcaba, University of California - Santa Cruz*

Instructional Ribbing: Mexican-Heritage Families. *Katie G. Silva, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz*

Discussant: *Guadalupe Valdés, Stanford University*

**21.030. Naming and Reframing: Critical Race Theory Concepts as Tools to Deconstruct Racism in Schools.** Division G - Social Context of Education; Symposium

Hilton Union Square, Ballroom Level, Continental 1; 2:15-3:45pm

Chair: *Dimpal Jain, California State University - Northridge*

Participants:

Critical Race Theory (CRT) Analysis of Stereotype Threat: An Obstacle to Student Success for African American College Students. *Robin Nicole Johnson-Ahorlu, University of California - Los Angeles*

Internalized Racism/Ableism: The Impact of High-Stakes Testing on African American and Latina/o Students With "dis"Abilities. *Adai Abebe Tefera, Arizona State University*

Teachers of Color and Racial Battle Fatigue: Exploring the Impact of Racial Isolation in Urban School Contexts. *Rita Kohli, San José State University*

"Think About It as Decolonizing Our Minds": Spaces for Critical Race Pedagogy and Transformative Leadership Development. *OiYan A. Poon, Loyola University Chicago*

**21.031. Networking: Utilizing Conferences to Your Advantage—Crafting the Research Spiel.** Division G - Social Context of Education; Invited Session

Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 2:15-3:45pm

Chairs: *Erika C. Bullock, Georgia State University; Kristi Lynn Donaldson, University of Notre Dame*

**21.032. Schooling Hip-Hop: New Directions, Questions, and Answers in Hip-Hop-Based Education.** Division G - Social Context of Education; Symposium

Hilton Union Square, Ballroom Level, Continental 2; 2:15-3:45pm

Chairs: *Emery Marc Petchauer, Oakland University; Marc Lamont Hill, Teachers College, Columbia University*

Participants:

The MC in Y-O-U: Leadership Pedagogy and Southern Hip-Hop in the HBCU (Historically Black College or University) Classroom. *Joycelyn Wilson, Virginia Polytechnic Institute and State University*

Hip-Hop and the New Response to Urban Renewal: Youth, Social Studies, and the Bridge to College. *David O. Stovall, University of Illinois at Chicago*

The Limits of "Keepin' It Real": The Challenges for Critical Hip-Hop Pedagogies of Discourses of Authenticity. *Bronwen E. Low, McGill University*

The Rap Cypher, the Battle, and Reality Pedagogy: Developing Communication and Argumentation in Urban Science Education. *Christopher Emdin, Teachers College, Columbia University*

Discussant: *H. Samy Alim, Stanford University*

**21.033. Challenges and Opportunities: Supporting High-Poverty Schools.**

Division H - Research, Evaluation and Assessment in Schools; Paper Session

Parc 55, Second Level, Haight; 2:15-3:45pm

Chair: *Eric Barela, Partners in School Innovation*

Participants:

Building Assets Reducing Risks Whole Ninth-Grade Strategy Reduces Coursework Failure for Students of Color. *Jerome R. Evans, Community Health Initiatives*

The Impact of the eMINTS Program on Student Achievement and 21st-Century Skills: First-Year Results. *Ayrin C. Molefe, American Institutes for Research; W. Christopher Brandt, American Institutes for Research; Coby Meyers, American Institutes for Research; Sheila M. Rodriguez, American Institutes for Research*

Overcoming Poverty Through Education: Postsecondary Enrollment and Persistence of AVID (Advancement Via Individual Determination) Students. *Dennis Andrew Johnston, AVID Center; Philip Nickel, AVID Center*

Making Lemonade: Learning From Program Selection and Implementation Challenges. *Caitlin Scott, Education Northwest; Jason Greenberg Motamedi, Education Northwest; Angela Roccograndi, Education Northwest*

Where Community Meets School: Assessing Community Programming in a Full-Service Community School. *John Houser, Indiana University - Indianapolis*

Discussant: *Toks S. Fashola, Johns Hopkins University*

**21.034. Culture and Gender in Professional Education.** Division I -

Education in the Professions; Paper Session

Parc 55, Fourth Level, Lombard; 2:15-3:45pm

Chair: *Christiane Stephens, University of Redlands*

Participants:

A New Instrument for Measuring Academic and Social Integration of Black and Hispanic Engineering Undergraduates. *Leonard B. Bliss, Florida International University; Fabiana Bornmann, Florida International University; Lorraine Fleming, Howard University; Dawn G. Williams, Howard University; Kalynda C. Smith, Howard University*

Gender and Justice: The Impact of Gender on Legal Education. *Heather Haeger, Indiana University; Carole Silver, Indiana University; Lindsay Watkins, Indiana University*

In the Eye of the Beholder: An Examination of Medical Students' Perspectives on Campus Climate. *Celia O'Brien, The University of Arizona; Jeffrey F. Milem, The University of Arizona; W. Patrick Patrick Bryan, The University of Arizona; Danielle Miner, The University of Arizona*

Stories and Cultural Humility: Exploring Power and Privilege Through Physical Therapist Life Histories. *Marjorie Johnson Hilliard, Northwestern University*

The Language Abilities of Our Trainees: Results of an Educational Needs Assessment. *Lourdes Guerrero, David Geffen School of Medicine; Susan Baillie, University of California - Los Angeles; Gerardo Moreno, University of California - Los Angeles*

Discussant: *Felecia McInnis Nave, Prairie View A&M University*

**21.035. College Access: Blaming Parents, Students, or Institutions?**

Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 2:15-3:45pm

Chair: *Monica Christina Esqueda, University of Southern California*

Participants:

Beyond Barriers to Entry—Institutional Habitus and Postsecondary Success: A Literature Review and Research Agenda. *Derria Byrd, University of Wisconsin - Madison*

English Language Learners' Pathways to Four-Year Colleges. *Yasuko Kanno, Temple University; Jennifer G. Cromley, Temple University; Bradley W. Bergey, Temple University*

Exploring the Effect of Parental Education on College Students' Deep Approaches to Learning. *Amy Ribera, Indiana University*

Maintaining Inequality Through College Admissions: Exploring the Changing Role of Admission Enhancement Strategies. *Ryan S. Wells, University of Massachusetts - Amherst; Gregory C. Wolniak, NORC at the University of Chicago; Mark E. Engberg, Loyola University Chicago; Catherine A. Manly, University of Massachusetts - Amherst*

Discussant: *Kimberly Griffin, University of Maryland*

**21.036. College and University Responses to Policy and Economic Challenges.** Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 2:15-3:45pm

Chair: *Diane R. Dean, Illinois State University*

Participants:

Diverging Revenues, Cascading Expenditures, and Ensuing Subsidies: A Higher Education System Under Threat. *John J. Cheslock, The Pennsylvania State University; David B. Knight, University of Queensland*

Measures of Academic Entrepreneurship. *Jonathan S. Gagliardi, Kentucky Council on Postsecondary Education*

Strategy Under Uncertainty: Institutional Responses Under Gainful Employment Regulations. *Shirley Parry, University of Southern California; Guilbert C. Hentschke, University of Southern California*

The Intersection of Higher Education and P-20 Councils: How Practice Became Policy in One State. *Nancy S. Shapiro, University of Maryland; Erin Denise Knepler, University of Maryland - College Park; Zakiya S. Lee, University of Maryland*

**21.037. Examining Research-Based Practices to Counter Persistent Disparities in College Development and Completion for Economically Vulnerable Students.** Division J - Postsecondary

Education; Symposium

Hilton Union Square, Ballroom Level, Continental 9; 2:15-3:45pm

Chair: *Walter R. Allen, University of California - Los Angeles*

Participants:

Examining Student Entrance and Persistence in a Local Context at the University of California. *Walter R. Allen, University of California - Los Angeles*

Intervention Policies for Vulnerable Students, and Policy Approaches to Remedy Caste and Social Class Exclusions. *Loni Bordoloi Pazich, New York University; Robert T. Teranishi, New York University*

High School Contexts in California and Associated Outcomes for Financially Vulnerable Students. *Marguerite E. Bonous-Hammarth, University of California - Irvine*

Discussant: *William T. Trent, University of Illinois at Urbana-Champaign*

**21.038. Student Experiences in Global Contexts.** Division J - Postsecondary

Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 2:15-3:45pm

Chair: *Rosa Cintron, PhD, University of Central Florida*

Participants:

Gaps in Intercultural Experiences of U.S. Students and International Students at a U.S. University. *Mee Joo Kim, University of Washington - Seattle; Joe L. Lott, University of Washington*

Levering "Transformation" in South African Higher Education. *Chrissie Boughey, Rhodes University; Sioux McKenna, Rhodes University; Amanda Hlengwa, Rhodes University*

Ph.D.s and "Progress": Poverty, Education, and the Global War for Talent. *John William Medendorp, Michigan State University; Tinghua Zhou, Monash University*

Social and Linguistic Capital Among Transfronterizo Engineering Students on the U.S.-Mexico Border. *Alberto Esquinca, The University of Texas - El Paso; Erika L. Mein, The University of Texas - El Paso; Elsa Quiroz Villa, The University of Texas - El Paso; Mayra Lizeth Ortiz-Galarza, The University of Texas - El Paso; Rocio E Gallardo, The University of Texas - El Paso; Carlos Pérez, The University of Texas - El Paso*

Discussant: *Samuel D. Museus, University of Hawaii - Manoa*

**21.039. The Changing Landscape of Academic Governance and the Imperative for a New Research Agenda.** Division J - Postsecondary

Education; Invited Session

Hilton Union Square, Lobby Level, Golden Gate 6; 2:15-3:45pm

Chair: *Matthew Hartley, University of Pennsylvania*

Participants: *Adrianna Kezar, University of Southern California; Christopher C. Morphey, University of Iowa; Gary D. Rhoades, The University of Arizona*

**21.040. Reflections and Visions: Teacher Training and Degree Effects on Student Achievement.** Division K - Teaching and Teacher Education;



## Paper Session

Hotel Nikko, Third Level, Carmel I; 2:15-3:45pm

Chair: *Joshua H. Barnett, National Institute for Excellence in Teaching*

## Participants:

Teach for America Corps Members' Perspectives on Teacher Preparation Programs: Becoming "Legitimate" by Doing Time. *Matthew A.M. Thomas, University of Minnesota*

Teacher Degree Level and Student Academic Achievement. *Ariel M. Aloe, University at Buffalo - SUNY; Christopher Mcleish, University at Buffalo - SUNY; David T. Cantaffa, University at Buffalo - SUNY*

Validating the Internal Structure of the Performance Assessment for California Teachers (PACT): A Multidimensional Item Response Model Study. *Brent M. Duckor, San José State University; Katherine Furgol Castellano, University of California - Berkeley; Kip T. Tellez, University of California - Santa Cruz; Mark R. Wilson, University of California - Berkeley*

Discussant: *Jason Ronald Harshman, The Ohio State University*

**21.041. Incentives for Good Schools: Charting the Course of Design Iterations.** Division L - Educational Policy and Politics; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 2:15-3:45pm

Chair: *R. P. Tompkins, University of California - Berkeley*

## Participants:

Are We Theoretically Justified in Our Hope to Get It Right—Eventually?  
*Rick Mintrop, University of California - Berkeley*

Multiple Measures Are Great—But Can We Get to Reliable and Consistent Judgments of Teaching Quality? *Xiaoxia A. Newton, University of California - Berkeley*

So There Is the Money, But Does It Actually Play a Role in Motivating Teachers? *Rick Mintrop, University of California - Berkeley; Miguel Ordenes, University of California - Berkeley*

None of This Makes Sense If Evaluations and Rewards Do Not Motivate Teachers to Become Better Instructors. Does the Money Grease the Wheel? *Laura Elena Hernandez, University of California - Berkeley; Seena Chong, University of California - Berkeley*

Does Student Welfare Suffer When Adults Are Strongly Incentivized to Pursue Their Own Self-Interest? *Arturo Cortez, University of California - Berkeley*

<b>SIG Sessions</b>
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**21.042. Arts for All: Expanding Access and Quality for Poor and Underserved Youth.** SIG-Arts and Learning; Paper Session  
Grand Hyatt, Theatre Level, Orpheum; 2:15-3:45pm

Chair: *Zach Kelehear, University of South Carolina*

## Participants:

Building Capacity in Migrant Education Through Arts-Based Professional Development. *Maureen R. Lorimer, California Lutheran University*

Effect of Instrument Ownership on Musical Achievement: Results From NAEP 2008. *William Robert Buchanan, Performing Arts & Creative Education Solutions Consulting*

Elementary Music Education: Impoverished Teachers, Impoverished Students. *Loretta Niebur Walker, Granite School District*

STEM Learning, the Arts, and Indigenous Cultural Knowledge: Culture-Based STEAM Education. *James W. Bequette, University of Minnesota; Marjorie Bullitt Bequette, Science Museum of Minnesota*

Discussant: *Cindy Maguire, Adelphi University*

**21.043. CTE (Career and Technical Education) Research Findings Related to Postsecondary and Career Sustainability and Success.** SIG-Career and Technical Education; Paper Session  
Parc 55, Third Level, Mason; 2:15-3:45pm

Chair: *Angela Boatman, Stanford University*

## Participants:

Education for Sustainability in Career and Technical Education: A Multiple Case Study of Innovative Community College Programs. *James Aaron Gregson, University of Idaho; Karen R. Ruppel, University of Idaho*

Health Science Capacity Building (HSCB) Students' Experience and Confidence Related to Healthcare Careers. *Gustavo Loera, Mental Health America of Los Angeles; Jonathan Nakamoto, WestEd; Robert S. Rueda, University of Southern California*

Promoting 21st-Century Skills in High School Programs: Are There

Payoffs for Enrollment and Persistence in Postsecondary Education?

*Aarti Bajaj Judd, University of Missouri - Kansas City; Morgan Grotwiel, University of Missouri - Kansas City; Carolyn Elizabeth Barber, University of Missouri - Kansas City; Tamera B. Murdock, University of Missouri - Kansas City; Conrad Mueller, University of Missouri - Kansas City; Romana Krycak, University of Missouri - Kansas City*

Community College Retention: Barriers to Success of Nontraditional Students. *Walter Andre Brown, Jackson State University; Larissa Littleton-Steib, Jackson State University*

"Preparation for Next Level": The Meaning African American Students Ascribe to Participation in Career Academies. *Edward Charles Fletcher, University of South Florida; Daniel Cox, University of South Florida*

Discussant: *L. Allen Phelps, University of Wisconsin - Madison*

**21.044. Research in Classroom Observation.** SIG-Classroom Observation; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 2:15-3:45pm

Chair: *gladys Labas, Southern Connecticut State University*

## Participants:

A Day in Preschool: Observations of Teachers' Activities and Behaviors in German Preschools. *Antje von Suchodoletz, University of Freiburg; Anika Fäsche, University of Freiburg; Catherine Gunzenhauser, University of Freiburg; Bridget Kathleen Hamre, University of Virginia*

Classroom Instructional Differences in Effective and Less Effective Urban Middle Level Schools. *Kayla Braziel Rollins, Texas A&M University; Beverly L. Alford, Texas A&M University; Danielle Bairrington Brown, Texas A&M University; Hersh C. Waxman, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University - College Station*

Development of an Observation Instrument to Measure Flourishing Learning Environments in Urban Middle School Classrooms. *Hersh C. Waxman, Texas A&M University; Russell Thomas Evans, Texas A&M University; Emin Kilinc, Usak University*

Taking a Closer Look at Play: Measuring Elements of Playful Learning in Early Childhood Settings. *Judith Hicks, Stanford University*

Discussant: *Lisa D. Clark, Walden University*

**21.045. Critical Inquiries Sparked by the United Nations Rights of the Child.** SIG-Critical Educators for Social Justice; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 2:15-3:45pm

Chair: *JoBeth Allen, University of Georgia - Athens*

## Participants:

It's Not Easy Being Flat: The Rights of Students With Disabilities. *Tonia Paramore, Barrow County School System*

Latino Parents Promoting Educational Goals That Respect Their Values and Culture. *Stephen Lush, Jackson County Schools; Lindsey Lush, Jackson County Schools*

"I Need a New Way of Lyfe": The Right to an Adequate Standard of Living. *Lois Alexander, Clarke County Schools*

Discussant: *Mariana Souto-Manning, Teachers College, Columbia University*

**21.046. Diversity Issues in Schools and Community Colleges: A Discourse on Race, Class, and Gender.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 4; 2:15-3:45pm

Chair: *Sherry W. Powers, Asbury University*

## Participants:

(Dis)locating Race and Class Consciousness: Youth Discourses of Ghetto Spaces, Subjects and Schools. *Kenzo K. Sung, University of California - Berkeley*

The Relationships Among Race, Gender, Poverty Concentration, Achievement, and Educational Values of Students and Peers. *Angelica T. James-Garner, University of Phoenix*

Same Crime, Different Times: The Racial Discipline Gap and Differential Treatment in Massachusetts' Schools. *Michael Berardino, University of Massachusetts - Boston; Diana Yadira Salas Coronado, University of Massachusetts - Boston; Billie Gastic, Relay Graduate School of Education*

Community Colleges as Pathways for Underrepresented Minority Students Into Engineering Schools at Four-Year Universities. *Samer Batarseh, California State University - Sacramento*

Reimagining School Leadership Preparation: Using Educational Leadership

Research to Restore a Failing School District. *Jonathan Lightfoot, Hofstra University; Eustace George Thompson, Hofstra University*

**21.047. Agency, Advocacy, and Action Across Educational Contexts.** SIG-Critical Perspectives on Early Childhood Education; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 2:15-3:45pm

Chair: *Caryn C. Park, University of Massachusetts - Boston*

Participants:

Young Children's Agency as Capability: Rethinking the Current Early Childhood Educational Trajectory and Addressing the Achievement-Oriented Policy Maker. *Jennifer Keys Adair, The University of Texas - Austin*

The Use Value of Real-World Projects: Children and Community-Based Experts Connecting Through Schoolwork. *Alison Rheingold, University of New Hampshire; Jayson Seaman, University of New Hampshire*

Parental Agency in School: Experiences With Schoolwide Anti-Bias Education. *Caryn C. Park, University of Massachusetts - Boston*

Teacher Agency via Communities of Practice: Early Childhood Educators Engaged in Critical Friends Groups. *Lisa P. Kuh, University of New Hampshire*

Practitioner Research as a Pedagogical Method and Frame for Developing Agency in the Current Political Context. *Jennifer Lee Lindsay, Brown University*

Discussant: *Celia S. Genishi, Teachers College, Columbia University*

**21.048. Addressing Poverty Through Early Childhood Teacher Education: Challenges and Possibilities.** SIG-Early Education and Child Development; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 5; 2:15-3:45pm

Chair: *Sharon Ryan, Rutgers University*

Participants:

Learning Together: Enabling Working Women to Achieve a Degree. *Marcy Whitebook, University of California - Berkeley; Mirella Almaraz, Center for the Study of Child Care Employment; Fran Kipnis, Center for the Study of Child Care Employment; Laura Sakai, Center for the Study of Child Care Employment*

After the Degree: A Study of Graduates From Six B.A. Completion Cohort Programs. *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; Laura Sakai, Center for the Study of Child Care Employment*

By Default or Design. *Marcy Whitebook, University of California - Berkeley; Lea J.E. Austin, Center for the Study of Child Care Employment; Sharon Ryan, Rutgers University; Fran Kipnis, Center for the Study of Child Care Employment; Mirella Almaraz, Center for the Study of Child Care Employment; Laura Sakai, Center for the Study of Child Care Employment*

Measuring and Improving Higher Education: The Higher Education Inventory. *Marcy Whitebook, University of California - Berkeley; Lea J.E. Austin, Center for the Study of Child Care Employment; Fran Kipnis, Center for the Study of Child Care Employment; Sharon Ryan, Rutgers University*

Discussant: *Fabienne Doucet, New York University*

**21.049. Instructional Technology SIG: Paper Session: Designing, Assessing, and Moderating Online Learning.** SIG-Instructional Technology; Paper Session  
Parc 55, Fourth Level, Mission I; 2:15-3:45pm

Chair: *Gayle V. Davidson-Shivers, University of South Alabama*

Participants:

Designing and Implementing an Online Adaptive Learning Environment to Support Algebra Problem-Solving Skills. *Fethi A. Inan, Texas Tech University; Fatih Ari, Texas Tech University; Raymond Flores, Wichita State University*

Design, Implementation, and Testing of a Graphical Interface to Support Interactions in Online Discussion Forums. *Farshid Marbouti, Purdue University; Alyssa F. Wise, Simon Fraser University*

Examining Assigned Roles of Peer Moderators in Asynchronous Online Discussions. *Kui Xie, The Ohio State University; Chien Yu, Mississippi State University; Amy C. Bradshaw, University of Oklahoma*

Social Network Analysis as an Assessment Tool for Online Discussion: Exploring the Analytic Possibilities. *Vanessa Paz Dennen, Florida State University; Amit Chauhan, Florida State University*

Discussant: *Mahnaz Moallem, University of North Carolina - Wilmington*

**21.050. Education and Social Inclusion Against Poverty: Policy, Praxis, and Research on European Roma Minority.** SIG-International Studies; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 2:15-3:45pm

Chair: *Maja Miskovic, National-Louis University*

Participants:

Educational Poverty and Its Influence on Employment of Roma in Central and Southeast Europe. *Christian Brüggemann, University of Dortmund; Shane Niall O'Higgins, Università degli Studi di Salerno*

Policy and Education in the Decade of Roma Inclusion (2005-2015). *Svetlana Curcic, University of Mississippi-Tupelo; Shayna Plaut, The University of British Columbia; Maja Miskovic, National-Louis University; Ciprian Ceobanu, "Al. I. Cuza" University in Iasi*

Structural Dimensions of School Segregation in Central and Eastern Europe. *Joanna Kostka, Central European University; Julius Rostas, Babes-Bolyai University of Cluj*

Affirmative Action in Tertiary Education and the Integration of Roma Communities. *Stela Garaz, Roma Oktatasi Alap*

Situated Learning in Young Romanian Roma Successful Learning Biographies. *Nicolae Nistor, Walden University*

Reaching the Unreached: Development of Cognitive and Affective Skills Through ICT (Information and Communication Technology)-Supported Learning. *Andrea Karpati, Eötvös Loránd University*

Discussant: *Ciprian Ceobanu, "Al. I. Cuza" University in Iasi*

**21.051. Within and Beyond Cultural, Historical, and Language Perspectives in Literary Analysis and Response.** SIG-Literature; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 2:15-3:45pm

Chair: *Carmen M. Martinez-Roldan, Teachers College, Columbia University*

Participants:

What the Raisin Box Woman Doesn't Know: Migrant Farmworkers and Young Adult Novels Beyond *Esperanza Rising*. *Scott A. Beck, Georgia Southern Univ*

"The University for the Poor": Portrayals of Class in Translated Children's Literature. *Danielle Eileen Forest, Old Dominion University; Kasey Lynn Garrison, Charles Sturt University; Sue C. Kimmel, Old Dominion University*

Bearing Witness to Historical Trauma in Literature for Young Adults: Dialectically Commemorative Witnessing in "A Wreath for Emmett Till." *Kelly K. Wissman, University at Albany - SUNY*

Proof That "Anything Is Possible": Beyond Raced and Gendered Understandings of Textual Connection. *Katherine M. Scieurba, University of San Diego*

Dialoguing About English Learners: Teacher Candidates in Culturally Relevant Literature Circles. *Amy Jennifer Heineke, Loyola University Chicago*

Discussant: *Andrea Garcia, Hofstra University*

**21.052. Working "the Glow": Reconceptualizing Data With/as the Deleuzian Event.** SIG-Qualitative Research; Symposium  
Grand Hyatt, Ballroom Level, Redwood; 2:15-3:45pm

Chair: *Maggie Maclure, Manchester Metropolitan University*

Participants:

Brent's Misadventure: On the Event Status of a Behaviour Incident. *Maggie Maclure, Manchester Metropolitan University*

Becoming Adulterer in the Event: A Materialist Rendering of Intellectual Seduction. *Lisa A. Mazzei, University of Oregon*

Data as a Pyrotechnic Event: Light the Blue Touch Paper and Stand Clear. *Elizabeth Mary Jones, Manchester Metropolitan University*

Cold Flames and Decomposition: If Objects Are Merely Abstractions of a Flux. *Rachel Holmes, Manchester Metropolitan University*

Discussant: *Mirka E. Koro-Ljungberg, University of Florida*

**21.053. Research Focus on Education and Sport SIG: Education and Athletics: Theory, Policy, and Praxis.** SIG-Research Focus on Education and Sport; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 2:15-3:45pm

Chair: *Kristina Meissen Navarro, The University of Oklahoma*

Participants:

Lessons From the Field for Urban Teachers. *Eric J. DeMeulenaere, Clark University; Colette Nkoyi Cann, Vassar College*

"All-In?" African American Engagement at Clemson University Football Games. *Lori Pindar, Clemson University; Kenya Lynette Reese, Clemson University; Cherese Fine, Clemson University; James W. Satterfield, Clemson University*

Athletics in the Academic Marketplace: Using Revenue Theory of Cost to Compare Athletic Coaching Salaries to Instructional Salaries and Tuition. *Scott Hirko, Central Michigan University; David Welch Suggs, University of Georgia; Jeffrey H. Orleans, Alden & Associates*

Professional Preparation of Athletic Administrators: A Content Analysis of Syllabi From Intercollegiate Athletics-Focused Graduate Courses. *Eddie Comeaux, University of California - Riverside; Alan Brown, Wake Forest University; Nicole Sieben, Hofstra University/Adelphi University*

Rethinking Institutional Comparisons in Intercollegiate Athletics Scholarship. *Molly Christina Ott, Arizona State University; Janet H. Lawrence, University of Michigan*

Discussant: *Derek M. Van Rhee, University of California - Berkeley*

#### 21.054. Theoretical Frameworks in Research on Mathematics Teachers.

SIG-Research in Mathematics Education; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 1; 2:15-3:45pm

Chair: *Laura R. Van Zoest, Western Michigan University*

Participants:

Patterns of Participation: An Approach to Understanding the Role of the Teacher for Mathematics Classroom Practices. *Jeppe Skott, Linnaeus University*

Promoting Fundamental Change in Mathematics Teaching: A Theoretical Construct for Conceptualizing the Problem. *Martin A. Simon, New York University*

Discursive Psychology as a Perspective on Mathematics Teacher Cognition. *Richard Barwell, University of Ottawa*

Building Coherence in Research on Mathematics Teacher Identity, Knowledge, and Beliefs by Developing Practice-Based Approaches. *Laura R. Van Zoest, Western Michigan University; Mark Hoover Thames, University of Michigan*

Discussant: *Stephen Lerman, London South Bank University*

#### 21.055. University and Public School Women Administrators' Upward Ascension in the Workplace: A Reflective Look Inward. SIG-

Research on Women and Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4;  
2:15-3:45pm

Chair: *Julia Nell Ballenger, Texas A&M University - Commerce*

Participants:

Leveraging Social Capital Through Mentoring Women Administrators in Higher Education. *Julia Nell Ballenger, Texas A&M University - Commerce; Jenny S. Tripses, Bradley University; Linda J. Searby, Auburn University*

Asian American Women School Administrators: Intersection of Leadership, Gender, and Race-Ethnicity. *JIA LIANG, University of Georgia - Athens*

Latina Administrators at the University Level: An In-Depth Study in Resilience and Adaptability. *Sylvia Mendez-Morse, Texas Tech University*

Organizational Justice: Pipeline Traps for Mid-Career Women in the Academy. *Andrea Marlene Gallant, Deakin University*

The Strategic Climb of African American Women to the Superintendentcy. *Angelique Simpson-Marcus, Largo High School; Virginia Roach, Bank Street College of Education; Linda K. Lemasters, The George Washington University*

Discussant: *Kerry Kathleen Robinson, Virginia Commonwealth University*

#### 21.056. Literacies and Learning in Science Education. SIG-Science

Teaching and Learning; Paper Session  
Parc 55, Third Level, Powell II; 2:15-3:45pm

Chair: *Pei-Ling Hsu, University of Texas - El Paso*

Participants:

The Impact of Professional Development on Middle School Science Teachers' Inquiry and New Literacies Practices. *Shiang-Kwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology; Lisa Runco, New York Institute of Technology*

Enhancing Literacy Practices in Science Classrooms Through a Professional Development Program for Minority-Language Teachers. *Léonard Paul Rivard, Université de Saint-Boniface; Ndeye R Gueye,*

*Université de Saint-Boniface*

Struggling Readers' Task Engagement in High School Science. *M Cecile Smith, Northern Illinois University; Solanly Ochoa-Angrino, Northern Illinois University*

Making the Vision of "Scientific Literacy for All" a Reality: The New Cypriot Science Curriculum. *Anastasios Siatras, Aristotle University of Thessaloniki; Christos Pramas, Aristotle University of Thessaloniki; Melpomeni Stampouli, Aristotle University of Thessaloniki; Panagiotis Koumaras, Aristotle University of Thessaloniki*

Fundamental Literacies Required of Adolescents' Engineering Designs: A Multiple Case Study. *Amy Alexandra Wilson, Utah State University; Daniel L. Householder, Educational Consultant; Emma Smith, Utah State University*

Students Reading Their Way Into Science With Modified Research Articles: An Innovative Approach to Nature of Science Instruction. *Isabel Braun, University of Freiburg; Matthias Nückles, University of Freiburg*

#### 21.057. Self-Study to Examine and Grow Pedagogical Knowledge. SIG-

Self-Study of Teacher Education Practices; Paper Session  
Sir Francis Drake, Second Level, Carmel; 2:15-3:45pm

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

Participants:

Critical Moments in Negotiating Authority: A Micropolitical Analysis. *Nathan D. Brubaker, Monash University*

How Can We "Walk the Talk" in Preparing Teachers to Work With Language Learners? *Megan Madigan Peercy, University of Maryland*

Modeling Practice: Reflecting on Pedagogical Theory of a Teacher Educator for English Language Art Teachers. *Jeffrey Stuart Kaplan, University of Central Florida*

Self-Study of My High School Teaching Practice: Struggling Learners, Literate Identities, and High Absenteeism. *Kayla Lynn Becker, Waterloo Community School District; Deborah L. Tidwell, University of Northern Iowa*

The Interactional Nature of Identity Development in Preservice Teacher Education: A Collaborative Self-Study. *Shawn M. Bullock, Simon Fraser University; Tim Fletcher, Memorial University*

Discussants: *Renee T. Clift, The University of Arizona; Bryan C. Clift, University of Maryland*

#### 21.058. Studies in the School Effects Tradition: Raising Achievement and Addressing Persistent Inequality. SIG-Sociology of Education; Paper

Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 2:15-3:45pm

Chair: *Erendira Rueda, Vassar College*

Participants:

Can Schools Really Make a Difference? Exploring "School Challenge" as a Moderator of Achievement Gaps. *Kristie J.R. Phillips, Brigham Young University; Kailey Lauren Spencer, University of Pennsylvania; Elizabeth A. Covay, Michigan State University; Laura M. Desimone, University of Pennsylvania; Daniel Stuckey, University of Pennsylvania*

Does Constrained Curriculum Work? Evidence From California's Eighth-Grade Algebra Reform. *Thurston Domina, University of California - Irvine; Andrew Penner, University of California - Irvine; Emily K. Penner, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine*

High School Suspension and Educational Deprivation. *Elizabeth Marie Chu, Teachers College, Columbia University; Douglas Ready, Teachers College, Columbia University*

Instructional Time and the Academic Achievement Gap in Elementary Schools: A Cross-Classified Growth Curve Model. *Rebecca Coven, Wesleyan University; Daniel A. Long, Wesleyan University; Shivani Kochhar, Wesleyan University*

Discussant: *Daniel Potter, American Institutes for Research*

#### 21.059. Perspectives on Technology-Driven Supervision: Creating the Conversation in a Climate of Accountability. SIG-Supervision and

Instructional Leadership; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 3; 2:15-3:45pm

Chairs: *Rebecca West Burns, University of South Florida; Helen M. Hazi, West Virginia University*

Participants:

Bug-in-Ear and Feedback to Teachers a Decade Later: Looking Back and Looking Ahead. *Mary Catherine Scheeler, The Pennsylvania State*



## University

How Are They Now? Longer-Term Effects of Virtual Coaching Through Online Bug-in-Ear Technology. *Marcia L. Rock, University of North Carolina - Greensboro*

Technology-Driven Teacher Evaluation: Its Promises and Our Vulnerabilities. *Helen M. Hazi, West Virginia University*

Uses of Recordings for Supervision: Are Educators Ready for Our Close-Up Shots? *Henry Arthur St. Maurice, Edgewood College; Perry A. Cook, University of Wisconsin - Stevens Point; Amber Garbe, Madison School; Casey Nye, Everest Middle School; Muriel Simms, Edgewood College; Catherine Snyder, Union Graduate College School of Education; Ahmad M. Sultan, Edgewood College; Michael Tucker, Edgewood College*

Discussant: *Rebecca West Burns, University of South Florida*

**21.060. Preparing Teachers for Urban Schools: Understanding the Development and Retention of Educators Who Are Positioned as Agents of Change.** SIG-Urban Learning, Teaching, and Research; Structured Poster Session

Parc 55, Fourth Level - Cyril Magnin I; 2:15-3:45pm

Chair: *Gwendolyn T. Benson, Georgia State University*

Participants:

1. Preparing Teachers for Urban Schools in the 21st Century: A Review of the Literature. *Kim Barker, Georgia State University; Ruchi Bhatnagar, Georgia State University; Joyce E. Many, Georgia State University; Dana L. Fox, Georgia State University; Deborah Dewberry, Georgia State University*
2. "Two Feet First": Evolving Beliefs about Urban Schools, Students, and Communities in a Teacher Residency Program. *Alyssa Hadley Dunn, Georgia State University; DaShaunda Patterson, Georgia State University; Natasha Thornton, Georgia State University*
3. Stories of Success in Urban Teacher Education. *Stephanie Behm Cross, Georgia State University*
4. Preparing Preservice Teachers for Service-Learning in Urban Teaching Environments. *Jean Marie O'Keefe, Georgia State University; Joseph R. Feinberg, Georgia State University*
5. Letting Others Paint on My Canvas: Using an Activity Theory Lens for Reflections in an Urban Teacher Residency Program. *Brett A. Criswell, Georgia State University*
6. Competence, Confidence, and Control: Shifting Identities From Student to Teacher in an Urban Teacher Education Program. *Mary Ariail, Georgia State University; Mary Cynthia Thompson, Georgia State University; Michelle Zoss, Georgia State University*
7. Preservice Teachers' Perspectives on Support for the Inclusion of Diverse Learners. *Pier A. Junor Clarke, Georgia State University; Judith Emerson, Georgia State University*
8. Reflective Practices as Spaces for Contestation and Improvisation. *Teresa R. Fisher, Georgia State University; Barbara Meyers, Georgia State University; Monica M. Alicea, Georgia State University*
9. A Comparative Analysis of Teacher Dispositions: Finding a Shared Vision. *Diane M. Truscott, Georgia State University; Vera Stenhouse, Georgia State University*
10. Anchor Action Research as an Aspect of Clinical Teaching. *William L. Currence, Georgia State University; Robert Hendrick, Georgia State University; Harley Gordon Granville, Georgia State University; Susan L. Ogletree, Georgia State University*
11. Preparing Teachers for Urban Schools: Where Do They Go and Do They Stay? *Ruchi Bhatnagar, Georgia State University; Jihye Jihye Kim, Georgia State University; Joyce E. Many, Georgia State University*

Discussant: *April Whatley Bedford, The University of New Orleans*

**21.061. Workplace Learning: Looking Forward.** SIG-Workplace Learning; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 2:15-3:45pm

Chair: *Richard D. Lakes, Georgia State University*

Participants:

- Learning Through Observation and Imitation in Circumstances of Work: Mimesis at Work. *Stephen Richard Billett, Griffith University*
- Development of "Intrapreneurship": Behavior at Commercial Workplaces. *Susanne D.E. Weber, University of Munich; Michaela Wiethe-Körprich, University of Munich; Sandra Trost, University of Munich; Frank Achtenhagen, University of Goettingen*
- Competence Development in Cooperatives. *Martin Mulder, Wageningen*

*University; Dorine Orbons, Wageningen University*  
Measuring Professional Competence at the Workplace. *Esther Winther, University of Paderborn*

Discussant: *John M. Dirckx, Michigan State University*

**Division and SIG Roundtables**

**21.062. Roundtable Session 5; Roundtable Session**

**21.062-1. Attitudes, Schools, and Student Attainment.** Division L - Educational Policy and Politics; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Frances E. Contreras, University of California - San Diego*

Participants:

- Necessary but Not Sufficient: New Insights on the Role of Aspirations and Education. *Ralf St. Clair, McGill University*
- Querying the Causal Role of Attitudes in Educational Attainment. *Stephen A. Gorard, The University of Birmingham; Beng Huat See, The University of Birmingham*
- School-level Factors Affecting Students' Resilience: a European Perspective. *Tommaso Agasisti, Politecnico di Milano; Sergio Longobardi, University of Naples*
- Unmet Needs: Reasons for Dropping Out and High School and Parent Interventions. *Benjamin W. Dalton, RTI International; Elizabeth J. Glennie, RTI International; Laura Knapp, RTI International; Marcinda Mason, RTI International*

**21.062-2. High-Stakes Testing and Accountability: Responses and Effects.**

Division L - Educational Policy and Politics; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Jessica Ann Brown, The University of Texas - Austin*

Participants:

- The Influence of Districts on College Readiness: An Analysis of Postsecondary Access and Preparedness. *Matt Giani, The University of Texas - Austin; Celeste Alexander, The University of Texas - Austin; Pedro Reyes, The University of Texas - Austin*
- The Effect of High-Stakes Accountability Tests on Children's Socio-Emotional Outcomes. *Camille Whitney, Stanford University*
- Accountability Policy Effects Under the No Child Left Behind on Academic Achievements for Public Schools and Educational Equity for Urban Schools in New York State. *Hyejin Shin, University at Buffalo - SUNY*
- Responses of New York City Elementary Schools to Multiple Measure Accountability Systems. *Melanie Ehren, Institute of Education; Thomas C. Hatch, Teachers College, Columbia University*
- How School Districts Tend to Respond to Accountability Pressure in Allocating Their Resources. *Yas Nakib, The George Washington University*

**21.062-3. Issues of Equity in Special Education.** Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Julie F. Mead, University of Wisconsin - Madison*

Participants:

- Fragmentation of Harm, Legal Compliance, and Disproportionality in Special Education: "We Don't Have a Problem." *Catherine Kramarczuk Voulgarides, New York University*
- One Law, Two Realities: The Social Construction of Special Education. *Danfeng Soto-Vigil Koon, University of California - Berkeley*
- Response to Intervention and Learning Disabilities Eligibility: A "Bound to Fail" Option? *Ann Stafford Maydosz, Old Dominion University; Diane Stafford Maydosz, Marshall-Wythe School of Law*

**21.062-4. Revisiting Equity in Policies and Reforms for At-Risk Students.**

Division L - Educational Policy and Politics; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

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

Participants:

- Curricular Mobility in Early High School Mathematics: Evidence From the

Post-NCLB Era. *Elizabeth N. Farley-Ripple, University of Delaware*  
Curriculum Track Choice and High School Dropout Likelihood.  
*Rosemaliza Mohd Kamalludeen, International Islamic University*  
*Malaysia; Yasuo Miyazaki, Virginia Polytechnic Institute and State*  
*University*

Examining the Impact of End-of-Course Assessments on Mathematics  
Teachers' Instructional Practice. *Tiffany Katanyoutanant, University of*  
*Washington*

Stuck on the Margins of Third Space: GED (General Educational  
Development)-Based Second-Chance Programs for Disconnected  
Youth. *Sasha Lotas, University of Washington*

**21.062-5. Satisfied? Perspectives on Education Policy.** Division L -  
Educational Policy and Politics; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-  
3:45pm

Chair: *Jaekyung Lee, University at Buffalo - SUNY*

Participants:

Divergent Expectations and Their Influence on Public School Satisfaction.  
*Rebecca Jane Jacobsen, Michigan State University; Jeffrey W. Snyder,*  
*Michigan State University; Andrew Saultz, Michigan State University*

The Common Core State Standards Initiative: Potential Promises and  
Pitfalls According to Its Policy Leaders. *Alison Tyler, Pennsylvania*  
*State University; Mindy L. Kornhaber, The Pennsylvania State*  
*University; Kelly Griffith, The Pennsylvania State University*

Uncovering the Institutions of Education Policy: Looking Within and  
Between Policy Makers and Educators. *David Mandel, The University*  
*of Arizona*

Why Have Americans Lost Faith in Their Schools? *Greg Thorson,*  
*University of Redlands; Matthew Gutierrez, University of Redlands;*  
*Christina Boursaw, University of Redlands; Leslie Rachel Krafft,*  
*University of Redlands*

**21.062-6. State-Level Policy Adoption and Implementation.** Division L -  
Educational Policy and Politics; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-  
3:45pm

Chair: *Kendall Dwayne Deas, University of Georgia*

Participants:

Great Teachers, Great Schools? A Policy Cycle Analysis of the Stand for  
Children Ballot Initiative. *Peter Piazza, Boston College*

Learning to Teach Mathematics: Policy Implementation and Results Across  
International Contexts. *Maria Teresa Tatto, Michigan State University;*  
*Michael C. Rodriguez, University of Minnesota*

Principal Pay-for-Performance as State Policy: Race to the Top Winners  
Align Policy With Federal Incentives. *Ann Louise Duffy, Education*  
*First*

The Policy Diffusion of Universal Preschool. *Chris Curran, Vanderbilt*  
*University - Peabody College*

**21.062-7. Tools and Collaboration as Resources for Teacher Learning and  
High-Quality Mathematics Instruction.** Division L - Educational  
Policy and Politics; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-  
3:45pm

Chair: *Christine Joy Larson, Vanderbilt University*

Participants:

Instructional Improvement and Teachers' Collaborative Conversations.  
*Christine Joy Larson, Vanderbilt University; Jonee Wilson, Vanderbilt*  
*University; Adrian Mohamed Larbi-Cherif, Vanderbilt University*

Representing and Facilitating Student Performance Data: Mathematics  
Teachers' Conversations With Assessments. *Ilana S. Horn, Vanderbilt*  
*University; Britnie Delinger Kane, Vanderbilt University; Jonee Wilson,*  
*Vanderbilt University*

How Teachers' Professional Networks Contribute to Sustaining High-  
Quality Mathematics Instruction. *Jennifer L. Russell, University of*  
*Pittsburgh; Cynthia E. Coburn, Northwestern University; Julia Heath*  
*Kaufman, University of Pittsburgh; Mary Kay Stein, University of*  
*Pittsburgh*

How and When Affordances and Constraints Within Ambitious  
Mathematics Curricula Matter for the Quality of Teachers' Instruction.  
*Julia Heath Kaufman, University of Pittsburgh; Miray Tekkumru Kisa,*  
*University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*

**21.062-8. Understanding Teacher Working Conditions.** Division L -  
Educational Policy and Politics; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-  
3:45pm

Chair: *Philip Kelly, Boise State University*

Participants:

Networks Among Teachers: How Affective Relationships Explain Positive  
Outcomes for Teachers and the School. *Heather E. Price, University of*  
*Notre Dame*

Organizational Purgatory: An Exploration Into How the Within-School  
Experiences of Black Male Teachers Differ Across One Urban School  
District. *Travis Bristol, Columbia University*

Teacher Autonomy: Using the Schools and Staffing—Scale for Teacher  
Autonomy (SASS-STA) to Examine Groups Targeted by Policy. *Kevin*  
*Dale Gwaltney, University of Missouri*

Understanding Multiple Measures: Results and Feedback From the  
Albuquerque Public Schools Teacher Evaluation and Compensation  
Pilot. *Sade Bonilla, Stanford University; Richard Bowman, Albuquerque*  
*Public Schools*

**21.062-9. Change, Self-Organization, and the Search for Causality.** SIG-  
Chaos & Complexity Theories; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-  
3:45pm

Chair: *Liz Johnson, The George Washington University*

Participants:

Change, Self-Organization, and the Search for Causality in Educational  
Research and Practice. *Matthijs Koopmans, Mercy College*

Complexity, Pedagogy, Play: On Using Technology Within Emergent  
Learning Structures With Young Learners. *Linda Laidlaw, University of*  
*Alberta; Lee Makovichuk, Child Study Centre; Suzanna So-Har Wong,*  
*University of Alberta; Joanne O'Mara, Deakin University*

Complexity and Chaos: Reimagining Nigerian Education. *Joan.Osa*  
*Oviawe, Washington State University*

**21.062-10. Pedagogy of the Oppressed: Transforming Teacher Education.**  
SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable  
Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-  
3:45pm

Chair: *Rochelle Brock, Indiana University - Northwest*

Participants:

Not Well Known and Misunderstood: Paulo Freire and Pedagogy of the  
Oppressed in Francophone Education. *Gina Thesee, University of*  
*Quebec - Montreal; Paul R. Carr, Lakehead University*

Pedagogy of the Oppressed: Theory Into Praxis in a Teacher Education  
Program. *Jennifer Sink McCloud, Virginia Polytechnic Institute and*  
*State University; Gresilda A. Tilley-Lubbs, Virginia Polytechnic Institute*  
*and State University*

Preparing Teachers to Circumvent Harmful Literacy Mandates With Anti-  
Oppressive Pedagogies Inspired by Freire's Work. *Myriam N. Torres,*  
*New Mexico State University*

**21.062-11. Artful, Embodied, and Salient Reflections Through Arts-  
Based Educational Research.** SIG-Arts-Based Educational Research;  
Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-  
3:45pm

Chair: *Amelia M. Kraehe, University of North Texas*

Participants:

Musical Memos in Qualitative Inquiry: Artful, Embodied, and Salient  
Reflections. *Dale Boyle, McGill University; Lynn Butler-Kisber, McGill*  
*University*

Picturing Adolescents' and Teachers' Perspectives on Literacy Curricula  
and Pedagogies. *Kristien Zenkov, George Mason University; Mark*  
*D. Vagle, University of Minnesota; Marriam Ewaida, George Mason*  
*University; Athene Cooper Bell, George Mason University; Megan*  
*Lynch, Osborn Park High School; Katina B. Kearney, George Mason*  
*University*

Picturing Research: A Spectrum Model for Arts-Based Educational  
Research. *Courtney J Angermeier*

**21.062-12. Education, Governance, and Student Outcomes.** Division L -

Educational Policy and Politics; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Gilberto Q. Conchas, University of California - Irvine*

Participants:

- Artistic Insubordination: Measuring Compliance, Tacking, Circumnavigation, and Breaching of Problematic Policy. *Evelyn S Chiang, University of North Carolina - Asheville; Eric M. Pitts, Western Carolina University; Miguel A. Padilla, Old Dominion University*
- School Board Effects: A Social Capital Perspective. *Argun Saatcioglu, The University of Kansas*
- School and the Elusive Future. *Anna Forssell, Stockholm University*
- The Impact of the Uncapping of Mandatory Retirement Law on Higher Education. *Sharon L. Weinberg, New York University; Marc A. Scott, New York University*

**21.063. Roundtable Session 6;** Roundtable Session**21.063-1. Interventions in Social and Emotional Learning.** SIG-Social and

Emotional Learning; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Nancy L. Markowitz, San José State University*

Participants:

- An Examination of an Intervention Program: The Sister Circle. *Bobbi McDaniel, Pepperdine University*
- Teachers' Beliefs About Emotions: Relations to Teacher Characteristics and Social and Emotional Learning Program Implementation. *Jennifer Lynn Hanson, The University of British Columbia; Kimberly Schonert-Reichl, The University of British Columbia; Veronica Smith, University of Alberta*
- Coaches' Use of Relational and Strategic Support for Teachers Implementing the Responsive Classroom Approach. *Carol LC Paxton, University of Virginia; Shannon Beth Wanless, University of Pittsburgh; Christine Patton, Harvard University; Sara E. Rimm-Kaufman, University of Virginia*
- Effects of Positive Mood on Test-Anxiety, States of Mind, and Academic Performance. *Colleen Pinar, Independent Researcher*

**21.063-2. Aesthetics and Empathy in Holistic Education.** SIG-Holistic

Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Boyd Eric White, McGill University*

Participants:

- Food for Thought: Idiom, Empathy, and Context in Lauren Greenfield's THIN. *Laura Evans, University of North Texas*
- Earth Education, Interbeing, and Empathy. *Anniina Suominen Guyas, Florida State University*
- Multisensory Aesthetic Experiences and the Development of Empathy. *Juli B. Kramer, University of Denver*
- Expanding Empathy Through Dance. *Indrani Margolin, University of Northern British Columbia*

**21.063-3. Teaching Organizational Theory.** SIG-Organizational Theory;

Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Bob L. Johnson, Jr., The University of Alabama*

Participants:

- Teaching Organizational Theory: The Educational Leadership Perspective. *Sharon D. Kruse, The University of Akron; S. David Brazer, George Mason University; Sharon C. Conley, University of California - Santa Barbara*
- Teaching Organizational Theory: The Educational Research Perspective. *Maureen W. McClure, University of Pittsburgh; Lou L. Sabina, University of Pittsburgh*
- Teaching Organizational Theory: The Junior Faculty Perspective. *John M. Weathers, Lehigh University; Sarah L. Woulfin, University of Connecticut; Angeline Kathryn Spain, University of Michigan - Ann Arbor*

**21.063-4. Going So Fast We've Lost Our Way?** SIG-Philosophical Studies in

Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-

3:45pm

Chair: *Virginia Ann Worley, Oklahoma State University*

Participants:

- Slow Education. *Donald Blumenfeld-Jones, Arizona State University - Tempe*
- Going Nowhere Fast: Myth, History, and Image in Woolf's Philosophy of Education. *Virginia Ann Worley, Oklahoma State University*
- What It Means to Be an Attentive Teacher: Insights From the Philosophical Works of Augustine of Hippo. *Cristina Cammarano, Teachers College Columbia University*

**21.063-5. Assessing Content Knowledge.** Division K - Teaching and Teacher

Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Christine Clark, University of Nevada - Las Vegas*

Participants:

- Scaffolded Reflective Blogging in the Teacher Education Classroom: Affordances, Challenges, and Possibilities. *Jessica DeMink-Carthew, University of Maryland - College Park; Melissa Landa, University of Maryland*
- The Rubric Interview: A Technique to Improve the Reliability of Scoring Writing Samples. *Brian D. Beitzel, SUNY - College at Oneonta; Nathan E. Gonyea, SUNY - College at Oneonta*
- Exploring Assessment Reform: Preservice Teachers' Experiences With and Views of Assessment in Mathematics Teacher Education. *Matt Wallace, University of California - Davis*
- Preservice Teachers' Assessment Literacy Development and Its Reflection on Their Implementation. *Erol Suzuk, Marmara University; Feral Ogan-Bekiroglu, Marmara University*
- The Role of Language While Assessing Science: Case Studies of Secondary Preservice Teachers' Evolving Expertise. *Edward G. Lyon, Arizona State University - Tempe*

**21.063-6. Assessment and Evaluation of Field Experiences.** Division K -

Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Nancy T. Walker, University of La Verne*

Participants:

- Deconstructing What Works in Student Teaching: A Statewide Analysis of Early Career Teachers' Experiences. *Karina R. Clemmons, University of Arkansas at Little Rock; Amanda L. Nolen, University of Arkansas at Little Rock*
- Preservice Instructive Mentors' Evaluation of a Yearlong Residency for Undergraduate Teacher Candidates. *Renee C Murley, The University of Memphis; Jennifer P Nelson, The University of Memphis; E. Sutton Flynt, The University of Memphis*
- Is the Teacher Performance Assessment a Vehicle for Transformative Praxis for an Urban Teacher Education Program? *Patricia C. Paugh, University of Massachusetts - Boston; Kristen Wendell, University of Massachusetts - Boston; Michael Gilbert, University of Massachusetts - Boston; Laura E. Vanderberg, University of Massachusetts - Boston*
- Ready or Not: How Are Decisions Made About Readiness to Teach in Field Experience Settings? *Fiona Ruth Ell, University of Auckland; Mavis Haigh, The University of Auckland; Lexie Barbara Grudnoff, The University of Auckland; Vivienne Mackisack, The University of Auckland*

**21.063-7. Comprehensive Models of Teacher Education.** Division K -

Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Kevin J. Graziano, Nevada State College*

Participants:

- A Comprehensive Approach to Internationalizing Teacher Education. *Elizabeth Niehaus, University of Maryland; Stephen M. Koziol, University of Maryland; John F. O'Flahavan, University of Maryland; Ann Schweighofer, University of Maryland - College Park; James D Greenberg, University of Maryland - College Park; Letitia Williams, University of Maryland - College Park*
- Developing a Clinically Rich Graduate Residency Program for Teacher Preparation in High-Need Secondary Schools. *Donna Mahar, Empire State College - SUNY; Heather Meyer Reynolds, SUNY Empire State*



College; Amanda J. Wagle, Empire State College - SUNY; Barbara Tramonte, Empire State College - SUNY; Leigh Yannuzzi, Empire State College

The Rhetoric of Partnership: Exploring the Complexity of an Urban Teacher Residency. *Lauren Gatti, University of Nebraska - Lincoln*  
 University Faculty Liaison: Bridging the "Two Worlds Divide" in an Urban Teacher Residency. *Wendy L. Gardiner, National-Louis University*  
 Teacher Preparation for Impoverished Districts: Improved Supervised Field Experiences. *Susan Courey, San Francisco State University; Phyllis M. Tappe, San Francisco State University*

### 21.063-8. Deep in the Process: Teacher Learning in Professional

**Development.** Division K - Teaching and Teacher Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Bryant T. Jensen, Brigham Young University*

Participants:

Coaching to Fidelity in Urban Middle School Content Area Classrooms: Variations and Evidence of Impact. *Alison Gould Boardman, University of Colorado - Boulder; Karla Scornavacco, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder; Pamela R. Buckley, University of Colorado - Boulder*  
 Identifying Levels of Teacher Reflection During Post-Lesson Discussions Through Lesson Study. *Sachiko Tosa, Wright State University; Ann M. Farrell, Wright State University*  
 Literacy Teachers' Learning Through Collaborative Peer Video Analysis and Their Applications of This Learning to Their Pedagogy. *Tanya M. Christ, Oakland University; Poonam Arya, Wayne State University; Ming M. Chiu, University at Buffalo - SUNY*  
 On the Evolution of a Lesson: Group Preparation for a Teaching Contest as Teacher Professional Development Activity for Chinese Elementary Science Teachers. *Xiaowei Tang, Southwest University*  
 Social and Organizational Influences on Literacy Differentiation. *Kelly Puzio, Washington State University*

**21.063-9. Professional Development Models in Mathematics.** Division K - Teaching and Teacher Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Teruni D. Lamberg, University of Nevada - Reno*

Participants:

Analyzing Video Records of Mathematics Teaching Practice to Support Teachers' Learning. *Monica Alejandra Candal, University of Michigan; Joy Ann Oslund, University of Michigan; Shweta Naik, University of Michigan; Pamela A. Moss, University of Michigan*  
 Assessing the Impact of a Professional Development Program on Middle School Teachers' Instructional Practices: Using Surveys and Teacher Assignments. *Kwang Suk Yoon, American Institutes for Research; Meredith Jane Ludwig, American Institutes for Research; Mengli Song, American Institutes for Research; Jamie L. Shkolnik, American Institutes for Research; Beth W. Kubitskey, Eastern Michigan University*  
 Impact of a State-Mandated K-12 Mathematics Professional Development Course on Teachers' Beliefs and Knowledge. *Michele Carney, Boise State University; Jonathan L. Brendefur, Boise State University*  
 Impact of a Professional Development Program on Kindergarten Teachers' Beliefs and Practices and on Students' Mathematics Skills. *Chuang Wang, University of North Carolina - Charlotte; Andrew B. Polly, University of North Carolina - Charlotte; David K. Pugalee, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte; Jennifer Richardson McGee, Appalachian State University; Huifang Zuo, University of North Carolina - Charlotte; Christie Lynn Martin, University of North Carolina - Charlotte*  
 Professional Development That Connects Mathematics and Science: An Analysis of Teachers' Confidence and Practice. *Juliet A. Baxter, University of Oregon; Angie Ruzicka, Eugene 4J Schools; Ronald A. Beghetto, University of Oregon; Dean Livelybrooks, University of Oregon*

**21.063-10. Professional Development Models in Science.** Division K - Teaching and Teacher Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Yeping Li, Texas A&M University*

Participants:

A Model for Engaging Urban Teachers in Designing STEM Projects in Classroom Environments. *Ellen B. Meier, Teachers College, Columbia University; Dawn M. Horton, Teachers College, Columbia University; Felicia Moore Mensah, Teachers College, Columbia University; Rita Sanchez, Teachers College, Columbia University*  
 Clinical Teaching as Professional Development for Educational Technology: Thrown Into the Digital Deep End. *Brian J. Foley, California State University - Northridge*  
 Examining Urban, Middle School Science Teachers' Intellectual, Social, and Material Resources in a Science Professional Development Program. *Jamie N Mikeska, Michigan State University; Suzanne M. Wilson, Michigan State University; James B. Short, American Museum of Natural History; Patricia S. Bills, Michigan State University; Kenne A. Dibner, Michigan State University; Suzanne Elgendy, American Museum of Natural History; Mark Helmsing, Michigan State University; Amber Meyer, Michigan State University; Tamara Shattuck, Michigan State University*  
 STEM Professional Development Program for Middle and High School Teachers: A Model for Success. *Gina Michelle Kunz, University of Nebraska - Lincoln; Gwen Nugent, University of Nebraska - Lincoln; Laurence Rilett, University of Nebraska-Lincoln; Valerie Lefler, University of Nebraska-Lincoln; Mary Herrington, Lincoln Public Schools/Culler Middle School*  
 Satellites, Weather and Climate (SWAC) Teacher Professional Development Program: Advocating for Climate and Geospatial Literacy. *Regina E. Toolin, The University of Vermont; Lesley-Ann Dupigny-Giroux, The University of Vermont*

### 21.063-11. Struggles to Build Community in Literacy Teacher Education.

Division K - Teaching and Teacher Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Heather Marie Coffey, University of North Carolina - Charlotte*

Participants:

A Foot in Two Camps: Literacy Teacher Educators Working in Academia and Schools. *Clare Kosnik, University of Toronto; Pooja Dharamshi, University of Toronto - OISE; Cathy Marie Miyata, University of Toronto; Lydia Menna, OISE/University of Toronto*  
 Instruction for Struggling Adolescent Readers and the Limited Influence of Curriculum Materials. *Michelle Brown, Southeastern Louisiana University*  
 "Would It Help If I Stood on My Head?" Developing a Community of Seventh-Grade English Language Learner Readers and Writers. *Mary Louise Gomez, University of Wisconsin - Madison; Jen Scott Curwood, The University of Sydney; Jessica Gallo, University of Wisconsin - Madison*

### 21.063-12. Taking Up Our Own Work: Professional Development in the Academy.

Division K - Teaching and Teacher Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Jill Annette Newton, Purdue University*

Participants:

In the Rearview Mirror: A Restrospective Look at Retired Teachers' Skill Development Across Their Careers. *Kathy A. Peno, University of Rhode Island; Elaine Silva Mangiante, University of Rhode Island*  
 Professional Development in Higher Education: Enhancing Faculty's Preparation of Secondary Teacher Candidates for Instructing English Language Learners. *Huong T. Nguyen, California State University - Long Beach; Babette M. Benken, California State University - Long Beach; Susan Gomez Zwiop, California State University - Long Beach; Karen Hakim-Butt, California State University - Long Beach*  
 The Ed.D. as Investment in Professional Development: Cultivating and Affirming Practitioner Knowledge, Sensibilities, and Capacities Through Inquiry. *Margaret A. Macintyre Latta, The University of British Columbia - Okanagan; Edmund T. Hamann, University of Nebraska - Lincoln; Susan A. Wunder, University of Nebraska - Lincoln*  
 The Effect of Continuing Education on Self-Efficacy and Teachers' Self-Analysis of Their Efficacy Change. *Julia Hyunjeong Yoo, Lamar University*  
 The Importance of Know-Who in Becoming an Expert Teacher in Higher Education. *Sara Van Waes, University of Antwerp; Piet Van den*

*Bossche, Maastricht University; Peter Van Petegem, University of Antwerp*

**21.064. Roundtable Session 7;** Roundtable Session

**21.064-1. Teachers, Students, and Neuroscience: Perspectives and Insights.**

SIG-Brain, Neurosciences, and Education; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Ben Seipel, California State University, Chico*

Participants:

Ethical Perspective of Teachers on Neuroscience and Education. *Debby M. Zambo, Arizona State University; Ron Zambo, Arizona State University*

Impact of a Graduate Program Connecting Implications From Mind, Brain, and Education Research to Teaching. *Donna Wilson, BrainSMART, Inc.; Marcus Conyers, Center for Innovative Education and Prevention; Mary Buday, National Board for Professional Teaching Standards*

NeuralNet: A Case Study of a Blended Professional Development Course in Neuroscience for STEM Teachers. *Daniel Novak, University of Washington - Seattle; Timothy K. O'Mahony, University of Washington; Ivan Barron, University of Washington; John D. Bransford, University of Washington*

The Effect of Gender and Attention Deficit/Hyperactivity Disorder on Media Multitasking. *Lin Lin, University of North Texas; David Bonner, University of Mary Hardin-Baylor; Kim Nimon, University of North Texas*

Video Games and Learning Theory: The Effects of Multisensory Stimuli on Learning a Motor Task. *Laurie Michael Gelles, The University of Vermont*

**21.064-2. Teachers' Knowledge and Understanding for Teaching.** Division

K - Teaching and Teacher Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Ji-Hye Kim, University of Wisconsin - Madison*

Participants:

Preservice Teachers' Understandings About Teaching Social Studies:

Considering Purpose, Instruction, and Assessment. *Jennifer Cutsforth, University of Scranton*

Using Transmediation in Elementary Preservice Teacher Education: A Literacy and Science Collaborative. *Paula A. Magee, Indiana University - IUPUI; Jane H Leeth, Indiana University - Indianapolis*

Uncovering Tension in Personal Practical Knowledge of the Learning-to-Teach Process Through Collaborative Blogging. *Stefinee E. Pinnegar, Brigham Young University; Mary F. Rice, The University of Kansas; Brian Joe Rice, Brigham Young University; M. Shaun Murphy, University of Saskatchewan; Mary Lynn Hamilton, The University of Kansas*

Effect of Tagcloud-Anchored Discussion on Preservice Teachers' Knowledge Construction. *Shu-yuan Lin, Idaho State University; Ying Xie, Idaho State University*

Preservice Teacher Noticing and Feedback in Collective Feedback Discussions: A Proxy for Emergent Science Teaching Knowledge and Practice. *Amanda Benedict-Chambers, University of Michigan*

**21.064-3. Indigenous Leadership in Education: A Question of Self-Determination.** SIG-Indigenous Peoples of the Pacific; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Rawiri Stephen Tinirau, Massey University*

Participants:

*He Iwi Marae:* Culturally Responsive Pedagogic Leadership for Maori Learner Success. *Te Arani Barrett, University of Waikato; Mere Berryman, University of Waikato*

*He Kā Waiho Ho'ohemahema:* The Emergence of Future Community Leaders. *Mischa Kauaanuhea Lenchanko, University of Hawaii - Manoa*

Native American Female Leadership Model to Address Indigenous Peoples' Social Justice Issues. *Crystal Claudett Jensen, Pepperdine University*

**21.064-4. Stories From the Field: Narratives of Teachers' Lives.** SIG-Lives of Teachers; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Carlos Joe Anguano, Washington State University*

Participants:

The Stories of Teaching Told by Experienced Teachers: Who Is Listening?

*Tammi R. Davis, Indiana University - Bloomington*  
Men's Stories in Early Childhood Education: Developing a Typography. *Nathaniel Uriah Weber, The University of Texas - Austin*  
Rural Teachers' Narratives: A Study of Visions, Enactments, and Negotiations Through Exemplary Action Research. *Margaret Vaughn, University of Idaho; Melissa Saul, University of Idaho*  
Teachers' Work in Singapore: Qualitative Study Insights. *Yew-Jin Lee, National Institute of Education - Nanyang Technological University*  
The Cultural Beliefs of Immigrant Teachers. *Ndindi Kitonga, Chapman University*

**21.064-5. Research on Civic and Political Education.** SIG-Social Studies Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Brad M. Maguth, The University of Akron*

Participants:

"An Injury to One Is an Injury to All": Citizenship Education and Youth Activism in an Era of Neoliberalism. *Audrey Bryan, St. Patricks College, Dublin City University*

Civic Teachers' Instructional Priorities and Approaches for Teaching Local, National, and Global Citizenship. *Jeremy Hilburn, University of North Carolina - Wilmington; Brad M. Maguth, The University of Akron*

High School Seniors' Ethical Reasoning on Free Speech. *Jada Kohlmeier, Auburn University; John W. Saye, Auburn University*

Schools in the Middle: Social Studies and Early Adolescent Civic Development. *Gary Homana, Towson University; Jeff Passe, Towson University*

**21.065. Roundtable Session 8;** Roundtable Session

**21.065-1. Disentangling Discourses of Dis/ability.** SIG-Disability Studies in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Alan R. Foley, Syracuse University*

Participants:

Disabling the Korean Rainbow: A Critical Reading of Korean Reality Television. *MinSoo Kim, The Pennsylvania State University*

Technologists' Views of Accessibility of Web-Based Content for Individuals With Disabilities. *Jeremy Sydik, University of Nebraska - Lincoln*

Ugly Laws, Individualized Education Programs, and Home Environment Reports: A Critical Analysis of Discourses of Difference and Deficiency Across Nine Decades of Published Classroom Research in Literacy. *Kathleen M. Collins, The Pennsylvania State University; Elizabeth M. Duto, University of Colorado*

**21.065-2. Policies and Personnel in Special Education.** SIG-Special Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *John H. Hitchcock, Ohio University*

Participants:

A Statewide Survey of Special Education Directors on Teacher Preparation and Licensure in Autism Spectrum Disorders. *Juliet E. Hart, Arizona State University; Ida M. Malian, Arizona State University*

An Examination of Preservice Teachers' Intentions to Pursue Careers in Special Education. *Dake Zhang, Rutgers University; Qiu Wang, Syracuse University; Mickey Losinski, Clemson University; Joanna Stegall, Clemson University; Antonis Katsiyannis, Clemson University*

Democratic Dialogue as a Process to Inform Public Policy: Reconceptualizing Special Education Qualification Courses for Teachers. *Deirdre M. Smith, The Ontario College of Teachers*

The Vision and the Reality of the Role of Special Educational Needs Coordinators. *Catherine Ann Tissot, University of Reading*

Teacher Attitudes and Implementation of Differentiated Instruction. *Su-Je Cho, Fordham University; Ji-Ryun Kim, SUNY - College at Cortland*

**21.065-3. Influences of Confucianism and Taoism on Students' Learning and Curriculum.** SIG-Confucianism, Taoism, and Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Westry A. Whitaker, The George Washington University*

Participants:

Learning Chinese as a Heritage Language Among Immigrant Families. *Yun Ting Hung*

Reflections on Chinese Graduate Student Classroom Experience in Canadian Higher Education Through a Comparative Perspective. *Zihan Shi, University of Victoria*

Developing a Mindfulness Approach in School Guidance for Promoting Students' Well-Being in Two Hong Kong Secondary Schools. *Ming-tak Hue, The Hong Kong Institute of Education; Ngai-sze Lau, the Hong Kong Institute of Education*

Understanding Students' Attitudes Towards English Education With Confucian Concepts: A Phenomenological Study. *Juanjuan Zhao, University of Cincinnati*

#### 21.065-4. Democratic Citizenship in Education SIG Paper Discussion

**Session.** SIG-Democratic Citizenship in Education; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm  
Chair: *Brandt W. Pryor, Educational Research Associates*  
Participants:  
Global Aspects of Citizenship Education: Classroom Practices and the Need for Resocialization. *Anatoli Rapoport, Purdue University*  
Mutuality and Murality: Classroom Discourse for a Reimagined Public Square. *Benjamin J. Bindewald, Clemson University; Suzanne N. Rosenblith, Clemson University*  
Teaching Controversial Issues and for Critical Democratic Citizenship in Canadian Classrooms. *Angela Mary MacDonald, OISE/University of Toronto; John Peter Portelli, OISE/University of Toronto*  
Teaching for Democratic Education Through a Methods Course Focused on Science, Technology, and Society. *Alicia R. Crowe, Kent State University - Kent; Lisa A. Borgerding Donnelly, Kent State University; Andrew L. Hostetler, Vanderbilt University - Peabody College; Rajlakhmi Ghosh, Kent State University*

#### 21.065-5. Beyond the Elementary Grades: Family Involvement Continues in Secondary Grades Through College and Career-Readiness Opportunities. SIG-Family, School, Community Partnerships; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm  
Chair: *Dianne Mosley, Texas Southern University*  
Participants:  
Building Cross-Sector Capacity to Collaborate Around College Readiness Indicators. *Jaemin Lee, Brown University; Sara McAlister, Annenberg Institute for School Reform; Jacob Mishook, Brown University*  
Partner? Let's Rethink This...: A Qualitative Conceptualization of Parents' Participation in Secondary Public Schools. *Rema Ella Reynolds, University of California - Los Angeles*

#### 21.066. Roundtable Session 9; Roundtable Session

##### 21.066-1. Factors Impacting Latinas/os' College Pathways and Choices.

SIG-Hispanic Research Issues; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 2:15-3:45pm  
Chair: *Melissa Ann Martinez, Texas State University-San Marcos*  
Participants:  
Hopes and Dreams: Latina/o Parents' Perspectives on Creating a College Pathway for Their Children. *Carla Amaro-Jimenez, The University of Texas - Arlington; Holly Hungerford-Kresser, The University of Texas - Arlington; Luis Rosado, The University of Texas - Arlington*  
Parent Assets and Aligned Ambitions: Investigating Hispanic Student College Choice Across Generations. *Sarah M. Ryan, Carnegie Mellon University; Robert K. Ream, University of California - Riverside*  
The Latino Male College Choice in Central California: A Qualitative Study of High School Seniors. *Juan Carlos Gonzalez, California State University - Fresno; Laura Gonzalez, California State University - Fresno; Stephen H Morris, California State University - Fresno; Alexander Ruiz, California State University - Fresno*  
Transfer Rates of Texas Hispanic Community College Students to Four-Year Institutions: Selected Institutional Factors. *Emily Klement, North Central Texas College; Beverly L. Bower, University of North Texas; R. Michael Haynes, Tarleton State University*

##### 21.066-2. Social Justice Matters: Challenges and Responses to Institutional Action and Social Change. SIG-Leadership for Social Justice; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm  
Chair: *Aurora Chang, University of Wyoming*  
Participants:

Using Critical Theory in Examining Obstacles to Creating a College-Going Culture: Perspectives of Urban Leaders. *Eugene Fujimoto, California State University - Fullerton; Yvonne Garcia, California State University - Fullerton; Alisia Kirkwood, California State University, Fullerton; Eduardo Perez, California State University, Fullerton*  
Narratives of Privilege in Public Discussions of an Equity Reform Effort: A Case Study. *Terry M. Pollack, Mills College; Sabrina Zirkel, Mills College*  
Discovering the Other and Rewriting Personal Autobiographies: What Happens When Traditional College Students and Prison Inmates Study Together? *Tabitha Dell'Angelo, The College of New Jersey*

##### 21.066-3. Minority Student Experience in Higher Education. SIG-Research

Focus on Black Education; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 2:15-3:45pm  
Chair: *Monika Williams Shealey, University of Missouri - Kansas City*  
Participants:  
Students Use Their Community Cultural Wealth to Counteract Multiple Forms of Poverty. *Angela N. Campbell, Temple University; Kelli Nicole Sparrow Mickens, Temple University*  
The Reversed Role of Magnets in St. Louis: Implications for Black Student Outcomes. *Ain A. Grooms, University of Georgia - Athens; Sheneka M. Williams, University of Georgia*  
Uncovering Shades of Reality: A Phenomenological Study of African American Student Experiences at For-Profit Colleges. *Constance Iloh, University of Southern California*  
"Race," Class, and Gender: Black and Minority Ethnic Academics in Universities. *Kalwant Bhopal, University of Southampton*

##### 21.066-4. Issues of Reading in the L2 (Second Language) Classroom. SIG-

Second Language Research; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 2:15-3:45pm  
Chair: *Raquel C. Sanchez, Berkeley Policy Associates*  
Participants:  
Perspectives on Literacy and Living From a Refugee Women's Literacy Club. *Amy Elizabeth Pelissero, Georgia State University*  
Praxis and Process: A Longitudinal Study of Reading in a Second Language. *Erin A. Mikulec, Illinois State University*  
Transcending Cultural Boundaries: Reading Harry Potter in Nepali and Swedish. *Rahat Naqvi, University of Calgary*

##### 21.066-5. Action Research in the Trenches of School Reform: Examples From Math, School Counseling, and Classroom Inquiry. SIG-Action

Research; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 2:15-3:45pm  
Chair: *Norman Davis Vaughan, Mount Royal University*  
Participants:  
A Fourth-Grade Unit Investigating Academic Talk Impacts Students Beliefs About Knowledge and Discussion. *Jason Borges, Columbia University; Samuel Ronfard, Harvard University*  
Algebra is a Civil Right: Increasing Achievement for African American Males in Algebra Through Collaborative Inquiry. *Lisa Davies Gomez, middle school; Peg Winkelman, California State University - East Bay*  
School Counselors and Action-Based Research: Creating Effective Social Justice Advocacy in Schools and Communities. *Adonay A. Montes, University of La Verne; Laurie Schroeder, University of La Verne*

##### 21.066-6. Multiple, Media, and Critical Literacies. SIG-Media, Culture, and Curriculum; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm  
Chair: *Douglas J. Loveless, James Madison University*  
Participants:  
In the Eye of the Beholder: Issues Endemic to Recording Video in Research Settings. *Dino Sossi, Teachers College, Columbia University*  
Reading Media Texts Critically: How English-as-a-Foreign-Language Learners Understand and Experience Critical Media Literacy. *Shin-ying Huang, National Taiwan Normal University*  
The Underlife of an Urban Multilingual 1:1 Laptop Classroom. *Roberto Santiago De Roock, The University of Arizona*

##### 21.066-7. Confronting Constructions and Challenges in Youth-Serving

Settings. SIG-Out-of-School Time; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 2:15-3:45pm  
Chair: *Jeanine M. Staples, The Pennsylvania State University*



## Participants:

“How We Describe Our Kids Is Important.” The Struggle to (Re)Imagine Black Youth Within Community-Based Educational Spaces. *Bianca J. Baldrige, University of Wisconsin - Madison*

Constructing Community: Reframing Poverty as Opportunity Through a Comprehensive After-School Program. *Logan Robertson, Bard College*

Supports and Challenges to Bringing Making Activities to OST (Out-of-School-Time) Settings in Low-Income Communities. *Julie Remold, SRI International; Vera Safa Michalchik, SRI International; Bronwyn Bevan, Exploratorium*

**21.066-8. Understanding and Addressing Bullying, Victimization, and Violence in Schools.** SIG-Safe Schools and Communities; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Tatiana Garakani, ENAP - Université Québec*

## Participants:

Bystander Actions and Perceived Effectiveness to Bullying Incidents. *Kris Varjas, Georgia State University; Robert Thornberg, Linköping University; Tomas Jungert, Linköping University; Joel Meyers, Georgia State University*

Leave No Crime Behind: Violence in School Neighborhoods in New York City. *Jondou Chen, Teachers College, Columbia University; Jeanne Brooks-Gunn, Teachers College, Columbia University*

Peer Bullying: Parents' and Adolescents' Perspectives. *Tracy Muth, University of Alberta; Christina Rinaldi, University of Alberta*

School Behaviors and Attitudes as Mediators of Gang Influence on School Violence in High Schools. *Joey Nuñez Estrada, San Diego State University; Tamika Gilreath, University of Southern California; Ron Avi Astor, University of Southern California; Rami Benbenishty, Bar-Ilan University*

School Victimization and Weapon Carrying Among Military Connected Youth. *Tamika Gilreath, University of Southern California; Ron Avi Astor, University of Southern California; Julie Cederbaum, University of Southern California; Hazel Atuel, University of Southern California; Rami Benbenishty, Bar-Ilan University*

**21.066-9. Concerns and Issues in Young Adolescent Development.** SIG-Middle-Level Education Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Frances R. Spielhagen, Mount Saint Mary College*

## Participants:

School Connectedness and Perceived School Safety: Visual Narratives From Students in Middle School. *Manuelito Deguzman Biag, Stanford University*

The Middle School Transition and “Getting in Trouble”: A Cross-Case Analysis of Persistently Disciplined Urban Students. *Brianna L. Kennedy-Lewis, University of Florida*

Exploring Protective Factors in School and Home Contexts for Economically Disadvantaged Students in Middle School. *Nathern S. Okilwa, The University of Texas - Austin*

Self-Efficacy for Math for Historically Low-Performing Students at a High-Poverty School. *Josh Emmett, Point Loma Nazarene University; Daniel Hall, Pepperdine University; Corey McKenna, Point Loma Nazarene University*

**21.066-10. Rasch Measurement SIG Roundtable Session.** SIG-Rasch Measurement; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Shungwon Ro, IBM*

## Participants:

The Rasch Model Plus Ability-Based Slipping. *Chao Xie, University of Maryland - College Park; Hong Jiao, University of Maryland*

Development of an Instrument for Measuring Expectations for Classroom Incivility. *Luke Stanke, University of Minnesota; Alicia Ayodele, University of Minnesota; Doneka R. Scott, University of Minnesota*

Establishing Test Specifications for a U.S. Pharmacy School Equivalency Examination. *Sarah Denise Fowle, University of Illinois at Chicago*

Evaluation of a Behavioral Health Screening Instrument for Preschoolers Using Rasch Rating Scale Methods. *Christine DiStefano, University of South Carolina; Fred Greer, University of South Carolina; Jin Liu, University of South Carolina - Columbia; Leia Kristin Cain, University of South Carolina*

Job Satisfaction of Canadian Teachers Working in Privileged and

Disadvantaged Environments. *Carla Barroso da Costa, Université de Montréal; Nathalie Loye, University of Montreal*

**21.066-11. Design Research and Design Character.** SIG-Design and Technology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Enilda Jannet Romero-Hall, Old Dominion University*

## Participants:

Development of an Augmented Reality Experience Through Design Research. *Brenda Bannan, George Mason University; Jennifer Saville, George Mason University; Elizabeth Krause, George Mason University; Mimi Corcoran, George Mason University; Lisa Ogonowski, George Mason University*

The Development of Design Character: An Exploratory Study of the Experiences of Instructional Design Professionals. *Nilufer Korkmaz, Accord Institute for Education Research; Marisa Elana Exter, Indiana University; Elizabeth Boling, Indiana University*

The Early Phase of Design Research on System Approach for the School of Veterinary Medicine. *Li-Shan Eva Tao, Iowa State University; Thomas Andre, Iowa State University; Scott, H. Hurd, Iowa State University; Jared A. Danielson, Iowa State University; Alejandro Ramirez, Iowa State University*

**21.066-12. Learning Sciences SIG Roundtable on Conceptual Change and the Growth of Knowledge.** SIG-Learning Sciences; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *A. Susan Jurow, University of Colorado - Boulder*

## Participants:

In Search of Common Resources: An Investigation of Learners' Intuitive Pattern Knowledge. *Helen Fitzmaurice, Tufts; Alyssa Sayavedra, University of California - Berkeley; Hillary Lucille Swanson, University of California - Berkeley*

Students' Conceptualization of Limits and Periodicity in Complex Systems. *Lauren April Barth-Cohen, University of California - Berkeley*

Supporting Computational Expression: How Novices Use Programming Primitives in Achieving a Computational Goal. *David Weintrop, Northwestern University; Uri J. Wilensky, Northwestern University*

There's a (Mental) Model in the Middle! Reasoning About Complex Chemical Systems Takes Three Forms. *Sigal Samon, University of Haifa; Sharona T. Levy, University of Haifa*

**21.066-13. Digital Divides and Digital Collaboration.** SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Doug Herrington, Georgia Regents University*

## Participants:

Digital Natives and Digital Immigrants: A Comparison Across Course Tasks and Delivery Methodologies. *Peter Baker, Old Dominion University; Robert Lucking, Old Dominion University; Jennifer Jill Kidd, Old Dominion University*

Hidden Works of Bridging Digital Divides via OLPC XO Laptops. *Kenzen Chen, University of Illinois at Urbana-Champaign*

Student Writing Self-Efficacy and Online Collaboration in a Title 1 School. *Bridget Mahoney, University of South Florida*

**21.066-14. Factors Affecting Teacher Use of Data for Formative Assessment.** SIG-Classroom Assessment; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Nina Arshavsky, University of North Carolina - Greensboro*

## Participants:

Developing a Diagnostic Assessment of Foundational Fractions Concepts: What Data Should Be Reported to Teachers? *Maria Angela Mendiburo, Vanderbilt University; Laura K Williams, Vanderbilt University; Anne Corinne Huggins, University of Florida; Ted Stephen Hasselbring, Vanderbilt University*

Formative Assessment Skills in Mathematics Among Preservice and Novice Childhood Educators. *Angela M. Lui, University at Albany/SUNY; Sarah M. Bonner, Hunter College - CUNY*

Understanding the Process of Using Interim Classroom Assessment Data to Inform Instruction. *Andrea B. Martone, The College of Saint Rose; Gayle Reed, Eagle Elementary; Dianna Reagan, Eagle Elementary*

**21.066-15. Multiple Issues and Perspective Related to Leadership for****School Improvement.** SIG-Leadership for School Improvement;

Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Irene H. Yoon, University of Utah*

Participants:

Development of a Research-Based Teacher Selection Protocol for School Improvement. *Winona Burt Vesey, University of Houston - Clear Lake; Bettye Lois Grigsby, University of Houston - Clear Lake; Gary Schumacher, University of Houston - Clear Lake*

Empowering Teachers and School Leaders to Use Data to Inform School Improvement Decisions. *Janet C. Fairman, University of Maine; Brian E. Doore, University of Maine*

Exploring Successful Primary School Headship Leadership in Challenging Contexts. *Kakia Angelidou, Ministry of Education and Culture - Cyprus; Panayiotis A. Angelides, University of Nicosia*

Leading the Development of Collective Responsibility in Two High-Need Secondary School Communities. *Frances Vivien Whalan, University of Sydney; Association of Independent Schools NSW*

Unlocking Student Perspectives of Leadership: Qualitative Approaches to Understanding and Using Undervalued Voices. *Jonathan Damiani, Nagoya University of Commerce and Business*

**Division and SIG Posters****21.067. Poster Session 2;** Poster Session**21.067-1. Cognition and Motivation in Higher Education.** Division C -

Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

1. A Test of the General Monitoring Skill Hypothesis Using Ecologically Valid Instruments. *Daniell DiFrancesca, North Carolina State University; John L. Nietfeld, North Carolina State University; Li Cao, The University of West Georgia*
2. Examining the Role of Subjective Task Value in the Relationship Between Causal Attributions and Perceived Academic Success. *Ying Dong, University of North Dakota; Robert H. Stupnisky, University of North Dakota; Masela Obade, University of North Dakota; Tammy L Gerszewski, University of North Dakota; Joelle C Ruthig, University of North Dakota*
3. Exploring Business Students' Motivations and Emotions as Predictors of Academic Achievement and Major Selection. *Tammy Gerszewski, University of North Dakota; Robert H. Stupnisky, University of North Dakota; Ying Dong, University of North Dakota; Masela Obade, University of North Dakota*
4. Exploring Motivational Factors Predicting Nontraditional Student Success. *Masela Obade, University of North Dakota; Robert H. Stupnisky, University of North Dakota; Tammy L Gerszewski, University of North Dakota; Ying Dong, University of North Dakota; Joelle C Ruthig, University of North Dakota*
5. Knowledge-Reliance, Interest-Reliance, and Cross-Situational Competence in Higher-Level Adult Reading Development. *Emily W. Fox, University of Maryland*
6. The Effect of Need-Satisfying Academic Advising on Academic Major Satisfaction. *Jennifer Kay Leach, The University of Texas - Austin; Erika Alisha Patall, The University of Texas - Austin*
7. Transforming College Success: Making Learning Meaningful to At-Risk Students. *Benjamin C. Heddy, University of Southern California; Gale M. Sinatra, University of Southern California; Helena Seli, University of Southern California*
8. The Effects of Parental and Peer Relationships on College Students' Motivation and Resource Management Strategies. *Jill D. Salisbury-Glennon, Auburn University; Anna Shepherd-Jones, Auburn University; Brittny R Mathies, Auburn University*
9. The Investigation of the Relationships Among Personal Epistemology, Metacognition, and Academic Performance of Psychology With Internet-Based Learning. *Pei-Yun Liu, National Dong Hwa University; Po-Lin Chen, National Chengchi University; Yuh-Jen Wu, National Dong Hwa University; Yi-Cheng Sheng, National Dong Hwa University*

**21.067-2. Division C Section 1b Poster Session.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

10. In Search of Youth Tricksters: Youths' Social Interests and Valuing of Texts. *Thomas A. Lucey, Illinois State University; Kara L. Lycke, Illinois State University*
11. Art Teachers' Personal Practical Theories About the Purpose of Art Education. *Sharon Manjack, University of Illinois at Chicago*
12. "Someone Has Been Decapitated Then, Hasn't He?" The Educational Reconstruction of the French Revolution. *Christian Mathis, University of Applied Sciences of Northwestern Switzerland*
13. A Poverty of Words: Writing Criticism in a Visual Culture Arts Education Context. *Vittoria S. Daiello, University of Cincinnati*
14. The Effects of an Art Intervention on Preschool Children's Social Interactions. *Jill L. Jacobi-Vessels, University of Louisville*
15. Development of Musical Abilities: Cross-Sectional Assessments by an Online System in Primary School. *Kata Asztalos, University of Szeged; Beno Csapo, University of Szeged*

**21.067-3. Division C Section 3b Poster Session: E-Learning and Student Activities and Outcomes.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

16. Instructor Experiences With a Social Networking Site in a Formal Education Setting: Expectations, Frustrations, Appropriation, and Compartmentalization. *Royce Kimmons, The University of Texas - Austin; George Veletsianos, The University of Texas - Austin; Karen French, The University of Texas - Austin*
17. Common Knowledge for Collective Inquiry Discourse. *Cresencia Fong, OISE/University of Toronto; Rebecca M. Cober, University of Toronto; Cheryl Ann Madeira, OISE/University of Toronto; James D. Slotta, University of Toronto*
18. Researching Smart Classrooms: Defining Technology Elements for Orchestration of Complex Inquiry Activities. *Mike Tissenbaum, University of Toronto; James D. Slotta, University of Toronto*
19. Same Content, Different Learning Environments: An Experience in Higher Education. *Rebeca Cerezo, University of Oviedo; Jose Carlos Nuñez, University of Oviedo; Natalia Suarez, University of Oviedo; Pedro Rosario, University of Minho*
20. The Effect of the Visual Gender of an Embodied Agent: A Cross-Cultural Comparison. *Yanghee Kim, Utah State University; Agneta Gulz, Lund University; Annika Silvervarg, Linköping University; Magnus Haake, Lund University; Tianyu Chen, Utah State University; Nam Ju Kim, Utah State University*
21. Understanding Creative and Participatory Literacy Practices: A Design Ethnography. *Woon Hee Sung, Teachers College, Columbia University; Justin Olmanson, University of Illinois at Urbana-Champaign; Chung-Kai Huang, The University of Texas - Austin*
22. Fostering Relationships With Others Through Virtual and Imaginative Role-Taking. *Geoff Marietta, Harvard University; Aaron M. King, Harvard Graduate School of Education; Elisabeth Hahn, Harvard University; Christopher J. Dede, Harvard University; Hunter Gehlbach, Harvard University*
23. How Can We Design Technology Scaffolds to Foster Characteristics of Knowledge Communities in Science School Classrooms? *Hedieh Najafi, University of Toronto - OISE; James D. Slotta, University of Toronto*
24. Technology-Rich Learning Environments to Support Emotional Regulation: A Case Study of the Relationship Between Physician Regulation and Patient Coping. *Susanne P. Lajoie, McGill University; Ilian Cruz-Panesso, McGill University; Christina Ann Summerside, McGill University; Maedeh Kazemitabar, McGill; Eric G. Poiras, McGill University; Jeffrey Wiseman, McGill University; Cindy E. Hmelo-Silver, Rutgers University; Jingyan Lu, The University of Hong Kong; Lap Ki Chan, University of Hong Kong*
25. Too Tired for Textbooks: Medical Students' Use of Multimedia Learning Environments. *Steve Yavner, New York University; Adina L. Kalet, New York University; Ricki Goldman, New York University*

**21.067-4. Motivation and Achievement.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

26. Attributions of Moral Responsibility and Blameworthiness in Relation to Procrastination Versus Delay. *Sonia Rahimi, McGill University;*

Timothy Pychyl, Carleton University; Nathan C. Hall, McGill University; Kyle Adam Hubbard, McGill University

27. Effects of Homework Motivation on Homework Achievement in Two Domains: Worry as a Mediating Variable. *Eunsook Hong, University of Nevada - Las Vegas; Elsa Mason, University of Nevada - Las Vegas; Yun Peng, University of Nevada - Las Vegas; Nancy Lee, University of Nevada - Las Vegas*
28. Interest Development in the K-12 Problem-Based Learning Classroom. *Maximilian Knogler, TU Muenchen / TUM School of Education; Doris Lewalter, Technical University of Munich; Andreas Gegenfurtner, Technische Universität München*
29. Measuring Social Reading Motivation in Adolescents. *Marcia H. Davis, Johns Hopkins University; Stephen M. Tonks, Northern Illinois University; Michael F. Hock, The University of Kansas; Neal M. Kingston, The University of Kansas; Gail C. Tiemann, The University of Kansas; Wenhao Wang, The University of Kansas*
30. Motivation and Beliefs About the Nature of Scientific Knowledge Within an Immersive Virtual Ecosystems Environment. *Jason A. Chen, The College of William and Mary; Shari J. Metcalf, Harvard University*
31. Predicting Writing Motivation: Contributions of Grade Level, Writing Climate, and Writing Discourse. *Sharon Zumbrunn, Virginia Commonwealth University; Sarah Conklin, Virginia Commonwealth University; Divya Varier, Virginia Commonwealth University*
32. Principals' Achievement Goals for Leading. *Christian Brandmo, University of Oslo; Dijana Tiplić, University of Oslo; Eyvind Elstad, University of Oslo*
33. Problem-Solving Styles, Learning Behaviors and Attitudes, and Mathematics Performance. *Haifa B. Matos-Elefante, The College Board; John Houtz, Fordham University; Thanos Patelis, The College Board; Edwin Selby, Fordham University*
34. Self-Efficacy Is Only Part of the Story: The Role of Feedback Perceptions in Student Writing Self-Regulation. *Sharon Zumbrunn, Virginia Commonwealth University; Sarah Conklin, Virginia Commonwealth University; Divya Varier, Virginia Commonwealth University; Amanda Turner, Virginia Commonwealth University; Erika Dumke, Virginia Commonwealth University*
35. Supporting Student Motivation at the Middle Level: The Role of Responsive Teacher-Student Relationships and Classroom Instruction. *Sarah M. Kiefer, University of South Florida; Cheryl R. Ellerbrock, University of South Florida; Kathleen Marie Alley, University of South Florida*
36. The Reciprocal I/E Model: An Integration of Models of Relations Between Academic Achievement and Self-Concept With Achievement Data. *Jens Moeller, University of Kiel; Friederike Zimmermann, IPN - Leibniz Institute for Science and Mathematics Education; Olaf Koeller, Leibniz Institute for Science and Math Education*
37. Exploring the Relationship Between Internally Defined and Externally Defined Academic Resilience in Mathematics. *Shanna Ricketts, Emory University; George Engelhard, Emory University*
38. The Effect of Competence Fulfillment on Autonomy and the Development of Intrinsic Motivation. *Mark Peter Schroeder, University of Wisconsin - Whitewater*

**21.067-5. Division C Section 3b Poster Session.** Division C - Learning and Instruction; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Poster:

39. Learner Readiness for Online Learning: Gender Differences and Learning Performance. *Min-Ling Hung, Ming Chuan University; Chien Chou, National Chiao Tung University*

**21.067-6. Moral Development, Ethical Conduct, and Academic Dishonesty in Higher Education.** SIG-Moral Development and Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

40. Current Perspectives on Moral Development in Higher Education. *Heather Mechler, Bucknell University; Brian Bourke, Louisiana State University*
41. Exploring Ethical Conduct, Motivation, and Satisfaction Among Undergraduates in the Domains of Academics and Athletics. *Mariya Yukhymenko, University of Illinois at Chicago*
42. How Academic Conduct Is Influenced by Achievement Goals and Willingness to Report Academic Dishonesty. *Chiao Ling Huang,*

*Institute of Education - National Sun Yat-sen University; Shu Ching Yang, National Sun Yat-Sen University*

**21.067-7. Division G Section 1 Poster Session.** Division G - Social Context of Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

43. Class in the Classroom: Teach for America and the Making of Social Class in Educational Contexts. *Rachel Throop, University of Pennsylvania*
44. Implicating Sociohistorical, Cultural, Political Narratives in the Negotiation of Mathematics Relationships. *Angela Dosalmas, University of California - Santa Barbara; Mary E. Brenner, University of California - Santa Barbara*
45. Keeping History Good and Safe: White Knowledge Production of the U.S.-Dakota War in Its Sesquicentennial Year. *Rick J. Lybeck, University of Minnesota*
46. Turkish Immigrants' Cultural Models of Child-Rearing. *Sultan Kilinc, Arizona State University; Kateryna A. Ellis, Arizona State University; Angela E. Arzubiaga, Arizona State University*

**21.067-8. Challenging Methodological Boundaries in Curriculum Inquiry.** Division B - Curriculum Studies; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

47. Pictured Horizons: Dialogue and Promotion of Intellectual Richness Through Auto-Photography. *Grace Lincoln, Walden University; Mary M. MacDonald, Pictured Horizons*
48. Integrating Earth Science and Geography Learning. *Anil M Asokan, Teachers College, Columbia University; Ann E. Rivet, Teachers College, Columbia University*
49. An Image-Based Inquiry Into Teachers' and Students' Constructs of Literacy. *Marilyn J. Narey, Chatham University*
50. Eragraphy: The Practice of Education, Research and Animateuring. *Raisa Hannele Foster, University of Tampere*

**21.067-9. Curriculum of the Southwest: Re-Envisioning the Role of Place in Curriculum.** Division B - Curriculum Studies; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Poster:

51. Curriculum of the Southwest: Reenvisioning the Role of Place in Curriculum. *Sherrie B. Reynolds, Texas Christian University; Freyca Calderon-Berumen, Texas Christian University; Kelly Feille, Texas Christian University; Karla O'Donald, Texas Christian University; Julie F Vu, Texas Christian University; Teresa Stephenson, Texas Christian University*

**21.067-10. Poster Session: Applied Research in Schools.** Division H - Research, Evaluation and Assessment in Schools; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

52. The Likelihood of Being Qualified for College-Level Courses: What Nevada's Middle- and High-School Achievement Tests Suggest for Students in the Washoe County School District. *Ben Hayes, Washoe County School District; Andrea Anne Lash, WestEd; Min Huang, WestEd; Loan Tran, WestEd*
53. School Intervention Research and Black Males: A Review of the Literature. *Adriana Soblarvarro, Duquesne University; Alison Ryan, Duquesne University; Scott L. Graves, Duquesne University*
54. Evaluation of Online Cognitive Tutors for High School Chemistry. *Weiling Li, WestEd; Edward D. Britton, WestEd STEM Program; Steven Arnold Schneider, WestEd*
55. Using Lesson Study and Students' Voices as Strategies for Teacher Development. *Kyriaki Messiou, University of Southampton*
56. The Role of Academic Engagement in Academic Performance of Immigrant Youth With Limited English Proficiency. *Ha Yeon Kim, New York University; Carola Suarez-Orozco, University of California - Los Angeles*
57. A Measure of Professional Learning Through Collaborative Inquiry. *Rachel Ryerson, Ontario Ministry of Education; Ben Shannon, Ministry of Education, Ontario; Judi Kokis, 21st Century Education Development Research Institute; David Hagen Cameron, Ministry of Education, Ontario; Lucie McCartney, Ontario Ministry of Education; Dianne Oliphant, Ontario Ministry of Education*



58. An Early Warning System Created From Longitudinal Data for Students at Risk of Dropping Out. *Aundrea D. Carter, University of North Carolina - Greensboro; Robert Thomas Furter, University of North Carolina - Greensboro; Lauren Fluegge, University of North Carolina - Greensboro*
59. Pilot Year Outcomes of an Action Research Project for College and Career Readiness. *Kim Creech, University of Kentucky; Pamela Jane Clouse, Eastern Kentucky University*
60. Using Tablet Computers as Instructional Tools to Increase Task Completion by Students With Autism. *Patricia A. O'Malley, Kennedy Krieger Institute; Mary Ellen B. Lewis, Kennedy Krieger Institute*
61. Tell Me Something I Don't Know: Are Early Warning Systems an Improvement on Teacher Intuition? *James Soland, Stanford University*
62. Analysis of the Effectiveness of Summer Reading to Mitigate Learning Loss. *Tammie S. Dickenson, University of South Carolina - Columbia; Diane M. Monrad, University of South Carolina; Grant B. Morgan, Baylor University; Tomonori Ishikawa, University of South Carolina; Heather Bennett, University of South Carolina; Mihaela Ene, University of South Carolina; Elizabeth Leighton, University of South Carolina; Becca Doswell, South Carolina Department of Education; Pamela Willa, South Carolina Department of Education*

**21.067-11. Division H, Section 1 Poster Session.** Division H - Research, Evaluation and Assessment in Schools; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Poster:

63. English Proficiency and Academic Achievement of Students Exiting ESOL Programs in Georgia. *Jenna Lynn Zacany, Empirical Education Inc.; Valeriy Lazarev, Empirical Education Inc.; Cori Alston, Georgia Department of Education; Whitney Michelle Hegseth, Empirical Education Inc.*

**21.067-12. Division C, Section 1d Poster Session.** Division C - Learning and Instruction; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Poster:

64. Designing Critique Activities for Global Climate Change Instruction: A Comparison Study. *Mie Elissa Sato, University of California - Berkeley; Marcia Linn, University of California - Berkeley*

## Saturday, 4:05 pm

### Presidential Sessions

#### **22.010. AERA Opening Plenary Session: Michael A. Olivas (#AERADream). Presidential Session**

Hilton Union Square, Ballroom Level, Continental 4-6; 4:05-5:35pm

Chairs: *William G. Tierney, University of Southern California; Kristen A. Renn, Michigan State University*

Participant:

Immigrant DREAMS Deferred. *Michael A. Olivas, University of Houston*

## Saturday, 5:35 pm

### AERA Related Activities

**23.010. AERA Opening Reception.** AERA Related Activities; Reception  
Hilton Union Square, Lobby Level, Golden Gate 3-8; 5:35-6:30pm  
Chair: *William G. Tierney, University of Southern California*

## Saturday, 5:45 pm

### AERA Related Activities

**24.010. Undergraduate Student Education Research Training Workshop Reception: Closed Session.** AERA Related Activities; Reception  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 5:45-6:45pm  
Chair: *George L. Wimberly, American Educational Research Association*

## Saturday, 6:15 pm

### International Organization Sessions

**25.010. State and Regional Educational Research Associations: Business Meeting and Reception.** Consortium of State and Regional Educational Research Associations; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 1; 6:15-7:45pm  
Participants: *Kathleen F. Berg, University of Hawaii; Virginia C. Shipman, University of New Mexico; Edith H. Carter, Radford University; Malinda Hendricks Green, University of Central Oklahoma; Michael S. Green, Hudson Valley Community College; Harry L. Bowman, Council on Occupational Education; Thanh Truc Thi Nguyen, University of Hawaii - Manoa; Walter Mathews, Evaluation Associates of New York; John M. Enger, Nova Southeastern University; Keith M. Kershner, Research for Better Schools*

### SIG Sessions

**25.011. Adult Literacy and Adult Education SIG Business Meeting.** SIG-Adult Literacy and Adult Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 6:15-7:45pm  
Chair: *Marguerite Lukes, City University of New York*  
Participant:  
Longitudinal Research in Adult Literacy and Education. *Stephen M. Reder, Portland State University; Cristine A. Smith, University of Massachusetts - Amherst*

**25.012. Advanced Studies of National Databases SIG Business Meeting. National Data Sets: New Opportunities, Access, and Implications for Use and the SIG.** SIG-Advanced Studies of National Databases; Business Meeting  
Parc 55, Fourth Level, Mission I; 6:15-7:45pm  
Participants: *Laura F. LoGerfo, U.S. Department of Education; Susan Carol Losh, The Florida State University*

**25.013. Arts-Based Educational Research SIG Business Meeting: Guest Speakers Panel and Dissertation Award.** SIG-Arts-Based Educational Research; Business Meeting  
Hilton Union Square, Lobby Level, Plaza B; 6:15-8:15pm  
Chair: *Barbara A. Bickel, Southern Illinois University - Carbondale*

**25.014. Brain, Neurosciences, and Education SIG Business Meeting.** SIG-Brain, Neurosciences, and Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 6:15-7:45pm  
Chair: *Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior*

**25.015. Chaos and Complexity Theories SIG Business Meeting.** SIG-Chaos & Complexity Theories; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 6:15-8:15pm

**25.016. Classroom Management SIG Business Meeting and Keynote by Theo Wubbels: Classroom Management Around the World.** SIG-Classroom Management; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 6:15-7:45pm  
Chair: *Kent Alan Divoll, University of Houston - Clear Lake*

**25.017. Classroom Observation SIG Business Meeting.** SIG-Classroom Observation; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 6:15-7:45pm

**25.018. Confucianism, Taoism, and Education SIG Business Meeting.** SIG-Confucianism, Taoism, and Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 6:15-7:45pm  
Chair: *Hongyu Wang, Oklahoma State University - Tulsa*  
Participants:

- Does Taoism Have Anything to Do With Education in the 21st Century?  
*Xin Li, California State University - Long Beach*
- The Aesthetics of Curriculum and Taoism. *Yung Shan Hung, National Academy for Educational Research*
- The Tao of Curriculum Understanding. *Westry A. Whitaker, The George Washington University*
- 25.019. Critical Educators for Social Justice SIG Business Meeting.** SIG-Critical Educators for Social Justice; Business Meeting  
Hilton Union Square, Lobby Level, Plaza A; 6:15-7:45pm
- 25.020. Democratic Citizenship in Education SIG Business Meeting and Awards.** SIG-Democratic Citizenship in Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 6:15-7:45pm  
Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*  
Participants: *David Kerr, National Foundation for Educational Research; James M. Mitchell, California State University - East Bay*
- 25.021. Design and Technology SIG Business Meeting.** SIG-Design and Technology; Business Meeting  
Parc 55, Third Level, Mason; 6:15-7:45pm  
Chair: *Patricia L. Hardre, University of Oklahoma*
- 25.022. Districts in Research and Reform SIG Business Meeting.** SIG-Districts in Research and Reform; Business Meeting  
Parc 55, Fourth Level, Mission II&III; 6:15-7:45pm
- 25.023. Education, Health and Human Services Linkages SIG Business Meeting.** SIG-Education, Health, and Human Services Linkages; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 6:15-7:45pm  
Participant:  
Working Across Professional Boundaries. *Robert Ian Hulme, University of Chester*
- 25.024. Family, School, Community Partnerships SIG Business Meeting.** SIG-Family, School, Community Partnerships; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 7; 6:15-7:45pm
- 25.025. Inclusion and Accommodation in Educational Assessment SIG Business Meeting.** SIG-Inclusion & Accommodation in Educational Assessment; Business Meeting  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 6:15-7:45pm  
Participant: *Meagan Karvonen, Western Carolina University*
- 25.026. Indigenous Peoples of the Americas SIG Business Meeting.** SIG-Indigenous Peoples of the Americas; Business Meeting  
Hotel Nikko, Third Level, Carmel I; 6:15-8:15pm  
Chair: *Susan C. Faircloth, North Carolina State University*  
Participants: *Troy Richardson, Cornell University; Eve Tuck, SUNY - College at New Paltz; Megan Bang, University of Washington; Danielle N. Terrance, The Ohio State University; Andrew Dayton, University of California - Santa Cruz; Leilani Sabzalian, University of Oregon; Sandra J. Wolf, Lakehead University; Mary Eunice Romero-Little, Arizona State University*  
Participant:  
Enacting Miyo-Wichitowin Through Culturally Relational Research Practices. *Florence A. Glanfield, University of Alberta; Dwayne Donald, University of Alberta; Gladys Sterenberg, Mount Royal University*
- 25.027. Language and Social Processes SIG Business Meeting.** SIG-Language and Social Processes; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 2; 6:15-8:15pm
- 25.028. Leadership for School Improvement SIG Business Meeting.** SIG-Leadership for School Improvement; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 3; 6:15-7:45pm  
Chair: *Karen L. Sanzo, Old Dominion University*  
Participants: *Shelby A. Cosner, University of Illinois at Chicago; Kristina Astrid Hesbol, Illinois State University; Jennifer K. Clayton, The George Washington University*
- 25.029. Learning Environments SIG Business Meeting.** SIG-Learning Environments; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 6:15-7:45pm  
Chair: *Perry den Brok, Eindhoven University of Technology*
- 25.030. Marxian Analysis of Society, Schools and Education SIG Business Meeting.** SIG-Marxian Analysis of Society, Schools and Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 6:15-7:45pm  
Participants: *João Menelau Paraskeva, University of Massachusetts; Sheila L. Macrine, University of Massachusetts - Dartmouth*  
Participants:  
Towards a New Common School Movement: Reimagining the Public Schooling Through Common Labor and Common Property. *Kenneth J. Saltman, DePaul University; Noah De Lissovoy, The University of Texas - Austin; Alexander James Means, University of Toronto*  
In Memorium Hugo Chavez. *Peter L. McLaren, University of California - Los Angeles; William C. Ayers, University of Illinois at Chicago*
- 25.031. Middle-Level Education Research SIG Business Meeting.** SIG-Middle-Level Education Research; Business Meeting  
Parc 55, Second Level, Divisadero; 6:15-7:45pm  
Chair: *Steven B. Mertens, Illinois State University*
- 25.032. Philosophical Studies in Education SIG Business Meeting.** SIG-Philosophical Studies in Education; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 9; 6:15-8:15pm  
Chair: *Charles Bingham, Simon Fraser University*  
Participants: *Mark E. Jonas, University of Wisconsin - Whitewater; Susan Laird, University of Oklahoma*
- 25.033. Rasch Measurement SIG Business Meeting.** SIG-Rasch Measurement; Business Meeting  
Parc 55, Third Level, Powell I; 6:15-7:45pm
- 25.034. Research Focus on Education and Sport SIG Business Meeting.** SIG-Research Focus on Education and Sport; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 6:15-7:45pm
- 25.035. Research on Learning and Instruction in Physical Education SIG Business Meeting.** SIG-Research on Learning and Instruction in Physical Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 6:15-8:15pm  
Chair: *Bryan A. McCullick, University of Georgia*
- 25.036. Social and Emotional Learning SIG Business Meeting.** SIG-Social and Emotional Learning; Business Meeting  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 6:15-8:45pm  
Chairs: *Joshua L. Brown, Fordham University; Kimberly Schonert-Reichl, The University of British Columbia*
- 25.037. Supervision and Instructional Leadership SIG Business Meeting: A Celebration of Tom Sergiovanni: Reflections by Coauthor Robert J. Starratt, Friends, and Colleagues.** SIG-Supervision and Instructional Leadership; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 6:15-7:45pm
- 25.038. Teaching History SIG Business Meeting.** SIG-Teaching History; Business Meeting  
Sir Francis Drake, Second Level, Cypress/Monterey; 6:15-7:45pm
- 25.039. 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  
Parc 55, Fourth Level, Cyril Magin III; 6:15-7:45pm
- 25.040. Urban Learning, Teaching, and Research SIG Business Meeting.** SIG-Urban Learning, Teaching, and Research; Business Meeting  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 6:15-7:45pm  
Participant: *Lori Kim, California State University - Los Angeles*

**25.041. Workplace Learning SIG Business Meeting.** SIG-Workplace Learning; Business Meeting  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 6:15-7:45pm  
 Chair: *Martin Mulder, Wageningen University*  
 Participant: *Regina H. Mulder, University of Regensburg*  
 Participants:  
 International Trends in Workplace Learning: United States. *James E. Bartlett, North Carolina State University*  
 International Trends in Workplace Learning: The Netherlands. *Martin Mulder, Wageningen University*  
 International Trends in Workplace Learning: Korea. *Soyoung Kim, Seoul National University of Science & Technology*  
 International Trends in Workplace Learning: Germany. *Christian Harteis, Paderborn University*  
 International Trends in Workplace Learning: United Kingdom. *Carol Costley, Middlesex University*  
 International Trends in Workplace Learning: Australia. *Stephen Richard Billett, Griffith University*

**Saturday, 6:30 pm**

**Governance Meetings and Events**

**26.001. AERA Journal Publications Committee Reception: Invitation Only.** AERA Governance; Reception  
 Hilton Union Square, Ballroom Level, Continental 4; 6:30-8:00pm  
 Chair: *William Cope, University of Illinois at Urbana-Champaign*

**Saturday, 7:00 pm**

**AERA Sessions**

**27.010. Social Justice in Education Award (2013) Lecture: Jeannie Oakes (#AERASJ).** AERA Sessions; Invited Session  
 Hilton Union Square, Ballroom Level, Continental 5; 7:00-8:00pm  
 Welcome: *Richard P. Duran, University of California - Santa Barbara*  
 Award Recipient and Speaker:  
 Evidence and Activism: Research to Challenge Structures of Inequality.  
*Jeannie Oakes, Ford Foundation*

**Saturday, 8:00 pm**

**AERA Related Activities**

**28.010. 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  
 Hilton Union Square, Ballroom Level, Continental 6; 8:00-9:00pm

**Sunday, 7:00 am**

**AERA Related Activities**

**29.010. Undergraduate Student Education Research Training Workshop Early Bird Breakfast: Closed Session.** AERA Related Activities; Invited Session  
 Parc 55, Second Level, Sutro; 7:00-8:00am  
 Chair: *George L. Wimberly, American Educational Research Association*

**AERA Sessions**

**29.011. AERA Welcoming Orientation for New Members and First-Time Attendees.** AERA Sessions; Invited Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom A; 7:00-8:00am  
 Chair: *William G. Tierney, University of Southern California*  
 Participants: *Barbara Schneider, Michigan State University*  
*Felice J. Levine, American Educational Research Association*

**Sunday, 8:00 am**

**Professional Development Courses**

**30.010. How to Use NAEP High School Transcript Study Data Tools for Education Research.** Professional Development and Training Committee; Professional Development Course  
 Grand Hyatt, Theatre Level, Fillmore BC; 8:00am to 12:00pm  
 Instructors: *Janis D. Brown, U.S. Department of Education; Jennifer Laird, MPR Associates, Inc.; Stephen E. Roey, Westat; Robert Colby Perkins, Westat*

**30.011. Introduction to Meta-Analysis.** Professional Development and Training Committee; Professional Development Course  
 Grand Hyatt, Theatre Level, Conference Theatre; 8:00am to 12:00pm  
 Instructors: *Therese D. Pigott, Loyola University Chicago; Joshua R. Polanin, Loyola University Chicago; Ryan Williams, Loyola University Chicago*

**30.012. Introduction to the Measures of Effective Teaching Longitudinal Database.** Professional Development and Training Committee; Professional Development Course  
 Grand Hyatt, Ballroom Level, Grand Ballroom East; 8:00am to 12:00pm  
 Instructors: *George C. Alter, University of Michigan; Brian P. Rowan, University of Michigan; Lesli Scott, University of Michigan; Mark White, Institute for Social Research; Charlotte F. Danielson, The Danielson Group; Ronald F. Ferguson, Harvard University; Thomas Kane, Harvard University; Daniel McCaffrey, RAND Corporation; Robert Pianta, University of Virginia; Heather C. Hill, Harvard University; Pamela L. Grossman, Stanford University; Johanna Bleckman, University of Michigan - Ann Arbor*

**30.013. Writing an Application for an IES Grant.** Professional Development and Training Committee; Professional Development Course  
 Grand Hyatt, Ballroom Level, Redwood; 8:00am to 12:00pm  
 Instructors: *Allen Ruby, Institute of Education Sciences; Elizabeth R. Albro, Institute of Education Sciences; Meredith J. Larson, National Center for Education Research*

**Sunday, 8:15 am**

**Governance Meetings and Events**

**31.001. AERA Committee on Scholars of Color in Education Awards Presentation and Business Meeting: Open Meeting.** AERA Governance; Governance Session  
 Hotel Nikko, Third Level, Monterey I; 8:15-9:45am  
 Chair: *Ruben Donato, University of Colorado - Boulder*

**31.002. SIG Leadership Orientation: Session 1.** AERA Governance; Governance Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 8:15-9:45am  
 Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

**AERA Related Activities**

**31.010. AERA Fellows Breakfast: Invitation Only.** AERA Related Activities; Governance Session  
 Hotel Nikko, Third Level, Nikko II; 8:15-10:15am  
 Chair: *William F. Tate, Washington University in St. Louis*

**31.011. AERA Web Content Management System Training for Division and SIG Web Managers: Session 1.** AERA Related Activities; Workshop  
 Hilton Union Square, Ballroom Level, Continental 7; 8:15-9:45am  
 Chair: *Tracy B. Young, American Educational Research Association*

**31.012. International Relations Committee Meeting Honoring International Travel Award Recipients.** AERA Related Activities; Invited Session  
 Hotel Nikko, Third Level, Monterey II; 8:15-9:45am  
 Chair: *Rodney K. Hopson, Duquesne University*



### Presidential Sessions

#### 31.013. Responses to the Theme: Commissioned Essay Writers Discussion Forum (Sunday). Presidential Session

Hilton Union Square, Lobby Level, Plaza A; 8:15-9:45am

Chair: *Rick R. McCown, Duquesne University*

Participants:

Trying to Fix an Urban School. *Jean Maude Anyon, The Graduate Center - CUNY*

Myth of Poverty. *SJ Miller, University of Missouri - Kansas City*

On Poverty and Systemic Collapse. *Gregory K. Tanaka, Mills College School of Education*

He Was Not Mine: Demoning the "Undeserving Poor." *Frederick D. Erickson, University of California - Los Angeles*

#### 31.014. The State of Language Minority Education 40 Years After *Lau v. Nichols*. Presidential Session

Cosponsored with Division L - Educational Policy and Politics, Division F - History and Historiography

Hilton Union Square, Ballroom Level, Continental 4; 8:15-9:45am

Chair: *Mary Carol Combs, The University of Arizona*

Participants: *Patricia C. Gandara, University of California - Los Angeles; Edwin H. Steinman, Santa Clara University*

#### 31.015. Film Festival: *Waiting for Superman*. Presidential Session Cosponsored with Division L - Educational Policy and Politics

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 8:15-10:15am

### AERA Sessions

#### 31.016. Memorial Session Honoring the Lifelong Contributions of Professor Barbara L. Jackson. AERA Sessions; Invited Session

Hilton Union Square, Lobby Level, Plaza B; 8:15-10:15am

Chairs: *Cosette Grant-Overton, University of Cincinnati; Maria-Luisa Luisa Gonzalez, The University of Texas - El Paso*

Participants: *Linda C. Tillman, University of North Carolina - Chapel Hill; C. Cryss Brunner, University of Minnesota; Bruce S. Cooper, Fordham University; Cristobal Rodriguez, New Mexico State University; Caroline Jackson Smith; Michelle D. Young, University Council for Educational Administration; Michael E. Dantley, Miami University; Khaula Murtadha, Indiana University - Purdue University at Indianapolis; Judy A. Alston, Ashland University; Cynthia J. Reed, Auburn University; Mark A. Gooden, The University of Texas - Austin*

### Committee Sessions

#### 31.017. GSC Division C Fireside Chat: Why Education Is So Difficult to Improve When Income Inequalities Are So Great. Graduate Student Council; Invited Session

Westin St. Francis, Second Level, Kent; 8:15-9:45am

Chairs: *Benjamin C. Heddy, University of Southern California; Ariana Christine Crowther, The University of Texas - Austin*

Participant: *David C. Berliner, Arizona State University*

#### 31.018. GSC Division H Fireside Chat: Starting Fresh, Branching Out, Moving Up: Insights and Experiences of School Researchers Embarking on New Career Paths. Graduate Student Council; Invited Session

Parc 55, Third Level, Powell II; 8:15-9:45am

Chairs: *Marisa Anne del Campo, University of Connecticut; Ruhan Circi Kizil, University of Colorado - Boulder*

Participants: *Vickie L. Cartwright, Orange County Public School; Brandon LeBeau, University of Minnesota; Antionette D. Stroter, Liberty University; Winona Burt Vesey, University of Houston - Clear Lake; Whitney Elaine Wall Bortz, Queen's University - Belfast*

#### 31.019. GSC Fireside Chat: Community Voices: A Dialogue on

**Undocumented Students and Education.** Graduate Student Council; Invited Session

Parc 55, Third Level, Market Street; 8:15-9:45am

Chairs: *Marco Murillo, University of California - Los Angeles; Cecilia Henriquez Fernandez, University of California - Los Angeles*

Participants: *Jaime Del Razo, Brown University; Maritza Lopez Del Razo, University of California - Los Angeles; Miguel Cordova, SEIU Local 1000; Jose Andrade, Garfield High School; Juan De La Cruz, College Is For Everyone*

### International Organization Sessions

#### 31.020. Early Childhood Education and Care: Nordic Traditions and Transitions in a Globalized World. Nordic Educational Research Association; Invited Session

Grand Hyatt, Ballroom Level, Grand Ballroom West; 8:15-10:15am

Chairs: *John Benedicto Krejsler, Aarhus University; Maja Plum, University of Copenhagen*

Participants:

The Competent Child Refigured: From "the Playing Kindergarten Child" Towards "the Learning Preschool Child." *John Benedicto Krejsler, Aarhus University; Maja Plum, University of Copenhagen*

Toward a Neoliberal Preschool System in Iceland—Or Are We Already There? *Kristin Dýrffjörð, University of Akureyri; Berglind Rós Magnúsdóttir, University of Akureyri*

State Regulation and the Finnish Day-Care: From a Universal Right to Collective Guilt. *Jarmo Kinon, University of Turku*

Relations and Reflexivity Meet Measurability and Effectiveness: Rearticulated and Transformed Quality Ideals in the Swedish Preschool. *Charlotte Tullgren, Kristianstad University; Marie-Louise Österlind, Kristianstad University; Lena Bäckström, Kristianstad University; Linda Palla, Malmö University*

From Integration to the Separation of Play and Learning. *Annegrethe Ahrenkiel, Roskilde University; Camilla Schmidt, Roskilde University*

Possibilities of Resistance and Alternatives to Global Knowledge Competition in Early Childhood Education in Sweden? *Kajsa Ohrlander, Stockholm University*

Norwegian Kindergarten Policy and Practices: Discourses on Learning and Kindergarten Traditions. *Anita Berge, University of Stavanger*

#### 31.021. The Role of Educational Quality, Equality, and Equity in Low-Income Countries: Findings From the International Academy of Education. International Academy of Education; Invited Session

Grand Hyatt, Theatre Level, Orpheum; 8:15-10:15am

Chair: *Maria Soledad Bos, Inter-American Development Bank*

Participants:

Historical Movements That Have Opposed Colonization in Different Cultures and Contemporary Similar Opposition to Globalization. *William H. Schubert, University of Illinois at Chicago*

Creating Cultural Hybridity and Social Inequality Through the Schooling of a Congolese Elite? *Marc Depaep, Catholic Universiteit Leuven*

Does Expanding Higher Education Equalize Income Distribution in the Knowledge Economy? The Case of the BRIC Countries (Brazil, Russia, India, and China). *Martin Carnoy, Stanford University*

Schooling, Educational Achievement, and the Latin American Growth Puzzle. *Eric A. Hanushek, Stanford University; Ludger Woessmann, Ifo Institute for Economic Research*

The Implementation of a National Proposal for Improving Quality: Beyond Quality Assessment Evidence. *Maria De Ibarrola, Departamento de Investigaciones Educativas Center for Advanced Studies and Research*

Is Standardized Testing Exacerbating the Poverty of Schooling? Working Towards New Possibilities in Education. *Crain A. Soudien, University of Cape Town*

Ten Issues in Assessing Educational Equality and Equity: Brazil as a Case Study. *Jon Douglas Willms, University of New Brunswick; Lucia Tramonte, University of New Brunswick; Jesus Duarte, Inter-American Development Bank; Maria Soledad Bos, Inter-American Development Bank*

<b>Division Sessions</b>
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**31.022. The Build Your Own Community Project: East Oakland (CA) Youth as Researcher Partners in Search of School and Curricular Responses to Poverty.** Division B - Curriculum Studies; Symposium  
Hilton Union Square, Ballroom Level, Continental 1; 8:15-9:45am

Chair: *K. Wayne Yang, University of California - San Diego*

Participants:

Designing the Build Your Own Community Project. *Patrick Camangian, University of San Francisco*

Transforming Curriculum Through Participatory Action Research With Urban Youth. *Jeffrey M.R. Duncan-Andrade, San Francisco State University*

Youth Researchers on Community Revitalization and Curriculum. *Jeffrey M.R. Duncan-Andrade, San Francisco State University*

Youth Researchers on the Potential for Youth Research to Inform Curricular and School Reform. *Jeffrey M.R. Duncan-Andrade, San Francisco State University*

Discussants: *Lisa (Leigh) Patel Patel, Boston College; David O. Stovall, University of Illinois at Chicago; Ming Fang He, Georgia Southern University*

**31.023. Children's and Adolescents' Epistemic Beliefs: Nature and Assessment.** Division C - Learning and Instruction; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 8:15-9:45am

Chair: *Patricia A. Alexander, University of Maryland*

Participants:

Exploring Preschooler's Personal Epistemology and Potential Links to Emotion: A Multiple Case Study. *Denise Lynne Winsor, The University of Memphis; Lisa D. Bendixen, University of Nevada - Las Vegas; Raelynn Frazier, University of Nevada - Las Vegas*

From Theory of Mind to Theory of Knowledge. *Michael P. Weinstock, Ben-Gurion University of the Negev; Yonatan Saraabi, Ben-Gurion University of the Negev*

Fourth-Grade Students' Epistemic Beliefs About Knowledge Verification. *Florian C. Feucht, University of Toledo*

Elementary School and Middle School Students' Conceptions of Knowledge, Information, and Truth. *Emily M. Grossnickle, University of Maryland; Alexandra List, University of Maryland; Patricia A. Alexander, University of Maryland*

Discussant: *Jeffrey A. Greene, University of North Carolina - Chapel Hill*

**31.024. Deconstructing and Then Reconstructing the Construct of Struggling Readers: A "Womb-to-Tomb" Examination.** Division C - Learning and Instruction; Symposium  
Westin St. Francis, Second Level, Oxford; 8:15-10:15am

Chair: *Mona Wilson Matthews, Georgia State University*

Participants:

Paper 1: Struggling Reader: Birth – 5 Years. *Mona Wilson Matthews, Georgia State University*

Paper 2: Struggling Reader: Elementary Grades. *Victoria J. Risko, Vanderbilt University*

Paper 3: Struggling Reader: Middle and High School. *Marino C. Alvarez, Tennessee State University*

Paper 4: Struggling Reader: Postsecondary. *Sonya L. Armstrong, Northern Illinois University*

Paper 5: Struggling Reader: Adult. *Laurie A. Elish-Piper, Northern Illinois University*

Discussant: *Laura A. May, Georgia State University*

**31.025. Division C Section 3b Poster Session: Automated Scoring and Adaptive Guidance.** Division C - Learning and Instruction; Structured Poster Session

Parc 55, Fourth Level, Cyril Magnin I; 8:15-10:15am

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

Participants:

1. How Well Can the Computer Assign Feedback on Student-Generated Explanations? A Comparison Study of Computer and Teacher Adaptive Guidance. *Libby F. Gerard, University of California - Berkeley; Marcia Linn, University of California - Berkeley; Ou Lydia Liu, ETS*

2. Automated Feedback in a Computer-Based Diagramming Tool to Help Students Distinguish Among Energy Ideas in Life Science. *Kihyun*

*(Kelly) Ryoo, University of North Carolina - Chapel Hill; Marcia Linn, University of California - Berkeley*

3. Auto-Scoring Discovery and Confirmation Bias During Inquiry: Implications for Adaptive Scaffolding. *Juelaila J. Raziuddin, Worcester Polytechnic Institute; Janice D. Gobert, Worcester Polytechnic Institute; Kenneth R. Koedinger, Carnegie Mellon University*
  4. Automated Feedback in the Assessment of Students' Written Explanations of Evolutionary Change. *Ross Nehm, The Ohio State University; Minsu Ha, The Ohio State University; Meghan Rector, The Ohio State University*
  5. Automated Feedback and Online Individualization of Reading Comprehension Instruction. *Bonnie J. F. Meyer, The Pennsylvania State University; Kausalai K. Wijekumar, The Pennsylvania State University*
  6. Using a Text Categorization Technique for Automated Scoring of Online Discourse in a Citizen Science Project. *Charles Aaron Price, Museum of Science and Industry - Chicago; Grant Foster, American Association of Variable Star Observers; Hee-Sun Lee, University of California - Santa Cruz*
  7. ASAT (AutoTutor Script Authoring Tool): An Authoring Tool That Automatically Assesses Natural Language Responses and Provides Adaptive Feedback. *Blair Lehman, The University of Memphis; Arthur C. Graesser, The University of Memphis; Zhiqiang Cai, The University of Memphis*
  8. Using Computational Techniques to Discover Student Science Conceptions. *Bruce Sherin, Northwestern University*
  9. Automated Scoring and Feedback in the Writing Pal: A Game-Based Writing Strategy Intelligent Tutor. *Danielle S. McNamara, Arizona State University; Rod Roscoe, Arizona State University - Tempe; Scott A. Crossley, Mississippi State University*
  10. Automated Scoring of Essays Using Essay-Derived Knowledge Maps. *Markus R. Iseli, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles; Eva L. Baker, University of California - Los Angeles*
  11. Evaluation of Assessment and Guidance Technologies in the Context of Conceptual Physics Essay Writing. *Kurt Vanlehn, University of Pittsburgh; Pamela Jordan, University of Pittsburgh*
- Discussant: *Constance Steinkuehler, University of Wisconsin - Madison*

**31.026. Facilitating Learning in Science Through Technology.** Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Ballroom Level, Continental 8; 8:15-10:15am

Chair: *Hyeon Woo Lee, Sangmyung University*

Participants:

- Effects of Mixed Reality Labs on Students' Conceptual Understanding, Cognitive Load, and Epistemology of Science. *Jie Chao, University of Virginia; Jennifer L. Chiu, University of Virginia; Edmund Hazzard, Concord Consortium; Charles Xie, Concord Consortium*
- Effects of Technology-Supported Inquiry Learning and Assessment in Middle School Earth Science Classrooms. *Yiping Lou, University of South Florida; Pamela B. Blanchard, Louisiana State University*
- Increasing Science Understanding Through Leveraging Tools and Routines: The Biology Credit Recovery Course. *Kimberley Gomez, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles; Benny Cooper, University of California - Los Angeles; Maritza Lozano, University of California - Los Angeles; Nicole Anne Mancevice, University of California - Los Angeles*
- Making the Invisible Visible: How Students Make Use of a Carbon Footprint Calculator in Environmental Science. *Emma Charlotta Petersson, University of Gothenburg; Annika Lantz-Andersson, University of Gothenburg, Sweden; Roger Saljo, University of Gothenburg*
- Multi-User Virtual Environments to Promote Middle School Ecosystem Science Learning and Attitudes About Science. *Shari J. Metcalf, Harvard University; Michael Shane Tutwiler, Harvard University; Amy M. Kamarainen, New York Hall of Science; Tina A. Grotzer, Harvard University; Christopher J. Dede, Harvard University*
- Making the Invisible Visible in Science Museums Through Augmented Reality Devices. *Susan A. Yoon, University of Pennsylvania; Joyce Wang, University of Pennsylvania*
- Discussant: *Michael J. Jacobson, The University of Sydney*

**31.027. Interventions to Promote Reading Comprehension.** Division C - Learning and Instruction; Paper Session  
Westin St. Francis, Second Level, Yorkshire; 8:15-9:45am

Chair: *Ian A. Wilkinson, Ohio State University*

Participants:

Strategy Instruction and Metaphorical Comprehension in Children. *Jillian Cohen, University of Nevada - Las Vegas; Ralph E. Reynolds, Iowa State University; Jason Boggs, University of Nevada - Las Vegas*

Influence of Collaborative Discussions on Reading Comprehension of Chinese Children. *Yahua Cheng, Beijing Normal University; Hong Li, Beijing Normal University; Jie Zhang, Western Kentucky University; Fengjiao Ding, Beijing Normal University; Kim Nguyen; Richard C. Anderson, University of Illinois at Urbana-Champaign*

The Impact of Cultural Content Schema on Reading Comprehension for Second Language Learners: A Meta-Analysis. *Jihan Rabah, Concordia University; Jennifer Ann Foote; Andre Valle, Concordia University*  
Student Voices in READS (Reading Enhances Achievement During the Summer) Lessons. *Elizabeth Hale Rozas, Harvard University; Lisa Hall Foster, Harvard University; James S. Kim, Harvard University; Helen Chen Kingston, Harvard University*

Knowledge, Writing, and Language Outcomes for a Reading Comprehension and Writing Intervention. *Linda H. Mason, The Pennsylvania State University; Megan Dunn Dunn Davison, University of New Mexico; Carol Hammer, Temple University; Carol A Miller, The Pennsylvania State University; Joseph J. Glutting, University of Delaware*

Discussant: *Ian A. Wilkinson, Ohio State University*

**31.028. Project READI (Reading, Evidence, and Argumentation in Disciplinary Instruction): Iterative Design of Evidence-Based Argumentation in Literature, Science, and History.** Division C - Learning and Instruction; Symposium

Hotel Nikko, Third Level, Nikko III; 8:15-9:45am

Chair: *Susan R. Goldman, University of Illinois at Chicago*

Participants:

Design Principles for Developmentally Appropriate Evidence-Based Argumentation: Introduction. *Susan R. Goldman, University of Illinois at Chicago; Project READI, UIC*

Enriching Literature Instruction for Urban Youth: Evidence-Based Argument Instruction Modules and Collaborative Design Research. *Carol D. Lee, Northwestern University; Susan R. Goldman, University of Illinois at Chicago; Sarah Levine, Northwestern University; Teresa Sosa, University of Illinois at Chicago; Stephen W Briner, University of Illinois at Chicago; Jenny Gustavson, Maine West High School; Camille Elly, DuSable Language Academy; Lori Huebner, Curie Metro High School*

Enriching Science Instruction for Urban Youth: Evidence-Based Argument Instruction Modules and Collaborative Design Research. *Cynthia L. Greenleaf, WestEd; Willard R. Brown, WestEd; Gina Hale, WestEd; Ursula M. Sexton, WestEd; MariAnne George, University of Illinois at Chicago; Megan Hughes, University of Illinois at Chicago; Carlos Rodriguez, University of Illinois at Chicago; Roberta Ingram, Betty Shabazz School; Adriana Jaureguy, Skyline*

Enriching History Instruction for Urban Youth: Evidence-Based Argument Instruction Modules and Collaborative Design Research. *Cynthia R. Shanahan, University of Illinois at Chicago; M. Anne Britt, Northern Illinois University; Gayle Cribb, WestEd; Susan R. Goldman, University of Illinois at Chicago; Gina Hale, WestEd; Johanna Heppeler, University of Illinois at Chicago; Jodi Hoard, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Michael Manderino, Northern Illinois University; Jacquelynn S. Popp, University of Illinois at Chicago; Diane V. Puklin, University of Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Teresa Sosa, University of Illinois at Chicago*

Discussant: *Catherine Snow, Harvard University*

**31.029. Research on Young Children's Mathematics Learning.** Division C - Learning and Instruction; Paper Session

Westin St. Francis, Second Level, Hampton; 8:15-9:45am

Chair: *Elida Velez Laski, Boston College*

Participants:

Chicago Public School's Virtual Pre-K Math: Parent Learning and Engagement Contributes to Student Gains in Mathematics. *Lisa Michel, University of California - Los Angeles; Elizabeth M. McCarthy, WestEd; Donna Winston, WestEd; Katie Salguero, WestEd*

Pupil-Pupil Talk With Young Children in Mathematics. *Carol Marjorie Murphy, University of Waikato*

Technology-Supported Math Instruction for Young Children From Low-SES (Socioeconomic Status) Backgrounds. *Hengameh Kermani, University of North Carolina*

The Influence of Board Game Design on Parental Talk About Number. *Elida Velez Laski, Boston College; Melissa Collins, Boston College*  
iPad and Small Group Interventions for Students at Risk for Mathematics Difficulties. *Mari Strand Cary, University of Oregon - Center on Teaching and Learning; Ben Clarke, University of Oregon; Kathleen Jungjohann, University of Oregon; Lina Shanley, University of Oregon*

**31.030. I Am Teacher, I Am Researcher, I Am Me: Performances of Self Through Autoethnographic Narratives.** Division D - Measurement and Research Methodology Cosponsored with SIG-Qualitative Research; Demonstration/Performance

Parc 55, Fourth Level, Mission II&III; 8:15-9:45am

Chair: *Sarah B. Shear, University of Missouri*

Presenter: *Candace Ross Kuby, University of Missouri - Columbia*

Participants:

"It Ought to Be Revelatory": Performing Autoethnographic Poetry. *Candace Ross Kuby, University of Missouri - Columbia*

Here, There, and Back Again: Autoethnography as a Three-Act Play. *Sarah B. Shear, University of Missouri*

Autoethnography for Social Justice: We Don't Know What We Don't Know. *Gregory J. Soden, University of Missouri - Columbia*

Discussant: *Gregory J. Soden, University of Missouri - Columbia*

**31.031. Examining the Principal-School Counselor Relationship: Five Perspectives.** Division E - Counseling and Human Development; Symposium

Parc 55, Fourth Level, Cyril Magin III; 8:15-10:15am

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

Participants:

Principal as Partners: Counselors as Collaborators. *Carol A. Dahir, New York Institute of Technology*

School Counselors, Principals, and University Faculty Facilitate Career Development in a Secondary School (Grades 6-12). *Mary Beth Schaefer, Saint John's University*

An Examination of the Priorities and Practices of Tennessee School Counselors in the Implementation of the Tennessee Model for Comprehensive School Counseling Programs (TMCSC). *Nicole Cobb, The University of Tennessee - Chattanooga*

Eight Elements of Effective School Counselor-Principal Relationships. *Christopher A. Janson, University of North Florida*

Lessons Learned From Preservice Principals and School Counselors. *Rhonda Williams, University of Colorado - Colorado Springs*

Discussant: *Matthew C. Militello, North Carolina State University*

**31.032. Latino Policy Priorities in Education: Impacting Group-Based Inequalities and Structuring Real Change.** Division G - Social Context of Education; Symposium

Hilton Union Square, Ballroom Level, Continental 2; 8:15-10:15am

Chairs: *Luis C. Moll, The University of Arizona; Pedro R. Portes, University of Georgia*

Participants:

Engaged Policy: Theoretical Directions for Political Action and Social Change. *Angela Valenzuela, The University of Texas - Austin; Patricia D. Lopez, The University of Texas - Austin*

No Parent Left Behind: Thinking Through the Decolonial Turn in Research and Praxis in Latino Parent Involvement. *Patricia Baquedano-Lopez, University of California - Berkeley; Sera Jean Hernandez, University of California - Berkeley; Rebecca A. Alexander, DePaul University*

Improving Principal Quality for Schools With English Learners: Reculturing Instructional Leadership. *Noni Mendoza-Reis, San José State University; Barbara M. Flores, California State University - San Bernardino*

A Comparative Analysis of Educational Policies and Research: U.S.

Latinos and Latin Americans in Spain. *Martha A. Montero-Sieburth, University of Amsterdam; Lidia Cabrera, Universidad de La Laguna*

Understanding the Socioacademic Adaptation of Children of Immigrants in U.S. Schools. *Cecilia Rios Aguilar, Claremont Graduate University; Manuel S. Gonzalez Canche, The University of Arizona*

National Myopia, Latino Futures, and Educational Policy. *Pedro R. Portes, University of Georgia; Spencer Salas, University of North Carolina - Charlotte; Paula Jean Mellom, University of Georgia*



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

**31.033. Using Multilevel Models and Approaches to Examine Relationships Between Teacher Effectiveness and Student Learning.**

Division H - Research, Evaluation and Assessment in Schools

Cosponsored with SIG-Multilevel Modeling; Paper Session

Hilton Union Square, Ballroom Level - Franciscan CD; 8:15-10:15am

Chair: *John K. Rugutt, Illinois State University*

Participants:

Are Teachers to Blame? Two-Level Quantile Regression of Teacher Quality on Student Performance. *Luke Fostvedt, Iowa State University; Mack C. Shelley, II, Iowa State University; Brian Hand, University of Iowa; William J. Therrien, University of Iowa; Joan Baenziger, Iowa State University; Christopher Gonwa-Reeves, Iowa State University; Dai-Trang Le, Iowa State University; Marcia R Laugerman, University of Iowa*

Development of the Assessment of Scientific Explanations in Notebook Discourses (ASCEND) Instrument. *Leigh Alvarado Benson, University of Denver; Xiaosong Zhang, Colorado School of Mines; Nancy L Sasaki, University of Denver; Linda J Morris, Denver Public Schools*

Understanding Teacher Feedback and Student Experience. *Jennifer Ann Quynn, Consultant*

Multilevel Multivariate Analyses of Effects From Embedded Formative Assessment on Student Learning and Teacher Effectiveness. *Yunyun Dai, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles; Ellen Osmundson, University of California - Los Angeles; Yourim Chai, University of California - Los Angeles*

Examining Changes in Elementary Students' Learning: Specifying and Testing a Multivariate Multilevel Model. *Stacey Michie Takanishi, University of Hawaii - Manoa*

**31.034. Cross-National Perspectives on "College for All" in Australia, England, and the United States.** Division J - Postsecondary Education; Symposium

Westin St. Francis, Mezzanine Level, Georgian; 8:15-9:45am

Chair: *Timothy Reese Cain, University of Illinois at Urbana-Champaign*

Participants:

"College for All" in Australia: Meritocracy or Social Inequality? *Leesa Mary Wheelahan, Education and Policy Leadership Unit, Melbourne Graduate School of Education, University of Melbourne*

What Future for "College for All" in England? *Ann-Marie Bathmaker, The University of Birmingham*

New Baccalaureate Degrees and "College for All" in the United States: Who Wins and Who Loses? *Debra D. Bragg, University of Illinois at Urbana-Champaign*

Discussant: *Kevin J. Dougherty, Teachers College, Columbia University*

**31.035. The Perceptions and Experiences of International Students in Higher Education.** Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 8:15-9:45am

Chair: *Brendan Cantwell, Michigan State University*

Participants:

Effects of Risk, Protective, and Promotive Factors on International Students' Informal Interactional Diversity and Academic Success: A Multi-Institutional Study. *Chris R Glass, Old Dominion University*

Learning Race in the U.S. Context: Perceptions of Race Among Foreign-Born Students of Color. *Sharon L. Fries-Britt, University of Maryland; Chrystal George Mwangi, University of Maryland - College Park; Alicia Peralta, University of Maryland - College Park*

Learning and Academic Achievement: Distinctions Between International and American Students. *Ji Zhou, University of Southern California; Darnell G. Cole, University of Southern California*

The Transformative Sojourners: International Vietnamese and Chinese Students in Australian Tertiary Education. *Ly Thi Tran, RMIT University*

Discussant: *Jenny J. Lee, The University of Arizona*

**31.036. To Buy or Not to Buy: Decisions and Debt in Higher Education.**

Division J - Postsecondary Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 9; 8:15-9:45am

Chair: *David E. Hardy, The University of Alabama*

Participants:

Examining Financial Decisions and Behaviors Among Undergraduate

Students From Different Social Classes. *Krista M. Soria, University of Minnesota; Brad Aaron Weiner, University of Minnesota - Twin Cities*

Exploring Student Experiences With Debt and Educational Expenses.

*Desiree Danielle Zerquera, Indiana University - Bloomington; Vasti Torres, Indiana University; Brian Lamont McGowan, Indiana University; Tomika Ferguson, Indiana University*

Higher Education Expenses: A Deeper Look at Debt and How Students Manage. *Vasti Torres, Indiana University; Desiree Danielle Zerquera, Indiana University - Bloomington; Mary Ziskin, Indiana University; Eunkyong Park, Indiana University*

Should I Stay or Should I Go? The Impact of the Changes to Higher Education Finance on University Entry in England. *Martin Dyke, University of Southampton; Daniel R. Muijs, University of Southampton; Brenda Johnston, University of Southampton*

Discussant: *Bradley Curs, University of Missouri - Columbia*

**31.037. Curriculum Reform/Frameworks for Equitable Environments.**

Division K - Teaching and Teacher Education; Paper Session

Westin St. Francis, Second Level, Essex; 8:15-10:15am

Chair: *Sohyun An, Kennesaw State University*

Participants:

In Pursuit of Ambitious Instruction: Learning Flexibly and Playfully. *Sarah Melanie Fine, Harvard University; Jal David Mehta, Harvard University*

Tracking Instructional Quality Across Secondary Mathematics and English Language Arts Classes. *Kimberly LeChasseur, University of Connecticut; Anyisia P. Mayer, University of Connecticut; Morgaen L. Donaldson, University of Connecticut*

Two Secondary Social Studies Teachers' Pragmatic Classroom Assessment Practices in a High-Stakes Testing Climate. *Kevin W. Meuwissen, University of Rochester*

Why Small Is Beautiful: A Community of Practice Perspective on the Class Size Issue. *Gary James Harfitt, The University of Hong Kong*

"Is Your Mommy a Mummy?" A Framework of Beginning Middle Grades Teaching Practice. *Hilary Gehlbach Conklin, De Paul University*

Discussant: *Margaret Schmidt, Arizona State University*

**31.038. Innovative Pedagogical Methods and Models in Teacher Education.** Division K - Teaching and Teacher Education; Paper Session

Westin St. Francis, Second Level, Elizabethan B; 8:15-10:15am

Chair: *Jacob Easley, University of Pittsburgh - Johnstown*

Participants:

Intellectual Poverty in Approaches to Teacher Preparation. *Joni Kolman, Teachers College, Columbia University; Suzanne Pratt, Teachers College, Columbia University; Iesha Jackson, Teachers College, Columbia University*

Pedagogies for Preservice Assessment Education: Supporting Teacher Candidates' Learning About Assessment. *Christopher DeLuca, Queen's University - Kingston; Teresa M. Chavez, University of South Florida; Aarti P. Bellara, University of South Florida*

Queering Teacher Education Programs: A Case Study of One Program's Efforts at Transforming the Curriculum. *Alison L. Schmitke, University of Oregon; Julia Irene Heffernan, University of Oregon; Jerry L. Rosiek, University of Oregon*

In Their Shoes: Using Process Drama to Address Cultural Gaps With Preservice Teachers. *Sara M Simons, New York University*

Records of Practice: Means for Examination of the Complex and Adaptive Practices of Teaching. *Simona Goldin, University of Michigan; R. Charles Dershimer, University of Michigan*

Discussant: *Diane F. Wood, Oregon State University*

**31.039. Preparing Teachers of African American Children.** Division K - Teaching and Teacher Education; Invited Session

Westin St. Francis, Mezzanine Level, Colonial; 8:15-10:15am

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

Participants:

Disproportionate Representation of African Americans in Special Education. *Denise P. Reid, Chapman University*

The Influence of Gender and Socioeconomic Status on Mathematics Evaluation. *Nicol R. Howard, Chapman University; Keith E. Howard, Chapman University*

Homework and Efficacy as Predictors of Black Male Success Patterns in Mathematics and Reading. *Kenneth Alonzo Anderson, Howard*

*University*

Leveraging Urban Elementary School Students' Academic Communities in Mathematics. *Nathan Napoleon Alexander, Teachers College, Columbia University*

Cultural Responsiveness in Teacher Preparation. *Ernest Black, CalState Teach, Los Angeles*

African American Students' Perceptions of Math Ability. *Derrick Saddler, University of South Florida; Keith E. Howard, Chapman University*

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

**31.040. Pushing Boundaries in Field Experiences.** Division K - Teaching and Teacher Education; Paper Session  
Parc 55, Fourth Level, Lombard; 8:15-9:45am

Chair: *Jenny Tuten, Hunter College - CUNY*

Participants:

Learning to Teach Out and Proud? Preservice Teachers' Well-Remembered Narratives of Social Injustice in Field-Based Settings. *Kathy Carter, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona; Griff Carter, Occidental College; Amanda Sugimoto, The University of Arizona*

Moving Beyond Free and Reduced Pedagogy. *Kenneth James Fasching-Varner, Louisiana State University; Vanessa Diane Dodo Seriki, University of Houston - Clear Lake*

Innovation in Teacher Education: Developing a New Model for Undergraduate Clinical Practice in Rural Contexts. *Jayne A. Downey, Montana State University; Kimberly Karsted, Montana State University; Sarah Schmitt-Wilson, Montana State University*

Transitioning Into Special Educators. *Wendy K. Wall-Marencik, Indiana University; Gretchen D. Butera, Indiana University*

Field Practice in "La Mixteca": Teacher Education in Service of Mexican Indigenous Students in U.S. Schools. *Nadeen T. Ruiz, California State University - Sacramento; Peter J. Baird, California State University - Sacramento; Pedro Javier Torres Hernandez, CEDES 22*

Discussant: *Brenda Gayle Juarez, University of Massachusetts - Amherst*

**31.041. The Complex and Dynamic Factors That Influence Teacher Retention.** Division K - Teaching and Teacher Education; Paper Session  
Westin St. Francis, Second Level, Elizabethan C; 8:15-9:45am

Chair: *Alexander Cuenca, Saint Louis University*

Participants:

An Investigation of Predictors of STEM Teacher Candidates' Preference to Teach in Urban Settings. *Deena Khalil, Rutgers University; Matthew J. Griffin, University of Maryland*

Evaluating a Teacher Preparation Program: What Does Retention Tell Us? *Apryl Holder, Boston College*

Improving Retention of Alternatively Certified Teachers: Success Through a Research-Based Program Design. *Ellice P. Martin, Valdosta State University*

Insights Into the Complexity of Teacher Retention: A Logistic Regression of State Teacher Retention Data. *Amanda L. Nolen, University of Arkansas at Little Rock; Karina R. Clemmons, University of Arkansas at Little Rock*

Retention and Graduation of Australian Aboriginal and Torres Strait Islander Students in Initial Teacher Education. *Bruce Munro Burnett, Queensland University of Technology; Jo Lampert, Queensland University of Technology*

Discussant: *Maria A. Flores, Minho University*

**31.042. The Value and Impact of Online Educational Technology in K-16 Classrooms and Beyond.** Division K - Teaching and Teacher Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 8:15-9:45am

Chair: *Brian P. Yusko, Cleveland State University*

Participants:

Exploring the Value of Electronic Discussion for Developing Cultural Competency in Preservice Teachers. *Donna Alley Phillips, Ed.D., Independent Researcher; Margaret D. Roblyer, Nova Southeastern University*

Impact of Critical Events in an Animated Classroom Story on Teacher Learners' Online Comments. *Chieu Vu Minh, University of Michigan; Wendy Rose Aaron, Oregon State University; Patricio G. Herbst, University of Michigan - Ann Arbor*

Successes and Struggles of Blogging With Preservice Teachers: When

Data Deserve a Second Glance. *Joy L. Wiggins, Western Washington University; Holly Hungerford-Kresser, The University of Texas - Arlington; Carla Amaro-Jimenez, The University of Texas - Arlington*

Secondary Education Preparation With a Focus on Social Justice in the Digital Age. *Anne Rene Elsbree, California State University - San Marcos; Annette M. Daoud, California State University - San Marcos; Patricia H. Stall, California State University - San Marcos*

Discussant: *John Castellani, Johns Hopkins University*

**31.043. Understanding School Personnel Retention and Turnover: Evidence From the Schools and Staffing Survey.** Division L - Educational Policy and Politics; Symposium  
Westin St. Francis, Second Level, Elizabethan A; 8:15-10:15am

Chair: *Matthew Ronfeldt, University of Michigan*

Participants:

Does Preservice Preparation Matter? Examining an Old Question in New Ways. *Matthew Ronfeldt, University of Michigan; Nathaniel Schwartz, University of Michigan; Brian A. Jacob, Harvard University*

Shortage-Field Incentives: Impacts on Teacher Retention. *Rachel Rosen, University of Michigan*

How Do Teachers Respond to Tenure? *Michael Jones, University of Cincinnati*

Principal Effectiveness and Principal Turnover. *Jason A. Grissom, Vanderbilt University*

Discussant: *Sean Patrick Corcoran, New York University*

**31.044. Using Data to Measure and Make Decisions About Teacher Quality.** Division L - Educational Policy and Politics; Paper Session  
Westin St. Francis, Second Level, California West; 8:15-9:45am

Chair: *Chris Curran, Vanderbilt University - Peabody College*

Participants:

Defining Teacher Quality in Los Angeles: How Multiple Measures of Teacher Performance Shape Understanding of Teacher Quality and Impact Teacher and Administrator Support for a New Teacher Evaluation System. *Tracey Lynn Weinstein, University of Southern California*

Getting More From Multiple Years of Teacher Value-Added Estimates. *Zeyu Xu, American Institutes for Research; Kilchan Choi, American Institutes for Research*

The Effect of Removing Teachers Based on Value-Added Assessments. *Marcus Winters, University of Colorado; Joshua M. Cowen, University of Kentucky*

Sentinel of Trust: Constructions of Value-Added Measurement in Policy-Making Conversations. *Rachael Gabriel, University of Connecticut; Jessica Nina Lester, Washington State University*

Discussant: *Peter Trabert Goff, University of Wisconsin - Madison*

### SIG Sessions

**31.045. Applying the Knowledge Productions of Action Research: Human Rights, Poverty, Social Justice, and Systems Change.** SIG-Action

Research; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Lombard; 8:15-9:45am

Chair: *Lonnie L. Rowell, University of San Diego*

Participants:

Teachers Building Knowledge: Participatory Action Research in Human Rights Education. *Page Hersey, University of San Francisco; Amy Marie Argenal, University of San Francisco; Michelle Ferrer, University of San Francisco; Laura Nichols, Oakes Children's Center; Jordan Webster, University of San Francisco*

Knowledge Networks and Processes Based on Action Research:

Exploration of an Alternative Master's Program Embedded Within a K-12 Environment. *Frank Cornelissen, University of California - San Diego; Alan J. Daly, University of California - San Diego; Yi-Hwa Liou, University of California - San Diego; Jacqueline Van Swet, Fontys University of Applied Science; Han Leeferink, Fontys University of Applied Science; Theo C.M. Bergen, Radboud University Nijmegen*

Transforming Pedagogy for Children of Poverty Through Action Research. *Brett D. Campbell, Clark County School District; LeAnn G. Putney, University of Nevada - Las Vegas; Suzanne H. Broughton, Utah State University*

Using Practitioner Inquiry to Work Within and Against Large-Scale Educational Reform. *Jennifer M. Conner-Zachocki, Indiana University -*

*Purdue University at Columbus; Mary Beth Hines, Indiana University*  
 Discussant: *Joseph M. Shosh, Moravian College*

**31.046. Resiliency in Adolescents.** SIG-Adolescence and Youth Development;  
 Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 8:15-9:45am

Chair: *Virginia M. Jagla, National-Louis University*

Participants:

Development of Self-Worth Among High-Poverty African American Adolescents. *Cecil D. Robinson, The University of Alabama; Sara E. Tomek, The University of Alabama; Heather M. Moore, The University of Alabama; Cassandra Shular Coddington, The University of Alabama; John M Bolland, University of Alabama*

Growing Roses in Concrete: Problematizing Youth Resilience in a Canadian Stigmatized Urban Neighborhood. *Santiago Rincon-Gallardo, Harvard University; Nombuso Dlamini, York University; Uzo Anucha, York University*

Narratives of Resilience: Documenting Stories of Appalachian Adolescents. *Brandi Slider Weekley, West Virginia University; Malayna Bernstein, West Virginia University; Zornitsa Georgieva, West Virginia University; Reagan Curtis, West Virginia University; Patricia S. Kusimo, Appalachian Regional Educational Laboratory*

The Relationship of Resiliency and Motivational Factors to High School Attendance, Behavior, and Grades. *Alan Davis, University of Colorado - Denver; Christine De Baca, ScholarCentric; V. Scott H. Solberg, Boston University*

Discussant: *Vajra M. Watson, University of California - Davis*

**31.047. Navigating the Field of Bilingual Education Research: Mentoring Session for Early Career Scholars.** SIG-Bilingual Education Research; Invited Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 8:15-10:15am

Presenters: *Maria E. Torres-Guzman, Teachers College, Columbia University; Belinda Bustos Flores, The University of Texas - San Antonio; Ellen R. Clark, The University of Texas - San Antonio; Joel Gomez, The George Washington University; Virginia M. Gonzalez, University of Cincinnati*

**31.048. Getting to the Heart of the Brain: Motivation, Reading Skill, and the Development of the Adaptive Learner in Education and Neuroscience Communities.** SIG-Brain, Neurosciences, and Education; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 8:15-10:15am

Chair: *Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior*

Participants:

The Cognitive Neuroscience of Individuality and Adaptive Education. *Terry L. Jernigan, University of California - San Diego*  
 Neuroeducational Approaches on Academic Motivation. *Sung-Il Kim, Korea University*

Neuroimaging Studies of Reading and Language Development: An Update on Recent Findings. *Kenneth Pugh, Haskins Laboratories*

Discussant: *Mary Layne Kalbfleisch, Krasnow Investigations of Developmental Learning and Behavior*

**31.049. Web-Based Collaborative Tools and Social Determinants of Learning: Is There an Interaction?** SIG-Computer and Internet Applications in Education; Paper Session  
 Parc 55, Fourth Level, Mission I; 8:15-10:15am

Chair: *Justin Olmanson, University of Illinois at Urbana-Champaign*

Participants:

Examining the Digital Divide in Secondary School Students' Internet Safety Awareness: The Role of Family Background and Academic Aspirations. *Ove Edvard Hatlevik, The Norwegian Centre for ICT in Education; Geir Ottestad, Norwegian Centre for ICT in Education; Karoline Tomte, The Norwegian Centre for ICT in Education*

Electronic Social Network for Academic Advising: Meeting the Needs of the Net Generation. *Paul Amador, University of Idaho; Julie Amador, University of Idaho*

Age, Gender, and Income in the Context of Latent Factors of Information and Communication Technology. *Soonhwa Seok, Korea University; Boaventura DaCosta, Solers Research Group*

Cyberreading Workstations: The Pandora's Vocabulary Teaching Strategy for Elementary Mexican-American Students in South Texas. *Concepcion Reyna, Texas A&M University - Kingsville; Yu-Lin Feng, Texas A&M University - Kingsville; Valentin Ekiaka Nzai, Texas A&M University - Kingsville*

Study of the Effects of Different Modes of Online English Tutorial Programs for Low-Achieving University Students. *Shu Ching Yang, National Sun Yat-Sen University; E-Jean Wu, National Sun Yat-Sen University; Wen-Chuan Lin, Wenzao Ursuline College of Languages*  
 Teaching and Learning in One-to-One Laptop Environments: A Research Synthesis. *Binbin Zheng, University of California - Irvine; Mark Warschauer, University of California - Irvine*

**31.050. The Relevance and Significance of Confucianism and Taoism for Life and Education Today.** SIG-Confucianism, Taoism, and Education; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 8:15-10:15am

Chair: *Hongyu Wang, Oklahoma State University - Tulsa*

Participants:

Is Taoism Useful for the Contemporary Age? Neo-Taoism and Education. *Hongyu Wang, Oklahoma State University - Tulsa*

Cultivation of Qi and Virtues: An Embodied Understanding of Confucianism and Taoism. *Jing Lin, University of Maryland - College Park; Tom E. Culham, The University of British Columbia*

Zhuang Zi's Inner Chapters and Their Impact on Chinese Education. *Liqing Tao, College of Staten Island - CUNY; Gaoyin Qian, Lehman College - CUNY*

When Confucius Encounters John Dewey: A Brief Historical and Philosophical Analysis of Dewey's Visit to China. *James Z. Yang, University of Oklahoma; William C. Frick, University of Oklahoma*  
 Human Empowerment, Education, and Confucian Values in East Asia: With Implications for Democratic Governance. *Ryan Thomas Knowles, University of Missouri*

Confucianism and American Educational Philosophy: A Feminist, Constructivist Approach to Confucian Tenets and the Higher Education Professional. *Tracy Rae Barton, University of Phoenix*

Cosmic Connections: Seeding the Self in an Arid Educational Landscape. *David Lee Keiser, Montclair State University*

**31.051. Democratic Citizenship in Education SIG Paper Session.** SIG-Democratic Citizenship in Education; Paper Session  
 Hilton Union Square, Sixth Level, Tower 3 Taylor; 8:15-10:15am

Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Participants:

Democratic Education in the Era of New Media: A Case Study of a Youth Radio Program. *Ching-Fu Lan, Teachers College, Columbia University*  
 Democratic Peacebuilding Education: Implications for Immigrant Students in Diverse Classrooms. *Christina A. Parker, University of Toronto - OISE*

Democratic Teachers Mentoring Novice Teachers: Enacting Parallel Democratic Practice. *Katherina Ann Payne, University of Wisconsin - Madison*

Democratic Tension: A Study of Print Media Coverage of Chicago's Selective-Enrollment High Schools. *Kate L. Phillippo, Loyola University Chicago; Amy B. Shuffelton, Loyola University Chicago; Beth Wright, Loyola University Chicago*

Doubling Up: Using Social Studies Materials in the Elementary Literacy Classroom. *Derek Jordan, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas*

Education for the 21st-Century Citizen: Comparing the Relationship Between Multiculturalism and Global Citizenship Education in the United States and Canada. *Karen Pashby, OISE/University of Toronto*

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

**31.052. Constructing Dis/abilities in Teaching-Learning Contexts.** SIG-Disability Studies in Education; Paper Session  
 Hilton Union Square, Lobby Level, Golden Gate 7; 8:15-10:15am

Chair: *Kathryn S. Young, Metropolitan State University of Denver*

Participants:

Constructing Mathematical Disabilities (and Abilities) in the Figured Worlds of Urban Schooling. *Rachel Lambert, The Graduate Center - CUNY*



Does Literacy Mean the Same for Everyone? A Qualitative Study. *Shariffa Khalid Al-Said, Ministry of Education, Oman; Ye Wang, Missouri State University*

Exploring the Literacy Learning of Children Who Are Deaf Through the Theoretical Perspective of the New Literacy Studies. *Karen Rut Gisladóttir, University of Iceland*

Standards-Based Reform and Special Education: What Happened to Inclusion at Westvale Elementary School? *Jessica K. Bacon, Lehman College - CUNY*

Toward a Transversal Awareness of Educational (In)Equity: An Ethnographic Program Evaluation. *Joseph Michael Valente, The Pennsylvania State University; Robert Michael Capuozzo, The University of Alaska - Anchorage*

Where Are the Leaks for Deaf and Hard-of-Hearing People in the Science, Technology, Engineering, and Mathematics (STEM) Pipeline? *Caroline Miller Solomon, Gallaudet University; Shannon C. Graham, American School for the Deaf; Amber Elizabeth Marchut, Gallaudet University; Ronald Painter, San Francisco State University*

**31.053. Authentic Observational Assessment of Young Children: Frameworks, Methods, Special Considerations, and Policy Implications.** SIG-Early Education and Child Development; Symposium

Parc 55, Fourth Level, Stockton; 8:15-9:45am

Chair: *Stephen M. Moore, University of California - Berkeley*

Participants:

Valid Approach to Observational Authentic Assessment. *Kristen Orourke Burmester, University of California - Berkeley; Stephen M. Moore, University of California - Berkeley*

The Assessment Component of the Race-to-the-Top Early Learning Challenge Grant. *Peter L. Mangione, WestEd; Cecelia Fisher-Dahms, California Department of Education*

Early Childhood Assessment: Bridging Research and Practice. *Kerry Kriener-Althen, WestEd; Ann-Marie Wiese, WestEd, Center for Child and Family Studies; Peter L. Mangione, WestEd*

Authentic Approach to Assessing Young Children With Disabilities. *Anne Kushner, Napa County Office of Education*

An Authentic Approach to Assessing Young Dual Language Learners. *Ann-Marie Wiese, WestEd, Center for Child and Family Studies; Linda M. Espinosa, University of Missouri; Peter L. Mangione, WestEd*

Discussant: *Mark R. Wilson, University of California - Berkeley*

**31.054. Children's Emotions and Resilience.** SIG-Early Education and Child Development; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 3; 8:15-9:45am

Chair: *Laura Michelle Hsu, Merrimack College*

Participants:

Characteristics of Supporting Children's Emotions in Early Childhood Classrooms. *Mi-Hwa Park, Murray State University*

Peer Bullying Among Turkish and British Children for Ages 6 to 7: Cross-National Comparison. *Hatice Uysal, Hacettepe University; Caglayan Dincer, Ankara University*

Rethinking Resilience for Maltreated Children in the Preschool Environment. *Travis S. Wright, University of Wisconsin- Madison*

The Children's Depression Inventory in Child Development Research: A Reliability Generalization Study. *Shuyan Sun, University of Maryland - Baltimore County; Shanshan Wang, University of Cincinnati*

Discussant: *Jeffrey Liew, Texas A&M University - College Station*

**31.055. Family Involvement From International and National Perspectives.** SIG-Family, School, Community Partnerships; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Sutter; 8:15-9:45am

Chair: *Lusa Lo, University of Massachusetts - Boston*

Participants:

Reciprocal Relationships Between Parental Homework Involvement and Academic Performance. *Hanna Dumont, University of Potsdam; Ulrich Trautwein, Universitat Tubingen; Gabriel Nagy, Tuebingen University; Benjamin Nagengast, Tuebingen University*

Motivation of Parent Involvement in Arab Primary Schools in Israel. *Bruria Schaedel, The Westren Galilee College*

An Investigation of the Factors That Influence Chinese Public School Teachers' Attitudes Towards Family Intervention. *Wei Gu, Grand Valley State University*

Reflections on Immigrant Parental Participation: "Learning Together"—Opportunities for Coconstructing Immigrant Human and Social Capital. *Ravneet Kaur Tiwana, First 5 Santa Clara County*

**31.056. Indigenous Ways of Knowing and Doing: People, Places, and Politics.** SIG-Indigenous Peoples of the Pacific; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 4; 8:15-10:15am

Chair: *John H. Hodson, Lakehead University*

Participants:

From the Inside Out: Talking Story About the Politicization of the "Hawaiian" People. *Kerry Laiana Wong, University of Hawaii - Manoa; Kekailoa Perry, University of Hawaii - Manoa; Kaleikoa Kaeo, University of Hawaii'i Maui College; Kahele Dukelow, University of Hawaii'i Maui College*

*He Kura Ka Huna: Hidden Treasures—Educational Experiences of Kuia and Koroheke of Rānana, New Zealand. Rawiri Stephen Tinirau, Massey University; Rachael Pare Kataraina Tinirau, Massey University; Annemarie Gillies, Massey University*

"Land as First Teacher": An Indigenous Philosophy of Education? *Sandra Styres, York University; Celia E. Haig-Brown, York University*

The Entitlement of Place: Hawaiian Naming Practices. *Katrina Kapaanaokalaole Oliveira, University of Hawaii*

Discussants: *Linda Smith, The University of Auckland; Margaret J. Maaka, University of Hawaii - Manoa*

**31.057. Learning in Art Museums: Research in Participation and Engagement.** SIG-Informal Learning Environments Research; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 8:15-9:45am

Chair: *Betsy DiSalvo, Georgia Institute of Technology*

Participants:

Open Field at the Walker Art Center: Education in the Commons. *Sarah Schultz, Walker Art Center; Susy Bielak, Walker Art Center*

Mapping a Participatory Learning Community: A Case Study With the Walker Art Center Kitchen Lab. *Betsy DiSalvo, Georgia Institute of Technology; Susy Bielak, Walker Art Center; Sarah Schultz, Walker Art Center*

Interactive Experiences in Art Museums: Encouraging Visitors to Engage. *Karen Knutson, University of Pittsburgh*

Art Museum Engagement: Spectrum and Approaches. *Maria Mortati, Independent Museum Exhibit Developer*

Discussant: *Palmyre Pierroux, University of Oslo*

**31.058. Learning Sciences SIG Paper Session on Embodiment and Learning.** SIG-Learning Sciences; Paper Session

Parc 55, Second Level, Haight; 8:15-9:45am

Chair: *David DeLiema, University of California - Los Angeles*

Participants:

Designing Disruptions to Classroom Mathematics: Multi-Party, Embodied Resources for Participating in Walking Scale Geometry. *Jasmine Y. Ma, New York University*

Dynamic Generation of Explanations About Bicycle Gearing Given the Resources of Immediate Physical Experiences. *Joel Drake, Utah State University; Victor R. Lee, Utah State University*

Embodied Modeling of a Bioinspired Kinetic Assembly: Visual, Aural, and Kinesthetic Representations of Strandbeest Locomotion. *Gokul Chandra Krishnan, Vanderbilt University*

Integrating Agent-Based Models With Elementary Grade Ecology Classrooms. *Amanda Catherine Dicks, Vanderbilt University; Pratim Sengupta, Vanderbilt University; Gokul Chandra Krishnan, Vanderbilt University; Amy Voss Farris, Vanderbilt University*

Discussant: *Vanessa Svihla, University of New Mexico*

**31.059. Explorations in Multicultural and Multiethnic Education.** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session

Westin St. Francis, Second Level, Victorian; 8:15-10:15am

Chair: *Venus E. Evans-Winters, Illinois State University*

Participants:

Using School Climate to Positively Develop Youth. *Yi (Kory) Fung Vue, University of Minnesota - Twin Cities; Luke Stanke, University of Minnesota; Jose R. Palma Zamora, University of Minnesota; Julio C. Cabrera, University of Minnesota; Okan Bulut, University of Minnesota*

- *Twin Cities*; Nicholas Latterell, University of Minnesota; Michael C. Rodriguez, University of Minnesota

Unveiling Cultural Influence: Exploring Think-Aloud Protocols for Level of Explanation of Multicultural Texts. Ruanda Garth McCullough, Loyola University Chicago

Underrepresented Newcomer Immigrant Students' Complex Journeys to Integration in High School. Eleni Oikonomidou, University of Nevada - Reno

Uncovering the Pedagogy of Poverty and the Culture of Classism for Teacher Candidates. Mi Ok Kang, Utah Valley University; Sandy Jay, Utah Valley University

Reciprocal Models: Cognitive Lens and Family Relative Approaches. Alexander Hines, Winona State University; Rinnel G. Atherton, Winona State University

Discussant: Hefer Bembennuty, Queens College - CUNY

**31.060. "It Takes Two to Tango": Disentangling Agency and Structure in Schools as Organizations.** SIG-Organizational Theory; Symposium Hilton Union Square, Lobby Level, Golden Gate 6; 8:15-9:45am

Chair: Rodney T. Ogawa, University of California - Santa Cruz

Participants:

From Logics to Practice: Using Framing Theory to Analyze the Relationship Between Structure and Agency. Sarah L. Woulfin, University of Connecticut

Unraveling Agency and Structure in Leadership Practices in Flemish School Clusters. Liesbeth Piot, University of Leuven; Geert Kelchtermans, University of Leuven

Networked for Instructional Leadership: The Shape and Formation of First-Year Principals' Informal Instructional Leadership Networks. Jessica Rigby, Vanderbilt University - Peabody College

Changing Schools as Organizations: Structuring Agents and Acting Structures in the Implementation of Mentoring Practices. Virginie März, University of Leuven; Geert Kelchtermans, University of Leuven; Xavier Dumay, Université de Louvain

Discussant: Cynthia E. Coburn, Northwestern University

**31.061. Engaging Science Programs and Practices in Out-of-School Contexts.** SIG-Out-of-School Time; Paper Session Grand Hyatt, Second Level, Belvedere; 8:15-10:15am

Chair: Katherine P. Dabney, Virginia Commonwealth University

Participants:

Examining Potential Effects of AfterSchool KidzScience Curriculum and Professional Development Resources on Students and Instructors. Bernadette S. Chi, University of California - Berkeley; Traci Wierman, Lawrence Hall of Science; Kelly Stuart, WestEd

Exploring the Out-of-School-Time Science Landscape: Characteristics of Youth Science Education Programs Offered by Distinct Organization Types. Heather L. Thiry, University of Colorado - Boulder; Sandra Laursen, University of Colorado Boulder; Timothy Archie, University of Colorado, Boulder

Museum Teen Summit: Youth Perspectives on After-School Museum Teen Programs. Marit Dewhurst, City College of New York - CUNY; Angelina Salgado, City College of New York

Rigorous Evidence on the Effectiveness and Theoretical Grounding of an Out-of-School Program: NASA's Science, Engineering, Mathematics, and Aerospace Academy. Alina Martinez, Abt Associates Inc.; Clemencia M. Cosentino, Mathematica Policy Research, Inc

Science in the Afternoon: Understanding the Opportunities for Science Learning in a Statewide Afterschool Program. Ann House, SRI International; Christopher J. Harris, SRI International; Carlin Llorente, SRI International; Patrik Lundh, SRI International; Julie Remold, SRI International

Discussant: Kathryn Brohawn, TASC

**31.062. The Politics of Accountability.** SIG-Politics of Education; Symposium Sir Francis Drake, Second Level, Cypress/Monterey; 8:15-10:15am

Chair: Rebecca Jane Jacobsen, Michigan State University

Participants:

Public/Private Sector Contracting and Democratic Accountability. Catherine C. DiMartino, Hofstra University; Janelle T. Scott, University of California - Berkeley

Data Governance in the Era of Outcomes-Based Accountability. Dorothea M. Anagnostopoulos, Michigan State University; Stacey A. Rutledge,

Florida State University

Everything Old Is New Again: Changing Intergovernmental Accountability Relationships in an Era of Standards-Based Education Reform. Kevin P. Brady, North Carolina State University; Eric A. Houck, University of North Carolina - Chapel Hill

State-Appointed Emergency District Management in Michigan: Advancing Accountability or Privatization? David D. Arsen, Michigan State University; Mary L. Mason, Michigan State University

The Disproportionate Erosion of Local Control: Urban School Boards, High-Stakes Accountability, and Democracy. Tina M. Trujillo, University of California - Berkeley

Tensions Across Federalism, Localism, and Professional Autonomy: The Use of Social Media and Stakeholder Response to Increased Accountability. Kimberly Scriven Berry, Florida State University; Carolyn D. Herrington, Florida State University

**31.063. Examining Participant Learning and Development in Professional Development School Partnerships.** SIG-Professional Development School Research; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 8:15-9:45am

Chair: Alison L. Rutter, East Stroudsburg University

Participants:

Implementing Instructional Rounds at Professional Development Schools to Enhance Mathematics Teaching Practices. Jennifer M. Suh, George Mason University; Kerri Fulginiti, Fairfax County Public Schools; Andrea H Weiss, Flint Hill School

Early Lessons Learned From Developing a Partnership to Transform Middle School Science Teaching and Learning. Lynda Hayes, P.K. Yonge Developmental Research School; Rose Pringle, University of Florida; Jennifer Mesa, University of Florida

Supporting Mathematics Instruction in a Professional Development School With an Expert Coaching Model. Andrew B. Polly, University of North Carolina - Charlotte

The Impact of Novice Supervision on Teacher Candidates in a Professional Development School Context. Rebecca West Burns, University of South Florida; Bernard J. Badiali, The Pennsylvania State University

Discussant: Kathie Kapustka, DePaul University

**31.064. Methodologies That Move: Circus and Celebration of Unthinkable Qualitative Inquiry.** SIG-Qualitative Research; Demonstration/Performance

Sir Francis Drake, Second Level, Carmel; 8:15-9:45am

Chair: Robert B. Donmoyer, University of San Diego

Participants:

Movements and Moments in Unthinkable "Data Analysis." Mirka E. Koro-Ljungberg, University of Florida

Parhnesia, Risk, and Materialist Inquiry: Collaborative Representations. Aaron M. Kuntz, The University of Alabama

Encountering Heroin's Monstrous Beauties: A Freak Show of Affect. Kate McCoy, SUNY - College at New Paltz

The 21st-Century GEEK: Citing the Citation and Moving Methods Betwixt Bodies in the Methodological Circus. Ryan Evely Gildersleeve, University of Denver

**31.065. Issues of Computerized Adaptive Tests Under the Rasch Measurement Model.** SIG-Rasch Measurement; Paper Session Parc 55, Second Level, Sutro; 8:15-9:45am

Chair: Mary Garner, Kennesaw State University

Participants:

A Comparison of Stopping Rules for Computerized Adaptive Screening Measures Using the Rating Scale Model. Audrey Leroux, The University of Texas - Austin; Barbara G. Dodd, The University of Texas - Austin

Evaluating Parameter Recovery in the Mixture Rasch Model-Based Computerized Adaptive Tests With Missing Data. Ying-Fang Chen, University of Maryland - College Park; Hong Jiao, University of Maryland

Item Parameter Drift in Computer Adaptive Testing and Its Effects on Person Ability Measures. Nicole Makas Colwell, University of Illinois at Chicago

The Effects of Mixture Distribution of Calibration Sample on Accuracy of Rasch Item Parameter Estimation in Computerized Adaptive Test. Shudong Wang, NWEA

Discussant: William Holmes Finch, Ball State University

**31.066. Critical Race Theory: Examining Its History and Looking**

**Forward to Its Future.** SIG-Research Focus on Black Education; Symposium

Sir Francis Drake, Second Level, Tudor AB; 8:15-10:15am

Chair: *Adrienne D. Dixon, University of Illinois*

Participants:

The History and Conceptual Elements of Critical Race Theory. *Kevin D. Brown, Indiana University Maurer School of Law*

Critical Race Theory: What It Is Not. *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

Critical Race Theory's Intellectual Roots in Ethnic Studies and Freirean Education. *Daniel Gilbert Solorzano, University of California - Los Angeles*

The Policy of Inequity: Using Critical Race Theory to Unmask White Supremacy in Education Policy. *David Gillborn, University of Birmingham*

What No Child Left Behind Means for Undocumented Students: A LatCrit Policy Analysis. *Laurence J. Parker, University of Utah*

Discussant: *Marvin Lynn, University of Wisconsin - Eau Claire*

**31.067. Historically Black Colleges and Universities Past, Present, and**

**Future.** SIG-Research Focus on Black Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 8:15-10:15am

Chair: *Cynthia Hudley, University of California - Santa Barbara*

Participants:

Bridging Student Engagement and Satisfaction: A Comparison Between Historical Black Colleges and Universities and Predominantly White Institutions. *Pu-Shih Daniel Chen, University of North Texas*

Many Voices, One Community: Alumni and Current Student Perspectives of Contemporary Black Student Activism at Historically Black Colleges and Universities. *Jamon Holt, University of Georgia*

Reconsidering the Model Minority and Black Mormon Discourses in Black Education. *Nicholas Daniel Hartlep, Illinois State University; Cleveland Hayes, University of La Verne; Antonio Latrell Ellis, Howard University*

The Poverty of Cultural Dissonance: Examining the Importance of Culture in the Teaching and Disciplining of Black Female Students. *Abiola A. Farinde, University of North Carolina at Charlotte; Jennifer K. LeBlanc, Texas A&M*

Black Female Adolescents and Racism in Schools: Experiences in a "Post-Racial" Society. *Nicole Michelle Russell, University of Denver; Kara Mitchell Viesca, University of Colorado - Denver; Margarita Bianco, University of Colorado - Denver*

Effects of Academic Orientations on African American Science and Engineering Students' Career Development Outcomes. *Lamont A. Flowers, Clemson University; James E. Vines, Clemson University*

**31.068. Advances in Psychometric Modeling for Mathematics Education**

**Research: Issues of Theory and Method.** SIG-Research in

Mathematics Education; Symposium

Parc 55, Third Level, Powell I; 8:15-10:15am

Chair: *Andrew G. Izsak, University of Georgia*

Participants:

Deciding Among Psychometric Approaches: Motivations for and Benefits of Choosing From a Multitude of Modeling Options. *Jonathan Templin, University of Georgia; Laine Bradshaw, University of Georgia - Athens*

Item Response Theory Models and Applications for Mathematics Education Research. *Daniel M. Bolt, University of Wisconsin - Madison*

Diagnostic Classification Models and Proportional Reasoning: Opportunities and Challenges. *Jimmy de la Torre, Rutgers University; Guadalupe Carmona, The University of Texas - Austin; Vincent Kieftenbeld, Southern Illinois University - Edwardsville; Hartono H. Tjoe, Rutgers University; Cynthia Esperanza Lima, The University of Texas - Austin*

The Emergent Relationship Between Item Design and Construct Development in the Cycle of Discovery, Innovation, and Application. *Janine Remillard, University of Pennsylvania; Erik D. Jacobson, University of Georgia*

Discussant: *Pamela L. Paek, National Center for the Improvement of Educational Assessment, Inc.*

**31.069. Secondary Mathematics Teacher Knowledge and Practice.**

SIG-Research in Mathematics Education; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 8:15-9:45am

Chair: *Joel Amidon, The University of Mississippi*

Participants:

Exploring Coherence in Teacher Knowledge Using Epistemic Network Analysis. *Chandra H. Orrill, University of Massachusetts - Dartmouth; David W. Shaffer, University of Wisconsin; James P. Burke, University of Massachusetts - Dartmouth*

How Do You See It? Preservice Teachers Engaged in Looking for and Using Mathematical Structure. *Sarah Kate Selling, Stanford University*

Mathematical Problem-Solving Knowledge for Teaching With Contextual Problems. *Olive Chapman, University of Calgary*

Secondary Mathematics Teachers' Ways of Thinking: Illumination From a Professional Development Activity. *Janet H. Frost, Washington State University - Spokane; Jacqueline Rene Coomes, Eastern Washington University; Kristine Lindeblad, Washington State University*

The Impact of Content-Focused and Sustained Professional Development on Standards-Based High School Mathematics Instruction. *Yasemin Copur-Gencturk, Rice University; Anne J. Papakonstantinou, Rice University; Richard L. Parr, Rice University*

**31.070. Gifted, Talented, and Creative Students From Underrepresented Populations.**

SIG-Research on Giftedness, Creativity, and Talent; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 8; 8:15-10:15am

Chair: *Michael S. Matthews, University of North Carolina - Charlotte*

Participants:

A Study of Educators' Gifted Referral Efficacy in a Predominantly African American Rural Elementary School. *Dr. Erinn Fears Floyd, University of Georgia; Tarek C. Grantham, University of Georgia*

Cross-Analysis of School Case Studies About Curriculum Implementation: Addressing Barriers to Achievement Resulting From Poverty Among Gifted Students. *Kimberley L. Chandler, College of William and Mary; Valija C. Rose, Virginia Polytechnic Institute and State University*

Perceived Effects of a Summer Residential Enrichment Program on High-Ability Diné Youth From Low-Income Families. *Jiayi Wu, Purdue University; Marcia L. Gentry, Purdue University; Matthew Fugate, Purdue University*

Predicting Academic Achievement of Low-Income Mexican American Learners Using Dynamic and Static Assessments. *Jennie L. Farmer, Clemson University; Michael S. Matthews, University of North Carolina - Charlotte; Rhonda D Miller, Clemson University*

The Effects of a Holistic Learning Model Designed and Implemented for Twice-Exceptional Students. *Susan Marcia Baum, Bridges Academy; Robin M. Schader, University of Connecticut; Thomas P. Hebert, University of Georgia*

Discussant: *Carolyn M. Callahan, University of Virginia*

**31.071. From Beginning Teacher to Approaching the Finish: The Teacher Career Cycle.**

SIG-Research on Learning and Instruction in Physical Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 8:15-10:15am

Chair: *Linda M. Nilges, University of South Carolina*

Participants:

Physical Education Student Teachers' Emotional Regulation. *François Vanderclayen, Université de Louvain; Pierre Boudreau, University of Ottawa; Ghislain Carlier, Université de Louvain; Cécile Delens, Université Catholique de Louvain*

Induction Experiences of Early Career Physical Education Teachers in Urban Schools. *Sara Barnard Flory, University of South Florida*

Negative Effects of Teachers' Feeling of Burnout on Students' Motivation. *Bo Shen, Wayne State University; Nathan A. McCaughy, Wayne State University; Alex C. Garn, Louisiana State University; Jeffrey Martin, Wayne State University; Mariane M. Fahlman, Wayne State University*

One Physical Educator's Career Cycle: Strong Start, Great Run, Approaching Finish. *Amelia Mays Woods, University of Illinois; Susan K. Lynn, Florida State University*

Discussant: *Thomas J. Templin, Purdue University*

**31.072. School/University Collaborations to Improve Instruction in the Content Areas.**

SIG-School/University Collaborative Research; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 8:15-



10:15am

Chair: *Dianne Mosley, Texas Southern University*

Participants:

Bridging Barriers Between Higher Education and K-12 Settings: A Collaborative Professional Development Model for Improving Secondary English Language Instruction. *Susan Gomez Zwiép, California State University - Long Beach; Babette M. Benken, California State University - Long Beach; Huong T. Nguyen, California State University - Long Beach; Karen Hakim-Butt, California State University - Long Beach*

Hidden Predictors of Achievement: The Equalizing Effect of Virtual Manipulatives for Mathematics Instruction. *Patricia S. Moyer-Packenham, Utah State University; Kerry Jordan, Utah State University; Joseph Baker, Utah State University; Arla Westenskow, Utah State University; Katie Rodzon, Utah State University; Katie Anderson, Utah State University; Jessica F. Shumway, Utah State University*

Reconceptualizing School-University Collaboration as a Regional Science Network. *Dianne C. Gardner, Illinois State University; Lisa Hood, Illinois State University*

Intervention as Professional Development: Middle School Teachers' Perspectives on a University-Led Vocabulary Intervention. *Angela Maria Lopez-Velasquez, Southern Connecticut State University; Jennifer D. Green, Western Washington University; Eileen Mercedes González, University of Connecticut; Elizabeth R. Howard, University of Connecticut*

Translational Research: A School/University Partnership Study Focused on Professional Development in an Early Literacy School. *Theresa L. Abodeeb-Gentile, University of Hartford; Lisa Zawilinski; John Tapper, University of Hartford; Ralph O. Mueller, University of Hartford*

Discussant: *Dianne Mosley, Texas Southern University*

### 31.073. Self-Study Across Cultural Contexts. SIG-Self-Study of Teacher Education Practices; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 5; 8:15-10:15am

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

How Are We Creating Cultures of Inquiry With Self-Studies That Transcend Constraints of Poverty on Learning? *Jacqueline D. Delong, Brock University; Jack Whitehead, Liverpool Hope University; Elizabeth Campbell, Nipissing University*

Making It Better for LGBTQ Students Through Teacher Education: A Collaborative Self-Study. *Christine Bellini, University of Toronto; Julian D. Kitchen, Brock University*

Self-Study and Critical Pedagogy: Setting the Path Towards Emancipatory Practices. *Karen Ragoonaden, The University of British Columbia*

Self-Study and Participatory Approach: Cross-Cultural Collaboration With Peruvian Teachers Teaching Marginalized Bilingual Quechua Adolescents. *Josephine Arce, San Francisco State University*

Walking the Talk While Struggling to Stay Upright—Surviving Reform and Disaster. *Ronnie L. Davey, University of Canterbury*

Discussants: *Jill B. Farrell, Barry University; Robert Wiggins, Oakland University*

### 31.074. Building Systemic Support for Social, Emotional, and Academic Learning in Large Urban School Districts. SIG-Social and Emotional Learning; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 8:15-10:15am

Chairs: *Paul Goren, Spencer Foundation; Libia Socorro Gil, Collaborative for Academic, Social, and Emotional Learning*

Participants:

Supporting District-Level Change for Social and Emotional Learning. *Amy Kathryn Mart, University of Illinois at Chicago; Libia Socorro Gil, Collaborative for Academic, Social, and Emotional Learning; Paul Goren, Spencer Foundation; Celene Elizabeth Domitrovich, The Collaborative for Academic, Social, and Emotional Learning (CASEL)*

District Leadership for Systemic Social and Emotional Learning. *Jean-Claude Brizard, Chicago Public Schools; Pedro Martinez, Washoe County School District; Jonathan Raymond, Sacramento City Unified School District; Jesse Register, Metropolitan Nashville Public Schools; Tony Smith, Oakland Unified School District*

Evidence of Systemic Change for Social and Emotional Learning: Findings From Evaluation of the Collaborating Districts Initiative. *David M. Osher, American Institutes for Research; Kimberly Trumbull Kendziora,*

*American Institutes for Research; Lawrence B. Friedman, Learning Point Associates; Allison Dymnicki, American Institutes for Research; Brenna O'Brien, American Institutes for Research*

Discussant: *Roger P. Weissberg, University of Illinois at Chicago*

### 31.075. Multicultural Special Education Research. SIG-Special Education Research; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 8:15-9:45am

Chair: *Steven Chesnut, Texas Tech University*

Participants:

Adaptation of a Working Memory Battery for Assessing Learning Difficulties in Native Spanish-Speaking Students. *Joseph A. Rios, University of Massachusetts - Amherst; H. Lee Swanson, University of California - Riverside*

An Investigation Into Equity in School Disciplinary Actions: Special Education Versus General Education. *Jiarong Zhao, Nanjing Normal University; Diane Murphy, University of Connecticut; YuHui Alison Zhou, Connecticut State Department of Education*

Asian American Students With Disabilities: Expanding the Discourse of Minority Disproportionality in Special Education. *Amanda L. Sullivan, University of Minnesota; Vichet Chhuon, University of Minnesota*

Underidentified and Underserved? Prevalence of and Racial Disproportionality in School-Based Autism Identification. *Amanda L. Sullivan, University of Minnesota*

Using Critical Race Theory to Examine Prominent Topics in Special Education: Universal Tiered Intervention Models. *Rema Ella Reynolds, University of California - Los Angeles; Tachelle Ivette Banks, Cleveland State University*

### 31.076. Early Childhood Teacher Research for Professional Development: Mentorship, Emotional Strengths, and Cultural Difference. SIG-Teacher as Researcher; Symposium

Hilton Union Square, Lobby Level, Golden Gate 1; 8:15-9:45am

Chair: *Mina Kim, San Francisco State University*

Participants:

Helping Me Help You: An Infant Teacher's Examination of Her Roles and Responsibilities With Children and Novice Staff. *Shenna Costello Rodeo, San Francisco State University Children's Campus*

Toward Inquiry-Based Teaching in an Urban U.S. Preschool: Perspectives From a Nigerian American Preschool Director. *Nkechi Nwankwo, South Market Judith Baker Child Development Center*

Learning to Do Teacher Research: A Chinese-Origin Preschool Teacher Adopts New Approaches. *Fengyuan Sun, Kai Ming Head Start*

Professional-Development in Reggio-Inspired Preschools in the San Francisco Bay Area. *Catherine Malin, Aquatic Park School*

Teacher Research in Graduate Education: Building Individual and Site-Based Capacity for Change in Early Childhood Education. *Mina Kim, San Francisco State University; Barbara A. Henderson, San Francisco State University*

Discussant: *Daniel Meier, San Francisco State University*

### 31.077. Professional Learning and Technology. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Parc 55, Third Level, Mason; 8:15-10:15am

Chair: *Gabriel B. Reedy, Kings College, London*

Participants:

Authenticity in STEM Learning: A Framework for Technology Integration in the Classroom. *Caroline E. Parker, Education Development Center, Inc.; Christina Rhee Bonney, Education Development Center, Inc.; Michelle Schamberg, Education Development Center; Cathlyn D. Stylinski, University of Maryland; Carla M. McAuliffe, Technical Education Research Centers*

Examining Changes in Rural Teachers' Acquisition of Knowledge to Implement Technology in Their Classrooms. *Anna Witt Boriack, Texas A&M University; Beverly L. Alford, Texas A&M University; Danielle Bairrington Brown, Texas A&M University; Kayla Braziel Rollins, Texas A&M University; Hersh C. Waxman, Texas A&M University*

Mediated Impact of Professional Development on Teachers' Technology Use. *Janet Helmer, Charles Darwin University; Jennifer R. Wolgemuth, University of South Florida; Helen Harper, Charles Darwin University*

Professional Learning Networks and the Help-Seeking Behaviors of Teachers. *Torrey Trust, University of California - Santa Barbara*

Using Video to Improve Preservice Teachers' Reflective Capacity. *Ron*

*Tinsley, Richard Stockton College of New Jersey; Kim Lebak, Richard Stockton College of New Jersey*

Discussant: *Neal Strudler, University of Nevada - Las Vegas*

**31.078. Empowering Urban Educators: Critical Perspectives on Fostering Sustained Urban Reform Through Dialogic Collaborations.** SIG-Urban Learning, Teaching, and Research; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 8:15-9:45am

Chair: *Eduardo Lara, University of California - Los Angeles*

Participants:

- The "Alternative Fueled Gourmet Food Truck Project": Project-Based Learning as a Vehicle to Establishing a Professional Learning Community. *Jodi Council, University of Phoenix*
- Professional Development in the Era of Public Teacher Effectiveness Measures. *Spring Cooke, Pepperdine University*
- Sustaining a Teacher-Directed Community of Practice in the Midst of RIFs and Disappearing Resources. *Angela Laila Hasan, University of Southern California*

Discussant: *Anthony Collatos, Pepperdine University*

**31.079. The Role of Standards in Professionals' Work-Based Learning.** SIG-Workplace Learning; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 8:15-9:45am

Chair: *David John Guile, Institute of Education - London*

Participants:

- Knowledge-Regulating Efforts in Professional Associations: Approaches to Standardization and Implications for Work-Based Learning. *Monika Nerland, University of Oslo; Berit Karseeth, University of Oslo*
- Standards as Learning Resources: Knowledge Sharing in Professional Work. *Sten Runar Ludvigsen, University of Oslo; Monika Nerland, University of Oslo*
- What Role Do Standards Play in Experts' Practice and Learning? Towards a New Conceptual Framework. *Lorna W. Unwin, Institute of Education - London; David John Guile, Institute of Education - London*

Discussant: *Alison Taylor, University of Alberta*

### Division and SIG Roundtables

**31.080. Roundtable Session 10;** Roundtable Session

**31.080-1. Assessing the System: Accountability and Evaluation of Teachers.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Timothy Ford, University of Louisiana at Monroe*

Participants:

- Effects of School Climate and Accountability Pressure on Teacher Retention. *Madeline Frances Latham-Wilson, California State University - Northridge; Jinyi Li, California State University - Northridge; Robert E. Kladifko, California State University - Northridge*
- Evaluation of McREL's Teacher Evaluation System in Three School Districts. *Shelby Maier, McREL*
- Implementing a Standards-Based Teacher Evaluation System. *Cory Hansen, Arizona State University; Debby M. Zambo, Arizona State University; Chris J Canelake, Balsz School District*

**31.080-2. Closing the Achievement Gap: The Role of Poverty, Policy Interventions, and Teaching.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Marian A. Robinson, The George Washington University*

Participants:

- Adoption or Nonadoption of the Common Core: A Comparison Study Using Natural Experiments and Matching Methods. *Honey Hengameh Ghods, Michigan State University; Brian Joseph Boggs, Michigan State University; Chun-Lung Lee, Michigan State University*
- Do Student Stakes Incite Improvement? An International Comparative Analysis of Statewide Exit Exams. *Esther Dominique Klein, University*

*Duisburg - Essen; Isabell Van Ackeren, University of Duisburg Essen*  
Does It Take a Village? School Culture, Teacher Collaborations, and Teaching and Learning in Kindergarten. *Marisol Cunningham, Metis Associates*

**31.080-3. Collaborations that Explore Class, Race, and Gender Generate Socially Just Communities.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Abe N. Feuerstein, Bucknell University*

Participants:

- Schooling the Classed/Raced/Gendered Body: A Review of the Research With Implications for Ethical Leadership. *Katherine Cumings Mansfield, Virginia Commonwealth University; Whitney Sherman Newcomb, Virginia Commonwealth University*
- The Influence of Cultural Discontinuity on the Academic Achievement of African American High School Students. *Amanda Taggart, Mississippi State University; Debra L. Prince, Mississippi State University*
- Urban High School Reform With Community Development: Leadership Collaboration for Socially Just Outcomes. *Terrance Green, University of Wisconsin - Madison*

**31.080-4. Comparative Perspectives on International School Leadership.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Renira Elyodi Vellos, The University of British Columbia*

Participants:

- A Cross-National Examination of the Factors Affecting Task Performance, Discretionary Performance, and Career Aspirations of the Assistant Principals. *Ibrahim Duyar, University of Arkansas at Little Rock; Sedat Gumus, Mustafa Kemal University; Mehmet Sukru Bellibas, Michigan State University*
- Comparative Perspectives on International School Leadership. *Cathryn S. Magno, Southern Connecticut State University*
- Extending the Educational Leadership Knowledge Base in Asia: A Comparison of Research Productivity in Israel and Hong Kong. *Darren A. Bryant, Hong Kong Institute of Education; Philip Hallinger, The Hong Kong Institute of Education*

**31.080-5. Concepts of Leadership: Ethical, Servant, and Race Conscious.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Lisa Bass, North Carolina State University*

Participants:

- Can We Prepare Ethical Leaders? A Longitudinal Study of Principal Preparation. *Frederick Chaim Buskey, Western Carolina University; Meagan Karvonen, Western Carolina University*
- Advancing Moral Literacy in the Development of Ethical Leaders: Incorporating Ethical Dilemmas in a Case-Based Pedagogy. *Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University*
- Examining Poetics as Imaginative Projections for Understanding Ethical Frames and Moral Literacy in Leadership. *Patrick M. Jenlink, Stephen F. Austin State University*
- Putting Followers First: Fostering a Culture of Learning Through Principals' Servant Leadership Behaviors. *Aimee LaPointe Terosky, Saint Joseph's University; Maria C. Reitano, Central Bucks High School South*
- The Education Administration Internship: Do Aspiring Leaders Lead? *Jennifer K. Clayton, The George Washington University*

**31.080-6. Considering Equity With Organizational Reform.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Elizabeth N. Farley-Ripple, University of Delaware*

Participants:

- Closing the Achievement Gap: A Framework for School, Families, and Communities. *Annie Woo, Oregon Department of Human Services*

Designing for Learning: How School Leaders Build a School's Capacity to Meet Students' Special Needs. *Martin Scanlan, Marquette University*  
 The Operation of Collective Efficacy in High-Poverty Schools: A Qualitative Case Comparison. *Serena Jean Salloum, Ball State University*

**31.080-7. Decision Making and School Executives: Inquiry Into Essential Leadership Skills.** Division A - Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Michael Silver, Seattle University*

Participants:

Preparing Educational Leaders to Make Effective Decisions Related to Innovations. *Karen J. DeAngelis, University of Rochester; Raffaella Borasi, University of Rochester; Constance Ann Flahive, University of Rochester; Brian O. Brent, University of Rochester*

Capturing Principals' Decision-Making in an Online Professional Learning Community. *Stephanie Chitpin, University of Ottawa; Angus McMurtry, University of Ottawa; Karen Elizabeth Starr, Deakin University; Colin Evers, University of New South Wales*

Preparing for the Community College Presidency: Strategies for Success. *Delores E. McNair, University of the Pacific*

Engaging School-Based Leadership Teams in Science Education Reform: Early Results of a Professional Leadership Model. *Mistilina D. Sato, University of Minnesota; Carlo Parravano, Merck and Co. Inc.; Margaret Barriromo, Merck Institute for Science Education; Susan Elko, Merck Institute for Science Education; Lisa Solmose, Merck Institute for Science Education*

A Case Study in Implementing Randomized Experiments With Principals. *Eric M. Camburn, University of Wisconsin; Jason Huff, The University of Tennessee; James Sebastian, University of Missouri - Columbia; Ellen B. Goldring, Vanderbilt University; Henry May, University of Delaware*

**31.080-8. Educational Leaders, Social Justice, and Students at the Margins.** Division A - Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Participants:

Developing a Statewide K-12 Early Warning Indicator System in Massachusetts. *Susan Bowles Therriault, American Institutes for Research; Hyekyung Jung, Korea Institute for Curriculum and Evaluation*

Educational Administrators' Expressed Perceptions of Students With Disabilities. *Jacob Williams, The University of Texas - Austin*

School Reform, Leadership, Social Justice, and Students With Disabilities. *George Theoharis, Syracuse University; Julie N. Causton-Theoharis, Syracuse University; Chelsea Tracy-Bronson, Syracuse University; Thomas Bull, Syracuse University*

**31.080-9. Experiencing Leadership: Gender, Awareness, and Mental Models.** Division A - Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Patrice A. McClellan, Lourdes University*

Participants:

Education and Leadership: Mental Models as Obstacles in Development. *Grzegorz Mazurkiewicz, Jagiellonian University*

The Relationship Between Emotional Intelligence and Type Temperament. *Michelle Beavers, Virginia State University; Tracy M. Walker, Virginia State University*

Gender Bias in the Communication of Female Educational Leaders. *Tracy L. Taylor, Texas Tech University; Sylvia Mendez-Morse, Texas Tech University*

Challenges for Women in Corporate and Educational Leadership. *Claire Kelly, University of Toronto - OISE; Katie Higginbottom, University of Toronto - OISE*

Trans/forming Educational Leadership: A Comprehensive Literature Review of Transgender Issues in Current Educational Leadership Literature. *Jonna Kay Beck, Texas State University; Michael Patrick O'Malley, Texas State University; Patrick Slattery, Texas A&M*

*University*

**31.080-10. Exploring School Leadership Theory, School Improvement, and School Restructuring.** Division A - Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Vitaliy Shyyan, National Center on Educational Outcomes*

Participants:

Restructuring for Equity: Redistribution, Regionalization, and Robin Hood. *Jacob Sale Werblow, Central Connecticut State University; Laura Iongo, Central Connecticut State University; Quintin Robinson, Los Angeles Unified School District*

Attendance Matters: Parent, Staff, and Administrator's Perceptions of Chronic Absenteeism. *Merlin R. Chatwin, School District No. 36 (Surrey); Michelle Johanna Nilson, Simon Fraser University; Margarita Karpilovski, Simon Fraser University; Patricia Elaine Horstead, Surrey Schools*

Social and Sociocultural Class Composition and Individual Reading Gains: The Mediating Role of Instructional Quality. *Camilla Rjosk, Humboldt University Berlin; Dirk Richter, Humboldt University Berlin; Jan Hochweber, German Institute for International Educational Research; Oliver Lüdtke, Humboldt University; Eckhard J. Klieme, German Institute for International Educational Research; Petra Stanat, Humboldt University - Berlin*

**31.080-11. Home, School, and National Policy: Interventions to Promote Equity and Excellence in Learning.** Division A - Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Kristy S. Cooper, Michigan State University*

Participants:

A Family-School Study of Academic Emphasis and Self-Regulation in Urban Schools. *Patrick B. Forsyth, University of Oklahoma; Ellen Dollarhide, University of Oklahoma; Curt M. Adams, University of Oklahoma; Ryan Miskell, The University of Oklahoma; Katherine A. Curry, Oklahoma State University; Gaetane Jean-Marie, University of Oklahoma; Jordan Ware, University of Oklahoma*

A School Undergoing Change: The Decision-Making Process of a Board and Policies That Impact Teaching and Learning in a Highly Diverse Elementary School. *James Badger, North Georgia College & State University*

Promoting Equity in Education: A Study of the Work of "Teaching Schools" in England. *Mel Ainscow, University of Manchester; Christopher James Chapman, University of Glasgow; Alan Dyson, University of Manchester; Sue Goldrick, University of Manchester; Mel West, University of Manchester*

**31.080-12. Views on Leadership: From Students, Teachers, and the Media.** Division A - Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Melinda M. Mangin, Rutgers University - New Brunswick/Piscataway*

Participants:

A Typology of Teachers in School Leadership: A Multilevel Latent Class Analysis of Teachers' Views of Leadership on Their Decisions to Stay, Move, or Leave. *Angela Urick, Minnesota State University - Mankato*

Examining Representations of Principals and Administrators in HBO's *The Wire* (Season 4). *James Trier, University of North Carolina - Chapel Hill*

Leadership's Role in Promoting Success Among Freshmen of Color in Urban High Schools. *Jason Salisbury, University of Wisconsin - Madison*

**31.081. Roundtable Session 11;** Roundtable Session

**31.081-1. Viewing Leadership Through Theoretical Lenses and Conceptual Frames.** Division A - Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Bob L. Johnson, Jr., The University of Alabama*



## Participants:

Recognizing Personal Resources Necessary for Superintendent Expertise Development. *Rhonda L. McClellan, University of Central Arkansas; Gary M. Ivory, New Mexico State University; Adrienne E. Hyle, The University of Texas - Arlington*

Multiple Learning Approaches in the Professional Development of School Leaders: Theoretical Perspectives and Empirical Findings on Self-Assessment and Feedback. *Stephan Gerhard Huber, Institute for the Management & Economics of Education*

Establishing an Empirical Model to Link Educational Leadership Students' Creative Problem-Solving in Schools to Their Coursework Using Experience-Sampling Methodology. *Jen Katz-Buonincontro, Drexel University; Rajashi Ghosh, Drexel University*

Race-Conscious Leadership Development in Britain and the United States. *Lauri Johnson, Boston College; Rosemary M. Campbell-Stephens, Institute of Education - London*

Implications of Positive Psychology for Educational Administration. *Amy Schrepfer-Tarter, Ohio State University; Lauren P. Bailes, The Ohio State University*

**31.081-2. Guiding Leaders' Thinking: Navigating School Reform Using Theories of Complexity.** SIG-Chaos & Complexity Theories;

Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Eugene Gary Kowch, University of Calgary*

## Participants:

Navigating the Turbulent Waters of School Reform Guided by Complexity Theory. *David George White, University of California - San Diego; James A. Levin, University of California - San Diego*

Teaching Practice With/in Systems: Systems Thinking as Theoretical Roots for Global Education. *J. Melanie Young, Simon Fraser University*

Leadership in Special Education: Using Human Systems Dynamics to Address Sticky Issues. *Bertina H. Combes, University of North Texas; Leslie Patterson, University of North Texas*

Learning Innovation Diffusion as Complex Adaptive Systems: Case Studies on School Leaders Learning Through Analogies. *Junsong Huang, National Institute of Education - Nanyang Technological University; Ching Sing Chai, National Institute of Education - Nanyang Technological University*

**31.081-3. Service-Learning and Gains of Students in K-12 Classrooms.**

SIG-Service-Learning & Experiential Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Travis T. York, The Pennsylvania State University*

## Participants:

The Impact of Service-Learning and Social Justice Curriculum on Middle School Students. *Jacklyn R. Lind, Azusa Pacific University; Susan R. Warren, Azusa Pacific University*

Moving Beyond the Classroom: Longitudinal Study of Problem-Based Service-Learning Among Adolescents. *Frances R. Spielhagen, Mount Saint Mary College*

Validating Service-Learning With Young Students Through Teacher Action Research. *Nancy McBride Arrington, Georgia Southern University*

**31.081-4. Voices of Change in the History of Education.** Division F -

History and Historiography; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Vincent DeWayne Willis, Emory University*

## Participants:

A Strong Foundation: Voices of the Black Educational Experience. *Linda Mann, George Mason University; Anthony Michael Pellegrino, George Mason University; William Benedict Russell, University of Central Florida*

Continuity for Change: Case Study of a Successful High School Principal. *Mary Rose McCarthy, Pace University; Carol Lesica Conklin-Spillane, Sleepy Hollow High School*

The Fight for Black Liberation in Schools: An Oral History of Civil Rights Lawyer Howard Moore, Jr. *Michael Bartone, Georgia State University*

**31.081-5. Education for Environmental Justice: Towards a Planetary Anti-Oppression Pedagogy.** SIG-Environmental Education; Roundtable

## Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Richard V. Kahn, Antioch University Los Angeles*

## Participants:

A Philosophical Case for Social and Environmental Justice Education. *Ruby Marie Estrada, New Mexico State University*

International Poverty, Injustice, and Climate Change: American Youth Narratives From a Cross-Cultural Climate Change Education Experience. *Sarah Riggs Stapleton, Michigan State University*

Toward a Global Urban Environmental Education Movement: An Ecofeminist Perspective. *Huey-Li Li, The University of Akron*

**31.081-6. Hazards and Tensions: Dangerous Approaches in Philosophy and Education.** SIG-Philosophical Studies in Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Samina Hadi Tabassum, Dominican University*

## Participants:

How to Respond to Expressions of Racism in Education: On Tensions in Philosophy of Education. *Emma Maria Kristin Arnebeck, Orebro University*

Is Adolescence a Crisis of Morality or an Opportunity for Moral Education? Adolescence Seen Through the Lens of Amour Propre in Rousseau. *Kyung Hwa Jung, Teachers College, Columbia University*

Making the Aristotelian Connection: Linking Nussbaum's Capabilities Approach With Rawlsian Views of Education. *Winston Charles Thompson, University of New Hampshire*

Paradox of Achievement: Rawls's Difference Principle and High School Completion Rates of Aboriginal Students. *Dustin Louie, University of Calgary; Dianne Gereluk, University of Calgary*

**31.081-7. Postcolonial Perspectives on Rethinking Teaching, Learning, and Researching.** SIG-Postcolonial Studies and Education Cosponsored with Division B - Curriculum Studies, SIG-Caribbean and African Studies in Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Jie Qi, Utsunomiya University*

## Participants:

A Humanizing Pedagogy: Getting Beneath the Rhetoric. *Carol R. Rodgers, University at Albany - SUNY; Denise Zimm, Nelson Mandela Metropolitan University*

Becoming a "Productive Researcher": Chilean Universities, International Excellence, and Epistemic Colonization. *Susan Talburt, Georgia State University*

Postcolonial Perspectives of Resistance to Neoliberal Higher Education. *Riyad Ahmed Shahjahan, Michigan State University*

Western Modern Science in a Postcolonial Context. *Lydia E Carol-Ann Burke, University of Toronto - OISE*

**31.081-8. Awakening and Developing the Spirit.** SIG-Spirituality & Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Kathleen I. Harris, Seton Hill College*

## Participants:

Awakening the Spirit: Teaching, Learning, and Living Holistically. *Stephen D. Hancock, University of North Carolina - Charlotte*

It's Much More Than Just Singing: Spiritual Development at Jewish Summer Camps. *Evan Stuart Kent, Boston University*

Mindfulness and the Developmental Psychology of Suffering. *Kurt Kowalski, California State University - San Bernardino*

**31.081-9. Academic Technologies: Mediating Opportunity or Inequality?**

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Jennifer A. Vadeboncoeur, The University of British Columbia*

## Participants:

"A School for Digital Kids": Bridging Divides or Remaking Privilege? *Christo Sims, University of California - San Diego*

Technologies of Assessment: Objective Measurement or Symbolic

Violence? *Michael Cole, University of California - San Diego; Martin J. Packer, Duquesne University*

Laboratories: Resource Sharing or Research Co-opting? *Katherine E. Brown, California State University - San Marcos*

Games and Learning: Diversifying Opportunity or Standardizing Advantage? *Jay L. Lemke, University of California - San Diego*

**31.081-10. Educators, Communities, and Activism: Organizing and Occupying.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Peggy L. Placier, University of Missouri*

Participants:

Education Should Be Free: Occupy the DOE! Teacher Activists Involved in the Occupy Wall Street Movement. *Bree Picower, Montclair State University*

I'll Take That Space: Lessons From Occupy Wall Street. *Sandra Schmidt, Teachers College, Columbia University; Chris Babits, Teachers College, Columbia University*

The "Doable Ask": Can Low-Stakes, Personal Actions Increase Community Engagement in "Big Problems"? *Sara Hurley, University of Minnesota*

Occupy Wall Street, Poverty, and Education: Why Educators Should Be Occupiers. *Theresa Catalano, University of Nebraska - Lincoln*

**31.081-11. Examining Racial and Gendered Experiences.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Meenakshi Chhabra, Lesley University and Harvard University*

Participants:

Encounters Across Difference: Negotiating Contact Zones in University-Community Partnerships. *Emily Gleason, Castleton College*

Hip-Hop and Pedagogy: What Do We Expect, What Will We Measure? *Raphael Travis, Texas State University; Alexis Maston, Texas State University*

"What Kind of Woman Are You?" Decency, Femininity, Madness, and Motherhood. *Rachel Oppenheim, Antioch University Seattle*

**31.082. Roundtable Session 12;** Roundtable Session

**31.082-1. Identity Matters: Power and Positioning in Educational Contexts.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Cassie Fay Quigley, Clemson University*

Participants:

Space, Identity, and Power: Adopting a Critical Spatial Perspective to Analyze Students' Texts and Positioning. *Sarah Meredith Vander Zanden, University of Northern Iowa; Michelle Honeyford, University of Manitoba*

Negotiating Sameness and Difference: Subject Positioning in Preschoolers' Classroom Discourse. *Katie Bernstein, University of California - Berkeley*

Soldier or Student? Militarization, Teacher Morality, and the Making of Citizens in Eritrea. *Jennifer Riggan, Arcadia University*

**31.082-2. Ideology, Alienation, and Paradox: Examining Education and Poverty Through Zizekian Lenses.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chairs: *Gregory James Dimitriadis, University at Buffalo - SUNY; Oliver Cashman-Brown, University of Rochester*

Participants:

The New Educational Reform Movement and the End of Public Education: The Right Steps (Albeit in the Wrong Direction). *Andrew Thomas, University of Rochester*

Revisiting the Playground Narrative: Discourse, Lacan, and Racial Identity. *Courtney E. Hanny, University of Rochester*

Access to (for) What? Community Colleges, Financial Aid, and Ideology. *Julie Ann White, University of Rochester*

What's So Funny About Common Core State Standards: Governmentality, Accountability, and the Neoliberal Gaze. *Oliver Cashman-Brown, University of Rochester*

**31.082-3. Immigrant and Refugee Experiences in Multicultural Contexts.**

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Joanne Calore, Saint Mary's College of California*

Participants:

Burmese Refugee Parents' Experiences With Early Elementary Education in Midwestern United States. *Zeynep Zennur Isik-Ercan, Indiana University - Purdue University at Fort Wayne*

Chinese International Students' Personal and Sociocultural Stressors in the United States. *Kun Yan, Tsinghua University*

Ethnic Identity and Markers of Ethnicity Among Children of Mexican Immigrants in Southern California. *Jaycee Layne Bigham, University of California - Santa Barbara; Jin-Sook Lee, University of California - Santa Barbara*

"But What About the Other Kids?" Linguistic and Religious Minority Youth in a Newcomer High School. *Heather Homonoff Woodley, The Graduate Center - CUNY*

**31.082-4. Middle, Secondary, and Higher Education.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Gloria C. Berdugo Oviedo, Universidad Tecnológica de Bolívar*

Participants:

Academic Achievement and Ethnic Identity: Indigenous Students' Educational Experiences in a High School in Taiwan. *Ju-Hui Chang, National Taitung University; Chien-Lung Wang, National Taitung University*

Is the Sum Equal to the Parts? Race Variations in Students' Paths From High School to College. *Mary E.M. McKillip, The College Board; Jun Li, Fordham University*

Nahongvita: A Model to Support Rural American Indian Youth in Their Pursuit of Higher Education. *Darold H. Joseph, The University of Arizona*

Who's in Class? The Influence of Academic Teaming and Classroom Ethnic Composition on Academic Adjustment in Middle School. *Leslie Echols, University of California - Los Angeles; Samantha J. White, University of California - Los Angeles*

**31.082-5. Partnerships, Collaboration, and Social Change.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Sandra Quinones, University of Rochester*

Participants:

Collaborative Team-Based Research Involving Students, Parents, and Teachers: Challenges and Opportunities Identified in a New Zealand Case Study. *Linda Mary Hogg, Victoria University of Wellington*

Community Transformation: Factoring Teachers Into Urban Revitalization Projects. *Candace Cofield, University at Buffalo - SUNY*

Secondary Teachers and University Partnerships: A Context Process. *Andrea C. Burrows, University of Wyoming*

An Equity-Oriented Systemic Transformation Inquiry: Wisconsin Culturally Responsive Positive Behavioral Interventions and Supports. *Aydin Bal, University of Wisconsin - Madison; Kathleen King Thorius, Indiana University - IUPUI; Elizabeth B. Kozleski, The University of Kansas; Rachel Elizabeth Fish, University of Wisconsin - Madison; Esmeralda Meza Rodriguez, University of Wisconsin - Madison; Hyejung Kim, University of Wisconsin-Madison; Elizabeth Schrader, University of Wisconsin - Madison; Scott Pelton, University of Wisconsin - Madison*

**31.083. Roundtable Session 13;** Roundtable Session

**31.083-1. Problems and "Promises" in Ethnic Communities.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Paul A. Schutz, The University of Texas - San Antonio*

Participants:

Broader, Bolder...and Better? Learning from the Past and to Inform the Future of Promise Neighborhoods. *Joanna D. Geller, Vanderbilt University*

Diverse Asian American Communities: Understanding the Role of Ethnic Social Structures in Education. *Susan J. Paik, Claremont Graduate University; Zaynah Rahman, Claremont University - Claremont*

Graduate University; Stacy Kula, Claremont Graduate University; Lorine Erika Saito, Claremont Graduate University; Matthew A. Witenstein, Claremont Graduate University

**31.083-2. Revisioning the Education Pipeline to Address Forms of Diversity.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chairs: *Gustavo E. Fischman, Arizona State University; Amy A. Bergerson, University of Utah*

Participants:

Perspectives on the Pipeline: An Analysis of the Use and Discussion of the Education Pipeline in Higher Education. *Rebecca Lish, Arizona State University*

Engineering Pathways to STEM Education: Enhancing Diversity and Inclusive Excellence. *Tirupalavanam G. Ganesh, Innovate K12*

View From Inside the Pipeline. *Melissa B. Rivers, South Ridge High School*

At the Periphery: Students Pursuing Online Degrees at a Public Postsecondary Institution. *Jennifer D. Shea, Arizona State University*

**31.083-3. Studies on Literacy, Biliteracy, and Multilingualism.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

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

Participants:

Becoming Transcultural and Transnational: Exploring Multiple Literacies and Identities of Children in a Mandarin-English Bilingual Program.

*Yan Zhang, University of Calgary; Yan Guo, University of Calgary*

Literacy as Social Memory and Cultural Ideology: Examining the Textual Narratives of Black Males. *David E. Kirkland, New York University/ Michigan State University*

Recruiting a Wealth of Languages and Literacies for Building Writing Identities. *Allison Skerrett, The University of Texas - Austin*

Sociocultural Perspectives and Biliteracy Research: Repositioning the Human Capital of Pre-K-12 Mexican-origin Students and Communities.

*Joel E. Dworin, Pima Community College/University of Arizona; Patrick Henry Smith, The University of Texas - El Paso*

**31.083-4. Urban Education Challenges and Opportunitites.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Carolyn A. Brown, Fordham University*

Participants:

Living With Poverty and Acting With Hope: Community Leadership as Generator of Social Capital. *Ann Mary Higgins, Mary Immaculate College*

Marginality of Rural Students in Chinese Urban High Schools. *Tao Wang, University of Washington - Seattle*

The Impact of Project Codesign on Urban School Mathematics Instruction. *Samuel M. Kwon, Concordia University - Chicago*

**31.083-5. Queer on Campus: LGBTQ Issues in Postsecondary and Professional Education.** SIG-Queer Studies Cosponsored with Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Sean Robinson, Morgan State University*

Participants:

A Comparative Analysis of Classroom Experiences for LGBTQ Undergraduate Students at Two- and Four-Year Institutions. *Jason C. Garvey, University of Maryland; Jason L. Taylor, University of Illinois at Urbana-Champaign; Susan Rankin, The Pennsylvania State University*

Opening Hearts and Minds: A Meta-Analysis of LGBTQ-Focused Professional Development Programs for K-12 Teachers. *Summer Pennell, University of North Carolina - Chapel Hill*

The Influence of LGBTQ Student-Athletes' Collegiate Experiences on Their Academic and Athletic Success. *Dan Merson, The Pennsylvania State University; Susan Rankin, The Pennsylvania State University*

"Gay and Grey": A Participatory Action Research Project for Research Methods Coursework. *Kirk Shepard, Lewis & Clark College; Veronica Munguia, Lewis & Clark College; Michelle R. Maher, Oregon Research Institute*

**31.084. Roundtable Session 14;** Roundtable Session

**31.084-1. Evaluating the Effectiveness of L2 (Second Language) Learning.**

SIG-Second Language Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Christine Hardigree, University of Virginia*

Participants:

Factorial Invariance Test and DIF Analysis of an English Self-Efficacy

Scale: Chinese and Korean Students. *Chuang Wang, University of North Carolina - Charlotte; Do-Hong Kim, University of North Carolina - Charlotte; Mimi Bong, Korea University; Hyun Seon Ahn, Korea University; Sha Cao, Chengdu Normal University*

Standardized Proficiency Tests in the Campus-Wide English Curriculum: A Washback Study. *Shaoting Alan Hung, National Taiwan University of Technology & Science; Heng-Tsung Danny Huang, National Sun Yat-sen University*

iPod Use for English Language Learning: A Multiple-Case Study. *Cesar Chavez Navarrete, The University of Texas - Austin; Min Liu, The University of Texas - Austin; Erin Maradiegue, The University of Texas - Austin; Jennifer Wivagg, The University of Texas - Austin*

**31.084-2. (De)Constructing the Social Studies: Teaching, Learning, and Curriculum.** Division B - Curriculum Studies Cosponsored with SIG-Social Studies Research, SIG-Teaching History; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Sonia E. Janis, University of Georgia*

Participants:

Decolonizing Deficit Discourse: Confronting the Historical Poverty Within U.S. History Textbooks. *Christine Rogers Stanton, Montana State University*

Civic Hegemony and the Crisis of Perception: Teachers' Perspectives on the State of the Social Studies. *Neil O. Houser, University of Oklahoma; Nina Coerver, University of Oklahoma; Daniel G Krutka, Wichita State University; Rachael Province, University of Oklahoma; Kim Pennington, University of Oklahoma*

Becoming Healthy, Wealthy, and Wise: The Construction of the Enterprising Subject Through Economics Education. *Mark Helmsing, Michigan State University*

History as Trivial Pursuit: The Educational Consequences of Contributory Curricular Orientations. *Carl Bohning Anderson, The Pennsylvania State University*

Pedagogies of Practice: Museums and the Ethics of Responsibility. *Brenda M. Trofanenko, University of Illinois*

**31.084-3. (Re)Considering Science and Math Education: Identities and Purpose.** Division B - Curriculum Studies Cosponsored with SIG-Research in Mathematics Education, SIG-Science Teaching and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Sarah Smitherman Pratt, University of North Texas*

Participants:

What Variables Affect Minority Students' Decision to Take Advanced Mathematics in High School? *Christine L. Hebert, Old Dominion University*

The Missing Link in Scientific Argumentation: Intersecting Identities of African-American Girls for Scientific Literacy. *Phyllis Haugabook Pennock, Western Michigan University*

Learning Math With a Purpose and the Purpose of Math: In Search of Student Meaning. *Patricia Buenrostro, University of Illinois at Chicago*

**31.084-4. Aesthetic Curriculum Theorizing: Democracy, Ritual, and Exchange.** Division B - Curriculum Studies Cosponsored with SIG-Arts-Based Educational Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Christiane Stephens, University of Redlands*

Participants:

Transforming Curriculum Through Intercultural Exchange. *Margaret E. Manson, York University*

Disembodying Our Field: Curriculum Theory as Daemon and Curriculum Theorizing as Ritual. *Donna A. Breault, West Virginia University*

Inventing Democracy: Being, Teaching and Community. *Noah De Lissvooy, The University of Texas - Austin*

**31.084-5. Critical Issues in Latino/a Education, Language, and Learning.**

Division B - Curriculum Studies Cosponsored with SIG-Language and



Social Processes and SIG-Second Language Research, SIG-Hispanic Research Issues; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Sarah Leah Santillanes, University of New Mexico*

Participants:

The Curricular Experiences of Latino Students in a Parochial School.

*Tatiana Joseph, University of Wisconsin - Milwaukee*

The Preservation of Effective Instructional Practices: A Multiple Case

Study of Nominated Teachers of Bilingual Learners. *Leanne M. Evans, University of Wisconsin - Milwaukee*

Utilizing Funds of Knowledge: Latina, ELL Preservice Teachers for Racial

Uplift. *Amanda Morales, Kansas State University; Margaret Gail Shroyer, Kansas State University*

**31.084-6. Interrogating Citizenship, Poverty, and the “Perfect Stranger” in Transnational and Indigenous Contexts.** Division B - Curriculum Studies Cosponsored with Division G - Social Context of Education and SIG-Indigenous Peoples of the Americas, SIG-Indigenous Peoples of the Pacific; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Jean Rockford Aguilar-Valdez, University of North Carolina - Greensboro*

Participants:

Legitimate Citizenship in a Nation of Immigrants. *Kathleen R Mitchell, University of Minnesota - Twin Cities*

Where Deconstruction Meets Decolonization: Thinking With Derrida About the “Perfect Stranger” Identity in Indigenous Education. *Marc Roderick Higgins, The University of British Columbia*

Confronting Poverty and Privilege Across Continents: The Possibilities of Technology-Enhanced Curriculum. *Vivienne Grace Bozalek, University of the Western Cape; Kimberlee Staking, University of Maryland*

Supporting the Academic Success and Cultural Identity of Aboriginal Women Through Indigenous Maternal Pedagogy. *Jennifer Rose Brant, Brock University*

**31.084-7. Narrative Explorations in Time and Knowing.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Laura M. Jewett, The University of Texas - Brownsville*

Participants:

Dillon and the Ten O’Clock Sandwich: Reflections on Not Knowing in the Classroom. *Laura Jane Teague, Institute of Education*

It’s About Time. *Sherrie B. Reynolds, Texas Christian University; Julie F Vit, Texas Christian University*

Fostering Critical Literacy Through Boalian Dramatic Analysis of an Ethnographic Interview. *Sarah Reed Hobson, SUNY - College at Cortland*

**31.084-8. Pedagogical and Curricular Possibilities.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Maria-Antonieta Avila, The University of Texas - Austin*

Participants:

Place-Based Education as a Tool to Develop Lifelong Creativity. *Lauren Elizabeth Victor, University of Denver*

Using a Social Simulation Model to Design Courses. *Bo Chang, Ball State University*

Walk With Me: Ethnography of Adolescent Literacy Moving Among Places. *Julie Frear Schappe, The Pennsylvania State University*

Reclaiming the “Critical” in Critical Thinking: Beyond Logic and Argumentation in Critical Thinking Curricula. *Xue Qian Loy, Singapore Ministry of Education; Leonel Tze-Wei Lim, University of Wisconsin - Madison*

**31.084-9. Transforming a Clinical Dentist Into a Dental Educator in 24 Hours.** Division I - Education in the Professions; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Heiko Spallek, University of Pittsburgh*

Participants:

Transforming a Clinical Dentist Into a Dental Educator in 24 Hours. *Heiko Spallek, University of Pittsburgh*

Faculty Development to Support Major Curriculum Change: Now More Than Ever. *Daniel J. Bender, University of the Pacific*

A Framework for Enabling Faculty to Engage in Interprofessional

Education, a New Frontier in Health Professional Education. *Laura MacDonald, University of Manitoba*

Understanding Faculty Development for Implementing Assessment of Critical Thinking in Dental Curriculum. *HsingChi von Bergmann, The University of British Columbia*

Curricular Considerations of a Formal Mentoring Program. *Zsuzsa Horvath, University of Pittsburgh*

**31.084-10. Do Districts Matter? Reconceptualizing and Refocusing Districts as High-Performing Instructional Leaders.** SIG-Districts in Research and Reform; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *David A. Gamson, The Pennsylvania State University*

Participants:

From Categorical Aid to Truly Flexible Resources? Implementing Deregulation on the Ground. *Angeline Kathryn Spain, University of Michigan - Ann Arbor*

Historical Perspectives on the Capacities of the School District Central Office to Foster Instructional Change. *David A. Gamson, The Pennsylvania State University*

Key Ingredients for Success in District-IHE (Institution of Higher Education) Partnerships to Improve Mathematics Achievement. *Andrew Thomas, Walden University; Patricia O’Driscoll, Public Works; Mikala Rahn, PublicWorks, Inc.*

Raising All Boats: Identifying and Profiling Six High-Performing Districts in California. *Mette Huberman, American Institutes for Research; Melissa Arellanes, American Institutes for Research*

Triangulating Accountability Measures: A Quantitative Case Study About District Effectiveness. *Elaine Radmer, Gonzaga University; Jennifer Beller, Washington State University*

**31.084-11. A Collection of Studies Examining Worker Learning and Competence.** SIG-Career and Technical Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Debra Preston Russ, The University of Alaska - Anchorage*

Participants:

Developmental Seeking Strategies and Worker-Centered Pedagogy: Insights Into Strategies Utilized by Frontline Workers. *Charlotte Lofton, Northeastern University; Ellen Mary Scully-Russ, The George Washington University*

What Do Practicing Managers Focus on in Their Reflective Blogs? *Gihan Osman, The American University in Cairo; Joyce Hwee Ling Koh, National Institute of Education - Nanyang Technological University*

Recognition of Migrants’ Prior Learning and Competence. *Johanna Lahja Lasonen, University of South Florida*

Mismatches Between Business Needs and the Taiwanese Tertiary English Curriculum for Business Purposes. *Cheng-Yi Lin, National Taiwan Normal University*

**31.084-12. Intersections: Gender, Curriculum, and Pedagogy.** SIG-Research on Women and Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Shannon Andrus, University of Pennsylvania*

Participants:

Deconstructing “Demand” for Women and Girls’ Education. *Linda Lu, Loyola University Chicago*

Gender Role Expectations of Classroom Teachers: A Replication Study After 30 Years. *Diane Schwendenman, Bridgescape Learning Center; Carolyn S. Ridenour, University of Dayton*

Teaching Girls in the 21st Century: A Study on Effective Practices for Engaging Girls’ Learning. *Shannon Andrus, University of Pennsylvania; Charlotte E Jacobs, University of Pennsylvania*

**31.084-13. “Don’t Let Your Babies Grow Up to Be Teachers”: Education Work in the Current Climate.** SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Jennifer L. Milam, The University of Akron*

Participants:

Curricular Activism: Teacher Education Versus Commercial Club Curriculum. *Todd Alan Price, National Louis University*

Chafing and Coalescing: Working With Preservice Teachers in the Age of the Common Core. *Jennifer Job, University of North Carolina - Chapel Hill*

Interventions and Proliferation in Teacher Education: Curriculum Work as Advocacy, Activism, and (Inter)rupture. *Jennifer L. Milam, The University of Akron*

### Division and SIG Posters

#### 31.085. Poster Session 3; Poster Session

**31.085-1. Teaching Statistics: Research on Statistical Pedagogy and Practice.** SIG-Educational Statisticians; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

1. A Randomized Monty Hall Experiment With Cards: The Positive Effect of Conditional Frequency Feedback. *Lore Saenen, Katholieke Universiteit Leuven; Wim Van Dooren, Center for Instructional Psychology and Technology; Patrick Mjl Onghena, Katholieke Universiteit Leuven*
2. Experts' Interpretation of Box Plots. *Stephanie Lem, Katholieke Universiteit Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven; Lieven Verschaffel, University of Leuven; Wim Van Dooren, Center for Instructional Psychology and Technology*
3. Factors That Affect the Development of Statistical Literacy in Undergraduate College Students. *Diana Keosayian, Wilkes University; Elizabeth Dianne Johnson, Wilkes University*

**31.085-2. Mixture Regression Model With Skew-Normal Errors.** SIG-Multiple Linear Regression: The General Linear Model; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

4. Mixture Regression Model With Skew-Normal Errors. *Min Liu, University of Hawaii - Manoa*

**31.085-3. Making Their Way to a Degree: Access and Success.** Division J - Postsecondary Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

5. Interrogating the Two-Year Disadvantage in Bachelor's Attainment. *Paul Attewell, City University of New York; David Monaghan, CUNY - Graduate Center*
6. Key Factors in Immigrant Students' Access to the University. *Elena Cano, Universitat de Barcelona*
7. Millennial Combat Veterans: How Identity Shapes Experience in College. *Shane P. Hammond, The George Washington University*
8. Ready, Set, Register: Using Course Overenrollment to Examine the Causal Impact of Mathematics Courses on College Outcomes. *Jenna Cullinane, The University of Texas - Austin*
9. The California Teacher Pathway: Fighting Poverty by Creating a Homegrown and Diverse Teaching Workforce. *Alfred Richard Schademan, California State University - Chico; Maris Thompson, California State University - Chico*
10. Understanding the Intent to Graduate of Freshman Asian International Undergraduates in U.S. Institutions: Implications for Studies of International Student Retention. *Wen Qi, Indiana University; James S. Cole, Indiana University; Yiran Dong, Indiana University - Bloomington*

**31.085-4. Needy for Knowledge: Policy Coordination Through Mutual Learning Initiatives in European Research Enterprise.** Division J - Postsecondary Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

11. Needy for Knowledge: Policy Coordination Through Mutual Learning Initiatives in European Research Enterprise. *Merli Tamtik, University of Toronto*

**31.085-5. Organization, Management, and Leadership.** Division J - Postsecondary Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

12. Categorizing Interdisciplinarity: Understanding Interdisciplinary Research Funded by the National Science Foundation Through the Recovery Act. *Michael S. Harris, Southern Methodist University; Karri A. Holley, The University of Alabama*

13. The Power of Social Justice Leadership: The Organizational Identity of a Successful Historically Black College. *Shametrice Davis, The University of Vermont*

14. Perceptions of Agency in Addressing Workplace Diversity Climate. *Jeni L. Hart, University of Missouri - Columbia; Casandra Elena Harper, University of Missouri - Columbia; Jonathan Thomas Ta-Pryor, University of Missouri*

**31.085-6. Pedagogy, Socialization, and Technology Among Faculty and Graduate Students.** Division J - Postsecondary Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

15. Instructional Technology Practices of Developmental Education Faculty in Texas by Generational Classification. *Susan Troncoso Skidmore, Sam Houston State University; Linda Reichwein Zientek, Sam Houston State University; Patrick Saxon, Sam Houston State University; Stacey L Edmonson, Sam Houston State University*
16. The Hopeful Pedagogy to Critical Thinking. *Mark C. Nicholas, Oklahoma State University; Miriam B. Raider-Roth, University of Cincinnati*
17. The Socialization Experiences of International Faculty in a Predominately White Institution in the United States. *Daniela Veliz, University of Maine*

**31.085-7. A Critical Examination of Race, Class, Gender, and Ethnicity.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

18. Black American Intergenerational Perspectives on Education: A Sociocultural and Historical Analysis. *Denise Gray Yull, State University of New York*
19. Preservice Teachers' Analysis of the Cultural Content Present in Basal Reading Textbooks. *Crystal Polite Glover, University of North Carolina - Charlotte*
20. The Invisible Minority: Developing Understanding and Distinction Between Arab Students and Other Minority Groups. *Veronica Jones, Texas A&M University*

**31.085-8. Global Analyses of Educational Achievement.** SIG-International Studies; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

21. A Look at Early Literacy Intervention in Two Countries: Finland and the United States. *Samuel D. Miller, University of North Carolina - Greensboro; Melissa Adams-Budde, University of North Carolina - Greensboro; Dixie D. Massey, University of Washington; Riitta-Liisa Korkeamaki, University of Oulu; Riku Korkeamaki, University of Oulu*
22. An International Comparison of the Score Gap Between Low- and High-Performing Students on PIRLS 2011 and TIMSS 2011. *Laura Kolind Warren, American Institutes for Research*
23. Analysis of Classroom Task-Structure Fit Using TIMSS 2007: A Contingency Theory Approach. *Yoon Jeon Kim, University of California - Berkeley*
24. Chinese Students' Perspectives of Learning English as a Foreign Language Through Reciprocal Questioning. *James D. Allen, College of Saint Rose*
25. Cross-Cultural Competency Development: In Preparation for a Multicultural Working Environment. *Yu-Li Chen, Loughwa University of Science and Technology; Gregory Siy Ching, Loughwa University of Science and Technology*
26. Education Policy and Praxis in China: Comparing the Perceptions of Secondary Teachers and Students. *Peter Yee Han Joong, University of the West Indies*
27. Equity in Education: Gains in Reading Achievement From an International Perspective Using PIRLS and PISA. *Lydia Malley, American Institutes for Research*
28. National Differences in Achievement-Attitude Relationships in TIMSS Mathematics. *Thomas P. Hogan, University of Scranton; Allyson Kiss, University of Scranton*
29. Orchestration of Talk for Meaning-Making in Reading Comprehension: A Study of English Secondary Classrooms in Singapore. *Nadya Shaznay Sen, National Institute of Education, Singapore*

30. Student Achievement in Canada and the United States. *Robert K. Crocker, Memorial University*

31. The Elusive Relationship Between Ranks on International Tests and Economic Strength. *Christopher H. Tienken, Seton Hall University; Thomas W. Tramaglino, Rutgers University - New Brunswick/Piscataway*

**31.085-9. Narratives of Leadership in Trinidad.** SIG-Caribbean and African Studies in Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

32. Narratives of Leadership: Gendered Experiences of Early Career Principals in Trinidad. *Talia Randa Esnard, The University of Trinidad and Tobago; Laurette Maria Stacy Bristol, Charles Sturt University; Launelot Brown, Duquesne University*

**31.085-10. Effect of Illustrations on the Assessment Performance of ELL Students.** SIG-Inclusion & Accommodation in Educational Assessment; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

33. The Effect of Illustrations on the Performance of Students in a Science Test. *Chao Wang, University of Colorado - Boulder; Guillermo Solano-Flores, University of Colorado - Boulder*

**31.085-11. Sport and Education: Themes, Metaphors, and the Impact of Participation.** SIG-Research Focus on Education and Sport; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

- 34. Exposing the Intercollegiate Athletic Minstrel Show: Exploring the Development of Division I-FBS Black Student Athletes. *Albert Y. Bimper, Kansas State University*
- 35. High School Sport Participation: The Influence on Academic Promise and Psychological Well-Being. *S. Jacob Houston, University of Washington*
- 36. Understanding the Role of Nonacademic Factors in Student-Athlete Graduation and Life After Sport Satisfaction. *Tiese L. Roxbury, National Collegiate Athletic Association; Erin Shelton, University of Southern California*

**31.085-12. Cooperative Learning Poster Session.** SIG-Cooperative Learning: Theory, Research and Practice; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

- 37. Collaborative Learning to Support the Needs of Teachers as They Transition From Student Teacher to Effective Novice Teachers. *Alicia Wenzel, Western Oregon University; Cindy Ryan, Western Oregon University; Carmen Rosa Caceda, Western Oregon University*
- 38. Team Collaboration in College Engineering Students' Problem Solving in a Dynamic Distributed Virtual Learning Environment. *Yiyun Wu, Syracuse University*
- 39. The Role of Statistics Anxiety in Cooperative Learning Groups in Graduate-Level Research Methodology Courses. *Qun G. Jiao, Baruch College - CUNY; Anthony J. Onwuegbuzie, Sam Houston State University*
- 40. The Verification of Cooperative Learning as a Pedagogical Model in Physical Education. *Ben P. Dyson, The University of Auckland; Ashley Casey, University of Bedfordshire; Victoria Anne Goodyear, University of Bedfordshire*
- 41. The Role of Social Skills, Delay of Gratification, Externalizing Behaviors, and Rejection Sensitivity in College Students' Cooperative Behaviors. *Isabelle Plante, University of Quebec - Montreal; Mathieu Roy, Columbia University; Annie Dubeau, L'Université du Québec à Montréal*

**31.085-13. Division K Section 5 Poster Session.** Division K - Teaching and Teacher Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

42. INTASC (Interstate New Teacher Assessment and Support Consortium) in Teacher Preparation: What Should Be Retained in Practice With the New InTASC Standards? *Jennifer L. Cuddapah, Hood College; William Sowders, Johns Hopkins University; Carolyn Parker, The George*

*Washington University*

**31.085-14. Division H, Section 1 Poster Session.** Division H - Research, Evaluation and Assessment in Schools; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

43. Algebra and Equality: Does Early Access to Algebra and Advanced Mathematics in Middle School Reduce Inequality in Educational Outcomes? *Shaun Michael Dougherty, Harvard University; Darryl Vernois Hill, Wake County Public School System; Erica Litke, Harvard University; Lindsay Coleman Page, Harvard University*

## Sunday, 10:35 am

### Governance Meetings and Events

**32.001. AERA Ethics Committee: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Carmel II; 10:35am to 12:05pm  
Chair: *Carolyn J. Riehl, Teachers College, Columbia University*

**32.002. AERA International Relations Committee: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Second Level, Mendocino I; 10:35am to 12:05pm  
Chair: *Rodney K. Hopson, Duquesne University*

**32.003. AERA Social Justice Action Committee: Open Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Monterey I; 10:35am to 12:05pm  
Chair: *Richard P. Duran, University of California - Santa Barbara*

**32.004. Journal of Educational and Behavioral Statistics Closed Management Committee Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Nikko I; 10:35am to 12:05pm  
Chair: *Mark R. Wilson, University of California - Berkeley*

### AERA Related Activities

**32.010. Online Annual Meeting Management System (All Academic): Demonstration and Training for Program Chairs: Open Session 1.** AERA Related Activities; Workshop  
Hilton Union Square, Lobby Level, Golden Gate 6; 10:35am to 12:05pm  
Chair: *Rick Peacor, All Academic, Inc.*

### Presidential Sessions

**32.011. Enhancing Well-Being of Children and Youth Living in Poverty.** Presidential Session Cosponsored with Division E - Counseling and Human Development, Division C - Learning and Instruction  
Hilton Union Square, Ballroom Level, Continental 6; 10:35am to 12:05pm  
Chair: *Sarah M. Kiefer, University of South Florida*  
Participants: *Greg Duncan, University of California - Irvine; Jessica Ruglis, McGill University; Hirokazu Yoshikawa, Harvard University*

**32.012. Featured Presidential Session: Against the Odds: A Discussion With NPR Education Correspondent Claudio Sanchez.** Presidential Session  
Hilton Union Square, Lobby Level, Plaza A; 10:35am to 12:05pm  
Chair: *Arthur Levine, Woodrow Wilson Fellowship Foundation*  
Participant: *Claudio Sanchez, National Public Radio*

**32.013. Featured Presidential Session: New Media Literacies and Learning: The Role of Social Media in Reducing Poverty.** Presidential Session  
Hilton Union Square, Ballroom Level, Continental 4; 10:35am to 12:05pm



Chair: *Zoe Corwin, University of Southern California*  
 Participants: *James Paul Gee, Arizona State University; Henry Guy Jenkins, University of Southern California; S. Craig Watkins, The University of Texas - Austin; Constance Yowell, John D. & Catherine T. Macarthur Foundation*

### 32.014. School Safety After Sandy Hook: Finding a Balanced Vision Among Research, Policy, and Practice. Presidential Session

Hilton Union Square, Lobby Level, Golden Gate 5; 10:35am to 12:05pm

Chairs: *Ron Avi Astor, University of Southern California; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Discussion Leaders:



#### Discussion Tables

School Climate, Connectedness, and Social-Emotional Learning. *David M. Osher, American Institutes for Research*

Mental Health of Children and Adolescents. *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

School Safety, Discipline, and Threat Assessment. *Ron Avi Astor, University of Southern California*

Training and Professional Development of Teachers, Administrators, and Staff. *Matthew J. Mayer, Rutgers University*

### 32.015. Film Festival: The Inconvenient Truth Behind *Waiting for Superman*. Presidential Session Cosponsored with Division L - Educational Policy and Politics

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 10:35am to 12:05pm

## AERA Sessions

### 32.016. AERA Distinguished Contributions to Research in Education Award (2012) Address: Guadalupe Valdés (#AERAEd). AERA Sessions; Invited Session

Hilton Union Square, Ballroom Level, Continental 5; 10:35am to 12:05pm

Chair: *James D. Anderson, University of Illinois at Urbana-Champaign*  
 Speaker:

Getting Language Right: New Standards and K-12 English Language Learners. *Guadalupe Valdés, Stanford University*

### 32.017. AERA Task Force on Evaluating Educational Research, Scholarship, and Teaching in Postsecondary Education: A Report. AERA Sessions; Invited Session

Hilton Union Square, Ballroom Level, Continental 9; 10:35am to 12:05pm

Chair: *Laura W. Perna, University of Pennsylvania*

Presenter: *James S. Fairweather, Michigan State University*

Discussants: *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; Ana M. Martinez-Aleman, Boston College*

### 32.018. Institute of Education Sciences (IES), the Continuous Improvement Initiative, and Having Research Matter. AERA Sessions Cosponsored with Organization of Institutional Affiliates; Invited Session

Hilton Union Square, Ballroom Level, Continental 8; 10:35am to 12:05pm

Chair: *P. David Pearson, University of California - Berkeley*

Presenter: *John Q. Easton, Director, Institute of Education Sciences, U.S. Department of Education*

Discussants: *Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Catherine Snow, Harvard University; Susanna Loeb, Stanford University*

### 32.019. NRC Report: Monitoring Progress Toward Successful K-12 STEM Education: A Nation Advancing? AERA Sessions; Invited Session

Hilton Union Square, Ballroom Level, Continental 7; 10:35am to 12:05pm

Chair: *Martin Storksdieck, National Academy of Sciences*

NRC Committee Participants: *Adam Gamoran (Committee Chair), University of Wisconsin - Madison; Barbara M. Means, SRI International*

Discussants: *Deborah Loewenberg Ball, University of Michigan - Ann Arbor; Joseph S. Krajcik, Michigan State University; Janice M. Earle, National Science Foundation*

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

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Participants:

1. LEARNING Landscapes. *Mary Stewart, LEARN; Lynn Butler-Kisber, McGill University*
2. The Australian Educational Researcher. *Jolanda Voogd, Springer Publishing Company; Christine M. Halse, Deakin University; Jillian Anne Blackmore, Professor, Deakin University*
3. Berkeley Review of Education. *Huriya Jabbar, University of California - Berkeley; Danfeng Soto-Vigil Koon, University of California - Berkeley; Seena Chong, University of California - Berkeley; Olivia Flint, University of California - Berkeley; Marialena Dawn Rivera, University of California - Berkeley*
4. 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*
5. eJEP Journal of Education Policy. *Rosemary Papa, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University*
6. Studies in Philosophy and Education. *Gert J.J. Biesta, University of Luxembourg; Astrid Noordermeer, Springer Science + Business Media*
7. Current Issues in Education. *Melinda A. Hollis, Arizona State University; Rory Schmitt, Arizona State University*
8. Educational Technology Research and Development. *J. Michael Spector, University of North Texas; Michael J. Hannafin, University of Georgia; Carol Bischoff, Springer Publishing Company; Gloria Natividad, University of North Texas; So Mi Kim, University of Georgia - Athens*
9. Education Policy Analysis Archives. *Gustavo E. Fischman, Arizona State University*
10. Educational Research Review. *Keith Sawyer, Washington University in St. Louis; Ann Corney, Elsevier Inc.*
11. Journal of Advanced Academics. *Michael S. Matthews, University of North Carolina - Charlotte; Matthew McBee, East Tennessee State University*
12. Gifted Child Quarterly. *D. Betsy Mccoach, University of Connecticut; Del L. Siegle, University of Connecticut*

### 32.021. Meet Journal Editors: Journal Talks 2. AERA Sessions; Invited Roundtable

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Participants:

1. Issues in Teacher Education. *Suzanne SooHoo, Chapman University; Joel A. Colbert, Chapman University*
2. Annual Editions: Multicultural Education. *Nancy P. Gallavan, University of Central Arkansas*
3. The Educational Forum. *Alan D. Amtzis, The College of New Jersey; Carrie Gaffney, Kappa Delta Pi; Shrikrishna Singh, Taylor & Francis Group, LLC*
4. The Teacher Educator. *Gregory J. Marchant, Ball State University; Sharon E. Paulson, Ball State University*
5. Journal of Curriculum Studies. *Robert E. Boostrom, University of Southern Indiana; Zongyi Deng, Nanyang Technological University - National Institute of Education*
6. Contemporary Issues in Early Childhood. *Nicola J. Yelland, Victoria University - Australia; Susan J. Grieshaber, Hong Kong Institute of Education*
7. Learning for Democracy: An International Journal of Thought and Practice. *Caroline R. Pryor, Southern Illinois University - Edwardsville; Glenn M. Hudak, University of North Carolina - Greensboro; Kathleen S. Brown, University of Missouri*
8. Global Studies of Childhood. *Nicola J. Yelland, Victoria University - Australia; Esther Y.M. Chan, The Hong Kong Institute of Education; Sue Saltmarsh, The Australian Catholic University; I-Fang Lee, The University of Newcastle*
9. Vitae Scholasticae. *Linda C. Morice, Southern Illinois University*

- Edwardsville; Laurel D. Puchner, Southern Illinois University - Edwardsville

10. International Journal of Education Policy and Leadership. Daniel A. Laitoch, Simon Fraser University; Penelope M. Earley, George Mason University

### Committee Sessions

**32.022. GSC Chair Fireside Chat: Continuing the Conversation: Doing LGBTQI and Ally Work in the Ph.D. Program and Beyond.**

Graduate Student Council; Invited Session  
Parc 55, Third Level, Market Street; 10:35am to 12:05pm

Chair: Cathy A.R. Brant, The Ohio State University - Columbus  
Participants: Mollie V. Blackburn, The Ohio State University; Kevin K. Kumashiro, University of Illinois at Chicago; SJ Miller, University of Missouri - Kansas City; Wayne J. Martino, The University of Western Ontario; Cindy Cruz, University of California - Santa Cruz

**32.023. GSC Division A Fireside Chat: Responding to Poverty's Influence on Education: Our Roles as Researchers of Educational Leadership.**

Graduate Student Council; Invited Session  
Westin St. Francis, Second Level, Yorkshire; 10:35am to 12:05pm

Chairs: Pat A. Schroeder, Texas A&M University; Alexandra E. Pavlakis, University of Wisconsin - Madison  
Participants: John B. Diamond, Harvard University; Peter Michael Miller, University of Wisconsin - Madison; George Theoharis, Syracuse University; Terah Talei Venzant Chambers, Texas A&M University; Kara S. Finnigan, University of Rochester

**32.024. GSC Division J Fireside Chat: Establishing a Sustainable Program of Research.**

Graduate Student Council; Invited Session  
Sir Francis Drake, Second Level, Carmel; 10:35am to 12:05pm

Chairs: Daisy Denise Alfaro, University of Washington - Seattle; Blanca E. Rincon, University of Illinois at Urbana-Champaign  
Participants: Stella M. Flores, Vanderbilt University; Samuel D. Museus, University of Hawaii - Manoa; Terrell Lamont Strayhorn, The Ohio State University; Michael N. Bastedo, University of Michigan; Benita J. Barnes, University of Massachusetts - Amherst

**32.025. Investigating E-Learning Integration: A Comparative Analysis of Countrywide Technology Deployments in Argentina, Portugal, and Turkey.**

International Relations Committee; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 10:35am to 12:05pm

Chair: Wayne Grant, PASCO  
Participants:  
Intel Education Research: A Global Research Design to Study eLearning Integration in Diverse Contexts. Vera Safa Michalchik, SRI International; Lara Tilmanis, Teachers College, Columbia University  
Can Technology Contribute to Reducing Educational Poverty? An Analysis of Conectar Igualdad in Argentina. Jason Beech, Universidad de San Andres  
Generative Digital Literacy Enhancement in Socioeconomically Disadvantaged Primary School Communities. Joao Paiva, University of Porto  
How Demand for Education Shaped a Whole Education System and the Potential of Technology to Reshape It. Cengiz Hakan Aydin, Anadolu University  
Discussant: Robert B. Kozma, Kozmalone Consulting

**32.026. Latina/o Population Growth and Challenges to Social Justice: Impediments to the Education of Latina/os.**

Social Justice Action Committee; Invited Session  
Hilton Union Square, Lobby Level, Golden Gate 1; 10:35am to 12:05pm

Chair: Rogelio Saenz, The University of Texas - San Antonio  
Participants:  
The Playbook of Schooling Injustice: The Claim of White Innocence and Chicana/o Perpetration in Attacks on Ethnic Studies. Richard A. Orozco, Oregon State University  
Educational Inequalities and Latina/os in America. Laura I. Rendon, The University of Texas - San Antonio  
Confronting the Miseducation of Latinos and the Political Interests Pervading Public Education. Patricia D. Lopez, The University of Texas

- Austin

Developmental Education and the Latina/o Community College Pipeline. Daniel Gilbert Solorzano, University of California - Los Angeles  
Discussant: Michael A. Olivas, University of Houston

### International Organization Sessions

**32.027. "It's a Revolution!" Researching Structural Reform in England.**

British Educational Leadership, Management, and Administration Society; Invited Session  
Sir Francis Drake, Second Level, Tudor AB; 10:35am to 12:05pm

Chair: Philip Arthur Woods, University of Hertfordshire  
Participants:  
A "Local" Approach to Studying the Restructuring of Schooling. Megan Crawford, University of Cambridge; Timothy J. Simkins, Sheffield Hallam University  
Repositioning the Professional in the Formation of an Academy Chain. David H. Eddy Spicer, Institute of Education - London  
An Investigation Into Free Schools in England. Rob Higham, Institute of Education - London  
Exploring Governance in a Chain of Academies. Maija Salokangas, The University of Manchester; Christopher James Chapman, University of Glasgow  
School Sector Labor Relations in Transition. Howard Stevenson, University of Nottingham; Justine Mercer, University of Warwick  
Leadership and Governance: New Types of Schooling. Ian Abbott, University of Warwick; Penny Smith, University of Warwick  
Discussant: Christopher A. Lubienski, University of Illinois at Urbana-Champaign

### Division Sessions

**32.028. Alternate Routes to Education: A Critical Analysis of Economic, Intellectual, and Moral Poverty.**

Division A - Administration, Organization and Leadership; Symposium  
Westin St. Francis, Second Level, Victorian; 10:35am to 12:05pm

Chair: Floyd D. Beachum, Lehigh University  
Participants:  
Pedagogy of Self-Development: The Role of the School and Community in the Educative Process of Black Males. Carlos Raphael McCray, Fordham University  
Raising the "Poverty" of Youth Voices From the Underground Toward Critical Urban Youth Leadership. Darius Derron Prier, Duquesne University  
The Dislodging Agent of Social Justice: A Critical Interrogation of Education, Poverty, and Accountability Through a Radical, Prophetic, and Historical Imagination. Michael E. Dantley, Miami University; Terrance Green, University of Wisconsin - Madison  
Crises, Critical Incidents, and Community and Educational Leadership. Noelle Witherspoon Arnold, University of Missouri - Columbia; Ty-Ron M.O. Douglas, University of Missouri - Columbia  
Discussant: Camille M. Wilson, Wayne State University

**32.029. Deconstructing Data Use in Education: Investigating How, Where, and by Whom Data Are Used for Instructional Decision Making.**

Division A - Administration, Organization and Leadership; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 7; 10:35am to 12:05pm

Chair: Julie A. Marsh, University of Southern California  
Participants:  
Motivating or Deflating? How Middle School Teachers Engage Students in Data Use. Julie A. Marsh, University of Southern California; Caitlin Farrell, University of California - Berkeley  
How Teachers Use Data to Facilitate the Learning of All Students. Jonathan A. Supovitz, University of Pennsylvania  
School and Teacher Data in the Face of Performance Management Sanctions: Examining the Supportive Probationary Planning and Work of School Leaders. Shelby A. Cosner, University of Illinois at Chicago  
Designing School Systems to Encourage Data Use and Instructional Improvement: A Comparison of Educational Organizations. Caitlin Farrell, University of California - Berkeley  
Discussant: Cynthia E. Coburn, Northwestern University

**32.030. Principals Navigate the Process and Outcomes of Instructional Leadership.** Division A - Administration, Organization and Leadership; Paper Session  
Westin St. Francis, Second Level, Elizabethan A; 10:35am to 12:05pm  
Chair: *Sarah L. Woulfin, University of Connecticut*  
Participants:

Understanding Instructional Leadership by Understanding Instructional Systems. *Christine M. Neumerski, University of Michigan*  
Creating a Team of Rivals: The Many Challenges and Potentially Negative Consequences Facing Principals Selecting Members of Their Instructional Leadership Team. *Jennie Weiner, Harvard University*  
Instructional Leadership for Students With Special Needs: The Influence of Advocates in Eligibility Decisions. *Scott C. Bauer, George Mason University; Erin Kirkland, George Mason University*  
Assessing the Measurement Properties of the Principal Instructional Management Rating Scale: A Meta-Analysis of Reliability Studies. *Philip Hallinger, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education; Chia Wen Chen, The Hong Kong Institute of Education*

Instructional Leadership and Emotional Intelligence: The Convergent and Divergent Validity of the Vanderbilt Assessment of Leadership in Education. *Ellen B. Goldring, Vanderbilt University; Xiu Cravens, Vanderbilt University; Andrew C. Porter, University of Pennsylvania; Joseph F. Murphy, Vanderbilt University; Stephen N. Elliott, Arizona State University*

Discussant: *Nona A. Prestine, The Pennsylvania State University*

**32.031. Difficult Topics, Troubled Histories: Rethinking How Curriculum Studies Makes Its Objects.** Division B - Curriculum Studies  
Cosponsored with SIG-Critical Issues in Curriculum and Cultural Studies; Invited Session  
Grand Hyatt, Ballroom Level, Grand Ballroom West; 10:35am to 12:05pm

Chair: *William H. Schubert, University of Illinois at Chicago*

Participants:

Curriculum Studies and Historical Thinking About Genocide. *Warren E. Crichlow, York University*  
Invisible Objects, Impossible Influences: Rethinking Curriculum History's Purview. *Bernadette M. Baker, University of Wisconsin*  
The Persistence of the Unproblematic Division of Space in Curriculum Studies: Implications for Asian Americans and Pacific Islander Education. *Hannah M. Tavares, University of Hawaii - Manoa*

**32.032. Education and the Challenge of Posthumanism.** Division B - Curriculum Studies; Symposium  
Grand Hyatt, Theatre Level, Curran; 10:35am to 12:05pm

Chair: *Nathan Snaza, University of Richmond*

Participants:

Schooling Animals and Machines: To What Future Does the Posthuman (Re)turn? *John A. Weaver, Georgia Southern University*  
Resisting Becoming a Glomus Body Within Posthuman Theorizing: Poverty, Aging, and Embodied Agency in Educational Research. *Annette E. Gough, RMIT University*  
Posthumanizing Educational Theory. *Nathan Snaza, University of Richmond*  
Undoing Anthropocentrism: Exploring Posthumanist Materialist Methodologies for Place-Based Environmental Education Research. *Noel Gough, La Trobe University*  
Critical Pedagogy and the Posthumanist Imagination: For Exocultural Studies. *Richard V. Kahn, Antioch University Los Angeles*

Discussant: *Jason J. Wallin, University of Alberta*

**32.033. Material Consequences of Curricular Epistemologies: Knowledges, Histories, and Maps.** Division B - Curriculum Studies; Paper Session  
Grand Hyatt, Second Level, Belvedere; 10:35am to 12:05pm

Chair: *Zehavit Gross, Bar-Ilan University*

Participants:

Making Digital Oral Histories: Curriculum, Difficult Knowledge, and Colonial Frontier Logics. *Nicholas Ng-A-Fook, University of Ottawa; Stephane Levesque, University of Ottawa; Bryan Smith, University of Ottawa*  
Mapping Curricular Points of Departure and Hopeful Destinations for (Social Studies) Education: A Study in Curriculum Theory to Interpret

Disciplinary Subjects. *Kent G. Den Heyer, University of Alberta; David Michael Scott, University of Calgary*  
Soul-Work and Teaching: A Portrait of Living Inquiry. *Donyell Lakishka Roseboro, University of North Carolina - Wilmington; Hank S. Weddington, Lenoir-Rhyne University*

What Knowledge Matters? A Sociological Approach to Researching the "Missing" Student Perspective. *Harriet Anne Marshall, University of Bath*

Intellectual Poverty and the Cost to Democratic Education: A Case of Sectarian Minority Muslim Girls. *Natasha Merchant, University of Washington*

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

**32.034. Contrasting Design Models for Problem-Solving Processes: Guiding Learning and Assessment.** Division C - Learning and Instruction; Symposium

Westin St. Francis, Second Level, California East; 10:35am to 12:05pm

Chair: *Joseph Cohn, Office of Naval Research*

Participants:

Learning and Assessment Ontologies of Cognitive Processes: Step 1: Problem Solving. *Eva L. Baker, University of California - Los Angeles; Girlie C. Delacruz, University of California - Los Angeles*  
Measuring Complex Thinking With Epistemic Network Analysis. *David W. Shaffer, University of Wisconsin*  
Network Troubleshooting, Intelligent Tutoring, and Problem Solving: Crossing the 2-Sigma Threshold. *J. D. Fletcher, Institute for Defense Analyses*

Discussants: *Richard E. Mayer, University of California - Santa Barbara; Harold F. O'Neil, University of Southern California*

**32.035. Designing to Support the Codevelopment of Epistemic Practices and Knowledge in Engineering, Science, and Mathematics.** Division C - Learning and Instruction; Symposium

Westin St. Francis, Second Level, Oxford; 10:35am to 12:05pm

Chair: *Richard Lehrer, Vanderbilt University*

Participants:

Building Knowledge Through Troubleshooting in a Reverse Engineering Context. *Rob Rouse, Vanderbilt University; Richard Lehrer, Vanderbilt University*  
The Role of Epistemic Commitments in Supporting Elementary and Middle School Students' Scientific Practices. *Leema G. Berland, University of Wisconsin - Madison; Christina V. Schwarz, Michigan State University; Lisa Kenyon, Wright State University*  
The Development of Modeling Practice: Tracing Its Social, Epistemic, and Conceptual Dimensions. *Eve Manz, Vanderbilt University*  
Investigating the Codevelopment of Mathematical Knowledge and the Practice of Defining in a Middle School Classroom. *Marta Anna Kobiela, McGill University; Richard Lehrer, Vanderbilt University*

Discussant: *Reed Stevens, Northwestern University*

**32.036. Embedded Phenomena for Inquiry Communities (EPIC).** Division C - Learning and Instruction; Structured Poster Session  
Parc 55, Fourth Level, Cyril Magnin I; 10:35am to 12:05pm

Chairs: *James D. Slotta, University of Toronto; Tom Moher, University of Illinois at Chicago*

Participants:

1. Coordinating Curricular, Phenomenal, and Activity Narratives in WallCology. *Tom Moher, University of Illinois at Chicago; Brenda A. Lopez Silva, University of Illinois at Chicago*
2. Structured Multivocal Representations in Collaborative Inquiry: Scaffolding the Construction of Relationship Networks From Binary Observations. *Rebecca M. Cober, University of Toronto; Colin McCann, University of Toronto; Tom Moher, University of Illinois at Chicago; James D. Slotta, University of Toronto*
3. Collective Inquiry Discussions in a Knowledge Community Curriculum. *Cresencia Fong, OISE/University of Toronto; James D. Slotta, University of Toronto*
4. Providing Teachers With Real-Time Feedback on the Fidelity of Science Practices in WallCology. *Alessandro Gnoli, University of Illinois at Chicago; Tom Moher, University of Illinois at Chicago*
5. Teacher Orchestration of Complex Inquiry Patterns in the EPIC (Embedded Phenomena for Inquiry Communities) Classrooms. *Cheryl Ann Madeira, OISE/University of Toronto; Richard Messina, Institute of Child Study*



6. Teacher-Student Interactions in a KCI (Knowledge Community and Inquiry) Curriculum. *Naxin Zhao, OISE/University of Toronto; James D. Slotta, University of Toronto*
7. Smart Classrooms for Knowledge Communities: EPIC (Embedded Phenomena for Inquiry Communities) Technology Environment. *James D. Slotta, University of Toronto; Mike Tissenbaum, University of Toronto; Michelle Lui, University of Toronto - OISE; Matt Zukowski, University of Toronto*
8. Proximity and Engaged Participation in WallCology. *Paulo Guerra, University of Illinois at Chicago; Brenda A. Lopez Silva, University of Illinois at Chicago; Alessandro Gnoli, University of Illinois at Chicago; Tom Moher, University of Illinois at Chicago*
- 32.037. Latent Transition Analysis: Recent Advances and Applications.** Division D - Measurement and Research Methodology; Symposium  
Parc 55, Fourth Level, Mission II&III; 10:35am to 12:05pm  
Chair: *Karen L. Nylund-Gibson, University of California - Santa Barbara*  
Participants:  
Changes in Students' Math Attitudes During Middle School: A Latent Transition Analysis. *Christine Victorino, Pitzer College; Karen L. Nylund-Gibson, University of California - Santa Barbara; Ryan Grimm, University of California - Santa Barbara*  
Language and Literacy Acquisition for Spanish-Speaking English Language Learners: A Latent Transition Approach. *Danielle Guzman-Orth, Educational Testing Service*  
New Developments for Mixture Modeling Using Mplus. *Tihomir Asparouhov, Mplus; Bengt Muthen, University of California - Los Angeles*
- 32.038. The Multiple Dimensions of Multidimensional Models.** Division D - Measurement and Research Methodology; Paper Session  
Parc 55, Second Level, Sutro; 10:35am to 12:05pm  
Chair: *Xitao Fan, University of Macau*  
Participants:  
Bayesian Experimental Optimality Design in Multidimensional Computerized Adaptive Testing. *Hyeon-Ah Kang, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign*  
Assessing Fit of Alternative Polytomous Item Response Models Using Posterior Predictive Model Checking. *Tongyun Li, University of Maryland - College Park; Chao Xie, University of Maryland - College Park; Hong Jiao, University of Maryland*  
A Multidimensional Scaling (MDS) Approach for Investigating Students' Cognitive Weakness and Strength on TIMSS 2007 Mathematics. *Young-Sun Lee, Teachers College, Columbia University; Matthew Scott Johnson, Teachers College, Columbia University; Jung Yeon Park, Teachers College, Columbia University; Ruchi Sachdeva, Teachers College, Columbia University; Jianzhou Zhang, Teachers College, Columbia University; Marcus Waldman, Teachers College*  
A Monte Carlo Study of Higher-Order IRT Approach to Scoring Polytomous Items. *Hong Wang, Saint Ambrose University*  
Impact of Violation of the Missing-at-Random Assumption on Item Calibration and Recalibration for Multidimensional Adaptive Testing. *Kyung (Chris) T. Han, The Graduate Management Admission Council; Fanmin Guo, The Graduate Management Admission Council*  
Discussant: *William Holmes Finch, Ball State University*
- 32.039. Examining Associations Between Teaching and Learning Processes and Children's Development in Large-Scale Preschool Interventions.** Division E - Counseling and Human Development; Symposium  
Parc 55, Fourth Level, Cyril Magin III; 10:35am to 12:05pm  
Chair: *Sandra Jo Wilson, Vanderbilt University*  
Participants:  
Classroom Activities and Organization: Predicting Gains in Achievement and Self-Regulation. *Dale C. Farran, Vanderbilt University; Mary Catherine Wagner Fuhs, Peabody Research Institute, Vanderbilt University*  
Instructional and Emotional Classroom Environments, and Children's and Learning Engagement on Achievement Gains in Pre-Kindergarten. *Canan Aydogan, İnönü Üniversitesi; Dale C. Farran, Vanderbilt University; Mark W. Lipsey, Vanderbilt University*  
Features of Prekindergarten Classroom Quality and the Relationship to Children's Language and Literacy Development. *David K. Dickinson, Vanderbilt University; Sandra Jo Wilson, Vanderbilt University*  
Discussant: *Margaret R. Burchinal, University of North Carolina at Chapel Hill*
- 32.040. Leading Historically Black Colleges and Universities Into the 21st Century: A Discussion of Past, Current, and Future Presidents (Vice-Presidential Session).** Division F - History and Historiography  
Cosponsored with Division J - Postsecondary Education, SIG-Research  
Focus on Black Education; Invited Session  
Hilton Union Square, Lobby Level, Plaza B; 10:35am to 12:05pm  
Chair: *Marybeth Gasman, University of Pennsylvania*  
Participants: *Marybeth Gasman, University of Pennsylvania; James T. Minor, Southern Education Foundation, Inc.; Brian K. Bridges, UNCF; David Wilson, Morgan State University*
- 32.041. College Access: Factors Influencing Opportunity for Academically Successful Latino Students.** Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, Essex; 10:35am to 12:05pm  
Chair: *Susan J. Paik, Claremont Graduate University*  
Participants:  
The Role of Social Capital and School Structure in Latino Access to Elite Colleges. *Jeremiah Gonzalez, Claremont Graduate University*  
High-Achieving, Low-Income Latino Community College Students. *Veronica Ventura Gonzalez, Claremont Graduate University*  
What Does It Take? Second-Generation Latino Students at Elite Colleges and Universities. *Stacy Kula, Claremont Graduate University*  
Discussant: *Cecilia Rios Aguilar, Claremont Graduate University*
- 32.042. Critical and Cultural Constructs of Dis/Ability.** Division G - Social Context of Education; Paper Session  
Westin St. Francis, Second Level, Elizabethan C; 10:35am to 12:05pm  
Chair: *Federico R. Waitoller, University of Illinois at Chicago*  
Participants:  
"All Students" Revisited: A Study of Educators' Cultural Awareness and Responsiveness to Military-Connected Students and Military-Connected Students With Disabilities. *Pamela Arnold, Old Dominion University; Joanna K. Garner, Old Dominion University; John A. Nunnery, Old Dominion University*  
English-Speaking Caribbean Families: Exploring the Role of Culturally Based Concepts of Disability and Special Education. *Tracy A. McLeod, University of Miami*  
Escaping Labels and Protecting the Self: How Youth Survive "Disablement" Across Sociocultural Contexts. *AnnMarie Darrow Baines, San Francisco State University*  
Intellectual Development of Children in Poverty: A Multilevel Analysis. *Ah Young Shin, University of Iowa*  
Perceptions of Special Education Among Parents of Children With Disabilities and Educators in Chuuk State of the Federated States of Micronesia. *Katherine T. Ratliffe, University of Hawaii; Joakim Peter, University of Hawaii; Ansina B. Kony, Chuuk Special Education*  
Discussant: *Kathleen King Thorius, Indiana University - IUPUI*
- 32.043. Dismantling the Cradle-to-Jail Pipeline: Building Abolition Futures.** Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, Elizabethan D; 10:35am to 12:05pm  
Chair: *Erica R. Meiners, Northeastern Illinois University*  
Participants:  
In the Eyes of the Beholder: The Struggle Over Public Education, Prison, Policy, and Power. *Damien Schnyder, Scripps College*  
Violence of Discipline and Disappearance: Girls of Color in the School/Prison Nexus. *Connie Wun, University of California - Berkeley*  
Abolition Epistemology: On Not Increasing the Number of Excellent Education Programs in Prisons. *Erica R. Meiners, Northeastern Illinois University*  
Young Black Men's Perceptions of Education and Employment Opportunities Amidst Increasing Securitization in Canada. *Lance Trevor McCready, OISE/University of Toronto*  
Learning to Live Abolition: Montreal's Life After Life Collective and Formerly Incarcerated Girls and Women. *Lena Carla Palacios, McGill University*  
Discussant: *Victor Rios, University of California - Santa Barbara*

**32.044. Exploring the Multiple Levels Contributing to Learner**

**Engagement in a South African Township High School.** Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, Hampton; 10:35am to 12:05pm

Chair: *Bernadette Doykos, Vanderbilt University*

Participants:

An Ecological Approach to Relational Trust: Apartheid's Legacy on Trust Among Teachers, Families, and Learners. *Joanna D. Geller, Vanderbilt University*

Student Perceptions of Neighborhood Safety: A Mapping Exploration. *Benjamin Fisher, Vanderbilt University*

After the Bell: Exploring Perceptions of a Government Sponsored Pilot Extramural Programming a South African Township High School. *Bernadette Doykos, Vanderbilt University*

Pedagogical Revolution: Examining the Potential Role of Culturally Relevant and Responsive Pedagogy. *Krista Craven, Vanderbilt University*

Exploring Engagement With Learning Using Activity-Based Research Amongst Youth in Cape Town, South Africa. *Adam Cooper, Stellenbosch University*

Discussant: *Adam Voight, WestEd*

**32.045. High School Pathways to STEM for Low-Income**

**Underrepresented Minorities: Opportunity Structures, "Figured Worlds" of STEM, Postsecondary Destination Patterns, and Choice of Major.** Division G - Social Context of Education; Symposium  
Hilton Union Square, Ballroom Level, Continental 2; 10:35am to 12:05pm

Chair: *Lois Weis, University at Buffalo - SUNY*

Participants:

Math and Science Opportunity Structures in Denver-Area High Schools. *Margaret A. Eisenhart, University of Colorado - Boulder; Sarah Ohle, University of Colorado - Boulder; Kathryn Elizabeth Wiley, University of Colorado - Boulder; Carrie Allen Bemis, University of Colorado - Boulder*

Exploring the Complexities of System Constriction and STEM Opportunities in Buffalo. *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 Schooling and STEM in Buffalo. *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 Schooling and STEM in Denver and Beyond. *Margaret A. Eisenhart, University of Colorado - Boulder; Michael F. Suarez, University of Colorado - Boulder; Ruth Maria Lopez, University of Colorado - Boulder; Meg Burns, University of Colorado - Boulder; Joshua Jared Prudhomme, University of Colorado - Boulder*

Discussants: *Jacquelynn Eccles, University of Michigan; Barbara Schneider, Michigan State University*

**32.046. Mediated Documentation: How Multiple Forms of Media Are Helping Us Reveal New Ways to Frame Teaching and Learning.**

Division G - Social Context of Education; Symposium  
Westin St. Francis, Mezzanine Level, Colonial; 10:35am to 12:05pm

Chair: *Angela N. Booker, University of California - Davis*

Participants:

Language Learning and Reflection: Merging Intellectual and Creative Expressions Through Digital Storytelling. *Mong Thi T. Nguyen, University of California - Davis*

Media and Text-Based Journaling With Middle School Students. *Shelley V. Goldman, Stanford University; Molly Bullock, East Palo Alto Academy; Maureen Carroll, Stanford University*

Life, Camera, Action: Exploring Issues in Urban Education Through Edited Video Narratives. *Ernesto Colin, Loyola Marymount University; Philip E. Molebash, Loyola Marymount University*

Youth Forging School and Community Connections: Three Forms of Media Production to Generate New Access. *Angela N. Booker, University of California - Davis; Yanira Madrigal-Garcia, University of California - Davis*

Exploring Social Issues Among New High School Students: Mobile Social Media and Dynamic Teaching and Learning Opportunities. *Christine Fairless, St. Paul's Episcopal School*

**32.047. Regarding Educación: Mexican American Schooling, Immigration, and Binational Improvement.**

Division G - Social Context of Education; Symposium  
Hilton Union Square, Ballroom Level, Continental 3; 10:35am to 12:05pm

Chair: *Eugene E. Garcia, Arizona State University*

Participants:

Implications of Poor Intergenerational Attainment Among Mexican-American Students. *Edward Telles, Princeton University; Vilma Ortiz, University of California - Los Angeles*

Improving Academic Learning for Rural and Indigenous Students in Mexico. *Ernesto Treviño, Universidad Diego Portales*  
Cultural Assets, Change, and Continuity in U.S. and Mexican Settings. *Leslie J. Reese, California State University - Long Beach*

Regarding Educación: A Vision for School Improvement. *Bryant T. Jensen, Brigham Young University; Adam Samuel Winslow Sawyer, Bard College*

Discussant: *Patricia C. Gandara, University of California - Los Angeles*

**32.048. Instruction and Learning.**

Division I - Education in the Professions; Paper Session

Parc 55, Fourth Level, Stockton; 10:35am to 12:05pm

Chair: *Ji-Hye Kim, University of Wisconsin - Madison*

Participants:

A Framework for Teaching Trust Concepts in Graduate Criminal Justice Courses. *L. Hyatt, University of La Verne; Paul Figueroa, OPD*

A Multilevel Analysis of Gross Anatomy Instructional Characteristics and Performance on a National Licensing Examination in Medicine. *Monica M. Cuddy, National Board of Medical Examiners; David B. Swanson, National Board of Medical Examiners; Richard L. Drake, Cleveland Clinic Lerner College of Medicine of Case Western University; Wojciech Pawlina, Department of Anatomy, College of Medicine, Mayo Clinic*

Can Peers Give Effective Written Feedback on Patient Notes? *Jay Parkes, University of New Mexico; Sara A. Abercrombie, Bowling Green State University; Teresita Mccarty, University of New Mexico*

Learning Together About One's Own and Other Health Care Professionals' Clinical Responsibilities: The Upside of Interprofessional Collaborative Learning. *Christina St-Onge, Université de Sherbrooke; Isabelle Gaboury, Université de Sherbrooke; Nathalie Gaudreault, Université de Sherbrooke; Caroline Bois, Université de Sherbrooke; Kathleen Ouellet, Université de Sherbrooke; Marie-Claude Beaulieu, Université de Sherbrooke; Linda Bergeron, Université de Sherbrooke; Mélanie Levasseur, Université de Sherbrooke; Ariel Masetto, Université de Sherbrooke*

Students in the Professional Fields: Exploring the Impact of Institutional Characteristics on Time Spent Preparing for Class. *Amy Ribera, Indiana University; Louis Rocconi, Indiana University - Bloomington; Alexander C. McCormick, Indiana University - Bloomington*

Discussant: *Jal David Mehta, Harvard University*

Discussant: *Jal David Mehta, Harvard University*

**32.049. Predicting Future Performance.**

Division I - Education in the Professions; Paper Session

Parc 55, Fourth Level, Lombard; 10:35am to 12:05pm

Chair: *Andrea Gotzmann, Medical Council of Canada*

Participants:

Do Involuntary or Self-Imposed Wait Times Before Taking a Certifying Examination Affect Candidate Performance? *Ying Du, American Board of Pediatrics; Rachael Jin Bee Tan, American Board of Pediatrics*

Does Supervision During Clinical Clerkships Predict Performance on a Comprehensive Objective Structured Clinical Examination? *Anju Relan, University of California - Los Angeles; Ming Lee, University of California - Los Angeles; LuAnn Wilkerson, University of California - Los Angeles*

Effect of Two Preparatory Activities on a High-Stakes Clinical Examination Performance. *Ming Lee, University of California - Los Angeles; LuAnn Wilkerson, University of California - Los Angeles*

Impact of Palliative Care Curriculum on Primary Care Residents' Knowledge, Self-Assessed Competence, and Subsequent Hospice Referral Practices. *Patricia B. Mullan, University of Michigan*  
Medical School OSCEs (Objective Structured Clinical Examinations) and the USMLE Step Exams: Predictive Validity Evidence From the Uniformed Services University. *Ting Dong, The Uniformed Services University of the Health Sciences; Anthony R. Artino, Uniformed*

*Services University of the Health Sciences; Steven J. Durning, The Uniformed Services University of the Health Sciences; Aaron Saguil, Uniformed Services University; Kimberly A. Swygert, National Board of Medical Examiners*

Discussant: *William L. Roberts, National Board of Osteopathic Medical Examiners*

**32.050. Intersectionality, Identities of Difference, and Recognition in University Contexts.** Division J - Postsecondary Education; Symposium

Hotel Nikko, Third Level, Nikko III; 10:35am to 12:05pm

Chair: *Dennis L. Carlson, Miami University*

Participants:

Encountering the University: The Intersections of Power and Recognition for LGBTQ Students. *Joseph C. Wegwert, Northern Arizona University*

Intersectionality and the Performances of Identities: Experiences of Black Gay Men at Predominantly White Institutions. *James M. DeVita, University of North Carolina - Wilmington; Allison Daniel Anders, The University of Tennessee - Knoxville*

Critical Interventions: Addressing the Reality of LGBTQ Sexual Violence in Higher Education. *Sara Carrigan Wooten, Tufts University*

Class Does Matter: Intersectionality of the "-isms" and the Issues Not Discussed in Intercollegiate Sport. *Jillian Roth, Mills College; Lea Robinson, Suffolk University; Patricia S. Griffin, University of Massachusetts - Amherst*

Discussant: *Pamela K. Smith, Eastern Michigan University*

**32.051. The Build Your Own Community Project: East Oakland (CA) Step-to-College Youth as Educational Research Partners.** Division J - Postsecondary Education; Symposium

Parc 55, Second Level, Divisadero; 10:35am to 12:05pm

Chairs: *Patrick Camangian, University of San Francisco; Jeffrey M.R. Duncan-Andrade, San Francisco State University*

Participants:

The Build Your Own Community Project. *Patrick Camangian, University of San Francisco*

East Oakland (CA) Step-to-College Youth as Educational Research Partners. *Jeffrey M.R. Duncan-Andrade, San Francisco State University*  
Access, Relevance, and Closing Achievement Gaps. *Patrick Camangian, University of San Francisco; Jeffrey M.R. Duncan-Andrade, San Francisco State University*

**32.052. When Higher Education Goes Global: The Lived Experiences of Transnational Students and Scholars at U.S. Universities.** Division J - Postsecondary Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 10:35am to 12:05pm

Chair: *Jill P. Koyama, University at Buffalo - SUNY*

Participants:

The Neoliberal Turn in Higher Education: Implications for the Experiences of Overseas Indian Students in the United States. *Susan Thomas, University of Pennsylvania*

Reworking Class: Placement and Displacement of Andean International Students in the United States. *Ana Luisa Munoz, University at Buffalo - SUNY*

Negotiating the Meaning of Citizenship: Chinese Academics in the Transnational Space. *Qiongqiong Chen, University at Buffalo - SUNY*  
"Undocumented and Unafraid": Undocumented Students' Activism in Higher Education. *Angela C. Chen, University of California - Los Angeles*

**32.053. 21st-Century New Literacies Through a Race-Conscious and Culturally Relevant Lens.** Division K - Teaching and Teacher Education; Symposium

Westin St. Francis, Second Level, Elizabethan B; 10:35am to 12:05pm

Chairs: *Marcelle M. Haddix, Syracuse University; Yolanda Sealey-Ruiz, Teachers College, Columbia University*

Participants:

"Becoming Teachers Who Honor Our Students": Culturally Relevant Pedagogy in the 21st Century. *Detra Price-Dennis, The University of Texas - Austin*

When Black Girls Look at You: An Antinarrative Photo-Poem. *Ruth Nicole Brown, University of Illinois at Urbana-Champaign*

See What I Mean!? Hip-Hop, Black Males, and Critical Media Literacy.

*Don C. Sawyer, Quinnipiac University*

Discussant: *Lalitha M. Vasudevan, Teachers College, Columbia University*

**32.054. Dispositions in Teaching.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 10:35am to 12:05pm

Chair: *Crystal Machado, Indiana University of Pennsylvania*

Participants:

Learning About Leading Classroom Mathematics Discussions in, From, and for Practice. *Hala N. Ghousseini, University of Wisconsin - Madison; Patricio G. Herbst, University of Michigan - Ann Arbor*

Preparing Preservice Teachers for English Language Learners: One Pedagogical Tool for Identifying and Shifting Dispositions. *Amy M. Markos, Arizona State University - Tempe; Susanna M. Steeg, George Fox University*

Reflecting on Inclusive Technology Practices in Teacher Education: Learning From the Experiences of Disabled Trainee-Teachers. *Yota Dimitriadi, University of Reading*

The Effect of Strengths Intervention on Preservice Teacher Dispositions During the Student Teaching Experience. *Sharon Metcalfe, Mount Vernon Nazarene University; Arfe Yucedag Ozcan, University of Phoenix*

Why Foster Ethnic Identity Development in School? Teachers' Perspectives of Student Outcomes. *Andre J. Branch, San Diego State University*

Discussant: *Shiv Raj Desai, Thomas More College*

**32.055. Fostering Teacher Efficacy Through Professional Development.**

Division K - Teaching and Teacher Education; Paper Session  
Westin St. Francis, Second Level, Kent; 10:35am to 12:05pm

Chair: *John C. Fischetti, Southeastern Louisiana University*

Participants:

The Impact of Professional Development in Inquiry-Based Instruction on Self-Efficacy for Middle-Level Science Teachers. *Tammiee S. Dickenson, University of South Carolina - Columbia; Christine R. Lotter, University of South Carolina; Grant B. Morgan, Baylor University; Whitney Smiley, University of South Carolina*

Professional Development Effects on Teacher Efficacy: How Knowledge of Neuro- and Cognitive Sciences Changes Beliefs. *Mariale Hardiman, Johns Hopkins University; Ranjini Mahinda JohnBull, Johns Hopkins University; Luke Rinne, Johns Hopkins University*

From Isolation to Inspiration: The Development of Teachers' Efficacy Through Professional Learning Activities. *Tracy Lyn Durksen, University of Alberta; Rob Klassen, University of Alberta*

Teachers' Perceptions of Their Role Transformations Within a Two-Year Study of Literature Circles Across Elementary Grades. *Kathleen Moxley, Central Michigan University; Lisa Jo Vernon-Dotson, Coastal Carolina University*

Teachers' Use of Professional Development Activities and Its Relationship to the Well-Being of Teachers, Teacher Self-Efficacy, and Teacher Cooperation. *Dirk Richter, Humboldt University Berlin*

Discussant: *Donald A. Freeman, University of Michigan*

**32.056. Preparing for the Common Core: Students' and Teachers' Discourses, Interactions, and Experiences in Literature Discussions.**

Division K - Teaching and Teacher Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 10:35am to 12:05pm

Chair: *Maren S. Aukerman, Stanford University*

Participants:

Carrying Out the Common Core: How Teachers Negotiate Competing Purposes in Literature Discussions. *Erika Moore Johnson, Stanford University*

Perspective and Production: Using Students' Directed Questioning to Respond to Urban Literature. *Andrea Morency, University of Nevada - Reno; Dianna R. Townsend, University of Nevada - Reno*

Shifting Interpretive Authority Across Inquiry-Based Literary Discussions. *James S. Chisholm, University of Louisville; Adam Loretto, University of Pittsburgh*

Discussant: *Maren S. Aukerman, Stanford University*

**32.057. Thinking About Practice: From the Classroom to Policy.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 1; 10:35am to



12:05pm

Chair: *Laura Lee Neergaard, Vanderbilt University*

Participants:

Comparing Beginning Middle School Mathematics Teachers' Instructional Quality Growth on Subject-Specific and Global Measures. *Laura Lee Neergaard, Vanderbilt University; Thomas M. Smith, Vanderbilt University*

School Resources in Teaching Science to English Language Learners in Urban Elementary Schools: Year 1 Results. *Okhee Lee, New York University; Soyeon Ahn, University of Miami; Kimberly Shevon Lanier, University of Miami; Rose Rohrer, University of Miami*

Studying Model-Based Professional Development, Teachers' View of Student Capacity and Pedagogical Choices. *Arash Jamshidi, University of California - Davis; Arthur Beauchamp, University of California - Davis; Julia Svoboda Gouvea, University of California - Davis; Lin Xiang; Cynthia M. Passmore, University of California - Davis*

Teacher, Researcher, and Accountability Discourses: Creating Space for Democratic Science Teaching Practices in Middle Schools. *Cory A. Buxton, University of Georgia - Athens; Shakhnoza Kayumova, University of Georgia - Athens; Martha A. Allexsaht-Snyder, University of Georgia*

The Messy Issue of Multimedia Simulation Integration in High School Chemistry Curricula. *Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Trace Jordan, New York University; Ruth N. Schwartz, New York University; Steve Yavner, New York University; Anna Gustava Brady, New York University; Yolanta Kornak, City University of New York; William Max Meyer, New York University; Mubina Khan, New York University; Meagan Kathleen Bromley, New York University*

Discussant: *Yeping Li, Texas A&M University*

### 32.058. Division L Vice-Presidential Address: Reconciling Conflicting Theories of Change That Undergird Teacher Evaluation Policies.

Division L - Educational Policy and Politics; Invited Session

Westin St. Francis, Second Level, California West; 10:35am to 12:05pm

Participant:

Reconciling Conflicting Theories of Change That Undergird Teacher Evaluation Policies. *William A. Firestone, Rutgers University*

## SIG Sessions

### 32.059. Professional Dispositions and Learning Outcomes. SIG-Academic

Audit Research in Teacher Education; Paper Session

Parc 55, Third Level, Powell I; 10:35am to 12:05pm

Chair: *Christiane Stephens, University of Redlands*

Participants:

Are We Making Our Conceptual Framework Salient? Candidates' Perceptions of the Effectiveness of Our Programs. *Ruchi Bhatnagar, Georgia State University; Jihye Jihye Kim, Georgia State University; Joyce E. Many, Georgia State University; Tuba Angay-Crowder, Georgia State University; Marissa Ball, Georgia State University; Kim Barker, Georgia State University; Deborah Dewberry, Georgia State University*

Professional Dispositions and Tertiary Prevention: Avoiding the 90/90 Rule. *James B. Carroll, University of Portland; Jacqueline C. Waggoner, University of Portland; Hillary Merk, University of Portland; Bruce N. Weitzel, University of Portland*

Preservice Special Education Teachers' Perceived Readiness to Teach Students With Autism Spectrum Disorders: A California-Based Study. *Susan G. Porter, University of Redlands; Teri Todd, California State University - Chico; Maria Carmen Regalado, University of California - Davis*

Effects of Arizona's English-Only Law on Learning to Read: A Longitudinal Study of Spanish-Speaking Children. *Margarita Jimenez-Silva, Arizona State University; Oscar Jimenez-Castellanos, Arizona State University; Jay S. Blanchard, Arizona State University; Kim L. Atwill, Griffin Center for Inspired Instruction*

### 32.060. Methodological Issues in Database Management. SIG-Advanced

Studies of National Databases; Paper Session

Sir Francis Drake, Second Level, Cypress/Monterey; 10:35am to 12:05pm

Chair: *Susan Carol Losh, The Florida State University*

Participants:

A Systematic Literature Review of the Application of and Use of Complex Samples With Propensity Score Analysis in the Social Sciences. *Debbie L. Hahs-Vaughn, University of Central Florida*

Using Hierarchical Generalized Linear Modeling to Establish the Determinants of Out-Migration. *R. Adam Manley, Western Michigan University; Cecile Dietrich, Illinois Education Research Council; Eric J. Lichtenberger, Southern Illinois University Edwardsville*

Are Children's Social Skills Measured Invariantly Over Time by Teacher Ratings? A Preliminary Investigation Using the ECLS-K Data. *Shuyan Sun, University of Maryland - Baltimore County; Wei Pan, Duke University*

Discussant: *Steven Napier, University of Cincinnati*

### 32.061. Theory and Research in Bilingual Writing: Literacy Experiences, Self-Perceptions, and Developmental Trajectories of Bilingual Learners. SIG-Bilingual Education Research; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Taylor; 10:35am to 12:05pm

Chair: *Amanda Kibler, University of Virginia*

Participants:

Language Multiplicity and Dynamism: Latino Emergent Bilinguals Taking Ownership of Language Use in a Hybrid Curricular Space. *Patricia Martinez-Alvarez, Teachers College, Columbia University; Maria Paula Ghiso, Teachers College, Columbia University*

The Bilingual Writing Development of Spanish-English Emerging Bilingual Children in School Contexts: Results From a Three-Year Longitudinal Qualitative Study. *Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder; Edilberto Jesus Cano-Rodriguez, University of Colorado - Boulder*

English and Spanish Writing Self-Perceptions of Two-Way Immersion Students. *Sabina Rak Neugebauer, University of Connecticut; Elizabeth R. Howard, University of Connecticut*

Developmental Science Theories as Prefigured in Vygotsky: Reintroducing Development Into the Acquisition of Biliteracy. *David B. Yaden, The University of Arizona*

Discussant: *Mileidis Gort, University of Miami*

### 32.062. Contributions of Basic Cognitive Processes to School-Based Mathematics Learning: Uncovering the Neural Pathways. SIG-Brain, Neurosciences, and Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 10:35am to 12:05pm

Chairs: *Edward Michael Hubbard, University of Wisconsin - Madison; Miriam Rosenberg-Lee, Stanford University*

Participants:

The Approximate Number System: What Is It and How Might It Be Affecting Classroom Performance? *Justin Halberda, The Johns Hopkins University; Melissa Libertus, The Johns Hopkins University; Lisa Feigenson, Johns Hopkins University*

Developmental Changes in Approximate Number System (ANS) Acuity Drive the Construction of Neural Systems for Number Symbols. *Edward Michael Hubbard, University of Wisconsin - Madison; Arnaud Viarouge, Vanderbilt University; Bruce McCandliss, Vanderbilt University*

Mathematics and Visual-Spatial Working Memory: Linked by a Common Brain Substrate? *Miriam Rosenberg-Lee, Stanford University; Sarit Ashkenazi, Stanford University; Dietsje Jolles, Stanford University; Vinod Menon, Stanford University*

Extending Natural Number Understanding to the Integers: Cross-Disciplinary Research in Education, Neuroscience, and Cognitive Science. *Kristen Pilner Blair, Stanford University; Jessica Tsang, Stanford University; Nicole Rose Hallinen, Stanford University; Miriam Rosenberg-Lee, Stanford University; Vinod Menon, Stanford University; Daniel L. Schwartz, Stanford University*

Discussant: *Frederick J. Morrison, University of Michigan*

### 32.063. Building Theory and Understanding Practice in Classroom Assessment. SIG-Classroom Assessment; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 8; 10:35am to 12:05pm

Chair: *Catherine S. Taylor, University of Washington*

Participants:

A Cognitively Based Diagnostic Classroom Assessment Model: A Grounded Theory Analysis of Teacher Practices. *Nancy J. Koh,*

*Teachers College, Columbia University; Madhabi Chatterji, Teachers College, Columbia University*

Examining Patterns of Writing Performance of Struggling Writers on a Statewide Classroom Benchmark Writing Assessment. *Joshua Wilson, University of Connecticut; Gilbert N. Andrada, Connecticut State Department of Education*

Exploring the Content of Teachers' Feedback: What Are Teachers Actually Providing to Students? *Lois Ruth Harris, Central Queensland University; Jennifer Harnett, University of Auckland; Gavin T. Brown, The University of Auckland*

Factors Contributing to Teachers' Decisions About the Ethics of Assessment Practices. *Robert L. Johnson, University of South Carolina; Margaret Gredler, University of South Carolina; Jin Liu, University of South Carolina - Columbia*

Identifying Characteristics of Effective Feedback Practices: A Literature Synthesis of Feedback Studies in STEM Education. *Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Yue Yin, University of Illinois at Chicago; Yuan-Ling Liaw, University of Washington; Andrew E. Morozov, University of Washington*

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

**32.064. Exploring the Use of Trialogues in Assessment.** SIG-Cognition and Assessment; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 10:35am to 12:05pm

Chair: *Diego Zapata-Rivera, Educational Testing Service*

Participants:

Assessing Performance Metrics Within a Serious Game. *Carol Forsyth, The University of Memphis; Keith Millis, Northern Illinois University; Philip Pavlik, Jr., The University of Memphis; Arthur C. Graesser, The University of Memphis*

Exploring the Use of Trialogues to Support Mathematical Discourse. *E. Caroline Wylie, ETS; Malcolm Bauer, ETS; Gabrielle Alexis Cayton-Hodges, Educational Testing Service*

Using Trialogues to Measure English Language Skills. *Diego Zapata-Rivera, Educational Testing Service; Yeonsuk Cho, ETS; Margaret Vezzu, ETS*

Discussant: *Arthur C. Graesser, The University of Memphis*

**32.065. New Developments in Conflict Resolution.** SIG-Conflict Resolution and Violence Prevention; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 10:35am to 12:05pm

Chair: *Cary J. Roseth, Michigan State University*

Participants:

Antecedents, Behaviors, and Consequences of Conflict in Head Start Preschool Classrooms. *Megan C. Fedor, Michigan State University; Cary J. Roseth, Michigan State University*

Malaise in Chilean Public Schools: The Relation Between Victimization, Classroom Climate, and School Climate. *Veronica Lopez, Pontificia Universidad Catolica de Valparaiso; M. Angeles Bilbao, Pontificia Universidad Catolica de Valparaiso; Paula Ascorra, Pontificia Universidad Catolica de Valparaiso*

Multiple Perspectives on the Targets and Causes of School Bullying. *Li-Ming Chen, National Sun Yat-sen University; Ying-Yao Cheng, National Sun Yat-Sen University; Ching-Tsai Wong, Institute of Education - National Sun Yat-sen University*

The Relationships Between Students' Roles in Bullying Situations and Their Use of Coping Strategies. *Joel Meyers, Georgia State University; Robert Thornberg, Linköping University; Kris Varjas, Georgia State University; Tomas Jungert, Linköping University; Stephanie Grunewald, Loyola University Chicago*

Towards Constructing a Framework to Teach for Forgiveness in Four Arab Countries. *Ilham Nasser, George Mason University; Mohammed Abunimer, American University*

Discussant: *Roger T. Johnson, University of Minnesota*

**32.066. Debunking the "Culture of Poverty": Youth Researchers Using Community Cultural Wealth for Academic/Social Empowerment.** SIG-Critical Educators for Social Justice; Symposium  
Westin St. Francis, Mezzanine Level, Georgian; 10:35am to 12:05pm

Chair: *Nicole Mirra, University of California - Los Angeles*

Participants:

The Beauty Within: YPAR (Youth Participatory Action Research) Drawing From Students' Linguistic and Familial Capital. *Antonio Nieves Martinez, University of California - Los Angeles; Oscar Navarro, University of California - Los Angeles; Mark Bautista, The University of Texas - Arlington; Laurence A. Tan, WattsYouthCollective/122nd Street School/UCLA IDEA*

Harnessing Students' Aspirational Capital: Literacy, Learning and Identity Development in the Council of Youth Research. *Nicole Mirra, University of California - Los Angeles; Eduardo Lopez, Theodore Roosevelt High School; Maria Isabel Martinez, University of California - Los Angeles; Isabel J. Morales, University of Southern California*

Transforming Working-Class Students Into Civic Agents by Building Social and Navigational Capital. *Ebony C. Cain, University of California - Los Angeles; Frederick David, Crenshaw High School; Mary Candace Full, University of California - Los Angeles*

Fostering Resistant Capital: Critical Pedagogy and Consciousness Raising Among High School Youth. *Arlene Ford, University of California - Los Angeles; Melanie Bertrand, University of Southern California; Katie Rainge-Briggs, Manual Arts High School/UCLA TIIP Grant*

Discussant: *Ernest D. Morrell, Teachers College, Columbia University*

**32.067. A Cultural Historical Exploration of Current Practices in Teacher Development.** SIG-Cultural Historical Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 10:35am to 12:05pm

Chair: *Lisa D. Hobson, Prairie View A&M University*

Participants:

Becoming "Urban": A Cultural Historical Examination of a College of Education. *Lara Willox, The University of West Georgia*

Beginning Teacher Professional Learning and Production of Pedagogical Content Knowledge: A Cultural-Historical Perspective. *Victor Diaz, Arizona State University*

Building Common Knowledge: Role in Teacher Development. *Prabhat Chandra Rai, University of Oxford*

Professional Development as Partnership: Understanding the Development of a Professional Learning Community. *Shawn M. Rowe, Oregon State University - Oregon Sea Grant; Susan O'Brien, Oregon State University; Michelle Anne Mileham, Oregon State University*

Teachers' Narratives of Cultural-Constructivism as Identity and Classroom Practice. *Artin Goncu, University of Illinois at Chicago; Catherine Main, University of Illinois at Chicago*

Discussant: *Carrie L. Lobman, Rutgers University*

**32.068. Genealogy, Governmentality, and Art Criticism: Foucauldian Philosophy and Educational Thought.** SIG-Foucault and Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 10:35am to 12:05pm

Chair: *Christine Clark, University of Nevada - Las Vegas*

Participants:

Accreditation and Its Discontents: Governmentality, Poverty, and Higher Education: A Micronesian Example. *David W. Kupferman, College of the Marshall Islands*

Michel Foucault on René Magritte: The Art of Not Really Teaching. *Charles Bingham, Simon Fraser University*

Temporality, Memory, and Forgetting in Feminism and Education: Fragments of a Genealogy, 1970s-2000s. *Julie E. McLeod, University of Melbourne*

**32.069. Throwing Out the Red Herrings: Questioning Constructs Used to Define Adolescent Language Minority Students.** SIG-Hispanic Research Issues; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 10:35am to 12:05pm

Chair: *Maneka Deanna Brooks, Stanford University*

Participants:

Is It Really "Limited English Proficiency?" An Investigation of Long-Term English Learners' Reading Practices. *Maneka Deanna Brooks, Stanford University*

Predicting Two-Year College-Going Among Language Minority Youth: Academic English, Achievement, and Stratification. *Rebecca M. Callahan, The University of Texas - Austin; Melissa H. Humphries; Kathryn I. Henderson, The University of Texas - Austin*

Questioning the Long-Term English Learner Label: How Categorization

Can Blind Us to Students' Abilities. *Karen D. Thompson, Oregon State University*

Discussants: *George C. Bunch, University of California - Santa Cruz; Michael J. Kieffer, New York University*

**32.070. Developing Your Scholar Identity: Early Career and Graduate Student Fireside Chat With Indigenous Peoples of the Americas SIG Mentors.** SIG-Indigenous Peoples of the Americas; Invited Session

Hilton Union Square, Lobby Level, Golden Gate 3; 10:35am to 12:05pm

Chairs: *Nicole Blalock, University of California - Davis; Crystal Claudett Jensen, Pepperdine University; Eve Tuck, SUNY - College at New Paltz*

Participants: *Bryan McKinley Jones Brayboy, Arizona State University; Jo-ann Archibald, The University of British Columbia; Graham H. Smith, Te Whare Wananga o Awanuiarangi; Tracy L. Friedel, The University of British Columbia; Beth Leonard, The University of Alaska - Fairbanks; Teresa L. McCarty, University of California - Los Angeles; Michael Pavel, University of Oregon; Mary Eunice Romero-Little, Arizona State University; Todd Lee Ormiston, University of Victoria; Marie Teelahah Anderson, Heywaynoqu Healing Circle; Verna Billy Minnabarriet, NVIT; Kathryn Michel, Chief Atahm School; Jacquie Green, University of Victoria; Alexa Scully, Lakehead University; Roger John, The University of British Columbia; Renee Holt, Washington State University; Dana E. Christman, New Mexico State University*

Discussants: *Troy Richardson, Cornell University; Susan C. Faircloth, North Carolina State University; Leilani Sabzalian, University of Oregon*

**32.071. Transforming Teacher Education to Improve Learning for All Students: Global Perspectives, Experiences, and Implications.** SIG-International Studies; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 10:35am to 12:05pm

Chair: *Binbin Jiang, Kennesaw State University*

Participants:

The Finnish Teacher Education Aiming at Improving Student Learning for All Learners. *Hannele M. Niemi, University of Helsinki*

Transforming Teacher Education for Social Equity in China. *Heng Jiang, National Institute of Education - Nanyang Technological University*

Contextualizing Teacher Professional Learning in Science and Mathematics to Enhance Equity of Access for Students. *Debra L. Panizzon, Monash University*

Transforming Classroom Learning in India: A Technology-Infused Professional Development Case Study. *Daniel Light, Education Development Center, Inc.*

Discussants: *James Cummins, University of Toronto - OISE; Robert A. Devillar, Kennesaw State University*

**32.072. Multimodal and Multilingual Resources in Children's Situated Cognitive and Literacy-Related Classroom Activities.** SIG-Language and Social Processes; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 10:35am to 12:05pm

Chair: *Amelia Kyratzis, University of California - Santa Barbara*

Participants:

Multimodal and Multilingual Resources in Children's Play Enactments of Spelling and Reading in a Bilingual U.S. Preschool. *Amelia Kyratzis, University of California - Santa Barbara*

Helping as an Achieved Activity in Peer Reading Encounters. *Sarah Jean Johnson, University of California - Los Angeles*

Managing Classroom Transgressions During Literacy Activities: Use of Directives in a Russian Heritage Language School. *Ekaterina Moore, University of California, Los Angeles*

Diversity as an Organizing Principle for K-1 Science Learning. *A. Susan Jurow, University of Colorado - Boulder; Jacqueline S. Hotchkiss, University of Colorado - Boulder*

Collaborative Learning in a Multimodal and Multilingual World. *Inmaculada Maria Garcia Sanchez, Temple University*

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

**32.073. Drawing Scientific Ideas: Student-Generated Representations as Means of Sense-Making, Communicating Ideas, and Meta-Representational Competence.** SIG-Learning Sciences; Symposium

Parc 55, Third Level, Powell II; 10:35am to 12:05pm

Chair: *Orit Parnafes, Tel Aviv University*

Participants:

The Impact of Classroom Context on First- and Second-Grade Students' Critical Criteria for Science Representations. *Joshua Adam Danish, Indiana University; Asmalina Saleh, Indiana University - Bloomington*

The Public Body and Its Role in Constructing the Meaning of Student-Generated Representations. *Noel D. Enyedy, University of California - Los Angeles; Melissa Denby Kumar, University of California - Los Angeles*

Making Sense and Communicating Ideas Using Invented Representations Related to Energy Transformation. *Orit Parnafes, Tel Aviv University; Rotem Trachtenberg, Tel-Aviv University*

Student-Generated Representations of Special and General Relativity in an Interdisciplinary College Course. *Jatila K. van der Veen, University of California - Santa Barbara*

Discussant: *Andrea A. diSessa, University of California - Berkeley*

**32.074. Longitudinal Studies SIG: Longitudinal Analyses.** SIG-Longitudinal Studies; Paper Session

Parc 55, Second Level, Haight; 10:35am to 12:05pm

Chair: *Liru Zhang, Delaware Department of Education*

Participants:

Longitudinal Analyses of Effects of Reclassification, Reporting Methods, and Analytical Techniques on Trends in Math Performance of Students With Disabilities. *Yi-Chen Wu, National Center on Educational Outcomes; Martha L. Thurlow, University of Minnesota; Sheryl S. Lazarus, University of Minnesota*

The Impact of Dual-Credit Coursework on Postsecondary Outcomes: A Longitudinal Analysis Using Propensity Score Matching. *Matt Giani, The University of Texas - Austin; Celeste Alexander, The University of Texas - Austin; Pedro Reyes, The University of Texas - Austin*

Using Piecewise Growth Models to Estimate Achievement Outcomes in a Comparative Interrupted Time Series Design. *Keith Zvoch, University of Oregon; Joseph J. Stevens, University of Oregon*

Value-Added of Primary Schools With High Proportions of Minority Students: A Longitudinal Analysis. *Jan A. Van Damme, KU Leuven; Jean Pierre H.C. Verhaeghe, Ghent University; Heidi Knipprath, Catholic University of Leuven; Gudrun Vanlaar, University of Leuven*

**32.075. Corporate Agenda in Education: Refinancialization of Capital(ism).** SIG-Marxian Analysis of Society, Schools and Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 10:35am to 12:05pm

Chair: *João Menelau Paraskeva, University of Massachusetts*

Participants:

Conceptions About Capricious Capitalistic Cycles. *Anne Lilla Blanchard, Western Washington University*

Neoliberalized Higher Education: Emerging and Developing Prospects for Alternatives in Five Countries. *Alpesh Maisuria, Anglia Ruskin University; David Blacker, Delaware; Spyros Themelis, Middlesex University; Joyce E. Canaan, Birmingham City University; Grant Banfield, Flinders University*

Reimagining Solidarity in the Age of Neoliberalism: Indigenous Hip-Hop as Revolutionary Pedagogy. *Bradley J. Porfilio, Lewis University; Julie Gorlewski, SUNY - College at New Paltz*

The Spanish Singularity Toward the Destruction of Public Schools: Two Steps Forward and No Step Backward. *Jose Felix Angulo, Universidad de Cadiz; Jurjo Torres-Santome, Universidade da Corunha; Silvia Maria Redon, Universitysidad Catolica Valparaíso; Ana Sánchez Sánchez-Bello, Universidade da Coruña; João Menelau Paraskeva, University of Massachusetts*

Discussant: *Ricardo D. Rosa, University of Massachusetts - Dartmouth*

**32.076. Mixed Methods, Teaching, and Behavior.** SIG-Mixed Methods Research; Paper Session

Hilton Union Square, Ballroom Level - Franciscan CD; 10:35am to 12:05pm

Chair: *Jessica Ann Brown, The University of Texas - Austin*

Participants:

A Multilevel Mixed-Methods Study of the Implementation of Mathematics Instructional Materials. *John W. Creswell, University of Nebraska - Lincoln; Kristen E. Reed, Education Development Center, Inc.; Jessica Mercer Young, Education Development Center, Inc.*



Beyond Words: Using Nonverbal Cues in Research to Expand the Interpretive Verisimilitude. *Magdalena Denham, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

Daily Life Experiences of Select Women Doctoral Students: A Critical Dialectical Pluralistic Approach. *Roslinde Rosli, Texas A&M University; Jacqueline M. Ingram, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University; Rebecca K. Frels, Lamar University*

Stimulating a Mixed-Methods Approach to Research Among Pre-Master Students Without Emphasizing Mixing. *Judith Schoonenboom, VU University Amsterdam*

The View From Here: Visual Approaches and the Mixed-Methods Research Tradition. *Kate Wall, Durham University; Elaine Hall, Newcastle University; Steven Edward Higgins, Durham University; Pamela Jane Woolner, Newcastle University*

Discussant: *Kathleen M.T Collins, University of Arkansas*

### 32.077. Innovative Research in Multicultural and Multiethnic Education.

SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 4; 10:35am to 12:05pm

Chair: *Tomashu Kenyatta Jones, University of California - Los Angeles*  
Participants:

Preservice Teachers' Perceptions of Their Own Privilege. *Erin Feinauer Whiting, Brigham Young University; Ramona Maile Cutri, Brigham Young University*

Multicultural Education for All? Teacher- and School-Level Determinants of Multiethnic Content Integration. *Orhan Agirdag, Ghent University; Mieke Van Houtte, Ghent University*

Investigating Teachers' Perceptions of Characteristics of Culturally Responsive Teaching. *Ying Hong Jiang, Azusa Pacific University; Patricia J. Bonner, Azusa Pacific University; Susan R. Warren, Azusa Pacific University*

A Delineation of Latino/a and Asian American Students' Perceptions and Interactions With Faculty at an Historically Black College and University. *Robert Terry Palmer, Binghamton University - SUNY; Dina C. Maramba, Binghamton University - SUNY*

From Poverty to the Professoriate: Mentoring and the Development of Scholars of Color. *Caroline Sotello Viernes Turner, California State University - Sacramento; Juan Carlos Gonzalez, California State University - Fresno*

Discussant: *Arlo Kempf, University of California - Los Angeles*

### 32.078. Stories of Poverty and Belonging. SIG-Narrative Research; Paper Session

Parc 55, Fourth Level, Mission I; 10:35am to 12:05pm

Chair: *E. Sybil Durand, Louisiana State University - Baton Rouge*

Participants:

Narratives of Multicultural Curriculum Development in a High-Poverty Community School. *Elaine Chan, University of Nebraska - Lincoln; Candace M. Schlein, University of Missouri - Kansas City*

Asian American Teacher Narratives Reveal Ethnic Enclave Communities of Belonging and Resistance. *Sumer Seiki, Illinois Wesleyan University*

Stories of Poverty—Poverty Stories: An International Inquiry. *Darlene Ciuffetelli-Parker, Brock University; Cheryl J. Craig, University of Houston*

Are We Listening to Teachers? Learning About Asian Immigrant Children From Asian Immigrant Teachers' Narratives. *Gumiko Monobe, Kent State University - Kent*

Poverty and Education: Female Narratives of Situational and Generational Poverty and Higher Education Outcomes. *Susan A. Turner, Utah State University*

Discussant: *Roland W. Mitchell, Louisiana State University*

### 32.079. Equality of Opportunity and Education: Competing Values in Theory and Practice. SIG-Philosophical Studies in Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Sutter; 10:35am to 12:05pm

Chair: *Paula McAvo, Spencer Foundation*

Participants:

What Is Equality of Opportunity in Education? *Hugh Lazenby, Stanford University*

Freedom and Inequality of Educational Opportunity. *Derrick Darby, The*

*University of Kansas; Argun Saatcioglu, The University of Kansas*  
Cultural Code-Switching: Straddling the Achievement Gap. *Jennifer Morton, City College of New York - CUNY*

Discussants: *Eamonn Callan, Stanford University; Jaime L. Ahlberg, University of Florida*

### 32.080. Contesting Ourselves: "Determining Excellence" in Qualitative Dissertation Research. SIG-Qualitative Research; Invited Session

Hilton Union Square, Sixth Level, Tower 3 Lombard; 10:35am to 12:05pm

Chair: *Mark D. Vagle, University of Minnesota*

Participants: *Lisa W. Loutzenheiser, The University of British Columbia; Joseph A. Maxwell, George Mason University; David Eric Archer, Northern Illinois University; Debora Hinderliter Ortloff, University of Houston - Clear Lake; Adrienne D. Dixson, University of Illinois*

### 32.081. K-8 Mathematics Teachers' Knowledge and Practice. SIG-Research in Mathematics Education; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 10:35am to 12:05pm

Chair: *Jill Annette Newton, Purdue University*

Participants:

Effects of a K-5 Mathematics Endorsement Program for Elementary Teachers. *Susan L. Swars, Georgia State University; Stephanie Z. Smith, Georgia State University; Marvin E. Smith, Kennesaw State University; Jody Carothers, Georgia State University*

Quantitative Models as Tools for Unpacking Student Thinking. *Stacy Ann Brown, Claremont University - Pitzer College; Lorelei Coddington, Claremont Graduate University; Wayne Snyder, Claremont Graduate University; Kristen Baldrige, Claremont Graduate University; Becky Orona, Claremont Graduate University*

The Development of Two Middle Grade Teachers' Understandings of Reading Mathematics. *Helen M. Doerr, Syracuse University; Codruta Temple, SUNY - College at Cortland*

The Impact of a Professional Noticing Numeracy Module on Elementary Preservice Teachers' Attitudes Toward Mathematics. *Sara Kathleen Eisenhardt, Northern Kentucky University; Molly H. Fisher, University of Kentucky; Edna O. Schack, Morehead State University; Janet Lynne Tassell, Western Kentucky University; Jonathan Norris Thomas, Northern Kentucky University; Margaret Yoder, Eastern Kentucky University*

The Role of Pedagogical Context in Measures of Specialized and Pedagogical Content Knowledge. *Yvonne Lai, University of Michigan - Ann Arbor; Erik D. Jacobson, University of Georgia; Mark Hoover Thames, University of Michigan*

### 32.082. Practices Contributing to Changes in Teacher Actions Towards Culturally Responsive Science Teaching in Indigenous Settings in Australia, Aotearoa-New Zealand, and Canada. SIG-Science Teaching and Learning; Symposium

Parc 55, Third Level, Mason; 10:35am to 12:05pm

Chairs: *Bronwen Cowie, University of Waikato; Brian Ellis Lewthwaite, James Cook University - Australia*

Participants:

Culturally Responsive Teaching in Yukon First Nations Settings: Teachers Responding to Community Voice. *Brian Ellis Lewthwaite, James Cook University - Australia; Joe Karmel, Robert Service School*

The Role of Affordance Networks in Supporting Teachers to Become Culturally Responsive. *Bronwen Cowie, University of Waikato; Kathrin Otrell-Cass, Aalborg University; Edward Lewis Glynn, University of Waikato*

Teachers as Border Crossers in Culturally Responsive Teaching. *Michael Michie, Batchelor Institute of Indigenous Tertiary Education*

Reengaging Culturally Diverse Young People Through Science: Developing a Framework of Responsive Teaching Practice. *Kimberley Luanne Wilson, James Cook University - Australia; David Lake, James Cook University - Australia; Suzanne Claire McGinty, James Cook University - Australia*

Anishinaabe Pedagogy as Transformative Practice. *Barbara McMillan, University of Manitoba*

Discussant: *Dawn L. Sutherland, University of Winnipeg*

**32.083. Assessment in the L2 (Second Language) Classroom.** SIG-Second Language Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 10:35am to 12:05pm

Chair: *Gloria C. Berdugo Oviedo, Universidad Tecnológica de Bolívar*

Participants:

Ready, Set, Reclassify: An Event History Analysis Examining the Rate of Reclassification for English Language Learners. *Madeline Clark Mavrogordato, Michigan State University*

Investigating the Mediating Effect of Self-Expectancy on Motivation and Second/Foreign Language Acquisition in the Korean EFL (English as a Foreign Language) Context. *Eunhee Cho, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station*

Validating Oxford's Strategy Inventory for Language Learning (SILL) for Use With School-Aged English Language Learners (ELLs). *Yuliya Ardasheva, University of Louisville; Thomas R. Tretter, University of Louisville*

Strategy Use in Second Language Oral Assessment: The Case of Integrated Speaking Test Tasks. *Heng-Tsung Danny Huang, National Sun Yat-sen University; Shaoting Alan Hung, National Taiwan University of Technology & Science*

Discussant: *Madeline Miltan, University of Northern Colorado*

**32.084. Experiences With RTI (Response to Intervention).** SIG-Special Education Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 10:35am to 12:05pm

Chair: *David Scanlon, Boston College*

Participants:

Early Response to Intervention Measures and Criteria as Predictors of Reading Disability in Third Grade. *Kristen D. Beach, University of California - Riverside; Rollanda E. O'Connor, University of California - Riverside*

Implementing Intensive Interventions for Students With Disabilities: Lessons From the Field. *Allison Gruner Gandhi, American Institutes for Research; Jennifer Scala, American Institutes for Research*

Implementing Response to Intervention: Challenges of Diversity and System Change in a High-Stakes Environment. *Wendy Morrison Cavendish, University of Miami; Beth Harry, University of Miami; Ana Maria Menda, University of Miami; Anabel Espinosa, University of Miami; Margarette Mahotiere, University of Miami*

Special Education in a Four-Year Response to Intervention (RTI) Environment: Characteristics of Students With Learning Disability and Timing of Identification. *Rollanda E. O'Connor, University of California - Riverside; Kathleen Bocian, University of California - Riverside; Kristen D. Beach, University of California - Riverside; Victoria Sanchez, University of California - Riverside; Lindsay Flynn, University of North Carolina - Charlotte*

Understanding Knowledge and Practice Within a School District's RTI (Response to Intervention) Initiative. *Sheri Berkeley, George Mason University; Kelley Sarah Regan, George Mason University; Kelly Kathleen Brady, George Mason University; Melissa Hughes, George Mason University; Frederick J. Brigham, George Mason University*

**32.085. Teacher Research: Understanding the Contexts Inside and Outside the Classroom.** SIG-Teacher as Researcher; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 10:35am to 12:05pm

Chair: *Erin A. Hashimoto-Martell, Boston College/Boston Public Schools*

Participants:

"You're the (Wo)man!" A Female Teacher Researcher's Study of an All-Boys, Catholic High School. *Kirstin Pesola McEachern, Boston College*

Exploring Literacy in the Home of an Economically Disadvantaged Student: A Case Study. *Brian Christopher Brown, The Ohio State University - Columbus; Ashley Dianne Marietta-Brown, Ohio State University*

Measuring Complex Scientific Understanding in Teacher-Friendly Ways: The Unmanned Video Interview. *Stephanie L. Sisk-Hilton, San Francisco State University*

Graph Interpretation: How a Teacher Learns Pedagogical Content Knowledge. *Shelley Grant, Bancroft Middle School*

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

**32.086. Depth of Vocabulary Knowledge: Results and Implications of**

**Validation and Intervention Studies.** SIG-Vocabulary; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 10:35am to 12:05pm

Chair: *John P. Sabatini, ETS*

Participants:

Exploring Vocabulary Knowledge as a Multidimensional Construct: Diagnostic Information About Five Aspects of Vocabulary Understanding. *Jack L. Vevea, University of California - Merced; Susan Leigh Flinspach, University of California - Santa Cruz; Judith A. Scott, University of California - Santa Cruz*

Measuring Students' Semantic Knowledge in Academic and Domain-Specific Vocabulary. *Paul Deane, Educational Testing Service; Rene R. Lawless, Educational Testing Service; John P. Sabatini, ETS; Chen Li, ETS*

An Innovative Approach to Assessing Depth of Knowledge of Academic Words. *Amy C. Crosson, University of Pittsburgh; Margaret G. McKeown, University of Pittsburgh; Isabel L. Beck, University of Pittsburgh; Arthur Ward, University of Pittsburgh*

Contributions of Depth Measures to an Assessment of the Word Generation Vocabulary Intervention. *Joshua Fahey Lawrence, University of California; Paul Deane, Educational Testing Service; Rene R. Lawless, Educational Testing Service; Chen Li, ETS*

Discussant: *William E. Nagy, Seattle Pacific University*

**32.087. Implementing Computer-Supported Collaborative Writing.** SIG-Writing and Literacies; Symposium  
Grand Hyatt, Theatre Level, Orpheum; 10:35am to 12:05pm

Chair: *Sarah J. McCarthey, University of Illinois at Urbana-Champaign*

Participants:

From Partnership Agreement to Initial Use: Multi-Sited Inquiry Into Early Implementation Efforts. *Justin Olmanson, University of Illinois at Urbana-Champaign*

Computer-Supported Narrative Writing: Online Peer Review in an English Classroom. *Alecia Marie Magnifico, University of Illinois at Urbana-Champaign*

Computer-Supported Argumentative Writing: The Impact of Online Peer Review on Students' Argumentative Essays. *Elizabeth Anne Sowatzke Bagley, University of Illinois at Urbana-Champaign*

Distributed Cognition in an Online Peer Response Environment. *Sonia Melanie Kline, University of Illinois at Urbana-Champaign*

Exploring the Affordances for Learning of Social Media Technologies. *William Cope, University of Illinois at Urbana-Champaign*

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

### Division and SIG Roundtables

**32.088. Roundtable Session 15;** Roundtable Session

**32.088-1. Learning Journeys: Students and Teachers Using Arts-Based Educational Research.** SIG-Arts-Based Educational Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *Penny S. Bryan, Chapman University*

Participants:

Impact of Arts-Based Methods on the Assessment and the Shaping of Graduate Student Thinking Skills. *Rosemary C. Reilly, Concordia University*

Journey From Trepidation to Theory: P-12 Teacher Researchers and Creativity. *Jenice Leilani View, George Mason University; Mary Stone Hanley, iHanleyArts and Educational Consultants; Stacia M. Stribling, George Mason University; Elizabeth K. DeMulder, George Mason University*

Utilizing Arts-Based Educational Research to Investigate the Beliefs of Exceptional Visual Arts Educators. *Tracey L. Hunter-Doniger, College of Charleston*

Visual Thinking Strategies in an Urban High School: The Grisaille of a Longitudinal Collaborative Portrait. *Carter Winkle, Barry University; Jill B. Farrell, Barry University; Mark L. Rosenkrantz, Miami-Dade County Public Schools*

**32.088-2. Early Childhood Programs as Child-Centered Spaces.** SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *Julie M. Nicholson, Mills College*

Participants:

Happiness Matters: Promoting Happiness in the Early Years of School.

*Scott Frederick Hughes, Queen's University*

"It's the Same Group of Kids We're All Serving": One State's Inclusive System of Early Care and Education. *Sara Gable, University of Missouri; Joanna Kathleen Lower, University of North Carolina - Greensboro*

Conceptualizing Children's Learning in Play Through Veteran and Novice Japanese Kindergarten Teachers' Perspectives. *Chiharu H. Uchida, Kyoto University*

**32.088-3. Global Perspectives in History Education.** SIG-Teaching History; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *Wayne Journell, University of North Carolina - Greensboro*

Participants:

Can We Tell Who We Are Without a War? Australian School History and the Media. *Sue Collins, Monash University; Tony Taylor, Monash University*

Intercultural History Education: A Case Study on Quebec. *Sarah Jean DesRoches, McGill University*

Reading of History Practices in a Brazilian Secondary Classroom. *Luisa Teixeira Andrade Pinho, Federal University of Minas Gerais; Cynthia Harvey, University of California - Santa Barbara*

Students' Narratives of Slavery Heritage and Their Learning Experiences. *Geerte Savenije, Erasmus University; Carla Van Boxtel, University of Amsterdam*

**32.088-4. Whiteness and Privilege.** SIG-Critical Examination of Race,

Ethnicity, Class and Gender in Education; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

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

Participants:

Race, Class, and White Power: The Myth of Equal Education in America. *Venus E. Evans-Winters, Illinois State University; Shahied Aquil, Western Michigan University; Joyce H. Piert, Michigan State University*

Whiteness in the Home: An Auto-Ethnographic Examination of Whiteness in a Small Town. *Michael J. Martin, University of Missouri - Columbia*

Challenging Conceptualizations of White Privilege to Help Debunk the Cultural Capital. *Patricia L. Briscoe, Brock University*

A Poverty of Privilege: Leadership and Antiracism in a High School. *Patrick Abalan Duffy, Minneapolis Public Schools*

Addressing Dualisms in Higher Education. *Vivienne Grace Bozalek, University of the Western Cape; Ronelle L. Carolissen, Stellenbosch University*

**32.088-5. Politics and Education: Teachers' Navigation of Educational Policies and Institutionalized Practices.** SIG-Lives of Teachers; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *Rachael Gabriel, University of Connecticut*

Participants:

Value-Added or Adding Value? The Disconnect Between Teachers' and Policy Makers' View of the Primary Purpose of Teacher Evaluation. *Linda Lee, California State University - Los Angeles*

"Just Fill in the Bubble and Stop Asking Questions!" Learning to Teach Amid a Testing Scandal. *Teresa R. Fisher, Georgia State University; Monica M. Alicea, Georgia State University; Barbara Meyers, Georgia State University; Heather Lynn Lynch, Georgia State University; Kolt Bloxson, Georgia State University; Kara M. Kavanagh, Georgia State University; Carly Liza Blustein, Georgia State University*

Teacher-Initiated Innovation in Process. *Wendy S. Emo, University of Minnesota - Morris*

**32.089. Roundtable Session 16;** Roundtable Session

**32.089-1. Rethinking Citizenship and Political Discourse.** SIG-Philosophical Studies in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Samina Hadi Tabassum, Dominican University*

Participants:

Rational Discourse and Discriminatory Practices: The Body as Political Discourse. *Marta Pires, Montclair State University*

Rethinking Democratic Education: From John Dewey to Saul Alinsky. *Aaron Schutz, University of Wisconsin - Milwaukee*

Civic Action in Marginalized Contexts: Rethinking Definitions and Educational Implications. *Meira Levinson, Harvard University*

**32.089-2. Understanding Disability Policy in Practice.** SIG-Disability Studies in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Gregg D. Beratan, Institute of Education - London*

Participants:

Embodied Difference: Poverty as an Issue of Disability Justice. *Patty Douglas, University of Toronto*

Rethinking the Politics of Inclusion/Exclusion Within the Rights-Based Agenda of Disability and Education: The Implications of the United Nations' Disability Convention for Inclusive Education. *Thi Xuan Thuy Nguyen, York University*

The Reauthorization of the Elementary and Secondary Education Act and Students With Significant Disabilities. *Julia M. White, University of Rochester*

**32.089-3. Research on Giftedness, Creativity, and Talent.** SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Carol A. Carman, University of Houston - Clear Lake*

Participants:

Examining the Long-Term Effects of an Out-of-School Program on HOPE Scholars. *Rachelle Miller, University of Central Arkansas*

Factors Underlying Cognitive Giftedness: Mental Versus Perceptual Attention. *Steven J Howard, University of Wollongong; Janice Johnson, York University; Juan Pascual-Leone, York University*

Perspectives of Diverse Gifted Youth: Navigating the Social and Organizational Structures of Public Schooling. *Jamie S. Baker, New Mexico State University; Krista D. Glazewski, Indiana University*

What One Hundred Years of Research Says About Giftedness and Gifted Education: A Comprehensive Synthesis of Meta-Analyses. *Saiying Steenbergen-Hu, Duke University*

**32.089-4. Technology and Instructional Practices.** SIG-Adult Literacy and Adult Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

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

Participants:

Assessing the Effectiveness of Text-to-Speech Software in Incarcerated Adult Literacy Education. *Yvette McCulley, Iowa Department of Education; Catherine W. Gillespie, Drake University School of Education*

Basic Literacy Instruction for Adult Latinos: E-Instruction's Promises and Limitations. *Karla Cristina Perez, University of California - Los Angeles; Concepcion M. Valadez, University of California*

Facilitating Quality Online Peer Feedback and Its Impact on Second Language Writer Self-Regulation. *Christine Rosalia, Hunter College - CUNY*

Incorporating Digital Technologies in Adult Literacy Settings: Pluralities, Materialities, and Professional Learning. *Suzanne Kathleen Smythe, Simon Fraser University*

**32.089-5. Exploring Language and Literacy Across Classrooms and Communities.** SIG-Language and Social Processes; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Lara J. Handsfield, Illinois State University*

Participants:

Interrogating the American Dream Through Participatory Photography and Dialogue. *Sarah Meredith Vander Zanden, University of Northern*



Iowa; Sarah Elizabeth Montgomery, University of Northern Iowa; Zak Montgomery, Wartburg College

Stymied Creative Authoring and Ideologies of Text, Discourses of Literacies Learning, and Curricular Design. *Kate T. Anderson, Arizona State University*

"Do They Even Notice That They Do It?" Exploring Bilingual Students' Awareness of Spanish-English Code-Switching. *Ramon Antonio Martinez, The University of Texas - Austin*

"We're Special Buddies": Examples of Peer Tutors Providing Cognitive, Linguistic, and Social Support During Interactions. *Melinda E. Martin-Beltran, University of Maryland - College Park; Shannon Mary Daniel, Vanderbilt University - Peabody College; Rebecca Deffes Silverman, University of Maryland - College Park; Megan Madigan Percy, University of Maryland*

### 32.090. Roundtable Session 17; Roundtable Session

#### 32.090-1. Knowledge and Skill Development in Educational Settings: Action Research From Kindergarten to University Classrooms.

SIG-Action Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Joan Walton, Liverpool Hope University*

Participants:

Critical Inquiry in the University Classroom. *Irene Ann Resenly, University of Wisconsin - Madison*

Developing Kindergarteners' Vocabulary Using Small Group Cooperation and Oral Presentation. *Alisha Nelson, California State University - Chico; Ben Seipel, California State University, Chico; Mimi Beretz Miller, California State University - Chico; Janet Furr-Kalpakoff, Palermo Union School District*

Lessons From Action Research in Secondary History/Social Science Classrooms. *Shannon Marie Pella, University of California - Davis; Kelly Christiansen, High School; Richard Dahl, Middle School; Ellen Lehman, High School; Ryan Sonnevill, Middle School*

#### 32.090-2. School-University Partnerships Creating Change for Educators and Learners. SIG-School/University Collaborative Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Loren Gayle Intolubbe-Chmil, University of Virginia*

Participants:

Partnership for Enrichment: Increasing Educational Equality and Academic Success of Low-Income Children. *Mehmet Dali Ozturk, Naval Postgraduate School; Kerry Chase Lawton, Arizona State University*

School-University Partnership for Reform in the Context of Common Core State Standards. *Lori J. Flint, East Carolina University; David A. Gabbard, East Carolina University; Melissa Engleman, East Carolina University; Daniel J. Boudah, East Carolina University; Pat Peoples, Pitt County Schools*

The Relationship Between Relevance and Collaboration in University/School Research Projects: A Multiple Case Study. *Eduardo Flores-Kastanis, Universidad Autonoma de Chihuahua; Javier Tarango-Ortiz, Universidad Autonoma de Chihuahua; Geronimo Mendoza-Meraz, Universidad Autonoma de Chihuahua; Maria Amelia Reyes-Seañez, Universidad Autonoma de Chihuahua*

#### 32.090-3. Imagining New Pedagogies for Drama and Theatre Education.

SIG-Arts and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Michelle Zoss, Georgia State University*

Participants:

Teacher Self-Efficacy and Pedagogical Conceptual Change in a Drama-Based Professional Development Program. *Bridget Lee, The University of Texas - Austin; Stephanie W. Cawthon, The University of Texas - Austin; Kathryn Dawson, The University of Texas - Austin*

The Influence of Dramatic Arts Integration on Teacher and Student Language in Language Arts Contexts. *Alida Anderson, American University; Sandra Michelle Loughlin, University of Maryland; Katherine Adams Berry, The George Washington University*

Theatre as a Vehicle for Mobilizing Knowledge in Education. *Lauren Katherine Segedin, University of Toronto*

#### 32.090-4. Methodological Questions in Qualitative Research. SIG-

Qualitative Research Cosponsored with Division D - Measurement and

Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Eran Tamir, Brandeis University*

Participants:

Clarifying the Nature of Learning in Participatory Education. *Melissa Hawkley, Brigham Young University; Joan Dixon, Community Action Services*

Exploring the Potential for a Consensus on Reporting Guidelines for Qualitative Research Using a Delphi Approach. *Karin Hannes, Katholieke Universiteit Leuven; Mieke Heyvaert, Katholieke Universiteit Leuven; Stef Van den Brande, KU Leuven; Sabine Van Houdt, KU Leuven; Karin Slegers, Katholieke Universiteit Leuven; Marc Van Nuland, KU Leuven*

Lab Coats or Trenchcoats? Detective Sleuthing as an Alternative to Scientifically Based Research in Indigenous Communities. *Julie L. Kaomea, University of Hawaii - Manoa*

Rethinking Fieldwork Genres in Qualitative Research: A Review and Synthesis of the Literature. *Maggi Savin-Baden, Coventry University; Claire C. Major, The University of Alabama*

#### 32.090-5. Effecting Change in Learning Through Professional

Development. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Terri Nicol Watson, City College of New York - CUNY*

Participants:

The Mediating Effects of Reformed Teaching Practices on Students' Science Outcomes in a Randomized Controlled Trial of Science Professional Development. *Sun Young Yoon, University of Wisconsin - Madison*

The Role of Professor-in-Residence: A Formative Analysis of Capacity Building. *Jori Negola Hall, University of Georgia*

Evaluation of National Board Certified Teachers' Impacts on Economically Disadvantaged Students Using Student Growth Percentiles. *Mei-Hui Wang, Anne Arundel County Public Schools*

Mapping the Journey of Educational Partnerships Using Collaborative Logic Modeling. *Susan A. Tucker, Evaluation and Development Associates LLC; Robert F. Curtis, Alameda County Office of Education; Edward McLain, The University of Alaska - Anchorage; Davida Fischman, California State University - San Bernardino; Dewayne Morgan, University System of Maryland; Michelle P. Collay, University of New England; Randy Schultz, California State University - Bakersfield*

#### 32.090-6. Expanding Curriculum and Instruction for STEM Courses.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Daniel T. Bugler, WestEd*

Participants:

Overcoming Barriers to Evaluation Through Program Partnership: EPGY's and SFUSD's Quest for Proper Program Evaluation. *Stephen P. Newton, Stanford University; Jeanette Cook, Stanford University Education Program for Gifted Youth; Ritu Khanna, San Francisco Unified School District; James Fredericks, Stanford University Educational Program for Gifted Youth; Jan J. Link, San Francisco Unified School District*

Expanding Advanced Placement in the Northeast Tennessee College and Career Ready Consortium. *Christine Mokher, CNA; Laura M. Holian, CNA; Kelsey Yamasaki, CNA*

Connections Between Teachers' Mathematical Knowledge for Teaching and School-Level Poverty. *Traci Shizu Kutaka, University of Nebraska - Lincoln; Heidi Lynn Fleharty, University of Nebraska; Jennifer L. Green, University of Nebraska - Lincoln; Wendy M. Smith, University of Nebraska - Lincoln*

More Comprehensively Capturing and Comparing Treatment and Control Curricula in Randomized Control Trial Studies. *Robert Clark Allen, WestEd; Ursula M. Sexton, WestEd; Edward D. Britton, WestEd STEM Program*

#### 32.090-7. Research on Popular Culture and Media Representations. SIG-

Media, Culture, and Curriculum; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Sean C. Duncan, Indiana University*

Participants:

Pop-Culture Media, Self-Censorship, and Self-Knowledge: Reader-Response Theory and the “F-Word”. *Virginia Ann Worley, Oklahoma State University*

Erickson, Gilligan, and Rachel Berry: Using Glee With Preservice and In-Service Teachers as Shared Text. *Cathy C. Leogrande, Le Moyne College; Cynthia Choi, Le Moyne College*

Hollywood’s Manufactured Diversity: Examining Black Masculinity on Glee. *Bettina L. Love, University of Georgia; Brandelyn L. Tosolt, Northern Kentucky University; Marsha Francis, University of Georgia - Athens*

Regarding “America”: International Representations of U.S. Media Education. *Kari Dehli, University of Toronto - OISE*

**32.090-8. Leadership Focus Lessons: Teacher Leaders.** Division A - Administration, Organization and Leadership; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Alison Sheila Taysum, University of Leicester*

Participants:

The Transformation of Teacher Leaders: Understanding the Influence of an Equity-Oriented Leadership Preparation Program. *Jennifer Lynn Jacobs, University of South Florida; Lyn Crowell, Texas State University*

Building Professional Capital Through Teacher Leadership. *Phomdaen Souvanna, Brandeis University; Jill Harrison Berg, Boston Teacher Leadership Resource Center; Ritu Tandon, Stanford University*

The Role That Authentic Research Experiences Have in Science Teachers’ Leadership Development. *Roxanne M. Hughes, National High Magnetic Field Laboratory; Tamara Bertrand Jones, Florida State University*

Middle School Teacher Leader Preparedness to Execute Primary Functions of the Teacher Leader Model Standards. *Linda Hauser, California State University - Fresno; Alison Marie Mosley, California State University - Fresno*

Facilitators’ Adoption of Teacher Leadership Roles Through Supporting Teacher Learning in Collaborative Professional Development. *Anto Arkato Gendole, University of Twente; Fer Coenders, University of Twente; Joke M. Voogt, Universiteit Twente*

**32.090-9. Canadian Considerations in Peace Pedagogy.** SIG-Peace Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Zvi Bekerman, Hebrew University of Jerusalem*

Participants:

Muslim Parents and Preservice Teachers: Exploring Religious Diversity in Canadian Schools. *Yan Guo, University of Calgary*

Peace-Building Dialogue Infused in Classroom Curricula: Contrasting Cases in Canadian Public Schools. *Kathy Bickmore, OISE/University of Toronto*

Peacebuilding in the British Columbia Grade 4/5 Social Responsibility Performance Standards. *Roselynn Eileen Marie Verwoord, The University of British Columbia*

Practicing Peace: Educators Speak About Their Experiences. *Reva Joshee, OISE/University of Toronto; Colleen Ring, Mahatma Gandhi Fdn; Margaret Shane, Alberta Teachers Assn*

**32.090-10. Interpretative Practices in the Reading of and Response to Literature.** SIG-Literature; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Carmen L. Medina, Indiana University - Bloomington*

Participants:

Selecting Books to Read Aloud: An Exploration of Teachers’ Thinking. *Stacy Mae Loyd, University of Northern Colorado; James Alma Erikson, University of Northern Colorado; Boni Hamilton, University of Colorado Denver*

Identity Positioning in Response to Literature: A Case Study of One High School Student’s Participation in Literary Discussions Across Three Academic Contexts. *Amanda Haertling Thein, University of Iowa; Megan Elizabeth Guise, California Polytechnic State University, San Luis Obispo; Deann Sloan, University of Pittsburgh*

Collaborative Spoken Word Poetry as a Medium for Interpreting Hamlet in a Senior English Class. *Joanna L Anglin, Rockdale Career Academy; Peter Smagorinsky, University of Georgia*

Tracing Literary Interpretative Principles and Practices: From Construction to Recontextualization. *W. Douglas Baker, Eastern Michigan University*

**32.090-11. Supporting Teachers’ Learning About Ambitious Mathematics**

**Instruction: Examining What Professional Development Leaders Need to Know and Be Able to Do.** SIG-Research in Mathematics Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chairs: *Ilana S. Horn, Vanderbilt University; Hilda Borko, Stanford University*

Participants:

Effective Professional Development Leadership Practices for In-Service Teachers: Lessons From Teacher Education. *Megan Elizabeth Webster, McGill University*

Evidence of Instructor Feedback From Coached Rehearsals Into Classroom Enactments of Ambitious Math Discussions. *Erin Pfaff, Vanderbilt University*

Pedagogies of Enactment and the Facilitation of Teacher Learning: A Micro-Analysis. *Brimie Delinger Kane, Vanderbilt University*

Examining Professional Vision for Coaching and Related Practices. *Lynsey K. Gibbons, University of Washington*

### Division and SIG Posters

**32.091. Poster Session 4;** Poster Session

**32.091-1. Cognition, Learning, and Emotion.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

1. The Roles of State and Trait Anxiety in Learning From Tests. *Scott R. Hinze, Northwestern University; David Rapp, Northwestern University*
2. Elementary School Students’ Achievement Emotions and Their Relations With Academic Achievement: A Three-Wave, Longitudinal Panel Study. *Stephanie Lichtenfeld, University of Munich; Reinhard Pekrun, University of Munich*
3. Teaching Quality and Students’ Emotions: An Experience Sampling Approach. *Melanie M. Keller, University of Konstanz; Thomas Goetz, University of Konstanz; Oliver Lüdtke, Humboldt University; Ulrike Elisabeth Nett, University of Konstanz; Anastasiya A. Lipnevich, Queens College - CUNY*
4. Me and My Teacher—Discrete Emotional Crossover in the Classroom: An Experience-Sampling Analysis. *Eva Becker, University of Konstanz; Melanie M. Keller, University of Konstanz; Thomas Goetz, University of Konstanz; Vinzenz Morger, Thurgau University of Teacher Education; Rebecca Lynn Maymon, McGill University*
5. Academic Computing and Gender: Differential Effects on Attributions and Emotions in College Students. *Rebecca Lynn Maymon, McGill University; Anna Sverdlík, McGill University; Madeleine Bieg, University of Konstanz; Nathan C. Hall, McGill University; Roger Azevedo, McGill University*
6. Is Boredom the Key to Creativity? Examining the Undiscovered Potential of a Negative Achievement Emotion. *Julia Sophie Cada, University of Munich; Reinhard Pekrun, University of Munich*
7. Comparing iPads to Oranges: The Effects of iPads Versus Traditional Tools on Kindergarten Students’ Emotions, Motivation, and Learning. *Krista R. Muis, McGill University; Ann Tellier, Dorset Elementary; John Ranellucci, McGill University; Gregory Trevors, McGill University; Melissa Duffy, McGill University*
8. Effects of Self-Efficacy, Emotional Intelligence, and Perceptions of Future Work Environment on Preservice Teacher Commitment. *Steven Chesnut, Texas Tech University; Theresa A. Cullen, University of Oklahoma*
9. The Role of Epistemic Emotions in Self-Regulated Learning. *Elisabeth Meier, University of Munich; Reinhard Pekrun, University of Munich; Krista R. Muis, McGill University; Gale M. Sinatra, University of Southern California; Roger Azevedo, McGill University*
10. Affective and Cognitive Interactions in Inference Generation. *Catherine M. Bohn-Gettler, Wichita State University; Melinda K Mueller, Wichita State University*
11. Identifying Teachers Attending Professional Development by Their Stages of Concern: Exploring Attitudes and Emotions. *Eric Christesen, Florida State University; Jeannine E. Turner, Florida State University*
12. Medical Students’ Achievement Goals, Emotions, and Attention to Feedback in a Computer-Based Learning Environment. *Laura Naismith, McGill University; Susanne P. Lajoie, McGill University*
13. Investigating Achievement Emotions and Learning Strategies as

Mediators of Achievement Goals and Academic Achievement. *John Ranellucci, McGill University; Nathan C. Hall, McGill University; Kyle Adam Hubbard, McGill University; Thomas Goetz, University of Konstanz*

14. Interest and Affect. *Virginia E. Clinton, University of Wisconsin - Madison*

15. Reference Group Effects on Performance-Related Emotions Concerning the Elementary School Transition. *Johanna Hildebrandt, Freie Universität Berlin; Rainer Watermann, Freie Universität Berlin*

16. Effects of Emotions on Students' Achievement Goals. *Annabell Daniel, Freie Universität Berlin; Rainer Watermann, Freie Universität Berlin*

**32.091-2. Division C Section 1d Poster Session: Science Learning and Teaching.** Division C - Learning and Instruction; Poster Session Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

17. An Investigation of Students' Development of Competences Regarding Chemistry Concepts. *Nora Ferber, University of Duisburg Essen; Markus Emden, University Duisburg - Essen; Elke Sumfleth, University Duisburg - Essen*

18. Game-Based Curricula in Biology Classes: Multilevel Assessment of Science Learning. *Troy D. Sadler, University of Missouri - Columbia; William Romine, University of Missouri; Parker Stuart, University of Missouri*

19. How Attitudes Toward Science Affect Sixth-Graders' Evaluation of Information in the Context of Socioscientific Issues. *Sihan Xiao, University of California - Los Angeles; William A. Sandoval, University of California - Los Angeles*

20. How Teachers Describe Classroom Inquiry After an In-Depth Research Experience for Teachers' Professional Development. *Katrina Roseler, Florida State University; Michael William Dentzau, Florida State University*

21. Impact of Self-Efficacy and Computer Use on Science Achievement: Economic, Social, and Cultural Status Difference. *Yue Chen, The University of British Columbia; Wen Zhang*

22. Increasing Science Learning Through Integrating Arts and Science. *Brad Hughes, University of California - Irvine; Liane R. Brouillette, University of California - Irvine; Nicholas James Graham, University of California - Irvine; Douglas Harold Grove, Vanguard University of Southern California; Christopher Gerth, UCI*

23. Integrated Use of Simulations in the Science Classroom: Key Factors for Student Learning. *Minchi C. Kim, Purdue University; Woori Kim, Purdue University; Erin Besser, Purdue University*

24. Making Science Relevant: An Investigation of SDAIE (Specially Designed Academic Instruction in English) Methods in Action. *Jomeline Balatayo, University of California - Santa Barbara*

25. Personal Agency Beliefs of K-5 Science Teachers Implementing Three School Reform Models. *Jessica Gale, Georgia Institute of Technology*

26. Students' Social Studies Influences on Their Socioscientific Actions. *John Lawrence Benzze, OISE/University of Toronto; Mirjan Krstovic, Peel Region*

27. Teachers' Productive Discussions About Science Tasks: "What Is the Level of Cognitive Demand?". *Miray Tekkamru Kisa, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*

28. Web 2.0 Tools to Support Participation in Science Practices: Students Use of Podcasts for Argumentation. *Jennifer Lynn Weible, The Pennsylvania State University; Heather Toomey Zimmerman, The Pennsylvania State University*

**32.091-3. Division C Section 1d Poster Session: Science Reasoning and Understanding.** Division C - Learning and Instruction; Poster Session Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

29. Assessing Factual Knowledge Versus Deep Understanding of Science Concepts Using Visually-Based Assessment Items. *Kirsten R. Butcher, University of Utah; Timothy Indahl, University of Utah; Holly Devaul, University Corporation for Atmospheric Research*

30. Assessing Science Reasoning Processes Across Topics: Challenges and Opportunities. *Ann E. Rivet, Teachers College, Columbia University; Alison Riley Miller, Teachers College, Columbia University; Cheryl Ann Lyons, Teachers College, Columbia University; Mariana Schmalstig, Teachers College, Columbia University; Kim Kastens, Education Development Center, Inc.*

31. Effectiveness of Small-Group Learning in Science College Classrooms:

A Meta-Analytic Study. *Rafa M. Kasim, No affiliation; Sema A. Kalaian, Eastern Michigan University*

32. Examining Modeling as a "Boundary Practice" Across Mathematical and Scientific Contexts. *Rebekah Elliott, Oregon State University; Ron Gray, Northern Arizona University*

33. Factors That Influence Science Self-Efficacy in High School Students. *Iris Wagstaff, North Carolina State University; Tamara V. Young, North Carolina State University*

34. Factors That Impact Teachers' Argumentation Instruction in Their Classroom. *Katherine L. McNeill, Boston College; Rebecca Katsh-Singer, Boston College; Maria Gonzalez-Howard, Boston College; Jeremy Forest Price, University of California - Berkeley; Suzanna Jane Loper, University of California - Berkeley*

35. Improving Middle School Science Students' Diagram Reasoning Through Instruction. *Brian William Miller, Temple University; Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University*

36. Nature of Science Considerations in the Design and Use of Simulations for Chemistry. *Cesar Delgado, The University of Texas - Austin*

37. Science-as-Practice in Novice Ambitious Teachers' Classrooms. *David Stroupe, University of Washington*

38. Spatial Reasoning as the Dimension of Progress in an Astronomy Learning Progression. *Julia D. Plummer, Pennsylvania State University*

39. Undergraduates' Cognitive Resources for Understanding Environmental Literacy. *Julie Bianchini, University of California - Santa Barbara; Hilary Dwyer, University of California - Santa Barbara; Danielle Boyd Harlow, University of California - Santa Barbara; Ashley Iveland, University of California - Santa Barbara; Katherine Joy Nilsen, University of California - Santa Barbara; Ethny A. Stewart, University of California - Santa Barbara; Lisa R. Figueroa, 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; Jennifer Thorsch, University of California, Santa Barbara*

**32.091-4. Division G Section 5: Social Context of Research on Schools and Communities.** Division G - Social Context of Education; Poster Session Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

40. Exploring the Currents and Collisions of Families and Local Communities and Schools. *Antwan Jefferson, University of Colorado - Denver*

41. Longitudinal Analysis of Socioeconomic and Racial Demographic Factors in Relation to Special Education Disproportionality. *Alexandra Aylward, New York University; Roey Ahram, New York University; Catherine Kramarczuk Voulgarides, New York University*

42. First Racism, Then Islamophobia?! Towards a Critical Islamic Epistemology in Educational Research. *Muhammad Khalifa, Michigan State University; Aisha El-Amin, University of Illinois at Chicago*

43. Using Film to Enhance Qualitative Studies of Schools and Communities. *Lisa Merrill, University of Pennsylvania; Erika Kitzmiller, Drexel University; Carlos Martinez, University of Pennsylvania; Sundy L. Watanabe, Utah Valley University; Kristin Anne Searle, University of Pennsylvania*

**32.091-5. Hot and Cold Executive Functioning: Unwrapping Self-Regulation and Its Impact on Academic Achievement.** SIG-Early Education and Child Development; Poster Session Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Poster:

44. Hot and Cold Executive Functioning: Unwrapping Self-Regulation and Its Impact on Academic Achievement. *Noah Neidlinger, University of Michigan; Amanda L. Berhenke, University of Michigan*

**32.091-6. Interactive Peer Play and Preschool Science Skills for Children Enrolled in Head Start.** SIG-Early Education and Child Development; Poster Session Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Poster:

45. Interactive Peer Play and Preschool Science Skills for Children Enrolled in Head Start. *Elizabeth R. Bell, University of Miami; Daryl B. Greenfield, University of Miami*

**32.091-7. Parents' School Readiness Beliefs, Family Activities, and Early**



- Reading Achievement: Findings From U.S. Kindergarteners.** SIG-Early Education and Child Development; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Poster:  
46. Parents' School Readiness Beliefs, Family Activities, and Early Reading Achievement: Findings From U.S. Kindergarteners. *Eunjoo Jung, Syracuse University*
- 32.091-8. Play Activities in the Classroom: A Window Into 7- and 8-Year-Olds' Thinking Abilities.** SIG-Early Education and Child Development; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Poster:  
47. Play Activities in the Classroom: A Window Into 7- to 8-Year-Olds' Thinking Abilities. *Scott Lee, Australian Catholic University*
- 32.091-9. Predicting Student Performance Levels on Statewide Achievement Tests Using Socioeconomic Status and Participation in Pre-Kindergarten.** SIG-Early Education and Child Development; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Poster:  
48. Predicting Student Performance Levels on Statewide Achievement Tests Using Socioeconomic Status and Participation in Pre-Kindergarten. *Jisu Han, University of Georgia; Stacey M. Neuharth-Pritchett, University of Georgia; Cynthia O. Vail, University of Georgia*
- 32.091-10. Psychometric Properties of an Observational Assessment Measure for Young Children.** SIG-Early Education and Child Development; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Poster:  
49. Psychometric Properties of an Observational Assessment Measure for Young Children: Evidence From Longitudinal Data. *Do-Hong Kim, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte; Diane C. Burts, Louisiana State University*
- 32.091-11. Understanding Immigrant and Refugee Children's Social-Emotional Development: An Intergenerational Perspective.** SIG-Early Education and Child Development; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Poster:  
50. Understanding Immigrant and Refugee Children's Social-Emotional Development: An Intergenerational Perspective. *Rebecca Jayne Gokiort, University of Alberta; Rebecca Georgis, University of Alberta; Melissa Daniels, University of Alberta; Karen Edwards, University of Alberta; Nicole Nosworthy, University of Alberta*
- 32.091-12. What's Going on During Vocabulary Lessons?** SIG-Early Education and Child Development; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Poster:  
51. What's Going on During Vocabulary Lessons? *Michael S. Mott, The University of Mississippi*
- 32.091-13. Whose Funds? Whose Knowledge?** SIG-Early Education and Child Development; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Poster:  
52. Whose Funds? Whose Knowledge? *Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Anita A. Wager, University of Wisconsin*
- 32.091-14. Indigenous Issues in Education: Research and Transformation.** SIG-Indigenous Peoples of the Pacific; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Posters:  
53. Wahine Maori, Violence, and State Schools: Restorative Gaps/ Restorative Moments. *Hayley Marama Cavino, Syracuse University*  
54. Understanding Healthy Youth Development From a Native Hawaiian Perspective. *Katherine A. Tibbetts, Kamehameha Schools*  
55. *Pito ki te Paepae: A Scope Report on the Cultural Capacity of Our Paepae in Otorohanga.* *Te Raukura O Te Rangimarie Roa, University of Hawaii*
56. Australian Aboriginal Students: Insights on Attitudes Toward Science. *Juliette Lyons-Thomas, The University of British Columbia; Reky Groendal, The University of British Columbia*
57. An Alternative Mathematics Teaching Approach for Indigenous Students Based on Local Culture and Materials. *Li Tsung-Wen Kuo, National Taitung University; Yin-Ping, Teresa Teng, Shih Chien University*
58. Agency and Privilege: Counter-Stories in Aboriginal Education in Australia. *Wendy Anne Amosa, The University of Newcastle*
59. Addressing the Future of Māori Children's Education in Christchurch, Aotearoa-New Zealand: A Whānau Resilient Approach. *Paul Whitinui, University of Otago*
60. All Shook Up: Redefining Indigenous Partnerships Post-Disaster. *Eruera Ropata Prendergast-Tarena, Te Tapuae o Rehua; Catherine Savage, Te Tapuae o Rehua*
61. Sustainability and Incorporating *Ka 'Ike o na Kanaka Maoli* Into the Business and Economic Praxis: Returning Hawaii Towards a Sustainable Future. *Larson Siu Wah Moke Ng, University of Hawaii - Manoa*
- 32.091-15. Learning Environments Poster Session.** SIG-Learning Environments; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Posters:  
62. Development of an English Classroom Environment Inventory and Its Application in China. *Liyan Liu, Northeast Normal University; Barry J. Fraser, Curtin University*  
63. Impact of College Student Perceptions of the Learning Environment on Decisions to Engage in Academic Dishonesty. *Erica Barone Pricci, Lackawanna College; Mary E. Salvaterra, Marywood University; Tonya N. Saddler, Marywood University*  
64. Sex and Frequency of Practical Work as Determinants of Middle-School Science Students' Attitudes and Aspirations. *Joanne Rogers, Curtin University; Barry J. Fraser, Curtin University*  
65. The Development, Validation, and Use of the Personalized Learning Environment Questionnaire. *Jeffrey P. Dorman, Monash University; Bruce G. Waldrip, Monash University; Vaughan Prain, La Trobe University; Mary Keefe, La Trobe University; Craig Deed, La Trobe University; Peter Cox, La Trobe University; Zali Yager, La Trobe University; Deborah Edwards, La Trobe University; Cathleen Farrelly, La Trobe University*  
66. Validation of the Rural and Remote Teaching, Working, Living and Learning Environment Survey. *Jeffrey P. Dorman, Monash University; Joy Kennedy, The Australian Catholic University; Janelle P. Young, The Australian Catholic University*  
67. "Healthy" Learning Environments: Bringing Theory to Practice. *David B. Zandvliet, Simon Fraser University; Carlos Gustavo A. Ormond, Simon Fraser University; Alisa Stanton, Simon Fraser University; Rachel T. Fouladi, Simon Fraser University*
- 32.091-16. Instructional Technology SIG: Poster Session: Instructional Design and the Future.** SIG-Instructional Technology; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm  
Posters:  
68. Attachment and Students' Participation in Community Blogging. *Mitchell Bartholomew, The Ohio State University; Sarah Schoppe-Sullivan, The Ohio State University; Michael Glassman, The Ohio State University - Columbus; Heidi Liou, The Ohio State University*  
69. Refining the Use of Homemade PowerPoint Games in a Secondary Science Classroom. *Jason Paul Siko, Grand Valley State University; Michael Kristopher Barbour, Wayne State University*  
70. Development and Formative Evaluation of a Faculty Research Interests/ Expertise Database. *Elena Novak, Western Kentucky University; Weinan Zhao, Florida State University; Robert A. Reiser, Florida State University*  
71. Evaluation of the New Construction Tools in Persistent Issues in History Network. *Sungwon Shin, Indiana University; Thomas Brush, Indiana University; Zhizhen Zhang, Beijing Normal University, China; Suhkyung Shin, Indiana University; Minkyung Kim, Indiana University; Yahuei Lu, Indiana University*  
72. Effects of Two-Dimensional, Three-Dimensional, and Pictorial Charts on Time on Task and Accurate Interpretation. *Piti Kanjanapongpaisal, Florida State College - Jacksonville*

**32.091-17. Poster Session: Leadership for School Improvement SIG.** SIG-Leadership for School Improvement; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

73. School Improvement and Organizational Learning in Rural Schools. *Luis Ahumada, Pontificia Universidad Catolica de Valparaiso; Diego Escobar, School of Psychology; Pontificia Universidad Catolica de Valparaiso; Alejandro Lorca, School of Psychology, Pontificia Universidad Catolica de Valparaiso; Daniel Tordecilla, School of Psychology, Pontificia Universidad Catolica de Valparaiso*
74. Shifting the Focus of Leadership: Expanding the Leading and Managing From the Middle. *Elizabeth Anne Halsall, The University of Aberdeen*

### Sunday, 12:25 pm

#### Governance Meetings and Events

**33.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Closed Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Carmel II; 12:25-1:55pm

Chair: *Judy A. Alston, Ashland University*

**33.002. AERA Communications and Outreach Committee: Closed Meeting.** AERA Governance; Governance Session

Hotel Nikko, Second Level, Mendocino I; 12:25-1:55pm

Chair: *Barbara J. Dray, University of Colorado - Denver*

**33.003. AERA Journal Publications Committee: Open Meeting.** AERA Governance; Governance Session

Hilton Union Square, Ballroom Level, Continental 8; 12:25-1:55pm

Chair: *William Cope, University of Illinois at Urbana-Champaign*

**33.004. Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Carmel I; 12:25-1:55pm

Chair: *Mary Kalantzis, University of Illinois at Urbana-Champaign*

#### AERA Related Activities

**33.010. AERA Past Presidents Luncheon: Invitation Only.** AERA Related Activities; Governance Session

Hotel Nikko, Third Level, Monterey II; 12:25-1:55pm

Chair: *Armetha F. Ball, Stanford University*

#### Presidential Sessions

**33.011. Education, Poverty, and Development: Breakthroughs in Addressing the Subjectivity of Poverty.** Presidential Session Cosponsored with Division E - Counseling and Human Development

Hilton Union Square, Lobby Level, Plaza B; 12:25-1:55pm

Chair: *Lois Holzman, East Side Institute*

Participants: *Lenora Fulani, All Stars Project; Young People from the All Stars Project of the San Francisco Bay Area*

Discussants: *David Grusky, Stanford University; AJ Franklin, Boston College*

**33.012. Featured Presidential Session: American Indian and Alaskan Native Education and the Challenge of Poverty.** Presidential Session

Hilton Union Square, Ballroom Level, Continental 4; 12:25-1:55pm

Chair: *Bryan McKinley Jones Brayboy*

Participants: *Matthew Snipp, Stanford University; Bryan McKinley Jones Brayboy, Arizona State University*

**33.013. Film Festival: The Lottery.** Presidential Session Cosponsored with Division L - Educational Policy and Politics

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 12:25-1:55pm

#### AERA Sessions

**33.014. CEDS Report: Enhancing Diversity in Science: Working Together to Develop Common Data, Measures, and Standards.** AERA Sessions; Invited Session

Hilton Union Square, Ballroom Level, Continental 7; 12:25-1:55pm

Chair: *Martha Zaslow, Society for Research in Child Development*

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

Discussants: *Myron P. Gutmann, National Science Foundation; Sylvia Hurtado, University of California - Los Angeles; Shirley Malcom, American Association for the Advancement of Science*

**33.015. NRC Report: Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.** AERA Sessions; Invited Session

Hilton Union Square, Lobby Level, Golden Gate 7; 12:25-1:55pm

Chair: *Stuart W. Elliott, National Research Council*

NRC Committee Participants: *James W. Pellegrino (Committee Chair), University of Illinois at Chicago; Greg Duncan, University of California - Irvine; Christine M. Massey, University of Pennsylvania*

Discussants: *David T. Conley, University of Oregon; Steven B. Robbins, Educational Testing Service*

**33.016. Meet Journal Editors: Journal Talks 3.** AERA Sessions; Invited Roundtable

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Participants:

1. Educational Administration Quarterly. *Linda E. Skrla, University of the Pacific*
2. Paedagogica Historica: International Journal of the History of Education. *Marc Depaepe, Catholic Universiteit Leuven; Frank Fernand Simon, Ghent University*
3. Curriculum Inquiry. *Dennis Thiessen, University of Toronto; Elizabeth Campbell, OISE/University of Toronto; Ruben Gaztambide-Fernandez, OISE/University of Toronto; Sarfaroz Niyozov, OISE/University of Toronto*
4. Journal of Interactive Online Learning. *Cynthia S. Sunal, The University of Alabama*
5. Pedagogies: An International Journal. *Yew-Jin Lee, National Institute of Education - Nanyang Technological University*
6. Action in Teacher Education. *Thomas P. Crumpler, Illinois State University; Thomas A. Lucey, Illinois State University; Lara J. Handsfield, Illinois State University*
7. Journal of the Professoriate. *Barbara J. Johnson, Meharry Medical College*
8. Journal of Moral Education. *Darcia F. Narvaez, University of Notre Dame*
9. Review of Research in Education. *Jamal Abedi, University of California - Davis; Christian J. Faltis, University of California - Davis*
10. Interdisciplinary Journal of Problem-Based Learning. *Peggy A. Ertmer, Purdue University; Michael M. Grant, The University of Memphis; Krista D. Glazewski, Indiana University*
11. Teaching and Teacher Education. *D. Jean Clandinin, University of Alberta; Mary Lynn Hamilton, The University of Kansas; Ann Corney, Elsevier Inc.*

**33.017. Meet Journal Editors: Journal Talks 4.** AERA Sessions; Invited Roundtable

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Participants:

1. Canadian Journal of Environmental Education. *Constance L. Russell, Lakehead University*
2. International Education. *Barbara J. Thayer-Bacon, The University of Tennessee; Tracia NiKole Cloud, The University of Tennessee; Miranda Paulk, The University of Tennessee*
3. Metacognition and Learning. *Roger Azevedo, McGill University; Melissa James, Springer Publishing Company*
4. Technology, Knowledge, and Learning. *Bruce Sherin, Northwestern University; Melissa James, Springer Publishing Company*

5. Review of Educational Research. *Frank C. Worrell, University of California - Berkeley; Zeus Leonardo, University of California - Berkeley*
6. Community College Review. *James C. Palmer, Illinois State University; Carol E. Kasworm, North Carolina State University*
7. Curriculum and Teaching Dialogue. *David J. Flinders, Indiana University; Bruce Uhrmacher, University of Denver; Christy M. Moroye, University of Northern Colorado*
8. Professional Development in Education. *Ken Jones, Swansea Metropolitan University; Jim O'Brien, University of Edinburgh*
9. Contemporary Issues in Early Childhood. *Susan J. Grieshaber, Hong Kong Institute of Education; Nicola J. Yelland, Victoria University - Australia*
10. International Journal of Qualitative Studies in Education. *Jeremy T. Snipes, Indiana University - Bloomington; James Joseph "Jim" Scheurich, Indiana University-Purdue University Indianapolis*
11. Race Ethnicity and Education. *David Gillborn, University of Birmingham; Kalervo N. Gulson, University of New South Wales; Zeus Leonardo, University of California - Berkeley; Nicola Rollock, University of Birmingham*
12. Journal of International Social Studies. *Ruth Reynolds; Deborah Hutton, Indiana University; Beverly Milner Bisland, Queens College - CUNY; Gloria T. Alter, DePaul University*

### Committee Sessions

#### 33.018. Graduate Student Council Food for Thought Session (Sunday).

Graduate Student Council; Invited Session  
Parc 55, Third Level, Market Street; 12:25-1:55pm

Chairs: *Angela Rose Hines, Arizona State University; Carleen Carey, Michigan State University; Liza Renee Lizcano, Stanford University*

### International Organization Sessions

#### 33.019. Multiple Perspectives on Educational Research in Flanders.

Flemish Forum for Educational Research; Invited Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 12:25-1:55pm

Chair: *Ruben Vanderlinde, Ghent University*

Participants:

- Practitioner-Based Research in Education? Lessons Learned From an Evaluation Study. *Ruben Vanderlinde, Ghent University; Johan Van Braak, Ghent University*
  - Analyzing Leadership Practices at Upper-School Level From a Micropolitical Perspective: The Use of a Multilevel Qualitative Research Design. *Liesbeth Piot, University of Leuven; Geert Kelchtermans, University of Leuven*
  - Co-Development of Scholarship and Practice in Research on Teachers' Attitudes Towards and Relationships With Boys and Girls in the Classroom. *Nadine S.L. Engels, Vrije Universiteit Brussel; Els Fabiola Consuegra, Vrije Universiteit Brussel*
- Discussant: *Jules M. Pieters, Universiteit Twente*

#### 33.020. Teachers' Professional Development: Results of a Longitudinal Study.

Dutch Programme Council for Educational Research; Invited Session

Sir Francis Drake, Second Level, Tudor AB; 12:25-1:55pm

Chair: *Karin Sanders, University of Twente*

Participants:

- The Joint Effect of Teachers' Career Motivation and School HRM (Human Resource Management) Practices on Teachers' Knowledge Sharing: A Three-Wave Study. *Monique B. van Rijn, University of Twente; Huadong Yang, University of Twente; Karin Sanders, University of Twente*
- Initiating Teaming in Vocational Education. *Arnoud Oude Groot Beverborg, University of Twente; Peter Slegers, Universiteit Twente; Klaas Van Veen, University of Leiden*
- Stimulating Teachers' Informal Learning Activities Through Performance Appraisal and HRM (Human Resource Management) System Strength: A Longitudinal Study. *Timothy C. Bednall, University of New South Wales; Karin Sanders, University of Twente*
- Effects of Supervisor Goal Orientation on Teachers' Perceptions of Transformational Leadership, Leader-Member Exchange and Their

Innovative Behavior: A Multilevel Study. *Timothy C. Bednall, University of New South Wales; Karin Sanders, University of Twente; Monique B. van Rijn, University of Twente*

### Division Sessions

#### 33.021. Principal Preparation Program Perspectives.

Division A - Administration, Organization and Leadership; Paper Session

Parc 55, Third Level, Powell II; 12:25-1:55pm

Chair: *Donald G. Hackmann, University of Illinois*

Participants:

- Diamond to Coal: An Educational Leadership Doctoral Program's Evolution and Devolution. *Eva M. Ross, Rowan University*
  - State-Mandated Principal Preparation Program Revision: The North Carolina Experience. *James E. Lyons, University of North Carolina - Charlotte*
  - Equity Leadership: The Development and Initial Validation of a School Leadership Preparation Competency Model. *Mary A. Hooper, The University of West Georgia; Mack Bullard, The University of West Georgia; Tamra W. Ogletree, The University of West Georgia; Mary Angela Coleman, University System of Georgia; Glenn Pethel, Gwinnett County Public Schools*
  - Assessing New Modules for Leading Schools With Diverse Learners. *Sarah Lauren Diem, University of Missouri; Bradley W. Carpenter, University of Louisville; Matthew C. Militello, North Carolina State University; Christopher A. Janson, University of North Florida*
  - Leadership Standards and Accountability in Florida: Do They Address Issues of Poverty and Social Justice? *Bernard Oliver, University of Florida; Jasmine Ulmer, University of Florida; Luke J. Stedrak, University of Southern Mississippi; Justin C. Ortagus, The Pennsylvania State University - University Park*
- Discussant: *April L. Peters, University of Georgia*

#### 33.022. Discourse and Reform Instructional Practices in Mathematics.

Division C - Learning and Instruction; Paper Session

Westin St. Francis, Second Level, Hampton; 12:25-1:55pm

Chair: *Rebecca Anne Schmidt, Vanderbilt University*

Participants:

- Discourse in Reformed Mathematics Classrooms: Supporting Co-Construction of Mathematical Reasoning. *Jessie Chitsanzo Store, Alma College; Tyrette Carter, North Carolina Agricultural & Technical State University*
  - Relating Reformed Mathematics Teaching Practices to Students' Performance Using TIMSS 2003 and 2007 Data. *Qiang (Andy) Cheng, The University of Mississippi; Jian Wang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas*
  - Tracking and Student Achievement: The Role of Instruction as a Mediator. *Rebecca Anne Schmidt, Vanderbilt University*
  - Understanding Teachers' Questioning Style and Its Effects on Student Inquiry. *Myley Dang, University of California - Santa Barbara; Mary E. Brenner, University of California - Santa Barbara*
- Discussant: *Edd V. Taylor, University of Colorado - Boulder*

#### 33.023. Division C Invited Session: Jan Hawkins Award Address: Tobin White.

Division C - Learning and Instruction; Invited Session

Westin St. Francis, Second Level, California East; 12:25-1:55pm

Chairs: *X. Christine Wang, University at Buffalo - SUNY; Cynthia Carter Ching, University of California - Davis*

Participant:

- Tensions and Dilemmas in Design-Based Research. *Tobin White, University of California - Davis*

#### 33.024. Science Trajectories: Tracing Young People's Participation in Science Across Settings.

Division C - Learning and Instruction;

Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 12:25-1:55pm

Chair: *Danielle Keifert, Northwestern University*

Participants:

- "What Comes to Mind When You Think of Science? The Perfumery!" Documenting Cultural Learning Pathways Across Contexts and Timescales. *Leah A. Bricker, University of Michigan; Philip L. Bell, University of Washington*



Affording and Transforming Inquiry Practices: Tracing the Practices of One Young Girl Across Contexts. *Danielle Keifert, Northwestern University; Reed Stevens, Northwestern University*

Doing Science Is a School Thing: Tracing the Science-Related Identity Development of At-Risk Teenage Boys. *Elizabeth M. King, University of Wisconsin - Whitewater; Amy Welsh, University of Wisconsin - Whitewater; Dominique Malone, University of Wisconsin - Whitewater*

Science Identity Development in the Hybrid Spaces of an After-School Science Apprenticeship Program. *Shelley Stromholt, University of Washington; Deana Scipio, University of Washington*

Discussant: *Kevin M. Leander, Vanderbilt University*

**33.025. Division D Measurement and Research Methodology Luncheon and Business Meeting: An Introduction to the Theory, Methods, and Applications of Diagnostic Measurement.** Division D - Measurement and Research Methodology; Business Meeting  
Westin St. Francis, Mezzanine Level, Grand Ballroom; 12:25-1:55pm

Chair: *Wayne J. Camara, The College Board*

Participant:

An Introduction to the Theory, Methods, and Applications of Diagnostic Measurement. *Andre A. Rupp, University of Maryland; Jonathan Templin, University of Georgia; Robert Henson, University of North Carolina - Greensboro*

**33.026. Special Issues in Mental Health for Youth and Young Adults.**

Division E - Counseling and Human Development; Paper Session  
Parc 55, Fourth Level, Lombard; 12:25-1:55pm

Chair: *Theresa J. Canada, Western Connecticut State University*

Participants:

Community and School-Defined Solutions for Latino Students' Mental Health Care Disparities. *Gustavo Loera, Mental Health America of Los Angeles; Sergio Aguilar-Gaxiola, University of California - Davis; Lina R. Mendez, University of California - Davis; Marbella Sala, University of California - Davis*

Depression, Suicidal Ideation, and Well-Being for Military and Nonmilitary Public Middle and High School Students. *Julie Cederbaum, University of Southern California; Tamika Gilreath, University of Southern California; Rami Benbenishty, Bar-Ilan University; Ron Avi Astor, University of Southern California; Diana Pineda, University of Southern California; Kris M. De Pedro, University of Southern California; Monica Christina Esqueda, University of Southern California; Hazel Atuel, University of Southern California*

High School Counselors and the Course Selection Process: English Learners, Poverty, and Access to Curriculum. *Joan Lachance, University of South Carolina - Upstate; Liv Thorstenson Davila, University of Illinois at Urbana-Champaign; Lan Quach Kolano, University of North Carolina - Charlotte; Heather Marie Coffey, University of North Carolina - Charlotte*

How Do Materialistic Values Influence Well-Being for Chinese College Students? The Mediating Role of Basic Psychological Needs. *Meilin Yao, Beijing Normal University; Yongji Chen, Beijing Normal University; Wenfan Yan, University of Massachusetts - Boston*

The Role of Peers in the Early Stages of Recovery for Dual-Diagnosed Adolescents. *Kristen J. Ferguson, Wellesley Centers for Women, Wellesley College; Michelle V. Porche, Wellesley College; Lisa R. Fortuna, University of Massachusetts School of Medicine*

Discussant: *Kathleen H. Corriveau, Boston University*

**33.027. Scholarship and Textbooks as Discourse.** Division F - History and Historiography; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Sutter; 12:25-1:55pm

Chair: *Sevan G. Terzian, University of Florida*

Participants:

"Collegiate, Hysterical, and So Rabid in Its Politicizing": The Association of Canadian Publishers, 1970-2012. *Penney I. Clark, The University of British Columbia*

Art History and Higher Education in the 1930s: Money, Power, and the Threat of Xenophobia. *Craig Houser, City College of New York - CUNY*

Schoolroom Slavery: The Moral Philosophy Textbook as Discourse in Antebellum America, 1795-1855. *Kimberley F. Tolley, Notre Dame de Namur University*

Scientific Communication in Education Journals. *Raf Vanderstraeten, Ghent University*

Discussant: *Sevan G. Terzian, University of Florida*

**33.028. Building and Sustaining Family Engagement in Low-Income, Ethnic-Minority School Communities.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Elizabethan A; 12:25-1:55pm

Chair: *Lynn McDonald, Middlesex University*

Participants:

Sustained Effects of a Family Engagement Strategy on Parent Social Networks. *Adam Gamoran, University of Wisconsin - Madison; Megan Shoji, University of Wisconsin - Madison; David Enrique Rangel, University of Wisconsin - Madison*

Parent-Teacher Relationships Over Time: Engagement Efforts in Low-Income Latino Communities. *Hannah K. Miller, University of Wisconsin - Madison; Michelle Robinson, University of Wisconsin - Madison; Rachel Elizabeth Fish, University of Wisconsin - Madison*

The Neighborhood Context of Family Engagement in Schools. *Jeremy Fiel, University of Wisconsin - Madison; Anna R. Haskins, University of Wisconsin - Madison; Ruth Lopez Turley, Rice University*

Reducing Inequality in Family Engagement. *Alyn M. Turner, University of Wisconsin - Madison; Vansa Shewakramani Hanson, University of Wisconsin-Madison*

Discussant: *Angela Valenzuela, The University of Texas - Austin*

**33.029. Community-Based Research With Chicana/o-Latina/o Communities: A Critical Conversation on Researcher Positionality, Alliance, and Community Engagement.** Division G - Social Context of Education; Structured Poster Session

Parc 55, Fourth Level, Cyril Magnin I; 12:25-1:55pm

Chair: *Gloria M. Rodriguez, University of California - Davis*

Participants:

1. Fostering Partnerships: A Community-Based Approach to Engagement in a Mexican-American Rural Community. *Rosa Manzo, University of California - Davis*

2. Revisiting Theories of Parental Investment in Children's Human Capital. *Rosa Gomez-Camacho, University of California, Davis*

3. Navigating Street Violence to Reach Educational Goals: Listening to the Voices of Latina Youth From Oakland, California. *Yanira Madrigal-Garcia, University of California - Davis*

4. From High School to College: Documenting Parental Engagement of First-Generation Latino College Students. *Lisceth Cruz, University of California - Davis*

5. Under Siege and Making It: Latino/a Youth Living in Border States. *Irina S. Okhremtchouk, Arizona State University*

6. Exploring Researcher Positionality in Investigations of Chicana/o-Latina/o Education: Discussant Commentary. *Julie Lopez Figueroa, California State University - Sacramento*

Discussant: *Julie Lopez Figueroa, California State University - Sacramento*

**33.030. Cultural (Trans)Formations: Nondominant Youth and Pedagogies of Possibility.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Elizabethan C; 12:25-1:55pm

Chair: *Korina Jocson, Washington University in St. Louis*

Participants:

"It Is Best to Know Who You Are Through Your Culture": Resilience, Resistance, and Transformative Possibilities for Native American Youth in New Mexico. *Tiffany S. Lee, University of New Mexico; Nancy Lopez, University of New Mexico*

Transgender Youth of Color and the Politics of Inclusion. *Edward Brockenbrough, University of Rochester; Tomas Boatwright, University of Rochester*

The Design of a Liberatory Pedagogy: Immigrant Youth, Community Partners, and Internships. *Lisa (Leigh) Patel Patel, Boston College*

Cuban Youth Culture, Possibilities in Hip Hop and Reggaeton. *Ezekiel J. Dixon-Roman, The University of Pennsylvania*

**33.031. Language Socialization Research in Education: Legacies, Innovations, and New Directions.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Elizabethan D; 12:25-1:55pm

Chair: *Patricia Baquedano-Lopez, University of California - Berkeley*

Participants:

Dimensions of Context in the Study of Child Language: Insights From Language Socialization. *Laura Sterponi, University of California - Berkeley*

Bridging Immigrant Children's In- and Out-of-School Language Practices: A Language Socialization Approach. *Inmaculada Maria Garcia Sanchez, Temple University*

Going for the Green: How Teachers' Practices Impact Peer Relationships at School. *Kathryn M. Howard, University of Pennsylvania; Holly Link, University of Pennsylvania*

Conversation Analysis in Language Socialization Research. *Leslie C. Moore, The Ohio State University*

Discussant: *Jerri Willett, University of Massachusetts*

**33.032. Race and Space: Desegregation in Different Sociopolitical Contexts.** Division G - Social Context of Education; Paper Session  
Westin St. Francis, Second Level, Elizabethan B; 12:25-1:55pm

Chair: *Tatiana Joseph, University of Wisconsin - Milwaukee*

Participants:

Race in Richmond Schools: New Prospects and Challenges for Diversity in Urban Districts. *Genevieve Parker Siegel-Hawley, Virginia Commonwealth University*

School Integration, Policy Instruments, and Critical Discourse Analysis. *Allison Matheis, University of Minnesota - Twin Cities*

The Fragmentation of Metropolitan Public School Districts and the Segregation of American Schools: A Longitudinal Analysis. *Meredith Paige Richards, University of Pennsylvania; Kori James Stroub, The University of Texas - Austin*

The Gerryandering of Educational Boundaries and the Segregation of American Schools: A Geospatial Analysis. *Meredith Paige Richards, University of Pennsylvania*

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

**33.033. Shifting the Locus of Learning in Urban Teacher Education.** Division G - Social Context of Education; Symposium  
Hilton Union Square, Ballroom Level, Continental 2; 12:25-1:55pm

Chair: *Gay Wilgus, City College of New York - CUNY*

Participants:

Early Recollections: Urban, Immigrant Teacher Candidates and Developmental Theory. *Amita Gupta, City College of New York - CUNY*

Resistance and Teacher Candidates in Special Education. *Vicki Garavuso, City College of New York - CUNY; Linda P. Ware, SUNY - College at Geneseo*

Using Oral History to Disrupt Teacher Candidates' Beliefs. *Catherine A. Franklin, City College of New York - CUNY; Megan Blumenreich, City College of New York - CUNY*

Discussant: *Carmen Montecinos, Universidad Catolica de Valparaiso*

**33.034. Ways of Knowing: Reframing Ways of Thinking About Schooling.** Division G - Social Context of Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 12:25-1:55pm

Chair: *Christine Rogers Stanton, Montana State University*

Participants:

Knowledge, Power, and Identity and the Remarginalization of Practitioner Research. *Jeremy N. Price, Montclair State University; Kathryn G. Herr, Montclair State University*

The Discourse of "College for All": Phenomenological Perspectives From Mexican-Origin Youth at a Small, Rural High School. *Benjamin Jacob Ketcham, University of California - Santa Cruz*

Power, Ownership, and the Mexican Cinderella: English Learners in the Mainstream Classroom. *Pamela J. Hickey, SUNY - College at New Paltz*

Learning *Saberes en Comunidad*: Why Indigenous Ways of Organizing Learning Should Matter to Educators. *Luis Urrieta, The University of Texas - Austin*

**33.035. Evaluation Programs: Engaging Teachers in Effective Practices?** Division H - Research, Evaluation and Assessment in Schools; Paper Session  
Parc 55, Fourth Level, Mission II&III; 12:25-1:55pm

Chair: *Evelyn Belton-Kocher, Saint Paul Public Schools*

Participants:

Relationship Between Teacher-Level Value-Added Scores and Instructional Observation Ratings for the Teacher Advancement Program. *Chi-Keung Chan, Hong Kong Shue Yan University*

Status, Growth, and School Effectiveness. *John Madura, University of Connecticut; D. Betsy McCoach, University of Connecticut; John Settlege, University of Connecticut; Gilbert N. Andrada, Connecticut*

*State Department of Education*

Evaluation of a School-Wide Positive Behavior Supports Pilot Program Utilizing Mixed-Method Research Design. *Kathryn A. Havercroft, Indiana State University; Allison Ann Howland, Indiana University; Jeffrey A. Anderson, Indiana University*

Evaluating School Effectiveness by Fitting a Piecewise Mixed-Effects Model With Heterogeneous Within-Subject Covariance Structure: A Case of Maryland. *Yuan Zhang, University of Maryland - College Park*

Discussant: *Angelica T. James-Garner, University of Phoenix*

**33.036. Poverty and Performance: International Perspectives on the Relationship of Socioeconomic Status and Assessment Outcomes.** Division H - Research, Evaluation and Assessment in Schools; Invited Session  
Parc 55, Third Level, Powell I; 12:25-1:55pm

Chair: *Whitney Elaine Wall Bortz, Queen's University - Belfast*

Participants:

Opportunities and Challenges for the Education Sector in Latin America. *Javier Luque, Inter-American Development Bank*

Assessment as Exchange: Connecting Educationally Disengaged Young People With Legitimate Credentials. *Stephen Robert Connolly, Queensland University of Technology; Valentina Klenowski, Queensland University of Technology*

Ireland's Education Reform Agenda: Austerity Meets Assessment. *Eugene Wall, Mary Immaculate College; Anne Looney, National Council for Curriculum and Assessment*

School Accountability: To What Ends and With What Effects? *Helen F. Ladd, Duke University*

Discussant: *Eric A. Hanushek, Stanford University*

**33.037. Defining the Scope of the Profession.** Division I - Education in the Professions; Paper Session  
Parc 55, Fourth Level, Cyril Magin III; 12:25-1:55pm

Chair: *Marguerite Roy, Medical Council of Canada*

Participants:

"Pulled Up Short": What Makes an Incident Critical? *Elizabeth Anne Self, Vanderbilt University*

Faculty Mentoring of M.D.-Ph.D. Students: Implications for Physician-Scientist Workforce Diversity. *Mary T. Hall, University of Virginia; Devasmita Chakraverty, University of Virginia; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Wathington, University of Virginia; Robert H. Tai, University of Virginia*

How Preservice Teachers Respond to Representations of Practice: A Comparison of Animations and Video. *Patricio G. Herbst, University of Michigan - Ann Arbor; Wendy Rose Aaron, Oregon State University; Ander Willard Erickson, University of Michigan*

Learning Professionalism in the Practice of Law. *Erika J. Abner, Educational Consultant; Shelley Kierstead, York University*

Tensions in Activism and Professionalism: A Singapore Teacher-Researcher's Changing Professional Identity. *Nadya Shaznay Sen, National Institute of Education, Singapore*

Discussant: *Lisa D. Clark, Walden University*

**33.038. Access to University Education in the BRICS Countries (Brazil, Russia, India, China, and South Africa).** Division J - Postsecondary Education; Symposium  
Westin St. Francis, Mezzanine Level, Georgian; 12:25-1:55pm

Chair: *Teboho Moja, Steinhart School of Culture, Education and Human Development/New York University*

Participants:

Access to Higher Education in South Africa: A Social Realist Approach. *Brenda Lana Leibowitz, Stellenbosch University; Vivienne Grace Bozalek, University of the Western Cape*

The Evolution of Policies and Practices for China's Ethnic Minority Access to Higher Education. *Gerard A. Postiglione, The University of Hong Kong*

Extending Critical Race Theory (CRT) to Transnational Contexts: Access and the Reservations System in India. *Loni Bordoloi Pazich, New York University*

University Admission in Russia: Do the Richer Benefit From the Standardized Exams? *Maria Yudkevich, Higher School of Economics; Ilya Prakhov, Center for Institutional Studies*

ProFIS, a Novel Approach for Access and Success in Brazilian Higher

Education. *Marcelo Knobel, Universidade Estadual de Campinas - Unicamp*

Discussant: *Erich Dietrich, New York University*

**33.039. Faculty Approaches to Teaching and Learning.** Division J - Postsecondary Education; Paper Session  
Hilton Union Square, Ballroom Level, Continental 9; 12:25-1:55pm

Participants:

- An Examination of Civic-Minded Practices and Values by Faculty Employment Status. *Kevin Eagan, University of California - Los Angeles; Audrey J. Jaeger, North Carolina State University*  
Professing on the Screen: The Subjective Dimensions of Professors' Experiences Learning to Teach Digitally Mediated Courses. *Chris R Glass, Old Dominion University*  
Seeding Changes: Impact of a Discipline-Specific Professional Development Program on Biology Faculty Conceptions of Teaching. *Stanley M. Lo, Northwestern University; Su L. Swarat, Northwestern University; Gregory J. Light, Northwestern University*  
Utilizing Threshold Concepts to Structure Interdisciplinary Programs. *Karri A. Holley, The University of Alabama*

Discussant: *Alexander C. McCormick, Indiana University - Bloomington*

**33.040. Improving Access and Success for Diverse College Students.**

Division J - Postsecondary Education; Paper Session  
Westin St. Francis, Second Level, Yorkshire; 12:25-1:55pm

Chair: *Sosanya M. Jones, Teachers College, Columbia University*

Participants:

- Examining the Potential of Class-Based Affirmative Action to Serve as a Viable Race-Neutral Policy Alternative. *Marcia Violeta Fuentes, University of California - Los Angeles*  
Education for All or Profit for Few? Analyzing the Behavior of College Students Attending For-Profit Colleges. *Brian Adan Rodriguez, University of Southern California*  
Does It Pay to Attend a For-Profit College? *Patrick Denice, University of Washington*

Discussant: *Michael A. Olivas, University of Houston*

**33.041. Leading in Academe Amidst a Changing Environment.** Division J - Postsecondary Education; Paper Session

Hotel Nikko, Third Level, Nikko III; 12:25-1:55pm

Chair: *Kimberly Nehls, University of Nevada - Las Vegas*

Participants:

- Leader Succession at Public, Doctorate-Granting Universities: Academic Leaders' Self-Assessments of Preparedness and Appeal for Presidential Duties. *Justin Thompson, University of Virginia*  
Who You Know and How Far You Go: Social Capital and the HBCU (Historically Black College or University) Presidency. *Felecia Elana Commodore, University of Pennsylvania*  
Working in the Greater Scheme of Things: Qualities of, and Demands and Constraints on, University Department Chairs. *Agustina Veny Purnamasari, Iowa State University; Linda Serra Hagedorn, Iowa State University*  
Understanding Key Stakeholder Belief Systems Related to Non-Tenure-Track Faculty and the Changing Professoriate. *Adrianna Kezar, University of Southern California; Daniel Maxey, University of Southern California*

Discussant: *Vicente M. Lechuga, Texas A&M University*

**33.042. Building a Shared Understanding for Designing and Studying Practice-Based Teacher Education.** Division K - Teaching and Teacher Education; Symposium

Westin St. Francis, Mezzanine Level, Colonial; 12:25-1:55pm

Chair: *Pamela L. Grossman, Stanford University*

Participants:

- Parsing and Naming Teaching for Training and Assessment, Past and Future. *Francesca Forzani, University of Michigan*  
Identifying and Using Core Practices in English Language Arts. *Pamela L. Grossman, Stanford University*  
Learning in, From, and for Teaching Practice: Engaging With Instructional Activities. *Megan L. Franke, University of California - Los Angeles*  
Identifying High-Leverage Practices for Initial Teacher Training. *Deborah Loewenberg Ball, University of Michigan - Ann Arbor*  
Core Practices in Science Teaching: Exploring a System to Improve Teaching as Well as Teachers. *Mark A. Windschitl, University of*

*Washington*

Teacher Education and Core Practices: Developing a Common Framework. *Morva McDonald, University of Washington*

**33.043. ELL's Classroom Observation Instrument Development and Content Area Teachers.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 1; 12:25-1:55pm

Chair: *Renita Ferreira, Miami Dade College*

Participants:

- Refining a Measure of Classroom Quality for English Language Learners (CQELL). *Claude N. Goldenberg, Stanford University; Edward H. Haertel, Stanford University; Rhoda P. Coleman, California State University - Long Beach; Leslie J. Reese, California State University - Long Beach; Claudia Rodriguez-Mojica, Stanford University*  
Excelling in Mathematics: The Case of English Learners Living in Poverty. *M. Alejandra Sorto, Texas State University; Aaron Wilson, Texas State University; Carlos Mejia Colindres, Texas State University*  
Context as Content: How Knowledge of Context Transforms Teaching in Underprivileged and Culturally Diverse Settings. *Cesar Pena-Sandoval, University of Washington - Seattle*

Discussant: *Ester J. de Jong, University of Florida*

**33.044. Engaging Students in Critical Conversations.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 12:25-1:55pm

Chair: *Lauren McArthur Harris, Arizona State University*

Participants:

- "Soup Is for When You Are Sick": Kindergarten Critical Conversations Around the Book *Uncle Willie and the Soup Kitchen*. *Kathryn Pole, The University of Texas - Arlington; Meredith Labadie, University of Missouri - St. Louis*  
Fostering Dialogic Exchanges in English Language Arts and Social Studies: Implications for Teacher Education. *Judith L. Pace, University of San Francisco*  
Preparing Tomorrow's English Language Arts Teachers: (Re)constructing Understandings of "Proper English" and Language Stasis. *John Wesley White, University of North Florida*  
Using Functional Linguistics Metalanguage to Promote Meaningful Text-Based Discussions. *Michelle Mai Nguyen, University of Michigan; Viktorija Tijnelis, University of Michigan*

Discussant: *Gretchen L. Braun, Longwood University*

**33.045. Language, Identity, Tensions, and Change in Teacher Professional Development.** Division K - Teaching and Teacher Education; Paper Session

Westin St. Francis, Second Level, Kent; 12:25-1:55pm

Chair: *Kimberley L. Chandler, College of William and Mary*

Participants:

- Centering Language, Culture, and Identity at the Nexus of Professional Learning and Practice. *Letitia C. Fickel, University of Canterbury; Christine Henderson, EducationPlus/University of Canterbury; Gaylene Price, EducationPlus/University of Canterbury*  
Schools Make Teachers: Teach for America and Teacher Development. *Patricia Ann Maloney, Texas Tech University*  
Teacher Fidelity in Implementation: Professional Development for Social Change. *Mary C. Hutchinson, The Pennsylvania State University; Xenia Hadjoannou, The Pennsylvania State University; Marisa Hockman, The Pennsylvania State University*  
Teacher Learning in a Professional Development Context: An Examination of Tensions. *Katherine Sun, Stanford University*  
First-Year Effect of the Engineering Professional Development Program on Teachers. *So Yoon Yoon, Purdue University; Heidi A. Diefes-Dux, Purdue University; Kerrie Anna Douglas, Purdue University; Johannes Strobel, Purdue University*

Discussant: *Janice Jackson, Stanford University*

**33.046. Realizing Third Spaces in Teacher Education.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Ballroom Level, Continental 3; 12:25-1:55pm

Chair: *Walter Doyle, The University of Arizona*

Participants:

- Characteristics of Joint Events for Constructing Third Spaces. *Kristin L.*



*Gunckel, The University of Arizona*  
Addressing Preservice and Mentor Teachers' Roles in Joint Events. *Marcy B. Wood, The University of Arizona*  
Preservice and Mentor Teachers' Perspectives on Joint Learning Spaces. *Erin Turner, The University of Arizona*  
Teacher Educators' Narratives in Joint Events. *Courtney Koestler, The University of Arizona; Janet Liston, The University of Arizona*  
Discussants: *Helen J. Featherstone, Michigan State University; Joseph Featherstone, Michigan State University*

**33.047. Studying Clinical Experience: Developing Solutions and Building a Research Agenda.** Division K - Teaching and Teacher Education; Invited Session

Westin St. Francis, Second Level, Essex; 12:25-1:55pm  
Chairs: *Meredith Jane Ludwig, American Institutes for Research; Meredith Jane Ludwig, American Institutes for Research*

Participants:

Studying Clinical Experience: Innovative Practices and Implications for Clinical Experience. *Libby Hall, George Mason University; Amy E. Bacevich, Baldwin-Wallace College*  
Studying Clinical Experience: Building a Research Agenda Addressing Problems of Clinical Experience. *Stephanie L. Dodman, George Mason University; Meredith Jane Ludwig, American Institutes for Research*  
Studying Clinical Experience: An Overview of Study Group Progress. *Meredith Jane Ludwig, American Institutes for Research*

Discussants: *Lisa M. Abrams, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University*

**33.048. Varied Contexts That Inform and Frame Induction Support.**

Division K - Teaching and Teacher Education; Paper Session  
Westin St. Francis, Second Level, Victorian; 12:25-1:55pm

Chair: *Ali Borjian, San Francisco State University*

Participants:

Why Induction? Examining the Needs of New Teachers in Different Instructional Settings. *Marie-France Orillion, University of California - Riverside*  
Virtual Induction: Examining a Preservice Teacher's Use of Twitter to Form a Professional Network. *Hilary Smith Risser, Montana Tech*  
After the "Five Weeks": Building and Evaluating Induction Supports for Teach for America Teachers. *Grace Inae Blum, University of Washington - Seattle; Mary Beth Canty, University of Washington; Yelena Patish, University of Washington; Charles A. Peck, University of Washington*

Supporting Beginning Teachers in High-Poverty Schools: University-Based, Non-District-Affiliated, New Teacher Support Coaches Across Four School Districts. *Bethany Lyn Salyers, University of North Carolina - Charlotte; Adam J Myers, UNC Charlotte; Sequoya Deatrice Mungo, University of North Carolina - Charlotte; Carrie Jacobsohn, UNC Charlotte; Amanda Macon, University of North Carolina - Charlotte*

New Teacher Development in an Urban District: New Teacher Induction as Professional Development. *Vicki Johnson-Leuze, Jefferson County Public Schools; Ann E. Larson, University of Louisville*

Discussant: *Carol A. Mullen, University of North Carolina - Greensboro*

**33.049. Network Governance? New Policy Networks and the Global Privatization of Education.** Division L - Educational Policy and Politics; Symposium

Westin St. Francis, Second Level, California West; 12:25-1:55pm

Chair: *Gary L. Anderson, New York University*

Participants:

Networks of Social Capitalism: The Creation of a Global Education Policy Community. *Stephen J. Ball, Institute of Education - London; Antonio Olmedo, Institute of Education - University of London*

Knowledge Networks and Educational Reform in England. *Helen Gunter, The University of Manchester*

Global and Local Networks of Educational Governance in the Chilean Neoliberal Experiment. *Javier Campos-Martinez, University of Massachusetts - Amherst; Eduardo Andres Cavieres, University of Wisconsin - Madison; Francisca Corbalan Possel, Universidad de Chile*

The Privatization of Education Policy Making: The American Legislative Exchange Council (ALEC) and Network Governance in the United States. *Gary L. Anderson, New York University; Liliana Montoro Donchik, New York University*

Discussant: *Michael W. Apple, University of Wisconsin - Madison*

**33.050. Representation and Policy Making at the Local Level.** Division L - Educational Policy and Politics; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 12:25-1:55pm

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

Participants:

Desperately Seeking Solutions: How Schools and Districts Find Strategies for Improvement. *Jessica K. Beaver, University of Pennsylvania*  
Mapping Opportunity: Space, Place, and the Education of Oakland's English Learners. *Lisa Garcia Bedolla, University of California - Berkeley; Veronica Nelly Velez, University of California - Los Angeles*  
Political Poverties: Constraints on Educational Leaders' Agency as Representatives of Refugee Interests. *Patricia L. Hanna, The Ohio State University*

Representational Poverties: An Invocation for Increasing the Inclusion of Refugee Voices in Educational Decision-Making. *Patricia L. Hanna, The Ohio State University*

Discussant: *Felecia McInnis Nave, Prairie View A&M University*

### SIG Sessions

**33.051. Second Chance Pathways to Postsecondary Education: The Readiness Landscape From Adult Literacy Classrooms to College.** SIG-Adult Literacy and Adult Education; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 12:25-1:55pm

Chair: *Bruce Carmel, FECS*

Participants:

A Phenomenological Study—A New Normal: Young Men of Color, Trauma and Engagement in Learning. *Joni Marie Schwartz, LaGuardia Community College - CUNY*

Whose College Is It? Oral Histories From Students Who Are "Making a Way Out of No Way." *Dianne Ramdeholl, Empire State College*

Immigrant Youth With Interrupted Educations: Basic Skills, Native Language Literacy, and GED to College Transitions. *Marguerite Lukes, City University of New York*

Results Thus Far and the Road Ahead: A Report on a City University's Accelerated Study in Associate Programs. *Carson Hicks, Center for Economic Opportunity*

Preparing Low-Income, Low-Literacy Second-Generation Mexican American Students for Successful College Transition and Completion. *Louise Grotenhuis, Youth Development Institute*

**33.052. New Ideas in Simulations and Computation for Learning.** SIG-Advanced Technologies for Learning; Paper Session  
Parc 55, Fourth Level, Mission I; 12:25-1:55pm

Chair: *Vanessa Svihla, University of New Mexico*

Participants:

Enhancing Complex Systems Thinking in High School Environmental Science: A Study of a Participatory Simulation. *Christopher Rates, University of Virginia; Bridget K. Mulvey, Kent State University; Erika Carson, University of Virginia; David F. Feldon, University of Virginia*

Making Sense of Graphs: An Experimental Trial of SmartGraphs Software in Physical Science Classrooms. *Rachel E. Kay, The Concord Consortium; Andrew A. Zucker, The Concord Consortium; Carolyn Staudt, The Concord Consortium*

Resources for Developing Perspectival Computational Thinking: An In-Depth Case Study of Collaborative Agent-Based Visual Programming. *Amy Voss Farris, Vanderbilt University; Peabody College, Department of Teaching and Learning; Pratim Sengupta, Vanderbilt University*

Supporting Collaborative Learning of Probabilities With a Tangible User Interface: Design and Preliminary Results. *Bertrand Schneider, Stanford University; Paulo Blikstein, Stanford University*

What Does a Complex Systems Perspective Offer Science Learning? Junior High School Students' Learning of Chemical Systems With an Agent-Based Viewpoint Versus a Disciplinary Viewpoint. *Sigal Samon, University of Haifa; Sharon T. Levy, University of Haifa*

Discussant: *Joshua Adam Danish, Indiana University*

**33.053. Trends and Issues in Private Education.** SIG-Associates for Research on Private Education; Paper Session  
Parc 55, Fourth Level, Stockton; 12:25-1:55pm

Chair: *Janine F. Allen, Corban University*

Participants:

Educational Quality in the Sector of Low-Fee Private Schools in Cameroon. *Claudia Bergmueller, Friedrich-Alexander-University Erlangen-Nuremberg; Annette Scheunpflug, University of Erlangen - Nuremberg*

Homeschooling and Autonomy Support. *Lynn M Gibson, Northern Illinois University; Charles L. Howell, Youngstown State University*

Thirty Pieces of Silver: The Evaluation of Teacher Candidates. *Stephen J. Denig, Niagara University; Vince Joseph Rinaldo, Niagara University; Thomas J. Sheeran, Niagara University; Robert Michael Smith, Niagara University; Paul J. Vermette, Niagara University; Howard Slepokov, Niagara University*

**33.054. Classroom Management Research Presentations.** SIG-Classroom Management; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 6; 12:25-1:55pm

Chair: *Jan Van Tartwijk, Utrecht University*

Participants:

Dealing With Learner Heterogeneity by Effective Classroom Management: A Video Study in Physics Lessons. *Katharina Fricke, University of Duisburg-Essen; Hans Ernst Fischer, University Duisburg - Essen*

Classroom Management, Classroom Disturbances, and Strain: A Moderator-Mediator Analysis. *Theresa Dicke, University of Duisburg-Essen; Philip David Parker, University of Western Sydney; Annett Schmeck (nee Schwamborn), University Duisburg - Essen; Jill Goessling, University of Duisburg-Essen; Herbert W. Marsh, University of Western Sydney; Detlev Leutner, University of Duisburg-Essen*

The Development of the Culturally Responsive Classroom Management Self-Efficacy Scale. *Kamau Oginga Siwatu, Texas Tech University; S. Michael Putman, Ball State University; Tehia V. Starker, University of North Carolina - Charlotte; Chance W. Lewis, University of North Carolina - Charlotte*

Let's Get (Virtually) Real: Learning About Classroom Management Through Simulation. *Joan M.T. Walker, Pace University; Nancy K. Martin, The University of Texas - San Antonio*

Testing the Efficacy of INSIGHTS in Enhancing Academic Outcomes Among Shy Children. *Sandee G. McClowry, New York University; Erin E. O'Connor, New York University; Elise Cappella, New York University; Meghan P. McCormick, New York University*

**33.055. Gender Issues Related to Race, Ethnicity, and Culture.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 3; 12:25-1:55pm

Chair: *Gwendolyn C. Webb-Hasan, Texas A&M University - College Station*

Participants:

Future Planning in the Present: Where School and Marriage Meet in the Educational Lives of Immigrant African Girls With Limited Formal Schooling. *Ramatu T. Bangura, Teachers College, Columbia University*

Prevalence of Reported Social Distance and Witnessed Prejudice Among Gender and Racial/Ethnic Groups. *Deborah Levine-Donnerstein, The University of Arizona; Matt Holliday, The University of Arizona; Elizabeth Ashley Bukoski, The University of Arizona; Julian Jesus Mendez, University of Arizona*

Reimagining the Question of Role Models in the Identity Formation Process of Afro-Trinidadian Boys. *Ravi Rampersad, The College of Science, Technology, and Applied Arts of Trinidad and Tobago*

Look What Happened to Me! Legends, Culture, and Gender Representation. *Christian Ellen Zuniga, The University of Texas - Austin; Anissa Wicktor Lynch, University of Rochester - Warner School; Guadalupe Dominguez Chavez, The University of Texas - Austin; Kiyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin*

Racism, Low Self-Efficacy, and Dependency: The Vicious Cycle of Immigrant Mothers' Passive Involvement in Their Children's Education in South Korea. *Heejin C. Park, Kyunghee University*

**33.056. Building a Multiple-Measure Evaluation and Support System: Preliminary Evidence and Lessons From the Los Angeles Unified School District.** SIG-Districts in Research and Reform; Symposium Parc 55, Second Level, Divisadero; 12:25-1:55pm

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

Participants:

Development and Implementation of a Multiple-Measure Evaluation and

Support System: Challenges, Opportunities, and the Use of Research. *Drew Furedi, Los Angeles Unified School District*

Development and Implementation of Value-Added Models for Schools and Classrooms: LAUSD's Academic Growth Over Time Model. *Andrew Rice, University of Wisconsin - Madison; Robert H. Meyer, University of Wisconsin - Madison; Noah Bookman, Los Angeles Unified School District; Emily Mohr, Los Angeles Unified School District*

Relationship Between Multiple Measures of Teacher Effectiveness and Student Achievement in LAUSD's Educator Growth and Development Cycle Initial Implementation Phase. *Katharine Omenn Strunk, University of Southern California; Tracey Lynn Weinstein, University of Southern California; Reino Makkonen, WestEd*

Reliability and Validity of a Student Survey Measuring Classroom Conditions and Practices: Evidence From the Pilot Administration of the Classroom and School Environment Survey. *Meredith Phillips, University of California - Los Angeles; Kyo Yamashiro, Los Angeles Education Research Institute*

Discussants: *Donna E. Muncey, Los Angeles Unified School District; Steven M. Cantrell, The Bill & Melinda Gates Foundation*

**33.057. Supervision and Mentoring in Doctoral Education.** SIG-Doctoral Education across the Disciplines; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 12:25-1:55pm

Chair: *Tiffany J. Brown, University of Washington*

Participants:

Cross-Disciplinary Peer Mentoring: Supporting Degree Completion for Doctoral Students and Enriching the Disability Field. *George Turner, Washburn University; Cynthia (Cindy) A. Fisher, Shawnee Mission School District*

Doctoral Advisors' Perspectives on Career Advising and Professional Preparation in the Sciences. *Heather L. Thiry, University of Colorado - Boulder; Sandra Laursen, University of Colorado Boulder; Heidi G. Loshbaugh, Community College of Denver*

Key Questions of Doctoral Supervision: Who Does What, How, and When? Supervisors' and Doctoral Students' Perceptions on Supervision. *Kirsi Maria Pyhalto, University of Helsinki; Auli Toom, University of Helsinki; Jenni Stubb, University of Helsinki*

The Supervisory Relationship as an Arena for Ethical Problem-Solving. *Erika Löfström, University of Helsinki; Kirsi Maria Pyhalto, University of Helsinki*

Discussant: *Ann E. Austin, Michigan State University*

**33.058. Early Childhood Inclusion and Special Education.** SIG-Early Education and Child Development; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 5; 12:25-1:55pm

Chair: *Kathleen I. Harris, Seton Hill College*

Participants:

Inclusion of Children With Disabilities in Head Start Settings: Instructional Professionals' Perspectives. *Leah Schoenberg Muccio, University of Hawaii at Manoa; Julie K. Kidd, George Mason University*

Inclusive Classroom Profile: Findings From the First U.S. Demonstration Study in North Carolina. *Elena P. Soukakou, Frank Porter Graham Child Development Institute; Tracey Ann West, University of North Carolina; Pamela J. Winton, University of North Carolina - Chapel Hill*

Relation of Preschoolers' Initiation With Teachers' Behaviors: Differences Between Children With and Without Disabilities. *Shu Hsien Tseng, Chung Yuan Christian University*

Teaching on the Fly: Concepts for Children With Visual Impairments. *Catherine A. Smyth, University of Northern Colorado; Hong Phangia Dewald, University of Northern Colorado*

Discussant: *Brent A. McBride, University of Illinois at Urbana-Champaign*

**33.059. Naming the World: Place, Literacy, and Sustainability.** SIG-Environmental Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 12:25-1:55pm

Chair: *Shirley R. Steinberg, University of Calgary*

Participants:

New Literacies for Planetary Sustainability. *Margaret Jean Somerville, University of Western Sydney*

Children and Things in Conversation: Notes on Material Literacy. *Pauliina Rautio, University of Helsinki*

Interspecies Relations, Sustainable Common Worlds, and New Literacy

Practice. *Affrica Taylor, University of Canberra*

**33.060. Promoting High School Graduation and College Access for Newcomer Latina/o Students.** SIG-Hispanic Research Issues; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 12:25-1:55pm

Chair: *Patricia C. Gandara, University of California - Los Angeles*

Participants:

*Rigor en Español: Engaging Immigrant Students With College Preparatory Courses in Spanish. Mary Martinez-Wenzl, University of California - Los Angeles; Patricia C. Gandara, University of California - Los Angeles*

Promoting College Access Through Language Support for Spanish-Speaking English Learners in High School Mathematics. *Marco A. Diaz, University of California - Los Angeles*

Reconceptualizing Diversity as a Resource for College/Postsecondary Educational Access. *Ursula S. Aldana, Loyola Marymount University; Danny Cortez Martinez, University of Illinois at Chicago*

Developing Positive Peer Networks Among Latina/o Newcomer High School Students. *Megan Hopkins, Northwestern University*

Discussant: *Rebecca M. Callahan, The University of Texas - Austin*

**33.061. Transcending Traditional Power Dynamics Through Holistic Mentoring.** SIG-Holistic Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 12:25-1:55pm

Chair: *Bruce J. Novak, Indiana University of Pennsylvania*

Participants:

In the Space Between: Mentoring as a Student and Teacher. *Jennifer Elaine Killham, University of Cincinnati; Peggy Shannon-Baker, University of Cincinnati*

Empowering Relationships and Practices Through Reflective Mentoring. *Michael Dominic Dyson, Monash University; Margaret M. Plunkett, Monash University*

Inspiring Personal Leadership Across the Lifespan. *Michelle L. Tichy, University of Northern Iowa; Michael Skivington, Sam Houston State University*

A Design-Oriented Computer Simulation Project for Enabling Reflective Action-Focused Mentoring for Preservice Teachers. *Mathias Ulf Daniel Nordvall, Linköping University; Marcus Sven-Erik Samuelsson, Linköping University; Mattias Arvola, Linköping University*

Discussant: *Verna E. Monson, University of Saint Thomas*

**33.062. Instructional Technology SIG: Paper Session: Developing the Next Generation of Instructional Design and Instructional Design Professionals.** SIG-Instructional Technology; Paper Session

Parc 55, Third Level, Mason; 12:25-1:55pm

Chair: *Eva Mary Bures, Bishop's University*

Participants:

How Do Electronic Portfolios Support the Development of Literacy and Self-Regulated Learning in Elementary Students? *Eva Mary Bures, Bishop's University; Vivek Venkatesh, Concordia University; Phillip C. Abrami, Concordia University*

Engagement and Interactivity in Lecture Environments: The Design and Development of a Temporally Enabled Instructional Map. *Alan R. Foley, Syracuse University; Nathan Prestopnik, Syracuse University*

Development and Validation of the Educational Technologist Multimedia Competencies Survey. *Albert Dieter Ritzhaupt, University of Florida; Florence Martin, University of North Carolina - Wilmington*

Peer Review: An Explicit Pedagogy for Developing the Design Dispositions of Novice Instructional Technologists. *Jennifer M. Brill, Virginia Polytechnic Institute and State University*

Discussant: *J. Michael Spector, University of North Texas*

**33.063. Development, Vocational Education, and Disadvantaged Youth's Future: Lessons Learned From China.** SIG-International Studies; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 12:25-1:55pm

Chair: *Mary Ann Maslak, Saint John's University*

Participants:

The Dilemma of Development: Vocational Education for Rural Students and Rural Transformation in China. *Jingjing Lou, Beloit College*

Struggling to Provide Good Meals: The State Mandate, Rural Youth's Aspirations, and a Vocational School's Strategy. *Lei Wang, Indiana University*

Another Piece of the Career Readiness Puzzle: Why Are Vocational Students Ready to Be Poor? *Wen Qi, Indiana University*

The Way Out (Chulu): Life Beyond Studentship in Rural Minority Communities in Southwest China. *Jinting Wu, University of Wisconsin - Madison*

How Formal, Nonformal, and Informal Education Can Shape Vocational Education for Girls in China. *Mary Ann Maslak, Saint John's University*  
Discussant: *Jingjing Lou, Beloit College*

**33.064. Integrity, Care, and Empathy: Moral Conduct and Moral Judgment of Students and Teachers.** SIG-Moral Development and Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 12:25-1:55pm

Chair: *Deborah L. Schussler, The Pennsylvania State University - University Park*

Participants:

Do Moral Judgment Developmental Phases Relate to Changes in Empathy and Narcissism? *William Pitt Derryberry, Western Kentucky University*

The Role of Moral and Performance Character Strengths in Predicting Achievement and Conduct Among Urban Adolescents. *Scott Clifford Seider, Boston University; Jennifer Gilbert, Vanderbilt University; Sarah Novick, Boston University*

The Epidemic of Academic Dishonesty as an Opportunity for Moral Development: A Mixed-Methods Study. *Jason M. Stephens, University of Auckland; David B. Wangaard, The School for Ethical Education*

A Systemic Analysis of Cheating in an Undergraduate Engineering Mechanics Course. *Tricia L. Bertram Gallant, University of California - San Diego; Lelli Van Den Einde, University of California - San Diego; Scott Ouellette, University of California, San Diego; Sam Lee, University of California, San Diego*

Social Studies and Care Ethics: One Novice Teacher Learns to Teach Social Studies With Care as the End View. *Colette Rabin, San José State University; Grinnell Smith, San José State University*

Discussant: *Pamela Bolotin Joseph, University of Washington Bothell*

**33.065. The Role of Motivation in Help Seeking: Peers, Processes, and Classroom Perceptions.** SIG-Motivation in Education; Symposium

Sir Francis Drake, Second Level, Carmel; 12:25-1:55pm

Chair: *Stuart A. Karabenick, University of Michigan*

Participants:

What's Helping? STEM Majors' Evolving Use of Help-Seeking Strategies During a Gateway Chemistry Course. *Bradley W. Bergey, Temple University; Emily Tancredi-Brice Agbenyega, Temple University; Erin McNamara Horvat, Temple University; Jennifer G. Cromley, Temple University*

Navigating the Costs and Benefits of Asking for Help: Characteristics of Peer Helpers and Implications for Students' Help-Seeking Behavior. *Sarah M. Kiefer, University of South Florida; Sungok Serena Shim, Ball State University*

Adolescents' Academic Help Seeking With Friend and Non-Friend Peers. *Kara A. Makara, University of Michigan; Stuart A. Karabenick, University of Michigan*

Classroom Influences on Students' Help-Seeking Behavior. *Katerina Schenke, University of California - Irvine; Arena Chang, University of California - Irvine; Erik Ruzek, University of California - Irvine; Stuart A. Karabenick, University of Michigan; AnneMarie M. Conley, University of California - Irvine*

Discussant: *Richard S. Newman, University of California - Riverside*

**33.066. Developing Paradigms of Music Teacher Preparation.** SIG-Music Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 12:25-1:55pm

Chair: *Daniel Hellman, Missouri State University*

Participants:

Becoming a Student of Music Teaching. *Mark Robin Campbell, SUNY - College at Potsdam; William Sutton, SUNY - College at Potsdam*

Learner-Created Podcasts in Music Teacher Education. *Benjamin Bolden, Queen's University; James Lorne Nahachewsky, University of Victoria*  
Peer Mentoring in Music Student Teaching. *Tami J. Draves, The University*



of Arizona

Reflecting on Music Teacher Education for the Future: Perspectives of Music Educators. *Linda Page Neelly, University of Connecticut; Mary E. Yakimowski, University of Connecticut*

Discussant: *James R. Austin, University of Colorado*

**33.067. Pushing Against Oppression: Landless Workers, Codifications, Transformational Change, and Ally Building.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Invited Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 12:25-1:55pm

Chair: *Thomas C. Wilson, Chapman University*

Participants:

Multiple Identities, Intersectionalities, and Ally Building: New Frameworks for Educators. *Mara Sapon-Shevin, Syracuse University; Christine Clark, University of Nevada - Las Vegas*

Rereading "Pedagogy of the Oppressed" Through Educational Principles of the Landless Workers' Movement in Brazil. *Julio E. Diniz-Pereira, Federal University of Minas Gerais*

The Relevance of Paulo Freire in Light of a Neoliberal Agenda. *James D. Kirylo, Southeastern Louisiana University*

Why Pedagogy: An Analysis of Reading Freirian Codifications in a Community and School Reform Effort. *Linnea Kristina Beckett, University of California - Santa Cruz*

**33.068. Teachers Working for Peace: Historical Perspectives on Elusive Struggles.** SIG-Peace Education Cosponsored with Division F - History and Historiography; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 12:25-1:55pm

Chair: *Wayne Urban, The University of Alabama*

Participants:

Henrietta Rodman and the Peace Movement: New York City Teachers in the World War I Era. *Patricia A. Carter, Georgia State University*

"Continuous Mediation Without Armistice": Julia Grace Wales as a Transnational Peace Activist and Educator, 1900-1950. *Lorna McLean, University of Ottawa*

International Teacher Unions and the Struggle for Peace: The Hermann-Jordan Plan, 1923-1937. *Harry Smaller, York University*

Peace, Anti-Fascism, and Empire: Activism in the National Union of Women Teachers (1920-1939). *Joyce Goodman, The University of Winchester*

Discussant: *Daniel Perlstein, University of California - Berkeley*

**33.069. Visualizing Bodies in Space and Place: Methodological Challenges in Researching Young Femininities, Masculinities, and Sexualities.** SIG-Qualitative Research; Symposium

Grand Hyatt, Second Level, Belvedere; 12:25-1:55pm

Chair: *Jessica Lenore Ringrose, Institute of Education - London*

Participants:

Boys, "Body Image," and Masculinity in Locker Room Spaces. *Michael D. Kehler, University of Western Ontario; Michael Atkinson, University of Toronto*

Methodological Challenges in Digital Space: Researching the Affective Visual and Moral Economy of Teen "Sexting." *Jessica Lenore Ringrose, Institute of Education - London; Laura Harvey, Brunel University*

Girls, Camera, (intra)Action: Applying a Diffractive Analysis to Teen Girls' Engagement With Visual Participatory Methodologies. *Emma Renold, Cardiff University; Gabrielle Ivinson, Cardiff University*

Working With Contradiction, Teen Femininities, and Visual Methodologies. *Mamina Gonick, Mount Saint Vincent University*

**33.070. Queering LGBT-Themed Literature With Teachers and Students.** SIG-Queer Studies; Symposium

Hilton Union Square, Lobby Level, Golden Gate 1; 12:25-1:55pm

Chair: *Emily Annette Nemeth, The Ohio State University*

Participants:

What Makes a Book Queer? Multiple and Conflicting Ideologies in LGBT-Themed Literature. *Mollie V. Blackburn, The Ohio State University; Caroline T. Clark, The Ohio State University - Columbus; Emily Annette Nemeth, The Ohio State University*

Seeing Myself in Your Words. *Darla Linville, Augusta State University; David L. Carlson, Arizona State University*

Investigating the Pedagogical Use of LGBTQ-Themed Texts in the

Elementary School Classroom. *Wayne J. Martino, The University of Western Ontario; Wendy Marie Cumming-Potvin, Murdoch University*  
"I Love This Book, but I Can't Teach It": Queer Pedagogy and Young Adult Literature. *Jacqueline Bach, Louisiana State University*

Discussant: *Cris Mayo, University of Illinois at Urbana-Champaign*

**33.071. Public Schools, Universities, and Leadership Positions for STEM People of Color.** SIG-Research Focus on Black Education; Invited Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 12:25-1:55pm

Chair: *Lorenzo DuBois Baber, University of Illinois*

Participants:

STEM Graduate Education in the United States and England. *Beverly Lindsay, The Pennsylvania State University*

Can Historically Black Colleges and Universities (HBCUs) Take a Leadership Role in Producing Science and Mathematics Teachers for the Nation? Crossroads and Critical Considerations. *Kimberley Edelin Freeman, Howard University*

Careers Between Return and Mobility: Gendered Perspectives on the Biographies and Networks of Young Scholars of Technological Disciplines From Africa, Asia, and Latin America. *Carola Bauschke-Urban*

Organizational Culture and Successful Leadership by Women in SET (Science, Engineering, and Technology) in Academia. *Victoria Showunmi, Institute of Education - London*

**33.072. Detailing Equitable Mathematics Classroom Practices.** SIG-Research in Mathematics Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 12:25-1:55pm

Chair: *Dan Battey, Rutgers University*

Participants:

Narrowing Participation Gaps in Secondary Mathematics Classrooms. *Victoria M. Hand, University of Colorado - Boulder*

Identifying Forms of Practice That Support African American Students' Learning of Mathematics: An Investigation of Classroom Interactions. *Jonee Wilson, Vanderbilt University; Mahtab Nazemi, McGill University; Kara J. Jackson, McGill University*

Culturally Relevant Mathematics Pedagogy: Intellectual Support in Mathematics. *Laurie Rubel, Brooklyn College - CUNY*

Relational Interactions That Promote Mathematical Success for Students of Color. *Dan Battey, Rutgers University; Rebecca A. Neal, Arizona State University; Luis Antonio Leyva, Rutgers University; Karlyn R. Adams-Wiggins, Rutgers University*

Discussant: *Robert Q. Berry, University of Virginia*

**33.073. AAPI Experiences in Higher Education: How Asian Americans and Pacific Islanders Influence Postsecondary Institutions.** SIG-Research on the Education of Asian and Pacific Americans; Paper Session

Parc 55, Second Level, Haight; 12:25-1:55pm

Chair: *Truc Mai HaMai, CSULB*

Participants:

Count Me In! Asian American and Pacific Islander College Students Transforming Higher Education. *OiYan A. Poon, Loyola University Chicago; Jude Paul Dizon, The University of Vermont*

The Existence and the Experiences of AAPI (Asian American and Pacific Islander) Transfer Students: Narratives of the Overlooked. *Joyce Lui, Iowa State University*

An Updated Review of Psychosocial Student Development for Asian Americans. *Corinne Maekawa Kodama, Loyola University Chicago*

A Study of Southeast Asian American and Immigrant Students' College and Career Readiness. *Phitsamay Sychitkikhong Uy, University of Massachusetts Lowell; Erica Jablonski, University of New Hampshire; Malaphone Phommasa, University of California - Santa Barbara*

Understanding How Institutional Agents Provide Southeast Asian American Students With Social Capital in College. *Samuel D. Museus, University of Hawaii - Manoa; M. Kalehua Mueller, University of Hawaii*

Discussant: *Namrata Sharma, Independent Scholar*

**33.074. Anti-Bullying State Laws and District Policies: Implementation and Effectiveness.** SIG-Safe Schools and Communities; Symposium  
Grand Hyatt, Theatre Level, Curran; 12:25-1:55pm

Chair: *Emily Ann Greytak, GLSEN:Gay, Lesbian & Straight Education Network*

Participants:

Anti-Bullying Laws and Policies Protecting Lesbian, Gay, Bisexual, and Transgender Students: Assessing Implementation and Effectiveness. *Ryan M. Kull, GLSEN; Emily Ann Greytak, GLSEN:Gay, Lesbian & Straight Education Network*

Making School Bullying Policies Work: Context and Implementation of Bullying Policy in Middle Schools. *Victoria Stuart-Cassel, EMT Associates, Inc.; J. Fred Springer, EMT Associates, Inc.*

Bullying Policy and Prevention: Teachers' and Education Support Professionals' Perspectives. *Michaela Gulemetova, National Education Association; Joann S. Morris, National Education Association; Catherine P. Bradshaw, Johns Hopkins University*

Discussant: *Joseph G. Kosciw, Gay, Lesbian and Straight Education Network*

### 33.075. Teacher Professionalization, School Improvement, and Educational Systems: Effects and Effectiveness-Enhancing Factors.

SIG-School Effectiveness and School Improvement; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 8; 12:25-1:55pm

Chair: *Stephan Gerhard Huber, Institute for the Management & Economics of Education*

Participants:

Integrating Research on Teacher Effectiveness With Research on Teacher Professional Development: A Dynamic Approach. *Leonidas Kyriakides, University of Cyprus; Anastasia Panayiotou, University of Cyprus; Bert Creemers, University of Groningen; Panayiotis Antoniou, University of Cambridge*

School Turnaround Through Collaboration - A Mixed Methods Study. *Daniel R. Muijs, University of Southampton; Christopher James Chapman, University of Glasgow*

How Teachers Utilize Data: Organizational and Political Context and Conditions. *Ahmet Uludag, Accord Institute for Education Research; Ali Korkmaz, Accord Institute for Education Research; Nilufer Korkmaz, Accord Institute for Education Research*

The Evolution of Teacher Leadership. *Melinda M. Mangin, Rutgers University - New Brunswick/Piscataway; Jennifer York-Barr, University of Minnesota; Carley Fisher-Maltese, Rutgers University*

A Randomized Field Trial of a Literacy After-School Program in an Area of Socioeconomic Disadvantage. *Andy Biggart, Queens' University Belfast*  
Quality and Equity in Education: The Case of Citizenship Competencies. *Maria Magdalena Isac, European Commission, Joint Research Center; Ralf Maslowski, University of Groningen; Margaretha P.C. Van Der Werf, Groningen Institute for Educational Research*

### 33.076. Identifying Potentially Successful Approaches to Turning Around Chronically Low-Performing Schools.

SIG-School Turnaround and Reform; Symposium

Hilton Union Square, Lobby Level, Golden Gate 4; 12:25-1:55pm

Chair: *Brenda J. Turnbull, Policy Studies Associates, Inc.*

Participants:

Analysis Tools for More Accurate Identification of Low-Performing and Turnaround Schools. *Michael Hansen, American Institutes for Research/CALDER; Kilchan Choi, American Institutes for Research*

Policies, Programs, and Practices Associated With School Turnaround. *Rebecca Herman, American Institutes for Research; Mette Huberman, American Institutes for Research*

Should They Stay or Should They Go? Staffing in Turnaround Versus Not-Improving Schools. *Michael Hansen, American Institutes for Research/CALDER*

Implementation Differences in Similar Practices Reported by Turnaround and Non-Improving Schools. *Brenda J. Turnbull, Policy Studies Associates, Inc.; Erikson Arcaira, Policy Study Associates*

Discussant: *Joan E. Talbert, Stanford University*

### 33.077. Inclusion in Practice.

SIG-Special Education Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 12:25-1:55pm

Chair: *Linda H. Mason, The Pennsylvania State University*

Participants:

An Assessment of Special Education Teacher Perception of Inclusionary Practices in the General Education Classroom. *Brett D. Campbell, Clark County School District*

Chinese Teachers' Self-Efficacy and Concerns About Inclusive Education.

*Mian Wang, University of California - Santa Barbara; Fei Zan, East China Normal University*

Standardization of Writing Instruction: A Case Study of Writing Instruction in Inclusive Classrooms. *Laura E. Bray, University of Pittsburgh; Christopher J. Lemons, University of Pittsburgh; Alicia Mrachko, University of Pittsburgh*

The Inclusion of Students With Disabilities in School Accountability Systems. *Jenifer Harr-Robins, American Institutes for Research; Mengli Song, American Institutes for Research; Steven Hurlburt, American Institutes for Research; Cheryl Pruce, American Institutes for Research*

The Mediation Effect of Student Teacher Attitude Toward Inclusion for Students With Autism: A Structural Equation Modeling Approach. *Saahoon Hong, University of Minnesota; Misuk Lee, Kongju National University; Jina Noh, Kongju National University; Ji Hoon Ryoo, University of Virginia*

### 33.078. Stories and the Making of Citizens: Four Theoretical Approaches to Historical Narratives.

SIG-Teaching History; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 12:25-1:55pm

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

Participants:

Narratives and the Production of Ethical Imaginaries: The "Good War" in Canada and the United States. *Lisa Y. Faden, University of Western Ontario*

Treaty Education for Ethically Engaged Citizenship: Settler Identities, Historical Consciousness, and the Need for Reconciliation. *Jennifer A. Tupper, University of Regina*

Mobilizing History as a Disciplinary Regime: The Power of Historical Consciousness. *Daniel Friedrich, Teachers College, Columbia University*

Retelling a Gypsy Narrative: An Untold Story Constructed Through the Scapegoat Complex. *Alexandra Fidyk, University of Alberta*

Discussant: *Carla L. Peck, University of Alberta*

### 33.079. Questioning New Developments in Cognition and Learning.

SIG-Technology, Instruction, Cognition & Learning; Paper Session

Parc 55, Second Level, Sutro; 12:25-1:55pm

Chair: *Andre R. Denham, The University of Alabama*

Participants:

The Popular Profile of the Digital Learner: Technology Use and Approaches to Learning. *Penny Marie Thompson, Oklahoma State University*

Effects of Educational Technology Applications on Reading Outcomes for Struggling Readers: A Best Evidence Synthesis. *Alan Cheung, The Chinese University of Hong Kong; Robert Slavin, Johns Hopkins University*

Learning From Written and Auditory Linear and Nonlinear Information: A Comparison of Text Type, Presentation Format, and Modality. *Joerg Zumbach, University of Salzburg; Neil H. Schwartz, California State University - Chico; Stephanie Moser, University of Salzburg*

Using the Spatial Estimator to Explore Measurement and Computational Estimation. *Peter Thomas Malcolm, University of Virginia; Gabriella Juliana Ducamp, UVA Curry School*

Do Cognitive Structure and Motivation Influence Problem Representation in Game-Based Learning? *Dirk Ifenthaler, Open Universities Australia; Deniz Eseryel, University of Oklahoma; Xun Ge, University of Oklahoma; Victor Law, University of New Mexico; Raymond B. Miller, University of Oklahoma*

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

### 33.080. Issues to Be Highlighted in Discussions About Professional Teaching in Urban Schools.

SIG-Urban Learning, Teaching, and Research; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Taylor; 12:25-1:55pm

Chair: *Brian R. Horn, Illinois State University*

Participants:

Examining Dimensions of School Connectedness in a High-Minority, Low-Income Urban Middle School: A Descriptive Analysis. *Manuelito Deguzman Biag, Stanford University*

Developing Institutional Care From a Teacher's Perspective. *Robert Cooper, University of California - Los Angeles; Malcolm Morse, Morehouse College; Michelle Renee Smith, University of California - Los Angeles; DeMarcus Jenkins, University of California - Los Angeles;*

- Margarita R. Salazar, University of California - Los Angeles*  
The Good, the Bad, and the Ugly: Teachers Talk About Their Experiences With Administrators and the Teacher Evaluation Process. *Linda Lee, California State University - Los Angeles*
- Should Teachers Be Colorblind? Effects of Multicultural and Colorblind Beliefs on Teachers' Professional Competence. *Axinja Hachfeld, Free University Berlin; Adam Hahn, University of Colorado - Boulder; Yvonne Anders, University of Bamberg; Sascha Schroeder, Max Planck Institute for Human Development*
- Hip-Hop Cyphers and Smartphones in Urban Education. *Christopher Emdin, Teachers College, Columbia University*

**33.081. Writing Ourselves Into the Work: Critical Reflections on Praxis by Community-Based Digital Literacies Practitioners.** SIG-Writing and Literacies; Symposium

Grand Hyatt, Theatre Level, Orpheum; 12:25-1:55pm

Chair: *Heather M. Pleasants, The University of Alabama*

Participants:

- Digital Storytelling and the Politics of "Doing Good": Ethics of Personal Narratives Within Public Spheres. *Amy Hill, Center for Digital Storytelling*
- Investigating Literacy Through Intergenerational Inquiry. *Rob Simon, University of Toronto; Jason Brennan, University of Toronto; William Edwards, University of Toronto*
- I, Me, Mine: Methodological Schizophrenia in Community Digital Literacies Initiatives. *Kate T. Anderson, Arizona State University*
- Seeing Synergy in Signals: Reflections on Weaving Projects Into Social Movement Mobilizing Through Community Radio. *Kofi Larweh, Radio Ada/Ghana Community Radio Network; Jon Langdon, St. Francis Xavier University*

Discussant: *Dana E. Salter, The Beyond the Bricks Project*

### Division and SIG Roundtables

**33.082. Roundtable Session 18;** Roundtable Session

**33.082-1. Self-Study—Identity.** SIG-Self-Study of Teacher Education Practices; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:25-1:55pm

Chair: *Nancy M. Brown, Oakland University*

Participants:

- Son/Mother/Collaborator/Critic: A Contribution of Family-Scholar Narratives to Self-Study Methodologies. *Bryan C. Clift, University of Maryland; Renee T. Clift, The University of Arizona*
- What Makes Practice Feminist? A Co/autoethnographic Self-Study. *Monica Taylor, Montclair State University; Lesley K. Coia, Agnes Scott College*
- What Did I Do? Looking at the Role of One's Story and Identity in Higher Education. *Jenny C. Wilson, Texas A&M University-San Antonio; Jackie Ferguson, Texas A&M University; Kathleen Puente, Northside Independent School District; Ramona Trinetta Pittman, Texas A&M - San Antonio*

**33.082-2. Examining Literacy Through Teacher Research.** SIG-Teacher as Researcher; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:25-1:55pm

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

Participants:

- Promoting Literacy Growth Through the Implementation of Literature Circles in Second Grade. *Jenell N. McKowen, Manheim Elementary School; Divonna M. Stebick, Gettysburg College; Becki B. McCullough, Manheim Elementary School*
- Becoming a Teacher Researcher in Literacy Education of Children Who Are Deaf. *Karen Rut Gisladóttir, University of Iceland*
- Writing Poetry as Research in Education: A Cultural Borderland Worth Traveling. *Allisa Abraham Hall, University of Georgia*
- Morphology Talk, Morphological Awareness, and Learning to Read and Write: A Teacher Research Study. *Eric Claravall, San Francisco State University - Children's Campus*

**33.082-3. Transforming the Profession Through Teacher Research.** SIG-Teacher as Researcher; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:25-1:55pm

Chair: *Stacia M. Stribling, George Mason University*

Participants:

- Leading a Teacher-Driven Professional Development Program. *Joanne Bookmyer, University of California - Davis; Wendy Renae Gallimore, CIA/IFT UC Davis Algebra Success Academy; Marlene Bell, California Teachers Association- Institute for Teaching; Michelle Raley, Eureka Union Shool District*
- Pre-Kindergarten Teachers as Researchers on a Large-Scale Study: A Success Story. *Mary Elizabeth Hobbs, The University of Texas; Robert A. Williams, The University of Texas*
- Even When Castles Fall: Collaborative Practitioner Action Research Between Students and Teachers. *Savannah Luschei, University of California, Berkeley; Ashleigh Luschei, University of California, Berkeley; Marni Fisher, Chapman University*
- Social-Emotional Growth and Nuanced "Teacher-Self" Identity Construction Through Teacher Action Research Groups. *Lisa Archibald, University of Pennsylvania; Andy Danilchick, University of Pennsylvania; Sophie Green, University of Pennsylvania; Thomas Ng, University of Pennsylvania; Rebecca Peacock, Simon Gratz Mastery Charter School*

**33.082-4. Improving the Quality of Instruction.** SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:25-1:55pm

Chair: *Mehmet Dali Ozturk, Naval Postgraduate School*

Participants:

- A Campus-Wide Strategy for Improving Student Learning. *Russell T. Osguthorpe, Brigham Young University; Trav D. Johnson, Brigham Young University*
- Engaging Diverse Researchers in Cross-Disciplinary Faculty Development. *Debbie C. Sturm, James Madison University; Douglas J. Loveless, James Madison University; Chengqi Guo, James Madison University; Kimiko Tanaka, James Madison University; Shenghua Zha, James Madison University; Elizabeth V. Berkeley, James Madison University*
- Faculty Uses of Student Data to Support Instruction. *Marilla D. Svinicki, The University of Texas - Austin; Kyle M. Williams, The University of Texas at Austin; Julie Ann Stewart, The University of Texas - Austin; Kadie Renee Rackley, The University of Texas - Austin; Lisa Pine, The University of Texas - Austin; Anke Julia Zwietasch Sanders, The University of Texas*
- Instructional Flexibility in College Teaching: Examination of Meaning and Development of a Scale. *Julia Hyunjeong Yoo, Lamar University*

**33.083. Roundtable Session 19;** Roundtable Session

**33.083-1. Teachers' and Principals' Dispositions, Perceptions, and Knowledge Regarding English Learner Education.** SIG-Bilingual Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm

Chair: *Luzelena Perez, Escondido Union High School District*

Participants:

- Examining Dual Language and ESL Teachers' Knowledge and Perceptions of Dual Language and ESL Programs. *Susana Elena Franco-Fuenmayor, Texas A&M University; Yolanda N. Padron, Texas A&M University*
- Identifying Teacher Dispositions: Experiences of Former Latino ELLs Becoming Bilingual Education Teachers. *Alfredo H. Benavides, Texas Tech University; Eva Midobuche, Texas Tech University; Erin Kostina-Ritchey, Texas Tech University*
- Principals' Knowledge and Perceptions of Bilingual and Second Language Education Programs. *Yolanda N. Padron, Texas A&M University*
- Diffusion of Innovations for Dual Language Programs. *Laura Cristina Carrasco Navarrete; Mariela Aime Rodriguez, The University of Texas - San Antonio*

**33.083-2. Critical Urban Teacher Development.** SIG-Critical Educators for Social Justice; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

- Preparing Preservice Teachers of Color: A Review of Empirical Research. *Laura Carolina Chavez-Moreno, Boston College*
- Urban Teacher Education in San Francisco: Critical New Teachers Entering the Profession With Love. *Noah Borrero, University of San Francisco; Sharim Hannegan, Castlemont High School; Richard Ayers, University*



of San Francisco; Patrick Camangian, University of San Francisco  
How Curriculum and Resources Shape a Novice Educator's Experiences  
With Teaching for Social Justice and Culturally Relevant Pedagogy in  
an Urban Middle School. *Elizabeth Hope Dorman, Regis University*

**33.083-3. Decolonial Curriculum as a Tool for Transformational Resistance: Urban Classrooms as a Space for Healing and Action.**

SIG-Critical Educators for Social Justice; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm  
Chair: *David O. Stovall, University of Illinois at Chicago*

Participants:

Transformational Resistance in the Elementary Classroom: The Realities of  
Urban Post-NCLB (No Child Left Behind) Classrooms in Los Angeles.  
*Carolina Valdez, University of California - Los Angeles*  
"I've Created a Monster!" Moving Beyond the Pedagogy Fetish:  
From Praxis to All Power to the People. *Laurence A. Tan, WattsYouthCollective/122nd Street School/UCLA IDEA*  
Transformational Resistance Pedagogy: A Practitioner Action Research  
Approach to Student Resistance. *Oscar Navarro, University of California - Los Angeles*  
Healing Self, Healing Community: Utilizing Inquiry and Dialogue in the  
High School Classroom. *Stephanie Cariaga, Locke High School*

**33.083-4. Neoliberalism and Activism: From JROTC (Junior Reserve Officer Training Corps) to the Occupy Movement.** SIG-Critical Educators for Social Justice; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm  
Chair: *Edwin Mayorga, The Graduate Center - CUNY*

Participants:

JROTC (Junior Reserve Officer Training Corps), Poverty, and the Military  
Occupation of U.S. Schools. *Shannon McManimon, University of Minnesota; Brian Lozenski, University of Minnesota - Twin Cities; Zachary A. Casey, University of Minnesota*  
No Accounting for Action: How the Present Pervasive "Audit Culture" is  
Domesticating the Academy. *Marc T. Spooner, University of Regina*  
Teaching for Social Justice in Three Voices. *Scott Ritchie, Kennesaw State University*  
Occupy Movement Activists and Teachers Who Influenced Them. *Mark Abendroth, Empire State College - SUNY*

**33.083-5. Capturing the Multivariable of Parent Involvement Through Systematic Research Evaluations and Assessment.** SIG-Family, School, Community Partnerships; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm  
Chair: *Mavis G. Sanders, University of Maryland - Baltimore County*

Participants:

Findings and Challenges From the Evaluation of a Parent and Community  
Education Program. *Liliana Ruttlinger, SRI International; Denise Sauerteig, SRI International; Ken Rafanan, SRI International*  
Grandparents Raising Grandchildren: Family Stories About Schooling and  
Learning. *Jaqueline H. Shoemaker, University of Georgia; Martha A. Alexsaht-Snyder, University of Georgia*  
Preparing Preservice Teachers to Build Strong Partnerships With Diverse  
Families: A Qualitative Analysis on Awareness and Sensitivity Toward  
Family Diversity. *Laura Nathans, University of North Texas; Carol Lee Revelle, University of North Texas*  
Preparing Preservice Teachers to Engage Parents Through Assessment.  
*Lisa M Mehlig, Rock Valley College; Lee Shumow, Northern Illinois University*

**33.084. Roundtable Session 20;** Roundtable Session

**33.084-1. Systemic Reforms and Action Research: Empowerment in Education, Healthcare, and Educational Research.** SIG-Action Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm  
Chair: *Lonnie L. Rowell, University of San Diego*

Participants:

Action Research for Systemic Reform in Norwegian Nursing and Health  
Care Education and Service Delivery. *Bente Norbye, University of Tromsø, Norway; Jean McNiff, York St John University*  
Complexity, Empowerment, and Change: An Action Research Project on  
Teaching Reform in China. *Ai Zhang, Richard Stockton College of New Jersey; Xuan Weng, University of Maryland - College Park; Jing Lin,*

*University of Maryland - College Park; Lan Yang, Peking University*  
Critical Realism: The Paradigm of Choice for Causal Oriented Action  
Research. *Thomas W. Christ, University of Bridgeport*

**33.084-2. Race and Place in Curriculum Studies.** Division B - Curriculum Studies Cosponsored with SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education, SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Denise M. Taliaferro Baszile, Miami University*

Participants:

An Endarkened Curriculum of Place: The Black Church as a Site for  
Learning. *Kirsten T. Edwards, University of Oklahoma*  
Unconscious Structuring: Anti-Black Racism and School Discipline.  
*Connie Wun, University of California - Berkeley*  
Your Curriculum Doesn't Count: Texts, Canons, and the Whitening of  
the Foundations of Curriculum Studies. *Wayne Au, University of Washington - Bothell; Anthony L. Brown, The University of Texas - Austin*

**33.084-3. Reason, Rhetoric, Subjectivity, and Power.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Hannah M. Tavares, University of Hawaii - Manoa*

Participants:

Embodied Rhetorics: Decolonizing Disability in Swahili Text. *Kagendo Mutua, The University of Alabama; Mwarumba Mwavita, Oklahoma State University*  
Indigenous Education Policy in Canada, Australia, and Aotearoa New  
Zealand: Discourses of Self-Determination and Globalization. *Marra Neilson, University of Auckland*  
Religion and Citizenship, Towards a Deeper Analysis. *Ezequiel Gomez Caride, University of Wisconsin - Madison*  
Teaching in Japan: The Production as a Disciplinary Power. *Jie Qi, Utsunomiya University*

**33.084-4. Strange Visitors From Another Planet: Comics in Education.**

Division B - Curriculum Studies; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Nick Sousanis, Teachers College, Columbia University*

Participants:

Beyond the Gateway: Comics as a Tool for Inquiry. *Nick Sousanis, Teachers College, Columbia University*  
This Is What It Feels Like: An A/r/tographic Exploration of Cartooning-as-Pedagogy. *Jarod Roselló, Pennsylvania State University*  
Literacy Practices of Adults Who Read Comic Books. *Stergios Botzakis, The University of Tennessee - Knoxville*  
Batman Begins (to Teach Gender): Using Comic Books to Teach Gender in  
Higher Education. *Christina Louise Blanch, Ball State University*  
In Full Color: Reflections on the Changing (and Unchanging)  
Representations of Asians in American Comics. *Yen Yen Joyceln Woo, Long Island University - C.W. Post Campus*

**33.084-5. Theorizing Digital Media in Curriculum.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Dennis L. Carlson, Miami University*

Participants:

What Is the Position From Which We Speak? Representation, Identity, and  
Cultural Production at School. *Saskia Stille, University of Toronto - OISE*  
Zombies, Posthumanism, and the Ontology of Post-Mortem Contemporary  
Curriculum Inquiry. *Jon Michael Wargo, Michigan State University*  
Theoretical Im/Possibilities in an Intertextual Reading of Engagement in  
Online Learning Contexts. *Marilyn Hillarious, The George Washington University*  
Identity, Self-Representation, and Learning in Online Learning  
Environments. *Murat Oztok, University of Toronto; Kyungmee Lee, University of Toronto - OISE; Clare M. Brett, University of Toronto*

**33.084-6. Troubling Wealth and Poverty: Rethinking Terminology Under Globalization.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chairs: *Kenneth J. Saltman, DePaul University; Alexander James Means,*

*University of Toronto*

Participants:

An Exploratory Inquiry: What Constitutes Right-Relationships in Global South-North Educationist Collaborations? *Cali Anicha, North Dakota State University; Christine Margaret Okurut-Ibore, North Dakota State University*

From the Poverty of Bantu Education to the Fight for Social Justice Education: The South African Experience. *Bekisizwe S. Ndimande, University of Illinois at Urbana-Champaign*

Hidden Knowing of Working-Class Transnational Mexican Families in Schools: Bridge-Building, Nepantlera Knowers. *G. Sue Kasun, University of Saint Thomas*

Redefining Wealth: Connecting Youth to the Value of Our Communities. *Leilani Sabzalian, University of Oregon; Daniel Luis Ramirez, University of Oregon*

**33.084-7. Video Games and Literacy: Understanding and Supporting Practices, Skills, and Trajectories.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Amanda Kay Ochsner, University of Wisconsin - Madison*

Participants:

Games, Literacy, and Literature: Lessons From The Hunger Games. *Jen Scott Curwood, The University of Sydney*

Writing and Video Games: Learning Literacy Skills Through Wikis. *Jeremy Dietmeier, University of Wisconsin - Madison*

Producing Professional-Quality Texts in Game-Based Affinity Spaces. *Amanda Kay Ochsner, University of Wisconsin - Madison*

Using Information Horizon Maps to Explore Literacy and Information Literacy. *Crystle Ann Martin, University of California - Irvine*

Online Reading Comprehension: Practices in Game and School-Based Digital Media. *Gabriella Anton, Learning Games Network*

**33.084-8. Working In Between: Nature, Youth, Class.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Wade Tillett, University of Wisconsin - Whitewater*

Participants:

Negotiating Third Spaces and Building Meaningful Cross-Class Relationships in a School-Community Partnership. *Chad William Timm, Grand View University*

Where Are the People? Understanding Representations of Society-Nature Relationships in a Middle Grades Science Classroom. *Ajay Sharma, University of Georgia*

"It's in the Air": Urban Youth and Their Environments. *Lisa Alexandra Simon, City University of New York*

**33.084-9. Youth Voices Cracking Injustice: Politics, Policy, and Pedagogy of Art.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Crystal T. Laura, Chicago State University*

Participants:

Cracks in the Canvas: Exploring the Tensions of Creating Art for Social Change. *Marit Dewhurst, City College of New York - CUNY; Paul Kuttner, Harvard University*

Reimagining the "D": Black Female Youth Activism in Detroit. *Nicole April Carter, Eastern Michigan University*

The Politics of Paternalism: Adult and Youth Perspectives on Youth Voice in Public Policy. *Jerusha Osberg Conner, Villanova University; Carl Nathan Ober, Villanova University; Amanda Kay Slattery, Villanova University*

"I Want to Be Just Like Them!" Culturally Relevant Pedagogy, Social Justice, and Curriculum Development Through the Arts. *Donna Marie Davis, University of Missouri - Kansas City; Shirley Marie McCarther, University of Missouri - Kansas City*

**33.084-10. Teacher Preparation and Leadership at the Middle Level.** SIG-Middle-Level Education Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Charlene Johnson-Carter, University of Arkansas*

Participants:

A Case of Middle Grades Leadership in a Conversion Charter School. *Dana L. Bickmore, Louisiana State University; Margaret-Mary Sulentic Dowell, Louisiana State University - Baton Rouge*

Multi-User Virtual Environments for Middle-Level Teacher Preparation.

*Nicole C. Miller, Mississippi State University; Jianzhong Xu, Mississippi State University; Kui Xie, The Ohio State University; Nicole L. Thompson, The University of Memphis; Dana P. Franz, Mississippi State University; Dwight Hare, Mississippi State University*

Comparison of Teacher Preparation Models and Implications for Teacher Attrition: Evidence From 14-Year Longitudinal Study. *Steven B. Mertens, Illinois State University; Nancy Latham, Illinois State University; Kira Hamann, Illinois State University*

Middle-Level Principals' Perceptions of the Preparedness of New Middle-Level Teachers. *Shawn A. Faulkner, Northern Kentucky University; Chris Cook, Northern Kentucky University; Penny B. Howell, University of Louisville*

**33.084-11. Exploring Plausibility of Averaged NAEP Values, Achievement Gaps, Student Engagements, and Ceiling Effects With NAEP Data.** SIG-NAEP Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Patricia M. Lamphere-Jordan, Oklahoma State University*

Participants:

A Ceiling Effect? The Trends in High School Grade Point Average and Course Credits. *Stephen E. Roey, Westat; Robert Colby Perkins, Westat; Janis D. Brown, U.S. Department of Education; Judy H. Tang, University of New Hampshire; Philip H. Morse, Retired*

Exploratory Analysis of Asian-White Achievement Gaps Using Data From the National Assessment of Educational Progress. *Michael Dooley, American Institutes for Research; George W. Bohmstedt, American Institutes for Research*

How Plausible Is Using Averaged NAEP Values? *Gregory J. Marchant, Ball State University*

Student Engagement on the Grade 12 NAEP Mathematics Assessment: Evidence From the 2009 High School Transcript Study. *Burhan Ogut, American Institutes for Research; Brittany Carpenter Cunningham, American Institutes for Research*

**33.084-12. Research on Evaluation in Higher Education Settings.** SIG-Research on Evaluation; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Janice E. Noga, Pathfinder Evaluation and Consulting*

Participants:

Collaborating on and Planning an Evaluation for a Community College Initiative: Conceptualizing the Pre-Evaluation Process. *Elena Yu Polush, Ball State University; Ronald Sloan, Ivy Tech Community College; Jeremy Brown, Ivy Tech Community College*

Evaluating How K-12 Programs Affect College Success: Can State Longitudinal Data Systems Do the Job? *Steven L. Kramer, Arcadia University; Jeffery L. Osgood, West Chester University of Pennsylvania; Laurie Bernotsky, West Chester University of Pennsylvania; Edward F. Wolff, Arcadia University; F. Joseph Merlino, The 21st Century Partnership for STEM Education*

Rejecting the Vision of "The Well Frog": Developing Innovative Capacities Through Master's Education. *Ji Zhou, University of Southern California; Michelle Castellanos, University of Southern California; Sable Manson, University of Southern California*

**33.084-13. Model Specification and Estimation in Structural Equation Modeling.** SIG-Structural Equation Modeling; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Xitao Fan, University of Macau*

Participants:

Impact of Unobserved Heterogeneity on Partial Least Squares and Maximum Likelihood Solutions of Structural Equation Models. *Oscar L. Olvera, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia*

Markov Chain Monte Carlo Practice for Logistic Growth Curve Models. *Jaehwa Choi, The George Washington University; Jeffrey R. Haring, University of Maryland; Jinsong Chen, Rutgers University; Sukwoo Kim, Pusan National University*

Multiple Imputation and Full Information Maximum Likelihood for Missing Ordinal Data in Structural Equation Models. *Eric D. Teman, University of Northern Colorado*

On the Specification of Error Structures in Latent Interaction Models. *Xiulin Mao, University of Maryland; Jeffrey R. Haring, University of Maryland; Gregory R. Hancock, University of Maryland*

Multiple-Facet Partially Nested Generalizability Analysis in the Structural Equation Modeling Framework. *Myung Hee Im, Texas A&M University*

**33.084-14. Research Across Multiple Topics in Career and Technical Education.** SIG-Career and Technical Education; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Steven R. Aragon, Texas State University - San Marcos*

Participants:

Development of a College-Going Expectancy Scale in Science, Technology, Engineering, and Mathematics (STEM). *Youn Joo Oh, Education Development Center, Inc.; Yueming Jia, Education Development Center, Inc.; Frank LaBanca, Western Connecticut State University; Mhora Lorenson, EDUCATION CONNECTION; Bernadette Sibuma, Education Development Center, Inc.; Brian Siembar, Education Development Center, Inc.*

Effectiveness of Vocational High Schools in Students' Persistence and Performance in Higher Vocational Education. *Mauricio Farias Arenas, Stanford University; María Paola Sevilla, Ministerio de Educación Chile*

Postsecondary Outcomes of High School Career and Technical Education Students Who Matriculate to Community Colleges. *Cecile Dietrich, Illinois Education Research Council; Eric J. Lichtenberger, Southern Illinois University Edwardsville*

Programs of Study, College, and Career Readiness: Career and Technical Education and Making High School Matter. *James R. Stone, University of Louisville*

**33.084-15. Science in the Classroom.** SIG-Science Teaching and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Janice L. Anderson, University of North Carolina - Chapel Hill*

Participants:

Anthropocentrism in the Science Textbook: A Case of Us and It. *Darren Glen Hoeg, University of Toronto - OISE*

Children's Conceptual Understanding of Plant Structure and Function. *Janice L. Anderson, University of North Carolina - Chapel Hill*

Knowledge Poverty in the School Science Curriculum? Studying Curriculum Change in Ontario. *Michael Tan, National Institute of Education - Nanyang Technological University*

**33.084-16. Research on Promoting Student Learning and Coping.** SIG-Stress and Coping in Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Richard G. Lambert, University of North Carolina - Charlotte*

Participants:

High School Students in College-Level Curricula: Primary Stressors and Coping Strategies. *Shannon M. Suldo, University of South Florida; Elizabeth Shaunessy-Dedrick, University of South Florida; Robert F. Dedrick, University of South Florida; John M. Ferron, University of South Florida; Sarah Fefer, University of South Florida; Rachel Roth, University of South Florida*

Measuring Coping Resources for Stress Management: A Rasch Analysis. *Jennifer Mellott, Kent State University; Philip Gnilka, DePaul University*

The Role of Attitudes and Coping Strategies in the Statistics Learning Context Among Doctoral Students: A Mixed Research Study. *Julie P. Combs, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

### Division and SIG Posters

**33.085. Poster Session 5;** Poster Session

**33.085-1. Division A Section 1 Poster Session: Leadership.** Division A - Administration, Organization and Leadership; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Posters:

1. Principal Characteristics in High-Needs Urban Schools: Findings From the 2008-09 Principal Follow-Up Survey. *Sarah J Zuckerman, University at Albany - SUNY*
2. Program Leadership in Western Australian Secondary Schools: A Rasch Model Investigation of Incumbents' Perceptions. *Robert Frederick Cavanagh, Curtin University; Zoe A Brooks, Curtin University*
3. Teacher Evaluation: Foreign Language Teachers' and Administrators' Perspectives on Effective Evaluation Strategies and Processes. *Deanna*

*Tovar, Defense Language Institute*

**33.085-2. Moving Toward Enough: Exploring the Intersection of Education and Poverty.** Division A - Administration, Organization and Leadership; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Posters:

4. Challenges of Educators in the Context of Education Reform and Unrest: A Study of Southern Border Provinces of Thailand. *Kanita Nitjarunkul, Prince of Songkla University; Ekkarin Sungtong, Prince of Songkla University; Peggy L. Placier, University of Missouri; Margaret Grogan, Claremont University - Claremont Graduate University; Brendan D. Maxcy, Indiana University - IUPUI; Thu Suong Thi Nguyen, Indiana University - IUPUI*
5. Community-Embedded Practice in Service of Homeless and Highly Mobile Students and Families: Examining a Patch Approach. *Peter Michael Miller, University of Wisconsin - Madison; Alexandra E. Pavlakis, University of Wisconsin - Madison; Lea Samartino, University of Wisconsin - Madison; Alexis K. Bourgeois, University of Wisconsin - Madison; Van Lac, University of Wisconsin - Madison*
6. Deficit or Asset-Based School-Community Partnership? A Case Study of a Teacher-Led Philanthropy. *Joanne M. Marshall, Iowa State University*
7. Education Liaisons Improve Educational Outcomes of Foster Youth. *Lois A. Weinberg, California State University - Los Angeles; Nancy Shea; Michael Oshiro, University of California - Los Angeles*
8. Enriching School Culture and Community: Developing a Language Lens. *Honorine D. Nocon, University of Colorado - Denver; Alan Davis, University of Colorado - Denver; Tracy Keenan, Denver Public Schools*
9. Linguistic Diversity: Supporting Linguistic Minority Students' Native Language in a Suburban School Setting. *Flor Roxana Calero; Richard Joseph Walter, Dowling College; Stephanie L. Tatum, Dowling College; S. Marshall Perry, Dowling College*
10. Neighborhood Contributions to Children's Language and Literacy Development: An Ecological Study. *Holly B. Lane, University of Florida; Hazel A. Jones, University of Florida; Vivian Gonsalves, University of Florida; Sharon Lutz, University of Florida; Kristi Cheyney, University of Florida; Shaunté Duggins, University of Florida*
11. Parent Governors and School Boards' Focus on Educational Quality. *Edith H. Hooge, Tilburg University; Marlies E. Honingh, Radboud University Nijmegen*
12. Predicting the Percentage of Grade 3 Students Scoring Proficient by Using Community Wealth Demographics. *Peter Gary Turnamian, Seton Hall University; Christopher H. Tienken, Seton Hall University*
13. Protecting Educational Opportunity? How Educators Make Sense of and Respond to Immigration Enforcement Near School Property. *Emily R. Crawford, University of Missouri - Columbia*
14. Towards a Unified Multidimensional Parental Involvement Framework. *Quintin Ulysses Love, University of Minnesota; Lesa Covington Clarkson, University of Minnesota*
15. School Engagement and Attainment of Students From Families With Limited Financial Resources: The Role of Parents and Peers. *Louise Elffers, University of Amsterdam*
16. Urban Principals and "African American English": Grappling With Pedagogy, People, and Poverty. *Aria Razfar, University of Illinois at Chicago; Joseph C. Rumennapp, University of Illinois at Chicago*

**33.085-3. Music Education Poster Session.** SIG-Music Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Posters:

17. Beyond Pushy Parents: Understanding Asian Students' Motivation to Learn Classical Music in Early Years. *Phoenix Park-Kim, Indiana Wesleyan University; Ji Yeon Hong, University of Oklahoma; Robin R. Roberson, University of Oklahoma*
18. College Musicians' Self-Efficacy to Maintain Practice Schedules in Adverse Situations. *D. Gregory Springer, University of Kentucky; Joanne P. Rojas, University of Kentucky*
19. The Development of Self-Directed Learning Through E-Portfolio Reflection in Music Education. *Sarah Jean Morrison, University of Toronto - OISE*
20. Transformation: Exploring Pedagogy for Novice Music Education Researchers. *Carol Frierson-Campbell, William Paterson University*



**33.085-4. Posters on Quality Teaching of PK-12 Students in Science, Technology, Engineering, and Mathematics.** Division K - Teaching and Teacher Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Posters:

21. Blending Qualitative and Quantitative Approaches to Investigate Metacognitively Supportive Pedagogy in Middle School Science Classrooms. *Vandana Thadani, Loyola Marymount University; Janelle Ruiz, Loyola Marymount University; Aqila Blakey-Armstrong, Loyola Marymount University*
22. Correlation Between High, Medium, and Low Innovators' and Effectual Reasoning Scores in Science Teaching and Learning: Year 2 of a Longitudinal Study. *Anita Martin, University of Illinois at Urbana-Champaign; Raymond Price, University of Illinois at Urbana-Champaign; Fouad S. Abd-El-Khalick, University of Illinois at Urbana-Champaign*
23. Levels of Fraction Understanding Among Prospective Elementary Teachers. *Jane-Jane Lo, Western Michigan University; Theresa J. Grant, Western Michigan University*
24. Lip Service: Using What We Learn From Students to Better Serve Students. *Elizabeth Wright, University of Washington; Andrew W. Shouse, University of Washington*
25. Preliminary Findings From a Science, Math, and DLL (Dual Language Learners) Professional Development Project for Pre-K Educators. *Kimberly Brennehan, Rutgers University; Alissa Anne Lange, Rutgers University*
26. Teachers Learning to Use Clinical Interviews to Understand Students' Mathematical Thinking. *Mary Anne Heng, National Institute of Education - Nanyang Technological University*
27. How Effective Is Problem-Based Learning in K-12 STEM Education Compared to Lecture-Based Learning? A Meta-Analysis of Quantitative Studies From 1990 to 2012. *Xiushan Jiang, The Center for Remote Sensing of Ice Sheets; Cheri Hamilton, The University of Kansas; Fei Zhao, The University of Kansas; Brandon Gillette, The University of Kansas*
28. Learning Mathematics Through Discussing Real-World Tasks: What's the Problem? *Kirsti Klette, University of Oslo; Ole Kristian Bergem, University of Oslo*
29. Linking School Science and Math to Related Professions and Students' Choice for Science and Math. *Rebecca N. Hamer, International Baccalaureate*
30. A Three-Dimension Model of Multicultural Teaching Competence. *Yan Yang, The University of West Georgia; YoonJung Cho, Oklahoma State University; Cody Brent Cox, The University of Texas - Brownville*
31. Immigrant Parents and Preservice Teachers: Exploring Linguistic, Cultural, and Religious Diversity in Canadian Schools. *Yan Guo, University of Calgary*
32. "Racism Is [Not] Racism": Considering Whiteness in White Teachers' Decolonization and Engagement in Indigenous Education. *Brooke Madden, The University of British Columbia*
33. A Meta-Analysis of the Relationship Between Teacher Knowledge and Student Achievement in Mathematics. *Danielle Nicole Dupuis, University of Minnesota - Twin Cities; Stacy R. Karl, University of Minnesota*
34. Research Experience for Teachers (RET) in Energy and the Environment: Differential Impact on Science and Mathematics Teachers and Implications for Increased Integration and Teaming. *Reagan Curtis, West Virginia University; Zornitsa Georgieva, West Virginia University; Darran Cairns, West Virginia University; Dave Solley, West Virginia University*

**33.085-5. Division G Section 4 Poster Session.** Division G - Social Context of Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Posters:

35. Effects of Violence on Students' Health: A Hierarchical Propensity Score Analysis. *Daniel M. Kimmel, University of Chicago*
36. Feminized Choices and Masculinized Market Reform: Choice in a Rural Appalachian Unschooling Community. *Sandra Beth Schneider, Radford University; Kristan Accles Morrison, Radford University*
37. Finding Voices in Contested Spaces: Arab American Adolescent Perspectives on Cultural Responsiveness in School. *Jeffery Warnke, University of Toledo; Susan L. Hany, University of Toledo; Revathy Kumar, University of Toledo*

38. Making Decisions About Academic Trajectories: A Qualitative Study of Three Social Studies Teachers' Course Recommendation Practices. *Philip Evan Bernhardt, Metropolitan State University of Denver*
39. Negotiating the Common Core State Standards in a Professional Development Initiative Serving a High-Poverty District. *Lucinda Pease Alvarez, University of California - Santa Cruz; Judith A. Scott, University of California - Santa Cruz; Louann Baker, University of California - Santa Cruz; Margaret Ruth Clark, University of California - Santa Cruz*
40. Pedagogy and Policy: Getting to the Heart of the "Problem" With Public Education. *Mark D. Halx, Halx Consulting Group*
41. Producing "Successful Citizens". *Jasmína Josic, CFY*
42. Race Talk in a Public High School in Salvador Bahia and the Constitution of Race Among Brazilian Teachers. *Jenifer Crawford, University of Southern California*
43. Roadblocks to Education for Rural Women on Social Assistance. *Sally Landon, Grand Erie District School Board*
44. *San Antonio v. Rodriguez*: Using History and Latino Critical Race Theory to Understand Texas School Finance Policy. *Erin Atwood, consultant*
45. Stratification Policies, Access to Enrichment, Noncognitive Outcomes and Student Intentions to Persist in Postsecondary Education in Finland, Sweden, and the United States. *Jennifer von Reis Saari, University of Helsinki and University of Cambridge*
46. Testing the Knowledge Bank: Examining the World Bank's Knowledge Mobilization Efforts Around Public-Private Partnerships in Education. *Robyn Read, OISE/University of Toronto*
47. The Black-White Gap in Educational Confidence and Spending Preferences. *Bethany J. Nichols, Cornell University*
48. The Voice of Nonemployed Student Job Seekers: Understanding Students' Pursuit of "Earning While Learning." *Zhen Li, The University of Nottingham; Steve Roberts, University of Kent*
49. Voices of Support Staff: Sharing Understandings of Inclusive Practice in England and Cyprus. *Maureen McGinty, Plymouth University; Jan Margaret Georgeson, Plymouth University; Christoforos Mamas, Plymouth University; Linda la Velle, Plymouth University*

**33.085-6. Adolescents' Issues: Self and Others.** SIG-Adolescence and Youth Development; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Posters:

50. Alternative Thinking of Cyberbullying: Temporary Anonymity and Goodwilled Distribution. *Yun-Yin Huang, National Chiao Tung University; Chih-ming Chang, Institution of Education - National Chiao Tung University; Chien Chou, National Chiao Tung University*
51. Self-Efficacy and Adolescent Egocentrism: Associations With Peer Victimization and Bullying Behavior. *Juliana L. Raskauskas, California State University - Sacramento*
52. Why Do Low-SES Adolescents' Positive Emotions Vary Across Everyday Interpersonal Contexts? A Time-Use Study. *Soojung Kim, University of California - Berkeley; Susan D. Holloway, University of California - Berkeley; Janine Bempechat, Wheelock College; Jin Li, Brown University*
53. Rethinking Race in a Predominantly White Affluent Suburban High School: African American Male Youth and Identity Development. *Ravi Hansra Hansra, DePaul University; Karen L. Monkman, DePaul University*

**33.085-7. Negotiating Identities Among African Students in the United States.** SIG-Caribbean and African Studies in Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Poster:

54. Negotiating Identities: The Experiences of African Students in the United States. *Angellar Manguvo, University of Missouri; Stephen D. Whitney, University of Missouri*

**33.085-8. A Confucian Perspective on Education and Language Learning.** SIG-Confucianism, Taoism, and Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Poster:

55. The Mission of Chinese Education: Towards a New Notion of Subjectivity for Education. *Guoping Zhao, Oklahoma State University*

**33.085-9. Division K Section 5 Poster Session 2.** Division K - Teaching and

Teacher Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Poster:

56. Exploring the Validity of Assessments of Teaching Practice in Teacher Education: A Mixed-Methods Study. *Merrie L. Blunk, University of Michigan; Pamela A. Moss, University of Michigan; Amy Dray, University of California - Berkeley; Daniel Furr, University of California-Berkeley; Mark R. Wilson, University of California - Berkeley; Max Altman, University of Michigan*

## Sunday, 1:00 pm

### Professional Development Courses

- 34.010. Coding Qualitative Data: A Survey of Selected Methods.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Theatre Level, Conference Theatre; 1:00-5:00pm  
Instructor: *Johnny Saldana, Arizona State University*
- 34.011. Communicate! Communicate! Getting Your Research Out of a Dark Hole Through Social Media, Writing, and Working With Reporters.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Redwood; 1:00-5:00pm  
Instructors: *Ronald J. Dietel, University of California - Los Angeles; Barbara McKenna, Stanford University*
- 34.012. Propensity Score Matching Using R.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Theatre Level, Fillmore BC; 1:00-5:00pm  
Instructors: *Haiyan Bai, University of Central Florida; Wei Pan, Duke University; Christopher M. Swoboda, University of Cincinnati*
- 34.013. Universal Design for Evaluation: How to Increase Involvement of Diverse, Vulnerable, and Hard-to-Reach Populations.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Sequoia; 1:00-5:00pm  
Instructors: *June Watters Gothberg, Western Michigan University; Jennifer Sulewski, University of Massachusetts - Boston*

## Sunday, 2:15 pm

### Governance Meetings and Events

- 35.001. AERA Government Relations Committee: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Second Level, Mendocino I; 2:15-3:45pm  
Chair: *P. David Pearson, University of California - Berkeley*
- 35.002. AERA SIG Executive Committee: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Carmel I; 2:15-3:45pm  
Chair: *Sharon H. Ulanoff, California State University - Los Angeles*
- 35.003. Joint Annual Meeting Policies and Procedures Committee and Research Advisory Committee Open Forum: 2009-2012 Changes to Enhance Annual Meeting Quality.** AERA Governance; Governance Session  
Hilton Union Square, Lobby Level, Golden Gate 8; 2:15-3:45pm  
Chairs: *Lynne Schrum, West Virginia University; Frederick D. Erickson, University of California - Los Angeles*
- 35.004. Review of Research in Education (2014) Closed Editorial Board Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Carmel II; 2:15-3:45pm  
Chairs: *Kathryn M. Borman, University of South Florida; Arnold B. Danzig, Arizona State University; David R. Garcia, Arizona State University*

### Presidential Sessions

#### 35.010. Education, Poverty, and School Reform: Perspectives From the Encyclopedia of Diversity in Education. Presidential Session

Hilton Union Square, Ballroom Level, Continental 4; 2:15-3:45pm

Chair: *James A. Banks, University of Washington - Seattle*

Participants:

- Multicultural Education and Poverty. *Sonia Nieto, University of Massachusetts - Amherst*  
At-Risk Students: Implications for School Reform. *Prudence L. Carter, Stanford University*  
Social Class Privilege and Education. *Lois Weis, University at Buffalo - SUNY*  
Preparing Teachers to Teach Students Living in Poverty. *Marilyn Cochran-Smith, Boston College*  
Educational Best Practices From High-Achieving Nations. *Linda Darling-Hammond, Stanford University*

#### 35.011. Film Festival Panel: How Media and Film Portray Teachers and School Reform. Presidential Session Cosponsored with Division L - Educational Policy and Politics

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 2:15-3:45pm

Chair: *Jessica Nina Lester, Washington State University*

Participants: *Audrey Amrein-Beardsley, Arizona State University; Mary M. Dalton, Wake Forest University; Rachael Gabriel, University of Connecticut; Claudio Sanchez, National Public Radio*

#### 35.012. IGNITE: Nine Perspectives on Poverty (#AERAignite). Presidential Session

Hilton Union Square, Lobby Level, Plaza A; 2:15-3:45pm

Chair: *Christine M. Greenhow, Michigan State University*

Participants:

- Economics and Poverty. *Donald E. Heller, Michigan State University*  
E-Learning: Emerging Opportunities and Challenges. *Matthew Jacob Dearmon, The University of Texas - Austin*  
Empathy, Classroom Teaching, and Social Justice. *Sharon Tettegah, University of Illinois at Urbana-Champaign*  
Perspectives from the Center for the Study of Race and Equity in Education. *Shaun R. Harper, University of Pennsylvania*  
Youth Media Behavior and Lifestyle Trends. *S. Craig Watkins, The University of Texas - Austin*  
How the Web Exponentially Increases the Power of the Idea of "Small Pieces Loosely Joined." *Punya Mishra, Michigan State University*  
College Access for Poor Youth. *Stefani Robin Relles, University of Southern California*  
Queering Culturally Relevant Pedagogy and the Experience of Queer Youth of Color in Schools. *Edward Brockenbrough, University of Rochester*  
Perspectives From Lumina Foundation. *Tina Gridiron, Lumina Foundation*  
Discussant: *Kristen A. Renn, Michigan State University*

#### 35.013. Research on Poverty and Education: An Advocacy Framework. Presidential Session

Hilton Union Square, Ballroom Level, Continental 5; 2:15-3:45pm

Chair: *Shirley Brice Heath, Stanford University*

Participants: *Shirley Brice Heath, Stanford University; Allison Brown, Allison Brown Consulting (ABC); Robert Atkins, Rutgers University*

#### 35.014. Urban Schools: The Way Forward? Presidential Session

Hilton Union Square, Ballroom Level, Continental 6; 2:15-3:45pm

Chair: *Charles M. Payne, University of Chicago*

Participants: *Theresa Perry, Simmons College; Carol Johnson, Carlow University*

### AERA Sessions

- 35.015. Challenges and Opportunities for Education Data and Statistics: The Current State and Well-Being of NCES (National Center for Education Statistics).** AERA Sessions; Invited Session  
Hilton Union Square, Ballroom Level, Continental 7; 2:15-3:45pm  
Chair: *Felice J. Levine, American Educational Research Association*  
Presenter: *Jack Buckley, Commissioner, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education*  
Discussants: *Susan M. Dynarski, University of Michigan; Jane Hannaway, American Institutes for Research; Sean F. Reardon, Stanford University*
- 35.016. Extraordinary Pedagogies for Working Within School Settings Serving Nondominant Students: A New AERA Review of Research in Education (RRE) Publication.** AERA Sessions; Invited Session  
Hilton Union Square, Ballroom Level, Continental 8; 2:15-3:45pm  
Chair: *William Cope, University of Illinois at Urbana-Champaign*  
Co-editors: *Christian J. Faltis, University of California - Davis; Jamal Abedi, University of California - Davis;*  
Discussants: *Etta R. Hollins, University of Missouri - Kansas City; Carola Suarez-Orozco, University of California - Los Angeles*
- 35.017. NRC Report: Discipline-Based Education Research: Understanding and Improving Learning in Undergraduate Science and Engineering.** AERA Sessions; Invited Session  
Hilton Union Square, Ballroom Level, Continental 1; 2:15-3:45pm  
Chair: *Martin Storksdieck, National Academy of Sciences*  
NRC Committee Participant: *Susan Singer (Committee Chair), National Science Foundation*  
Discussants: *Carl Wieman, University of Colorado - Boulder; Ann E. Austin, Michigan State University; Lee S. Shulman, Stanford University*

### Committee Sessions

- 35.018. GSC Chair Fireside Chat: Life on the Other Side: Recent Graduates Discuss Their Experiences on the Other Side of the Desk.** Graduate Student Council; Invited Session  
Parc 55, Third Level, Market Street; 2:15-3:45pm  
Chair: *Cathy A.R. Brant, The Ohio State University - Columbus*  
Participants: *Katherine Cumings Mansfield, Virginia Commonwealth University; Mark D. Halx, Halx Consulting Group; Heather E. Price, University of Notre Dame*
- 35.019. GSC Division G Fireside Chat: The Mechanics of Mentoring and the Academic Life.** Graduate Student Council; Invited Session  
Sir Francis Drake, Second Level, Carmel; 2:15-3:45pm  
Chairs: *Erika C. Bullock, Georgia State University; Kristi Lynn Donaldson, University of Notre Dame*  
Participants: *Maria E. Franquiz, The University of Texas - Austin; David E. Kirkland, New York University/Michigan State University; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Daniel Gilbert Solorzano, University of California - Los Angeles; David W. Stinson, Georgia State University; Chezare Warren, University of Pennsylvania*

### International Organization Sessions

- 35.020. Knowledge Mobilization: Linking Policy, Research, and Practice: An ICSEI (International Congress of School Effectiveness and Improvement) Perspective.** International Congress for School Effectiveness and School Improvement; Invited Session  
Grand Hyatt, Theatre Level, Orpheum; 2:15-3:45pm  
Chair: *Lorna M. Earl, Lorna Earl & Associates*  
Discussants: *Samuel C. Stringfield, University of Cincinnati; Anthony David Mackay, Centre for Strategic Education Melbourne; Christopher James Chapman, University of Glasgow; Brian Annan, The University of Auckland; Lorna M. Earl, Lorna Earl & Associates*

### Division Sessions

- 35.021. Achievement Gap or Opportunity Gap: Considering the Needs of All Students in Implementing and Evaluating School Reform.**

- Division A - Administration, Organization and Leadership; Paper Session  
Westin St. Francis, Second Level, Elizabethan A; 2:15-3:45pm  
Chair: *Timothy Ford, University of Louisiana at Monroe*  
Participants:  
Recognition of Closing-of-Achievement-Gap Schools: Moving Towards a Statewide Continual Systems Improvement Model in Oregon Public Schools. *Motoaki Hara, Portland State University; Esperanza De La Vega, Portland State University*  
The Achievement Gap Cannot Be Closed Without First Reducing the Opportunity Gap. *Maria Yee-man Yau, Toronto District School Board; Vicky Branco, Toronto District School Board*  
Quality Development Strategies of German Schools in Disadvantaged Circumstances. *Christina Funke, University of Duisburg-Essen; Kathrin Racherbäumer, University Duisburg - Essen; Isabell Van Ackeren, University of Duisburg Essen; Marten Clausen, University of Duisburg-Essen*  
Considering Special Education Students' Needs While Implementing Standards-Based Reform Policies at "Failing" Schools. *Jessica K. Bacon, Lehman College - CUNY*  
Discussant: *Timothy Ford, University of Louisiana at Monroe*

- 35.022. International Perspectives for Understanding School Leadership.** Division A - Administration, Organization and Leadership; Paper Session  
Westin St. Francis, Second Level, Victorian; 2:15-3:45pm  
Chair: *Thomas DeVere Wolsey, Walden University*  
Participants:  
Educational Leadership in Romanian High Schools: Evidence From Teachers and Principals. *Ioana Sonia Ilie, University of Cambridge*  
How Do School Leaders' Perceptions of Education for a New Era Affect the Implementation of the Reform in Primary Schools in Qatar? *Asmaa Essa Alfadala, Cambridge University*  
Perspectives, Dilemmas, and Multicultural Leadership of Public School Principals in Thailand. *Ekkarin Sungtong, Prince of Songkla University*  
School Principal Co-Leadership: The Accountability of One, the Responsibility of Two. *Monika Tornsen, Umea University*  
School Principals' Authentic Leadership and Teachers' Psychological Capital: Teachers' Perspectives. *Feng-I Feng, ChiNan University Taiwan*  
Discussant: *Karen E. Edge, Institute of Education - London*

- 35.023. Social Network Research in Schools: Theory, Policy, and Praxis.** Division A - Administration, Organization and Leadership; Symposium  
Westin St. Francis, Second Level, California West; 2:15-3:45pm  
Chair: *Nienke M. Moolenaar, University of California - San Diego*  
Participants:  
Mind the Gap: Organizational Learning and Improvement in an Underperforming Urban System. *Kara S. Finnigan, University of Rochester; Alan J. Daly, University of California - San Diego*  
An Exploratory Analysis of Formal School Leaders' Positioning in Instructional Advice and Information Networks in Elementary Schools. *James P. Spillane, Northwestern University; Chong Min Kim, Korea Educational Development Institute*  
Exploring Teacher Learning Mechanisms: An Application of Social Network Analysis to Program Evaluation. *Min Sun, Virginia Polytechnic Institute and State University; William R. Penuel, University of Colorado; Kenneth A. Frank, Michigan State University; H. Alix Gallagher, SRI International*  
Supporting Sustainability: Teachers' Advice Networks and Ambitious Instructional Reform. *Cynthia E. Coburn, Northwestern University; Jennifer L. Russell, University of Pittsburgh; Julia Heath Kaufman, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*  
Discussant: *Amanda L. Damow, University of California - San Diego*

- 35.024. Using Data in the Evaluation of Principal Preparation Programs.** Division A - Administration, Organization and Leadership; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 3; 2:15-3:45pm  
Chair: *Roxanne M. Mitchell, The University of Alabama*  
Participants:  
Impetus for Reform or Invitation for Chaos? A Cross-Case Analysis of State-Mandated Preparation Program Redesign. *Joy C. Phillips, East*



Carolina University; Frances K. Kochan, Auburn University; Tricia Browne-Ferrigno, University of Kentucky; Virginia Doolittle, Rowan University; Meredith L. Mountford, Florida Atlantic University

Creating a Cohort of Entrepreneurs in Education: Teach for America's Influence on Alumni's Career Trajectories. *Jennie Weiner, Harvard University; Monica Higgins, Harvard University*

Aspiring Leaders Impacting Practice Through Authentic Performance Assessments. *Margaret Terry Orr, Bank Street College of Education*

Examining Production and Placement of Different Types of Preparation Programs: A 20-Year Analysis. *Ed Fuller, The Pennsylvania State University; Michelle D. Young, University Council for Educational Administration; Liz Hollingworth, University of Iowa*

Assessing the Development of Apprentice Principals in Traditional and Residency Programs. *Anne Hafner, California State University - Los Angeles; Bradford Allison, California State University - Los Angeles; Albert F. Jones, California State University - Los Angeles*

Discussant: *Steve P. Myran, Old Dominion University*

### 35.025. Curriculum Slam: Performing Epistemologies and Improvising

**Ontologies.** Division B - Curriculum Studies Cosponsored with Division G - Social Context of Education, SIG-Critical Issues in Curriculum and Cultural Studies and SIG-Queer Studies, Division K - Teaching and Teacher Education; Invited Session

Grand Hyatt, Ballroom Level, Grand Ballroom West; 2:15-3:45pm

Chairs: *Denise M. Taliaferro Baszile, Miami University; Walter S. Gershon, Kent State University*

Participant: *Crystal T. Laura, Chicago State University*

Presenters: *Jamie B. Lewis, Georgia Gwinnett College; Vonzell Agosto, University of South Florida; Dennis L. Carlson, Miami University; Benjamin M Devane, University of Florida; Jennifer April Sandlin, Arizona State University; Wade Tillett, University of Wisconsin - Whitewater; Susan Huddleston Edgerton, Massachusetts College of Liberal Arts; Hannah M. Tavares, University of Hawaii - Manoa; Jason Goulah, DePaul University; Erica R. Davila, Arcadia University; Sonia E. Janis, University of Georgia; Jennifer L. Milam, The University of Akron; Ming Fang He, Georgia Southern University; Lance Trevor McCready, OISE/University of Toronto*

### 35.026. Argumentation Across the Disciplines.

Division C - Learning and Instruction; Symposium

Westin St. Francis, Second Level, Hampton; 2:15-3:45pm

Chair: *Catherine Snow, Harvard University*

Participants:

Students' Reasoning and Argumentation During Small Group Discussions in Algebra: A View From the Ground Up. *William Carl Zahner, Boston University*

Developing Text-Based Student Argumentation in Whole-Class Discussions About the Past. *Avishag Reisman, University of California - Los Angeles*

Taking a More Critical Stance Toward Theory in Science Classroom Argumentation. *Jonathan Todd Shemwell, University of Maine; Daniel K. Capps, Cornell University*

A Coding System for Assessing the Quality of Argumentation in Social Studies Classroom Discussions and Debates. *Leslie Duhaylongsod, Harvard University*

Discussant: *Susan R. Goldman, University of Illinois at Chicago*

### 35.027. Building Learning Progressions for Science and Mathematics

**Learning.** Division C - Learning and Instruction; Symposium

Westin St. Francis, Second Level, California East; 2:15-3:45pm

Chair: *Linda Morell, University of California - Berkeley*

Participants:

Building a Learning Progression for Argumentation in Science Education. *Jonathan F. Osborne, Stanford University; Bryan Henderson, Stanford University; Anna MacPherson, Stanford University; Evan Szu, Stanford University*

Modeling Data: A Learning Progression for Supporting the Development of Statistical Reasoning. *Richard Lehrer, Vanderbilt University; Ryan Seth Jones, Vanderbilt University; Erin Pfaff, Vanderbilt University; Mayumi Shinohara, Vanderbilt University*

A Learning Progression for Argumentation, Explanation, and Modeling Practices. *Brian J. Reiser, Northwestern University; Lisa Kenyon, Wright State University; Christina V. Schwarz, Michigan State University*

A Learning Progression Approach to Understanding Students' Conceptions

of the Structure of Matter. *Mark R. Wilson, University of California - Berkeley; Paul J. Black, Kings College, London*

Discussant: *Joseph S. Krajcik, Michigan State University*

### 35.028. Intelligent Tutoring and Automatic Feedback Systems.

Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 2:15-3:45pm

Chair: *Robb William Lindgren, University of Central Florida*

Participants:

A Meta-Analysis of the Effectiveness of Intelligent Tutoring Systems (ITS) on College Students' Academic Learning. *Saiying Steenbergen-Hu, Duke University; Harris M. Cooper, Duke University*

Comparing the Benefits of Automated and Teacher Feedback on Student-Generated Molecular Representations. *Kevin McElhaney, University of California - Berkeley; Libby F. Gerard, University of California - Berkeley; Anna Rafferty, University of California - Berkeley; Amber Zertuche, University of California - Berkeley; Marcia Linn, University of California - Berkeley*

Feedback and Revising in an Intelligent Tutoring System for Writing Strategies. *Rod Roscoe, Arizona State University - Tempe; Erica Linn Snow, Arizona State University; Kaitlyn Long, Arizona State University; Danielle S. McNamara, Arizona State University*

Examining Learners' Academic Achievement Emotions During Science Learning With an Intelligent, Hypermedia Multi-Agent System. *Jason Matthew Harley, McGill University; Cassia Carter, Illinois Institute of Technology; Niki Papaioannou, Illinois Institute of Technology; François Bouchet, McGill University; Roger Azevedo, McGill University; Ronald Landis, Illinois Institute of Technology*

How Intelligent Are Intelligent Tutoring Systems? A Meta-Analysis. *Wenting Ma, Simon Fraser University; Olusola Olalekan Adesope, Washington State University; John Cale Nesbit, Simon Fraser University*

Discussant: *Robert L. Bangert-Drowns, University at Albany - SUNY*

### 35.029. Perspectives on Literacy as Social and Cultural Practice.

Division C - Learning and Instruction; Paper Session  
Westin St. Francis, Second Level, Oxford; 2:15-3:45pm

Chair: *Deborah Rowe, Vanderbilt University*

Participants:

Moments of Critical Literacy: Kindergarten Students Engaging With Issues of Social Class in Children's Literature. *Meredith Labadie, University of Missouri - St. Louis; Kathryn Pole, The University of Texas - Arlington*

Assessing Children in Kindergarten: The Narrowing of Identity, Literacy, and Culture in the Testing Era. *Haeny Susan Yoon, University of Arizona*

Understanding the Social and Cultural Processes of Word Recognition: Making Sense of Beginning to Read. *Carolyn Strom, New York University*

A Critical Examination of Legitimate Peripheral Participation as a Lens in Literacy Research. *Annamary Consalvo, Fitchburg State University; Diane L. Schallert, The University of Texas - Austin; Elric Elias, The University of Texas at Austin*

Discussant: *Deborah Rowe, Vanderbilt University*

### 35.030. Teachers' Learning and Use of Technology to Enhance Learning.

Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 2:15-3:45pm

Participants:

CrowdTeaching: Supporting Teachers as Designers. *Mimi M. Recker, Utah State University; min yuan, Utah State University; Ye Lei, Utah State University; Hui Qiao, Utah State University; Linda Sellers, Utah State University*

Environments for Teacher Learning: An Experimental Comparison of Face-to-Face and Online Professional Development to Support New Curriculum Materials. *Barry J. Fishman, University of Michigan - Ann Arbor; Spyros Konstantopoulos, Michigan State University; Beth W. Kubitskey, Eastern Michigan University; Richard J. Vath, University of Michigan - Ann Arbor; Gina Park, University of Michigan - Ann Arbor; Heather Johnson, Vanderbilt University; Daniel C. Edelson, National Geographic Society*

Examining the Role of District Science Coordinators in the Implementation of a Web-Based Lesson-Planning Tool. *Victor R. Lee, Utah State University; Heather Leary, University of Colorado - Boulder; Linda*

*Sellers, Utah State University; Mimi M. Recker, Utah State University; Megan Whitney Olsen, Utah State University*

Factors Impacting Instructors' and Students' Perceptions of Course Effectiveness and Technology Integration: A Multivariate Analysis. *Vivek Venkatesh, Concordia University; Jihan Rabah, Concordia University; Magda Fusaro, Université du Québec à Montréal; Annie Couture, Université du Québec à Montréal*

When Error-Explanation Prompts and Adaptable Feedback Cannot Support the Learning of Diagnostic Competence. *Nicole Heitzmann, University of Munich; Frank Fischer, University of Munich; Martin Richard Fischer, Clinics LMU Munich*

Discussant: *Ellen B. Mandinach, WestEd*

### 35.031. Teaching and Learning Disciplinary Thinking in Social Studies.

Division C - Learning and Instruction; Paper Session  
Westin St. Francis, Second Level, Yorkshire; 2:15-3:45pm

Chair: *John K. Lee, North Carolina State University*

Participants:

Programs and Practices: Students' Historical Understanding, Reflection, and Learning in International Baccalaureate, Advanced Placement, and Regular World History Courses. *Di Ryter, Oklahoma State University*  
Using Small-Group Discussions to Enhance the Historical Arguments of Middle School Students. *Daniel R Wissinger, California University of Pennsylvania; Susan De La Paz, University of Maryland*

Innovative Measures of Historical Thinking: A Validity Study. *Mark D. Smith, Stanford University; Joel Breakstone, Stanford University; Sam Wineburg, Stanford University*

Professional Development Practices Grounded in a Three-Dimensional Model for Place-Based Education. *Sara G. Mcneil, University of Houston; Angela L. Miller, Houston Independent School District; Cameron S. White, University of Houston; Anh Thuc Nguyen, Simon Fraser University*

Discussant: *Daisy A. Martin, Stanford University*

### 35.032. Vocabulary and Academic Language.

Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 2:15-3:45pm

Chair: *Judith A. Scott, University of California - Santa Cruz*

Participants:

An Academic Vocabulary Intervention to Enhance Word Knowledge and Comprehension for Middle School Students. *Margaret G. McKeown, University of Pittsburgh; Amy C. Crosson, University of Pittsburgh; Isabel L. Beck, University of Pittsburgh; Cheryl Sandora, University of Pittsburgh; Nancy Artz, University of Pittsburgh; Jessica Nelson, Carnegie Mellon University; Caiyan Zhang, University of Pittsburgh*  
Content-Rich Vocabulary Development to Improve Reading Achievement of Struggling Adolescent Readers. *Claude N. Goldenberg, Stanford University; Linda J. Diamond, Consortium on Reading Excellence, Inc.; Regie D. Stites, SRI International; Lauren Greenberg, CORE; Nicole Jeanette Sherman Brewer; Haiwen Wang, SRI International*

Head Start Teachers' Vocabulary Instruction and Language Complexity During Storybook Reading: Student Outcomes in Linguistically Diverse Classrooms. *Miriam G. Lipsky, University of Miami*

Middle School Learners' Use of Morphological Decomposition to Infer Word Meaning in Context. *Amy C. Crosson, University of Pittsburgh; Margaret G. McKeown, University of Pittsburgh*

Discussant: *Judith A. Scott, University of California - Santa Cruz*

### 35.033. At-Risk Student Behavior: Modeling and Interventions.

Division D - Measurement and Research Methodology; Paper Session  
Hilton Union Square, Ballroom Level - Franciscan CD; 2:15-3:45pm

Chair: *Mary Pitoniak, Educational Testing Service*

Participants:

Motivational Determinants of Test Performance in Low-Stakes Assessments. *Christiane Penk, Humboldt University Berlin; Claudia Poehlmann, Institute for Educational Quality Improvement; Alexander Roppelt, Humboldt University - Berlin*

Examining Multiple Non-Returner Profiles to Develop Targeted College Retention Interventions. *Krista D. Mattern, The College Board; Jessica Marini, Teachers College, Columbia University; Emily J. Shaw, The College Board*

Evaluating Intervention Effects of a Reading Program for Low-Achieving Incarcerated Youth With Mixed Effects Modeling. *William Loadman,*

*The Ohio State University; Jing Zhu, Metis Associates, Inc.; Rael Moore, ACT, Inc; Richard G. Lomax, The Ohio State University*  
The Psychometric Temperature of the School Climate Bullying Survey and Linkages to Risk Behavior. *Timothy R. Konold, University of Virginia; Jennifer E. Klein, UVA; Dewey G. Cornell, University of Virginia*  
Rethinking Truancy in the Context of Item Response Theory. *Christine Catrin Saelzer, Technische Universität München; Julia Mang, Technische Universität München*

Discussant: *Dena A. Pastor; James Madison University*

### 35.034. Everything Changes: Implementing Evidence-Centered Design to Address Large-Scale Assessment Challenges.

Division D - Measurement and Research Methodology; Symposium  
Parc 55, Second Level, Divisadero; 2:15-3:45pm

Chair: *Martha L. Thurlow, University of Minnesota*

Participants:

Reconceptualizing Alignment in the Evidence-Centered Design Context.

*Ellen E. Forte, edCount, LLC*

Designing Items of Graduated Complexity Through Systematic Use

of Variable Features and Scaffolding. *Geneva D. Haertel, SRI*

*International*

Applying Universal Design for Learning to Items to Mitigate Construct-

Irrelevant Variance. *Renee Cameto, SRI International*

Changing Traditional Item Review Processes to Review Evidence-Centered

Design (ECD)-Based Items. *Bill Herrera, Wyoming Department of*

*Education*

Creating a Coherent Instruction and Assessment System. *Shawnee*

*Wakeman, University of North Carolina - Charlotte*

Discussant: *Robert J. Mislevy, University of Maryland*

### 35.035. The Robert L. Linn Distinguished Address.

Division D - Measurement and Research Methodology; Invited Session  
Westin St. Francis, Mezzanine Level, Colonial; 2:15-3:45pm

Chair: *Ronald K. Hambleton, University of Massachusetts - Amherst*

Participant:

The Roles of the Testing Profession in Addressing Problems of Education

Policy and Practice. *Edward H. Haertel, Stanford University*

Discussants: *Andrew Dean Ho, Harvard Graduate School of Education;*

*Robert L. Brennan, University of Iowa*

### 35.036. Education Policy and School Reform.

Division F - History and Historiography Cosponsored with Division L - Educational Policy and Politics, SIG-Critical Educators for Social Justice; Paper Session  
Westin St. Francis, Mezzanine Level, Georgian; 2:15-3:45pm

Chair: *Wayne Urban, The University of Alabama*

Participants:

Bilingual Education and Urban Poverty: Revisiting the Formation of the 1968 Bilingual Education Act. *Kenzo K. Sung, University of California - Berkeley*

From Massive Resistance to IDEA: Desegregation, Integration and the

Construction of Special Education in Alexandria, Virginia, 1959-1989.

*Douglas S. Reed, Georgetown University*

The Chastened Dream: Social Science, Social Policy, and Social Progress

Across the 20th Century. *Jal David Mehta, Harvard University*

The Politics of Presidential Election Campaigns and Education, 1968-1996:

An Issue of "Special Opportunity". *DeeAnn Grove, University of Iowa*

Discussant: *Wayne Urban, The University of Alabama*

### 35.037. A Room of One's Own: Delineating Key Dimensions in Immigration and Education Research.

Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, Elizabethan B; 2:15-3:45pm

Chair: *Marcelo M. Suarez-Orozco, New York University*

Participants:

Key Dimensions in Immigration and Education Studies. *Christine Brigid Malsbary, University of California - Los Angeles; Dafney Blanca Dabach, University of Washington - Seattle; Mary Martinez-Wenzl, University of California - Los Angeles*

*La Carta de Responsabilidad: The Problem of Departure. Ariana Mangual*

*Figuerola, Rutgers University*

Civic Hope, School Context, and Student Characteristics: Lost Talent in

the Immigrant Educational Experience. *Rebecca M. Callahan, The*

*University of Texas - Austin; Kathryn M. Obenchain, Purdue University*

Celebrating and Problematising the Interdisciplinary Field of Immigration

and Education: The Case of Transnational Students. *Edmund T.*

*Hamann, University of Nebraska - Lincoln; Victor Zuniga, Universidad de Monterrey*

Discussant: *Marjorie Faulstich Orellana, University of California - Los Angeles*

**35.038. Culturally Sustaining Pedagogy With African American, Indigenous, and Latina/o Youth: Theorizing Forward Through Praxis.** Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, Elizabethan D; 2:15-3:45pm

Chair: *Django Paris, Michigan State University*

Participants:

What Are We Seeking to Sustain Through Culturally Sustaining Pedagogy?

A Loving Critique Forward. *Django Paris, Michigan State University;*

*H. Samy Alim, Stanford University*

Culturally Sustaining Pedagogy and Indigenous Educational Sovereignty.

*Teresa L. McCarty, University of California - Los Angeles; Tiffany S.*

*Lee, University of New Mexico*

"For Us, By Us": A Vision for Teaching and Learning Informed by Latino/a Youth. *Jason G. Irizarry, University of Connecticut*

"Who You Calling a Writer?" Culturally Sustaining Pedagogy in Schools and Communities. *Valerie F. Kinloch, The Ohio State University*

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

**35.039. Examining and Disrupting Normative Identity Constructs.**

Division G - Social Context of Education; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 4; 2:15-3:45pm

Chair: *Dolapo Adeniji-Neill, Adelphi University*

Participants:

Children's Contributions to the Construction and Perpetuation of Heteronormativity in Elementary School Classrooms. *Caitlin Law Ryan, East Carolina University*

Exploring Our Habitues: Demographic Labels in Educational Research.

*Judson Crandall Laughter, The University of Tennessee - Knoxville*

Gender and Racial Stereotype Endorsement and Implications for STEM

Outcomes Among High-Achieving Underrepresented Adolescent

Females. *Allison Scott, Level Playing Field Institute; Alexis Martin,*

*Level Playing Field Institute*

Making the Team: Gender, Race, Class and High School Basketball. *Alison*

*L. Schmitke, University of Oregon*

Where Do I Stand? Understanding Experiences of Undergraduates in a

Course Exploring Intersections of Race, Class, Gender, Social Class,

and Place. *Mary Louise Gomez, University of Wisconsin - Madison;*

*James R. Carlson, University of Wisconsin - Madison; Shameka Nija*

*Powell, University of Wisconsin - Madison; Jennifer Leigh Foubert,*

*University of Wisconsin - Madison*

Discussant: *Shiv Raj Desai, Thomas More College*

**35.040. Modern Schooling, Modern Problems: Multidimensional Disadvantage in Modern Chinese Education.** Division G - Social Context of Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 2:15-3:45pm

Chair: *Jennifer H. Adams, Stanford University*

Participants:

No Bounds: The Multifaceted Nature of Growing Up Poor in China's Rural

Northwest. *Jennifer H. Adams, Stanford University; Emily Hannum,*

*University of Pennsylvania*

"Integrated" Schooling in Postsocialist China: Stratification Within

Schools. *Lisa Yiu, Stanford University*

Mental Health in Chinese Schools: Adapting Global Paradigms in Policy

and Practice. *Shannon L. Davidson, Stanford University*

Rural Youth's Perspectives on Poverty and Schooling. *Peggy A. Kong,*

*Lehigh University*

Discussant: *Lynn W. Paine, Michigan State University*

**35.041. Social Justice Implications of Language Policies and Practices.** Division G - Social Context of Education; Paper Session  
Westin St. Francis, Second Level, Elizabethan C; 2:15-3:45pm

Chair: *Cristian R. Aquino-Sterling, San Diego State University*

Participants:

Promoting Equity Through Dual Language Immersion Education? The

Utah Case. *Veronica E. Valdez, University of Utah; Juan A. Freire,*

*University of Utah; Garrett Delavan, University of Utah*

The Confluences of Deaf Culture, School Culture, and Languaculture

Toward the Education of Deaf Children. *Catherine Ann O'Brien, Gallaudet University; Thomas P. Horejles, Gallaudet University*  
Challenges Facing Immigrant Students Beyond the Linguistic Domain. *Jeremy Hilburn, University of North Carolina - Wilmington*  
Racial and Linguistic Achievement Disparities: Mathematics Course-Taking in Urban School Contexts. *Eduardo Mosqueda, University of California - Santa Cruz; Saul Isaac Maldonado, University of California - Santa Cruz*

Discussant: *Alberto M. Ochoa, San Diego State University*

**35.042. Evaluating the i3 (Investing in Innovation) Scale-Up of Reading Recovery: Using Mixed Methods to Link Implementation and Impacts.** Division H - Research, Evaluation and Assessment in Schools; Symposium  
Parc 55, Fourth Level, Mission II&III; 2:15-3:45pm

Chair: *Henry May, University of Delaware*

Participants:

Reading Recovery and i3 (Investing in Innovation): What Is Reading Recovery and How Is It Being Scaled Up? *Emily M. Rodgers, The Ohio State University; Jerome V. D'Agostino, The Ohio State University*

Reading Recovery in Practice: Cross-Case Analysis of Nine

Implementation Sites. *Heather D Goldsworthy, University of*

*Pennsylvania; Jessica Gillespie, University of Pennsylvania; Abigail*

*Gray, University of Pennsylvania*

Results From the Reading Recovery Multisite Randomized Experiment.

*Henry May, University of Delaware; Philip M. Sirinides, University of*

*Pennsylvania; Jessica Gillespie, University of Pennsylvania*

Unpacking the Effects of Reading Recovery: Exploring Contextual

Predictors of Variation in Impacts. *Philip M. Sirinides, University of*

*Pennsylvania; Henry May, University of Delaware*

Discussants: *Barbara Schneider, Michigan State University; Anthony S. Bryk,*

*The Carnegie Foundation for the Advancement of Teaching*

**35.043. Issues in High-Stakes Testing.** Division I - Education in the Professions; Paper Session

Parc 55, Fourth Level, Cyril Magin III; 2:15-3:45pm

Chair: *Andre F. De Champlain, Medical Council of Canada*

Participants:

A Comprehensive School-Level Analysis of the Predictive Validity of the Medical College Admission Test (MCAT). *Marc Howard Kroopnick,*

*Association of American Medical Colleges; Dana Dunleavy, Association*

*of American Medical Colleges; Keith Dowd, Association of American*

*Medical Colleges; Cynthia Anne Searcy, Association of American*

*Medical Colleges; Xiaohui (Dawn) Zhao, Association of American*

*Medical Colleges*

Measuring Medical Students' Academic Growth by Growth Percentiles:

Two Applications at Aggregated Level. *Feiming Li, National Board of*

*Osteopathic Medical Examiners; William L. Roberts, National Board of*

*Osteopathic Medical Examiners*

Physician and Practice Characteristics That Differentially Impact Internal

Medicine Participation in Maintenance of Certification. *Rebecca S.*

*Lipner, American Board of Internal Medicine; Bradley G. Brossman,*

*American Board of Internal Medicine*

Setting a Common Standard for Two Candidate Groups Across Different

Medical Licensing Examination Forms. *Marguerite Roy, Medical*

*Council of Canada; Andrea Gotzmann, Medical Council of Canada;*

*Sydney M. Smees, Medical Council of Canada; Carlos A. Brailovsky,*

*Université Laval; Andre F. De Champlain, Medical Council of Canada*

The Impact of Minor Item Revision on Item Performance and Ability

Estimation. *Yanling Zhang, American Board of Internal Medicine;*

*Renbang Zhu, American Board of Internal Medicine*

Discussant: *Kimberly A. Swygert, National Board of Medical Examiners*

**35.044. Preprofessional Pipeline Programs.** Division I - Education in the Professions; Paper Session

Parc 55, Fourth Level, Lombard; 2:15-3:45pm

Chair: *Rebecca A. Baranowski, American Board of Internal Medicine*

Participants:

Broadening the Pipeline Through the Study of Pathways and Persistence:

Findings From the First Year. *Leonard B. Bliss, Florida International*

*University; Fabiana Bornmann, Florida International University;*

*Lorraine Fleming, Howard University; Dawn G. Williams, Howard*

*University; Kalynda C. Smith, Howard University*

Developing Health Professions Talent: The Role of a Summer Pipeline



Program to Create Diverse Workforce. *Gwen Garrison, American Dental Education Association; Norma Poll-Hunter, Association of American Medical Colleges; W. David Brunson, American Dental Education Association; Eugene L. Anderson, American Dental Education Association*

Premedical Students in STEM: Retaining Talent, Commitment, and Interest in the Medical School Pipeline. *Michael Soh, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles; Mitchell J. Chang, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles*

Social Capital in Professional Education: The Role of Family for Financially Challenged Medical Students. *Sharon Wayne, University of New Mexico; Summers G. Kalishman, University of New Mexico*

The Impact of a Structured Reading Intervention in a Summer Medical/Dental Pipeline Program. *Michael Soh, University of California - Los Angeles; Michelle Lynn Vermillion, University of California - Los Angeles; Lawrence "Hy" Doyle, David Geffen School of Medicine; Sebastian Uijtdehaage, University of California - Los Angeles*

Discussant: *Bob L. Johnson, Jr., The University of Alabama*

**35.045. A World of Noticing: Exploring Diverse Approaches to Teacher Noticing.** Division K - Teaching and Teacher Education; Symposium Westin St. Francis, Second Level, Essex; 2:15-3:45pm

Chair: *Higinio Dominguez, Michigan State University*

Participants:

Professional Noticing: How Far Does It Go Within a Teacher Candidates' Preparation Program? *Lin Ding, The University of Hong Kong*

Video in Teacher Education: How Differential Instructional Conditions Influence Teachers' Noticing, Motivation, and Emotions. *Marc Kleinknecht, Technische Universität München; Jürgen Schneider, Eberhard Karls Universität Tübingen; Marcus Syring, Tuebingen University; Thorsten Bohl, Eberhard-Karls University of Tuebingen*

Beginning Physics Teachers' Noticing in a Video-Based Professional Development Workshop Designed to Support Pedagogical Content Knowledge (PCK). *Jiwon Kim, Michigan State University; Alicia C. Alonzo, Michigan State University*

Reciprocal Noticing: Latino/a Students and Teachers Constructing Common Resources in Mathematics. *Higinio Dominguez, Michigan State University*

Discussant: *Alicia C. Alonzo, Michigan State University*

**35.046. Diverse Perspectives on Careers in Teaching.** Division K - Teaching and Teacher Education; Paper Session Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 2:15-3:45pm

Chair: *Amelia M. Kraehe, University of North Texas*

Participants:

Rewards at Work: Combinations and Thresholds of Rewards to Keep High-Achieving Teachers in Urban Schools. *Jennifer Lauren Nelson, Emory University*

Factors That Predict the Choice to Teach in High-Poverty Urban Schools. *Joan L. Whipp, Marquette University; Lara Geronime, Marquette University*

Why Teach? Comparing Prospective Teachers' Initial Motivation to Teach in the United States and China. *Emily Lin, University of Nevada - Las Vegas; Qingmin Shi, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas; Liu Hui, Guangzhou University*

Why Teach? How Motives, Personality Characteristics, and Work Values Influence the Choice to Teach. *Allison J. Kelaher Young, Western Michigan University; Heather Highhouse, Western Michigan University; Kessie A. Karg, Western Michigan University*

"I Get to Give Back...": Exploring Influential Factors in the Career Trajectories of Latina Teachers. *Sandra Quinones, University of Rochester*

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

**35.047. Partnerships Between Schools and Universities.** Division K - Teaching and Teacher Education; Paper Session Westin St. Francis, Second Level, Kent; 2:15-3:45pm

Chair: *Vanessa Elaine Domine, Montclair State University*

Participants:

Factors Affecting Collaboration Between Cooperating Teachers and Student Teachers. *Theresa Gurl, Queens College - CUNY*

From "Outsider" to "Bridge": The Changing Role of University Supervision in an Urban Teacher Residency Program. *Wendy L. Gardiner, National-Louis University; Janet Lorch, National Louis University*

Inquiry in the Round? A Qualitative Case Study of Education Rounds in a Residency Program. *Emilie N. Reagan, Teachers College, Columbia University; Rachel Kliegman Roegman, Teachers College, Columbia University; A. Lin Goodwin, Teachers College, Columbia University*

Professional Practice or Personal Attributes: How Do Mentor Teachers Judge Student Teachers' Readiness to Teach? *Mavis Haigh, The University of Auckland; Fiona Ruth Ell, University of Auckland; Lexie Barbara Grudnoff, The University of Auckland; Vivienne Mackisack, The University of Auckland*

Developmental Trajectories of Student Teachers' Professional Identity Development During School Practicum. *Äli Leijen, University of Tartu; Katrin Kullasepp, University of Tallinn*

Discussant: *Douglas B. Larkin, Montclair State University*

**35.048. Putting Equity in Teacher Learning.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Taylor; 2:15-3:45pm

Chair: *Marleen Carol Pugach, University of Southern California*

Participants:

The Influence of Discourse on Opportunities to Learn. *David Isaac Hernandez-Saca, Arizona State University; Cynthia Mruczek, Arizona State University - Tempe; Elizabeth B. Kozleski, The University of Kansas*

A Decade of Professional Development Research for Inclusive Education. *Federico R. Waitoller, University of Illinois at Chicago; Alfredo J. Artiles, Ph.D., Arizona State University*

Teacher Learning in Urban Schools. *Kathleen King Thorius, Indiana University - IUPUI; Samantha Paredes Scribner, Indiana University - Indianapolis*

How Pre- and In-service Teachers Understand the Role of Feedback in Inclusive Education. *Taucia Gonzalez, Arizona State University; Elizabeth B. Kozleski, The University of Kansas*

**35.049. Research Epistemology and Methodology From a Teacher of Color Standpoint.** Division K - Teaching and Teacher Education; Symposium Sir Francis Drake, Second Level, Cypress/Monterey; 2:15-3:45pm

Chair: *Thomas M. Philip, University of California - Los Angeles*

Participants:

Teachers in Educational Research: Subjects, Practice-Based Researchers, and Other Positionalities. *Eduardo Frutos Lopez, University of California - Los Angeles; Danny Cortez Martinez, University of Illinois at Chicago*

Teachers of Color as Knowledge Holders and Creators. *Antero Garcia, Colorado State University; Elexia Reyes McGovern, University of California - Los Angeles*

Research From a Teacher Standpoint: Principles for an Alternative Methodology in Urban Education. *Oscar Navarro, University of California - Los Angeles; Ursula S. Aldana, Loyola Marymount University*

Discussants: *Christine E. Sleeter, California State University - Monterey Bay; Cynthia B. Dillard, The University of Georgia; Jeremiah Jeffries, Teacher, SFUSD; Karen Zapata, Teacher, SFUSD*

**35.050. Teacher Education From the Other Side of the Desk: International Deans' Perspectives.** Division K - Teaching and Teacher Education; Invited Session

Hotel Nikko, Third Level, Nikko III; 2:15-3:45pm

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

Participants: *Renee T. Clift, The University of Arizona; Annette LaGrange, University of British Columbia; J. John Loughran, Monash University; Lily Orland-Barak, University of Haifa; Kari Smith, University of Bergen; Geoffrey E. Mills, Southern Oregon University*

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

**35.051. "But Be Ye Doers of the Word, and Not Hearers Only": Using Critical Race Theory to Challenge Teachers' Beliefs and Dispositions on Academic Achievement and Working With Students of Color.** Division K - Teaching and Teacher Education; Symposium Hilton Union Square, Ballroom Level, Continental 2; 2:15-3:45pm

Chair: *Adrienne D. Dixon, University of Illinois*

Participants:

Disposition and Distribution: A Critical Race Theory Perspective on Urban Teacher Preparation. *Celia Rousseau Anderson, The University of Memphis; Beverly E. Cross, The University of Memphis*

Critical Race Theory's Challenge to Educators' Articulation of Abstract Liberal Perspectives of Purpose. *Kenneth James Fasching-Varner, Louisiana State University; Roland W. Mitchell, Louisiana State University*

Examining Black Male Identity Through a Raced, Classed, and Gendered Lens: Critical Race Theory and the Intersectionality of the Black Male Experience. *Tyrone C. Howard, University of California - Los Angeles; Rema Reynolds, Azusa Pacific University*

Badges of Inferiority: The Racialization of Achievement in U.S. Education. *Sonya Douglass Horsford, University of Nevada - Las Vegas; Tanetha J. Grosland, Morgan State University*

Discussant: *Marvin Lynn, University of Wisconsin - Eau Claire*

**35.052. "Context-Specific" Clinical Practice in Teacher Preparation: Emerging Evidence From Urban Teacher Residency Programs.**

Division K - Teaching and Teacher Education; Symposium  
Hilton Union Square, Ballroom Level, Continental 3; 2:15-3:45pm

Chairs: *Peter W. Williamson, University of San Francisco; Karen M. Hammerness, Bard College*

Participants:

"Context-Specific" Teacher Preparation for New York City: A Study of the Bard College Urban Teacher Residency Program. *Karen M. Hammerness, Bard College; Ysaaca Axelrod, Clemson University*

Contextualized Teacher Preparation Through the San Francisco Teacher Residency. *Peter W. Williamson, University of San Francisco; Xornam S. Apedoe, University of San Francisco; Christopher Thomas, University of San Francisco*

Developing Clinical Teacher Education Pedagogies Linking Content and Context. *Magdalene Lampert, Boston Plan for Excellence; Jesse Solomon, Boston Teacher Residency*

Discussant: *Sharon Feiman-Nemser, Brandeis University*

**35.053. Effective High Schools: Insights From the National Center on Scaling Up Effective Schools.** Division L - Educational Policy and Politics; Symposium

Hilton Union Square, Lobby Level, Golden Gate 6; 2:15-3:45pm

Chair: *Marisa A. Cannata, Vanderbilt University*

Participants:

Understanding Effective High Schools: Findings and Research Around Personalization for Social and Academic Learning. *Stacey A. Rutledge, Florida State University; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; LaTara D. Osborne-Lampkin, Florida State University- Regional Educational Laboratory-Southeast; Ronnie Roberts, Florida State University; Ronnie Roberts, Florida State University; Thomas M. Smith, Vanderbilt University*

Differences in Instructional Quality Between High- and Low-Value-Added Schools in Two Large Urban Districts. *Thomas M. Smith, Vanderbilt University; Laura Lee Neergaard, Vanderbilt University; Courtney Preston, Vanderbilt University; Russ Ramsey, Vanderbilt University*

Designing for Scale-Up: A Framework for Building System Capacity. *Cheryl L. King, Education Development Center, Inc.; Eliza Perez Fabillar, Education Development Center, Inc.; Tom Haferd, Education Development Center, Inc; Maria-Paz Avery, Education Development Center, Inc*

Understanding the Student Experience in High Schools: Differences by School Value-Added Ratings. *Marisa A. Cannata, Vanderbilt University*

Discussant: *Donald J. Peurach, University of Michigan - Ann Arbor*

**35.054. Performance Pay and Teacher Incentives.** Division L - Educational Policy and Politics; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 2:15-3:45pm

Chair: *Peter Trabert Goff, University of Wisconsin - Madison*

Participants:

Can Strategic Compensation Reform Improve Educator Effectiveness? Evidence From Three Years of Implementation in One Texas School District. *Elizabeth A Barkowski, Wisconsin Center for Education Research*

Incentives and Teachers' Decision-Making Process: Lessons From

Argentina. *Sarah A. Robert, University at Buffalo - SUNY*

Performance Pay and Teacher Sorting: Exploring Teacher Preferences for Compensation Reform. *Dan Goldhaber, University of Washington; Amy Nichole Farley, University of Colorado - Boulder; Wesley Bignell, University of Washington*

Theory and Practice: Federal Policy and Educator Compensation Reform. *Kathleen Mulvaney Hoyer, University of Maryland - College Park*

Discussant: *Robert A. Maranto, University of Arkansas*

### SIG Sessions

**35.055. Preservice Teachers and Action Research: Agents of Change.** SIG-Action Research; Symposium

Hilton Union Square, Sixth Level, Tower 3 Lombard; 2:15-3:45pm

Chair: *Ruben Garza, Texas State University*

Participants:

The Impact of Questioning for Higher-Order Thinking. *Esequiel Chavez, Bedichek Middle School*

Improving Tardy Rates Through the Use of a Positive Behavioral Support System. *Jessica Miller, Dailey Middle School*

Helping Students More Effectively Through Differentiation and Tier III Interventions. *Laurie Stauffer, Pearce College Preparatory Academy*  
Using Positive Behavior Interventions and Supports to Improve Homework Accuracy and Completion Rates. *Kelly Winchester, MLK Academy*

Discussant: *Trinidad San Miguel, San Miguel Consulting*

**35.056. Incorporable Transformations: Transdisciplinary Perspectives to Arts Education.** SIG-Arts and Learning; Symposium

Grand Hyatt, Second Level, Belvedere; 2:15-3:45pm

Chair: *Kristine E. Sunday, The Pennsylvania State University*

Participants:

What is Drawing For? Making Meaning in an Urban Preschool. *Christine M. Thompson, The Pennsylvania State University*

Child Art: An Incorporable Voyage. *Christopher Mark Schulte, University of Georgia - Athens*

Narratives of Aesthetics: Preservice Teachers' Perceptions of Art. *Heather G Kaplan, The Ohio State University*

Aesthetic Encounters: Art, Pedagogy, and Relational Spaces of Being Human. *Kristine E. Sunday, The Pennsylvania State University*

**35.057. Poverty, Education, and the African Paradox: Diverse Perspectives and Insights.** SIG-Caribbean and African Studies in Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 2:15-3:45pm

Chair: *Peter Ukpokodu, The University of Kansas*

Participants:

Born and Raised Poor Yet Triumphed: A Personal Narrative. *Peter Ukpokodu, The University of Kansas*

Extreme Poverty and Academic Success: Narratives From Kenya. *John Kamutu, University of Wyoming; Lydia Nganga, University of Wyoming*

Ethnographic Experiences of Poverty's Impact on Education in Ghana and Nigeria. *Jamaine Abidogun, Missouri State University*

Educating the African Poor: African Immigrant Teachers' Perspectives. *Omiunota N. Ukpokodu, University of Missouri - Kansas City*

The Role of the Arts in Fostering the Educational Success of African Poor Students. *Akosua Obuo Addo, University of Minnesota*

Discussant: *Omiunota N. Ukpokodu, University of Missouri - Kansas City*

**35.058. Teacher Education and Curriculum Reform: The Contexts of Sub-Saharan Africa and the Caribbean.** SIG-Caribbean and African Studies in Education; Paper Session

Hilton Union Square, Lobby Level, Plaza B; 2:15-3:45pm

Chair: *Kagendo Mutua, The University of Alabama*

Participants:

Cuban Internationalism in Education: From Narrative to Policy Analysis. *Anne Hickling-Hudson, Queensland University of Technology*

Skill and Use of Classroom Assessment Practices in Botswana. *Sethomo K. Koloi-Keaikitse, University of Botswana; Gregory J. Marchant, Ball State University*

The Application of Educational Design Research in the Context of Curriculum Materials Development in Sub-Saharan Africa. *Susan*

McKenney, Universiteit Twente; Thomas C. Reeves, University of Georgia

Understanding the Teacher Performance Evaluation Process From the Perspective of Jamaican Public Schools Trained Teachers. *Andrew Bruce Campbell, University of Toronto*

Western Expatriate Teachers in a Caribbean Context: What Can We Learn by Applying Postcolonial Theory? *Lydia E Carol-Ann Burke, University of Toronto - OISE*

Discussant: *Petra Alaine Robinson, Rutgers University - New Brunswick/Piscataway*

**35.059. Furthering Equity Research: The Development of the *Journal of Critical Thought & Praxis*.** SIG-Critical Educators for Social Justice; Symposium

Hilton Union Square, Lobby Level, Golden Gate 1; 2:15-3:45pm

Chair: *Nana Osei-Kofi, Iowa State University*

Participants:

Charter School "Miracle"? Youth Participatory Action Research and Education Reform in Post-Katrina New Orleans. *OiYan A. Poon, Loyola University Chicago*

Fostering Equity Research: The Development of a Critical Journal. *Cameron C. Beatty, Indiana University; Susana Hernandez, Iowa State University; Joyce Lui, Iowa State University; Lisette Esmeralda Torres-Gerald, Iowa State University*

Reimagining and Enacting Possibilities for Social Justice in the Academy. *Kelly T Winters, University of Minnesota-Twin cities; Nana Osei-Kofi, Iowa State University*

Discussant: *Susana Maria Munoz, University of Wisconsin - Milwaukee*

**35.060. Toward Agentive and Transformative Practices.** SIG-Critical Perspectives on Early Childhood Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 9; 2:15-3:45pm

Chair: *Christopher P. Brown, The University of Texas - Austin*

Participants:

Conforming to Reform: Teaching Pre-Kindergarten in a Neoliberal Early Education System. *Christopher P. Brown, The University of Texas - Austin*

Teacher as Rogue: A Rhizome-Artful Demonstration of Novice Teacher Narratives. *Sheri L. Leafgren, Miami University; Katie Henry, Brookville Local Schools; Catherine Wolfe, Cincinnati Public Schools*

"Being Fair Is Listening to Everyone": A Critical Perspective on Social Justice Within the Classroom. *Dana Frantz Bentley, Buckingham, Browne, and Nichols School*

Facing the Poor: Using Photography for Self-Study of Early Childhood Teacher Education in Rural India. *Sylvia McLellan, The University of British Columbia*

A Posthuman Perspective on Ethical Responsibility: Using "Live Export" as a Provocation for Early Years Teachers. *Mindy Blaise, The Hong Kong Institute of Education; Jane Elizabeth Bone, Monash University*

**35.061. Investigating Informal Learning, Underrepresented Audiences, Character Development, and Social Innovation Within the Context of Design.** SIG-Design and Technology; Paper Session

Parc 55, Second Level, Haight; 2:15-3:45pm

Chair: *Melissa Leigh Johnson, University of Florida*

Participants:

Design Character: What Do We Think It Is? *Elizabeth Boling, Indiana University; Wylie V. Easterling, Indiana University - IUPUI; Patricia L. Hardre, University of Oklahoma; Craig D. Howard, Indiana University - Bloomington; Micah Gideon Modell, Indiana University - Bloomington; Tiffany Anne Roman, Indiana University*

Examining Social Innovation in a Studio Environment. *Daniel Lee Randall, Brigham Young University; Jacquelyn C. Johnson, Brigham Young University; Richard E. West, Brigham Young University; David A. Wiley, Utah State University*

Instructional Model for Promoting English Vocabulary Learning of Taiwanese Aborigines. *Chao-Li Hsu, Wenzao Ursuline College of Languages; Sue-Jen Chen, University of North Carolina - Wilmington; Wen-Jieh Chen, Lai Yi High School*

Reframing the Course Assignment: Using Game Theory to Expand Informal Learning. *David Des Armier, University of Wyoming; Craig Erschel Shepherd, University of Wyoming; Stanley A. Skrabut, University of Wyoming*

Taking HEED: Intersections of Women's Lives with Humanitarian

Engineering Experiences and Design. *Christina Kay White, The University of Texas - Austin*

Discussant: *Alan R. Foley, Syracuse University*

**35.062. Children's Thinking and Problem Solving.** SIG-Early Education and Child Development; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 5; 2:15-3:45pm

Chair: *Kathleen H. Corriveau, Boston University*

Participants:

Engaging With Young Children's Voices in Early Childhood Settings. *Pauline Joan Harris, University of South Australia*

Inquiry Into Inquiry: Socioeconomic Differences in Preschoolers' Use of Questions for Problem Solving and Explanation Seeking. *Irena Nayfeld, University of Miami; Daryl B. Greenfield, University of Miami*

The Analogical Reasoning Patterns of Children and Undergraduates: What Eye-Tracking Reveals About Problem-Solving Behaviors. *Shuhui Chiu, National Taichung University of Education; Patricia A. Alexander, University of Maryland*

The Meaning of Peace: Exploring Young Children's Definitions of Peace. *Margaret Ruth Clark, University of California - Santa Cruz*

Discussant: *Lucia M. Flevaris, The Ohio State University*

**35.063. Environmental Education in the Age of Neoliberalization.** SIG-Environmental Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Sutter; 2:15-3:45pm

Chair: *Carol B. Brandt, Temple University*

Participants:

The Neoliberalization of Environmental Research and Education: Developing a Political Ecology of the Local/Global. *David W. Hursh, University of Rochester*

The Political Economy of Social Norms: Class, Mobility, Agency, and Achievement Under Neoliberalism. *Marcia McKenzie, University of Saskatchewan*

Policy Dynamics in Environmental Education: A Call for Community Engagement and Movement Mobilization. *David A. Greenwood, Lakehead University*

Wendell Berry and the Conservative Nature of Communitarian Alternatives to Neoliberalism. *Joseph A. Henderson, University of Rochester*

Discussant: *Carol B. Brandt, Temple University*

**35.064. Ethics, Philosophy, and Power: Thinking Differently About Subjectivity and Educational Practice.** SIG-Foucault and Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 2:15-3:45pm

Chair: *David W. Kupferman, College of the Marshall Islands*

Participants:

Dialogue as a Political Technology in the Formation of Europe as an Educational Space. *Ulf Ingemar Olsson, Stockholm University; John Benedicto Krejsler, Aarhus University*

Ethics of Self: Subjectivity in Biesta and Foucault in the Eyes of Oriental Ethics. *Hsuan-Yi Huang, Michigan State University*

Parrhesia and Living in the Truth: Educational Reconceptualization. *Marek Tesar, The University of Auckland*

**35.065. Joint Media Engagement: Diverse Perspectives on How Young Children, Families, and Teachers Learn and Interact With Media Together.** SIG-Informal Learning Environments Research; Symposium

Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 2:15-3:45pm

Chair: *Jolie Christine Matthews, Stanford University*

Participants:

Print Versus E-Books: Modern-Day Parent-Child Coreading Practices. *Lori Takeuchi, Joan Ganz Cooney Center at Sesame Workshop; Rebecca Herr-Stephenson, Loyola Marymount University*

Joint Engagement With Media That Supports Early Science Learning. *Savitha Moorthy, SRI International; Carlin Llorente, SRI International; Ximena Dominguez, SRI International; Hannah Lesk, SRI International*

Parent and Child Interests as Drivers of Joint Media Engagement. *Brigid J.S. Barron, Stanford University; Amber Maria Levinson, Stanford University; Jolie Christine Matthews, Stanford University*

Maternal Participation and Scaffolding While Young Children Watch Educational Television at Home. *Nina Raquel Neulight, University of California - Los Angeles*



Ethnographic Studies of Joint Media Engagement and Their Implications for Design. *Reed Stevens, Northwestern University*  
 Discussant: *Ellen Wartella, Northwestern University*

**35.066. Invitational Education: Linkages With Other Educational Strategies.** SIG-Invitational Learning; Paper Session  
 Parc 55, Fourth Level, Stockton; 2:15-3:45pm

Chair: *Kathleen F. Berg, University of Hawaii*  
 Participants:

Using Invitational Learning to Address Peer Discourse and Writing Competence for Students With Disabilities. *Cecily Ornelles, University of Hawaii - Manoa; Rhonda S. Black, University of Hawaii*

Invitational Instructional Strategies for Engaging Culturally Diverse Students in Higher Education. *Lois A. Yamauchi, University of Hawaii - Manoa; Tracy Trevorrow, Chaminade University; Kazufumi Taira, University of Hawaii at Manoa*

Creating an Effective Educational Environment for Adult Learners: A Qualitative, Multi-Case Study of Off-Campus Center Administrator's Use of Invitational Leadership. *Carolyn McKnight, University of Central Missouri; Barbara Nell Martin, University of Central Missouri*

Inviting Learners to Bring Out the Best in Themselves Through Core Reflection. *Fred A.J. Korthagen, Vrije Universiteit Amsterdam*

Teaching in the "Taboo" Dimensions of Invitational Education: Starting With the Souls of Teachers and Students. *Younghee M. Kim, Southern Oregon University; William L. Greene, Southern Oregon University*

Discussant: *Laura A. Mitchell, University of Houston - Downtown*

**35.067. Promoting Equity and Opportunity: Legal, Ethical, and Social-Scientific Considerations of Race-Conscious Policies in Education.** SIG-Law and Education; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 2:15-3:45pm

Chair: *Preston C. Green, The Pennsylvania State University*

Participants:

Promoting Equity and Opportunity: Legal, Ethical, and Social-Scientific Considerations of Race-Conscious Policies in Education. *Susan C. Bon, George Mason University*

Promoting Equity and Opportunity: Legal, Ethical, and Social-Scientific Considerations of Race-Conscious Policies in Education. *Suzanne E. Eckes, Indiana University*

Promoting Equity and Opportunity: Legal, Ethical, and Social-Scientific Considerations of Race-Conscious Policies in Education. *Julie F. Mead, University of Wisconsin - Madison*

Promoting Equity and Opportunity: Legal, Ethical, and Social-Scientific Considerations of Race-Conscious Policies in Education. *Karen L. Miksch, University of Minnesota - Twin Cities*

**35.068. Leadership for Instructional Reform: The Case of Crescent Girls' School, Singapore.** SIG-Leadership for School Improvement; Symposium  
 Hilton Union Square, Lobby Level, Golden Gate 7; 2:15-3:45pm

Chair: *Linda F. Shear, SRI International*

Participants:

Conditions for Successful School Improvement: Findings From Innovative Teaching and Learning (ITL) Research. *Linda F. Shear, SRI International*

A Lens on 21st-Century Learning Opportunities: ITL LEAP21 Design. *Gucci Estrella-Trinidad, SRI International*

Deepening Pedagogical Practice to Develop 21st-Century Competencies: From Discourse to Culture Change. *Chen Kee Tan, Crescent Girls' School; Hsin Wei Tang, Crescent Girls' School; Christina Low, Crescent Girls' School; Edwin Chan, Crescent Girls' School*

Discussant: *Barbara M. Means, SRI International*

**35.069. Learning Environments and International Contexts.** SIG-Learning Environments; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 2:15-3:45pm

Chair: *Perry den Brok, Eindhoven University of Technology*

Participants:

Classroom Learning Environments, Attitudes Towards Mathematics and Academic Efficacy: A Cross-Cultural Study in the United States and Hong Kong. *Connie Yuen Ching Hanke, Curtin University; Barry J. Fraser, Curtin University*

Learning Environment Associated With Use of Mixed-Mode Delivery. *Noi-Keng Koh, Nanyang Technological University - National Institute of Education; Barry J. Fraser, Curtin University*

Shadow Education Under the Pressure of School Reforms. *Sonja Bauer-Hofmann, University of Vienna; Corinna Geppert, University of Vienna; Tanja Werkl, University of Vienna*

The Psychosocial Learning Environment and Program Experiences in a Place-Based Preservice Teacher Education Program. *Carlos Gustavo A. Ormond, Simon Fraser University; David B. Zandvliet, Simon Fraser University*

**35.070. How Race to the Top Funds Are Helping to Prepare Tomorrow's Leaders Today.** SIG-Learning and Teaching in Educational Leadership; Working Group Roundtable  
 Hotel Nikko, Third Level, Nikko I; 2:15-3:45pm

Chair: *Kathleen M. Brown, University of North Carolina - Chapel Hill*

Participants:

The Northeast Leadership Academy. *Matthew C. Militello, North Carolina State University; Bonnie Carol Fusarelli, North Carolina State University; Hugh Scott, Northeast Leadership Academy; Kimberly Allison, Northeast Leadership Academy*

The Piedmont Triad Leadership Academy. *Craig Martin Peck, University of North Carolina - Greensboro; Ulrich C. Reitzug, University of North Carolina - Greensboro; Anna Brady, Piedmont Triad Leadership Academy*

Sandhills Leadership Academy. *Donna Peters, Sandhills Leadership Academy*

**35.071. Getting Lost in the Education Reform Shuffle: New York City Teachers' Lives, Voices, and Experience.** SIG-Lives of Teachers; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 2:15-3:45pm

Chair: *Lois Weiner, New Jersey City University*

Participants:

Teacher Blogs and Voices: Filling the Educational Policy-Practice Gap. *Kiersten Greene, CUNY - Graduate Center*

Schooled Out: Black Male Teachers and Their Experiences With Schooling, Teaching, and Leaving Urban Classrooms. *Amber Pabon, CUNY - Graduate Center*

Embodied Knowledge: Exploring the Tension Between Policy Directives and the Lived Experience of New York City Teachers. *Kirsten Cole, CUNY - Graduate Center*

For Us by Us: Educators of Color Researching Their Lives in New York City Schools. *Edwin Mayorga, The Graduate Center - CUNY*

Discussant: *Lois Weiner, New Jersey City University*

**35.072. New Media, New Contexts, and Learning.** SIG-Media, Culture, and Curriculum; Paper Session  
 Grand Hyatt, Theatre Level, Curran; 2:15-3:45pm

Chair: *Jayne C. Lammers, University of Rochester*

Participants:

Building New Clubhouses: Opening Doors to Computing for Girls and Boys With Electronic Textiles. *Kristin Anne Searle, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania; Deborah A. Fields, Utah State University*

Chaotic Learning Through Digital Media and Textbooks. *Douglas J. Loveless, James Madison University; Bryant Griffith, Texas A&M University - Corpus Christi*

Digital Design and Creative Explorations: An Interest-Driven, Informal Digital Learning Environment for Children. *Kathryn L. Shively, Indiana University*

Mobile Media Learning Classroom Practices and Integration. *Seann Mason Dickers, Ohio University - Athens; James M. Mathews, Middleton Cross Plains Area School District; University of Wisconsin; Breanne K. Litts, University of Wisconsin - Madison; Christopher Holden, University of New Mexico; John Martin, University of Wisconsin - Madison*

Discussant: *Rick J. Voithofer, The Ohio State University*

**35.073. Mixed Methods, Validation, and Race.** SIG-Mixed Methods Research; Paper Session

Parc 55, Third Level, Powell I; 2:15-3:45pm

Chair: *Tiffany J. Brown, University of Washington*

Participants:

African American Teachers and Their Latino Students: A Mixed-Methods

Study of Perceptions and Attitudes About Race, Ethnicity, and Students' Academic Performance. *Cedric Stewart, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

Mixed-Methods Research at the Review Level: Possibilities of QUAL-Dominant Mixed-Methods Research Syntheses. *Mieke Heyvaert, Katholieke Universiteit Leuven; Lore Saenen, Katholieke Universiteit Leuven; Bea Maes, Katholieke Universiteit Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven*

Studying the Multiple Dimensions of Racial Segregation and Inequality in Education: When and Why Mixed-Methods Research Makes the Most Sense. *Amy Stuart Wells, Teachers College, Columbia University; Hester Earle, Teachers College, Columbia University; Lauren Fox, Teachers College, Columbia University; Miya Tamiko Warner, Teachers College, Columbia University; Allison Roda, Teachers College, Columbia University*

Trusting the Rigor of Mixed-Methods Research. *Robert Perry, University of Saskatchewan*

Validation of a Cognitively Based Diagnostic Classroom Assessment Model: A Mixed-Methods Analysis of Classroom Data. *Nancy J. Koh, Teachers College, Columbia University; Madhabi Chatterji, Teachers College, Columbia University*

Discussant: *Lionel Howard, The George Washington University*

**35.074. Social and Cultural Issues Facing Music Education.** SIG-Music Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 2:15-3:45pm

Chair: *William I. Bauer, University of Florida*

Participants:

Are Arts Students More Likely to Be Bullied? The Prevalence of Bullying Among Arts Participants. *Bruce Allen Carter, National Council for the Arts; Kenneth Elpus, University of Maryland - College Park*

I Won't Give Up on Them: Income Inequality, Income Segregation, and a Veteran Teacher's Commitments. *Susan Wharton Conkling, Boston University; Thomas L Conkling, Pomona College*

Measures of Preservice Music Teacher Commitment to Social Justice. *Daniel Hellman, Missouri State University; Dale E. Bazan, University of Nebraska - Lincoln; Cynthia Wagoner, East Carolina University; Jonathan Gardner Bayley, University of Windsor; Frank Heuser, University of California - Los Angeles*

Worlds Apart: An Investigation of Cultural Capital and Student Achievement in Music Education. *Margaret Schmidt, Arizona State University; Joyce McCall, Arizona State University*

Discussant: *Mark Robin Campbell, SUNY - College at Potsdam*

**35.075. New Perspectives on the Community of Inquiry Framework.** SIG-Online Teaching and Learning; Paper Session  
Parc 55, Third Level, Powell II; 2:15-3:45pm

Chair: *Art W. Bangert, Montana State University*

Participants:

Instructional Strategies and Activities That Inform the Community of Inquiry (CoI) Framework. *Stephan David Junion, Nova Southeastern University*

Problems Measuring Social Presence in a Community of Inquiry. *Patrick R. Lowenthal, Boise State University; Joanna C. Dunlap, University of Colorado - Denver*

Towards Understanding the Relationship Between Social Presence and Social Capital. *Murat Oziok, University of Toronto; Daniel Zingaro, University of Toronto; Clare M. Brett, University of Toronto; Jim Hewitt, OISE/University of Toronto; Alexandra Makos, University of Toronto - OISE*

Learning Presence Viewed Through Quantitative Content Analysis and Social Networks: A New Construct for the Community of Inquiry Model? *Peter Shea, University at Albany - SUNY; Suzanne Hayes, Empire State College - SUNY; Sedef Uzuner Smith, Lamar University; Jason Vickers, University at Albany - SUNY; Temi Bidjerano, Furman University; Mary Gozza-Cohen, Widener University; Shoubang Jian, University at Albany - SUNY; Alexandra M Pickett, SUNY Learning Network; Jane Wilde, University at Albany - SUNY; Chi-Hua Tseng, Empire State College - SUNY*

Extending the Community of Inquiry Framework to a Synchronous Instructional Approach in a Chinese University. *Elson S.Y. Szeto, The Hong Kong Institute of Education*

**35.076. Understandings for and in Peace Education.** SIG-Peace Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 2:15-3:45pm

Chair: *Linda Pickett, Grand Valley State University*

Participants:

Beginning With Children: Exploring Students' Views on and Visions for Peace in Low-Income, Urban Elementary Classrooms. *Molly Quinn, Teachers College, Columbia University; Debbie Sonu, Hunter College - CUNY*

How Anger and Forgiveness Are Understood Across Diverse Pedagogical Practices and Discourses. *Elizabeth E. Heilman, Michigan State University; Elizabeth E. Heilman, Michigan State University*

When Students and Structures Meet in Class: Dilemmas of Pedagogy in Teaching Difficult Knowledge. *Joy A. Meeker, Sonoma State University*

Understanding Community to Include Difference as a Foundation for Peace in Schools. *Kate Cassidy, Brock University*

The Importance of Storytelling for Peace Building in Postconflict States. *Jan Stewart, University of Winnipeg; Marc Kuly, Winnipeg School Division*

**35.077. Justice: Four Approaches.** SIG-Philosophical Studies in Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 2:15-3:45pm

Chair: *Kanako Ide, Soka University*

Participants:

Educational Justice for the Cognitively Disabled. *Jaime L. Ahlberg, University of Florida*

Otherwise Than Just: Reading Camus With Derrida. *Jungah Kim, Borough of Manhattan Community College - CUNY*

Transitional Justice and the Task of Inclusion: A Habermasian Perspective on the Ethics of Aboriginal Education. *Christopher Martin, The University of British Columbia - Okanagan*

Senseless Injustice: An Excursus Into the Heart of Culturally Relevant Pedagogy. *Brandon Buck, Marquette University*

Discussant: *Amy B. Shuffelton, Loyola University Chicago*

**35.078. Assessing the Impact of Professional Development School Partnerships.** SIG-Professional Development School Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 2:15-3:45pm

Chair: *Audrey M. Kleinsasser, University of Wyoming*

Participants:

Assessing Professional Development School Partnership Readiness in a Culture of Inquiry. *Thierry George Kolpin, University of La Verne; Patricia A. Taylor, University of La Verne; Emily G. Shoemaker, University of La Verne, Retired; Weise Partnership Group; Judith M. Morris, University of La Verne; Janet Trotter, University of La Verne; Patricia C. Ensey, University of La Verne*

Meta-Analysis: New Findings Connect Clinical Teaching With Evaluating Student Achievement in High-Needs, Urban Partnership Schools. *Robert Hendrick, Georgia State University; William L. Curlette, Georgia State University; Susan L. Ogletree, Georgia State University; Gwendolyn T. Benson, Georgia State University*

The Action of Action Research: A Case Study of Five Years of Action Research in a Professional Development School Network. *Jeanne L. Tunks, University of North Texas; April Sanders, University of North Texas; Janet Ray, University of North Texas; Codi Potter, Elgin ISD*

Results of Student Teachers' Learning at Professional Development Schools. *Miranda Timmermans, HAN University of Applied Sciences; Rob F. Poell, Tilburg University; Ruud Klarus, HAN University of Applied Sciences; Loek F.M. Nieuwenhuis, IVA - University of Tilburg*

Discussant: *Diane Yendol-Hoppey, University of South Florida*

**35.079. Studies in Rasch Conditions and Applications.** SIG-Rasch Measurement; Paper Session  
Parc 55, Fourth Level, Mission I; 2:15-3:45pm

Chair: *Leigh M. Harrell-Williams, Georgia State University*

Participants:

Applying Test-Equating Techniques to Identify Engaged Students. *Robert Frederick Cavanagh, Curtin University*

How Invariant and Accurate Are Domain Ratings in Writing Assessment?  
*Stefanie Anne Wind, Emory University; George Engelhard, Emory University*

Measuring Student Growth Through Rasch Vertical Equating: Learning Within and Across Grades. *Gregory E. Stone, University of Toledo; Kristin L.K. Koskey, The University of Akron; Toni A. Sondergeld, Bowling Green State University; MingYang Liu, University of Toledo*

Development of a Work Engagement Scale: Examining the Utility of Scenario-Style Items. *Clair Marie Johnson, Boston College; Christina Matz-Costa, Boston College; Larry H. Ludlow, Boston College; Melissa Brown, Boston College; Elyssa Besen, Boston College; Jacquelyn James, Boston College*

Discussant: *Nathaniel J.S. Brown, Boston College*

**35.080. A Dialogue With Deans of Education at Historically Black Colleges and Universities.** SIG-Research Focus on Black Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 2:15-3:45pm

Chair: *Melanie Carter, Howard University*

Participants:

The Historic Role of Historically Black Colleges and Universities in Preparing African American Teachers. *Melanie Carter, Howard University*

Professional Accreditation and Historically Black Schools and Colleges of Education. *Kimberly L. King, Auburn University*

Successful Teacher Preparation Models and Best Practices at HBCUs. *Sean S. Warner, Grambling State University*

**35.081. Research on Giftedness, Creativity, and Talent SIG Business Meeting and Invited Address by Dean Keith Simonton: Little-C creativity, Big-C Creativity, and Creative Talent Development.** SIG-Research on Giftedness, Creativity, and Talent; Business Meeting

Sir Francis Drake, Second Level, Tudor AB; 2:15-3:45pm

Chair: *D. Betsy Mccoach, University of Connecticut*

Participant: *Dean Keith Simonton, University of California - Davis*

**35.082. The "Other" Students: Filipino Americans, Education, and Power.** SIG-Research on the Education of Asian and Pacific Americans; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 2:15-3:45pm

Chair: *Dina C. Maramba, Binghamton University - SUNY*

Participants:

Betwixt and Between Colonial and Postcolonial Mentality: The Critical Education of Filipino Americans. *Zeus Leonardo, University of California - Berkeley; Cheryl E. Matias, University of Colorado - Denver*

Struggling to Survive: Poverty, Violence, and Invisibility in the Lives of Filipina/o American Youth. *Allyson Tintiangco-Cubales, San Francisco State University*

Theorizing From Pain, Passion, and Hope: The Making of Filipino American Curricula and Pedagogy. *Patricia E. Halagao, University of Hawaii - Manoa*

Invisible Subjects: Filipina/os in Secondary History Textbooks. *Roland Sintos Coloma, University of Toronto - OISE*

Pilipinos in the Middle: Higher Education and a Sociohistorical Context of Contradiction. *Tracy Lachica Buenavista, California State University - Northridge*

Discussant: *Rick Bonus, University of Washington*

**35.083. Rethinking the Citizen in Science Education: Subjectivity, Critical Thinking, Ecojustice, and Equity.** SIG-Science Teaching and Learning; Symposium

Parc 55, Third Level, Mason; 2:15-3:45pm

Chair: *Hagop A. Yacoubian, Haigazian University*

Participants:

The Ethical Subject of Science Education: "Who" Is Making Decisions?  
*Jesse Bazzul, OISE/University of Toronto*

A Framework for Addressing Nature of Science in School Science. *Hagop A. Yacoubian, Haigazian University*

Reifying Nonformal Science Education: A Case of Ecojustice-Oriented Citizenship Education. *Erin Sperling, University of Toronto - OISE; John Lawrence Bencze, OISE/University of Toronto*

Science Education as Public and Social Wealth: The Notion of Citizenship From a European Perspective. *Anastasios Siatras, Aristotle University of Thessaloniki; Panagiotis Koumaras, Aristotle University of Thessaloniki*

Discussant: *David Blades, University of Victoria*

**35.084. Action Research in Learning to Teach: Stories From the Rural Teacher Residency Program at California State University, Chico.** SIG-Teacher as Researcher; Structured Poster Session

Parc 55, Fourth Level, Cyril Magnin I; 2:15-3:45pm

Chairs: *Mary Klehr, Madison Metropolitan School District/University of Wisconsin - Madison; Alan D. Amtzis, The College of New Jersey*

Participants:

1. Critical Thinking in the Fifth-Grade Social Studies Classroom. *Emily Akimoto, California State University - Chico*
2. Using Sheltered Instruction Strategies to Explicitly Teach Vocabulary in Math. *Falyn Beshwate, CSU-Chico*
3. Teaching Self-Regulated Learning. *Philip L James, CSU-Chico*
4. Developing Vocabulary Using Small Group Cooperation and Oral Presentation. *Alisha Nelson, California State University - Chico*
5. The Impact of Student Choices on Engagement in Learning. *Katie Donahoo, CSU-Chico*
6. Learning to Read in a Standards-Based, Test-Driven, No-Child-Left-Behind Era. *Monica Quilty, CSU-Chico*
7. Preparing Mentors to Support Residents in Action Research. *Ann K. Schulte, California State University - Chico; Mimi Beretz Miller, California State University - Chico*

**35.085. Research on 21st-Century Skills Using Knowledge Maps.** SIG-Technology, Instruction, Cognition & Learning; Paper Session

Parc 55, Second Level, Sutro; 2:15-3:45pm

Chair: *Klaus U. Breuer, Johannes Gutenberg University of Mainz*

Participants:

Development of Knowledge Within Formal and Informal Learning Settings: Prerequisites for Decision Making on Personal Income. *Klaus U. Breuer, Johannes Gutenberg University of Mainz; Nina Bender, Johannes Gutenberg University of Mainz*

Attitudes Towards Money: Methods Applied for Validation Within an International Framework. *Daniela Barry, Johannes Gutenberg University*

Knowledge Maps Towards Management of Money: Qualitative and Quantitative Analyses. *Dirk Ifenthaler, Open Universities Australia; Daniela Barry, Johannes Gutenberg University; Nina Bender, Johannes Gutenberg University of Mainz; Pablo Nicolai Pirnay-Dummer, University of Freiburg*

Impact Factors and Their Extent on Students Learning With Digital Knowledge Maps. *Ria Hanewald, Deakin University*

The Sequential Analysis of Causal Mapping Processes That Support Causal Understanding and Systems Thinking. *Allan C. Jeong, Florida State University; Hyoung Seok Seok Shin, Florida State University*

Discussant: *Marold S. Wosnitza, RWTH Aachen University*

### Division and SIG Roundtables

**35.086. Roundtable Session 21;** Roundtable Session

**35.086-1. Cases in Classroom Assessment: Insights in Context.** SIG-Classroom Assessment; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Robin D. Tierney, Research-for-Learning*

Participants:

Assessment in the Kindergarten Classroom: Exploring Teachers' Practices and Approaches Within the Current Accountability Context. *Angela Pyle, Queen's University; Christopher DeLuca, Queen's University - Kingston*

Formative Assessment in Context: A Multi-Case Analysis. *Julie Rae Oxenford - O'Brian, University of Colorado - Denver*

Incorporating Student Voice in Assessment: A Case Study of Addressing Personalizing Learning. *Bruce G. Waldrip, Monash University; Peter Sellings, Monash University; Vaughan Prain, La Trobe University*



**35.086-2. Educational Change Roundtable 2.** SIG-Educational Change; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Mehmet Dali Ozturk, Naval Postgraduate School*

Participants:

Innovation Through Whole-School Inquiry: The Work of Schools in Challenging Circumstances. *David Hagen Cameron, Ministry of Education, Ontario; Dianne Oliphant, Ontario Ministry of Education; Lucie McCartney, Ontario Ministry of Education; Judi Kokis, 21st Century Education Development Research Institute; Rachel Ryerson, Ontario Ministry of Education; Ben Shannon, Ministry of Education, Ontario*

Online Reporting Tools, Learning Analytics, and Teachers' Conditions of Practice: Implications for Global Education Reform. *Jean-Claude Couture, Alberta Teachers' Association; Phil McRae, University of Alberta; Stanley J. Varnhagen, University of Alberta*

Social Justice and Bilingual Education in Colombia: Critical Analysis of Current Language and Educational Policy. *Anne-Marie de Mejía, Universidad de los Andes; Marcela Ossa Parra, Universidad de los Andes*

**35.086-3. Coaching and Mentoring Special Topics.** SIG-Mentorship and Mentoring Practices; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Sean Robinson, Morgan State University*

Participants:

A Framework of Professionalization: Responsive Coaching as Transformative Teacher Development. *Heather Lynn Lynch, Georgia State University; Teresa R. Fisher, Georgia State University*

Do You Hear What I Hear? Exploring Understanding and Control of Discourse in Student Teaching Conferences. *Elizabeth Gayle Soslaw, University of Delaware*

"It Helped Me Think Outside the Box": Fostering Literacy Development in a Youth Mentoring Program. *Horace R. Hall, DePaul University; Beverly J. Trezek, DePaul University; Erin Mason, DePaul University*

**35.086-4. Instructional Leadership as Collaboration: What works?** SIG-Supervision and Instructional Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

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

Participants:

Instructional Coaching in Context: Role Ambiguity and Conflict in Educational Systems. *Susan P. Harvey, The University of Kansas; Richard Johnson, The University of Kansas; Thomas M. Skrtic, The University of Kansas; Jake Cornett, U.S. Senate*

Professional Learning Communities and Perceptions of Reflective Practices of Elementary School Teachers: What Really Works? *Rachel Real Poovey, The University of Alabama; Daisy E. Arredondo Rucinski, The University of Alabama*

Professional Learning Communities: Relationships With Academic Optimism and Student Achievement. *Amanda Hitson Cassidy, The University of Alabama*

Relationships Between the Implementation of Professional Learning Communities and Student Achievement in Pre-K-12 Schools: A Meta-Analysis of Dissertation Research. *Susan McClendon Patrick, Cullman County Board of Education; Daisy E. Arredondo Rucinski, The University of Alabama*

Common Planning Across Core Subject Departments: A Strategy to Improve Teaching and Learning in High Schools? *Kyra L. Rhyne, Ringgold High School; Daisy E. Arredondo Rucinski, The University of Alabama*

**35.086-5. Diversity, Equity, and the Politics of Education.** SIG-Politics of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Carolyn A. Brown, Fordham University*

Participants:

Assessing Opportunity: Student Assignment Policies, Race, and Class in Three School Districts. *Elizabeth H. DeBray, University of Georgia; Erica Frankenberg, The Pennsylvania State University; Kathryn A.*

*McDermott, University of Massachusetts - Amherst*  
Parental Rights and Contested Pedagogy Under the Alberta Human Rights Act. *Dianne Gerehuk, University of Calgary; Marie Farrell, University of Calgary*  
The Equity of a Federal Program for School Facility Construction. *Thomas Edward Davis, University of Maryland*

**35.086-6. Educational Statisticians Roundtables: Theory, Application, and Evaluation.** SIG-Educational Statisticians; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Matthew Newman Gaertner, Pearson*

Participants:

Evaluation of Computer Adaptive Formative Assessment (CAFATM) K12 Math System Using Logistic Growth Curve Models. *Jaehwa Choi, The George Washington University; HeeKyoung Kim, Korea Institute for Curriculum and Evaluation; Sungsook Kim, Korea Institute for Curriculum and Evaluation; Sukwoo Kim, Pusan National University*

Hypothesis Testing Using an Identity Super Matrix as a Design Matrix in Tests of Multivariate General Linear Hypotheses. *George H. Olson, Appalachian State University*

Ordinal Regression Analysis: Fitting Proportional Odds Models With Complex Survey Data Using Stata. *Xing Liu, Eastern Connecticut State University; Hari P. Koirala, Eastern Connecticut State University*

**35.086-7. Research on Learning and Instruction in Physical Education, Roundtable 2.** SIG-Research on Learning and Instruction in Physical Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Pierre Boudreau, University of Ottawa*

Participants:

Moving in My World: From School Physical Education to Community Arts Exhibitions. *Laura Azzarito, Columbia University*

Shifting and Narrowing Masculinity Hierarchies in Physical Education: Status Matters. *Amy Tischler, University of Wisconsin - LaCrosse*

Challenges and Benefits of Using a Student-Centered Inquiry as Curriculum Model in Physical Education Teacher Education (PETE). *Kimberly L. Oliver, New Mexico State University; Heather A. Oesterreich, New Mexico State University*

**35.086-8. A New Look at College Access.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Frances E. Contreras, University of California - San Diego*

Participants:

Losing Money to Make Money? Revenues, State Policy, and Seeking "Traditional" On-Campus Residential Students to Diversify Community Colleges. *Ryan Scott Sermon, The University of Arizona; Regina J. Deil-Amen, The University of Arizona*

Community College Student Progression Through the Preparatory Math Sequence. *Kristen Erin Fong, University of Southern California; Tatiana Melguizo, University of Southern California*

From Dream to Reality: Undocumented Community College Students' Perceptions of the California Dream Act and Postsecondary Opportunity. *Tara Watford, University of California - Los Angeles; Yen Ling Shek, University of California - Los Angeles*

**35.086-9. Adaptive and Competitive Athletics: Sport and Higher Education.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Steven C. Eigenbrot, University of South Carolina*

Participants:

Adaptive Athletics as Bridge to Higher Education for Returning U.S. Military Veterans With Spinal Cord Injuries and/or Diseases. *Michael T. Hartley, The University of Arizona; Aimee Cheree Mapes, The University of Arizona; Amanda Kraus, University of Arizona; Alberto Guzman, University of Arizona*

Faculty Influence on the Academic Success of Low-Income, First-Generation Student-Athletes. *Justin C. Ortogus, The Pennsylvania State University - University Park; Dan Merson, The Pennsylvania State University*

The Relationship Between Institutional, Departmental, and Program-Specific Variables and the Academic Performance of Division I FBS Football Programs. *Steven C. Eigenbrot, University of South Carolina; Vicki J. Rosser, University of Nevada - Las Vegas*

**35.086-10. College Choice From Various Vantage Points.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Mary Kierst Hutchens, Vanderbilt University*

Participants:

"I Got In!" Students' Acceptance and Enrollment in Their First-Choice Institutions. *Hannah Whang, University of California - Los Angeles; Laura Bernhard, University of California - Los Angeles*

College Choice Among Nontraditional Students. *Mary Kierst Hutchens, Vanderbilt University; Shannon Franklin, Vanderbilt University*

The International Research on Higher Education Choice: Major Findings, Practical Insights, and Future Directions. *Izhar Oplatka, Tel Aviv University; Jane Hemsley-Brown, University of Surrey*

Understanding International Students: What They Experience in the College Choice Process. *Dongbin Kim, The University of Kansas; Charles Allen Swanson Bankart, The University of Kansas; Xiushan Jiang, The Center for Remote Sensing of Ice Sheets*

**35.086-11. Concurrent, Conditional, and Undermatched Enrollment.**

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Kevin John Foshnacht, Indiana University*

Participants:

Students at the Edge of the Grid: Exploring the Success and Retention of Conditionally Admitted University Students. *Laura Reynolds-Keefer, University of Michigan - Dearborn; Gail R. Luera, University of Michigan - Dearborn*

Summer Coursework and Completing College. *Paul Attewell, City University of New York; Sou Hyun Jang, The Graduate Center - CUNY*

The First-Year Experiences of Academic Undermatches: How Undermatching Shapes Student Engagement, Perceived Gains, and Satisfaction. *Kevin John Foshnacht, Indiana University*

The Relationship Between Postsecondary Concurrent Enrollment and Baccalaureate Completion. *Xueli Wang, University of Wisconsin - Madison*

**35.087. Roundtable Session 22;** Roundtable Session

**35.087-1. Connecting the Dots: A Consideration of the Factors That Shape Graduate School Aspirations and Experiences.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Carmen Michele McCallum, Michigan State University*

Participants:

Conceptualizing the Intersection of Graduate Student Dispositions in a Cross-Cultural Service-Learning Experience. *Jonathan O'Brien, California State University - Long Beach; Kashima Samuels, California State University - Long Beach*

Family Backgrounds and Personal Backgrounds on Graduate School Aspirations of Taiwanese Freshmen. *Hung-Che Wang, National Dong Hwa University; Te-Sheng Chang, National Dong Hwa University; Tsai-Wei Wang, National Dong Hwa University; Pao-Feng Paula Lo, National Dong Hwa University*

Students' Perceptions of the Reenvisioned Ed.D. *Ron Zambo, Arizona State University; Debby M. Zambo, Arizona State University; Ray R. Buss, Arizona State University; Jill Alexa Perry, Duquesne University; Tiffany R. Williams, Arizona State University*

**35.087-2. Determinants of Effective Fund-Raising in Higher Education.**

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Noah Daniel Drezner, University of Maryland - College Park*

Participants:

Influence of Student Involvements on Philanthropic Giving Across Race and Generation. *Jason C. Garvey, University of Maryland; Noah Daniel*

*Drezner, University of Maryland - College Park*  
Fundraising Practices of the Leadership of the University of California, the California State University, and California Private Universities. *Kent Karsevar, Fresno State; Sharon Brown-Welty, California State University - Fresno*

Donations for Difference? An Examination of the Relationship Between Institutional Distinctiveness and External Funding. *P Jesse Rine, Council for Christian Colleges & Universities; James M. Hunter, Crown College*

**35.087-3. Developing and Sustaining Motivation in Graduate Education.**

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Tricia Seifert, OISE/University of Toronto*

Participants:

Building a Graduate School-Going Culture for Underrepresented and First-Generation College Students. *Kim Misa, Loyola Marymount University; Derenda King, Loyola Marymount University*

Operation Dissertation Acceleration: An Innovative Strategy for Supporting Doctoral Students. *Gokce Gokalp, Middle East Technical University; Ilda Margarita Jimenez y West, University of Southern California*

The Graduate/Professional School Plans of Racial Ethnic Minority Men: A Psychosociocultural Perspective. *Araceli Espinoza, University of Southern California - Rossier School of Education*

**35.087-4. Diversity in the Professoriate.** Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Participants:

The Role of Faculty in Diversity and Inclusiveness Efforts: Results of a Campus Inclusiveness Survey. *Sylvia L.M. Martinez, University of Colorado - Colorado Springs; Nancy Hernandez, University of Colorado - Colorado Springs; Grant A. Clayton, University of Colorado - Colorado Springs; Sarah Elsey, University of Colorado Colorado Springs*

U.S.- and Foreign-Born Postsecondary Faculty: An Examination of Work Roles in 1993 and 2004. *Karen Webber, University of Georgia; Lijing Yang, University of Georgia*

Understanding Conditions That Influence the Progress of Mothers on the Early Academic Career Path. *Catherine J. Mutti-Driscoll, University of Washington*

Waiting for Welfare: Retaining and Sustaining Women of Color in a Public University System. *Kimberley Henderson Stiemke, University of California - San Diego*

**35.087-5. Division J Section 6 Roundtable 1: A Focus on Students of Color Through Critical Race Theory.** Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Sable Manson, University of Southern California*

Participants:

The Impact of Student Conduct on Students of Color. *Sara Mikiko Kumasaka, University of Utah*

Who Makes It to Medical School? Experiences of Students of Color at a Predominately White Research University. *Marla De Rosa, Boston College*

Why Aren't More African American Men Becoming Physicians? *Jane Rosenthal, University of Southern California*

**35.087-6. Division J Section 6 Roundtable 3: Unionization, Labor Markets, and Public Perception of Higher Education.** Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Mariah (M.D.R.) Evans, University of Nevada - Reno*

Participants:

Breaking the Silence: The Unionization of Postdoctoral Researchers. *Maria Sayil Camacho, University of California - Los Angeles*

How Labor Market Perceptions Affect Undergraduates' Preparation—Gender Differences Included. *Chih-Chun Wu, National Chi Nan University*

The Conditions-Processes-Consequences of the Governance of Public Universities: Linking Neoliberal Contexts to Micropolitics in the Recent Ouster and Reinstatement of University of Virginia President Theresa Sullivan. *Walter F. Heinecke, University of Virginia*  
 What the Network Research Tradition Tells Us About Higher Education. *Rebecca Brower, Florida State University; Ralph Brower, Florida State University*

**35.087-7. Responding to Changes in the External Environment: Accountability, Assessment, and Funding.** Division J - Postsecondary Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Diane R. Dean, Illinois State University*

Participants:

Navigating the Recession: Competitive Strategy at Public Master's-Granting Universities in the Pacific Northwest and Midwest. *Alicia Kinne, University of Washington*

The Accountability Press: Implications for Institutional Assessment Practice. *Jillian L. Kinzie, Indiana University; Natasha Alexis Jankowski, University of Illinois at Urbana-Champaign; Staci J. Provezis, University of Illinois at Urbana-Champaign*

Organizational Change and Student Learning Outcomes Assessment: Bridging Theory and Practice at Three Postsecondary Institutions. *Rachel B Rubin, Harvard University*

**35.087-8. Scoreboard to Success: Student-Athletes, Personal Development, and Achievement.** Division J - Postsecondary Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Pamela Hope Segal, University of Maryland*

Participants:

Academic and Sport Motivation at the Collegiate Level: Are There Differences for Male and Female Students? *Barbara A. Greene, University of Oklahoma; Connie L. Dillon, University of Oklahoma; Raymond B. Miller, University of Oklahoma*

Playing the Game: Graduate Student Athletes' Personal Development, Academic Trajectory, and Agency. *Siduri Haslerig, University of California - Los Angeles*

Reading the Defense: Conceptualizations of Literacy by College Football Student-Athletes. *Pamela Hope Segal, University of Maryland*

**35.087-9. State and Institutional Finances: Typology and Effects.** Division J - Postsecondary Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *William R. Doyle, Vanderbilt University*

Participants:

Beyond Need and Merit: A Typology of State Grant Programs. *Taya Louise Owens, University at Albany - SUNY; Dante Javier Salto, University at Albany - SUNY*

The Effect of State Performance-Accountability Policies for Higher Education. *Jeongeun Kim, University of Michigan*

Institutional Finances and Public University Rankings: A Panel Data Approach. *John Paul Burczek Dreier, University of Maryland - College Park; Marvin A. Titus, University of Maryland*

**35.087-10. Research on Reading and Writing in History Education.** SIG-Teaching History; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Lauren McArthur Harris, Arizona State University*

Participants:

A Rigorous Dialectic: Writing and Thinking in History. *Jack Schneider, College of the Holy Cross; Sivan Zakai, American Jewish University*

Professional Development and Teacher Learning: The Advanced Placement World History Reading Experience. *Linda J. Black, Stephen F. Austin State University*

Teaching Types and Use of History Textbooks in Quebec Classrooms: Historical Method and Teaching Practices. *Vincent Boutonnet, Université de Montréal*

**35.087-11. The Intergenerational Nature of Indigenous Education: History, Policy, and Looking to the Future.** SIG-Indigenous Peoples

of the Americas; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chairs: *Troy Richardson, Cornell University; Bryan McKinley Jones Brayboy, Arizona State University*

Participants:

Career and Technical Education Issues Among Students of Native American Tribal Colleges and Universities. *Charles T. Saunders, Franklin University; Christopher J Zirkle, The Ohio State University*  
 Four Generations of Poarch Creek Educational Access, Opportunity, and Treatment. *Karla Susanne Martin, Illinois State University*  
 Schooling Experiences of Central California Indian People Across Generations. *Tara Mae Williams, California State University - Fresno; Susan M. Tracz, California State University - Fresno*

**35.088. Roundtable Session 23;** Roundtable Session

**35.088-1. Research on the Purpose and Practice of Social Studies Education.** SIG-Social Studies Research; Roundtable Session  
 Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Patricia G. Avery, University of Minnesota - Twin Cities*

Participants:

An Elementary Global Experience: Teacher Practice in a Technology-Based Global Exchange for K-6 Classrooms. *Joan Barnatt, Elon University; Marna Kiefer Winter, Elon University*

Democratic Education in the Era of New Media: A Case Study of a Virtual Talk Show in Second Life. *Ching-Fu Lan, Teachers College, Columbia University*

Lesson Study: Primary Sources to Engage Students to Think Historically and Attain American History Content. *Natalie Bolton, University of Missouri - St. Louis*

Teaching Controversy: Case Studies of the Structured Academic Controversy (SAC) Model in Two Nations. *Patricia G. Avery, University of Minnesota - Twin Cities; Delia Kunding, University of Minnesota; Timothy D. Sheldon, University of Minnesota; Jessamay R. Thompson, University of Minnesota*

Whiteness in the Social Studies Classroom: Students' Conceptions of Race and Ethnicity in U.S. History. *Christopher C. Martell, Framingham Public Schools/Boston University*

**35.088-2. Emerging Voices and Future Developments in Disability Studies in Education.** SIG-Disability Studies in Education; Roundtable Session  
 Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Katrina Arndt, Saint John Fisher College*

Participants:

Beyond Visions of Repair: Evoking a Parlance of Capacity and Competence in Research on Asperger Syndrome and Schooling. *Carrie C. Snow, City College of New York - CUNY*

A Model of Social and Psychosocial Identity Development for Postsecondary Students With Physical Disabilities. *Anjali Forber-Pratt, University of Illinois at Urbana-Champaign; Steven R. Aragon, Texas State University - San Marcos*

The Ontology of Impairment: Rethinking How We Define Disability. *Christopher Alexander Riddle, Utica College of Syracuse University*

Disability, Vietnam, and the Discourse of American Exceptionalism. *Thomas Jordan, Binghamton University - SUNY*

Equality Through Difference: Policy Values, Human Rights, and Social Justice in the Employment Participation of People With Disabilities. *Randall Owen, University of Illinois at Chicago*

**35.088-3. Mathematics Strategies and Interventions With Special Populations.** SIG-Special Education Research; Roundtable Session  
 Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Tianlan Wei, Texas Tech University*

Participants:

Error Pattern Analysis of Mathematical Word Problems by Middle School Students With and Without Learning Disabilities. *Jennifer Lee Krawec, University of Miami; Sheree Taisha Sharpe, Tufts University; Jia Huang, University of Miami*

Mathematics Instruction in an Alternative School for Students With Disabilities: A Case Study. *Shane A. Smith, University of New Haven; Audrey A. Trainor, University of Wisconsin - Madison*

Propensity Score Matching: Effectiveness of Math Learning in the First Years of Special Primary Education. *Gudrun Vanlaar, University of*



*Leuven; Machteld Vandecandelaere, University of Leuven; Kristof De Witte, Top Institute for Evidence Based Education Research; Jan A. Van Damme, KU Leuven; Bieke De Fraine, K.U. Leuven*

The Development of a Math Strategy for ELLs at Risk for Math Disabilities. *Michael John Orosco, University of California - Riverside; H. Lee Swanson, University of California - Riverside; Catherine Lussier, University of California - Riverside*

Using a Learning Progressions Framework to Develop a Classroom Assessment System That Is Inclusive of Students With Learning Disabilities in Mathematics: Results From Pilot 2. *Dr. Kavita L. Seeratan, SRI International*

**35.088-4. Workplace Learning: Perspectives From Apprenticeships and Apprentices.** SIG-Workplace Learning; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Michelle Elizabeth Bartlett, University of Louisville*

Participants:

Collaborative Learning in the Bakery. *Klaus Nielsen, Aarhus University*  
Determinants of Self-Perceived Achievement of Vocational Education and Training Among Apprentices in Different Occupations. *Susan Seeber, University of Goettingen; Rainer H. Lehmann, Humboldt University - Berlin*

**35.088-5. Educational Leadership and Research: Pushing International Boundaries.** SIG-International Studies; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *John M. Dirks, Michigan State University*

Participants:

Men Behind the Women of Afghanistan: Profiles of Selected Male Leaders Supporting Women Educational Leaders. *Elizabeth C. Reilly, Loyola Marymount University*  
Methodological Issues in Published Education Research Articles in China. *Juanjuan Zhao, University of Cincinnati; Lihshing Leigh Wang, University of Cincinnati; Gulbahar H. Beckett, University of Cincinnati*  
School Leadership Priorities and Challenges: A Comparative Perspective From Kenya and North Carolina. *Kennedy Ongaga, University of North Carolina - Wilmington; Mary M. Ombonga, University of North Carolina - Wilmington*

**35.089. Roundtable Session 24;** Roundtable Session

**35.089-1. Teaching and Learning in the Content Areas: Responding to the Needs of English Learners.** SIG-Bilingual Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Felice Atesoglu Russell, Kennesaw State University*

Participants:

Knowing and Teaching Elementary Mathematics to Bilingual Students: Examining the Role of Teaching Self-Efficacy and Beliefs About Teaching in Conceptual Change. *Zenaida Aguirre-Munoz, Texas Tech University*  
Leveraging Linguistic "Privation" Into Semiotic Sufficiency: Examining Multilingual Learners' Process of Collaborative Media Composition. *Patriann Smith, University of South Florida; Jenifer J. Schneider, University of South Florida; Aimee Frier, University of South Florida*  
Teacher Integration of the Native Language: From Deficit to Asset-Based Perspectives. *Kathryn A. Brooks, Butler University; Brooke E. Kandel-Cisco, Butler University*

**35.089-2. Democratic Citizenship in Education SIG Paper Discussion Session 2.** SIG-Democratic Citizenship in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Participants:

Civic Behavior in the Classroom and the Capacity for Social Movement Citizenship. *Ryan Thomas Knowles, University of Missouri; Jennice Wright, University of Missouri*  
Developmental Democracy and Accountability. *Robert O. Slater, University of Louisiana at Lafayette*  
Fables of the Reconstruction: A Review of Literature on the 1930s Reconstructionist Perspective. *Evan Mooney, Kent State University - Kent; Todd S. Hawley, Kent State University; Andrew L. Hostetler, Vanderbilt University - Peabody College*

From Traditional Citizenship to Global Citizenship: Turkish Graduate Students' Opinion About the Concept of Citizenship. *Emin Kilinc, Usak University; Ummugulsum Korkmaz, Texas A&M University*  
Political Judgment in Education. *Jan Grannas, Gävle University College*

**35.089-3. Children of Immigrants and the Need for Global Social Justice Leadership.** SIG-Leadership for Social Justice; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Amardeep Kahlon, The University of Texas - Austin*

Participants:

Experiences of Undocumented Immigrants in U.S. Public Schools. *Kaetlyn Lad, Saint Mary's College of California; Desiree Braganza, Saint Mary's College of California*  
Leadership for Social Change: Children of Labor Migrants in Israel. *Devorah Eden, Western Galilee College*  
Dream Act Students' Challenges and Opportunities for Institutional Action. *Maricela Oliva, The University of Texas - San Antonio*

**35.089-4. Non-Oxymorons: Capitalism, Exploitation, and Inequality.** SIG-Marxian Analysis of Society, Schools and Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Sheila L. Macrine, University of Massachusetts - Dartmouth*

Participants:

Education as Recovery: Neoliberalism, Schooling, and the Politics of Economic Crisis. *Graham Bryan Slater, University of Utah*  
Experimental Community Education of the Twin Cities (EXCO): Experimenting With Space and Time to Foster Revolutionary Education. *Erin Lee Dyke, University of Minnesota*  
Reflections on Humanities Education and the Marxist/Popular Critique. *James Czank, Lakehead University*  
The Douglass Academy Student Protest: Symbolic of a Proletarian Revolt for Educational Reform. *Lakia M Scott, University of North Carolina - Charlotte*  
Toward a Filipino Critical (FilCrit) Pedagogy: A Study of United States Exposure Programs to the Philippines. *Michael Joseph Viola, Antioch University Seattle*

**35.089-5. Race and Teacher Education.** SIG-Research Focus on Black Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Meca R. Williams-Johnson, Georgia Southern University*

Participants:

A Critical Race Analysis of the Gaslighting Against Black Teachers: Considerations for Recruitment and Retention. *Tuesda Roberts, Michigan State University; Dorinda Carter Andrews, Michigan State University*  
Cooperative Learning Structures: Catalyst for Effective Learning for African American Students in Higher Education. *Comfort O. Okpala, North Carolina A&T State University; Amon Okey Okpala, Fayetteville State University*  
Effects of Two Fluency-Oriented Reading Approaches on Racially Diverse Second Graders Comprehension of Text. *Franklin Dickerson Turner, Queens College - CUNY*  
Neoliberalism and Decolonization in Education Privatization in Nigeria. *Innocent Chima Ugwoke, University of Nigeria - Nsukka; Desmond I. Odugu, Lake Forest College*

**35.090. Roundtable Session 25;** Roundtable Session

**35.090-1. Issues of Equity and Diversity in Mathematics Education.** SIG-Research in Mathematics Education; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Mary Q. Foote, Queens College - CUNY*

Participants:

Equity Practices of In-Service Elementary School Mathematics Teachers. *Maureen M. Doyle-Neumann, The University of Vermont*  
Instructional and Institutional Practices That Differentiate Success in High-Poverty Schools. *John Tapper, University of Hartford*  
Professional Development Focused on Formative Assessment and Content Knowledge for Teaching Mathematics: A Five-Year Pilot. *Christine Jennifer Lyon, ETS; Meghan Wilson Brenneman, ETS; Joy J. Johnson, ETS; Trinetia Respress, Tennessee State University*  
Successes and Challenges of Supporting Interactive Learning in a

Mathematics and Engineering After-School Program for Middle School Students. *Carlos Alfonso Lopez Leiva, University of New Mexico; Sylvia Celedon-Pattichis, University of New Mexico; Marios S. Pattichis, University of New Mexico; Daniel Llamocca, University of New Mexico*

**35.090-2. Mathematics Teacher Practices.** SIG-Research in Mathematics Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Teruni D. Lamberg, University of Nevada - Reno*

Participants:

Elementary Teachers' Learning, Understanding, and Classroom Use of Research-Based Learning Progressions: One Teacher's Five-Year Journey. *Michael T. Battista, The Ohio State University*  
Investigating the Influence of Early Childhood Student Teaching Experiences on Mathematics Pedagogical Beliefs. *Sandra Mammano Linder, Clemson University; Amber Simpson, Clemson University*  
Mathematics Lesson Planning and Enactment: Examining Shifts in Pedagogical Design Capacity. *Julie Amador, University of Idaho*  
Moving Toward Positive Mathematics Beliefs and Developing Sociomathematical Authority: Preservice Teachers in Mathematics Methods Courses. *Joan Gujarati, Manhattanville College; Rupam Saran, Medgar Evers College - CUNY*

**35.090-3. Studies in Geometry.** SIG-Research in Mathematics Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Enrique Galindo, Indiana University*

Participants:

Can Intensive Visual Arts Study Lead to Improvements in Geometric Reasoning? *Lynn T. Goldsmith, Education Development Center, Inc.; Ellen Winner, Boston College; Lois A. Hetland, Harvard University; Craig D. Hoyle, Education Development Center, Inc.*  
Expanding Students' Involvement in Proof Problems: Are Geometry Teachers Willing to Depart From the Norm? *Patricio G. Herbst, University of Michigan - Ann Arbor; Wendy Rose Aaron, Oregon State University; Justin Kelly Dimmel, University of Michigan; Ander Willard Erickson, University of Michigan*  
The Semiotic Structure of Geometry Diagrams: Resources for Teaching Diagrammatic Literacy. *Justin Kelly Dimmel, University of Michigan; Patricio G. Herbst, University of Michigan - Ann Arbor*  
Topological Reasoning in the Middle Grades: Rethinking Geometry as Corporeal Space. *Elizabeth De Freitas, Adelphi University; MaryJean McCarthy, Adelphi University*

**35.090-4. Pathways to Participation in Out-of-School Settings.** SIG-Out-of-School Time; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Toks S. Fashola, Johns Hopkins University*

Participants:

Breadth of Extracurricular Participation and Academic Adjustment in Urban Middle Schools. *Casey Knijfsend, University of California - Los Angeles; Elana Jablon, Northwestern; Jaana Juvonen, University of California - Los Angeles*  
Extracurricular Activity in High-Performing School Contexts: Stress Buster, Booster or Buffer? *Jerusha Osberg Conner, Villanova University; Denise C. Pope, Stanford University; Sarah B. Miles, Stanford University*  
Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes. *Anamarie Auger, University of California - Irvine; Kim Pierce, University of California - Irvine; Deborah L. Vandell, University of California - Irvine*  
Understanding the Link Between Substance Use and the Interaction of the Individual and the Environment. *Kenneth Tae Han Lee, University of California - Irvine; Deborah L. Vandell, University of California - Irvine*

**35.090-5. Teachers and Children in Qualitative Research.** SIG-Qualitative Research Cosponsored with Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Amy Elizabeth Stich, University at Buffalo - SUNY*

Participants:

Entanglement as Stance: Troubling the Teacher Knowledge Tradition Through the Lens of New Material Feminism. *Courtney Rath,*

*University of Oregon*

Reflections and Research Considerations When Conducting Research With Minoritized Children. *Amanda Ajodhia-Andrews, OISE/University of Toronto*

Valuing Teacher Experience: Toward an Emancipatory Framework in Teacher Knowledge Research. *Tristan Gleason, University of Oregon*

**35.090-6. Critical Assumptions: Raising Awareness About the Teaching of ESL Writing.** SIG-Writing and Literacies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Participants:

Learning to Teach Writing: Perspectives of Preservice Teachers in an ESOL (English for Speakers of Other Languages) Program. *Youngjoo Yi, Georgia State University; Jin Kyeong Jung, Georgia State University; Aram Cho, Georgia State University*  
Language Awareness of Bilingual/ESL Literacy Teachers. *Beth L. Samuelson, Indiana University - Bloomington*  
Rethinking ESL Service Courses for International Graduate Students. *Young-Kyung Min, University of Washington - Bothell*  
Teacher Beliefs and Practices Around Writing and Language Learning. *Betsy Gilliland, University of Hawaii at Manoa*  
Writing Perspectives and Practices of Second Language Students in a Graduate Program. *Chi-Chih Tseng, University of California - Riverside*

**35.090-7. Schools Supporting Success: Exploring Aspects of Risk and Resilience.** Division E - Counseling and Human Development; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Sarah M. Kiefer, University of South Florida*

Participants:

The Importance of School Connectedness in Elementary School for Homeless Children. *Kirby Ann Chow, University of California - Los Angeles; Rashmita Mistry, University of California - Los Angeles*  
School Extracurricular Activities and the Academic Resilience of Youth From High-Poverty Rural Backgrounds. *Matthew J. Irvin, University of South Carolina; Soo-yong Byun, The Pennsylvania State University*  
A Longitudinal Examination of Schoolwide Positive Behavior Support (SWPBS): Disproportionality in Behavior Patterns. *Jennifer Betters-Bubon, University of Wisconsin - Whitewater*  
Prosocial Behavior and Engagement in 4th- to 12th-Grade Classrooms. *Christi Crosby Bergin, University of Missouri; Ze Wang, University of Missouri; David A. Bergin, University of Missouri*

**35.090-8. Educational Applications of National Databases.** SIG-Advanced Studies of National Databases; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Arturo Olivarez, The University of Texas - El Paso*

Participants:

Modeling Student Achievement: A Structural Equation Model. *Md. Shafiqul Azam, Fort Worth Independent School District*  
Race, Family Intactness, Pre-Kindergarten Attendance, and Primary Home Language: How Well Do They Predict Specific Learning Disability Classification by Third Grade? A Pilot Study Across School Poverty Levels. *Catherine Laterza, Oklahoma State University; Georgette Yetter, Oklahoma State University - Stillwater; Mwarumba Mwavita, Oklahoma State University*  
Student Perceptions of Classroom Mathematics Activities: A Cross-Cultural Examination. *Thomas J. Smith, Northern Illinois University; Wei Chen Hung, Northern Illinois University; Cornelius McKenna, Kishwaukee College*

**35.090-9. Narrative Inquiries Into Mathematics.** SIG-Narrative Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *M. Shaun Murphy, University of Saskatchewan*

Participants:

"Better to Be a Pessimist": A Narrative Inquiry Into Math Teachers' Experience of the Transition to the Common Core. *Jeong-Hee Kim, Kansas State University; Sherri Martinie, Kansas State University; Deborah Abernathy, Kansas State University*  
Mathematical Conversations That Matter. *Kathleen Jablon Stoehr, The University of Arizona*  
Exploring Voice in Teaching Mathematics: A Narrative Approach. *Olive Chapman, University of Calgary*

**35.090-10. Pygmalion Still in the Classroom.** SIG-Tracking and Detracking;

Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Colette Nkoyi Cann, Vassar College*

Participants:

Academic Tracking: A Contradiction to Proficiency for All. *Kim M.*

*Hinkson-Lee, Imperial County Office of Education*

Beliefs About Tracking: Comparing American and Finnish Prospective Mathematics Teachers. *Benjamin Hedrick, Stanford University; Erin Baldinger, Stanford University*

Teachers' Construction of Expectations and Adaptation of Practice in Response to Ability Grouping, Performance Data, and Performance Labels. *Christopher Harrison, University of North Carolina - Chapel Hill*

**35.090-11. Research Explorations in Immersive Environments for Learning.** SIG-Applied Research in Virtual Environments for Learning;

Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Elisabeth R. Hayes, Arizona State University*

Participants:

A Phenomenological Study of Games and Simulation Courses in Educational Technology: What Are We Teaching? *Albert Dieter Ritzhaupt, University of Florida; Chris Atkinson Frey, University of Florida; Nathaniel Poling, University of Florida; Youngju Kang, University of Florida; Margeaux C. Johnson, University of Florida*

Identity and Learning Routines in the Context of Work Within Virtual Worlds. *Jonathon J. Richter, University of Montana - Missoula; Taryn Stanko, University of Oregon*

Distance Learning for Students With Special Needs Through 3D Virtual Learning. *James M. Laffey, University of Missouri; Janine Stichter, University of Missouri; Krista D. Galyen, University of Missouri - Columbia*

**35.090-12. Instructional Technology SIG: Roundtable Session: Design and Evaluation of Gaming.** SIG-Instructional Technology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Vanessa Paz Dennen, Florida State University*

Participants:

Creative Thinking in Digital Game Design and Development: A Case Study. *Cesar Chavez Navarrete, The University of Texas - Austin*

Integrating a Storyline Gaming Characteristic and Learning Content: Effects on Learning in Various Domains of Study. *Elena Novak, Western Kentucky University*

Opening Doors to a Wealth of Skill Development Through Portal 2 Gaming in the Classroom. *Michelle Renee Zimmerman, Educational Research Consulting*

**35.090-13. Cognitive Processes and Motivation in Science Education.**

Division C - Learning and Instruction; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Jana Bouwma-Gearhart, Oregon State University*

Participants:

Comparing Two High School Classroom Interventions for Improving Comprehension of Chemistry Diagrams. *Bradley W. Bergey, Temple University; Jennifer G. Cromley, Temple University; Ting Dai, Temple University; Theodore W. Wills, Temple University; Mandy Kirchgessner, Temple University*

Effects of Writing Goals and Distribution of Subgoals on Cognitive Load and Science Learning. *Perry D. Klein, University of Western Ontario; Jacqueline S. Ehrhardt, Western University*

Motivation Under the Microscope: Understanding Undergraduate Science Students' Multiple Motivations for Research. *Lisa Zazworsky, California State University - Long Beach; Jessi L. Smith, Montana State University; Eric Deemer, Purdue University*

Science-Related Career Motivation as a Function of Stereotypes, Sex, and Age. *Kerstin Schuette, Leibniz Institute for Science and Mathematics Education; Olaf Koeller, Leibniz Institute for Science and Math Education*

**35.090-14. Computational, Engineering, and Design Thinking.** Division C - Learning and Instruction; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm  
Chair: *Lauren April Barth-Cohen, University of California - Berkeley*

Participants:

Computational Thinking in Teacher Education: Assessing Preservice Teachers' Understanding of Computational Thinking. *Aman Yadav, Purdue University; Ninger Zhou, Purdue University*

A Proposal for a Hypothetical K-12 Learning Progression Set for Algorithmic Thinking. *Pat Ko, The University of Texas - Austin; Cesar Delgado, The University of Texas - Austin*

Learning Looping: The Relationship Between Implicit Language and Code. *Leigh Ann DeLyser, New York University; Sharon M. Carver, Carnegie Mellon University; Mark Stehlik, Carnegie Mellon University*

Should All Computational Tools Be Treated Equally? Comparing the Affordances of K-12 Computing Education Tools. *Shuchi Grover, Stanford University*

**Sunday, 3:00 pm**

**SIG Sessions**

**36.010. The Front Lines of (In)Justice: Organizing and Activism for Effective School Discipline Policies, Youth Leadership, and More Justice.** SIG-Grassroots Community & Youth Organizing for Education Reform Cosponsored with SIG-Grassroots Community & Youth Organizing for Education Reform; Off-Site Visit

Mission High School, 3750 18th St., San Francisco, CA; 3:00-6:30pm

Visit Leaders: *Vajra M. Watson, University of California - Davis; Shawn A. Ginwright, San Francisco State University; John S. Rogers, University of California - Los Angeles*

**Sunday, 4:05 pm**

**Governance Meetings and Events**

**37.001. AERA Affirmative Action Council: Open Meeting.** AERA Governance; Governance Session

Hilton Union Square, Ballroom Level, Continental 8; 4:05-5:35pm

Chair: *April Z. Taylor, California State University - Northridge*

**Presidential Sessions**

**37.010. AERA ED Talks: Poverty and Technology, Teaching, Diversity, and Identity (#AERATalks).**

Presidential Session

Hilton Union Square, Lobby Level, Plaza A; 4:05-5:35pm

Chair: *Richard J. Reddick, The University of Texas - Austin*

Participants:

Poverty of Imagination in Today's Educational Climate: Transdisciplinary Creativity. *Punya Mishra, Michigan State University*

Teacher Diversity and Community Engagement. *Heather A. Harding, Teach For America, Inc.*

Technology in Education. *Michael Staton, LearnCapital*

Academic Identity and Transitions to College. *Cassandra Giguere Alvarado, The University of Texas - Austin*

**37.011. Education, Poverty, and the Emerging Majority-Minority: Advancing Social Justice for Low-Income Asian American and Pacific Island College Students.** Presidential Session Cosponsored with

Division J - Postsecondary Education, Division F - History and Historiography

Hilton Union Square, Ballroom Level, Continental 4; 4:05-5:35pm

Chair: *Marybeth Gasman, University of Pennsylvania*

Participants: *Marybeth Gasman, University of Pennsylvania; Robert T. Teranishi, New York University; Brian Murphy, De Anza College; Donald Yu, United States Department of Education*

**37.012. Film Festival: Bully.** Presidential Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 4:05-6:05pm



**37.013. Open Access in Publishing and Data: New Challenges and Opportunities.** Presidential Session  
Cospponsored with AERA Journal Publications  
Committee

Hilton Union Square, Ballroom Level, Continental I; 4:05-6:05pm

Chair: *William Cope, University of Illinois at Urbana-Champaign*

Presenters: *John M. Willinsky, Stanford University; Diane Harley, University of California, Berkeley; Alison Mudditt, University of California Press; Felice J. Levine, American Educational Research Association; Joan Ferrini-Mundy, National Science Foundation*

**37.014. The 17th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education.** Presidential Session; Invited Roundtable

Sir Francis Drake, Second Level, Empire; 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. *Jomills H. Braddock, University of Miami; Vinetta C. Jones, Howard University; Fayneese Miller, The University of Vermont*
3. The Critical Importance of Addressing Culture in Educational Research. *Geneva Gay, University of Washington; Carol D. Lee, Northwestern University*
4. Men of Color in Academe: The Need and Roles That Must Be Undertaken and Sustained. *James D. Anderson, University of Illinois at Urbana-Champaign; Kofi Lomotey, American Association of State Colleges and Universities*
5. The Critical Role of a Multidisciplinary Perspective in Politics and Policy Decisions. *Walter R. Allen, University of California - Los Angeles; William T. Trent, University of Illinois at Urbana-Champaign*
6. Laying the Initial Groundwork to Become Part of the Next Generation of Academic Administrators. *Wanda J. Blanchett, University of Missouri - Kansas City; Howard C. Johnson, Medger Evers College - CUNY; John L. Taylor, The University of Arizona*
7. Career Opportunities Outside of Academe to Conduct Educational Research, Influence National Policy Decisions, and Construct National Research Agendas. *Eugene L. Anderson, American Dental Education Association; Mary E. Dilworth, National Board for Professional Teaching Standards*
8. Generating External Research Funding: A Means to Control Your Professional Direction and Budgetary Autonomy. *Vivian L. Gadsden, University of Pennsylvania; Deborah C. Saldana, Saint John's University*
9. Effective and Efficient Methods for Publishing. *Gloria J. Ladson-Billings, University of Wisconsin - Madison; Margaret Beale Spencer, University of Chicago*
10. Academic and Professional Expectations for Graduate Students and Current and Prospective Postdoctoral Fellows: Establishing Foundations for Productive Careers—The Edgar G. Epps Table. *James Earl Davis, Temple University; Jerlando F.L. Jackson, University of Wisconsin - Madison; Carol Camp Yeakey, Washington University in St. Louis*
11. Identifying, Addressing, and Dealing With Academic Politics That May Affect You—The Asa G. Hilliard III Table. *Carl A. Grant, University of Wisconsin - Madison; William H. Watkins, University of Illinois at Chicago*
12. Strategic Means for Developing Meaningful University-Public School Partnerships. *Charles I. Rankin, Kansas State University; Bernard Oliver, University of Florida*
13. Leveraging and Advancing a Career in Program Evaluation: A Multidisciplinary Field That Involves Practice, Scholarship, and Opportunities. *Stafford Hood, University of Illinois at Urbana-Champaign; Rodney K. Hopson, Duquesne University; Toks S. Fashola, Johns Hopkins University*
14. The Politics of Knowledge and Educational Research. *Linda Darling-Hammond, Stanford University; William F. Tate, Washington University in St. Louis*

15. The Importance of and Approaches for Conducting Community-Based Research. *Jerome E. Morris, University of Georgia; Vanessa Siddle Walker, Emory University*
16. Strategies for Developing Effective Educational Intervention Programs. *Lamont A. Flowers, Clemson University; James L. Moore, The Ohio State University*

**AERA Sessions**

**37.015. Excellence in Education Research: Early Career Scholars and Their Work.** AERA Sessions; Invited Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 4:05-6:05pm

Chairs: *George L. Wimberly, American Educational Research Association; Edith G. Arrington, OMG Center for Collaborative Learning; John Q. Easton, Institute of Education Sciences*

Participants:

1. Validation and Examination of the Educational Benefits of Informal Interactional Diversity Using a National Sample of Incoming Black Law Students. *Rachel Upton, American Institutes for Research (AIR)*
2. Evaluating Credibility: Corroborating with Prior Knowledge Supports Multiple-Text Integration. *Jesse R. Sparks, Educational Testing Service*
3. Exploring the Social Context of Advanced Curricular Programming: Friendship Networks and Academic Outcomes. *Carolyn Elizabeth Barber, University of Missouri - Kansas City*
4. Organizational Characteristics Associated With Employment of Science and Engineering Postdocs at Research Universities. *Brendan Cantwell, Michigan State University*
5. Classmates With Disabilities and Students' Noncognitive Outcomes. *Michael A. Gottfried, Loyola Marymount University*
6. School- and Child-Level Predictors of Academic Success for African American Children in Third Grade: Implications for No Child Left Behind. *Scott L. Graves, Duquesne University*
7. The Impact of Missing and Error-Prone Auxiliary Information on Sparse-Matrix Subpopulation Parameter Estimates. *Leslie Rutkowski, Indiana University*
8. Word Recognition of Dialect-Sensitive Words in Sentences: The Influences of Sound, Meaning, and Dialect Density. *Megan C Brown, Georgia State University*
9. Time spent on Academic Tasks, Co-curricular Involvement, Academic Achievement and Labor Supply of Enrolled Students: A Panel Data Approach. *Fred Wanjera, Cardinal Stritch University*
10. Does the Online Environment Increase Access for Minorities and Women in STEM Fields at Community Colleges? *Claire Wladis, Borough of Manhattan Community College - CUNY; Katherine Mary Conway, Borough of Manhattan Community College - CUNY*
11. Using Generalizability Theory to Plan for Observational Measurement in Classrooms. *Kristen Marie Bottema-Beutel, Vanderbilt University*
12. Teacher learning and change, again: Lessons from a middle school science intervention. *Jade Caines, University of Pennsylvania*
13. Teacher-Reported Executive Functioning Skills Development in Dual-Language Learners. *Mary Catherine Wagner Fuhs, Peabody Research Institute, Vanderbilt University*
14. Psychometric Analysis of the BASC-2 Behavioral and Emotional Screening System (BESS) Student Form: Results From a High School Student Sample. *Leigh M. Harrell-Williams, Georgia State University*
15. Validity of a Formative Assessment Risk Ratings Feature. *Cheng-Fei Lai, University of Oregon*
16. Estimating the Effect of Implementing Inquiry-Based Elementary Science Instruction: A Cluster-Randomized Trial. *Marcia R Laugerman, University of Iowa*
17. Science Classroom Discourse Analysis on Teacher Feedback and Questioning With Reasoning Components. *SoonChun Lee, University of Nebraska - Lincoln*
18. Characters and Clues: Attention to a Narrative Introduction in a Chemistry Simulation. *Susan Letourneau, New York University*
19. What and Who Is "Good at Math": How Mathematics Teachers (Re) Define Their Subject in Everyday Practice. *Nicole Louie, University of California - Berkeley*
20. Writing, Formative Assessment, and the Common Core. *Alecia Marie Magnifico, University of Illinois at Urbana-Champaign*
21. Young Children's Social-Behavioral Skills and the Influence of Parenting in Rural Communities. *Kristin Rispoli, University of Nebraska - Lincoln*

22. The Linguistic Development of Nonthreatening Learning Environments. *Emily Schoering, University of Iowa*
23. Evaluating School-Level Value-Added Assessment Models. *Leslie H. Shaw, University of Nebraska - Lincoln*
24. The Development of Latino Education Policy, 1968-Present. *Jason Casellas, The University of Texas - Austin*
25. Better Mothers, Smarter Children? Low-Income Mothers' Experiences With Parenting Education. *Maia B. Cucchiara, Temple University*
26. The Promising and Troublesome Future of State Action Reasoning: Social Interactional Studies of Classroom Life and Civil Rights. *Manuel Espinoza, University of Colorado - Denver*
27. Discourses of Opportunity: Undocumented Students and Higher Education Policy. *Ryan Evely Gildersleeve, University of Denver*
28. Learning to Adapt: Environmental Decision-Making Processes Among Youth Across Cultures. *Sameer Honwad, University of Pennsylvania*
29. Linguistic Diversity, Growth in Attention, and Adolescent Reading Outcomes: Investigating Bilingual Advantages Between Kindergarten and Grade 8. *Michael J. Kieffer, New York University*
30. Black Males and Literacy: What Competing Research Narratives Teach Us. *David E. Kirkland, New York University/Michigan State University*
31. Positioning, Authority, and the Spread of Mathematical Ideas. *Jennifer Marie Langer-Osuna, University of Miami*
32. "What Do You Want to Say?" Collaborative Dialogue and Multilingual Questions Among Adolescent Language Learners. *Melinda E. Martin-Beltran, University of Maryland - College Park*
33. "Learning to Live": The Promise of Politically Relevant Teaching Towards the Holistic Development of "Our" Children. *Maxine Ramona McKinney de Royston, University of California - Berkeley*
34. Perceived Working Conditions and Teacher Commitment in Charter Schools. *Yongmei Ni, University of Utah*
35. Dropping Out, Trading Up, or Changing Tack? Where People Go When They Leave the STEM Pipeline. *Andrew Penner, University of California - Irvine*
36. The Teacher State: Militarization, Resistance, and Discipline in the Making of Eritrean Citizens. *Jennifer Riggan, Arcadia University*
37. Characteristics of School-Sponsored and Employer-Based Internship Participation During the Transition to Adulthood. *Carrie Shandra, Stony Brook University - SUNY*
38. Complex Word Production in Mandarin-English and Spanish-English Bilingual Children. *Li Sheng, The University of Texas - Austin*
39. Changing Collective Bargaining Agreements (CBAs) in California Public Schools: The Relationships Between Changes in CBA Restrictiveness, District Characteristics, and Student Achievement. *Katharine Omenn Strunk, University of Southern California*
40. Perception of Chinese Lexical Tone and English Lexical Stress by Chinese-English Bilinguals: A Tale of Two Features. *Shelley Xiuli Tong, The University of Hong Kong*
41. Is There Evidence to Support the Use of Social Skills Interventions for Students with Emotional Disabilities? *Amanda L. Sullivan, University of Minnesota*

### Committee Sessions

#### 37.016. Educational Leadership and Conflict in International Contexts.

International Relations Committee; Symposium  
Hilton Union Square, Ballroom Level, Continental 7; 4:05-6:05pm

Chair: *Melanie Carol Brooks, Iowa State University*  
Participants:

- From Postcolonial to Neoliberal Schooling in Somalia: The Need for Culturally Relevant School Leadership Among Somaliland Principals. *Muhammad Khalifa, Michigan State University; Khadar Bashir-Ali, The Ohio State University; Nimo Mohamed Abdi, Michigan State University*
- Mapping the Educational Leadership Landscape in Haiti: Tensions, Possibilities, and Innovations for Sustainability. *Gaetane Jean-Marie, University of Oklahoma; Steve Sider, Wilfrid Laurier University*
- The Contextual Impact on School Leadership in Kenya and Need for Trust Formation. *Joel Abaya, Wichita State University; Anthony H. Normore, California Lutheran University*
- Conflicting Messages, Compromised Leadership? Black Bermudian Males Navigating Schoolhouse and Community-Based Pedagogical Space. *Ty-Ron M.O. Douglas, University of Missouri - Columbia*
- Global Systems of Poverty and Educational Leadership: A Case Study of the Philippines. *Jeffrey S. Brooks, Iowa State University; Ian*

*Sutherland, Brent International School Manila*  
Education for Stabilization or Instability? Exploring the Influence of Parallel Schooling Systems in a Context of Insurgency in Southernmost Thailand. *Melanie Carol Brooks, Iowa State University; Ekkarin Sungtong, Prince of Songkla University*  
Discussant: *Jeffrey S. Brooks, Iowa State University*

#### 37.017. GSC Chair-Elect Fireside Chat: Grant-Writing Dos and Don'ts for Graduate Students.

Graduate Student Council; Invited Session  
Parc 55, Third Level, Market Street; 4:05-5:35pm  
Chair: *Jennifer Elizabeth Carinci, Johns Hopkins University*  
Participants: *William H. Schmidt, Michigan State University; Meredith J. Larson, National Center for Education Research; Chandra Muller, The University of Texas - Austin; James A. Griffin, National Institute of Child Health and Human Development; Andrea Conklin Bueschel, Spencer Foundation*

#### 37.018. GSC Division F Fireside Chat: Brown v. Board and the DREAM Act: Historical Trends in Access to Education.

Graduate Student Council; Invited Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 4:05-5:35pm  
Chairs: *Jacob Benjamin Starsky, University of Washington; Andrés Castro Samayoa, University of Pennsylvania*  
Participants: *William Perez, Claremont Graduate University; Nancy Beadie, University of Washington*

#### 37.019. Vehicles for Social Justice: The Role(s) of Ethnic Studies in K-16 Education.

Social Justice Action Committee; Invited Session  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 4:05-6:05pm  
Chair: *Thandeka K. Chapman, University of California, San Diego*  
Participants: *James A. Banks, University of Washington - Seattle; Bill W. Sanderson, San Francisco Unified School District; Jeffrey M.R. Duncan-Andrade, San Francisco State University; Dolores Calderon, University of Utah; David O. Stovall, University of Illinois at Chicago*

### International Organization Sessions

#### 37.020. Radical Social Theory for Radical Times: Putting Bourdieu to Work in Educational Research.

British Educational Research Association; Invited Session  
Hilton Union Square, Lobby Level, Golden Gate 4; 4:05-6:05pm  
Chair: *Helen Colley, University of Huddersfield*  
Participants:

How Bourdieu Bites Back: Recognizing Misrecognition and the Discomfort of the Educational Researcher. *David Russell James, Cardiff University*

"What (a) To Do About 'Impact'": A Bourdieusian Critique. *Helen Colley, University of Huddersfield*

Thinking With Bourdieu, Thinking After Bourdieu: Using "Field" to Consider In/Equalities in the Changing Field of English Higher Education. *Ann-Marie Bathmaker, The University of Birmingham*

Discussant: *Robert L. Lingard, University of Queensland*

#### 37.021. State and Regional Educational Research Associations:

**Distinguished Paper Session 1.** Consortium of State and Regional Educational Research Associations; Invited Session  
Westin St. Francis, Second Level, Kent; 4:05-5:35pm

Chair: *Malinda Hendricks Green, University of Central Oklahoma*

- Participants:
- Southwest Educational Research Association: Finite Mixture Modeling With Nonnormal Indicators. *Grant B. Morgan, Baylor University; Aaron R. Baggett, Baylor University*
- Northern Rocky Mountain Educational Research Association: A Comparison of TIMSS Scores Using Cognitive Domains. *Ryan Nixon, University of Georgia; Katie N. Barth, Nebo School District; Jeffrey S. Young, Brigham Young University; Nancy Wentworth, Brigham Young University*
- South Carolina Educators for Practical Use of Research: Preliminary Psychometric Evidence of the Behavioral and Emotional Screening System Teacher Rating Scale-Preschool. *Fred Greer, University of South Carolina; Jin Liu, University of South Carolina - Columbia; Christine DiStefano, University of South Carolina; Brandy Wilson, Appalachian*

State University; *Leia Kristin Cain, University of South Carolina*  
 Mid-South Educational Research Association: Faculty Administrator  
 Relationships. *Franz Howard Reneau, Florida A&M University*  
 Discussant: *David C. Berliner, Arizona State University*

### Division Sessions

#### 37.022. Considering Equity in Teaching, Learning, and School

**Organization.** Division A - Administration, Organization and Leadership; Paper Session  
 Westin St. Francis, Second Level, Victorian; 4:05-5:35pm

Chair: *Wayne D. Lewis, University of Kentucky*

Participants:

Equity Traps Redux: Inequitable Access to Foreign Language Courses for African American High School Students. *Herbert Joseph Schoener, Texas A&M University; Kathryn Bell McKenzie, California State University - Stanislaus*

Instruction, Equity, Social Networks, and District-Wide Improvement. *Thomas C. Hatch, Teachers College, Columbia University; Kathryn Hill, Teachers College, Columbia University; Rachel Kliegman Roegman, Teachers College, Columbia University*

Moving On Up? A Framework for Considering Equity and Efficiency in Stratified Educational Structures. *Jennifer von Reis Saari, University of Helsinki and University of Cambridge*

School Leadership in the Context of Demographic Change: Building Capacity to Support Wisconsin's New Latino Diaspora. *Rebecca Jane Lowenhaupt, Boston College; Todd Reeves, Boston College*

Discussant: *Winona M. Taylor, Bowie State University*

#### 37.023. Defining Leadership and Developing Teacher Leaders for Urban

**Schools.** Division A - Administration, Organization and Leadership; Symposium  
 Westin St. Francis, Mezzanine Level, Georgian; 4:05-5:35pm

Chair: *Cheryl Ellison Jones-Walker, Swarthmore College*

Participants:

Secondary Teacher Leadership: A Promising Development. *Marya R. Levenson, Brandeis University*

Creating Capacity and Space for Teacher Leadership. *Stephen Lazar, Harvest Collegiate High School*

Leadership as Empowering Others. *Joy Kogut, Boston Community Leadership Academy; Sarah Langer, Boston Community Leadership Academy*

Developing Common Core Standards and Teacher Leaders. *John McCrann, Bronx Lab School*

Discussant: *Ann Lieberman, Stanford University*

#### 37.024. Principal Evaluation and Professional Development.

Division A - Administration, Organization and Leadership; Paper Session  
 Westin St. Francis, Second Level, Elizabethan A; 4:05-6:05pm

Chair: *Michael E. Dantley, Miami University*

Participants:

Optimizing Principal Feedback: Content Validity and Feasibility Testing of a Fair and Accurate Principal Observation Instrument. *Matthew A. Clifford, American Institutes for Research; Kim M. Bobola, The American Institutes for Research*

Principal Evaluation as a Strategy for Improving Student Learning: Comparative Case Studies of District Capacity. *Laura Lara-Brady, WestEd; Karen Marie Kearney, WestEd; Stephen H. Davis, Cal Poly Pomona; Ronald Jeffrey Leon, Cal Poly Pomona; Nancy M. Sanders, California State Polytechnic University, Pomona; Christopher Thomas, University of San Francisco*

Balanced Leadership Professional Development Training Effects on Principals' School Leadership Behavior: Results From a Randomized Control Trial. *Robert James Miller, Texas A&M University; Roger D. Goddard, McREL; Minjung Kim, Texas A&M University - College Station; Yvonne L. Goddard, Texas A&M University; Pat A. Schroeder, Texas A&M University*

Multi-Source Principal Evaluation Data: How Principals Approach, Interpret, and Use Teacher Feedback Regarding Their Leadership Effectiveness. *Ellen B. Goldring, Vanderbilt University; Madeline Clark Mavrogordato, Michigan State University; Katherine Taylor Haynes, Vanderbilt University*

School District Approaches to Principal Professional Development:

Influences on Policy Design. *John J. Hall, University of California - Berkeley*

The Search for Policy Levers: Multilevel Analysis of Career Departure and Mobility Behaviors of Principals. *Abebayehu Aemero Tekleselassie, The George Washington University; Jaehwa Choi, The George Washington University; Felisa Gonzales, The George Washington University*

Discussant: *Cynthia J. Reed, Auburn University*

#### 37.025. Experience as Inquiry.

Division B - Curriculum Studies; Paper Session  
 Grand Hyatt, Second Level, Belvedere; 4:05-6:05pm

Chair: *Erica R. Davila, Arcadia University*

Participants:

Complicating the Meanings of "Experience" in Curriculum Inquiry: (Im) Possibilities of Doing Research "Poststructurally". *Seungho Moon, Oklahoma State University - Stillwater*

Mobilizing Research in the Interests of the Poor: Lessons From Grassroots Struggles. *Miguel Zavala, California State University - Fullerton*

*El Currículo Oculito* and the Achievement Gap: A Testimonio. *Christie Lizette Esparza, The University of Texas - Brownsville*

The Big Story and the Little Stories: Curriculum, Pedagogy, and the Search for Personal Meaning. *Jim Burns, South Dakota State University*

Writing Love and Agency: Narrative Revisions in the Academic and Life Texts of High School Youth. *Bronwyn Clare Lamay, Stanford University*

Border Violence: Epistemology, Inquiry, and a Lived Curriculum of Solastalgia. *Laura M. Jewett, The University of Texas - Brownsville; Edith Espinosa Trevino, The University of Texas - Brownsville; Luz Evelin Zuniga, The University of Texas - Brownsville*

Discussant: *Denise M. Taliaferro Baszile, Miami University*

#### 37.026. Sparking the Utopian Impulse: Imagining Across Theoretical

**Traditions.** Division B - Curriculum Studies; Symposium  
 Grand Hyatt, Theatre Level, Curran; 4:05-6:05pm

Chair: *Abraham P. Deleon, The University of Texas - San Antonio*

Participants:

Sparkling the Utopian Impulse. *Abraham P. Deleon, The University of Texas - San Antonio*

Challenging "Realities" With the Utopian Impulse: The Power of Imagination and the Local. *John Joseph Lupinacci, Eastern Michigan University*

Reimagining Utopia: Intersectionality, African American Youth Activism, and the Utopian Impulse. *Nicole April Carter, Eastern Michigan University*

Indigenizing Environmental Education: Expanding Utopian Pedagogies of Place Through Reexamining Language, Place, and Eco-Hermeneutics. *Andrejs Kulnieks, Nipissing University; Dan Longboat, Trent University; Kelly A. Young, Trent University*

The "Cultural Commons," Enclosure, and the Curriculum: Engaging Teachers in a More Complex Engagement With Ecological Reforms of Sustainability. *Audrey M. Dentith, Lesley University; Chet Bowers, University of Oregon; Debra A. Root, University of Texas San Antonio*

Indigenous Resistance to Exploitation of Sacred Landscapes: Implications for Curriculum and Pedagogy. *Jeremy Garcia, University of Wisconsin-Milwaukee*

Discussant: *Susan Huddleston Edgerton, Massachusetts College of Liberal Arts*

#### 37.027. Using Visual Methods to Enter the Life Worlds of "Labeled"

**Children and Youth.** Division B - Curriculum Studies; Symposium  
 Grand Hyatt, Theatre Level, Orpheum; 4:05-5:35pm

Chair: *Beth Blue Swadener, Arizona State University*

Participants:

Using Digital Video as a Tool for Self-Determination in Person-Centered Planning by a Young Man With Severe Autism. *Kagendo Mutua, The University of Alabama*

"I Will Tell You About Playing With My Brother, but I Don't Want to Talk About Autism!". *Amy M. Papacek, Arizona State University*

The Coconstruction of Classroom Conflicts: Teacher and Student Interpretations of Classroom Misbehavior. *Rebecca A. Neal, Arizona State University*

Using Photovoice to Enter the Life Worlds of Children With Individual Educational Plans. *Lisa Marie Lacy, Arizona State University; Beth Blue Swadener, Arizona State University*

Discussant: *Elizabeth B. Kozleski, The University of Kansas*



**37.028. Division C Invited Session: Critical Research Questions for Practice in Education and Poverty.** Division C - Learning and Instruction; Invited Session  
Westin St. Francis, Second Level, California East; 4:05-6:05pm

**37.029. Exploring Literacy in the Humanities.** Division C - Learning and Instruction; Paper Session  
Westin St. Francis, Second Level, Hampton; 4:05-5:35pm  
Chair: *John K. Lee, North Carolina State University*

Participants:

Reading Between the Lines: Classroom Discourse and Academic Rigor in Traditional and Drama-Integrated Language Arts. *Sandra Michelle Loughlin, University of Maryland; Alida Anderson, American University; Katherine Adams Berry, The George Washington University*

Using a Formative Experiment to Promote Disciplinary Literacy in Social Studies Education. *Jamie Colwell, Old Dominion University*

Historical Reading and Writing Apprenticeships for Adolescent Readers: Integrating Disciplinary Learning With Cognitive Strategies. *Susan De La Paz, University of Maryland; Chauncey B. Monte-Sano, University of Michigan - Ann Arbor; Mark K. Felton, San José State University; Robert G. Croninger, University of Maryland - College Park; Cara Jackson, University of Maryland; Kelly Worland, University of Maryland*

The Assessment of Historical Interpretive Essays: What Do Teachers Look For? What Feedback Do They Provide? *Liliana Maggioni, The Catholic University of America; Bruce A. VanSledright, University of North Carolina - Charlotte*

Discussant: *Lauren McArthur Harris, Arizona State University*

**37.030. Models for Focusing on Scientific Practices in Curriculum Design and Professional Development.** Division C - Learning and Instruction; Symposium  
Westin St. Francis, Second Level, Yorkshire; 4:05-5:35pm  
Chair: *Katie Van Horne, University of Washington*

Participants:

Theorizing Learning in Practice: A Research Agenda for Studying Science Learning Across Settings and Time. *William R. Penuel, University of Colorado*

A Next Generation Model for Science Course Development and Implementation. *Katie Van Horne, University of Washington; Philip L. Bell, University of Washington*

A Next Generation Science Exemplar System for Professional Development. *Brian J. Reiser, Northwestern University; Sarah Michaels, Clark University; Jean Moon, The National Academies*

Modeling as an Organizing Practice for Science Education: From Professional Development to the Classroom. *Cynthia M. Passmore, University of California - Davis; Julia Svoboda Gouvea, University of California - Davis; Rich Hedman, California State University - Sacramento*

Discussant: *John L. Rudolph, University of Wisconsin - Madison*

**37.031. Oral Vocabulary Instruction in the Early Years: Current Practices and Future Directions.** Division C - Learning and Instruction; Symposium  
Westin St. Francis, Second Level, Oxford; 4:05-5:35pm  
Chair: *Tanya S. Wright, Michigan State University*

Participants:

Vocabulary Instruction Across Read-Aloud Genres in Kindergarten. *Tanya S. Wright, Michigan State University*

Supports for Vocabulary Development in the Jumpstart Preschool Program. *Julie Dwyer, Boston University*

The Impact of Content-Rich Oral Vocabulary Instruction in Pre-Kindergarten Classrooms. *Susan B. Neuman, University of Michigan - Ann Arbor*

Discussant: *Margaret G. McKeown, University of Pittsburgh*

**37.032. Science Achievement: Cognitive Processes and Instruction.** Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 4:05-6:05pm  
Chair: *Rod Roscoe, Arizona State University - Tempe*

Participants:

Cognitive Science-Based Instruction in Middle School Science: Effects on

Comprehension of Visual Representations. *Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University; Theodore W. Wills, Temple University*

Academic Self-Concept in Science: Multidimensionality, Relations to Achievement Measures, and Sex Differences. *Malte Jansen, Humboldt University - Berlin; Ulrich Schroeders, Humboldt University; Oliver Lüdtke, Humboldt University*

Learning Complex Scientific Concepts Through Peer Argumentation: The Effect of Human Presence and Discourse Style. *Christa S.C. Asterhan, Hebrew University*

Attitudes Toward Instructional Change Among STEM Faculty in Higher Education. *Cheryl M. Allendoerfer, University of Washington - Seattle; Mee Joo Kim, University of Washington - Seattle*

The Impact of Attention and Source Representation on Spontaneous Analogical Transfer. *Patrick Cushen, University of Maryland - College Park; Jennifer Wiley, University of Illinois at Chicago*

Phenomenological Primitives in Introductory Computer Science Students' Understanding of Recursion. *Jie Chao, University of Virginia; David F. Feldon, University of Virginia; James Cohoon, University of Virginia*

Discussant: *Jonathan F. Osborne, Stanford University*

**37.033. Teacher Cognition and Changing Instructional Practice.** Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 4:05-5:35pm  
Chair: *Ben Seipel, California State University, Chico*

Participants:

Exploring Differences in Practicing Teachers' Valuing of Pedagogical Knowledge Based on Teaching Ability Beliefs. *Helenrose Fives, Montclair State University; Michelle M. Buehl, George Mason University*

How Teachers Learn: Testing a Cognitive-Affective Model of Belief Change. *Anna-Theresia Decker, Goethe-University Frankfurt/M.; Mareike Kunter, Goethe University; Ilonca Hardy, Goethe-University Frankfurt/M.*

Teacher Self-Efficacy as a Predictor for or a Consequence of Instructional Quality? A Longitudinal Analysis. *Doris Holzberger, Goethe University; Anja Philipp, Goethe University; Mareike Kunter, Goethe University*

The Influence of Momentary Classroom Goal Structures on Students' Cognitive Engagement in High School Science. *Diana Janet Zaleski, Illinois State Board of Education*

Monitoring Student Learning. *Keith W. Thiede, Boise State University; Jonathan L. Brendefur, Boise State University; Richard D. Osguthorpe, Boise State University; Jennifer L. Snow, Boise State University; Steve Oswalt, Boise State University; Amanda Bremner, Boise State University*

An Investigation of Contextual Factors and Personal Factors in Teachers' Motivation to Implement Whole School Reform Efforts. *Jeannine E. Turner, Florida State University; Alysia D. Roehrig, Florida State University; Eric Christensen; Jumi Lee, The Florida State University*

Discussant: *Stuart A. Karabenick, University of Michigan*

**37.034. The Role of Instructional Approach in Students' Learning and Motivation.** Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 3; 4:05-6:05pm  
Chair: *Toni Kempler Rogat, Rutgers University - New Brunswick/Piscataway*

Participants:

Less Is More: Teachers' Influence on Peer Collaboration. *Tzu-Jung Lin, The Ohio State University; May Jadallah, Illinois State University; Richard C. Anderson, University of Illinois at Urbana-Champaign; Amanda R. Baker, The Ohio State University*

Investigation of Instructional Practices That Support Students' Self-Regulated Learning Within a Postsecondary Classroom Setting. *Leah D. Morgan, University of Houston; Shirley L. Yu, University of Houston; Virginia L. Hollyer, University of Houston*

Daily and Cumulative Effects of Teachers' Autonomy Support Over Time. *Erika Alisha Patall, The University of Texas - Austin; Ariana Christine Crowther, The University of Texas - Austin; Rebecca Rose Steingut, The University of Texas - Austin*

Exploring the Role of Teacher Challenge and Support in High School Students' Engagement in Science. *Anna D. Strati, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University*

Discussant: *Lynley H. Anderman, The Ohio State University*

**37.035. The Transfer Showcase: Exciting Contemporary Advances About an Educationally Central Phenomenon, Followed by a Memorial Session for Randi Engle.** Division C - Learning and Instruction; Structured Poster Session

Parc 55, Fourth Level, Cyril Magnin I; 4:05-7:05pm

Chair: *Xenia S. Meyer, University of California - Berkeley*

Participants:

1. Backward Transfer as Productive Influences on Prior Knowledge. *Charles Hohensee, University of Delaware*
2. Transformative Experience: A Deweyan and Motivational Perspective on Transfer. *Kevin J. Pugh, University of Northern Colorado; Cassandra M. Bergstrom, University of Northern Colorado*
3. Problematic Social Change and an Intervention to Generate Learning Transfer as a Local Solution. *King D. Beach, Florida State University; Kaghendra Bahadur Gharti, International Educational Research and Development Consulting*
4. Achieving Transfer of Scientific Principles via Perception-Action Training. *Robert Goldstone, Indiana University; Sam Day, Indiana University; Lisa Byrge, Indiana University*
5. How Does Student Responsiveness to Expansive Framing Relate to Transfer? A Correlational Study. *Xenia S. Meyer, University of California - Berkeley; Lloyd Goldwasser, University of California - Berkeley; Diane Lam, University of California - Berkeley; Randi A. Engle, University of California - Berkeley; Kathleen Zheng, University of California - Berkeley; Sue X. Wang, University of California - Berkeley; Alexina M. Chong, University of California - Berkeley; Erica Naves, University of California - Berkeley; Anusha Challa, University of California, Berkeley*
6. Instructional, Interactional, and Meditational Framing: Three Sources of Intercontextuality That Differentially Influence Transfer. *Adam Mendelson, University of California - Berkeley*
7. Categorizing Student-Generated Connections From an Actor-Oriented Transfer Perspective. *Elise Nicole Lockwood, University of Wisconsin - Madison*
8. An Instructional Framework for Developing Adaptive Expertise Through Sequencing Horizontal and Vertical Transfer Tasks. *N. Sanjay Rebello, Kansas State University; Lili Cui, University of Maryland - Baltimore County; Dong-Hai Nguyen, Kansas State University; Dean Zollman, Kansas State University*
9. A Theoretical Framework for Transfer as Sense-Making: Applications and Examples. *Timothy James Nokes-Malach, University of Pittsburgh; Jose Mestre, University of Illinois; Daniel M. Belenky, Carnegie Mellon University*

Discussants: *James G. Greeno, University of Pittsburgh; Joanne Lobato, San Diego State University*

**37.036. Developing, Validating, and Reporting Performance Standards.**

Division D - Measurement and Research Methodology; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 4:05-5:35pm

Chair: *Daniel M. Lewis, CTB/McGraw-Hill LLC*

Participants:

- Prototyping English/Literacy Performance Assessments With Evidence-Centered Design for the PARCC Assessments. *Anthony Robert Petrosky, University of Pittsburgh; Vivian Mihalakis, University of Pittsburgh*
- Using a Standardized Performance Deviation to Evaluate Assessment Data in a Standards-Based Environment. *Bob Good, Denver Public Schools*
- Validation of a Learning Progression in Science: A Latent Class Analysis Approach. *Shih-Ying Yao, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley*
- Learning Progressions: A Proposed Validation Method. *Amanda Corby Soto, University of Massachusetts - Amherst; Melinda A. Taylor, Pearson*
- Vertical Comparison Using Reference Sets. *Anton Beguin, Cito; Saskia Wools, Cito*

Discussant: *Craig Deville, Measurement Incorporated*

**37.037. Division D Mentoring Reception for New Professionals.** Division D - Measurement and Research Methodology; Mentoring Session  
Hotel Nikko, Third Level, Nikko II; 4:05-6:05pm

Chairs: *Phoebe C. Winter, Pacific Metrics Corporation; Mirka E. Koro-Ljungberg, University of Florida*

**37.038. Division E Vice-Presidential Address.** Division E - Counseling and

Human Development; Invited Session

Parc 55, Second Level, Divisadero; 4:05-5:35pm

Presenter: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

**37.039. Connecting 21st-Century Tools to Learners: The Shifting Roles of Educators in Learning Spaces.** Division G - Social Context of Education; Symposium

Westin St. Francis, Mezzanine Level, Colonial; 4:05-6:05pm

Chair: *Aaminah Norris, University of California - Berkeley*

Participants:

- Leading With Youth: Is Youth Participatory Action Research a Possibility in Today's Public Schools? *Antero Garcia, Colorado State University*
- Designing Prototypes for Diversity: Design Thinking and Inclusion in an Urban School Context. *Aaminah Norris, University of California - Berkeley*
- Clipboards and Checklists: An Exploratory Case of One Teacher's Analog Data-Informed Practice. *Peter Samuelson Wardrip, University of Pittsburgh; Phillip Herman, University of Pittsburgh*
- Teaching Digital Media Production in a High School: Exploring Porous Classroom Boundaries, Blurring Formal/Informal Learning, and Examining Entrepreneurship. *Alexander Cho, The University of Texas - Austin; Jennifer Noble, University of Texas, Austin; Andres Lombana Bermudez, University of Texas, Austin*
- Learning Spaces, Social Media, and Social Justice Education. *Chelsey Hauge, The University of British Columbia*
- "Copy and Paste on Your Status": Viral Learning in Social Media. *Tamara Shepherd, Ryerson University*

Discussant: *Louis M. Gomez, University of California - Los Angeles*

**37.040. Factors Affecting English Learner Students' Academic Achievement: Quasi-Experimental Evidence From Three Large School Districts.** Division G - Social Context of Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 4:05-6:05pm

Chair: *Sean F. Reardon, Stanford University*

Participants:

- The Impact of Initial Language Status on Academic Achievement. *Ilana Marice Umansky, Stanford University*
- Instructional Pathways for English Language Learners: Growth Analysis of Effects by Pathway and Ethnicity. *Rachel Valentino, Stanford University*
- Is a Good Teacher a Good Teacher for All? Comparing Value-Added of Teachers With Their English Learners and Non-English Learners. *Susanna Loeb, Stanford University; James Soland, Stanford University; Lindsay A. Fox, Stanford University*
- Different Skills? Identifying Differentially Effective Teachers of English Language Learners. *Benjamin Master, Stanford University; Susanna Loeb, Stanford University; Camille Whitney, Stanford University; James H. Wyckoff, University of Virginia*
- Between School Variation in the Academic Growth of English Learners. *Camille Whitney, Stanford University; Rachel Valentino, Stanford University; Sean F. Reardon, Stanford University*

Discussant: *Patricia C. Gandara, University of California - Los Angeles*

**37.041. Places and Spaces of (Dis)empowerment and Agency.** Division G - Social Context of Education; Paper Session  
Westin St. Francis, Second Level, Essex; 4:05-6:05pm

Chair: *Noni Mendoza-Reis, San José State University*

Participants:

- Addressing the Fragility of School Settings in Brazil's Favelas. *Rolf Straubhaar, University of California - Los Angeles*
- Agency Against the Odds. *Michele Schmidt, Simon Fraser University; Raj Mestry, University of Johannesburg*
- Interstitial Spaces in Community Organizing for School Reform. *Christopher Milk Bonilla, The University of Texas - Pan American*
- The Geography of Poverty, Toxicity, and Stress in St. Louis: A Case Study. *Christopher Hamilton, Washington University in St. Louis*
- Undocumented, Unafraid, and Unapologetic: Articulatory Practices and Migrant Student "Illegality". *Genevieve Negron-Gonzales, University of California - Berkeley*

Discussant: *Gustavo E. Fischman, Arizona State University*

**37.042. Teaching In Between Contested Race, Gender, Class, and Power in the U.S. South.** Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, California West; 4:05-6:05pm

Chair: *Cordelia Zinskie, Georgia Southern University*

Participants:

Theoretical Traditions of Teaching In-Between. *Ming Fang He, Georgia Southern University*

Teaching Against the Miseducation of Blacks in the U.S. South. *Michel Linee Mitchell, Georgia Southern University*

Thriving In Between the Contested Race, Gender, Class, and Power in the U.S. South. *Angela McNeal Haynes, Altamaha Elementary School*

Teaching Blackness in Education In-Between. *Cynthia M. Mikell, Georgia Southern University*

A Black Woman's Journey of Teaching Towards Emancipation in the Contested South. *Consuela Ward, Georgia Southern University*

A War Bride's Mixed Granddaughter's Narrative of Lives in Between Contested Race, Gender, Class, and Power. *Sonia E. Janis, University of Georgia*

Discussants: *William H. Schubert, University of Illinois at Chicago; Sabrina N. Ross, Georgia Southern University*

**37.043. Increasing Graduation Rates Through High School Student Engagement.** Division H - Research, Evaluation and Assessment in Schools Cosponsored with SIG-Research on Evaluation; Paper Session Parc 55, Fourth Level, Mission II&III; 4:05-6:05pm

Chair: *The Kochoer, Walden University*

Participants:

Career Choices Program Evaluation Using Propensity Score Analysis.

*Lauren Christine Taylor, University of California - Santa Barbara*

Assessing the Impact of an Urban High School GEAR UP Reform Effort on College Readiness and Access Outcomes. *Toni A. Sondergeld, Bowling Green State University; John M. Fischer, Bowling Green State University; Art Samel, Bowling Green State University; Christine Knaggs, Lourdes University*

Online and Face-to-Face Credit Recovery in Algebra I for At-Risk Ninth Graders: Second-Year Results. *Jessica Heppen, American Institutes for Research; Nicholas Andrew Sorensen, American Institutes for Research; Kirk Walters, American Institutes for Research; Amber Stitzziel Pareja, Consortium on Chicago School Research At The University of Chicago; Elaine M. Allensworth, University of Chicago; Suzanne Stachel, American Institutes for Research; Takako Nomi, St. Louis University*

Getting Middle Grades Students Back on Track to Graduation: Preliminary Results of a Focused Mentoring Program. *Martha Abele Mac Iver, Johns Hopkins University; Steven B. Sheldon, Johns Hopkins University; Sarah Naeger, Johns Hopkins University*

Relations of Advanced Course-Taking During High School With Postsecondary Academic Success. *Geoffrey M. Maruyama, University of Minnesota; Julio C. Cabrera, University of Minnesota; Ronald Huesman, University of Minnesota - Twin Cities; Robert H. Bruininks, University of Minnesota*

Discussant: *Paul Favaro, Peel District School Board & York University - Ontario*

**37.044. Challenges Faced Across the Professions by Programs for Maintenance of Credentials.** Division I - Education in the Professions; Symposium

Parc 55, Fourth Level, Cyril Magin III; 4:05-6:05pm

Chair: *Louis J. Grosso, American Board of Internal Medicine*

Participants:

Maintenance of Credentials in Accounting. *Michael A Decker, AICPA*

Maintenance of Credentials in Engineering. *Shane A. Brown, Washington State University*

Maintenance of Credentials in Law. *Janet Carson, Consultant to Credentialing and Testing Entities*

Maintenance of Credentials in Medicine. *Rebecca S. Lipner, American Board of Internal Medicine*

Maintenance of Credentials in Teaching. *A. Lin Goodwin, Teachers College, Columbia University*

Discussant: *Elizabeth Azari, National Board of Medical Examiners*

**37.045. Division J Vice-Presidential Address.** Division J - Postsecondary Education; Invited Session

Hilton Union Square, Lobby Level, Plaza B; 4:05-5:35pm

Chair: *Michelle Asha Cooper, Institute of Higher Education Policy*

Participant: *Laura W. Perna, University of Pennsylvania*

Discussant: *Robert Shireman, California Commission on Teacher Credentialing*

**37.046. Advancing the AERA Division K Agenda and Developing Consistency Across Reviewer Scores.** Division K - Teaching and Teacher Education; Invited Session

Hilton Union Square, Sixth Level, Tower 3 Sutter; 4:05-5:35pm

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

Participants: *Dawn H. Berlin, California State University - Dominguez Hills;*

*Joshua H. Barnett, National Institute for Excellence in Teaching; Lara Willox, The University of West Georgia; Judith L. Green, University of California - Santa Barbara; Cleveland Hayes, University of La Verne;*

*Kira J. Baker-Doyle, The Pennsylvania State University - Berks; Ruben Garza, Texas State University*

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

**37.047. Demographic Change, Poverty, and District Democratic Governance.** Division L - Educational Policy and Politics; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 6; 4:05-6:05pm

Chair: *Cathryn S. Magno, Southern Connecticut State University*

Participants:

Adversarial Resistance to an Impoverished Politics of Schooling: A Study of Participation and Legibility in a Vietnamese Community. *Thu Suong Thi Nguyen, Indiana University - IUPUI; Brendan D. Maxcy, Indiana University - IUPUI*

Devolving Social Justice: The Struggle for Regulation of England's Local Education Authorities. *Dan Gibton, Tel Aviv University*

Protecting Whose Kids From Budget Cutbacks? School Boards' Fiscal Authority and Democratic Governance. *Angeline Kathryn Spain, University of Michigan - Ann Arbor*

Racial Meaning and Policy in Two Demographically Changing School Districts. *Erica Owyang Turner, University of Wisconsin - Madison*

Suburbanization and the Politics of Diversity: Local Policy Making in a Post-Desegregation Era. *Sarah Lauren Diem, University of Missouri;*

*Erica Frankenberg, The Pennsylvania State University; Nazneen Ali, University of Missouri; Colleen Cleary, University of Missouri*

Discussant: *Diana Epstein, American Institutes for Research*

**37.048. The Alignment of the Common Core State Standards and English Language Proficiency Standards for ELLs.** Division L - Educational Policy and Politics; Symposium

Hilton Union Square, Lobby Level, Golden Gate 8; 4:05-5:35pm

Chair: *Edynn Sato, WestEd*

Participants:

The Distinction Between Alignment and Correspondence. *Howard Gary Cook, University of Wisconsin*

An Analysis of Correspondence Between the English Language Proficiency Standards and the Common Core Standards. *Edynn Sato, WestEd*

Comparing the Common Core State Standards and States Standards: The Language Demands for English Learners. *Mikyung Kim Wolf, ETS; Yuan Wang, ETS; Becky H. Huang, The University of Texas - San Antonio*

Implications of the Common Core State Standards for English Language Development/Proficiency (ELD/P) Standards. *Alison L. Bailey, University of California - Los Angeles*

Discussant: *Kenji Hakuta, Stanford University*

## SIG Sessions

**37.049. Action Research SIG Business Meeting.** SIG-Action Research; Business Meeting

Grand Hyatt, Ballroom Level, Grand Ballroom West; 4:05-6:05pm

Chair: *Lonnie L. Rowell, University of San Diego*

Participant: *Dannelle D. Stevens, Portland State University*

**37.050. Digital Media in the Wild: Learning With and About Technology in Multiple Contexts.** SIG-Advanced Technologies for Learning; Paper Session

Parc 55, Third Level, Powell II; 4:05-5:35pm

Chair: *Brett E. Shelton, Utah State University*

Participants:

Digital Fabrication in Education: The Ultimate Construction Kit. *Paulo Blikstein, Stanford University*

Examining the Use of Educational Applications (Apps) in the Context of a Middle School Mobile Learning Initiative. *Chrystalla Mouza,*



*University of Delaware; Rachel A. Karchmer-Klein, University of Delaware; Sohee Park, University of Delaware*

Remixing Teens, Digital Media, and Libraries: Evidence on an Innovation.

*Penny B. Sebring, University of Chicago; Kathryn M. Julian, University of Chicago; Eric R. Brown, Northwestern University*

S'cape the Ordinary: Metacognitive-Supported Activity for Inquiry

Learning in Virtual Environments. *Jeffrey Olsen, Utah State University; Brett E. Shelton, Utah State University; Todd Campbell, University of Massachusetts - Dartmouth*

We Can't Just Go Shooting Asteroids Like Space Cowboys: Teaching and Learning With Immersive, Interactive Projection. *Vanessa Svihla, University of New Mexico; Matthew Dahlgren, University of New Mexico; Nicholas Kvam, University of New Mexico; Jeff Bowles, University of New Mexico; Joe Michael Kniss, University of New Mexico*

Discussant: *Deborah A. Fields, Utah State University*

**37.051. Targeting Language Skills for English Learner Students: Findings From Intervention Research and Implications for Practice.** SIG-Bilingual Education Research; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 4:05-6:05pm

Chair: *Annette M. Zehler, Westat*

Participants:

Moving Research on Sheltered Instruction Into Curriculum and Professional Development Practice. *Deborah J. Short, ALRT; Jennifer Gisi Himmel, Center for Applied Linguistics*

A Successful Science Intervention for Middle-Grade English Language Learners. *Diane L. August, American Institutes for Research; Annie Laurie Duguay, Center for Applied Linguistics*

The Effects of an Academic Vocabulary Intervention on the Morphological Development of Adolescent Students. *Igone Arteagoitia, Center for Applied Linguistics; Elizabeth R. Howard, University of Connecticut; D. Betsy McCoach, University of Connecticut*

A Successful Vocabulary Intervention for Young English Language Learners. *Diane L. August, American Institutes for Research; Lauren Artzi, Center for Applied Linguistics; Christopher Barr, University of Houston; Lindsey Anne Massoud, Center for Applied Linguistics*

Discussant: *M. Beatriz Arias, Center for Applied Linguistics*

**37.052. Innovations in Education Neuroscience.** SIG-Brain, Neurosciences, and Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 4:05-6:05pm

Chairs: *Joanna Christodoulou, Massachusetts Institute of Technology; Mary Helen Immordino-Yang, University of Southern California*

Participants:

Influence of Bilingual Experience on Cognition and the Brain. *Gigi Luk, Harvard Graduate School of Education*

Socioeconomic Disparities in Children's Neurocognitive Development. *Kimberly Noble, Columbia*

Predicting Reading Outcomes for Struggling Students. *Joanna Christodoulou, Massachusetts Institute of Technology*

Embodied Brains, Social Minds: Combining Neurobiological With Psychocultural Research to Study Social Emotions and Inspiration. *Mary Helen Immordino-Yang, University of Southern California*

Rethinking Intelligence in Light of the Default Network. *Scott Barry Kaufman, New York University*

Implicit Bias Among Teachers: When the Brain Yields Unexpected Findings, Where Do We Put Our Trust? *Jennifer M. Thomson, Harvard Graduate School of Education*

The Commonality and Diversity Views on Motivation: Accommodating Neuroscientific and Psychological Perspectives. *Kou Murayama, University of California - Los Angeles*

**37.053. Constructing a Community of Thought: Letters on the Scholarship, Teaching, and Mentoring of Vera John-Steiner.** SIG-Cultural Historical Research; Symposium

Hilton Union Square, Ballroom Level, Continental 9; 4:05-5:35pm

Chairs: *M. Cathrene Connery, Ithaca College; Robert Lewis Lake, Georgia Southern University*

Participants:

Building Bridges: The Contribution of Dr. Vera John-Steiner's Work. *M. Cathrene Connery, Ithaca College*

Creativity in All of Us: A Dialogue With Vera John-Steiner. *Anna Stetsenko, City University of New York*

Dignified Interdependence. *Patricia A. St. John, Teachers College, Columbia University*

Vera and the Gift of Confidence. *Holbrook Mahn, University of New Mexico*

Tapestry: Interwoven Minds, Emerging Meanings. *Seana Moran, Stanford University*

Finding Myself in Vera and Finding Vera in Me. *Linney Wix, University of New Mexico*

Discussants: *Vera John-Steiner, University of New Mexico; Henry Shoner, University of New Mexico*

**37.054. Poverty of Insight About the Editor's Role in Journal Publication.** SIG-Democratic Citizenship in Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 4:05-5:35pm

Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Participants:

Democracy and Editorship. *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Editors' Role as Mentor. *Carol A. Mullen, University of North Carolina - Greensboro*

Editing, Critique and the Review Process. *James M. Mitchell, California State University - East Bay*

Editors' Experiences and Feedback. *Tricia Browne-Ferrigno, University of Kentucky; Sandra L. Harris, Lamar University*

Discussants: *Carol A. Mullen, University of North Carolina - Greensboro; Tricia Browne-Ferrigno, University of Kentucky; Sandra L. Harris, Lamar University; James M. Mitchell, California State University - East Bay*

**37.055. Understanding Doctoral Student Development.** SIG-Doctoral Education across the Disciplines; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 1; 4:05-5:35pm

Chair: *Mark R. Connolly, University of Wisconsin - Madison*

Participants:

Preparing to Teach: The Impact of the CIRTL (Center for the Integration of Research, Teaching, and Learning) Professional Development Programs on Future Faculty. *Ann E. Austin, Michigan State University; Mark R. Connolly, University of Wisconsin - Madison; Christine Pfund, Delta Program in Research, Teaching, and Learning, University of Wisconsin; Leslie Jo Shelton, Michigan State University*

Supporting Graduate Student Instructors' Development as Teachers: Evaluation Findings and Lessons Learned From the First Year of the Graduate Student Instructor Seminar. *Joanna Angeline Gilmore, The University of Texas - Austin; Ferlin McGaskey, The University of Tennessee; David Lewis, The University of Texas - Austin; Jeong-bin Hannah Park, The University of Texas - Austin*

Toward an Understanding of the PhD Experience in Communities of Practice in the Social Sciences and Technology. *Mary Ann Danowitz, North Carolina State University*

Understanding Graduate School Aspirations: A Preliminary Look at the Effect of Good Teaching Practices. *Jana M. Hanson, University of Iowa*

Discussant: *Michelle A. Maher, University of South Carolina*

**37.056. E-books: Emerging Evidence of Impact on Early Literacy Experience, Engagement, and Skill.** SIG-Early Education and Child Development; Symposium  
Hilton Union Square, Ballroom Level, Continental 3; 4:05-5:35pm

Chair: *Kathleen A. Roskos, John Carroll University*

Participants:

Print Books Versus E-Books: Comparing Parent-Child Coreading on Print, Basic, and Enhanced E-Book Platforms. *Lori Takeuchi, Joan Ganz Cooney Center at Sesame Workshop*

Assessment of the Technical Adequacy and Usability of an Ebook Quality Rating Tool (EQRT) in the Primary Grades. *Jeremy S. Brueck, The University of Akron*

Effect of Temporal Contiguity of Picture/Text on Preschoolers' Vocabulary Learning. *Zsofia K. Takacs, Leiden University*

Engagement With E-Books: Does Device Matter? *Kathleen A. Roskos, John Carroll University; Karen Burstein, Southwest Institute for Families and Children*

Discussant: *Adriana G. Bus, Leiden University*

**37.057. Advances in Educational Statistics.** SIG-Educational Statisticians;

Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 4:05-5:35pm

Chair: *Seock-Ho Kim, University of Georgia*

Participants:

More Powerful Tests of Simple Interaction Contrasts for the Two-Way Factorial Design. *Gregory R. Hancock, University of Maryland; Daniel McNeish, University of Maryland*

Testing Two Population Means: Another Look at Alternative Approaches. *Patricia Rodriguez de Gil, University of South Florida; Diep Thi Nguyen, University of South Florida; Eun Sook Kim, University of South Florida; Anh P Kellermann, University of South Florida; Aarti P. Bellara, University of South Florida; Yi-Hsin Chen, University of South Florida; Jeffrey D. Kromrey, University of South Florida*

On Centering Scores Before Applying the Nonparametric Levene Test.

*David W. Nordstokke, University of Calgary; Benjamin R. Shear, Stanford University; Bruno D. Zumbo, The University of British Columbia*

Assessing the Relationship Between Socioeconomic Status and Educational Achievement and Its Moderators. *Michael R. Harwell, University of Minnesota; Yukiko Maeda, Purdue University; Kyoungwon Lee Bishop, Data Recognition Corporation; Aolin Xie, University of Minnesota*

Discussant: *Debbie L. Hahs-Vaughn, University of Central Florida***37.058. Considerations in Accommodations and Assessment for Students****With Disabilities.** SIG-Inclusion & Accommodation in Educational Assessment; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 4:05-5:35pm

Chair: *Laurene L. Christensen, National Center on Educational Outcomes*

Participants:

A Meta-Analysis of Research on the Read Aloud Accommodation for K-12 Students With Disabilities. *Heather Marie Buzick, ETS; Elizabeth A. Stone, ETS*

Enhancing State Assessment Validity for English Language Learners With Disabilities. *Kristin K. Liu, National Center on Educational Outcomes; Martha L. Thurlow, University of Minnesota; Linda Goldstone, National Center on Educational Outcomes; Laurene L. Christensen, National Center on Educational Outcomes*

Guidelines for Graduated Complexity of Alternate Assessment Tasks.

*Kathryn S. Morrison, SRI International; Renee Cameto, SRI International*

Meta-Analysis and Meta-Regression of the Effects of Testing Accommodations for Students With Disabilities: Implications for High-Stakes Testing. *Michelle Vanchu-Orosco, University of Denver*

Reading Disability Among Braille Readers: Assessment Considerations.

*Amanda L. McKerracher, University of California - Berkeley; Adam Wilton, University of British Columbia*

Discussant: *Robert P. Dolan, Pearson***37.059. So Much "More Than That": Educational Research, Self-Determination, and Indigenous Constructions of Academic Success.**

SIG-Indigenous Peoples of the Americas; Paper Session

Hilton Union Square, Ballroom Level, Continental 2; 4:05-6:05pm

Chairs: *Stephanie J. Waterman, University of Rochester; Susan R. Katz, University of San Francisco*

Participants:

An Analysis of American Indian Children and Educational Success. *Boyd Lee Bradbury, Minnesota State University - Moorhead; Ximena Suarez-Sousa, Minnesota State University - Moorhead*

Can Teachers Foster Students' Resilience: The Experience of Students and Teachers of Nunavik, Canada. *Tatiana Garakani, ENAP - Université Québec*

Dropping the Deficit Model: In Search of Factors That Improve Aboriginal Student Success. *Kathryn Eveline Peterson, SD 36 (Surrey); Gloria Raphael, Surrey School District; Michelle Johanna Nilson, Simon Fraser University*

Indigenous Education and Poverty: We Are "More Than That....". *Frances K. Holmes, University of California - Davis*

Indigenous Peoples Knowledge Community: Self-Determination in Higher Education. *Stephanie J. Waterman, University of Rochester*

"Recuperando la Dignidad Humana/Recovering Human Dignity": Shuar

Mothers Speak Out on Intercultural Bilingual Education. *Susan R. Katz, University of San Francisco; Cornelia Lupe Chumpi, Universidad Politecnica Salesiana*

**37.060. Indigenous Languages, Literacies, and Cultures: Looking Back to the Future.** SIG-Indigenous Peoples of the Pacific; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 5; 4:05-5:35pm

Chair: *Keith Kalani Akana, University of Hawaii*

Participants:

Tito Waiata—Tito Pūoro: Extending the Māori Music Tradition. *Te Manaaroa Pirihiira Rollo, The University of Waikato*

"Giving Them the Best of Their World": Parents' Views of Achievement in Indigenous Language Schooling. *Margie Kahukura Hohepa, The University of Waikato*

*I Mua Nō Ka 'Ulu: Designing New Books to Foster Development of Hawaiian Language and Literacy. Sam L. Warner, University of Hawaii - Manoa*

A Passion For Reading. *Pamela L. Alo, Nanaikapono Elementary School; Stephanie Furuta, University of Hawaii - Manoa*

**37.061. Just What Is "Leadership for Social Justice," Anyway? SIG-**

Leadership for Social Justice; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 4:05-6:05pm

Chair: *Kathryn Ann Riley, Institute of Education - London*

Participants:

Values and Motivations Common in Social Justice Leadership. *Katie Higginbottom, University of Toronto - OISE; Stephanie Diane Tuters, OISE/University of Toronto*

Actions Most Characteristic of Social Justice Behavior in Education Settings: Results of a Prototype Analysis. *Rodney K. Goodyear, University of Redlands; Janee Brooke Both Gragg, University of Redlands; Philip S. Mirci, University of Redlands; Ronald D. Morgan, University of Redlands*

Social Justice Leadership: How Do Elementary, Middle School, and High School Principals View It? *Catherine M. Miller, Raytown Public Schools; Barbara Nell Martin, University of Central Missouri*

Educational Leadership as a Public Pedagogy for Social Justice Praxis. *Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University*

Culturally Responsive School Leadership. *Therese Dale Ford, The University of Waikato*

Discussant: *Sonya Douglass Horsford, University of Nevada - Las Vegas***37.062. Assessment in Middle Level Schools.** SIG-Middle-Level Education Research; Paper Session

Parc 55, Third Level, Powell I; 4:05-6:05pm

Chair: *Virginia M. Jagla, National-Louis University*

Participants:

Identifying Successful Alternative Middle Schools: An Alternative Accountability Approach. *Kim D. MacGregor, Louisiana State University; Belinda B. Brand, Louisiana State University*

Linking Poverty, Engagement, and Achievement Across the Middle School Years. *Anthony C. Frontier, Cardinal Stritch University; Carroll Elizabeth Bronson, Cardinal Stritch University*

Predictive Validity of Curriculum-Based Measures of Oral Reading Fluency and Reading Comprehension on High-Stakes Reading Assessments in Seventh and Eighth Grades. *Bitnara Jasmine Park, University of Oregon; Doris Luft Baker, University of Oregon; Gina Biancarosa, University of Oregon*

Validation and Revision of a Middle School Improvement Assessment. *Meredith Jones, Texas A&M University; Aysa Tugba Oner, Texas A&M University; Robert M. Capraro, Texas A&M University*

Middle School Size and Hispanic Student Achievement. *Mark Riha, Sam Houston State University; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University*

Discussant: *Donald G. Hackmann, University of Illinois***37.063. Investigations in Multicultural and Multiethnic Education.** SIG-

Multicultural/Multiethnic Education: Theory, Research, and Practice;

Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 4:05-5:35pm

Chair: *Delar K. Singh, Eastern Connecticut State University*

## Participants:

Toward Understanding Diversity Issues in ESL Class: Inservice ESL Teachers' Perspectives. *Jing Fu, Michigan State University; Jacquelyn Sue Sweeney, Michigan State University*

The Effects of Teacher Expectations on the Latino-White Achievement Gap. *Rebeca Mireles-Rios, University of California - Santa Barbara; Vanessa Witenko, University of California - Santa Barbara*

Technology-Supported Storytelling (TSST) Strategy: An Innovative Strategy in Virtual Worlds for Multicultural Education. *Jie Huang, Boise State University; Soojeong Lee, Kyungnam University; Youngkyun Baek, Boise State University*

The Missing Box: Multiracial Student Identity Development at a "Predominately" White Institution. *Ashley Michelle Macrander, Washington University in St. Louis; Rachele Winkle-Wagner, University of Wisconsin*

Transformative Leadership: Leading Diverse Community Colleges. *Carlos Nevarez, California State University - Sacramento*

Discussant: *Cinzia Pica-Smith, Assumption College*

**37.064. Practices of Peace Education Across Life's Situations.** SIG-Peace Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 4:05-6:05pm

Chair: *Tom Cavanagh, Walden University*

## Participants:

Leveraging Mobile Media to Transform Peace Education. *Breanne K. Litts, University of Wisconsin - Madison*

Using a Peace Game as a Vehicle for Exploring Critical Societal Issues With Preservice Teachers. *Jennifer Elaine Killham, University of Cincinnati*

Peacemaking 101: A Path for Undergraduates From War to Peace Through Transformative Learning. *William M. Timpson, Colorado State University; Margit Hentschel, Colorado State University*

Cultural Challenges to Identity Building: Tensions in Civil and Military Educational Leaders' Narratives. *Ana Canen, Federal University of Rio De Janeiro; Rejane Pinto Costa, Instituto Meira Mattos - Rio de Janeiro; Alberto Gabbay Canen, Federal University of Rio de Janeiro*

The Search for Balance: Understanding and Implementing Yoga, Peace, and Democratic Education. *Joy L. Wiggins, Western Washington University; Cynthia L. Williams, Texas Christian University*

Toward Holistic Integration: Contextualizing University Faculty Work as Peace Work. *Edward J. Brantmeier, James Madison University*

**37.065. Putting More Gay in Teacher Education.** SIG-Queer Studies

Cosponsored with Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 4:05-5:35pm

Chair: *Susan Walker Woolley, University of California - Berkeley*

## Participants:

Creating Change Agents in Catholic Schools: Educating Stakeholders on Sexual Orientation. *Brandelyn L. Tosolt, Northern Kentucky University; Bettina L. Love, University of Georgia*

Gay but Not Gay: Preservice Teachers' Narratives of Sorrow About LGBTQ Students' Experiences in K-12 School Settings. *Kathy Carter, The University of Arizona; Griff Carter, Occidental College; Kathleen Jablon Stoehr, The University of Arizona*

Limited Resources and LGBTQ Experience in American Education: The Real Poverty. *Chris L. Massey, Clemson University; Pamela J. Dunston, Clemson University*

"Would I Be Appalled to be Called [Gay]?" Narrative Writing in a Teacher Education Course Focused on Gender and Sexuality. *Heather McEntarfer, University at Buffalo - SUNY*

Discussant: *Kevin J. Graziano, Nevada State College*

**37.066. Religious Tolerance In/Through Education.** SIG-Religion and Education; Invited Session

Sir Francis Drake, Second Level, Carmel; 4:05-5:35pm

Chairs: *Michael D. Waggoner, University of Northern Iowa; Joanne M. Marshall, Iowa State University*

**37.067. Poverty Matters? Frameworks for Challenging Taken-for-Granted Notions in Education Research and Teacher Education.** SIG-Research Focus on Black Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Taylor; 4:05-5:35pm

Chair: *Daniella Ann Cook, University of South Carolina - Columbia*

## Participants:

Unpacking the Great Equalizer: A Reassessment of Social Mobility and the Impact of Race on Poverty. *Glenn R Love, University of Maryland*

Educational Attainment of Blacks in the United States and the Integration-Segregation Debate: Did W.E.B. Du Bois Have It Right? *Timothy M Diette, Washington and Lee University; Darrick Hamilton, Milano-The New School; Arthur H. Goldsmith, Washington and Lee University; William Darity, Duke University*

Challenging Ruby Payne's Discourse on Poverty: Advancing Critical Conversations. *Nana Osei-Kofi, Iowa State University*

Teachers' Thinking About Ruby Payne's Framework: Implications for Teacher Education. *Marykay Delaney, Meredith College*

"Not Everybody Has a Two-Story House": The Lived Experiences of Urban Students and Moving Beyond the "Culture of Poverty" Narrative. *Michael L. Boucher, Indiana University; Robert James Helfenbein, Indiana University - IUPUI*

Discussant: *George W. Noblit, University of North Carolina at Chapel Hill*

**37.068. Examining Ideologies in Mathematics Teaching and Learning Practices With Bilingual Latinas/os.** SIG-Research in Mathematics Education; Working Group Roundtable

Hotel Nikko, Third Level, Nikko I; 4:05-5:35pm

Chair: *Craig J. Willey, Indiana University - Indianapolis*

## Participants:

A Conflict Between Intention and Practice: Examining Teachers' Instructional Goals and Accommodations for English Learners. *Zandra U. de Araujo, University of Missouri*

Language Ideologies and Mathematics Learning With Latinas/os: The Role of Discussion Prompts and Questions. *Craig J. Willey, Indiana University - Indianapolis*

Stratified Problem-Solving Processes and the Appropriation of Mathematical Discourse Practices. *Carlos Alfonso Lopez Leiva, University of New Mexico*

The Face-Saving Function of Code Switching in Bilingual Latinas/os' Mathematical Discussions. *William Carl Zahner, Boston University*

**37.069. BaySci: How Science Instruction, Poverty, and Evaluation Intersect in the San Francisco Bay Area.** SIG-Research on Evaluation; Invited Session

Parc 55, Fourth Level, Mission I; 4:05-6:05pm

Chair: *Nicole Lewis, University of Hawaii - Manoa*

Participants: *Vanessa Beth Lujan, University of California - Berkeley; Janet E. Coffey, Gordon and Betty Moore Foundation; Pam Tambe, Inverness Research; Vera Safa Michalchik, SRI International; Julie Remold, SRI International; Craig Strang, University of California - Berkeley; Caleb Cheung, Oakland United School District; Mark St. John, Inverness Research*

Discussants: *Derek S. Mitchell, Partners In School Innovation; Tina M. Trujillo, University of California - Berkeley*

**37.070. The Process of Change: The Evolution of the K-12 Physical Education Curriculum.** SIG-Research on Learning and Instruction in Physical Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 4:05-6:05pm

Chair: *Haichun Sun, University of South Florida*

## Participants:

Secondary Physical Educators' and Sport Content: A Love Affair. *Matthew Daniel Ferry, George Mason University; Nathan A. McCaughy, Wayne State University*

The Comprehensive School Health Model: Implications for Physical Education and the Production of the Biocitizen. *LeAnne Dorothy Petherick, University of Manitoba*

Comprehensive School Physical Activity Program Implementation. *Erin Elizabeth Centeio, Wayne State University; Darla M. Castelli, The University of Texas - Austin*

Sustainable Change in High School Physical Education. *Kevin Mercier, Adelphi University; Jay Cameron, Hofstra University; Sarah Doolittle, Adelphi University*

A Longitudinal Case Study of Sustainable Reform in Primary Physical Education Through Communities of Practice. *Toni O'Donovan, University of Bedfordshire; Ann MacPhail, University of Limerick;*



David Kirk, University of Bedfordshire

**37.071. Climate Matters: The Impact of Parent and Student Perceptions of School Climate on Student Identification With School and Student Achievement.** SIG-School Community, Climate, and Culture; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 7; 4:05-5:35pm

Chair: *Mehmet Dali Ozturk, Naval Postgraduate School*

Participants:

Coupling Alternative Schools and College Readiness Standards:

Implications for Shifting School Culture. *Lynn Michelle Hemmer, Texas A&M University - Corpus Christi; Tara L. Shepperson, Eastern Kentucky University*

Measuring Parent Perceptions of School Climate. *Beth Schueler, Harvard University; Hunter Gehlbach, Harvard University*

Student Perceptions of School Climate: Disaggregated by Gender, Grade Level, and Subject Area. *Windy M. Clark, University of Houston; Jerome Freiberg, University of Houston*

The Transition From Primary to Secondary School: Results From a Mixed-Methods Study on Student Self-Concept and Supportive School Climate. *Corinna Geppert, University of Vienna; Bernadette Hoermann, University of Vienna*

“Advisory Is Really What Keeps the Kids Here”: Climate and Engagement at an Urban Small High School. *Liliana Montoro Donchik, New York University; Esa Syeed, New York University; Margary Martin, New York University*

**37.072. Pedagogy and Instructional Practices in the Second Language Classroom.** SIG-Second Language Research; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 4:05-6:05pm

Chair: *Hidehiro Endo, Akita International University*

Participants:

Correspondence Between English Language Proficiency Standards and Academic Content Standards. *Chih-Kai (Cary) Lin, University of Illinois at Urbana-Champaign; Jinming Zhang, University of Illinois at Urbana-Champaign*

The Effect of EAP (English for Academic Purposes) Instruction on the Complexity, Accuracy, and Fluency of Second Language Student Writing. *Anastasia Riazantseva, University at Buffalo - SUNY*

Science and Language Convergence for English Learners. *Yuliya Ardasheva, University of Louisville; Lori Ann Norton-Meier, University of Louisville; Brian Hand, University of Iowa*

Mis LIBROS: A Multimodal Intervention for English Language Learners. *Rhonda D Miller, Clemson University; Sara Moore Mackiewicz, Clemson University*

Discussant: *Jing Fu, University of Toronto*

**37.073. Relationship as Teacher: Contemplative Inquiry as a “Collaboratory” Process.** SIG-Spirituality & Education;

Demonstration/Performance

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 4:05-6:05pm

Chair: *Karen Fiorini, Simon Fraser University*

Participants: *Heesoon Bai, Simon Fraser University; Avraham A. Cohen, City University of Seattle*

Presenters: *Sean Roswell Park, Simon Fraser University; Charles F. Scott, Simon Fraser University; Saskia Tait, Simon Fraser University; Shahar Rabi, Simon Fraser University; Tom E. Culham, The University of British Columbia*

Participant:

Relationship as Teacher: Contemplative Inquiry as a “Collaboratory” Process. *Tom E. Culham, The University of British Columbia; Sean Roswell Park, Simon Fraser University; Charles F. Scott, Simon Fraser University; Shahar Rabi, Simon Fraser University; Saskia Tait, Simon Fraser University*

**37.074. Innovative Approaches to Conceptualizing and Researching Stress in Educational Settings.** SIG-Stress and Coping in Education; Symposium

Parc 55, Fourth Level, Stockton; 4:05-5:35pm

Chair: *Christopher J. McCarthy, The University of Texas - Austin*

Participants:

Gradual Eroding Processes of Burnout and Attrition in Childcare Teachers:

An Ecological Momentary Assessment Study. *Russell L. Carson, Louisiana State University; Jennifer Baumgartner, Louisiana State University; Carrie Ota, Weber State University; Ann C. Pulling, Louisiana State University; Naomi Hata, Louisiana State University*

A Conversation About Coping With Stress and Improving Professional Practice in the Superintendentcy. *Teena McDonald, Washington State University; Gordon S. Gates, Washington State University*

Measuring Elementary Teachers’ Intentions to Leave the Field. *Christopher J. McCarthy, The University of Texas - Austin; Colleen Jaimie McCarthy, The University of Texas - Austin; Sally Lineback, The University of Texas - Austin; Richard G. Lambert, University of North Carolina - Charlotte*

Classroom Demands and Resources: Their Impact on Teacher Job Satisfaction. *Richard G. Lambert, University of North Carolina - Charlotte; Jenson Reiser, The University of Texas - Austin; Molly Allender, The University of Texas - Austin*

Theoretical Considerations for Understanding Teacher Stress. *Ryan Douglas, The University of Texas - Austin; Elizabeth Crowe, The University of Texas - Austin; Lauren Yadley, University of Texas at Austin*

**37.075. Enhancing Academic Outcomes for Children of Color Through a Cultural Lens: Recent Empirical Findings.** SIG-Talent Development

of Students Placed at Risk; Symposium

Parc 55, Second Level, Haight; 4:05-6:05pm

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

Participants:

The Intersection of Culture, Cognition, and Race and Their Impact on the Educational Strivings of Students of African Heritage. *Eric Hurley, Pomona College*

The Effects of Type of Recall, Story Content, Learning Context, and Cognitive Processes on African American Students’ Performance. *Rodney T. Cunningham, North Carolina Central University*

Investigating the Impacts of Interpersonal Teaching Styles and Cultural Learning Context on Academic Performance Among College Students of African Descent. *Alfred Wade Boykin, Howard University; Lamar J. White, Howard University*

Cultural Preferences and Contexts as They Relate to the Math Performance of African American Middle School Students. *Adrian Wayne Bruce, Howard University*

**37.076. Mobile Devices and Student Thinking.** SIG-Technology as an Agent

of Change in Teaching and Learning; Paper Session

Parc 55, Fourth Level, Lombard; 4:05-5:35pm

Chair: *Amy Hutchinson, Iowa State University*

Participants:

A Case Study of One-to-One Learning With iPads in Secondary Education. *C. Candace Chou, University of Saint Thomas; Lanise Block, Minneapolis Public Schools; Renee Jesness, Minneapolis Public Schools*

Are You Ready to Kindle? Metacognition, Reading Achievement, and Motivation in Eighth Grade. *Divonna M. Stebick, Gettysburg College; Keith Smith, E.H. Markle Intermediate School*

Investigating the Role of Mobile Devices in a Preservice Teacher Education Program. *Norman Davis Vaughan, Mount Royal University*

Transforming Teachers’ Knowledge Using a Learning Trajectory Instructional Approach Focused on Student Thinking With Technologies. *Margaret L. Niess, Oregon State University; Henry Gillow-Wiles, Oregon State University*

Discussant: *Saul Rockman, Rockman et al*

**37.077. Online Teaching and Learning.** SIG-Technology as an Agent of

Change in Teaching and Learning; Paper Session

Parc 55, Third Level, Mason; 4:05-6:05pm

Chair: *Doug Herrington, Georgia Regents University*

Participants:

Get Engaged: Role of Multimedia in Supporting Social Presence. *Chesta Khurana, Rutgers University; Erica C. Boling, Rutgers University*

The Intersection of Face-to-Face and Online Teaching: A Study of Virtual Public School Teachers. *Amy E. Garrett Dikkers, University of North Carolina - Wilmington*

Understanding Student Participation in a Synchronous Online Learning Community. *Kimberly A. Ferrario, University of Southern California; Corinne Hyde, University of Southern California*

Virtually Hired: Preservice Teachers' Transitions Directly Into Online Teaching Positions at a Virtual School. *Kathryn M. Kennedy, iNACOL*  
VoiceThread for Online Content Delivery and Student Interaction: Effects on Classroom Community and Academic Performance. *Jennifer Jill Kidd, Old Dominion University*

Discussant: *Dale S. Niederhauser, Iowa State University*

### 37.078. Integrating Mobiles Into Math and Science Learning

**Environments.** SIG-Technology, Instruction, Cognition & Learning; Symposium

Parc 55, Second Level, Sutro; 4:05-5:35pm

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

Participants:

WeCollaborate Mobile Learning Platform: Using Mobile Technologies as an Essential Tool for All-the-Time, Everywhere Collaborative Learning.

*Cathie Norris, University of North Texas, Denton; Elliot Soloway, University of Michigan, Ann Arbor*

Ubiquitous Biology Games. *Eric D. Klopfer, Massachusetts Institute of Technology; Judy Perry, The Education Arcade*

From the Pilot to the Classroom: Scaling Science Inquiry Activities for Mobile Collaboratories. *Heidy Maldonado, Stanford University; Roy D. Pea, Stanford University*

Making Mathematics Mobile: The Promises and Problems. *Shelley V. Goldman, Stanford University; Roy D. Pea, Stanford University; Benjamin Hedrick, Stanford University; Osvaldo Jimenez, Stanford University; Kristen Pilner Blair, Stanford University*

Integrating Mobile and Mathematical Practices Across Contexts. *Lee Michael Martin, University of California - Davis; Tobin White, University of California - Davis; Angelica Cortes, University of California - Davis; WenYen Huang, University of California - Davis*

Discussant: *Jeremy Roschelle, SRI International*

### 37.079. Test Validity Research and Evaluation SIG Business Meeting. SIG-

Test Validity Research and Evaluation; Business Meeting  
Sir Francis Drake, Second Level, Cypress/Monterey; 4:05-7:00pm

Participants: *Stephen G. Sireci, University of Massachusetts - Amherst; Timothy A. Sares, American Board of Internal Medicine; Hao Song, National Board of Osteopathic Medical Examiners*

## Division and SIG Roundtables

### 37.080. Roundtable Session 26; Roundtable Session

**37.080-1. The Role of the Recession and Race to the Top in Changing Educational Policy.** SIG-Politics of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Eran Tamir, Brandeis University*

Participants:

A New Politics of Education? The Enactment and Implementation of Teacher Effectiveness Legislation Under "Race to the Top". *Allie Kimmel, American Enterprise Institute*

An Analysis of Policy Changes Over Time: The Case of Broad-Based Merit Aid. *William Kyle Ingle, Bowling Green State University; Jason R. Ratliff, Bowling Green State University*

Horizontal and Vertical Policy Diffusion in the Context of Race to the Top. *Julie K. Meredith, University of Pittsburgh*

**37.080-2. The Interplay of Rural Schools and Communities.** SIG-Rural Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Jesse Moon Longhurst, New Mexico State University*

Participants:

A Typology of School and Community Stakeholders That Promote Academic Success and Postsecondary Aspirations in Small Rural School Districts in Virginia. *Nathan Alleman, Baylor University; Neal Holly, West Virginia Higher Education Policy Commission*

Better Prepared Teachers for Rural Communities: A New Model for Teacher Education. *Simone Jane White, Monash University*

Fracking and Boomtown Development in Pennsylvania's Marcellus Shale Region: What Does It Mean for Pennsylvania Schools? *Kai A. Schafft, The Pennsylvania State University*

**37.080-3. Words of Wisdom for New Instructors Teaching Educational Psychology.** SIG-Teaching Educational Psychology; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Greg S. Goodman, Clarion University*

Participants:

Collaborative Approaches for Teaching Educational Psychology. *Sandra A. Deemer, Millersville University of Pennsylvania; Laurie B. Hanich, Millersville University of Pennsylvania*

Fed to the Wolves: Reflections From Teaching Educational Psychology. *Barbara Wierzbicki, West Virginia University*

Teaching Teachers Educational Psychology: Challenges and Opportunities. *Gina Park, University of Michigan - Ann Arbor*

**37.080-4. International Approaches to Critical Consciousness: Africa, Brazil, India, and Pakistan.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Donna DeGennaro, University of Massachusetts - Boston*

Participants:

Conscientization of a Computer Curriculum: A Case Study of Community Computing Model in Bangalore, India. *Erik Jon Byker, Stephen F. Austin State University*

Democratizing and Decolonizing Education: Challenges Facing Teachers Who Believe in the Power of the Arts in Maasailand, Southern Kenya. *Mary Anne Drinkwater, OISE/University of Toronto*

Self-Advocacy and Education for Autonomy. *Maria Luisa Bizotto, Salesian University of São Paulo/Americana*

"Now Let Me Show You!" Examining Children's Photo-Elicitation Texts in Two International Contexts. *Carolyn Ali-Khan, University of North Florida; Christina Siry, University of Luxembourg*

**37.080-5. Service-Learning and Enhancing Teacher Preparation.** SIG-Service-Learning & Experiential Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Barri E. Tinkler, The University of Vermont*

Participants:

Preservice Teachers' Blogging to Learn About (and From) English Language Learners. *Carla Amaro-Jimenez, The University of Texas - Arlington; Kim K. Ruebel, Western Carolina University*

Preservice Teachers as Facilitators and Learners: A Case Study of a Service-Learning Summer Reading Camp. *Elizabeth Hammond Brinkerhoff, Florida State University; Erik Scott Rawls, Florida State University; Meagan Caridad Arrastia, Florida State University; Lisa A. Scherff, Florida State University*

Self-Efficacy in Service-Learning Students. *Robert E. Bleicher, California State University - Channel Islands; Marilyn C. Buchanan, California State University - Channel Islands; Manuel G. Correia, California State University - Channel Islands*

**37.080-6. Inciting More Responsive Educational Practices and Inquiry Through Arts-Based Educational Research.** SIG-Arts-Based Educational Research; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Rosemary C. Reilly, Concordia University*

Participants:

Aesthetics, Empathy, and Education: Poetry as Empathic Response to Personal, Intellectual, and Moral Poverty. *Boyd Eric White, McGill University*

Reenvisioning Fear Through Conversation: Embracing Opportunity With Prospective Teachers in an Arts Classroom. *Stephanie Autumn Baer, University of Nebraska - Kearney*

The Challenge and Responsibility of Researcher as Writer and Witness: Poetry From Rwanda. *Laura Apol, Michigan State University*

**37.080-7. Children's Voice, Agency, and Competency.** SIG-Critical Perspectives on Early Childhood Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Beth Blue Swadener, Arizona State University*

Participants:

- Investigation of Social Roles and Social Relations of Young Children Regarded as Less Socially Competent. *Eun-Ae Son, University of Georgia*
- Young Children's Indications of Dissent in Research. *Sue Dockett, Charles Sturt University; Johanna Einarsdottir, University of Iceland; Bob Perry, Charles Sturt University*
- Inviting Children's Voices Into Kindergarten Curriculum: International Comparative Study of Hispanic, Korean, and Caucasian Children. *Haesung Im, Arizona State University*

**37.080-8. Accountability and Validation Within Holistic Education.** SIG-Holistic Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Bruce J. Novak, Indiana University of Pennsylvania*

Participants:

- At-Risk Students and Learning Communities: Widening the Lens for Viewing Schools. *Deborah L. Schussler, The Pennsylvania State University - University Park*
- Construct Validation of the Holistic Wellness Assessment. *Charlene Rinehart Brown, Western Michigan University; Brooks Applegate, Western Michigan University*
- The Impact of High-Stakes Testing on the Emotional and Academic Well-Being of ELL Students: A Visual Narrative. *Laurie Schroeder, University of La Verne; Adonay A. Montes, University of La Verne*
- Using a Data-Driven Response-to-Intervention Plan to Increase Reading Levels at a Waldorf-Inspired Public Charter Elementary School. *Ida Oberman, Community School for Creative Education; Amy Sandoz, Education Pioneer Community School; Becky Westbrook, Community School for Creative Education*

**37.080-9. Cultural Diversity, Cultural Sensitivity, and Moral Development.** SIG-Moral Development and Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Wiel M. Veugelers, University of Amsterdam*

Participants:

- When Political Thinking Becomes Moral: A Comparison of Different Core Issues in Different Cultures. *Fritz K. Oser, University of Fribourg; Horst Biedermann, University of Flensburg*
- Children of 48 Countries Study Together in Tel Aviv. *Nimrod Aloni, Montclair State University*
- Finnish Teachers' Ethical and Intercultural Sensitivity. *Kirsi A. Tirri, University of Helsinki*
- Cultural Diversity and Moral Development. *Wiel M. Veugelers, University of Amsterdam; Yvonne A.M. Leeman, Windesheim University*

**37.080-10. Organizational Theory.** SIG-Organizational Theory; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Edith A. Rusch, University of Nevada - Las Vegas*

Participants:

- Applying Loose Coupling Theory to the Study of District-School Relations. *Geoff Marietta, Harvard University*
- Multiple School Accountability: Which Stakeholders Are Involved and Which Subjects Are on the Agenda? *Edith H. Hooge, Tilburg University; Marlies E. Honingh, Radboud University Nijmegen*
- The Development of an Operational Measure of Principal Bullying of Teachers. *Nancy Elda Casella, NYC Department of Education; Edwin Tjoe, Saint John's University; Paul M. Miller, Saint John's University; Deborah Tarasuk, Saint John's University; Naomi Beth Landau, St. John's University*

**37.080-11. Research in Critical Race Theory and Social Justice.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

Chair: *Kamala Vychel Williams, Texas A&M University*

Participants:

- "This Is Live": A Racial Realist Approach to Critical Race Research.

*Benjamin Blaisdell, East Carolina University*

- Increasing the Depth of Field: Enhancing Youth Social Justice Research Through Critical Race Theory. *Kristen P. Goessling, The University of British Columbia*
- Resisting the Dominant Narrative: The Role of Stories in Latina Educational Success. *Maria Veronica Oropeza Fujimoto, California State University - Fullerton*
- Undocumented Immigrant Youth: Interest Convergence and Education as White Property. *Lisa (Leigh) Patel Patel, Boston College*
- Racial Microaggressions as a Tool for Critical Race Research in Education. *Daniel Gilbert Solorzano, University of California - Los Angeles; Lindsay Perez Huber, California State University - Long Beach*

**37.080-12. Preservice and Early Career Teacher Reflection in E-Portfolios.** SIG-Portfolios and Reflection in Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 4:05-5:35pm

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

Participants:

- E-Portfolio Use With Bilingual Preservice Teacher Candidates in Low-Income Urban Schools. *Judith Arlene Yurriago, Northeastern Illinois University*
- Emergent Teacher Learning Within an Electronic Portfolio: Impact of an Urban Teacher Residency. *Susan Wray, Montclair State University; Cristiana Sardo, Maple Ave School*
- Rethinking the E-Portfolio: A Pilot Study to Determine the Impact of Web 2.0 Tools in Teacher Preparation. *Brian Boyd Baldwin, University of Houston; Katie Alaniz, University of Houston; Maggie Redling, University of Houston*
- Using E-Portfolios to Enhance Prospective Teachers' Critical Reflection: Implications for Performance-Based Teacher Education. *Katrina Liu, University of Wisconsin-Whitewater*

**37.081. Roundtable Session 27;** Roundtable Session

**37.081-1. Exploring Preservice Teachers' Understanding of Disciplinary Knowledge.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Ivan E. Watts, Auburn University*

Participants:

- An Action Research Examination of a Critical Literacy Methods Course for Preservice Elementary Teachers. *Ken J. Winograd, Oregon State University*
- Evidence-Based Examination of Classrooms: Do Pre- or In-service Teachers and Your Field Make a Difference? *Mary E. Yakimowski, University of Connecticut; Michael N. Faggella-Luby, University of Connecticut; Yujin Kim, University of Connecticut*
- Exploring Teacher Candidates' Use of the Internet as a Professional Resource During Literacy Lesson Preparation. *Tajinder Uppal, University of Toronto - OISE; Dale M. Willows, University of Toronto - OISE*
- Motivating Preservice Teachers to Learn Mathematics via Individual Interviews. *Eva Thanheiser, Portland State University; Randolph A. Philipp, San Diego State University; Jodi Fasteen, Portland State University*
- Preparing Secondary Social Studies Preservice Teachers to Effectively Integrate Literacy Instruction in High-Poverty Schools. *Gayle Y. Thieman, Portland State University; Susan D. Lenski, Portland State University*

**37.081-2. Exploring Preservice Teachers' Efficacy and Knowledge.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Timothy J. Lensmire, University of Minnesota - Twin Cities*

Participants:

- Critical Pedagogy as a Personal Project for Preservice Teachers in an Urban School. *Karen Ragoonaden, The University of British Columbia*
- Developing Elementary Preservice Teachers' Geometric Knowledge Needed for Teaching. *Kai-Ju Yang, Indiana University*
- Measuring Teacher Dispositions: A Validation of the Stephen F. Austin Teacher Disposition Instrument. *Hope Elisabeth Wilson, University*



of North Florida; Jannah Walters Nerren, Stephen F. Austin State University

**37.081-3. How Do We Know What We Know?** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Elaine Silva Mangiante, University of Rhode Island*

Participants:

High School Chemistry Teachers' Knowledge of Assessment. *Shannon Burcks, University of Missouri - Columbia; Marcelle Siegel, University of Missouri; Kemal Izci, University of Missouri; Stephen B. Witzig, University of Massachusetts - Dartmouth; Steve Keller, University of Missouri*

Leveraging Teachers' Technology Pedagogical Content Knowledge Using a Self-Regulated Learning Program: The TPCK-SRL Model. *Bracha Kramarski, Bar-Ilan University; Tova Michalsky, Bar-Ilan University*

Mission Impossible? Urban Elementary Teachers' Planning for Students' Critical Thinking in Science. *Elaine Silva Mangiante, University of Rhode Island*

Patterns in Teaching Patterns: Challenges to Maintaining Task Richness. *Megan Westwood Taylor, Sonoma State University; Jon R. Star, Harvard University*

Working With Teachers as Researchers to Explore What 4-Year-Olds Know and Can Do in Science. *Mary Elizabeth Hobbs, The University of Texas; James P. Barufaldi, The University of Texas - Austin*

**37.081-4. Identity, Knowledge, and Social Justice Beliefs of Preservice Teachers.** Division K - Teaching and Teacher Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Ali Borjian, San Francisco State University*

Participants:

The Relationship Between Teacher Knowledge, Preparation, and Licensure: A Study of Novice Mathematics Teachers. *Margarita Cummings, University of Utah; Jessi Cummings Cummings-Mengis, University of Houston*

Investing in the Social Capital of Preservice Teachers: Exploring Trust, Efficacy, Networks, and Outcomes. *Yi-Hwa Liou, University of California - San Diego; Alan J. Daly, University of California - San Diego; Cheryl A. Forbes, University of California - San Diego; Joyce Hsiao, University of California - San Diego; Nienke M. Moolenaar, University of California - San Diego*

Exploring the Beliefs of Preservice Teachers About Teaching: A Navigator or a Mincing Machine? *Rahime Cobanoglu, Middle East Technical University; Yesim Capa Aydin, Middle East Technical University*

A Discourse Analysis of Preservice Teachers' Beliefs About Teacher Effectiveness in Structured Reflections. *Maria J. Oreshkina, University of Scranton; Jessica Nina Lester, Washington State University; Scott Reilly, University of Scranton*

Becoming a Teacher: Coordinating Past, Present, and Future Selves With Perspectival Understandings About Teaching. *SoonAh Lee, Middlesex Community College; Diane L. Schallert, The University of Texas - Austin*

**37.081-5. Impact of Place.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Jason Ronald Harshman, The Ohio State University*

Participants:

It's My Place and It Does Matter. *Reese H. Todd, Texas Tech University*  
Studying African American History in a White Rural Middle School: A Case Study. *Mary Beth Henning, Northern Illinois University*

What We Learned From Observing Urban and Suburban Children's Performance With the New Literacies. *Peter McDermott, Pace University; Kathleen Gormley, The Sage Colleges*

**37.081-6. Interdisciplinary Dilemmas of In-service Teachers.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Monifa Green Beverly, University of Central Florida*

Participants:

A Portrait of Elementary Visual Arts Educators: An Investigation of Pedagogy, Context, Characteristics, and Beliefs. *Tracey L. Hunter-Doniger, College of Charleston*

Breaking Barriers for Technology Integration in K-12 Classrooms. *Xiaokai (Katie) Jia, Indiana University; Jiyeon Jung, Indiana University - Bloomington; Anne Todd Ottenbreit-Leftwich, Indiana University; Krista D. Glazewski, Indiana University; Yeol Huh, Indiana University; Suhkyung Shin, Indiana University; Mina Min, Indiana University*

The Teacher Voice Project: Exploring Teachers' Perspectives on the Purposes of Public Schooling. *Kurt Stemhagen, Virginia Commonwealth University; Amanda Turner, Virginia Commonwealth University; Jesse Senechal, Virginia Commonwealth University; Jk Stringer, Virginia Commonwealth University*

Working With Teacher Ambivalence: The Value of Dwelling on Big Ideas about Antiracist Education and Diversity When Imagining Race Talk in Schools. *Shira Eve Epstein, City College of New York - CUNY*

"Let's Talk About It Later": Identifying and Navigating Dilemmas of Practice in the Jewish Day School Context. *Frayda Gonshor Cohen, Mills College*

**37.081-7. Issues of Marginalization.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Paul A. Schutz, The University of Texas - San Antonio*

Participants:

Ethnicity or Minority? Which Student Characteristic Influences Teachers' Judgment Accuracy? *Johanna Kaiser, University of Kiel; Anna Sudkamp, University of Bamberg; Christine Schubert, University of Kiel; Jens Moeller, University of Kiel*

"Glee" as Case Study: Preparing Preservice Teachers to Intervene in Bullying. *Raina Juanita Leon, Saint Mary's College of California; Whitnee Louise Garrett, St. Mary's College of California*

Cultural Competence and Cultural Identity: Relationships of Synergy and Dysergy. *Audrey A. Friedman, Boston College; Brian Wisse Herrmann, Boston College*

Becoming Aware of White Racial Identity: Using a Wiki to Foster Multicultural Competence. *Terri Peters, Monmouth University; Carolyn A. Goff, Monmouth University*

Graduate Students' Participatory Research as a Discourse on Power, Privilege, Positionality, and Issues of Inequity. *Dawn Tracey Lambeth, Valdosta State University; Ann Marie Smith, The University of Texas - Permian Basin; James Martinez, Valdosta State University*

**37.081-8. Professional Development that Facilitates Students' Reasoning and Communication Skills.** Division K - Teaching and Teacher Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Colleen M. Conway, University of Michigan*

Participants:

Complex Small Group Interaction and Its Impact on Classroom Implementation. *Zhitong Yang, Educational Testing Service; Lei Liu, Educational Testing Service; Susan A. Yoon, University of Pennsylvania*

Using Self-Selected Video in Teacher Professional Development to Encourage Productive Discussion. *Julie Carol Orosco, University of California - Davis; Rebecca Ambrose, University of California - Davis*  
Teachers' Reasoning About How to Engage Students in Reasoning and Sense-Making. *Lindsay Keazer, Michigan State University; Jill Annette Newton, Purdue University*

Growing a PCK (Pedagogical Content Knowledge) Tree: How Teachers Learned to Teach Inquiry Through Inquiry. *Meilan Zhang, University of Texas at El Paso*

Use of a Protocol for Effective Postlesson Discussions. *Ann M. Farrell, Wright State University; Sachiko Tosa, Wright State University*

**37.081-9. Technology in Action.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Shiv Raj Desai, Thomas More College*

Participants:

Blogging and the Development of Science Teacher Identity in Preservice

Elementary Teachers. *Steven Wall, University of North Carolina - Chapel Hill; Janice L. Anderson, University of North Carolina - Chapel Hill*

Changes in Multicultural Understandings Due to Multicultural Course and Fieldwork. *Yasar Bodur, Georgia Southern University*

Content Creators and Language Learners: Examining Web 2.0 Design and Use for English as a Second Language (ESL) Instruction. *Dorothy Valcarcel Craig, Middle Tennessee State University*

Critical Media Literacy: A Study of University of California, Los Angeles's Teacher Education Students and Graduates. *Steven Seth Funk, University of California - Los Angeles*

Intentionality, Technology, and Pedagogy in Preservice Teacher Education. *Nicholas Lux, Montana State University; Nigel Waterton, Montana State University*

**37.081-10. Teacher Research: Charting New Ground.** SIG-Teacher as Researcher; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Stacia M. Stribling, George Mason University*

Participants:

Critical Studies in Teacher Research: Teacher Voice and the Classroom. *Taylor Norman, Purdue University*

Investigating Student Voice: A Case Study in Bridging Bronfenbrenner's Ecological Systems Theory in an Economics Teacher's Classroom. *Truman Hudson, Jr., University of Michigan - Dearborn*

Learning Stories: An Assessment Tool to Connect Parents, Celebrate Success, and Value Children. *Laura Lynn Hope Southcott, Lakehead University*

**37.081-11. Who Defines Whom? Critical Perspectives on Formal and Nonformal Environmental Education Research.** SIG-Environmental Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 4:05-5:35pm

Chair: *Arjen E. Wals, Wageningen University*

Participants:

Knowledge Production and the "Post-Intellectual" Performance of Environmental Education Research. *Phillip G. Payne, Monash University; Alan D. Reid, Monash University*

The Sociolinguistic Trouble With International Handbooks of Research. *Alan D. Reid, Monash University; Phillip G. Payne, Monash University; Paul Hart, University of Regina*

Environmental NGOs and the Dark Side of "Participation" and "Interactivity." *Jonas Greve Lysgaard, Aarhus University - School of Education*

**37.082. Roundtable Session 28;** Roundtable Session

**37.082-1. Self-Study Across Context.** SIG-Self-Study of Teacher Education Practices; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 4:05-5:35pm

Chair: *Nicholas M. Michelli, The Graduate Center - CUNY*

Participants:

Building Relationship in Cross-Cultural Teaching: Minding the Relational Gap. *Chinwe H. Ikpeze, Saint John Fisher College*

Parallel Reflection: My Reflective Work as an Educator in Creating Opportunities for Students to Reflect. *Amy M. Markos, Arizona State University - Tempe*

Self-Study of a Researcher-Facilitator's Experience: Insights for Implementing Learning Study as a Professional Development Approach. *Yuen Sze Michelle Tan, National Institute of Education - Nanyang Technological University*

**37.082-2. Parents' and Childrens' Responses to Special Education Services.** SIG-Special Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 4:05-5:35pm

Chair: *Brian R. Bryant, The University of Texas - Austin*

Participants:

A Two-Sided Perspective on Parent-Professional Partnership in Early Childhood Special Education Services. *Szu-Yin Chu, National Taitung University, Taiwan; Yu-Ling Lo, University of Texas at Austin; Hsiang-Yi Wu, The University of Kansas*

Dark Waters: Navigating the Black Male Experience in Special Education

Spaces. *Kelsey Marie Jones, University of Pennsylvania*

My Child's Progress Makes a Difference: A Mixed-Methods Study of Parents' Ratings of Schools' Engagement Efforts. *Ray Rodriguez, University of Miami; Erin T Blatz, University of Miami; Batya Elbaum, University of Miami*

What Can Students' Talk About Their Learning Teach Us About Teacher Quality? *Amber Elizabeth Benedict, University of Florida; Alexandra Ashley Lauterbach, University of Florida; Mary T. Brownell, University of Florida; Elizabeth A. Bettini, University of Florida; Yujeong Park, University of Florida*

**37.082-3. Pedagogy and Instructional Practice in Adult Literacy and Education.** SIG-Adult Literacy and Adult Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 4:05-5:35pm

Chair: *Matiul Alam, The University of British Columbia*

Participants:

Extensive Reading for Immigrant Adults With Low Oral Proficiency Beginning to Read in a Second Language. *Martha Young-Scholten*

Literacy and Pedagogy in Mine Safety Training: The Intersection of Academic and Workplace Domains. *Aly Waibel, The University of Arizona; Patricia L. Anders, The University of Arizona; Dori Iris Zabari, The University of Arizona*

Teacher Attitudes Toward Serving Adults With Learning Disabilities in Adult Basic Education Programs. *Sharon L. Reynolds, Ohio University; Jerry Johnson, Ohio University*

Teaching Adults: Students and Teachers Responding to Critical Incidents of Their Lives to Improve Pedagogical Practice. *Jeffrey Stuart Kaplan, University of Central Florida*

Digging Deeper: Language, Literacy, and Learning in the Mine Safety Industry. *Aly Waibel, The University of Arizona; Patricia L. Anders, The University of Arizona*

**37.082-4. Higher Education, Access, and Engagement: Global Perspectives.** SIG-International Studies; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 4:05-5:35pm

Chair: *Tak C. Chan, Kennesaw State University*

Participants:

A Comparison of Undergraduate Student Engagement at China's Key National Research Universities and Other Universities. *Forrest W. Parkay, Washington State University; Mei Wu, Yunnan University; Paul E. Pitre, Washington State University*

Assessing a Historically Hispanic-Serving Institution Internationalization Process. *Flavia E. Iuspa, Florida International University; Mohammed K. Farouk, Federal University Kashere*

The Developing Purposes of Low-Income College Students in China's Elite Universities. *Wanxia Zhao, Indiana University - Bloomington*

**37.082-5. Educational Experiences of Adolescent and University-Enrolled Latino English Learners.** SIG-Bilingual Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 4:05-5:35pm

Chair: *Kip Austin Hinton, The University of Texas - Brownsville*

Participants:

Hispanic Middle School Students' Experiences in Transitional Bilingual Programs: A Collective Case Study. *Pascual Yacovodonato, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University*

"It's a Challenge": Exploring a Bilingual, Undocumented, Immigrant University Student's Literacy History and Writing Experiences. *Jason Stegemoller, National Louis University*

Postsecondary Bilingual Education: Latinas Trespassing Barriers of the English-Only Pathway to College. *Erica Anne Volkens, Central New Mexico Community College; Antonette M. Aragon, Colorado State University; Mayra Moncada, Central New Mexico Community College; Elma Garcia, Central New Mexico Community College*

**37.083. Roundtable Session 29;** Roundtable Session

**37.083-1. Challenging Oppression: Practices for Inclusive Education.** SIG-Critical Educators for Social Justice; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 4:05-5:35pm

Chair: *Mara Sapon-Shevin, Syracuse University*

Participants:

Bridging Dialogic Instruction and Teacher Self-Disclosure: A Case Study of a University Multicultural Education Course. *Zaid M. Haddad, University of Nevada - Las Vegas; Amanda VandeHei, University of Nevada - Las Vegas*

Challenging Class Bias in Education: A Multilayered Approach. *Terezia Jadranka Zoric, University of Toronto*

Interrupting Privilege: A Conceptual Framework for White Racial Justice Ally Development. *Courtney Young-Law, Mills College*

### 37.083-2. Critical Teaching for Social Justice in the Classroom. SIG-

Critical Educators for Social Justice; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 4:05-5:35pm

Chair: *Eric J. DeMeulenaere, Clark University*

Participants:

Critical Pedagogy, Social Justice, and Early College High School Students.

*Mary Rose McCarthy, Pace University*

Et Tu, Mathematics? Defining Social Justice Work in Unexpected Content.

*Anita Bright, Portland State University*

Review of the Design and Evaluation of Culturally Relevant Pedagogy.

*Briana Marie Hinga, University of California - Irvine*

"I Hate That Word Savage/Don't Mind If You Use It": Exploring the "Safe

Space" Construct. *Jenna McWilliams, Indiana University; Johanna Keene, Indiana University; Joshua Adam Danish, Indiana University; Asmalina Saleh, Indiana University - Bloomington*

### 37.083-3. Examining Latinas' Complex Journeys to Success. SIG-Hispanic

Research Issues; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 4:05-5:35pm

Chair: *Frances E. Contreras, University of California - San Diego*

Participants:

Latinas: The Paths to Success. *Alejandro J. Gallard, Georgia Southern*

*University; Gillian Ursula Bayne, Lehman College - CUNY; Belinda*

*Bustos Flores, The University of Texas - San Antonio; Lorena Claeys,*

*The University of Texas - San Antonio; Carmen Guzman-Martinez,*

*The University of Texas - San Antonio; Wesley Pitts, Lehman College -*

*CUNY; E. Diane Torres-Velasquez, University of New Mexico*

Promoting Cultural Wealth, Reframing Poverty, and Learning to "Do

School." *Bernadette Bridget Museetti, Loyola Marymount University;*

*Maria Montalvo-Balbed, Kennesaw State University; Spencer Salas,*

*University of North Carolina - Charlotte*

Lo Que Sé lo Aprendí en Casa - What I Know I Learned at Home: Latina

Graduate Students' Journey in the Academy. *Mariana I. G. Martinez,*

*University of Illinois at Urbana-Champaign*

Dancing on the "Bubble" Between Education and Educación: The Two

Sides of a Bilingual Latina's Report Card. *Kimberley Dawn Kennedy,*

*The University of Texas - San Antonio; Veronica E. Valdez, University of*

*Utah; Anna CohenMiller, The University of Texas - San Antonio*

### 37.083-4. Student-Athlete Experiences Viewed From Student Development and Critical Race Theory. SIG-Research Focus on Education and Sport; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 4:05-5:35pm

Chair: *Michele D. Smith, Alliant International University*

Participants:

Money, Power, and Matriculation: Academic Clustering, the NCAA (National Collegiate Athletic Association) Annual Progress Rate, and the Theory of Interest Convergence. *Derek A. Houston, University of Illinois at Urbana-Champaign; Lorenzo DuBois Baber, University of Illinois*

Academic Success of Student-Athletes With Learning Disabilities. *Melisa Jill Ziegler, The Pennsylvania State University - University Park*

Being Black, Female, and an Athlete: Student Experiences at a

Predominantly White Institution. *Laura Bernhard, University of*

*California - Los Angeles*

Applying Schlossberg's Transition Theory to Transfer Student Athletes.

*Ronald D. Flowers, Eastern Michigan University; Cheyenne Luzynski,*

*Eastern Michigan University; Eboni M. Zamani-Gallaher, Eastern*

*Michigan University*

Westin St. Francis, Second Level, Sussex; 5:00-6:15pm

Chair: *William A. Firestone, Rutgers University*

## Sunday, 5:35 pm

### AERA Related Activities

#### 39.010. Reception Following Session: Education, Poverty, and the Emerging Majority-Minority: Advancing Social Justice for Low-Income Asian American and Pacific Island College Students. AERA

Related Activities; Invited Session

Hilton Union Square, Ballroom Level, Continental 4; 5:35-7:00pm

Chairs: *Marybeth Gasman, University of Pennsylvania; Robert T. Teranishi, New York University; Brian Murphy, De Anza College*

## Sunday, 6:15 pm

### Governance Meetings and Events

#### 40.001. AERA Committee on Scholars of Color in Education Mentoring Lecture and Reception: Invitation Only. AERA Governance;

Governance Session

Hotel Nikko, Third Level, Monterey I; 6:15-7:45pm

Chair: *Ruben Donato, University of Colorado - Boulder*

#### 40.002. American Educational Research Journal (Social and Institutional Analysis) Closed Editorial Board Meeting. AERA Governance;

Governance Session

Hotel Nikko, Third Level, Nikko I; 6:15-7:45pm

Chair: *Kenneth R. Howe, University of Colorado*

### Committee Sessions

#### 40.010. Graduate Student Council (GSC) Open Business Meeting.

Graduate Student Council; Business Meeting

Parc 55, Third Level, Market Street; 6:15-7:45pm

Chair: *Cathy A.R. Brant, The Ohio State University - Columbus*

Participants: *Nicholas Daniel Hartlep, Illinois State University; Jennifer*

*Elizabeth Carinci, Johns Hopkins University; Lisa De La Rue,*

*University of Illinois at Urbana-Champaign; Cecilia Henriquez*

*Fernandez, University of California - Los Angeles; Angela Rose Hines,*

*Arizona State University; Carleen Carey, Michigan State University*

### Division Sessions

#### 40.011. Division B Business Meeting. Division B - Curriculum Studies; Business Meeting

Grand Hyatt, Ballroom Level, Grand Ballroom West; 6:15-7:45pm

Chair: *Carl P. Grant, Individual*

Participants: *Bernadette M. Baker, University of Wisconsin; Lance Trevor*

*McCready, OISE/University of Toronto; Jennifer April Sandlin, Arizona*

*State University; Ming Fang He, Georgia Southern University; Debbie*

*Sonu, Hunter College - CUNY; Nina Asher, University of Minnesota*

*- Twin Cities; Mark Helmsing, Michigan State University; Erik L.*

*Malewski, Kennesaw State University; Thomas S. Popkewitz, University*

*of Wisconsin; Barry M. Franklin, Utah State University; Anthony L.*

*Brown, The University of Texas - Austin; Walter S. Gershon, Kent State*

*University; Jason Michael Lukasik, Northeastern Illinois University;*

*Kalwant Bhopal, University of Southampton*

#### 40.012. Division G Business Meeting. Division G - Social Context of Education; Business Meeting

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2;

6:15-7:45pm

Chair: *Luis C. Moll, The University of Arizona*

Participant:

Building Smart Education Systems. *Warren Simmons, Brown University*

#### 40.013. Division I Business Meeting. Division I - Education in the Professions; Business Meeting

Parc 55, Fourth Level, Cyril Magin III; 6:15-8:15pm

## Sunday, 5:00 pm

### Division Sessions

#### 38.010. Reception for Division L Policy Makers at the Conference.

Division L - Educational Policy and Politics; Invited Session



**40.014. Division J Postsecondary Education Business Meeting and****Reception.** Division J - Postsecondary Education; Business Meeting

Hilton Union Square, Lobby Level, Plaza B; 6:15-8:15pm

Participant: *Paul D. Umbach, North Carolina State University***40.015. Division K Business Meeting.** Division K - Teaching and Teacher

Education; Business Meeting

Hilton Union Square, Lobby Level, Plaza A; 6:15-7:45pm

Chair: *Etta R. Hollins, University of Missouri - Kansas City***40.016. Division L (Educational Policy and Politics) Business Meeting and Awards Session.** Division L - Educational Policy and Politics; Business Meeting

Westin St. Francis, Mezzanine Level, Colonial; 6:15-7:45pm

Chair: *William A. Firestone, Rutgers University***SIG Sessions****40.017. Academic Audit Research in Teacher Education SIG Business Meeting. Update on the Council for the Accreditation of Educator****Preparation: The Role of Research.** SIG-Academic Audit Research in

Teacher Education; Business Meeting

Parc 55, Third Level, Powell I; 6:15-7:45pm

**40.018. Career and Technical Education SIG Business Meeting.** SIG-

Career and Technical Education; Business Meeting

Parc 55, Third Level, Mason; 6:15-7:45pm

Participant:

Realigning Research and Practice in Career and Technical Education for the 21st Century. *Jay W. Rojewski, University of Georgia***40.019. Classroom Assessment SIG Business Meeting.** SIG-Classroom

Assessment; Business Meeting

Hilton Union Square, Lobby Level, Golden Gate 6; 6:15-7:45pm

**40.020. Joint Conflict Resolution and Violence Prevention SIG and Cooperative Learning: Theory, Research and Practice SIG Business Meeting and Social Hour.** SIG-Conflict Resolution and Violence

Prevention; Business Meeting

Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 6:15-7:45pm

**40.021. Critical Perspectives on Early Childhood Education SIG Business Meeting.** SIG-Critical Perspectives on Early Childhood Education;

Business Meeting

Hilton Union Square, Ballroom Level, Continental 9; 6:15-7:45pm

**40.022. Dewey Studies SIG Business Meeting.** SIG-Dewey Studies; Business Meeting

Hilton Union Square, Lobby Level, Golden Gate 5; 6:15-8:15pm

Chair: *Craig A. Cunningham, National Louis University*Participants: *Donna A. Breaault, West Virginia University; Laura M. Jewett, The University of Texas - Brownsville; Gregg Jorgensen, Western Illinois University*

Participant:

The School as a Cosmopolitan Canopy. *David T. Hansen, Teachers College, Columbia University***40.023. Disability Studies in Education SIG Business Meeting.** SIG-

Disability Studies in Education; Business Meeting

Hilton Union Square, Sixth Level, Tower 3 Lombard; 6:15-7:45pm

**40.024. Educational Change SIG Business Meeting.** SIG-Educational

Change; Business Meeting

Hilton Union Square, Lobby Level, Golden Gate 7; 6:15-7:45pm

**40.025. Educational Statisticians SIG Business Meeting and Invited Speaker Patricia Busk.** SIG-Educational Statisticians; Business Meeting

Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 6:15-8:15pm

Chair: *T. Mark Beasley, The University of Alabama - Birmingham*Participant: *Patricia L. Busk, University of San Francisco***40.026. Faculty Teaching, Evaluation and Development SIG Business Meeting.** SIG-Faculty Teaching, Evaluation, and Development;

Business Meeting

Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 6:15-7:45pm

**40.027. Hispanic Research Issues SIG Business Meeting.** SIG-Hispanic

Research Issues; Business Meeting

Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 6:15-7:45pm

**40.028. Holistic Education SIG Business Meeting.** SIG-Holistic Education;

Business Meeting

Hilton Union Square, Sixth Level, Tower 3 Sutter; 6:15-7:45pm

Chair: *Michelle L. Tichy, University of Northern Iowa*Participants: *Riane Eisler, Center for Partnership Studies; Christine E. Sleeter, California State University - Monterey Bay; Bruce J. Novak, Indiana University of Pennsylvania***40.029. Indigenous Peoples of the Pacific SIG Business Meeting: Hui! Indigenous Agency and Educational Innovation.** SIG-Indigenous

Peoples of the Pacific; Business Meeting

Hilton Union Square, Ballroom Level, Continental 1; 6:15-7:45pm

Chair: *Krystal Kaleinani Chieko Tim Sing, Ho'okulāwi: 'Aha Ho'ona'auao 'Ōiwi University of Hawai'i Mānoa*Participants: *Jenny Bol Jun Lee, The University of Auckland; Jennifer Martin, Auckland University of Technology; Lisa Jane Smith, The University of Auckland; Wiremu Doherty, Te Whare Wananga o Awanuiarangi; Brandon K. Bunag, Kamehameha Schools; Jennifer Noelani Goodyear-Kaopua, University of Hawaii - Manoa; Erin K. Wright, University of Hawaii; Brandi Jean Nalani Balutski, University of Hawaii; Mahinapoepoe Duarte, Halau Ku Mana Public Charter School***40.030. Invitational Learning SIG Business Meeting: Inspiration From Within—Core Reflection in Teacher Education.** SIG-Invitational

Learning; Business Meeting

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 6:15-7:45pm

Chair: *Kay Hensler Phelps, Fort Lewis College*Participants: *William L. Greene, Southern Oregon University; Roni Adams, Southern Oregon University; Younghee M. Kim, Southern Oregon University; John T. King, Southern Oregon University; Fred A.J. Korthagen, Vrije Universiteit Amsterdam; Jo-Anne Lau-Smith, Southern Oregon University***40.031. Large Scale Assessment SIG Business Meeting.** SIG-Large Scale

Assessment; Business Meeting

Parc 55, Second Level, Haight; 6:15-7:45pm

**40.032. Law and Education SIG Business Meeting With Guest Speakers Michael A. Olivas and Peter Roos.** SIG-Law and Education; Business Meeting

Hilton Union Square, Sixth Level, Tower 3 Taylor; 6:15-7:45pm

Participants: *Susan C. Bon, George Mason University; Karen L. Miksch, University of Minnesota - Twin Cities; Jeffrey C. Sun, University of North Dakota; Michael A. Olivas, University of Houston; Peter Roos, META***40.033. Leadership for Social Justice SIG Business Meeting.** SIG-

Leadership for Social Justice; Business Meeting

Hilton Union Square, Ballroom Level, Continental 8; 6:15-7:45pm

Chair: *Whitney Sherman Newcomb, Virginia Commonwealth University*Participants: *Whitney Sherman Newcomb, Virginia Commonwealth University; Noelle Witherspoon Arnold, University of Missouri - Columbia; Joanne M. Marshall, Iowa State University; Katherine Cumings Mansfield, Virginia Commonwealth University***40.034. Literature SIG Business Meeting: Scholars Reflect on the Current Status of the Field of Research on Literature in Education.** SIG-

Literature; Business Meeting

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 6:15-7:45pm

- Participants: *Theresa Rogers, The University of British Columbia; Denise Davila, University of Georgia - Athens; Andrea Garcia, Hofstra University; Marcelle M. Haddix, Syracuse University; Maria Paula Ghiso, Teachers College, Columbia University; Patricia E. Enciso, The Ohio State University*
- 40.035. Lives of Teachers SIG Business Meeting.** SIG-Lives of Teachers; Business Meeting  
Grand Hyatt, Ballroom Level, Redwood; 6:15-8:15pm  
Chair: *Jennifer H. James, University of Georgia*  
Participants: *Janice Huber, University of Regina; Elaine Chan, University of Nebraska - Lincoln*  
Participant:  
Huberman Award Winner (and Speaker) D. Jean Clandinin: Reflecting on Narrative Conceptions of Teacher Knowledge. *D. Jean Clandinin, University of Alberta*
- 40.036. Longitudinal Studies SIG Business Meeting.** SIG-Longitudinal Studies; Business Meeting  
Parc 55, Fourth Level, Mission II&III; 6:15-7:45pm
- 40.037. Mentorship and Mentoring Practices SIG Business Meeting.** SIG-Mentorship and Mentoring Practices; Business Meeting  
Sir Francis Drake, Second Level, Carmel; 6:15-7:45pm
- 40.038. Moral Development and Education SIG Business Meeting.** SIG-Moral Development and Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 6:15-7:45pm  
Participant:  
The Political Is Always Moral—and Vice Versa? *Helen Haste, Harvard Graduate School*
- 40.039. Organizational Theory SIG Business Meeting.** SIG-Organizational Theory; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 6:15-7:45pm
- 40.040. Out-of-School Time SIG Business Meeting.** SIG-Out-of-School Time; Business Meeting  
Grand Hyatt, Second Level, Belvedere; 6:15-7:45pm
- 40.041. Peace Education SIG Business Meeting.** SIG-Peace Education; Business Meeting  
Westin St. Francis, Second Level, Oxford; 6:15-7:45pm
- 40.042. Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting.** SIG-Portfolios and Reflection in Teaching and Teacher Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 6:15-7:45pm  
Chair: *Susan Wray, Montclair State University*  
Participant:  
Reflective Portfolio Use for Rank Appointment and Promotion. *Mary E. Zamon, George Mason University*
- 40.043. Queer Studies SIG Business Meeting.** SIG-Queer Studies; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 4; 6:15-7:45pm
- 40.044. Research on Evaluation SIG Business Meeting: Methodological and Other Challenges in Research on Evaluation.** SIG-Research on Evaluation; Business Meeting  
Westin St. Francis, Second Level, Kent; 6:15-7:45pm  
Chair: *Nicole Lewis, University of Hawaii - Manoa*  
Participants: *David A. Urias; Elena Yu Polush, Ball State University; Zollie Stevenson Jr, Howard University; Eric Barela, Partners in School Innovation; Juna Z. Snow, University of California - Berkeley; Pamela Frazier-Anderson, Frazier-Anderson Research & Evaluation*  
Participant:  
Methodological and Other Challenges in Research on Evaluation. *Brad Cousins, University of Ottawa*
- 40.045. Safe Schools and Communities SIG Business Meeting.** SIG-Safe Schools and Communities; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 6:15-7:45pm
- 40.046. Joint School Effectiveness and School Improvement SIG and School Turnaround and Reform SIG Business Meeting.** SIG-School Effectiveness and School Improvement; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 3; 6:15-7:45pm  
Chair: *Marlene J. Darwin, American Institutes for Research*  
Participant: *Steve Strand, University of Oxford*  
Participant:  
Leading Turnaround: Lessons From Leaders of District-Wide Approaches. *Heather Zavadsky, The University of Texas*
- 40.047. Self-Study of Teacher Education Practices SIG Business Meeting: There's No Meeting Like the S-STEP Meeting.** SIG-Self-Study of Teacher Education Practices; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 8; 6:15-8:15pm
- 40.048. Service-Learning and Experiential Education SIG Business Meeting.** SIG-Service-Learning & Experiential Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 6:15-7:45pm  
Chair: *Virginia M. Jagla, National-Louis University*
- 40.049. Social Studies Research SIG Business Meeting.** SIG-Social Studies Research; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 3; 6:15-7:45pm  
Chair: *Meghan McGlinn Manfra, North Carolina State University*  
Participant: *Wayne Au, University of Washington - Bothell*
- 40.050. Sociology of Education SIG Business Meeting.** SIG-Sociology of Education; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 1; 6:15-7:45pm
- 40.051. Stress and Coping in Education SIG Business Meeting and Distinguished Address.** SIG-Stress and Coping in Education  
Cosponsored with SIG-Social and Emotional Learning; Business Meeting  
Parc 55, Second Level, Divisadero; 6:15-8:15pm  
Chair: *Russell L. Carson, Louisiana State University*  
Participant: *Rebecca A. Robles-Pina, Sam Houston State University*  
Participant:  
Emotion Regulation and Education. *James J Gross, Stanford University*
- 40.052. Talent Development of Students Placed at Risk SIG Business Meeting: Presenting Untraditional Models in Addressing Academic Performance Focusing on At-Risk Youth.** SIG-Talent Development of Students Placed at Risk; Business Meeting  
Westin St. Francis, Second Level, Essex; 6:15-7:45pm  
Participant:  
You Don't Know My Story: Examining the Reenrollment Behavior of Urban Youth Who Return for a High School Diploma. *Dorothy Elizabeth Hines, Michigan State University*
- 40.053. Teacher as Researcher SIG Business Meeting: An Intimate Talk With Ann Lieberman and Bay Area Teacher Researchers.** SIG-Teacher as Researcher; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 2; 6:15-7:45pm  
Chairs: *Alan D. Amtzis, The College of New Jersey; Christopher C. Martell, Framingham Public Schools/Boston University*  
Participants: *Ann Lieberman, Stanford University; Sarah Sun, Kai Ming Head Start; Dina Moskowitz, Creative Arts Charter School; Kandy Ruiz, San Francisco Unified School District*
- 40.054. Technology, Instruction, Cognition and Learning SIG Business Meeting, Reception, and Keynote by Rob Foshay: Technology in K-12—Are We Ready for Prime Time?** SIG-Technology, Instruction, Cognition & Learning; Business Meeting  
Parc 55, Second Level, Sutro; 6:15-7:45pm

**40.055. Vocabulary SIG Business Meeting.** SIG-Vocabulary; Business Meeting  
Westin St. Francis, Second Level, Yorkshire; 6:15-7:45pm

### Sunday, 6:30 pm

#### SIG Sessions

**41.010. Action Research Community Reception and Recognition.** SIG-Action Research; Reception  
Grand Hyatt, Ballroom Level, Grand Ballroom East; 6:30-9:00pm  
Chairs: *Lonnie L. Rowell, University of San Diego; Joseph M. Shosh, Moravian College*

### Sunday, 7:00 pm

#### AERA Related Activities

**42.010. Invitational Forum on Advocacy Issues and Opportunities in Education Research.** AERA Related Activities; Invited Session  
Hotel Nikko, Second Level, Mendocino I; 7:00-8:30pm  
Chairs: *Felice J. Levine, American Educational Research Association; Gerald E. Sroufe, American Educational Research Association*

### Monday, 8:00 am

#### Professional Development Courses

**43.010. Designing Adequately Powered Cluster Randomized Trials Using Optimal Design Plus.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Redwood; 8:00am to 12:00pm  
Instructors: *Jessaca K. Spybrook, Western Michigan University; Carl Westine, Western Michigan University; Joseph Taylor, Biological Sciences Curriculum Study; Benjamin Kelcey, Wayne State University*

**43.011. Digital Ethnography: The Affordances and Constraints of Conducting Research That Includes Online Spaces.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Sequoia; 8:00am to 12:00pm  
Instructors: *Sandra Schamroth Abrams, Saint John's University; Hannah Rose Gerber, Sam Houston State University; Jayne C. Lammers, University of Rochester*

**43.012. How to Get Published: Guidance From Emerging and Senior Scholars.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Grand Ballroom East; 8:00am to 12:00pm  
Instructors: *Patricia A. Alexander, University of Maryland; Sandra Michelle Loughlin, University of Maryland; Emily M. Grossnickle, University of Maryland; Alexandra List, University of Maryland; Jeffrey A. Greene, University of North Carolina - Chapel Hill; Matthew T. McCrudden, Victoria University of Wellington; Panayiota Kendeou, NEAPOLIS UNIVERSITY PAFOS; Gregory R. Hancock, University of Maryland; Diane L. Schallert, The University of Texas - Austin; Sofie Loyens, Erasmus University; Patricia B. Elmore, Southern Illinois University*

**43.013. International Education Research Made Easier: How to Use Several Free Online Data Tools.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Theatre Level, Conference Theatre; 8:00am to 12:00pm  
Instructors: *David C. Miller, American Institutes for Research; Lydia Malley, American Institutes for Research; Laura Kolind Warren, American Institutes for Research*

**43.014. Using NAEP Data on the Web for Educational Policy Research.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Theatre Level, Fillmore BC; 8:00am to 12:00pm

Instructors: *Debra Kline, Educational Testing Service; Edward M. Kulick, ETS; Emmanuel Sikali, U.S. Department of Education*

### Monday, 8:15 am

#### Governance Meetings and Events

**44.001. AERA Affirmative Action Council: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Carmel II; 8:15-9:45am  
Chair: *April Z. Taylor, California State University - Northridge*

**44.002. AERA Graduate Student Council: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Monterey I; 8:15-9:45am  
Chair: *Cathy A.R. Brant, The Ohio State University - Columbus*

**44.003. AERA Journal Publications Committee and Journal Editors: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Nikko I; 8:15-9:45am  
Chair: *William Cope, University of Illinois at Urbana-Champaign*

#### Presidential Sessions

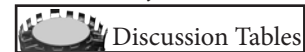
**44.010. After the Court Rules on Fisher: A Teach-In on Key Issues for the Next Generation of Research.** Presidential Session Cosponsored with Division J - Postsecondary Education, Division L - Educational Policy and Politics, and Social Justice Action Committee

Hilton Union Square, Lobby Level, Plaza B; 8:15-10:15am

Chair: *Gary A. Orfield, University of California - Los Angeles*

Presenters: *Rachel Moran, University of California - Los Angeles; Angelo Ancheta, Santa Clara University; Catherine L. Horn, University of Houston*

Discussion Leaders:



Latino Students and the University of Texas Experience. *Stella M. Flores, Vanderbilt University*  
Community Colleges-Universities Relations After Fisher. *Estela M. Bensimon, University of Southern California*  
The Crisis of Black Students: The California Case. *Walter R. Allen, University of California - Los Angeles*  
Viable Alternatives in Admissions: Cost, Feasibility=. *Deborah Bial, Posse Foundation*  
Role of Civil Rights Laws and Community Groups. *Eva Paterson, Equal Justice Society*  
Testing and Admissions After Affirmative Action. *Catherine L. Horn, University of Houston*  
Isolation and Race Relations After Affirmative Action. *Daryl G. Smith, Claremont Graduate University*  
State and Higher Education System Policy. *Gary A. Orfield, University of California - Los Angeles*  
Working With Lawyers to Find and Defend Options. *Angelo Ancheta, Santa Clara University*

**44.011. Film Festival Panel: Rockefeller Foundation's One Tenth of Our Nation (1940): America's First Feature Documentary Film on Black Education.** Presidential Session Cosponsored with Division B - Curriculum Studies and Division F - History and Historiography, SIG-Research Focus on Black Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 8:15-10:15am

Chair: *Lemuel W. Watson, University of South Carolina*

Participants:

The Making of One Tenth of Our Nation: Difficulties Portraying the Progress and Problems of Black Education. *Craig Kridel, University of South Carolina*  
Film Screening: *One Tenth of Our Nation. Lemuel W. Watson, University of South Carolina*



Difficulties Portraying the Progress and Problems of Black Education.

*Craig Kridel, University of South Carolina*

Discussants: *James D. Anderson, University of Illinois at Urbana-Champaign; Carol D. Lee, Northwestern University; Vanessa Siddle Walker, Emory University; William C. Ayers, University of Illinois at Chicago*

#### 44.012. Responses to the Theme: Commissioned Essay Writers Discussion Forum (Monday). Presidential Session

Hilton Union Square, Lobby Level, Plaza A; 8:15-9:45am

Chair: *Rick R. McCown, Duquesne University*

Participants:

Disrupting the Synergism Among Education, Racism, and Poverty. *Etta R. Hollins, University of Missouri - Kansas City*

What's Race Got to Do With It? *Alicia C. Dowd, University of Southern California; Estela M. Bensimon, University of Southern California*

The Poverty of Capitalism. *Peter L. McLaren, University of California - Los Angeles*

Reading History and Learning About Policy and People. *Carl A. Grant, University of Wisconsin - Madison*

A Global "HEADS UP" About Poverty and Education. *Vanessa de Oliveira Andreotti, University of Oulu*

#### AERA Sessions

##### 44.013. AERA Distinguished Public Service Award Lecture (2013):

**Freeman A. Hrabowski, III (#AERAServe).** AERA Sessions; Invited Session

Hilton Union Square, Yosemite A; 8:15-9:45am

Chair: *P. David Pearson, University of California - Berkeley*

Participant:

Leading Institutional Culture Change: The Role of Qualitative and Quantitative Research and Evaluation. *Freeman A. Hrabowski, III, University of Maryland - Baltimore County*

Discussants: *Joan Ferrini-Mundy, National Science Foundation; William T. Trent, University of Illinois at Urbana-Champaign*

##### 44.014. AERA Task Force on Standards for Part-Time, Adjunct, and Contingent Faculty: A Report. AERA Sessions; Invited Session

Hilton Union Square, Lobby Level, Golden Gate 1; 8:15-9:45am

Chair: *Ann E. Austin, Michigan State University*

Presenter: *Adrianna Kezar, University of Southern California*

Discussants: *Stanton Wortham, University of Pennsylvania; Benjamin Baez, Florida International University; Sara Goldrick-Rab, University of Wisconsin - Madison; Susan Finley, Washington State University - Vancouver; Esther S. Merves, New Faculty Majority Foundation*

##### 44.015. Handbook of Research on Teaching Symposium, Part 2. AERA

Sessions; Invited Roundtable

Hilton Union Square, Yosemite B; 8:15-10:15am

Chairs: *Courtney A. Bell, ETS; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway*

Participants:



Discussion Tables

1. Writing Post-Modernity: Fostering Literate Identities in a Global World. *Glynda A. Hull, University of California - Berkeley; Kyle Booten, University of California - Berkeley; Jennifer Higgs, University of California - Berkeley*

2. Research on the Teaching of Mathematics: Wrestling With Context. *Daniel I. Chazan, University of Maryland; Patricio G. Herbst, University of Michigan - Ann Arbor*

3. Developing a Democratic Knowledge Base for Social Studies Education. *Keith C. Barton, Indiana University; Patricia G. Avery, University of Minnesota - Twin Cities*

4. Rigor and Equity by Design: Locating a Set of Core Practices for the Science Education Community. *Mark A. Windschitl, University of Washington*

5. Art Education: A Brief Narrative of the Field. *Judith M. Burton, Teachers College, Columbia University*

6. Teaching World Languages. *Diane J. Tedick, University of Minnesota*

7. Assessment and Teaching. *William R. Penuel, University of Colorado*

8. Teaching Students With Special Needs in the New Millennium. *Janette K. Klingner, University of Colorado - Boulder*

9. Teaching and Language Diversity. *Guadalupe Valdés, Stanford University; Christian J. Falts, University of California - Davis*

10. Teaching and Technology: New Tools for New Times. *Barry J. Fishman, University of Michigan - Ann Arbor; Christopher J. Dede, Harvard University*

11. Learning Sciences and Teacher Research. *Keith Sawyer, Washington University in St. Louis*

#### Committee Sessions

##### 44.016. Disrupting Poverty and Educational Inequality: Comparative and International Examinations of the Effects of Educational Reforms.

International Relations Committee; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 13 8:15-10:15am

Chair: *Susan F. Semel, City College of New York - CUNY*

Participants:

Turning Around Educational Disadvantage: A Case Study of a Collaborative Pedagogic Intervention Model in Australia. *Parlo Singh, Griffith University; Kathryn Glasswell, Griffith University; Sue Thomas, Griffith University*

Disrupting Educational Inequality in New Zealand: Designing Schools for Equitable Outcomes in a Self-Managing System. *Stuart Mcnaughton, The University of Auckland; Mei Kuin Lai, The University of Auckland*

Disrupting Educational Inequality in China: The Challenge of Providing Quality Education for Rural Migrants in Urban China. *Gerard A. Postiglione, The University of Hong Kong; Li-Fang Zhang, University of Hong Kong; Ailei Xie; Yonby Hong, University of Hong Kong; Gerard A. Postiglione, The University of Hong Kong*

Disrupting Educational Inequality in the United Kingdom: Evidence From the U.K. Millennium Cohort Study. *Christopher M. Taylor, Cardiff University; Sally Anne Power, Cardiff University*

Disrupting Inequality in the United States: Case Studies of Educational Reforms in Newark (NJ) and New York City. *Alan R. Sadovnik, Rutgers University; Edward Fergus, New York University; Susan F. Semel, City College of New York - CUNY; Ryan Coughlan, Rutgers University*

##### 44.017. GSC Fireside Chat: Closing the Achievement Gap Through Curriculum, Standards, and Assessment: Sustainability for Long-Term Success in Our Schools. Graduate Student Council; Invited Session

Parc 55, Third Level, Market Street; 8:15-9:45am

Chair: *Angela Rose Hines, Arizona State University*

Participants: *Mary Aleta White, Arizona State University; Yamilette Williams, University of Oklahoma; Bernice Stafford, Evans Newton Incorporated; Angela Rose Hines, Arizona State University*

##### 44.018. Post-Racial Pragmatism: New Directions and Concepts in

Critical Race Theory. Committee on Scholars of Color in Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 8:15-9:45am

Chair: *Dolores Calderon, University of Utah*

Participants:

Building Upon Derrick Bell's "Interest Convergence Dilemma": Naming and Unpacking the "Power Preservation Principle". *Maria C. Ledesma, University of Utah*

"Intradisciplinary" Education: Critical Race Theory and Educational Leadership. *Dimpal Jain, California State University - Northridge*

Critical Race Theory (CRT) and the Examination of School Norms: Teachers' Expectations and the Self-Fulfilling Prophecies of Race. *Daniel Dinn-You Liou, Iowa State University*

"(Color) Blind Review": The Commodification of Critical Race Theory in the Publishing Process. *Tracy Lachica Buenavista, California State University - Northridge*

Discussant: *Octavio Villalpando, University of Utah*

#### International Organization Sessions

##### 44.019. International Perspectives on Higher Education Admission Policy and Praxis. Canadian Society for the Study of Education; Invited Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 8:15-10:15am

Chair: *Virginia Stead, Peter Lang Publishing*

## Participants:

“Ensure That You Stand Out From the Crowd”: ‘Analyzing Personal Statements’ / ‘College Application Essays’ According to Applicants’ Educational Background. *Steven Jones, The University of Manchester*

Solving the College Admissions Mismatch Process: Importance of High School Norms and Values. *Barbara Schneider, Michigan State University; Christina M. Mazuca, Michigan State University; Justina L. Judy, Michigan State University*

Admission Policy as a Source of Equity in Higher Education: Lessons From Teacher Education. *Virginia Stead, Peter Lang Publishing*

Higher Education for Latin America: Two Challenges in a Field of Opportunities. *Ricardo Cuenca, IEP*

Open Access Policies of Community College Global Counterparts. *Rosalind Latiner Raby, California Colleges for International Education; Edward J Valeau, California Colleges for International Education*

**44.020. State and Regional Educational Research Associations:**

**Distinguished Paper Session 2.** Consortium of State and Regional Educational Research Associations; Invited Session  
Westin St. Francis, Second Level, Hampton; 8:15-9:45am

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

## Participants:

Virginia Educational Research Association: The Contribution of Standards-Based Teaching Practices to Fourth-Grade Mathematics Achievement for High- and Low-Achieving Classes. *Eileen G. Merritt, University of Virginia*

Georgia Educational Research Association: Candidate Surveys on Program Evaluation: Examining Instrument Validity and Program Effectiveness. *Ruchi Bhatnagar, Georgia State University; Jihye Jihye Kim, Georgia State University; Joyce E. Many, Georgia State University*

Iowa Educational Research and Evaluation Association: Value-Added Analysis of Teacher Effectiveness Using Three Different Growth Metrics. *Paula Cunningham, University of Iowa; Catherine Welch, University of Iowa; Stephen B. Dunbar, University of Iowa*

Northeastern Educational Research Association: Teachers, Technology, and Digital Natives. *Nina Kositsky, University of Massachusetts*

Discussant: *James Thomas Owens, University of Central Florida*

**Division Sessions**
**44.021. Bureaucratic Roles in Reproducing Student Stress in Schools:**

**Exploring Student Stress, Discipline, and Criminalization in High-Poverty Urban Schools.** Division A - Administration, Organization and Leadership; Paper Session

Westin St. Francis, Second Level, California West; 8:15-9:45am

Chair: *Terah Talei Venzant Chambers, Texas A&M University*

## Participants:

Stress and the Classroom: Can Exposure to Stressors Impact Student Engagement? *Erin Smith, Human Resources Research Organization*

Student- and School-Level Variables That Affect School Climates in High-Poverty Urban Schools. *M. Meghan Raisch, Temple University; James Earl Davis, Temple University*

The Discipline Gap and the Criminalization of Students in School: Bureaucratic Role in Reproducing Oppression. *Muhammad Khalifa, Michigan State University; Felecia Briscoe, The University of Texas - San Antonio*

Developing Equitable Learning in Professional Learning Communities in a Low-Income District. *Julie A. Gray, Texas A&M University - San Antonio; Sharon D. Kruse, The University of Akron; C. John Tarter, The University of Alabama*

Discussant: *William H. Watkins, University of Illinois at Chicago*

**44.022. Examining Intersections of Accountability Strain, College Readiness, Parent Compacts, and Teacher Traps on Student Success.**

Division A - Administration, Organization and Leadership; Paper Session  
Westin St. Francis, Second Level, Victorian; 8:15-9:45am

## Participants:

Accountability Strain and College-Readiness Drain in a High-Poverty, High-Minority High School. *Anjale DeVawn Welton, University of Illinois at Urbana-Champaign; Montrisha Money Williams, University of Illinois at Urbana-Champaign; Danielle Forbes, University of Illinois at Urbana-Champaign*

An Examination of the Content and Implementation of Parent Compacts in Urban Charter Schools. *Chuan Kuzin, University of Southern California; Priscilla Wohlstetter, Teachers College, Columbia University; Joanna R. Smith, University of Southern California*

Discussant: *Lois Andre Bechely, California State University - Los Angeles*

**44.023. Improving Educational Outcomes: Leaders’ Connections to Reform.**

Division A - Administration, Organization and Leadership; Paper Session  
Westin St. Francis, Second Level, Elizabethan A; 8:15-10:15am

Chair: *Kathryn Bell McKenzie, California State University - Stanislaus*

## Participants:

An Eight-State, Regression Study of Leadership and Attrition: Addressing One Aspect of Special Education’s Impoverishment. *Teresa Ann Tyler, University of Minnesota*

An Examination of Leadership Paths Taken by Two Previously Underperforming Schools to Improve Student Outcomes. *Eileen Elizabeth Dial, Trine University; Janet A. Chrispeels, University of California - San Diego*

Mobilizing the Knowledge That Successful Principals Have About Closing Achievement Gaps. *Laurie Pedwell, Ontario Ministry of Education; Kenneth A. Leithwood, OISE/University of Toronto*

Flourishing Leaders: Enriching Human Capacity Development in Schools. *Sabre Lynn Cherkowski, The University of British Columbia; Keith Douglas Walker, University of Saskatchewan*

How Labor Management Relations and Human Resource Policies Affect Teacher Assignment in Urban School Districts. *Peter A. Youngs, Michigan State University; Ben Pogodzinski, Wayne State University*

Voices From the Field: The Intended and Unintended Consequences of No Child Left Behind. *Kristin L. Kew, New Mexico State University; Gary M. Ivory, New Mexico State University*

Discussant: *Eric M. Camburn, University of Wisconsin*

**44.024. International Perspectives on Leadership Preparation and Development.**

Division A - Administration, Organization and Leadership; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 8:15-10:15am

Chair: *Mehmet Dali Ozturk, Naval Postgraduate School*

## Participants:

The Development, Piloting, and Introduction of Australia’s First National Standard for Principals. *Stephen K. Dinham, University of Melbourne; Patricia Collarbone, Creating Tomorrow; Margery Evans, AITSL; Anthony Mackay, AITSL*

New Research on the Motivation of German and U.S. Teachers to Become School Principals. *Dawson R. Hancock, University of North Carolina - Charlotte; Ulrich Müller, Pädagogische Hochschule Ludwigsburg, University of Education*

The Investigation of Preservice and In-Service Training Process of Primary School Principals in the United States and Turkey. *Emine Gumus, Mevlana University*

Educational Leaders’ Construction of and Response to Interpersonal Difference: The Results of an Intervention Study. *Viviane M. Robinson, University of Auckland; Claire Sinnema, The University of Auckland; Deidre Le Fevre, University of Auckland*

Challenges and Preparation of Beginning Principals From Southern Mexico. *Edith J. Cisneros-Coherour, Autonomous University of Yucatan; Charles L. Slater, California State University - Long Beach; Roger Manuel Patron-Cortes, Universidad Autonoma de Campeche*

Technologies in Public Education: Training Managers and Teachers for Integration of Information and Communication Technologies. *Hilda Heller de Mattos, Editora Positivo; Nara Maria Pasinato, PUCSP; Eduardo Fofonca, Universidade Presbiteriana Mackenzie de São Paulo*

Discussant: *Noni Mendoza-Reis, San José State University*

**44.025. Bringing the City Back in to Urban Education Studies.**

Division B - Curriculum Studies; Symposium  
Grand Hyatt, Second Level, Belvedere; 8:15-9:45am

Chair: *Kalervo N. Gulson, University of New South Wales*

## Participants:

What (a Child in) Brownsville Requires: Cultural Political Economy and the Contradictions of Early Childhood Education in Urban Spaces of Concentrated Black Poverty. *Michael J. Dumas, New York University*

The Machinic City: Rethinking the Racial Politics of Urban Education.

*Kalervo N. Gulson, University of New South Wales*

Chickens Coming Home to Roost: Economic Crisis, Contradictions of Neoliberal Urbanism, and Education Contestation in Chicago. *Pauline Lipman, University of Illinois at Chicago*

Schooling Urban Education Studies: The City of Detroit Is Not Just a Rusty Container for Urban Education Best Practices. *Thomas C. Pedroni, Wayne State University*

Discussant: *Sangeeta G. Kamat, University of Massachusetts - Amherst*

**44.026. Is It Worth My Time and Effort? Exploring Students' Conceptions of the Cost of Learning.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 8:15-10:15am

Chair: *Eric M. Anderman, The Ohio State University*

Participants:

Gender and Ethnic Differences in Cost Value in Middle School Mathematics. *Nayssan Safavian, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine; Stuart A. Karabenick, University of Michigan*

The Cost of Cheating: Does Perceived Punishment Predict Academic Dishonesty? *Tamera B. Murdock, University of Missouri - Kansas City; Angela D. Miller, George Mason University*

The Role of the Perceived Social Cost of Math and Science Learning. *Kathryn M. Kirkpatrick, The Ohio State University; Yujin Chang, The Ohio State University; You Joung Lee, The Ohio State University; Yasemin Tas, The Ohio State University; Eric M. Anderman, The Ohio State University*

Expectancy-Value Profiles of College Science Students: I Can Do It, I Want to Do It, but It May Be Costly. *Tony Perez, Duke University; Stephanie V. Wormington, Duke University; Michael M Barger, Duke University; Rochelle Schwartz-Bloom, Duke University; Lisa Linnenbrink-Garcia, Duke University*

Perceived Barriers to College Success: The Cost of Engaging in Academics. *Lauren C. Hensley, The Ohio State University; Stephanie Levitt, The Ohio State University; Megan Sanders, The Ohio State University - Columbus; Andrew Zircher, The Ohio State University*

The Weight of Stereotypes and Minority Status for Successful Latino College Students. *Tim Urdan, Santa Clara University*

Discussant: *Jacquelynn Eccles, University of Michigan*

**44.027. Learning and Teaching in Secondary Science.** Division C - Learning and Instruction; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 8:15-9:45am

Chair: *Ala Samarapungavan, Purdue University*

Participants:

A Description of the Instructional Planning Process of High School Chemistry Teachers. *Michael Dianovsky, Rutgers University; Donald Wink, University of Illinois at Chicago*

Exploring the Usability and Feasibility of a Virtual Chemistry Lab Tutor for High School Science. *Jodi Davenport, WestEd; Anna Rafferty, University of California - Berkeley; Michael Timms, Australian Council for Educational Research; David Yaron, Carnegie Mellon University; Michael Karabinos, Carnegie Mellon University*

Generating Versus Reading Explanations: Helping Students Distinguish Among Ideas in Dynamic Visualizations. *Kihyun (Kelly) Ryoo, University of North Carolina - Chapel Hill; Marcia Linn, University of California - Berkeley*

More Than Just Chemistry: The Impact of Collaboration on Science Understanding. *Terri R. Patchen, California State University - Fullerton; Dennis William Smithenry, Elmhurst College*

What You See Is What You Get: Using Visual Scaffolds in Multimedia Simulations. *Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Ruth N. Schwartz, New York University; Catherine E. Milne, New York University; Trace Jordan, New York University; Steve Yavner, New York University*

**44.028. The Impact of Affective and Motivational Factors on Mathematics Learning and Teaching.** Division C - Learning and Instruction; Paper Session

Westin St. Francis, Second Level, Yorkshire; 8:15-9:45am

Chair: *Patricia E. Swanson, San José State University*

Participants:

Gender Differences in Mathematics and Reading Trajectories Among Children From Kindergarten to Eighth Grade. *Tianlan Wei, Texas Tech University; Lucy Barnard-Brak, Texas Tech University*

Students' Affect and Their Mathematics Learning Outcomes: A Longitudinal Study in Grades 4 and 5. *Jan A. Van Damme, KU Leuven; Fien Depaep, University of Leuven; Carl Lamote, Katholieke Universiteit Leuven; Gudrun Vanlaar, University of Leuven; Jean Pierre H.C. Verhaeghe, Ghent University; Lieven Verschaffel, University of Leuven*

The Effect of Parental Communication, Student Math Efficacy, and Math Utility on Math Achievement. *Alma Stacy Boutin-Martinez, University of California - Santa Barbara*

The Gender Gap in Math Anxiety: Contradictory Findings From Trait Versus State Assessments. *Madeleine Bieg, University of Konstanz; Thomas Goetz, University of Konstanz; Oliver Lüdtke, Humboldt University; Reinhard Pekrun, University of Munich; Nathan C. Hall, McGill University*

Gender and Eighth-Grade Algebra on Mathematics Achievement and Self-Concept: A Parallel Processes Growth Model. *Erika Baldwin, University of California - Santa Barbara*

Discussant: *Patricia F. Campbell, University of Maryland*

**44.029. The STEM Pipeline.** Division C - Learning and Instruction; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 8:15-9:45am

Chair: *Rema Ella Reynolds, University of California - Los Angeles*

Participants:

Examining the Underrepresentation of Females and Students of Color in High School Computer Science. *Joanna Goode, University of Oregon; Jane S. Margolis, University of California - Los Angeles*

A Comparative Analysis of Feedback From Undergraduate and Graduate Teaching Assistants on Open-Ended Problems. *Kelsey Joy Rodgers, Purdue University; Heidi A. Diefes-Dux, Purdue University; Monica Elaine Cardella, Purdue University; Hyunyi Jung, Indiana University - Bloomington*

Epistemic Persistence: A Simulation-Based Approach for Increasing Women in Engineering. *Golnaz Arastoopour, University of Wisconsin - Madison; Naomi Chesler, University of Wisconsin - Madison; Cynthia M. D'Angelo, University of Wisconsin - Madison; Jamon Opgenorth, University of Wisconsin - Madison; Carrie Reardan, University of Wisconsin - Madison; Nathan Haggerty, University of Wisconsin - Madison; Clayton Lepak, University of Wisconsin - Madison; David W. Shaffer, University of Wisconsin*

First-Year Experience of Minority Male and Female Engineering Students. *Jae Hoon Lim, University of North Carolina - Charlotte; Peter Tkacik, University of North Carolina - Charlotte; Bailey Macleod, University of North Carolina - Charlotte*

Learning Environment Characteristics During Engineering-Design-Based Science in Elementary School. *Kristen Wendell, University of Massachusetts - Boston*

Discussant: *Betsy DiSalvo, Georgia Institute of Technology*

**44.030. Adolescent Bullying, Sexual Harassment, and Dating Violence: Consideration of Gender.** Division E - Counseling and Human Development; Symposium

Parc 55, Fourth Level, Cyril Magin III; 8:15-9:45am

Chair: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Participants:

"They Never Hear 'Stop' so They Don't Stop": Voices From Middle School Students About Peer Sexual Harassment and Sexual Climate. *Ashleigh Jones, University of Illinois; Linda Charmaraman, Wellesley Centers for Women; Nan D. Stein, Wellesley College*

Longitudinal Associations Between Bullying and Sexual Harassment During Adolescence Moderated by Traditional Masculinity Ideology. *Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Mrinalini Rao, University of Illinois at Urbana-Champaign; Todd D. Little, The University of Kansas*

From "Teen Dating Violence Prevention" to "Healthy Marriage and Relationship Education": The Causes and Consequences of Obscuring Gendered Violence in Teen Dating Relationships. *Nan D. Stein, Wellesley College*

Discussant: *Beth Gamse, Abt Associates Inc.*



**44.031. Inside Ethnic Studies: What Tucson's Embattled Program Says**

**About Youth, Identity, Hegemony, and Resistance.** Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, Elizabethan C; 8:15-10:15am

Chair: *Chiara Cannella, Fort Lewis College*

Participants:

Teaching in Tucson's Mexican American Studies Program: Theory and Practice Under Siege. *Curtis Acosta, Tucson High Magnet School*

"When You Know Where You Come From": Identity, Academics, and Agency in Tucson's Besieged Ethnic Studies Classrooms. *Chiara Cannella, Fort Lewis College*

Reclaiming the Narrative: Examining the History of Tucson's Mexican American Studies Program. *Grace Gamez, Arizona State University*  
Colorblind in Arizona: Ignoring Young Latinas/os Racial Experiences. *Julio Cammarota, The University of Arizona*

Youth, Race, Nation: What the Fight Over Raza Studies Tells Us About Americanness on the Border. *Leah Stauber, The University of Arizona*

Developing Xicano Low-Intensity Community Education Programs Using Third World National Liberation Models. *Ernesto Todd Mireles, Michigan State University*

Discussant: *Luis Urrieta, The University of Texas - Austin*

**44.032. Navigating Socio-Educational Spaces: Bridging the Gap Between Undocumented Student Needs and Challenges and Institutional Support.**

Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, Elizabethan D; 8:15-10:15am

Chair: *Kris D. Gutiérrez, University of Colorado - Boulder*

Participants:

Examining the Role an "Illegal" Social Identity Has on the Academic Performance of Undocumented Latina/o High School Students. *Ana Karina Soltero Lopez, University of California - Los Angeles*

Developing an Understanding of Undocumented Students' Needs: Implications for K-12 Counselor Preparation. *Norma Rosa Salazar-Ibarra, California State University - Long Beach*

Undocumented Latino Students and the Entanglement Between Racism and Nativism. *Jaime Del Razo, Brown University*

The Politics of Supporting Undocumented Students in Higher Education. *Angela C. Chen, University of California - Los Angeles*

Achieving the Dream, Facing Reality: Critical Decisions Along the Graduate School Latina/o Educational Pipeline. *Argelia Lara, University of California - Los Angeles*

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

**44.033. Skillfully Breaking Barriers and Challenging Poverty: Negotiating an Antiliberal Agenda in Education.**

Division G - Social Context of Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 8:15-9:45am

Chair: *Rhoda Freelon, University of California - Los Angeles*

Participants:

Youth Challenging Neoliberal Racism Through Participatory Action Research. *Melanie Bertrand, University of Southern California*

Equipping Urban Youth With Critical Computational Literacies, a.k.a. Tools of Power. *Clifford H. Lee, Saint Mary's College of California*

Healing the Neoliberal Disease: (Re)Turning to Ancestral Praxis for Transformational Change Within Urban Schools. *Cueponcaxochitl Dianna Moreno Sandoval, University of California - Los Angeles*

Negotiating Shared Meanings: Challenging the Effects of Poverty in the Struggle for an Equitable Education. *Arlene Ford, University of California - Los Angeles*

"That Was Brutal": The Spatial Implications for Teachers of Color in Schools Serving Low-Income Communities. *Lanette Jimerson, Stanford University*

Discussant: *David O. Stovall, University of Illinois at Chicago*

**44.034. "The Bank Says I'm Poor, but I'm Feeling Rich": Toward Critical Meta-Awareness With Research Communities.**

Division G - Social Context of Education; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 4; 8:15-9:45am

Chair: *Danny Cortez Martinez, University of Illinois at Chicago*

Participants:

Multiple Identities and Literacies in a Figured World of Achievement: Toward a Culturally Sustaining Framework for Curriculum and Pedagogy. *Limarys Caraballo, Queens College - CUNY*

"Welcome to Our Habitat": Toward Sustaining the Transcultural Language Practices of Black and Latina/o Youth. *Danny Cortez Martinez, University of Illinois at Chicago*

"I'm Glad I Already Know What I Know": A Culturally Sustaining Pedagogical Framework for Examining the Literate Identities of African American Male Youth. *Larise Paulene Johnson, The University of Alabama*

"It's Important for Them to Know Who They Are": Teachers' Efforts to Sustain Students' Cultural Competence in an Age of High-Stakes Testing. *Melody Zoch, University of North Carolina - Greensboro*

"Do You Have a Second to Talk?" Answering by Completing the Dialogic Spiral. *Timothy Jose San Pedro, Arizona State University*

Discussant: *Arnetha F. Ball, Stanford University*

**44.035. Early Grades Attendance: How New Findings Are Changing Policies of Practice Through Researcher-District Partnerships.**

Division H - Research, Evaluation and Assessment in Schools; Symposium  
Parc 55, Second Level, Divisadero; 8:15-10:15am

Chair: *Stacy B. Ehrlich, University of Chicago Consortium on Chicago School Research*

Participants:

The Importance of School Climate for Attendance in the Early Grades. *Julia A. Gwynne, University of Chicago; Stacy B. Ehrlich, University of Chicago Consortium on Chicago School Research; Paul Moore, Consortium on Chicago School Research; Elaine M. Allensworth, University of Chicago*

Early Elementary Performance and Attendance in One Urban Schools' Pre-Kindergarten and Kindergarten. *Faith Connolly, Johns Hopkins University; Linda S. Olson, Johns Hopkins University*

Reasons for Preschool Absences: How Do Parental Experiences Influence School Attendance in the Early Years? *Stacy B. Ehrlich, University of Chicago Consortium on Chicago School Research; Amber Stitzel Pareja, Consortium on Chicago School Research At The University of Chicago; Julia A. Gwynne, University of Chicago; Sanja Jagesic, Consortium on Chicago School Research At The University of Chicago; Elizabeth Sorice, University of Chicago; Elaine M. Allensworth, University of Chicago*

Assets, Challenges, and Strategies for Improving Pre-Kindergarten and Kindergarten Attendance in an Urban School District. *Tracy R. Rone, Morgan State University; Faith Connolly, Johns Hopkins University; Stephen B. Plank, Johns Hopkins University*

Forming and Maintaining District-Researcher Collaborations to Inform Practice Around Early Childhood School Attendance. *Serah S. Fatami, Office of Early Childhood Education, Chicago Public Schools; Noriko Magari, Chicago Public Schools*

Using Jointly Developed Research to Improve Outcomes in the Early Grades. *Charlene Iannone-Campbell, Baltimore Public Schools; Miriam Greenleaf-Miller, Baltimore Public Schools*

Discussant: *Hedy Chang, Attendance Works*

**44.036. Common Core State Standards: Implementation Milestones and Alignment Between K-12 and Higher Education/College Readiness.**

Division H - Research, Evaluation and Assessment in Schools; Invited Session  
Hilton Union Square, Ballroom Level - Franciscan CD; 8:15-10:15am

Chair: *Antionette D. Stroter, Liberty University*

Participants: *Jeanne M. Burns, Louisiana Board of Regents; Beverly Young, California State University; Kristen L. Huff, Regents Research Fund; Douglas Levin, State Educational Technology Directors Association (SETDA); Paolo DeMaria, Education First; James W. Pellegrino, University of Illinois at Chicago*

Participants:

Implementation Milestones and the Common Core State Standards. *Antionette D. Stroter, Liberty University*

Core to College Evaluation: A Ten State Study of Common Core State Standards. *Neal D. Finkelstein, WestEd*

Transitioning to the Common Core State Standards: An Overview of the Activities of PARCC/Smarter Balanced to Build Capacity for Implementation of CCSS and CCSS-Aligned Assessments. *Pascal D. Forgione, K-12 Center at ETS; Nancy Doorey, K-12 Center at ETS*

Discussant: *Neal D. Finkelstein, WestEd*

**44.037. Use of Assessment Data to Inform Instruction.** Division H - Research, Evaluation and Assessment in Schools; Paper Session  
Parc 55, Fourth Level, Mission II&III; 8:15-10:15am

Chair: *Thel Kocher, Walden University*

Participants:

Do Interim Assessment Results Promote Targeted Instruction? *Jared Eno, American Institutes for Research; Ryan Williams, Loyola University Chicago; Spyros Konstantopoulos, Michigan State University; Coby Meyers, American Institutes for Research; Shazia R. Miller, American Institutes for Research; Brenna O'Brien, American Institutes for Research; Arie J. van der Ploeg, American Institutes for Research; Andrew P. Swanlund, American Institutes for Research; Natalie Tucker, American Institutes for Research; Manyee Wong, American Institutes for Research*

Novice Teachers' Use of Formative Assessment: A Learning Progressions Approach. *Brent M. Duckor, San José State University*

Schools' Use of Interim Data: Practices in Classrooms, Teams, and Schools. *Elizabeth N. Farley-Ripple, University of Delaware; Joan L. Buttram, University of Delaware*

Teacher Analysis and Use of Interim Assessment Data in Mathematics. *Kathleen Theresa Pon, Merced County Office of Education*

Teachers' Use of Benchmark Assessment Data to Inform Instruction and Promote Learning. *Lisa M. Abrams, Virginia Commonwealth University; Divya Varier, Virginia Commonwealth University; James H. McMillan, Virginia Commonwealth University*

Discussant: *Laurene L. Christensen, National Center on Educational Outcomes*

**44.038. Validity Issues in Medical Education Assessment.** Division I - Education in the Professions; Symposium  
Parc 55, Fourth Level, Lombard; 8:15-10:15am

Chair: *Trudie Elizabeth Roberts, University of Leeds*

Participants:

Systematic Literature Review on Validation Studies in Medical Education Assessment. *Saskia Wools, Cito*

Evaluating the Broader Concept of Validity in the Validation of a Newly Developed Assessment Tool. *Christy Kim Boscardin, University of California - San Francisco*

Evaluating the Validity of a Program of Assessment in an Undergraduate Medical School. *Katharine Boursicot, University of London*

Undergraduate Healthcare Workplace Assessments and Kane's Validity Framework: An Opportunity to Improve Test Utility and Educational Impact? *Richard Fuller, University of Leeds*

Workplace-Based Assessments: Expanding the Validity Argument. *Marjan Govaerts, Maastricht University*

Discussant: *Michael T. Kane, ETS*

**44.039. Affirmative Action Around the World: Examining Brazilian, Chinese, French, South African, and U.S. Contexts.** Division J - Postsecondary Education; Symposium

Westin St. Francis, Second Level, Olympic; 8:15-9:45am

Chair: *Michele S. Moses, University of Colorado - Boulder*

Participants:

Assessing Affirmative Action Programs on Five Continents. *Michele S. Moses, University of Colorado - Boulder; Laura Dudley Jenkins, University of Cincinnati; Christina Paguyo, University of Colorado - Boulder; Laurel Wei, University of Cincinnati*

The United States: Changing the Terms of Access to Higher Education. *Patricia Marin, University of California - Santa Barbara*

Brazil: Enhancing Opportunity and Justice Through New Affirmative Action Policies for Black and Mixed-Race Students. *Sandra Regina Sales, Universidade Federal Rural*

France: Affirmative Action in French Higher Education: Squaring the Circle. *Stephan Vincent-Lancrin, Organisation for Economic Co-operation and Development*

South Africa: Affirming Affirmative Action Through University Alternate Access Programs. *Riedwaan (Rudi) Kimmie, University of KwaZulu-Natal; Laura Dudley Jenkins, University of Cincinnati*

China: Why Won't Talents Return Home? A Case Study of Contract Breach by Graduates of the Program of Training "High-Caliber Backbone Personnel" From the Ethnic Minorities. *Zhiyong Zhu, Beijing Normal University*

Discussant: *Laura Dudley Jenkins, University of Cincinnati*

**44.040. Demystifying the Journal Review Process: Exploring the Perspectives of Editors, Reviewers, and Authors.** Division J - Postsecondary Education; Invited Session

Westin St. Francis, Mezzanine Level, Georgian; 8:15-9:45am

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

Participants: *Paul D. Umbach, North Carolina State University; Marybeth Gasman, University of Pennsylvania; Anne-Marie Nunez, The University of Texas - San Antonio; Cecilia Rios Aguilar, Claremont Graduate University; Terrell Lamont Strayhorn, The Ohio State University*

**44.041. Bridging Methodologies for Making Innovations Practical.**

Division K - Teaching and Teacher Education; Symposium

Westin St. Francis, Second Level, Elizabethan B; 8:15-9:45am

Chair: *Walter Doyle, The University of Arizona*

Participants:

Exemplifying a Bridging Methodology: Making Open Inquiry Labs Practical. *Fred Janssen, Leiden University*

Using Teachers' Goal Systems to Understand Their Responses to Context-Based Chemistry Reform Materials. *Hanna Barbara Westbroek, VU University Amsterdam*

Engaging Teachers to Adopt a Reform Pedagogy. *Michiel Dam, Leiden University*

Using Core Goals to Explain Effects of a Bridging Trajectory. *Nienke Wieringa, ICLON, Leiden University Graduate School of Teaching*

Discussant: *Elizabeth A. Davis, University of Michigan*

**44.042. Building the Capacity for Research on Practice Within a Large Undergraduate Teacher Education Program.** Division K - Teaching and Teacher Education; Structured Poster Session  
Parc 55, Fourth Level, Cyril Magnin I; 8:15-9:45am

Chair: *Diana B. Lys, East Carolina University*

Participants:

1. A Comprehensive Assessment/Database System for Supporting a Large-Scale Teacher Preparation Program and Research on Practice. *Diana B. Lys, East Carolina University; Ellen Dobson, East Carolina University*

2. A Model for Improving Clinical Practice: Using Observational Data to Support Clinical Intern Effectiveness. *Judy Smith, East Carolina University; Kristen Cuthrell, East Carolina University; Joy Stapleton, East Carolina University; Jason Scott Brinkley, East Carolina University*

3. Research Plan for Using Video Segments to Enhance Early Clinical Experiences for Prospective Teachers. *Kristen Cuthrell, East Carolina University; Linda Ann Patriarca, East Carolina University; Ann A. Bullock, East Carolina University; Dawn Shelton, East Carolina University; Michael R. Vitale, East Carolina University*

4. Stepping Into the Spotlight: New Opportunities for University Supervisors in the Age of Authentic Accountability. *Sharilyn Steadman, East Carolina University*

5. Listening to Teacher Candidates: Lessons Learned From and for Implementing New Accountability Instruments and Standards. *Sharilyn Steadman, East Carolina University; Louis Warren, East Carolina University*

6. A College-Wide Implementation of the Teacher Assessment System (TPA): A General Model. *Mark L'Esperance, East Carolina University; Ellen Dobson, East Carolina University; Ann A. Bullock, East Carolina University; Diana B. Lys, East Carolina University*

7. An Analytic Curricular Initiative for Insuring Middle School Students Meet Teacher Performance Assessment (TPA) Requirements. *Michael R. Vitale, East Carolina University; Mark L'Esperance, East Carolina University; Jamin Carson, East Carolina University*

Discussants: *Alisa Chapman, University of North Carolina; Linda Ann Patriarca, East Carolina University*

**44.043. Five Studies of Effective Teaching in Low-Performing Schools in High-Poverty Areas of California.** Division K - Teaching and Teacher Education; Symposium

Hotel Nikko, Third Level, Monterey II; 8:15-9:45am

Chair: *Mary Poplin, Claremont Graduate University*

Participants:

Multicultural Practices of Highly Effective Teachers Educating African American and Latino Students in Urban Schools. *Cloetta Veney, Azusa Pacific University*

Classroom Management Strategies of Highly Effective Teachers Serving

Students of Poverty in Diverse Middle Schools. *Katheryne L. McGregor, San Jacinto Unified School District*

Dispositions of Highly Effective Teachers and Student Achievement: Are We Closing the Gap? *Kathleen Adams Vaughn, Claremont University - Claremont Graduate University*

Persistent African American and Latino/a Community College Developmental Writers' Perceptions of Their English/Language Arts Preparation. *Lourdes Villarreal, University of La Verne*

The Relationship Between the Selection of Cooperating Teachers and Teacher Effectiveness. *Linda Hoff, Fresno Pacific University*

Discussant: *Margaret G. Olebe, California State University - Long Beach*

**44.044. Inside Teaching: Learning From Teachers' Inquiries About Their Practice.** Division K - Teaching and Teacher Education; Symposium Westin St. Francis, Mezzanine Level, Colonial; 8:15-9:45am

Chair: *Beverly Falk, City College of New York - CUNY*

Participants:

Teacher Learning About Student Learning: The Impetus for Change in Urban School Classrooms. *Anna E. Richert, Mills College; Carrie Wilson, Mills College; Claire G. Bove, Mills College*

Inside the Constraints of Urban Teaching. *Beverly Falk, City College of New York - CUNY; Megan Blumenreich, City College of New York - CUNY*

Teacher Inquiry and English Learners: Investigating Teacher Practice to Better Understand and Meet the Needs of ELs. *Sarah Capitelli, University of San Francisco*

The Puzzling Child: Teacher Research in Urban Schools. *Cindy Ballenger, Tufts University*

Coming Full Circle: Reflections on Returning to the Classroom After 12 Years as a Teacher Educator. *Gregory Michie, Concordia University - Chicago*

Discussant: *Ann Lieberman, Stanford University*

**44.045. Re-Visioning Quality Teacher Education: Learning From Our Differences.** Division K - Teaching and Teacher Education; Invited Session Westin St. Francis, Second Level, California East; 8:15-9:45am

Chair: *Rebecca S. New, University of North Carolina - Chapel Hill*

Participants: *A. Lin Goodwin, Teachers College, Columbia University; Rebecca M. Kantor, University of Colorado - Denver; Mary Jane Moran, The University of Tennessee; Frances O. Rust, University of Pennsylvania; Pamela J. Winton, University of North Carolina - Chapel Hill*

**44.046. Reporting Teachers' and Students' Perceptions Towards Global Citizenship.** Division K - Teaching and Teacher Education; Symposium Hotel Nikko, Third Level, Nikko III 8:15-9:45am

Chair: *Brad M. Maguth, The University of Akron*

Participants:

Investigating High School Social Studies Students' Use of Technology for Global Advocacy. *Brad M. Maguth, The University of Akron*

Enhancing Students' World-Mindedness Through International Cross-Cultural Experiential Knowledge. *Misato Yamaguchi, Augusta State University*

Civics Teachers' Perceptions of Teaching Local, National, and Global Citizenship to Immigrant Students. *Jeremy Hilburn, University of North Carolina - Wilmington*

Social Studies and Sustainability Education: Educating Global Citizens for a Sustainable Future. *Bethany Ann Vosburg-Bluem, The Ohio State University - Columbus*

Discussant: *Sung Choon Park, Seoul National University*

**44.047. The Expanding Marketplace: Exploring the Roles of Philanthropies in an Era of Market-Based Reform.** Division L - Educational Policy and Politics; Symposium Hilton Union Square, Lobby Level, Golden Gate 6; 8:15-9:45am

Chair: *Jeffrey R. Henig, Teachers College, Columbia University*

Participants:

Philanthropic Foundations as Institutional Entrepreneurs in the California Charter School Movement: How Funders Combine Social Mechanisms With Grant Making to Advance Institutional Change. *Debra E. Meyerson, Stanford University; Rand Quinn, University of Pennsylvania; Megan Elizabeth Tompkins-Stange, University of Michigan*

The Education Philanthropy Network: Convergence Toward One Dominant Model. *Sarah Reckhow, Michigan State University; Jeffrey W. Snyder, Michigan State University*

How Do Foundations Manage Grantees' Advocacy Activities? A Cross-Case Comparative Analysis. *Megan Elizabeth Tompkins-Stange, University of Michigan; Patricia Bromley, University of Utah*

Improving Students' Chances: An Analysis of Foundation Giving for Education Policy Making, 1988-2005. *Shayna M. Klopott, Teachers College, Columbia University*

Philanthropy and School Improvement in the United States and Germany: A Comparative Analysis. *Ekkehard Thümler, Heidelberg University*

Discussant: *Katrina E. Bulkeley, Montclair State University*

**44.048. Using Data: Assignment Practices and Policies.** Division L - Educational Policy and Politics; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 8; 8:15-10:15am

Chair: *Billie Gastic, Relay Graduate School of Education*

Participants:

Teacher Assignments and Teacher Effectiveness at Elementary Schools. *Xiao (Art) Peng, Vanderbilt University*

Spreading the Wealth: How Principals Use Performance Data to Populate Classrooms. *LaTara D. Osborne-Lampkin, Florida State University-Regional Educational Laboratory-Southeast; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill*

The Use of Value-Added Information, Teacher Assignment, and Student Achievement. *Niu Gao, Stanford University*

Who's in My Class This Year? Assignment Practices, Teacher-Student Sorting, and Student Learning. *Jason A. Grissom, Vanderbilt University; Demetra Kalogrides, Stanford University; Susanna Loeb, Stanford University; Eric Taylor, Stanford University*

Discussant: *Peter J. Cistone, Florida International University*

### SIG Sessions

**44.049. The Action Research Frontier: Boundaries and Meanings in Practice and Theory.** SIG-Action Research; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 8:15-10:15am

Chair: *Dana E. Wright, Connecticut College*

Participants:

Assessing the Research Process Improves the Product: Results of a Faculty-Librarian Collaboration. *Divonna M. Stebick, Gettysburg College; Janelle Wertzberger, Gettysburg College; Joseph Wesley Miller, Gettysburg College; Margaret Flora, Gettysburg College*

Pedagogy With/In Action Research Method: The Potential of the Critical Incident for Critical Educators. *Kathryn G. Herr, Montclair State University; Jeremy N. Price, Montclair State University*

Perspectives About the Distinguishing Characteristics of Action Research: A Delphi Study Emerging Design. *Lonnie L. Rowell, University of San Diego; Elena Yu Polush, Ball State University; Margaret M. Riel, Pepperdine University*

Discussant: *Art W. Bangert, Montana State University*

**44.050. Dancing With Texts: Life History Performances Show Complex Interactions Between Life and Cultural Contexts.** SIG-Biographical and Documentary Research; Demonstration/Performance

Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 8:15-9:45am

Chair: *Valarie G. Lee, Rowan University*

Participant:

Dancing With Texts: Life History Performances Show Complex Interactions Between Life and Cultural Contexts. *Marjorie E. Madden, Rowan University; Susan Browne, Rowan University*

**44.051. Expanding Methodological Horizons in Critical Race Theory: Leveraging Counternarratives Through Art.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education;

Symposium Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 8:15-9:45am

Chair: *Stuart Greene, University of Notre Dame*

Participants:

Forms of Voice: Exploring the Empowerment of Youth at the Intersection



of Art and Action. *Stuart Greene, University of Notre Dame; Kevin Burke, University of Notre Dame; Maria K. McKenna, University of Notre Dame*

Forty Years Later: Now Can We Talk? *Lee Anne Bell, Barnard College*  
Digital Self Narratives: Complicating Agency and Authorship for Racialized and Gendered Youth. *Rebecca Beucher, University of Colorado - Boulder*

Digital Storytelling and Llano Grande. *Francisco Guajardo, The University of Texas - Pan American*

Discussant: *Valerie F. Kinloch, The Ohio State University*

#### 44.052. Democratic Citizenship in Education SIG Paper Session 2. SIG-

Democratic Citizenship in Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2;  
8:15-10:15am

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

Participants:

How Democratic Education Promotes Educational Equity for the Disenfranchised Migrant Children in China: A Case Study. *Guang Yu Tan, SUNY - College at Fredonia*

Integrating STEM Into Social Studies Instruction: Understanding Teachers' Beliefs, Attitudes, and Behavioral Intentions. *Caroline R. Pryor, Southern Illinois University - Edwardsville; Brandt W. Pryor, Educational Research Associates; Rui Kang, Georgia College & State University*

Latino/a Youth Perceptions of Political Participation. *Dinorah Sanchez Loza, University of California - Berkeley*

Liberal and Communitarian Democracies: Learnings for Citizenship Education From an East-West Dialogue. *Xue Qian Loy, Singapore Ministry of Education; Leonel Tze-Wei Lim, University of Wisconsin - Madison*

Probing U.S. Educational Leaders' Perspectives on Global Citizenship, a Mixed-Method Study. *Debora Hinderliter Ortloff, University of Houston - Clear Lake; Michelle L. Peters, University of Houston - Clear Lake*

Singaporean Students' Conceptions of Citizenship and Political Dispositions: The Mediating Role of School Context. *Theresa Alviar Martin, National Institute of Education - Nanyang Technological University; Jasmine Boon-Yee Sim, Nanyang Technological University; Arief Darmanegara Liem, National Institute of Education - Nanyang Technological University*

Teachers Speak: Exploring Teachers' Definitions and Ideas of Democratic Citizenship. *Jeanette Alarcon, The University of Texas - Austin*

#### 44.053. Educational Change: From Grass Roots to Social Movement. SIG-

Educational Change; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 8:15-9:45am

Chair: *Brian Robert Beabout, The University of New Orleans*

Participants:

Cooperation in Education. *Daniel R. Muijs, University of Southampton; Natasha Rumyantseva, University of Southampton*

Jack of All Trades, Master of None: Counselors' Changing Roles and the Micropolitics of Accountability. *Corrie Stone-Johnson, University at Buffalo - SUNY*

Proactive Behavior of Teachers for School Development: Research on Antecedents at the Individual and School Levels. *Anja Philipp, Goethe University; Mareike Kunter, Goethe University*

Recruitment and Retention of Alternate Route Teachers: A Literature Review. *Rebecca H. Stern, Boston College*

Educational Change as Social Movement in Mexico: How Marginalized Actors Transform Practice Beyond Their Schools. *Santiago Rincon-Gallardo, Harvard University*

#### 44.054. Teachers and Holistic Transformation. SIG-Holistic Education;

Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 8:15-10:15am

Chair: *Michelle L. Tichy, University of Northern Iowa*

Participants:

Exploring Teacher Perceptions of Core Moral Purpose Within a Holistic Education Paradigm. *Margaret M. Plunkett, Monash University; Michael Dominic Dyson, Monash University*

Collaborative Teacher Resiliency Through Mindful and Holistic Practices. *Karen F. Tardrew, National Louis University*

How Do We Help Teachers Improve the Quality of Their Relationship With Students? *Lucila Telles Rudge, University of Montana*

Enhancing Teacher Candidates' Disposition: Using a Holistic Education Approach. *Linda H. Chiang, Azusa Pacific University*

Transformative Approaches to Teacher Education: Case Study, the MA Program in Holistic and Integrative Education. *Robert H. London, California State University - San Bernardino*

Discussant: *Michelle L. Tichy, University of Northern Iowa*

#### 44.055. Indigenous Educational Initiatives: Innovations and Successes.

SIG-Indigenous Peoples of the Pacific; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 5; 8:15-9:45am

Chair: *Paul Whitinui, University of Otago*

Participants:

Breaking Free of the Monocultural Ghetto: Indigenous Ways of Accounting for Culturally Impoverished Curriculum. *Huia Tomlins Jahnke, Massey University*

Creating an Effective School for Aboriginal and Torres Strait Islander Students. *Gina Clare Milgate, Australian Council for Educational Research; Brian Giles-Browne, Principals Australia Institute*

Racialized Poverty and Schooling: Searching for Equitable Educational Outcomes for Aboriginal Peoples in Saskatchewan, Canada. *Paul Michael Orłowski, University of Saskatchewan; Michael Cottrell, University of Saskatchewan*

Preparing Teachers for High-Poverty Areas in Hawai'i. *Keith Kalani Akana, University of Hawaii*

#### 44.056. Instructional Technology SIG: Paper Session: Tablets (Including iPads) and Mobile Learning to Enhance Learning in K-12 and Higher Education Settings. SIG-Instructional Technology; Paper Session

Sir Francis Drake, Second Level, Carmel; 8:15-10:15am

Chair: *Lijia Lin, East China Normal University*

Participants:

Mobile Devices as Educational Tools: Factors Influencing University English Language Teachers in the Dominican Republic. *Gisela Martiz, Utah State University*

Research on Mobile Learning in Adult Education: A Literature Review From 2005 to the Present. *Min Liu, The University of Texas - Austin; Renata Geurtz, The University of Texas - Austin; Angela Marie Karam, The University of Texas - Austin; Cesar Chavez Navarrete, The University of Texas - Austin; Rob Scordino, The University of Texas*

Students' Acceptance of Tablet-PCs in the Classroom. *Dirk Ifenthaler, Open Universities Australia; Volker Schweinbenz, University of Mannheim*  
Preservice Teachers' Learning Experience in a Mobile Inquiry-Based Learning Environment. *Nari Kim, University of Wisconsin - Oshkosh; Paul Hong Suk Kim, Stanford University*

The Impact of iPad Use on Students' Learning. *Hyeon Woo Lee, Sangmyung University; Kyu Yon LIM, Ewha Womans University*  
iTeach and iLearn With iPads in Secondary English Language Arts. *Gregory Russell, The University of Texas - Austin; Joan E. Hughes, The University of Texas - Austin*

Discussant: *Michael M. Grant, The University of Memphis*

#### 44.057. Learning and Teaching in Educational Leadership SIG: Coaching, Collaboration, and Community. SIG-Learning and Teaching in Educational Leadership; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 8:15-9:45am

Chair: *Matthew C. Militello, North Carolina State University*

Participants:

Building Capacity for Coaching Leaders in Practice: Addressing an Impoverished Knowledge Base. *Jane Clark Lindle, Clemson University; Kenyae Lynette Reese, Clemson University; Robert Charles Knoeppel, Clemson University; Hans W. Klar, Clemson University*

Creating a House of Mirrors: First Year Doctoral Students' Reflections on the Process of Collaborative Inquiry. *Layla Ouk, Saint Mary's College of California; Carol Brooks, Saint Mary's College of California; Patrick Halberg, Saint Mary's College of California; Nicole Williams Browning, Saint Mary's College of California; Atinuke Shittu, Saint Mary's College of California; Sawako Suzuki, Saint Mary's College of California*  
Leadership for Transformational Learning: Practices That Support School Leaders' Growth and Development. *Eleanor E. Drago-Severson, Teachers College, Columbia University; Jessica Blum, Teachers*

*College, Columbia University; Anila Asghar, McGill University*  
 Raising the Quality of Principal Leadership Development: Lessons From a Collaboration Between an Urban School District, the State Public Education Department, and a University Leadership Program. *Arlie C. Woodrum, University of New Mexico; Allison M. Borden, University of New Mexico; David F. Bower, Ohio University*  
 Discussant: *Liz Hollingworth, University of Iowa*

**44.058. Curriculum Issues in Middle Level Schools.** SIG-Middle-Level Education Research; Paper Session  
 Parc 55, Third Level, Powell I; 8:15-10:15am

Chair: *Heather Rogers Haverback, Towson University*

Participants:

A Praxis of Participatory Action Research: Collaboratively Creating 21st-Century Learning Opportunities for Young Adolescents. *John M. Downes, The University of Vermont; Meredith Swallow, The University of Vermont; Susan Hennessey, The University of Vermont; Penny A. Bishop, The University of Vermont*

Exploring the Development of Challenging Curricula: Teachers' and Students' Perspectives on Efforts to Nurture Deep Thinking. *David B. Strahan, Western Carolina University; Celia Melville, Western Carolina University; Melissa Hedt, Asheville Middle School*

Middle School Students' Perspectives on Strategic Revision Instruction in a Writing Workshop Classroom. *Elizabeth G. Dinkins, Bellarmine University*

Meeting the Literacy Needs of African American Adolescent Males. *Suzanne Bowers Smith, University of North Carolina - Chapel Hill*

Middle School Inclusion: Case Studies of Three General Education Teachers. *Megan Mackey, University of Hartford*

Discussant: *Mary F. Roe, Arizona State University*

**44.059. Narrative Ethics in Education.** SIG-Moral Development and Education; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 8:15-9:45am

Chair: *Amy B. Shuffelton, Loyola University Chicago*

Participants:

Why Use Narratives in Ethics of Education? *Susan L. Verducci, San José State University*

Zen and the Art of Storytelling. *Heesoon Bai, Simon Fraser University; Avraham A. Cohen, City University of Seattle*

The Use of Stories in Moral Education. *Nel Noddings, Stanford University*

A Mere Interlude: A Model of a Teacher-Student Relationship in Moral Education. *Megan J. Laverty, Teachers College, Columbia University*

**44.060. Tools and Considerations for Linear Regression and General Linear Models.** SIG-Multiple Linear Regression: The General Linear Model; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 8:15-9:45am

Chair: *Susan M. Tracz, California State University - Fresno*

Participants:

Interaction Versus Simple Effects and the Threat of Type II Error in Linear Regression. *Cecil D. Robinson, The University of Alabama; Sara E. Tomek, The University of Alabama; Randall E. Schumacker, The University of Alabama*

Selecting a Two-Group Classification Weighting Algorithm: Take Three. *Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University*

Exploring the Predictor Space in Multiple Linear Regression: A Methodologist's Toolbox. *Kim Nimon, University of North Texas; Fred Oswald, Rice University*

Use of the Multiple Lens Approach to Multiple Regression Findings With a National Data Set. *Laura Nathans, University of North Texas; Kim Nimon, University of North Texas; David A. Walker, Northern Illinois University*

Discussant: *Thomas J. Smith, Northern Illinois University*

**44.061. Exploring Online Discussions.** SIG-Online Teaching and Learning; Paper Session  
 Parc 55, Third Level, Powell II; 8:15-10:15am

Chair: *Angela M. Gibson, American Public University System*

Participants:

Connecting Students' Listening and Speaking Behaviors in Asynchronous

Online Discussions. *Alyssa F. Wise, Simon Fraser University; Yuting Zhao, Simon Fraser University; Simone Nicole Hausknecht, Simon Fraser University*

Faculty Tools for Visualizing Online Class Discussions. *Norma Ming, Nexus Research & Policy Center; Vivienne Ming, University of California - Berkeley*

From Moodle to Facebook: Exploring Students' Motivation for Online Discussion. *Liping Deng, Hong Kong Baptist University; Nicole J. Tavares, University of Hong Kong; Zhen Niu Low, Hong Kong Baptist University*

Reconceptualizing the Pedagogical Value of Student Facilitation. *Daniel Zingaro, University of Toronto; Murat Oztok, University of Toronto; Clare M. Brett, University of Toronto*

The Impact of Criticism on Higher Order Thinking in Video-Annotated Preservice Teacher Discussions. *Craig D. Howard, Indiana University - Bloomington*

The Influence of Leadership Collaboration and Leadership Distribution in Peer-Moderated Asynchronous Online Discussions. *Kui Xie, The Ohio State University; Chien Yu, Mississippi State University*

**44.062. Transforming the Organization of Schooling.** SIG-Organizational Theory; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 8:15-10:15am

Chair: *Jessica Rigby, Vanderbilt University - Peabody College*

Participants:

Accreditation as Routinized Action to Transform a Middle School: Renewal, Repairing Action, and Continuous Change. *Sharon C. Conley, University of California - Santa Barbara; Ernestine K. Enomoto, University of Hawaii - Manoa*

If Teachers Are Knowledge Workers, Shouldn't Schools Be Organized Differently? The New School Project (2002-2012). *Eduardo Flores-Kastanis, Universidad Autonoma de Chihuahua*

Organizational Design and Multiple Stakeholder Decision Making in Professional Learning Communities. *S. David Brazer, George Mason University; Scott C. Bauer, George Mason University; Michelle DeVoogt Van Lare, George Mason University*

The Complexity of Fostering and Achieving Organizational Improvement: A Tale of Two Principals. *Frances Kellar, University of Southern California*

Theorizing the Role of the Chair of the School Governing Body in England From a Boundary Perspective. *Christopher R. James, University of Bath; Steve Brammer, University of Warwick; Michael Connolly, University of Glamorgan; David H. Eddy Spicer, Institute of Education - London; Jane James, Enhancing Children's Learning; Jeff Jones, University of Bath*

Discussant: *Bob L. Johnson, Jr., The University of Alabama*

**44.063. Neoliberalism Reconsidered.** SIG-Philosophical Studies in Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 8:15-9:45am

Chair: *Deron R. Boyles, Georgia State University*

Participants:

From Part to Whole and Back Again: The Role of Synecdoche in the Persistence of Policy. *F. Tony Carusi, University of Southern California*  
 A Rawlsian Solution to the Adequacy-Equity Debate. *Nathan A Burroughs, Michigan State University*

Bare Life, Bare Pedagogy, and the Impoverishment of Discourse: The Educational State of Emergency and Neoliberal Reform Strategies. *Margaret Quinn Hannan, University of Pittsburgh*

'Education as Initiation' Reconsidered. *Leonard J. Waks, Temple University*

Discussant: *Deron R. Boyles, Georgia State University*

**44.064. Trans- Issues In and Out of School.** SIG-Queer Studies; Invited Session

Hilton Union Square, Sixth Level, Tower 3 Taylor; 8:15-9:45am

Chair: *Zaid M. Haddad, University of Nevada - Las Vegas*

Participants:

Illuminating the Experiences of a Transgender Hmong American Youth and His Partner. *Bic H. Ngo, University of Minnesota; Melissa L. Kwon, University of Minnesota - Twin Cities*

Names That Matter: Mission, Practice, and Trans\* Representation in Campus LGBTQ Centers. *Susan Marine, Merrimack College; Z*

*Nicolazzo, Miami University - Oxford*

Transgressing Gendernormativity: Experiences of Risk, Resilience, and Resistance of Transsexual Teachers in K-12 Schools. *Wells Kristopher, University of Alberta*

"Trans-Becoming": Conceptualizing Identities and Agency of Transgender Youth of Color. *Tomas Boatwright, University of Rochester*

Discussant: *Susan Talburt, Georgia State University*

**44.065. Feminist Activism and Pedagogy in Diverse Contexts: Revisiting the Paradoxes of Feminine Educational "Success."** SIG-Research on Women and Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Lombard; 8:15-10:15am

Chair: *Marnina Gonick, Mount Saint Vincent University*

Participants:

Politics, Pedagogies, and Activism: Exploring Feminist Transformations in Schooling and Higher Education Feminism. *Miriam E. David, Institute of Education - London*

Teaching Feminism in High School: Moving From Theory to Action. *Ileana Jiménez, feministeacher.com*

"Disengaged" Girls Doing Teen Feminism: Mapping Contradictions in a Feminist-Pedagogical-Research Assemblage. *Jessica Lenore Ringrose, Institute of Education - London; Emma Renold, Cardiff University*

Using Feminist Critical Race Theory and Intersectionality to Explore Black Girls' Narratives About the British Education System. *Victoria Showunmi, Institute of Education - London*

Classy Girls' Class Politics: Infinite Agency but Not Insight. *Jane Edith Kenway, Monash University*

Discussant: *Marnina Gonick, Mount Saint Vincent University*

**44.066. School Choice and Social Inequalities Among OECD (Organisation for Economic Co-operation and Development) Countries With the Three Studies From the United States, Canada, and Australia.** SIG-School Choice; Symposium

Grand Hyatt, Theatre Level, Curran; 8:15-9:45am

Chair: *Chad Joseph D'Entremont, Teachers College, Columbia University*

Participants:

School Choice Imaginary in the Global City of Vancouver: Youth Perspectives. *Ee-Seul Yoon, The University of British Columbia*

The Conjunction of School Choice and Comprehensive Public Schooling Discourses in Australia. *Joel Austin Windle, Monash University; Greg Stratton, Monash University*

Examining Variation Within the Charter School Sector: Academic Achievement in Urban and Suburban Areas. *Charisse Atibagos Gulosino, Columbia University Teachers College; Jonah Liebert, Teachers College, Columbia University*

What Measures Do Countries Use to Promote or Restrict School Choice? *Gary J. Miron, Western Michigan University*

Discussant: *Chad Joseph D'Entremont, Teachers College, Columbia University*

**44.067. School Turnaround Lessons at the Middle and High School Levels.**

SIG-School Turnaround and Reform; Paper Session

Parc 55, Fourth Level, Mission I; 8:15-9:45am

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

Participants:

Readiness for Reform in Middle Schools Adopting PowerTeaching for Mathematics Instruction. *Elizabeth Hoag Carhart, Old Dominion University; John A. Nunnery, Old Dominion University; Linda Bol, Old Dominion University; Pamela Arnold, Old Dominion University; Shanana L. Chappell, Old Dominion University, The Center for Educational Partnerships; Melva R. Grant, Old Dominion University; Gary R. Morrison, Old Dominion University*

Lessons Learned From Three Urban Middle Schools Engaged in the Turnaround Process. *Eric Barela, Partners in School Innovation; Dana McCurdy, Partners in School Innovation*

Changes for the Good, Changes for the Bad: School Turnaround From Students' Perspectives. *Jennifer D. Olson, University of Illinois at Chicago*

The Impact of Early College High Schools on Low-Income Students. *Julie A. Edmunds, University of North Carolina - Greensboro; Fatih Unlu, Abt Associates Inc.; Arthur V. Smith, Abt Associates; Elizabeth J. Glennie, RTI International; Larry Bernstein, Data Smarts, LLC*

Discussant: *John C. Fischetti, Southeastern Louisiana University*

**44.068. Reading Strategies and Interventions With Special Populations.**

SIG-Special Education Research; Paper Session

Westin St. Francis, Second Level, Essex; 8:15-9:45am

Chair: *Brent A. McBride, University of Illinois at Urbana-Champaign*

Participants:

Effect of a Repeated Reading-Question Generation Intervention to Improve Fluency and Comprehension of Middle School Deaf Readers. *Barbara R. Schirmer, Defiance College; Laura Schaffer, Michigan School for the Deaf; William J. Therrien, University of Iowa; Todd N. Schirmer, Napa State Hospital*

Neurofeedback as an Intervention to Improve Reading Achievement in Students With Attention Deficit Hyperactivity Disorder, Inattentive Subtype. *Jeffry P. La Marca, University of California - Riverside*

Reading Comprehension and Component Skills in Elementary and Secondary Students on the Autism Spectrum. *Nancy McIntyre, University of California - Davis; Peter Mundy, University of California - Davis; Mary V. Gwaltney, University of California - Davis; Naomi Hatt, UC Davis; Marjorie Solomon, University of California Davis; William Jarrold, University of California - Davis; Lindsay Swain, University of California Davis*

Teacher-Reported Use of Instructional Approaches and Reading Interventions in Juvenile Correctional Facilities. *Min-Chi Yan, University of Wisconsin - Madison; Kimber L. Wilkerson, University of Wisconsin*

The Impact of the Read 180 Literacy Program on Special Education Students. *Jennifer A. Hamilton, Westat; Eva Chen, Westat*

**44.069. Understanding the Link Between Motivation and Metacognitive Self-Regulation.** SIG-Studying and Self-Regulated Learning

Cosponsored with SIG-Motivation in Education; Paper Session

Parc 55, Second Level, Sutro; 8:15-9:45am

Chair: *Paul A. Schutz, The University of Texas - San Antonio*

Participants:

Cyclical Phases of Homework Self-Regulation Among College Students. *Hefer Bembenuddy, Queens College - CUNY; Marie Catherine White, Nyack College*

Extending a Model of Academic Self-Regulation: Integrating Self-Efficacy and Interest. *Woogul Lee, Korea University; Myung-Jin Lee, Korea Institute for Curriculum and Evaluation; Mimi Bong, Korea University*

Motivation Matters: Interactions Between Achievement Goals and Scaffolding for Self-Regulated Learning Within a Multi-Agent Intelligent Tutoring System. *Melissa Duffy, McGill University; Roger Azevedo, McGill University; Lana Karabachian, McGill University; Inderpal Dhillon, McGill University*

"I Think I Can!" Which Motivation Constructs Are Predictive of Metacognition During Learning? *Daniel Charles Moos, Gustavus Adolphus College*

The Influence of Fear of Failure, Trust, and Metacognitive Self-Regulation on Student-Professor Interactions. *Nancy K. Stano, The University of Texas - Austin; Kristin E. Harvey, The University of Texas - Austin; Lauren A Blondeau, The University of Texas - Austin; Jaimie Meredith Krause, City College of New York - CUNY*

Discussant: *Dale H. Schunk, University of North Carolina - Greensboro*

**44.070. Instructional Leadership and Evaluation in an Era of**

**Accountability.** SIG-Supervision and Instructional Leadership; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 3; 8:15-10:15am

Chair: *Vivian Shulman, College of Staten Island - CUNY*

Participants:

Conceptualizing the Pedagogical Skills of Supervisors. *Rebecca West Burns, University of South Florida*

Supervisory Support That Cooperating Teachers, University Supervisors, and Peer Coaches Provide to P-6 Student Teachers. *Hsiu-Lien Lu, Georgia Southern University*

Critical Issues in Teacher Leadership: A National Look at Teacher Leaders' Perceptions of Effective Practice, Roles, Challenges, Supports, and Benefits. *Stephen P. Gordon, Texas State University-San Marcos; Jennifer Lynn Jacobs, University of South Florida; Rachel Solis, Texas State University*

The Impact of Teacher Development on Preservice Supervision: A Case Study Across Content Areas. *Mary D. Burbank, University of Utah; Udit Gupta, University of Utah; Alisa J. Bates, Willamette University*

The Impact of a Teacher Evaluation Mandate on Principal Instructional



Leadership and Supervision. *Mary Lynne Derrington, The University of Tennessee*

The Effect of the Supervisor Feedback Environment on Affective Teacher Outcomes. *Melissa Andrea Tuytens, Ghent University; Geert Devos, Ghent University*

The Influence of Teachers' Reactions on School Leaders' Sense-Making of a New Teacher Evaluation Policy. *Eva Vekeman, Ghent University; Geert Devos, Ghent University; Melissa Andrea Tuytens, Ghent University*

Discussant: *Michael Tucker, Edgewood College*

#### 44.071. Technology Integration Studies in Elementary Education.

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

Parc 55, Third Level, Mason; 8:15-10:15am

Chair: *Ruben Vanderlinde, Ghent University*

Participants:

Institutionalized Technology Use in Elementary Schools: A Multilevel Approach. *Ruben Vanderlinde, Ghent University; Koen Aesaert, Ghent University; Johan Van Braak, Ghent University*

Institutional Factors and Teacher Characteristics Affecting Classroom Technology Use: Evidence From a Nationally Representative Survey. *Alec I. Gershberg, The New School; Julio Meneses, Universitat Oberta de Catalunya; Noe Wiener, The New School University*

Effects of an Elementary School One-to-One Initiative on Teachers' Pedagogical Beliefs and Practices. *Dale S. Niederhauser, Iowa State University; Denise A. Schmidt-Crawford, Iowa State University*

Durable Integration of Technology Use in "Traditional" and "Innovative" Schools. *Sandra De Koster, VU University Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education; Els Kuiper, Vrije Universiteit Amsterdam*

Micro-Ethnographic Research as a Method for Informing Educational Technology Design in Practice. *Jacob Davidsen, Aalborg University; Ruben Vanderlinde, Ghent University*

Discussant: *Neal Strudler, University of Nevada - Las Vegas*

#### 44.072. Evaluating the Promise of Blended Learning in K-12 Education.

SIG-Technology, Instruction, Cognition & Learning; Symposium

Parc 55, Fourth Level, Stockton; 8:15-9:45am

Chairs: *Edward Dieterle, The Bill & Melinda Gates Foundation; Cheryl Niehaus, Michael & Susan Dell Foundation*

Participants:

Blended Learning Case Studies. *Jeff Cohen, FSG; Matthew Wilka, FSG; Brad Bernatek, FSG*

Blended Learning for Alliance School Transformation (BLAST). *Robert Pambello, Alliance College-Ready Schools; Judy Burton, Alliance College-Ready Schools*

FirstLine School's Blended Learning Project. *Chris Liang-Vergara, FirstLine Schools*

Individualized, Self-Paced, and Mastery-Based Learning Using Khan Academy. *Sundar Subbarayan, Khan Academy*

Evaluating the Early Adoption of Blended Learning in K-12 Education and Its Impact on Student Achievement. *Robert F. Murphy, SRI International; Eric B. Snow, SRI International; Jessica L. Mislavy, SRI International; Larry Gallagher, SRI International; Xin Wei, SRI International*

Discussant: *Michael B. Horn, Innosight Institute*

#### 44.073. Validity and Fairness Issues in Assessing International

Populations. SIG-Test Validity Research and Evaluation; Symposium

Parc 55, Second Level, Haight; 8:15-9:45am

Chair: *Sonya Powers, Pearson*

Participants:

Validity of Inferences From International Assessments. *Kadriye Ercikan, The University of British Columbia; Wolff-Michael Roth, University of Victoria*

Differential Item Functioning for Native- and Non-Native-Speaking Students in Reading Tests With Mixed Item Formats. *Franziska Schwabe, Technical University of Dortmund; Nele McElvany, TU Dortmund University*

Changing the Stakes of National Curriculum Assessments: Consequences for Validity and Fairness. *Christina Wikstrom, Umea University*

Test and Sampling Designs for Heterogeneous Populations. *Alina A. Von Davier, ETS*

Discussant: *John W. Young, ETS*

#### 44.074. Blurring the Boundaries: Emerging Literacies Research Methods.

SIG-Writing and Literacies; Symposium

Grand Hyatt, Theatre Level, Orpheum; 8:15-9:45am

Chairs: *Anna Smith, New York University; Matthew Hall, The College of New Jersey*

Participants:

Approaches for Co-Constructing Literacies Research With Young People in Arts Practice and Collaborative Ethnography. *Kate Heron Pahl, The University of Sheffield*

Interactive Digital Data Visualization Techniques for Tracing Development of Writing Practices. *Anna Smith, New York University*

Exploring Multimodal Methods for Analyzing Social Interaction in Composing Contexts. *Matthew Hall, The College of New Jersey*

A Question of Scale: Methodologies of Mobility and Relationality. *Amy Stornaiuolo, University of Pennsylvania*

Stand and Make Space: Methodologies for Investigating the Interpretation and Production of Thematic Map Performances. *Nathan C. Phillips, Vanderbilt University*

Discussant: *Lalitha M. Vasudevan, Teachers College, Columbia University*

### Division and SIG Roundtables

#### 44.075. Roundtable Session 30; Roundtable Session

**44.075-1. Improving Assessments, Improving Outcomes: Synthesizing Research Strands.** SIG-Classroom Assessment; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Robert P. Dolan, Pearson*

Participants:

Exploring the Relationships Between Classroom Assessment Practices and Student Outcomes Through Student Survey Responses. *Rebecca Joan Cohen Lusk, University of California - Los Angeles; Daniel M. Dockterman, University of California - Los Angeles; Jose Felipe Martinez, University of California - Los Angeles*

Formative Assessment as Part of Guided Inquiry to Develop Thinking in Grade 6 Science. *Henry W. Schulz, Memorial University; Beverly Ann Fitzpatrick, Memorial University*

Using Asynchronous, Interactive Videos (VoiceThread) to Strengthen Formative Assessment in Online Classroom Assessment Courses. *Jeffrey S. Beaudry, University of Southern Maine; Jennifer Jill Kidd, Old Dominion University*

Using a Table of Specifications to Improve Teacher Constructed Traditional Tests: An Experimental Design. *Nicole DiDonato-Barnes, Montclair State University; Helenrose Fives, Montclair State University; Emily Krause, Montclair State University*

#### 44.075-2. Classroom Management SIG Roundtable Session 2. SIG-

Classroom Management; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Kent Alan Divoll, University of Houston - Clear Lake*

Participants:

Life "On the Line": Classroom Management as Identity Project. *Noriko Milman, University of San Francisco*

Punish Them or Engage Them? Teachers' Views on Common Student Behaviours in the Classroom. *Anna M. Sullivan, University of South Australia; Robert Norman Frederick Conway, Flinders University; Bruce Raymond Johnson, University of South Australia; Laurence David Owens, Flinders University*

The Contrast to Corporal Punishment: An Autonomous Construction of Identity and Interpersonal Relationship With Students. *Wen-Ting Chung, Arizona State University; Sarah K. Brem, Arizona State University; Jenefer E. Husman, Arizona State University*

**44.075-3. Youth Organizing and Identity.** SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chairs: *Susan Wilcox, SEW Consulting; Cynthia Taines, Northern Illinois University*

## Participants:

"A Place That's Our Own": Exploring Identity Development, Relationship Building, and Educational Change. *Cristen Jenkins, Northeastern Illinois University*

Youth Organizing for Immigrant Rights: Developmental Outcomes for Undocumented High School Students. *Roseanne Macias, University of California - Santa Barbara*

Identity Performance and Collectivist Leadership in the Philadelphia Student Union. *Sonia Michelle Rosen, University of Pennsylvania*

Fostering Aspirational and Practice-Linked Identities as Critical Civic Leaders: Critical Civic Development in the Classroom and Youth Organizing. *Jesse Moya, Siena College*

**44.075-4. Division C Section 3a: Teaching and Teachers as Learning Environments.** Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Yune Kim Tran, George Fox University*

## Participants:

Are Teachers Able to Foster Experimental Skills With Hands-On and Computer-Based Learning Environments? *Silke Schiffhauer, Ruhr University Bochum; Joachim Wirth, Ruhr University Bochum; Maria Opfermann, University of Duisburg-Essen; Detlev Leutner, University of Duisburg-Essen*

Got PE? Perceptions and Efficacy Beliefs for Teaching ELLs. *Yune Kim Tran, George Fox University*

Collegiality in the Classroom: An Exploration of Pedagogy and Teacher-Student Relationships. *Jennifer R. Pieratt, New Tech Network*

Learning to Teach in a Networked Classroom: A Systemic Approach. *Therese Laferriere, Laval University; Stephane Allaire, Université du Québec à Chicoutimi; Christine Hamel, Université Laval*

Teacher-Led Collaborative Planning for Implementing Project-Based Learning at the Middle School Level. *Jill Bradley-Levine, University of Indianapolis; Gina Gabriele Mosier, University of Indianapolis; Tyonka Perkins, University of Indianapolis*

**44.075-5. Cognition and Assessment Roundtable.** SIG-Cognition and Assessment; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Maria J. Pennock-Roman, MPR Psychometric and Statistical Research Consulting*

## Participants:

Investigating Teacher Use of Cognitive Diagnostic Data. *Glen Davenport, University of Connecticut*

Modeling Expert Understanding of Technology Integration Barriers in a Classroom Teaching Innovation Project. *Min Kyu Kim, University of Southern California; So Mi Kim, University of Georgia - Athens*

Modeling the Psychometric Properties of Mathematics Achievement Items From Working Memory Burden. *Kristin Morrison, Georgia Institute of Technology; Susan Embretson, Georgia Institute of Technology*

The Cognitive Demand of High-Stakes National Summative Assessments in England. *Rose Clesham, Edexcel*

Using Analysis of Student Strategies to Improve Educational Video Game Design. *Deirdre Song Kerr, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles*

**44.075-6. Critical Pedagogy: Youth Gangs, Street Children, and Marginalized Students.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Ana Lucia Cruz, Saint Louis Community College*

## Participants:

Critical Computational Literacy: A Freirean Perspective on Technology in Education as a Tool for Emancipation. *Paulo Blikstein, Stanford University*

From Oppression to Humanization: The Pedagogy of Vietnamese American Youth Gangs. *Kevin D. Lam, Drake University*

Reaching the Margins: Critical Feminist Practices in Nonformal Education for Street Children. *Diane Rodriguez-Kiino, California Lutheran University*

**44.075-7. Complexities of Professional Development School Partnerships.**

SIG-Professional Development School Research; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Bernard J. Badiali, The Pennsylvania State University*

## Participants:

Catalyst for Emergent Leadership: Professional Development School Partnership. *Barbara Stacy Rieckhoff, DePaul University; Catherine M. Larsen, DePaul University; Sharon J. Damore, DePaul University*

Change Through Participation: Examining Mentor Teachers' Perceptions of Professional Development Schools. *Nanette I. Marcum-Dietrich, Millersville University of Pennsylvania; Oliver Dreon, Millersville University of Pennsylvania*

Measuring Classroom Teaching Effectiveness: A Professional Development School (PDS) Video-Based Action Research Study. *Linda A. Catelli, Dowling College; Joan T. Carlino, Belmont Elementary*

Professional Development Schools' Steering Committee as Promoting Discourse of Mutual Needs. *Tili Wagner, Beit Berl Academic College; Aviva Klieger, Beit Berl College*

**44.075-8. New Assessments in Social and Emotional Learning.** SIG-Social and Emotional Learning; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Susan Stillman, Six Seconds, Northcentral University; Fielding University*

## Participants:

Quantifying Positive Behaviors: An Exploration of an Early Childhood Progress-Monitoring Behavioral Assessment. *Chavaughn Brown; Leah Simon, George Mason University; Lydia Janeva Carlis, AppleTree Institute for Education Innovation*

Examination of the Trait Meta-Mood Scale (TMMS-24) Factor Structure in a Mexican Setting. *Juan Antonio Valdivia Vazquez, Washington State University; Brian F. French, Washington State University; Juan Carlos A. Rubio Sosa, Universidad Autonoma de Nuevo Leon*

Social-Emotional Learning in an Urban Context: Linking Instructional Practices. *Nicholas Paul Yoder, University of Michigan*

**44.075-9. Historiography and Comparative Education in the History of Education.** Division F - History and Historiography; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Ji-Hye Kim, University of Wisconsin - Madison*

## Participants:

Little Shack on the Prairie: Rethinking the History of Adult Education From a Comparative Perspective. *Lynn Sargeant, California State University - Fullerton*

The International Bureau of Education (1925-1968): Internationalization as Synthesizing From a Progressive Education Standpoint. *Rita Hofstetter, The University of Geneva; Bernard Schneuwly, The University of Geneva*

Answering the Call for Education Informatics: Connecting Theory, Research, and Practice Through an Online Educational Historiography. *Noelle Angeline Paufler, Arizona State University; Jessica Holloway-Libell, Arizona State University - Tempe; Audrey Amrein-Beardsley, Arizona State University*

Unknown and Hidden: Canada's Largest Education Archive and Collection. *Dustin Ian Garnet, Concordia University*

**44.075-10. Languages and Multimodal Literacies in Early Childhood Education.** SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

## Participants:

Ways With Metaphors: Exploring the Metaphors Used in Family Literacy Scholarship. *Catherine F. Compton-Lilly, University of Wisconsin - Madison; Rebecca L. Rogers, University of Missouri; Tisha Y. Lewis, Georgia State University*

Developing Leadership Through Oral Inquiry: Strengthening Equity Through Making Particulars Visible in Dilemmas of Practice. *Julie M. Nicholson, Mills College; Linda R. Kroll, Mills College*

Using Text to Engage Our Youngest Students in Conversations About Social Justice: Engaging Our Preservice Teachers in the Conversations Too. *Tara Lencl, Teachers College, Columbia University; Ysaaca Axelrod, Clemson University*

Digital Show-and-Tell: Facilitating Young Children's Use of the Web in Preschool. *Christina R. Davidson, Charles Sturt University; Susan J. Danby, Queensland University of Technology*

**44.075-11. Exploring Adolescents' Worlds.** SIG-Adolescence and Youth Development; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *AnnMarie Darrow Baines, San Francisco State University*

Participants:

Exploring the Life Satisfaction of Minority/Immigrant Adolescents Admitting to Schools With High Co-Ethnic Concentration. *Celeste Yuet Mui Yuen, The Hong Kong Institute of Education*

Investigating Cultural and Academic Socialization Among Youth Ex-Offenders Through Community Repertoires of Practice. *Yolanda J. Majors, The University of Minnesota*

Measuring Development in Context: Design and Validation of an Embedded Assessment System for Out-of-School-Time Programs. *Kara Sammet, University of California - Berkeley; Stephen M. Moore, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley*

Patterns of Adolescent's Academic and Socioemotional Adjustment and the Contribution of Physical Health. *Kiana R. Johnson, University of Minnesota*

Personal and Social Factors Affecting Intrinsic Goal Setting in Relation to Development Stages of Adolescence. *Jongho Shin, Seoul National University; Seongjo Jin, Seoul National University; Soowon Park, Seoul National University; You-kyung Lee, Michigan State University; Yeo-eun Kim, Seoul National University*

**44.075-12. Teachers' Identities and Practices.** SIG-Lives of Teachers; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Katherine Rene Evans, Eastern Mennonite University*

Participants:

Teacher Cloaks and Clichés: Exploring Identity Construction Through Artful Expressions. *Adam Attwood, Washington State University; Pauline Sameshima, Lakehead University; Anita Sinner, Concordia University*

Differentiation and the Paradox of Respect and Flexibility: A Single Case Study. *Melinda Moran, University of Virginia*

Drawn to the City: A Case Study of an Urban Music Teacher. *John Eros, California State University - East Bay*

**44.076. Roundtable Session 31;** Roundtable Session

**44.076-1. Grappling With Traditional and 21st-Century Cultural Tools: A Latino(a) Perspective.** SIG-Cultural Historical Research; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Amy Luree Dexter Roberts, Roosevelt University*

Participants:

Hybrid Zones of Participation: Appropriating the Social Affordances of the Digital in Academic Spaces. *Lisa Hope Schwartz, University of Colorado, Boulder*

Language and Emotion: Stories of Immigrant Mothers Retold by Their American Children. *Ana C. Iddings, The University of Arizona; Alzira Dos Santos, The University of Arizona*

The Life-Span Imaginative Play of Adults of Mexican Origin. *Tony T. Perone, University of Illinois at Chicago; Artin Goncu, University of Illinois at Chicago*

The NiNi Status in Mexico City: A Cultural and Historical Activity Theory (CHAT) Case Study. *Armando Justo, The George Washington University*

**44.076-2. Expanding the Donor Base in Higher Education: Engaging Nontraditional Donors.** SIG-Education and Philanthropy; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Noah Daniel Drezner, University of Maryland - College Park*

Participants:

*Madrinas y Padrinos: An Approach to Engaging Latina/o Alumni in Giving Initiatives. Jose Angel Cabrales, Iowa State University*

Every Dollar Matters: Examining Young Alumni Giving Behavior.

*Meredith S Billings, University of Michigan - Ann Arbor*

Queering Philanthropy: Alumni Giving in the LGBTQ Communities. *Jason C. Garvey, University of Maryland; Noah Daniel Drezner, University of Maryland - College Park*

**44.076-3. Producing the Educated Subject: Immigration, Accountability, and Constructivism.** SIG-Foucault and Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Yasin Tunc, University of Wisconsin - Madison*

Participants:

"This Is Who You're Becoming as Part of This Community..." Perceptions of Community for Undocumented Students in a High School. *Sophia Rodriguez, Loyola University Chicago*

A Feminist Appropriation of Pastoral Power: Reading NCLB Through Margaret Atwood's *The Handmaid's Tale*. *Alison Happel, The University of Memphis; Becky M. Atkinson, The University of Alabama - Tuscaloosa*

Incarceration, Immigration, and Education: A Foucauldian Critical Discourse Analysis of the Current Epistemicide in Arizona. *Suniti Sharma, Saint Joseph's University*

Optimization as a Dispositive: Producing the School Subject and Constructing Differences in Schools. *Bjørn Fritjof Hamre, Aarhus University*

**44.076-4. Music Education Roundtable: Interpreting and Incorporating Various Planned Pedagogies.** SIG-Music Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Carol Frierson-Campbell, William Paterson University*

Participants:

Automaticity in Teaching Skills: Music Teacher Educators' Expectations for Beginning Instrumental Music Teachers. *Amber Dahlén Peterson, Kent State University*

Developing Preservice Planning: Music Teacher Educator Beliefs About Pedagogy and Curricular Sequence. *Kevin T. Shorner-Johnson, Elizabethtown College; Lauren Moret, University of Georgia - Athens*

Sounds to Share: The State of Music Education in Three Reggio Emilia-Inspired North American Preschools. *Vanessa L. Bond, University of Hartford*

"I'm a Pretty Talented Musician": Uncovering Music Composition Talent in General Music. *Stephanie Cronenberg, University of Illinois at Urbana-Champaign*

**44.076-5. Studying the Path to a Career in Science.** SIG-Sociology of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Kathryn S. Schiller, University at Albany - SUNY*

Participants:

Boys will Be Boys? Masculine Over-Persistence and the Gender Gap in STEM Representation. *Andrew Penner, University of California - Irvine*

Narrowing Pathways? Access to STEM Readiness in Philadelphia. *Kimberly Edmunds, Research for Action; Hamil Pearsall, Temple University*

The Steps to Science: Gender and Racial-Ethnic Differences in Early Self-Appraisals, Long-Term Goals, and Commitments to Science. *Steven Alvarado, University of Notre Dame; Brian An, University of Iowa; William Carbonaro, University of Notre Dame*

**44.076-6. Early Childhood Education Policy and Practice in China: Implications for Poverty Alleviation.** SIG-Early Education and Child Development; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Chris Nyland, Monash University*



## Participants:

The Role of Early Childhood Education in Alleviating Poverty and Increasing Social Mobility in Rural China. *Chris Nyland, Monash University; Josephine Ng, RMIT University*

A Comparative Study of the Distributional Effectiveness of Early Childhood Education Public Funding Among Families With Different Social Status in China's City, Township, and Rural Areas. *Xiaodong Zeng, Beijing Normal University*

Unequal Educations: A Comparison of Four Kindergartens in Beijing. *Berenice Nyland, RMIT University*

**44.076-7. Early Mathematics Instructional Issues.** SIG-Early Education and Child Development; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Lucia M. Flevaris, The Ohio State University*

## Participants:

Mathematics Curriculum-Based Assessment and Instruction in Low-Income Preschools. *Sally C. Moomaw, University of Cincinnati*  
Scaffolding Children's Talk and Learning: One Kindergarten Teacher's Role in Mathematical Discussion. *Hye Young Jung, The University of Texas - Austin; Jennifer Keys Adair, The University of Texas - Austin*  
Understanding Teachers' Attitudes and Beliefs in Early Mathematics Teaching. *Jie-Qi Chen, Erikson Institute; Jennifer S. McCray, Erikson Institute*

**44.076-8. Getting Beyond the Zone of Proximal Development: Further Possibilities for Strengthening Early Childhood Education Through Cultural-Historical Analyses.** SIG-Early Education and Child Development; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chairs: *Jocelyn Grace Nuttall, The Australian Catholic University; Alison Galloway Wishard Guerra, University of California - San Diego*

## Participants:

Cultural Models as Mediators of What Is Possible in a Day. *Holli Ann Tonyan, California State University - Northridge*  
Integrating Digital Technologies, Traditional Play, and Popular Culture in Early Childhood Curriculum: Toward a New Cultural Tool for Practice. *Suzu Edwards, The Australian Catholic University*  
Affordances and Constraints Facing Pedagogical Leaders in Australian Early Childhood Education Centers. *Jocelyn Grace Nuttall, The Australian Catholic University*

**44.076-9. Managing Difference in Early Childhood Expectations.** SIG-Early Education and Child Development; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Elizabeth Brook Chapman de Sousa, University of Hawaii*

## Participants:

Baby Room Studies: U.K. and U.S. Perspectives on Infant and Toddler Care and Education. *Mary Benson McMullen, Indiana University; Kathy Gouch, Canterbury Christ Church University; Sacha Jane Powell, Canterbury Christ Church University*

Bridging the Gap Between School Culture and Early Childhood Education (ECE) Pedagogy: An Examination of Interprofessional Collaborations of Designated Early Childhood Educators (DECE) and Kindergarten Teachers (KT) in the Full Day Early Learning-Kindergarten Program (FDEL-K). *Nathalie Di Francesco, Sheridan College-Institute of Technology and Advanced Learning; Nadia Breese, Sheridan College; Shawn Lennie, OISE/University of Toronto*

The Transition to Kindergarten: How Low-Income Families Experienced Their First Year of Formal Education. *Kyle Elizabeth Miller, Illinois State University*

Transitional Practice: Teachers and Children In Between Classrooms. *Emmanuelle Fincham, Teachers College, Columbia University; Amanda Reeves, Teachers College, Columbia University*

**44.076-10. Multiple Interpretations of "Going to Scale": Definitions, Perspectives, and Methods.** SIG-Early Education and Child Development; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chairs: *Allison J. R. Metz, National Implementation Research Network;*

*Douglas H. Clements, University of Denver*

## Participants:

Scale Up at the Level of Multiple School Districts: Lessons Learned From Multiple IERI- and IES-Funded Projects. *Douglas H. Clements, University of Denver; Julie Sarama, University of Denver*  
Scale Up of Educare Schools Across the Nation: Implementation Study of an Early Education Model for Children Living in Poverty. *Noreen M. Yazejian, University of North Carolina - Chapel Hill*  
Scaling Up Quality Rating and Improvement Systems. *Diane Paulsell, Mathematica Policy Research*  
Examining the Scaling of Early Childhood Interventions Through the Lens of Implementation Science. *Tamara Gail Halle, Early Childhood Research Child Trends*

**44.076-11. Technology and Social Studies.** SIG-Social Studies Research; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *James Ervin Schul, Ohio Northern University*

## Participants:

A Critical, Deweyan Analysis of Technology in the Social Studies. *Daniel W. Stuckart, Lehman College - CUNY*  
Creative Digital History: Using Multimedia and Disciplinary Tools to Provide Purposeful Access to the Lincoln Telegrams. *Philip E. Molebash, Loyola Marymount University; John K. Lee, North Carolina State University; Adam Friedman, Wake Forest University*  
Social Studies Teacher Educators' Purposes in Using Hypermedia-Enhanced Cases in Methods Courses. *Sungwon Shin, Indiana University; Thomas Brush, Indiana University; John W. Saye, Auburn University*  
Why and How History Teachers May Integrate Desktop Documentary Making: Observations From a Professional Development Workshop. *James Ervin Schul, Ohio Northern University*

**44.076-12. Learning Through Narratives of Families and Parents.** SIG-Narrative Research; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Debbie A. Pushor, University of Saskatchewan*

## Participants:

Narrative and Counternarratives of Parental Involvement: Unraveling the Subtle Strands of Agency and Structure. *Lilian Cibils, University of Northern Colorado*  
Family and Student Story: Lived Experience in the Context of School Reform. *Ann B. Stiles, Project GRAD Houston*  
Latino Parents and Teachers: Key Players Building Neighborhood Social Capital. *Elizabeth Martinez, California State University - Los Angeles; Sharon H. Ulanoff, California State University - Los Angeles*  
"Sound It Out, Daddy": Adult Literacy Learners' Children as Their Parents' Teachers. *Denise L. McLurkin, City College of New York - CUNY*

**44.077. Roundtable Session 32;** Roundtable Session

**44.077-1. Self-Study of Teacher Identity.** SIG-Self-Study of Teacher Education Practices; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am  
Chair: *Melissa L. Heston, University of Northern Iowa*

## Participants:

Becoming Teacher Educators: The Impact of a Pedagogy of Teacher Education Seminar on Emerging Teacher Educator Identities. *Brandon M. Butler, Old Dominion University; Elizabeth Burns, Old Dominion University; Christina Frierman, Old Dominion University; Katrice Hawthorne, Old Dominion University; James Parrott, Old Dominion University; Alisa Trizna, Old Dominion University*  
Learning by Leading: Facilitating a Cross-Disciplinary Faculty Self-Study Group. *Anastasia P. Samaras, George Mason University*  
The PhD Degree Experience in Music Education: A Self-Study by Students and a Faculty Member. *Colleen M. Conway, University of Michigan; Scott Nathan Edgar, University of Michigan; Erin Hansen, University of Michigan; C. Michael Palmer, University of Michigan*

**44.077-2. Exploring Sociocultural Perspectives of Language Across Boundaries.** SIG-Language and Social Processes; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Huili Hong, East Tennessee State University*

Participants:

- Antinomies of Orientations in Language Planning and the Quest for Unified Theory. *Desmond I. Odugu, Lake Forest College*
- Discursive Intersections of Gender and Social Class in *Seventeen*: Homogenizing Young Women in a "Classless" Society. *Louai Rahal, The University of British Columbia; Jennifer A. Vadeboncoeur, The University of British Columbia*
- Preservice Teacher Experiences in Asia and the United States: Fledgling Steps to Global Self-Awareness. *Alina Slapac, University of Missouri; Virginia Louise Navarro, University of Missouri - St. Louis*

**44.077-3. Language and Literacy.** SIG-Research on the Education of Deaf Persons; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Thomas P. Horejes, Gallaudet University*

Participants:

- Coding Strategies Used by Deaf/Hard of Hearing Learners: Analyzing Findings From an Informal Reading Inventory. *Beverly J. Trezek, DePaul University; Connie C. Mayer, York University*
- Deaf Children's Ability to Form Semantic Relations in American Sign Language (ASL). *Wolfgang Mann, City University London*
- Implementing a Dialogic Reading Intervention: The Experiences of Teachers of Deaf and Hard-of-Hearing Students. *Jacquelyn M. Urbani, Dominican University of California*
- Teaching Methods to Address Modality Differences Between Signed and Spoken Languages. *Amanda Howerton-Fox, Teachers College, Columbia University*

**44.077-4. Testing and Measurement in Adult Literacy and Education.** SIG-Adult Literacy and Adult Education; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Participants:

- Measurement Invariance of the Computer- and Paper-Based Versions of the 2002 Series GED Tests. *J. Carl Setzer, GED Testing Service; Carol E. Ezzelle, GED Testing Service*
- Understanding the Limits of International Adult Literacy Surveys. *Ralf St. Clair, McGill University*
- Developing and Piloting Formative Assessments on Cognitive and Noncognitive Skills for Adult Transitions Learners. *Jane R. Shore, ETS; Bobby Darius Naemi, ETS; Jennifer Lentini, ETS*

**44.077-5. Doctoral Student Experiences.** SIG-Doctoral Education across the Disciplines; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Terri Nicol Watson, City College of New York - CUNY*

Participants:

- Doctoral Students' Experiences of Feeling Like an Academic. *Esmat Emmioglou, Simon Fraser University; Lynn McAlpine, McGill University; Cheryl L. Amundsen, Simon Fraser University*
- Poverty and Persistence: Explaining How Doctoral Candidates From Backgrounds of Poverty Persist Through to Completion. *Amanda Szapkiw, Liberty University; James A. Swezey, Liberty University; Lucinda S. Spaulding, Liberty University; Carolyn J. Wicks, Liberty University*
- Program Choice in Graduate-Level Admissions: Implications for Diversity in M.D.-Ph.D. Programs. *Mary T. Hall, University of Virginia; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Wathington, University of Virginia; Robert H. Tai, University of Virginia*
- Exploring Doctoral Student Identity Development Using a Self-Study Approach. *Rachel Foot, Kent State University; Karen A. Tollafield, Kent State University; Chad Everett Allan, Kent State University; Alicia R. Crowe, Kent State University - Kent*

**44.078. Roundtable Session 33;** Roundtable Session

**44.078-1. 21st-Century Questions in Global Education Practices.** SIG-International Studies; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Toni Griego-Jones, The University of Arizona*

Participants:

- Differences in Social-Networking Site Activities in U.S. and European University Students and Academic Performance. *Aryn C. Karpinski,*

*Kent State University - Kent; Paul A. Kirschner, Open University of the Netherlands; Carrie A Tomko, Kent State University; Ipek Ozer, Kent State University; Edward C Bolden, Kent State University; Christopher J Ford, Kent State University; Haliru O Omosun, Kent State University*

Preparatory Education for Ethnic Minorities in China and Educational Equity. *Diya Hu, Minzu University of China*

Psychology of Secondary School Engagement and Achievement: A Mixed-Methods Study of Indian Adolescents in Canada and India. *Shaljan Areepattamanni, Nanyang Technological University - National Institute of Education*

**44.078-2. Grounding Social Justice Education Work in and With Working-Class Communities of Color Across Three Cities.** SIG-Critical Educators for Social Justice; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Benji Chang, Teachers College, Columbia University*

Participants:

- Language, Literacy, and Social Justice: A Grounded Approach to Humanizing Pedagogy for Chicana/o and Latina/o Students. *Ramon Antonio Martinez, The University of Texas - Austin*
- Becoming Critical Educators in "Not So Critical" Social Justice and Urban Teacher Education. *Marcelle M. Haddix, Syracuse University*
- "Are We There Yet?" Multiracial Student Voices Towards Pedagogy, Agency, and the Sustainability of Revolution. *Benji Chang, Teachers College, Columbia University*

**44.078-3. Intersections of Prison, Education, and Youth.** SIG-Critical Educators for Social Justice; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Jenifer Crawford, University of Southern California*

Participants:

- Distinguishing Radical Prison Teaching From Merely Having Intense Experiences While Teaching in Prison. *Robert Scott, University of Illinois*
- De-Silencing Their Voices: Personal Reflections on the School-to-Prison Pipeline. *Letitia Basford, Hamline University*
- She Wonders Why the Little Caged Bird Sings: The Impacts of Aboriginal Male Incarceration on Aboriginal Women and Children's Health. *Donna Michele Lester-Smith, The University of British Columbia; Peter Wanyanya, The University of British Columbia*

**44.078-4. Race, Culture, and Preservice Teacher Preparation.** SIG-Critical Educators for Social Justice; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Cheryl E. Matias, University of Colorado - Denver*

Participants:

- A Critical Look at the Rural Practicum Experience in Alaska. *Anne Jones, University of Alaska Southeast; Charles Salinas, The University of Alaska - Southeast*
- Beyond a Pedagogy of Poverty: Understanding, Exploring, and Dismantling Resistance in Teacher Educator Preparation. *Kenneth James Fasching-Varner, Louisiana State University; Desiree R. Cho, Louisiana State University*
- Sustaining Social Justice Learning in Teacher Education. *Anne Swenson Ticknor, East Carolina University*

**44.078-5. The Importance of Community Partnerships in Building Stronger Communities From Multiple Perspectives.** SIG-Family, School, Community Partnerships; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Kathryn Ann Riley, Institute of Education - London*

Participants:

- Site Administrators' Perceptions of Developing Community Partnerships. *Diana B. Hiatt-Michael, Pepperdine University*
- School-Family-Community Collaboration Mediated by Artifacts: Action Plans in a Canadian Intervention Program. *Dany Boulanger, Université de Sherbrooke; Francois Larose, Université de Sherbrooke*
- Social Processes and Outcomes of Collective Parent Engagement in Vulnerable School Communities. *Tania Alameda-Lawson, Binghamton University - SUNY; Michael A. Lawson, Binghamton University - SUNY*

**44.079. Roundtable Session 34;** Roundtable Session

**44.079-1. The Importance of Social Justice-Oriented Professional**

**Development.** SIG-Leadership for Social Justice; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Madeline M. Hafner, University of Wisconsin - Madison*

Participants:

- Just Because You Got the Finisher T-Shirt Does Not Mean Your Work Is Done: The Need for Continuous Differentiated Social Justice Professional Development. *Tara Lynn Affolter, Middlebury College; Deborah Ann Hoffman, Madison Metropolitan School District*
- Leading Site-Based Education Development as Praxis-Oriented Practice. *Jane Wilkinson, Charles Sturt University; Christine Edwards-Groves, Charles Sturt University*
- Exploring the Impact of Cultural Proficiency Training for Central Office Leaders. *Daniel D. Spikes, The University of Texas - Austin; Mark A. Gooden, The University of Texas - Austin; Joshua Childs, University of Pittsburgh*

**44.079-2. Peace Education as Political Action.** SIG-Peace Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Candice C. Carter, University of North Florida*

Participants:

- Pedagogy of Peace in the Integrated Palestinian-Jewish Schools in Israel: Personal or Political? *Maureen Rajuan, Achva Academic College of Education, Israel; Zvi Bekerman, Hebrew University of Jerusalem*
- Peace Education From the Grassroots. *Ian M. Harris, University of Wisconsin - Milwaukee*
- Taulangi and Ngā Pae o te Māramatanga: Collective Wisdoms Connecting Education to Peace. Linita Manu'atu, AUT University*

**44.079-3. Supplementary/Family Learning: Roundtable 2.** SIG-Research

Focus on Black Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Venus E. Evans-Winters, Illinois State University*

Participants:

- African American Students' College Readiness: Perceptions of Contributing Conditions. *Stacy Caviel-Watson, Lubbock ISD; Sylvia Mendez-Morse, Texas Tech University*
- Catalysts and Challenges to Gendered Racial Socialization in Black Families. *Alea Rhys Holman, University of California - Berkeley*
- Deconstructing Teacher Bias: Exploring Attributional Bias in Urban Elementary Schools. *Stephen D. Hancock, University of North Carolina - Charlotte; Tehia V. Starker, University of North Carolina - Charlotte*
- I Hear You Talkin': Race, Class, and Suburban Black Parents' Disjunctive Academic Expectations and Actions. *Jerome E. Morris, University of Georgia; Sara E. Woodruff, University of Georgia - Athens; Adeoye Adeyemo, University of Georgia*

**44.079-4. Critical Approaches in the Arts: Community and Classroom**

**Perspectives.** SIG-Arts and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *James W. Bequette, University of Minnesota*

Participants:

- Poverty of Diverse Readings: An Examination of Three Dance Departments in Higher Education. *Nyama McCarthy-Brown, Bowdoin College*
- For What Purpose the Arts? An Analysis of the Mission Statements of Urban Arts High Schools in Canada and the United States. *Ruben Gaztambide-Fernandez, OISE/University of Toronto; Rachael Marlene Nicholls, University of Toronto - OISE*
- Service-Learning: A Visual Arts Pedagogy for Sustainable Futures. *Ren Hullender, Central Michigan University*
- The Performance Art of Mary Beth Edelson as Public Pedagogy. *Barbara A. Bickel, Southern Illinois University - Carbondale*
- "How to Make a Classroom a Work of Art": Rethinking the "Artist-Teacher" From the Perspective of Social Practice. *Stephanie Springgay, OISE/University of Toronto; Julie Smitka, University of Toronto - OISE; Nikki Rotas, University of Toronto - OISE; Arden Hagedorn, OISE/University of Toronto; Natalie Kauffman, University of Toronto - OISE*

**44.079-5. Explorations in Game Design, Practice, and Research.** SIG-

Media, Culture, and Curriculum; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *William Quinn Burke, College of Charleston*

Participants:

Collaborative Design Practices in an Online Community: A New Perspective on User Participation. *Yoonhee Naseef Lee, Arizona State University*

Elements of Game Design in High School: A Worked Example. *Danielle Christine Herro, Clemson University*

How Sustained Engagement in Game Design and Social Media Use Among Diverse Students Can Mitigate Effects of the Digital Divide. *Rebecca Reynolds, Rutgers University; Ming M. Chiu, University at Buffalo - SUNY*

Master Versus n00b: The Interplay Between Teachers' Out-of-School Gaming Practices and Their Pedagogy. *Erica Michelle Holan, Rutgers University*

**44.079-6. Language, Discourse in Qualitative Research.** SIG-Qualitative Research Cosponsored with Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Steven Napier, University of Cincinnati*

Participants:

- On Classroom Discourse as Interactional Competence: Students and Teachers as First Analysts on the Scene. *Douglas H. Macbeth, The Ohio State University; Zekiye Yahsi, The Ohio State University - Columbus*
- The "Semiotic Turn" in Ethnography: Analyzing the Semiotic Ecology in an Elite School. *Aaron Koh, National Institute of Education - Nanyang Technological University*
- "Language Is the Soil That You Grow Out Of": A Metaphor Analysis of Charter School Leaders' Perspectives of Practice and Accountability. *Mark Blitz, University of Wisconsin - Madison*

**44.079-7. Foundational Perspectives on Reliability.** Division D -

Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Carol L. Barry, The College Board*

Participants:

- Internal Consistency: Do We Really Know What It Is and How to Assess It? *Wei Tang, University of Alberta; Ying Cui, University of Alberta*
- Reliability of Difference Scores Between Measures of Two Traits. *Lan Huang, University of Minnesota - Twin Cities; Mark L. Davison, University of Minnesota*
- Resolving the Contradiction Between Estimation of Reliability and Evidence for Validity for Standard-Setting Results. *Paul D. Nichols, Pearson*

**44.079-8. Innovations in Assessment Development.** Division D -

Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Michael B. Bunch, Measurement Incorporated*

Participants:

- An Investigation of the Performance of Test Items Developed Through Two Item Modeling Methods. *Louis J. Grosso, American Board of Internal Medicine; Jeremy W. Dugosh, American Board of Internal Medicine; Yanling Zhang, American Board of Internal Medicine; Carola Lelieveld, ABIM*
- Explanatory Multidimensional Multilevel Random Item Response Model: An Application to Simultaneous Investigation of Word and Person Contributions to Multidimensional Lexical Representations. *Sun-Joo Cho, Vanderbilt University; Jennifer Gilbert, Vanderbilt University; Amanda P. Goodwin, University of Miami*
- Exploring Innovative Item Types on Computer-Based Testing. *Joseph Betts, Houghton Mifflin Harcourt Publishing*

**44.079-9. Measurement in Science, Technology, Engineering, and Mathematics.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Brütte Haugan Cheng, SRI International*

Participants:

- Developing and Evaluating Score Reports for a Diagnostic Mathematics Assessment. *Mary Roduta Roberts, University of Alberta; Mark J. Gierl, University of Alberta*
- Examining the Language Factor in Mathematics Tests Using Explanatory Item Response Modeling. *Adnan Kan, Gazi University; Okan Bulut, University of Minnesota - Twin Cities*
- How Much g Is in Math Literacy Tests for Primary School Students? *Olaf*



*Koeller, Leibniz Institute for Science and Math Education*  
Measuring Qualities of Teacher Feedback in Middle School Science Classrooms. *Jennifer Ann Quynn, Consultant*  
Reliability and Validity Evidence for the TASK, A New Assessment of Teachers' Instructional Capability in Mathematics. *Philip M. Sirinides, University of Pennsylvania; Jonathan A. Supovitz, University of Pennsylvania; Caroline B. Brayer-Ebby, University of Pennsylvania*

**44.079-10. Methodological Considerations of Research on Poverty.**

Division D - Measurement and Research Methodology Cosponsored with SIG-Qualitative Research; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Valerie Polakow, Eastern Michigan University*  
Participants:

Logics of Poverty and the Methodological Possibilities of Digital Archives. *Jan K. Nesper, The Ohio State University; Rick J. Voithofer, The Ohio State University; Antoinette Errante, The Ohio State University*

Methodological and Ethical Considerations for Research With Participants Who Are Homeless. *Maria K.E. Lahman, University of Northern Colorado; Trent Lalonde, University of Northern Colorado; Tyler W. Kincaid, University of Northern Colorado; Suzanne Victoria Landram, University of Northern Colorado; Jeffrey David Roche, University of Northern Colorado; Veronica Richard, Concordia University - Chicago*

Telling Tales in the Field: Understanding How Educational Practitioners Determine the Credibility of Ideas About Poverty. *Jennifer C. Ng, The University of Kansas; Phyllis Paige Esposito, University of Missouri - Kansas City*

**44.079-11. Scale Development and Evaluation.** Division D - Measurement and Research Methodology; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Jessalyn Smith, CTB/McGraw-Hill LLC*

Participants:

Cross Racial Identity Scale (CRIS): Analysis of Midpoint Options in Reporting African American Students' Identity Attitudes. *Lynette Parker, University of California - Berkeley*

Development and Evaluation of History Interest Inventory for K-12 Students. *Yongjun Dan; Xiaobo She, Governors State University*

The Optimal Number of Options in Multiple-Choice Items on the NAEA (National Assessment of Educational Achievement) in Korea. *Young-Ju Lee, Korea Institute for Curriculum and Evaluation*

**44.079-12. Potpourri of Topics in Certification and Licensure Testing.** SIG-

Professional Licensure and Certification; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Andrew Jones, American Board of Surgery*

Participants:

Answer Score Mediation Contributes to the Variability of Examination Speed-Ability Tradeoff. *James J. Thompson, Louisiana State University*

Does Having a Professional Certification Reduce the Likelihood of Attrition for Teachers? Insights From a Nationally Representative Survey of Private School Teachers. *John M. Weathers, Lehigh University; Hsien-Yuan Hsu, National Taiwan Normal University; Elizabeth Newcombe, Colorado College*

How Healthy Are the Roots? An Analysis of States' Standards for Principal Licensure and Practice. *Linda R. Vogel, University of Northern Colorado; Spencer Weiler, University of Northern Colorado*

Is There an Effect on Predictive Validity When Shortening an In-Training Examination? *Ying Du, American Board of Pediatrics; Rachael Jin Bee Tan, American Board of Pediatrics*

**44.079-13. Adventure Learning, Computer Games, and Technology-Enhanced Learning.** SIG-Computer and Internet Applications in Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Jeni Henrickson, University of Minnesota*

Participants:

The Role of Adventure in (Technology-Enhanced) Education. *Jeni Henrickson, University of Minnesota; Aaron Doering, University of Minnesota; Charles DeVaughn Miller, University of Minnesota*

Secondary and High School Teachers' Perception Regarding Computer Games With Educational Features in Turkey. *Ebru Yilmaz, Suleyman Demirel University; Muhammet Demirbilek, Suleyman Demirel University*

Learner Experiences in the CreekPlace Adventure Learning Camp. *Gloria Gonzales Gonzales Dholakia, The University of Texas - Austin; George Veletsianos, The University of Texas - Austin*

The Analysis of Structural Relationships Among Learner- and Instructor-Related Variables in Online Learning Environments. *Keol Lim, Konkuk University; Minseok Kang, Kyung Hee Cyber University; Jaehoon Kim, Konkuk University; Younglan Park, Konkuk University*

**44.079-14. Promoting Teacher Efficacy and Well-Being.** SIG-Stress and Coping in Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Jarrett M. Landor-Ngemi, Southern University and A&M College*

Participants:

Exploring the Perceptions of Teachers' Efficacy in Handling Student Misbehavior (TEHSM) in High School Settings: A Multiple Holistic Case Study. *Costas N. Tsouloupas, University of Nicosia; Russell L. Carson, Louisiana State University*

The Role of Teacher Educators in Promoting Teachers' Resilience and Coping. *Claire W. Lyons, James Madison University*  
Validity and Reliability of the Sociocontextual Teacher Burnout Inventory. *Janne Pietarinen, University of Eastern Finland; Kirsi Maria Pyhalto, University of Helsinki; Tiina H. Soini-Ikonen, University of Tampere; Katariina Salmela-Aro, Helsinki Collegium for Advanced Studies*

**44.079-15. Understanding Health Issues in Education Contexts.** SIG-Education, Health, and Human Services Linkages; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Jungae Park Kim, Daesung Study Center*

Participants:

Linking Education and Social Services Data to Document the Education Experiences of Foster Care Children. *Vanessa Barrat, WestEd; Bethann Berliner, WestEd*

Preparing the Next Generation of Teachers and Social Workers: Creating Opportunities for Interprofessional Education in Preservice Programs. *Elizabeth McKendry Anderson, Binghamton University - SUNY*

The Poverty of Emotional Depression: Educating to Empower Self-Acceptance and Personal Growth. *James A. Katt, University of Central Florida; Linda M. Speranza, Valencia College*

Using Social Cognitive Theories to Investigate Teacher Behavior Change in Integrating Physical Activity Breaks. *Pamela H. Kullinna, Arizona State University; Michalis Stylianou, Arizona State University; Kent Lorenz, Arizona State University; Jeffrey Martin, Wayne State University; Michael Hodges, Arizona State University; Jennifer Houston, Arizona State University*

"I Can't Get My Daughter's Lice Medicine Until I Get Paid": Narratives From the Kinesthetic Intersections of Poverty, Health Promotion, and Schooling. *Lisa M. Perhamus, Grand Valley State University*

**44.079-16. The Design Behind Learning Management Systems, Virtual High Schools, Technology Uses, and Military Instruction.** SIG-

Design and Technology; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Marisa Elana Exter, Indiana University*

Participants:

Improving the Course Design Process at a Virtual High School. *David Adelstein, Wayne State University; Jonathan Morrison, Wayne State University; Michael Kristopher Barbour, Wayne State University*

Information and Communication Technologies: Enhancing Voice and Visibility Among the Makuna of the Colombian Amazon. *Olga A. Vasquez, University of California - San Diego; Juan Carlos Hernandez Barrero, Universidad Manuela Beltrán; Widman Said Valbuena Buitrago, Universidad Sergio Arboleda; Andrea Montoya Carvajal, Universidad Manuela Beltrán*

Military Instructional Design Heuristics. *Cindy S. York, Northern Illinois University; Peggy A. Ertmer, Purdue University*

Researching the Architecture of a Mentoring-Centered Learning Management System: Interim Report. *Andrew S. Gibbons, Brigham Young University; John Chapman, Brigham Young University*

**Division and SIG Posters**

**44.080. Poster Session 6; Poster Session**

**44.080-1. Socioeconomic Status and Performance in Language and Mathematics.** SIG-Brain, Neurosciences, and Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

1. Broca's and Visual Word Form Activity During Language Processing In Adults With Childhood Poverty Backgrounds. *Suzanne C. Perkins, University of Michigan; S. Shaun Ho, University of Michigan; James E. Swain, University of Michigan*
2. How Mode or Order of Presentation Affects Children's Ability to Overcome Intuitive Inference. *Reuven Babai, Tel Aviv University; Ruth Stavy, Tel Aviv University*
3. Poverty and Executive Functions: A Latent Variable Study of Children in Brazil. *Pascal Engel de Abreu, Carolina Cunha Nikaedo, Federal University of Sao Paulo; Marina Puglisi, Catholic University of Sao Paulo; Carlos Tourinho, University of Luxembourg; Orlando Bueno, Federal University of Sao Paulo; Monica Miranda, Federal University of Sao Paulo; Debora Befi-Lopes, Catholic University of Sao Paulo; Neander Abreu, Federal University of Bahia; Romain Martin, University of Luxembourg*
4. Processing Mathematical Representations: The Impact of Testing and Giftedness. *Mark Leikin, University of Haifa; Ilana Waisman, University of Haifa; Shelley Shaul, University of Haifa; Roza Leikin, University of Haifa*
5. Short-Term Effects of "Exact" or "Approximate" Number Training on Arithmetical Achievement in Low-Achieving Children. *Andreas Obersteiner, Technische Universität München; Kristina Maria Reiss, Technische Universität München; Stefan Ufer, University of Munich*
6. Using Neuroscience to Understand Learner Differences: Skilled and Less-Skilled Comprehenders Differ in Inconsistency Detection. *Ben Seipel, California State University, Chico; Virginia E. Clinton, University of Wisconsin - Madison*

**44.080-2. Service-Learning and Experiential Education.** SIG-Service-Learning & Experiential Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

7. Looking Through Lenses: Expanding Awareness and Understanding Through Service-Learning With High-School Photography Students. *Melissa Wonacott, Claremont High School; Susan R. Warren, Azusa Pacific University*
8. Participants' Perceived Learning During a Service Adventure Experience. *Allison L. Webster, Michigan State University*

**44.080-3. Postsecondary Student Access and Success.** Division J - Postsecondary Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

9. Accommodations Availability, Quality, and Consistency for Students Who Are Deaf or Hard of Hearing. *Stephanie W. Cawthon, The University of Texas - Austin; Rachel Harper Tarantolo Leppo, The University of Texas*
10. An Examination of Price Elasticity of Demand for Underrepresented Students in the California State University. *Jennifer Whyte, Fresno State; Donald Wise, California State University - Fresno*
11. An Examination of the Financial Literacy of California College Students. *Heidi Linn Gilligan, California State University - Long Beach*
12. Assessing Alumni Success: Income Is Not the Only Outcome! *Amber Desiree Lambert, Indiana University; Angie L. Miller, Indiana University*
13. Differences Across Provinces in Higher Education Access. *Mengjie Han, Dalian University of Technology-Dalian, China, PhD*
14. Does Aid Matter for Community College Students? The Effect of the Loss of the Ohio College Opportunity Grant on Student GPA, Credits Earned, and Year-to-Year Persistence. *Adela Soliz, Harvard University*
15. High Stakes, High Risk: Supporting Mature Students. *Catherine O'Rourke, Loyalist College*
16. Low Socioeconomic, Immigration, and Horizontal Stratification in Higher Education: The Cases of Israel. *Oded Mcdossi, Tel Aviv University; Audrey Addi-Racah, Tel Aviv University*
17. Measuring the Success of Transformative Education for Low-Income Adults. *MeHee Hyun, Antioch University Los Angeles; Kathryn Pope, Antioch University Los Angeles; Andrea L. Richards, Antioch University Los Angeles*

18. Motivational, Pedagogical, and Cognitive Prerequisites of Preservice Teacher Candidates: A Systematic Analysis of Application Documents. *Franziska Frost, TU München; Tina Seidel, Technische Universität München; Manfred Prenzel, Technische Universität München*
19. Predicting Postsecondary Aspirations Using Parental Education and Involvement in High School Students' College Preparation Activities. *George Chitiyo, Tennessee Technological University*
20. The Structuring of Financial Aid Disadvantage: College Counseling Practices as an Expression of Middle-Class Money Ethos. *Shannon M. Calderone, University of California - Los Angeles; Gwendelyn Rivera, Hunter College - CUNY*
21. Exploring the Effects of College Outreach Programs on Student Development and Learning Outcomes. *Marjorie L. Dorime-Williams, The Ohio State University - Columbus; Joseph A. Kitchen, The Ohio State University; Todd Suddeth, The Ohio State University; Terrell Lamont Strayhorn, The Ohio State University*

**44.080-4. The Impact of Guaranteed Tuition Policies on Tuition Levels: A Difference-in-Difference Approach.** Division J - Postsecondary Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

22. The Impact of Guaranteed Tuition Policies on Tuition Levels: A Difference-in-Difference Approach. *Jennifer A. Delaney, University of Illinois at Urbana-Champaign; Tyler Kearney, University of Illinois at Urbana-Champaign*

**44.080-5. Research in Bilingual Education.** SIG-Bilingual Education Research; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

23. Beyond the Language Program Model: Why Native Language Instruction Is Not Enough. *Arthi B. Rao, University of Illinois at Chicago*
24. Bilingual Teachers in Central America: Perspectives About Language, Identity, and Teaching. *Brenda Oriana Fuentes, The University of Texas - El Paso*
25. Gender, Socioeconomic Status, and Achievement in Language Minority Students in a Spanish Dual Immersion Program. *Mary Howland, University of San Francisco*
26. Integrating Cultural Identity Stories From Preservice Teachers in a Bilingual Education Program: An Action Research Study. *Laura A. Mitchell, University of Houston - Downtown; Irene Linlin Chen, University of Houston - Downtown; Jeannette Dixon, Education Research Associates*
27. Moving From Cafeteria to Library: ELL Adolescent Learners' Experiences of Crossing Multiple Social Spaces. *Yamin Qian, OISE/ University of Toronto*
28. Negotiated Language, Emotions, and Identity: A Cross-Cultural Perspective on Albanian-English Bilinguals. *Oliana Alikaj, University of Texas at El Paso; Heriberto Godina, The University of Texas - El Paso*
29. Technology's Role in Heritage Language Maintenance: Evidence From Social Network Analysis. *Jiawen Wang, University of Detroit Mercy*
30. The Impact of the California Teaching Performance Assessment on Native Speakers of Spanish and Native Speakers of English: A Paradox of Performance and Perceptions. *Oddmund R. Myhre, California State University - Stanislaus; Chris Nicholas Boosalis, California State University - Stanislaus*
31. The Oral Narrative Retell Performance of "Struggling" Emergent Bilingual Readers. *Audrey Lucero, University of Oregon*

**44.080-6. Exploring Critical Issues Impacting the Latino Community.** SIG-Hispanic Research Issues; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

32. Certified Substance Abuse Professionals and Their Perceived Levels of Cultural Competence With Spanish Language Dominant Latinos. *Luis Mario Córdoba Dominguez, Kansas City Public Schools; Barbara Nell Martin, University of Central Missouri*
33. Deconstructing the American Melting Pot: Promoting Civic Education and Ideals in the Bilingual Social Studies Classroom. *Alberto Lopez-Carrasquillo, Northeastern Illinois University*
34. Mental Health Prevention and Early Intervention From the Perspective

of Latino Parents and Students in California. *Lina R. Mendez, University of California - Davis; Gustavo Loera, Mental Health America of Los Angeles*

35. Hispanic Heritage Language Learners' Perceptions of Acquiring and Maintaining the Spanish Language. *Kelly Torres, Florida State University; Geissa Torres, University of Puerto Rico*

**44.080-7. Urban Learning, Teaching, and Research: Poster 2.** SIG-Urban Learning, Teaching, and Research; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

36. Exploring the Educational Opportunities of Urban, Suburban, and Rural Education in an International Comparative Context. *Moonyoung Eom, University of Georgia*
37. Elementary Interns' Understandings and Enactments of Warm Demanding. *Elyse L. Hambacher, University of Florida; Melanie M. Acosta, University of Florida; Elizabeth Bondy, University of Florida; Dorene D. Ross, University of Florida*
38. "This Is Just Like Those Projects From Last Semester!" Empowering Poor, Urban Students Through Praxis. *Brian R. Horn, Illinois State University*
39. Reducing the Summer Slide: A Three-Year Analysis of a Summer Enrichment Program. *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*

**44.080-8. Action Research: Varieties of Knowledge Creation.** SIG-Action Research; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

40. Action Research With Teachers: Examining the Implementation of the International Baccalaureate Primary Years Programme. *Heather E. Mills, Chapman University*
41. Creating Support for Action Research in the Classroom. *Manogna Murukutla, Iowa State University; Brett D. Campbell, Clark County School District*
42. Sharing Action Research on Research Day: Student Perceptions of a Command Performance. *Teresa S. Foulger, Arizona State University; Debby M. Zambo, Arizona State University*

**44.080-9. Approaches to Teaching and Learning in Science Education.** SIG-Science Teaching and Learning; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

43. A Quantitative Study of the Factors That Predict Urban Latino/a High School Students to Pursue Science Careers. *Rachel Sara Stein, Claremont Graduate University*
44. Introducing Force and Motion to 4-Year-Olds. *Brian Anderson, University of Texas; Robert A. Williams, The University of Texas; Mary Elizabeth Hobbs, The University of Texas*
45. Mediating Role of "Kitchen Chaos" Computer Simulation on Fourth-Grade Students' Scientific Argumentation. *Tugba Keser, Trakya University*
46. Reviewing the Status of Equity and Diversity in Science Education: Content Analysis of Research Literature. *Linda Collins, The University of Akron; Jaelyn Prizant Gordon, The University of Akron; Eugenia Johnson-Whitt, University of Toledo; Kathleen Crooks, The University of Akron*
47. Scientists' Talking to Students Through Videos. *Junjun Chen, The Hong Kong Institute of Education; Bronwen Cowie, University of Waikato*
48. Through Their Lens: The Potential of Photovoice for Documentation of Environmental Perspectives Among Kenyan Teachers. *Cassie Fay Quigley, Clemson University; James Dogbey, University of South Florida; S. Megan Che, Clemson University; Jeff Hallo, Clemson University; Patrick Womac, Clemson University*
49. Using CHAT (Cultural Historical Activity Theory) to Illuminate How Context Impacts Elementary Science Instruction. *Julianne A. Wenner, University of Georgia; Julie Kittleson, University of Georgia*
50. The Effect of Instructional Framing on Learning and Transfer of Experimental Design Skills. *Stephanie Siler, Carnegie Mellon University; David Klahr, Carnegie Mellon University; Kevin Willows, Carnegie Mellon University; Cressida Magaro, Carnegie Mellon University*

51. Are ESOL (English for Speakers of Other Languages) Students Ready for Online Science? The Intersection of Poverty, Language, and Online Science Education. *Christopher Wells, Walden University; Tawnya L. Lubbes, Eastern Oregon University*
52. Classroom Power and Questioning: A Case Study of an Effective Science Teacher. *Lori A. Reinsvold, University of Northern Colorado; Kathryn F. Cochran, University of Northern Colorado*
53. Improving Technological Pedagogical Content Knowledge and Reconnecting With Nature Using Geospatial Technologies. *Rita Anne Hagevik, The University of North Carolina at Pembroke; Irina Falls, University of North Carolina - Pembroke; Patricia J. Stinger-Barnes, Carson-Newman College; Jessica Horton, University of Tennessee*

**44.080-10. Motivation in Education Poster Session.** SIG-Motivation in Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

54. Teachers' Goal Orientations and Feedback Choices to Student Assignments. *Claudia Krille, Technical University of Dresden; Susanne Narciss, Technical University of Dresden; Hermann J. Koerndle, Technical University of Dresden; Ruth Butler, Hebrew University of Jerusalem*

**44.080-11. Division K, Section 6 Poster.** Division K - Teaching and Teacher Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

55. Teacher Candidate Input to Maximize Effectiveness of Preservice Field Experiences in an Urban School District. *Lynn W. Zimmerman, Purdue University - Calumet*

**44.080-12. Motivation in Education Poster Session II.** SIG-Motivation in Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

56. The Intersections of Culture, Self-Efficacy, and Collective Efficacy as They Relate to the Mathematics Performance of African American Middle School Students. *Jennifer O. Burrell, Howard University*

**Monday, 10:35 am**

**Governance Meetings and Events**

**45.001. AERA Professional Development and Training Committee: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Carmel II; 10:35am to 12:05pm  
Chair: *Sarah W. Freedman, University of California - Berkeley*

**45.002. Educational Researcher Closed Editorial Board Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Nikko II; 10:35am to 12:05pm  
Chairs: *Carolyn D. Herrington, Florida State University; Vivian L. Gadsden, University of Pennsylvania*

**45.003. SIG Leadership Orientation: Session 2.** AERA Governance; Governance Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 10:35am to 12:05pm  
Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

**AERA Related Activities**

**45.010. Online Annual Meeting Management System (All Academic): Demonstration and Training for Program Chairs: Open Session 2.** AERA Related Activities; Workshop  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 10:35am to 12:05pm  
Chair: *Rick Peacor, All Academic, Inc.*



### Presidential Sessions

#### 45.011. Examining Poverty Within the Zone of Generativity: Impacting Education for Historically Marginalized Students and Indigenous Populations. Presidential Session

Hotel Nikko, Nikko III; 10:35am to 12:05pm

Chair: *Olga M. Welch, Duquesne University*

Presenter: *Arneha F. Ball, Stanford University*

Discussants: *Cynthia A. Tyson, The Ohio State University - Columbus; Tyrone C. Howard, University of California - Los Angeles; Marybeth Gasman, University of Pennsylvania*

#### 45.012. Poverty and Student Academic Performance: A Focus on Dropouts, Assessment, and Policies. Presidential Session Cosponsored with Division D - Measurement and Research Methodology and Division L - Educational Policy and Politics, Division E - Counseling and Human Development

Hilton Union Square, Lobby Level, Golden Gate 8; 10:35am to 12:05pm

Chair: *Jamal Abedi, University of California - Davis*

Participants:

- A Research Perspective on Poverty and the Dropout Crisis. *Russell W. Rumberger, University of California - Santa Barbara*
- A Large-State Perspective on How Poverty Affects State Education Policies. *Deborah V. Stigman, California Department of Education*
- Smarter Balanced Assessment Consortium: Sensitivity of the Next Generation of K-12 Assessments to Poverty Issues. *Joseph L. Willhoft, SMARTER Balanced Assessment Consortium*
- Issues Concerning Poverty and Students of Color. *Edmund W. Gordon, Teachers College, Columbia University*

#### 45.013. The Wallace Foundation Distinguished Lecture: Marta Tienda (#AERAEquity). Presidential Session

Hilton Union Square, Lobby Level, Plaza A; 10:35am to 12:05pm

Chair: *William G. Tierney, University of Southern California*

Speaker:

- Diversity ≠ Inclusion: Translating Access Into Equity in Higher Education. *Marta Tienda, Princeton University*

#### 45.014. Film Festival: Who Cares About Kelsey?

Presidential Session Cosponsored with SIG-Disability Studies in Education

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 10:35am to 12:05pm

### AERA Sessions

#### 45.015. National Science Foundation Priorities and Perspectives. AERA Sessions; Invited Session

Hilton Union Square, Lobby Level, Plaza B; 10:35am to 12:05pm

Chair: *William H. Schmidt, Michigan State University*

Presenter: *Joan Ferrini-Mundy, National Science Foundation*

Discussants: *Shirley Malcom, American Association for the Advancement of Science; Roy D. Pea, Stanford University; Marcia Linn, University of California - Berkeley*

#### 45.016. Reflections and Results of Research About the Nature of Education and Intelligence Inspired by the Contributions of Michael Martinez. AERA Sessions; Invited Session

Hilton Union Square, Lobby Level, Golden Gate 7; 10:35am to 12:05pm

Chair: *Anthony E. Kelly, George Mason University*

Participants:

- STEM Motivation and STEM Achievement. *AnneMarie M. Conley, University of California - Irvine*
- Interaction of Attitudes and Performance on Mathematics and Science Tests: A Longitudinal Analysis. *Larry E. Suter, University of Michigan*
- Research Design and the Design Space of Educational Research Questions.

*Anthony E. Kelly, George Mason University*

The Nation's Intelligence: National Standards and the Building of Brainpower. *Robert Calfee, Stanford University; Jeneen Graham, University of California - Irvine*

On the Measurement of "Deep Learning" in High School and College.

*Richard J. Shavelson, Stanford University; Amy Kurpius, SK Partners, LLC*

Discussant: *Finbarr C. Sloane, Arizona State University*

#### 45.017. Meet Journal Editors: Journal Talks 5. AERA Sessions; Invited Roundtable

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Participants:

1. Journal of Teacher Education. *Stephanie L. Knight, The Pennsylvania State University*
2. Gender and Education. *Julie E. McLeod, University of Melbourne; Gabrielle Ivanson, Cardiff University*
3. Journal of Early Childhood Literacy. *Deborah Rowe, Vanderbilt University; Rosie Sheridan, SAGE Publications*
4. Journal of Education for Students Placed at Risk. *Samuel C. Stringfield, University of Cincinnati*
5. Educational Research for Policy and Practice. *Oon Seng Tan, Singapore National Institute of Education; Pak Tee Ng, National Institute of Education - Nanyang Technological University; Lawrence Liu, Springer*
6. Educational Evaluation and Policy Analysis. *Mark Berends, University of Notre Dame; Luis Alberto Huerta, Teachers College, Columbia University; Laura S. Hamilton, RAND Corporation; Ron Zimmer, Vanderbilt University; Kathleen Kennedy, University of Notre Dame*
7. Research in the Teaching of English. *Mary M. Juzwik, Michigan State University; Ellen Cushman, Michigan State University; Amanda Smith, Michigan State University; April Baker-Bell, Michigan State University*
8. Vocations and Learning. *Bernadette Ohmer, Springer Netherlands*
9. Religion and Education. *Michael D. Waggoner, University of Northern Iowa*
10. Critical Questions in Education. *Eric C. Sheffield, Missouri State University; Steven P. Jones, Southwest Missouri State University*
11. The Internet and Higher Education. *Laurie P. Dringus, Nova Southeastern University; Ann Corney, Elsevier Inc.*

#### 45.018. Meet Journal Editors: Journal Talks 6. AERA Sessions; Invited Roundtable

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Participants:

1. Education as Change: Journal of Curriculum Research. *Elizabeth Henning, University Of Johannesburg; Graham A. Dampier, University of Johannesburg; Sarah Johanna Gravett, University of Johannesburg; Jari Lavonen, University of Helsinki; Catherine Snow, Harvard University*
2. Journal of Vocational Education and Training. *Lorna W. Unwin, Institute of Education - London*
3. American Educational Research Journal (Teaching, Learning, and Human Development). *Arlette I. Willis, University of Illinois at Urbana-Champaign; Violet J. Harris, University of Illinois at Urbana-Champaign*
4. Teachers and Teaching: Theory and Practice. *Christopher W. Day, University of Nottingham*
5. Africa Education Review. *Moeketsi Letseka, University of South Africa; Victor Justice Pitsoe, University of South Africa*
6. Educational Management Administration & Leadership. *Rachel Hunter, SAGE Publications; Ellie Craven, SAGE Publications*
7. Management in Education. *Rachel Hunter, SAGE Publications; Ellie Craven, SAGE Publications*
8. Journal of Asian Critical Education. *Mark Aldous Vickers, Victoria University; Tarquam McKenna, Victoria University; Marcelle Cacciatolo, Victoria University; Justin Michael Laurion, McGill University; Xiang Li, University of Calgary*
9. Asia-Pacific Journal of Teacher Education. *Diane E. Mayer, Victoria University; Kathryn Bown, Charles Sturt University*
10. Teaching Education. *Diane E. Mayer, Victoria University*

### Committee Sessions

**45.019. Chicana/Latina Testimonios in Education: Methodologies, Pedagogies, and Political Urgency.** Committee on Scholars and Advocates for Gender Equity in Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16;  
10:35am to 12:05pm

Chair: *Rebeca Burciaga, San José State University*

Participants:

Chicana/Latina Testimonios: Mapping the Methodological, Pedagogical, and Political. *Dolores Delgado Bernal, University of Utah; Rebeca Burciaga, San José State University; Judith Flores Carmona, Hampshire College*

The Process of Reflexión in Bridging Testimonios Across Lived Experience. *Michelle M. Espino, University of Maryland - College Park; Irene I Vega, UC Los Angeles; Laura I. Rendon, The University of Texas - San Antonio; Jessica Ranero, Del Mar College; Marcela Muniz, Harvard University*

Making Curriculum From Scratch: Testimonio in an Urban Classroom. *Cindy Cruz, University of California - Santa Cruz*

Pedagogies From Nepantla: Testimonio, Chicana/Latina Feminisms, and Teacher Education Classrooms. *Sofia A. Villenas, Cornell University; Linda Prieto, California Polytechnic State University, San Luis Obispo*

Testimonio as Praxis for a Reimagined Journalism Model and Pedagogy. *Sonya Aleman, University of Utah*

Testimonios of Life and Learning in the Borderlands: Subaltern Juarez Girls Speak. *Claudia G. Cervantes-Soon, University of North Carolina - Chapel Hill*

Discussant: *Dolores Delgado Bernal, University of Utah*

**45.020. Experiencing Race Differently: Counterstories to the Model Minority Stereotype.** Social Justice Action Committee; Invited Session  
Hilton Union Square, Yosemite A; 10:35am to 12:05pm

Chair: *Nicholas Daniel Hartlep, Illinois State University*

Participants: *Benji Chang, Teachers College, Columbia University; Dina C. Maramba, Binghamton University - SUNY; John D. Palmer, Colgate University; Valerie Ooka Pang, San Diego State University; Yoon K. Pak, University of Illinois at Urbana-Champaign; Daryl Maeda, University of Colorado - Boulder*

Discussant: *Robert T. Teranishi, New York University*

**45.021. GSC Chair-Elect Fireside Chat: Show Me the Data! How to Access Quantitative and Qualitative Data You Need to Answer Your Research Questions.** Graduate Student Council; Invited Session  
Parc 55, Third Level, Market Street; 10:35am to 12:05pm

Chair: *Jennifer Elizabeth Carinci, Johns Hopkins University*

Participants: *Felice J. Levine, American Educational Research Association; Evelyn Belton-Kocher, Saint Paul Public Schools; Karen Elizabeth Banks, Data Detectives*

**45.022. GSC Division K Fireside Chat: From the Ivory Tower to the Schoolyard: Conducting Research in Contexts With Underserved Populations Living in Poverty.** Graduate Student Council; Invited Session

Westin St. Francis, Second Level, Elizabethan B; 10:35am to 12:05pm

Chairs: *Dorothy Elizabeth Hines, Michigan State University; Kathryn Struthers, University of Southern California*

Participants: *Alfredo J. Artilles, Ph.D., Arizona State University; Bryan McKinley Jones Brayboy, Arizona State University; Lisa Denise Delpit, Southern University and A&M College; Tara J. Yosso, University of California - Santa Barbara*

**45.023. Global Ethics in Higher Education: Starting an International Conversation.** International Relations Committee; Working Group Roundtable

Hotel Nikko, Third Level, Nikko I; 10:35am to 12:05pm

Chair: *Lisa K. Taylor, Bishop's University*

Participants:

Between Engagement and Citizenship: Scholarship, Public Policy, and Their Others. *Su-ming Khoo, Sociology and Political Science, NUI Galway*

The "West," Asia, and Plurilingualism in the Internationalization of Higher Education. *Le-Ha Le Phan, Monash University*

Higher Education Teaching and Learning: Global Perspectives for Global Professions. *Douglas Bourn, Institute of Education - London; Nicole Bloom, University of London, Institute of Education*

Ethical Interculturality and the Education of Teachers. *Anne Hickling-Hudson, Queensland University of Technology*

Beyond Equivocal Translation: The Difficulty in Being Ethical. *Lynn Mario T. M. de Souza, University of Sao Paulo*

### Division Sessions

**45.024. Division C Affirmative Action Council Session: Common Core State Standards: Implications for Equity and Social Justice.**

Division C - Learning and Instruction; Invited Session

Westin St. Francis, Second Level, California East; 10:35am to 12:05pm

Chair: *Alyson Lavigne, Roosevelt University*

Participants:

Implications of the Common Core and State-Based Standards for Social Studies. *Keffrelyn D. Brown, The University of Texas - Austin; Anthony L. Brown, The University of Texas - Austin; Julian Vasquez Heilig, The University of Texas - Austin*

¡Ojo! The Relevance of the Common Core State Standards for Bilingual Learners. *Georgia E. Garcia, University of Illinois at Urbana-Champaign*

Common Core State Standards in Mathematics: Leveling the Playing Field for Latino/a Students and English Learners or Just Another Set of Obstacles to Overcome? *Rochelle Gutierrez, University of Illinois at Urbana-Champaign*

The Standards Movement Rides Again! The Social Studies Common Core, Social Justice, and the Politics of Knowledge. *Wayne Au, University of Washington - Bothell*

Assessing State Standards: Academic Gains or Political Games? *Kristen L. Buras, Georgia State University*

Discussant: *Dionne Indera Cross, Indiana University*

**45.025. Engagement in Science Learning: How Do We Know It When We See It?** Division C - Learning and Instruction; Symposium  
Westin St. Francis, Mezzanine Level, Georgian; 10:35am to 12:05pm

Chair: *Doug Lombardi, Temple University*

Participants:

The Challenges of Defining and Measuring Student Engagement in Science Learning. *Gale M. Sinatra, University of Southern California; Benjamin C. Heddy, University of Southern California*

The Rise and Fall of Self-Report Cognitive Engagement Scales. *Barbara A. Greene, University of Oklahoma*

Using Reading Times and Comprehension to Measure Student Engagement. *Brian William Miller, Temple University*

Inquiry Without Thinking Fastidiously (WTF): What It Is and How to Detect It. *Mike Wixon, Worcester Polytechnic Institute; Janice D. Gobert, Worcester Polytechnic Institute*

Coding Classroom Interactions for Collective and Individual Engagement. *Suna Ryu, University of California - Berkeley*

Potential Triggers for Interest and Learner Characteristics in an Out-of-School Biology Workshop. *K. Ann Renninger, Swarthmore College; Jessica Bachrach, Swarthmore*

Discussant: *Roger Azevedo, McGill University*

**45.026. Examining Innovations—Navigating the Dynamic Complexities of School-Based Intervention Research.** Division C - Learning and Instruction; Invited Session

Hilton Union Square, Yosemite B; 10:35am to 12:05pm

Chair: *P. Karen Murphy, The Pennsylvania State University*

Participants:

Promoting Model-Based Inquiry in Middle School Science Classrooms. *Clark A. Chinn, Rutgers University*

Intervention to Improve Middle and High School Science Diagram Comprehension. *Jennifer G. Cromley, Temple University*

Addressing School Safety Through Classroom-Based Social Emotional Learning Programs. *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Project Readi: Design Principles for Improving Reading in the Discipline. *Susan R. Goldman, University of Illinois at Chicago*

Integrating Digital Technology Into the Classrooms: Interventions Designed to Foster Self-Regulated Learning, Motivation, Positive

Affect, and Engagement. *Krista R. Muis, McGill University*  
 Self-Regulated Strategy Development Instruction for Struggling Learners:  
 New Directions for Improving Literacy Skills. *Linda H. Mason, The  
 Pennsylvania State University*  
 Building Teacher Knowledge for Vocabulary Development: How'd We Do?  
*Margaret G. McKeown, University of Pittsburgh*  
 Leveraging Comparison to Improve the Teaching and Learning of Algebra.  
*Jon R. Star, Harvard University*  
 Discussant: *P. David Pearson, University of California - Berkeley*

#### 45.027. Reasoning and Learning in Engineering and Computer Science

**Education.** Division C - Learning and Instruction; Paper Session  
 Hilton Union Square, Lobby Level, Golden Gate 3; 10:35am to  
 12:05pm

Chair: *Mitchell J. Nathan, University of Wisconsin - Madison*

Participants:

Multimodal Analysis of Patterns of Production in the Making of a  
 Civilization Mod. *Shree Durga Subramanian, Northeastern University*  
 Learning to Paraphrase: Using Paraphrase Detection of Spoken Utterances  
 to Predict Learner Expertise. *Marcelo Worsley, Stanford University;*  
*Paulo Blikstein, Stanford University*  
 Comparing Elementary Students' Engineering Design Products Across  
 Three Classrooms Enacting a Design-Based Science Curriculum.  
*Kristen Wendell, University of Massachusetts - Boston*  
 Students' Problem-Framing in Engineering With the Use of Narrative  
 Texts. *Jessica Watkins, Tufts University; Kathleen Spencer, Tufts  
 University; David Hammer, Tufts University; Meredith Desiree  
 Portsmore, Tufts University*  
 Investigating the Impact of Coordinating STEM Representations in Digital  
 Electronics on Learning. *Elizabeth Lauren Pier, University of Wisconsin  
 - Madison; Candace A. Walkington, Southern Methodist University;*  
*Rebecca Boncoddio, University of Wisconsin - Madison; Martha W.  
 Alibali, University of Wisconsin - Madison*  
 Discussant: *Vanessa Svihla, University of New Mexico*

#### 45.028. Science Learning Activation: Positioning Youth for Persistent Success in Science Learning, Literacy, and Careers.

Division C - Learning and Instruction; Structured Poster Session  
 Parc 55, Fourth Level, Cyril Magnin I; 10:35am to 12:05pm

Chairs: *Rena Dorph, University of California - Berkeley; Kevin Crowley,  
 University of Pittsburgh; Christian D. Schunn, University of Pittsburgh;*  
*Patrick M. Shields, SRI International*

Participants:

1. Problematising the Pipeline: How Do Eighth Graders Become Scientists or Engineers? *Matthew A. Cannady, University of California - Berkeley;*  
*Eric Greenwald, SRI International; Kimberly N. Harris, University of  
 California - Berkeley*
2. A Holistic Approach to Understanding the Science Career Pathway:  
 Science Activation as a Comprehensive Theory. *Lynette Jacobs-Priebe,  
 University of Pittsburgh; Kevin Crowley, University of Pittsburgh*
3. Women in Science: The Role of Science Activation and Science  
 Deactivation. *Lynette Jacobs-Priebe, University of Pittsburgh; Kevin  
 Crowley, University of Pittsburgh*
4. But What If I Don't Like Science: Gender Differences in Science  
 Engagement for Youth. *Adar Ben-Eliyahu, University of Pittsburgh;*  
*Li Sha, University of Pittsburgh; Meghan Bathgate, University of  
 Pittsburgh; Christian D. Schunn, University of Pittsburgh*
5. Valuing Science and Science Identity: Relationships Between Enactment,  
 Perceptions, and Activity. *Vanessa Beth Lujan, University of California  
 - Berkeley; Megan R. Luce, Stanford University; Matthew A. Cannady,  
 University of California - Berkeley*
6. Rethinking Assessment Formats: Development of a New Measurement  
 Strategy for Assessing Scientific Sense-Making. *Kristin Nagy Catz,  
 University of California - Berkeley; Celia Castillo, University of  
 California - Berkeley*
7. "I Have a Good Idea!" Unpacking a Moment of Scientific Sensemaking  
 in Engineering Activity. *Luke Conlin, Tufts University; Megan R. Luce,  
 Stanford University; Rena Dorph, University of California - Berkeley*
8. Where Is "Activation"? Three Students Show "Activation" in Different  
 Patterns Across Contexts. *Megan R. Luce, Stanford University; Luke  
 Conlin, Tufts University; Rena Dorph, University of California -  
 Berkeley*
9. The Combined Use of Confirmatory Factor Analysis and Item Response  
 Theory Improves the Measurement of Science Learning Activation.

*Debra W. Moore, University of Pittsburgh*

10. Managing Complex Data Sets: A Multisite, Mixed-Method Panel  
 Data Collection and Management System. *Betsy Ross, University of  
 California - Berkeley; Joe Chung, University of California - Berkeley;*  
*Matthew A. Cannady, University of California - Berkeley*

#### 45.029. Technology-Mediated Collaborative Inquiry.

Division C - Learning and Instruction; Paper Session

Westin St. Francis, Second Level, Yorkshire; 10:35am to 12:05pm

Chair: *Britte Haugan Cheng, SRI International*

Participants:

Does Educational Technology Work Better When Designed for  
 Collaborative Learning? *Evgueni Borokhovski, Concordia University;*  
*Rana Tamim, Zayed University; Robert M. Bernard, Concordia  
 University; Richard F. Schmid, Concordia University; Anna  
 Sokolovskaya, Concordia University*  
 Foster Sustained, Collaborative Knowledge Building With Idea Thread  
 Mapper. *Jianwei Zhang, University at Albany - SUNY; Mei-Hwa Chen,  
 University at Albany - SUNY*  
 Fostering Multidisciplinary Learning With Computer-Supported  
 Collaboration Scripts. *Omid Noroozi, Wageningen University; Stephanie  
 D. Teasley, University of Michigan; Harm Biemans, Wageningen  
 University; Armin Weinberger, Saarland University; Martin Mulder,  
 Wageningen University; Mohammad Chizari, Tarbiat Modares  
 University*  
 Regulation of Motivation: Students' Motivation Management in Online  
 Collaborative Groupwork. *Jianzhong Xu, Mississippi State University;*  
*Jianxia Du, University of Macau; Ruiping Yuan, Mississippi State  
 University*  
 Using Scaffold Supports to Improve Student Practice and Understanding of  
 an Authentic Inquiry Process in Science. *Sandrine Turcotte, University  
 of Quebec - Outaouais; Christine Hamel, Université Laval*  
 Discussant: *Kirsten R. Butcher, University of Utah*

#### 45.030. Using Epistemic Commitments to Support Scientific Practices in Elementary and Middle School.

Division C - Learning and Instruction; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 10:35am  
 to 12:05pm

Chairs: *Lisa Kenyon, Wright State University; Leema G. Berland, University of  
 Wisconsin - Madison*

Participants:

Exploring How Fifth-Grade Students' Work in Scientific Practices Changes  
 Across Multiple Practices. *Mackenzie English, Wright State University;*  
*Lisa Kenyon, Wright State University*  
 Fifth-Grade Students' Engagement in Modeling Practice Across Content:  
 What Changes Over Time and How? *Christina V. Schwarz, Michigan  
 State University; Li Zhan, Michigan State University; Mete Akcaoglu,  
 Michigan State University*  
 The Effect of the Teachers' Epistemic Commitments on Students'  
 Engagement With Scientific Practices. *Abraham Lo, Northwestern  
 University*  
 Using Assessments to Capture Students' Understanding of Epistemic  
 Commitments Across Content Areas and Time. *Brian J. Reiser,  
 Northwestern University; Abraham Lo, Northwestern University; Karen  
 L. Draney, University of California - Berkeley; Shonte Stephenson,  
 University of California - Davis; Josh Sussman, University of California  
 - Berkeley; Yukie Toyama, University of California - Berkeley*  
 Discussant: *Leona Schauble, Vanderbilt University*

#### 45.031. Validating the Development and Assessment of Student Learning Progression Models in Science.

Division D - Measurement and Research Methodology; Symposium

Parc 55, Fourth Level, Cyril Magin III; 10:35am to 12:05pm

Chair: *Kristen Orouke Burmester, University of California - Berkeley*

Participants:

Developing and Validating a Learning-Progression-Based Assessment  
 of the Structure of Matter. *Shih-Ying Yao, University of California -  
 Berkeley; Mark R. Wilson, University of California - Berkeley*  
 Validating and Assessing a New Progress Map for Student Argumentation  
 in Science. *Jonathan F. Osborne, Stanford University; Bryan  
 Henderson, Stanford University; Evan Szu, Stanford University;*  
*Anna MacPherson, Stanford University; Shih-Ying Yao, University of  
 California - Berkeley*



Coding Student Responses: An Iterative and Construct-Driven Approach That Uses Multiple Sources of Data. *Tina Chiu, University of California - Berkeley; Linda Morell, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley*

Using a Linear Logistic Test Model to Examine Construct Validity and Inform Classroom Practice. *Andrew John Galpern, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley*

Discussant: *Cheryl J. Schwab, University of California - Berkeley*

**45.032. What Do Qualitative Researchers Do Now That the “Science Wars” Have Ended? Refocusing on Policy-Informing Inquiry.**

Division D - Measurement and Research Methodology Cosponsored with SIG-Qualitative Research; Symposium  
Hilton Union Square, Ballroom Level - Franciscan CD; 10:35am to 12:05pm

Chair: *Robert B. Donmoyer, University of San Diego*

Participants:

Can Qualitative Educational Research Inform Policy? *Gary L. Anderson, New York University; Michael J. Dumas, New York University*

A Modest Proposal for Practice-Based Policy Research on Teaching. *Frederick D. Erickson, University of California - Los Angeles*

“To Give Good Science”: Doing Qualitative Research in the Afterward. *Patti A. Lather, The Ohio State University*

What if Educational Inquiry Were Neither a Social Science Nor a Part of the Humanities? *Robert B. Donmoyer, University of San Diego*

Discussant: *Gustavo E. Fischman, Arizona State University*

**45.033. Historical Perspectives on Childhood.** Division F - History and Historiography Cosponsored with SIG-Early Education and Child Development; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 10:35am to 12:05pm

Chair: *Blythe F. Hinitz, The College of New Jersey*

Participants:

Our Shameful History: A Critical Look at the History of Early Childhood Education in America. *Miriam B. Tager, CUNY Graduate Center*

The Florence Free Kindergarten Association: How a Women’s Association Advanced Early Childhood Education in Alabama. *Melissa B. French, The Home for Little Wanderers*

Sarva Shiksha Abhiyan: India’s “Education for All” Policy in Historical Context. *Somnath Sinha, University of Missouri; Peggy L. Placier, University of Missouri*

Homeschooling in America: A Historical Analysis. *Joseph F. Murphy, Vanderbilt University*

Discussant: *Blythe F. Hinitz, The College of New Jersey*

**45.034. Academic and Racial Identity Across Educational Contents and Contexts.** Division G - Social Context of Education; Paper Session  
Westin St. Francis, Second Level, Elizabethan D; 10:35am to 12:05pm

Participants:

The Effects of Multiple Stigmatized Aspects of Identity on Math Performance and Working Memory. *Rebecca Gottlieb, Dartmouth College; Michele Tine, Dartmouth College*

Act. Change. Empower. Adolescent English Language Learners Explore Identity, Agency, and Social Justice Through a Summer Young Writers Enrichment Program. *Elizabeth C. Lewis, Dickinson College; Lauren Amoros, Downtown College Prep*

Korean Transnational Students’ Curriculum Meaning-Making and Appropriation of Academic Identity in the American School Context. *Jae Hoon Lim, University of North Carolina - Charlotte; Yoonjung Choi, University of Maine at Farmington*

Reimagining Literacy Instruction for Black Males in Urban Contexts. *Sakeena G. Everett, Michigan State University*

Sikh Youth, Multiple Identities, and Education. *Kalbir Heer, The University of British Columbia*

Discussant: *Maria Varelas, University of Illinois at Chicago*

**45.035. Authors Meet Critics. Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance in School.**

Division G - Social Context of Education; Symposium  
Westin St. Francis, Mezzanine Level, Colonial; 10:35am to 12:05pm

Chairs: *Kevin G. Welner, University of Colorado - Boulder; Prudence L. Carter, Stanford University*

Participants:

Educationalizing the Welfare State and Privatizing Education: The Irony of Recent School Reform. *Harvey A. Kantor, University of Utah; Robert E. Lowe, Marquette University*

Inequality and School Resources: What It Will Take to Close the Opportunity Gap. *Linda Darling-Hammond, Stanford University*

How Common Standards and Standardized Testing Widen the Opportunity Gap. *Yong Zhao, University of Oregon; Christopher H. Tienken, Seton Hall University*

Meeting the Needs of Language Minorities. *Patricia C. Gandara, University of California - Los Angeles*

Discussants: *Meredith Phillips, University of California - Los Angeles; David C. Berliner, Arizona State University*

**45.036. Beyond the Home-School Dichotomy: Critical Examinations of Nondominant Communities’ Parental Involvement in the United States.** Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, Elizabethan C; 10:35am to 12:05pm

Chair: *Fabienne Doucet, New York University*

Participants:

Becoming Your Child’s Advocate: Parental Involvement, Motherhood, and Power for Latina Mothers of Children With Disabilities. *Irenka Dominguez-Pareto, University of California*

“Why Aren’t the Latino Parents at the PTA Meetings?” The Marginalized Leadership Positions of Latina Immigrant Mothers. *Sera Jean Hernandez, University of California - Berkeley*

The Invisibility of Mexican Immigrant Fathers Within Parent-Teacher Conferences. *Sarah Gallo, University of Pennsylvania*

Culture Meets the Turn: An Ethnography of Speaking Approach to Locating Funds of Knowledge in Parent-Teacher Interactions. *Ariana Mangual Figueroa, Rutgers University; Sora Suh, Rutgers University; Meredith McConochie Byrnes, Rutgers University*

La Cosecha/The Harvest: Sustainable Models of Family-School-Community Engagement. *Patricia Baquedano-Lopez, University of California - Berkeley; Ariana Mangual Figueroa, Rutgers University; Beatriz Leyva-Cutler, Bay Area Hispano Institute for Advancement*

Discussant: *Andrea Dyrness, Trinity College*

**45.037. Literacy, Agency, and Identity: Immigrant Childhoods in Diverse Contexts.** Division G - Social Context of Education; Symposium  
Sir Francis Drake, Second Level, Cypress/Monterey; 10:35am to 12:05pm

Chair: *Lisa M. Dornier, University of Missouri*

Participants:

Looking Past the Surface: The Complex Web of Latino Immigrant Family Literacy Practices. *Karisa Jessica Peer, University of California - Los Angeles*

Bey Blades and Pokémon: The Social Worlds of African American and Latino Boys’ Literate Identity Development. *Angela B. Layton, University of Missouri-St. Louis*

Korean Migrant Youth Identity Construction Through New Media Literacy Practice. *Sujin Kim, University of Missouri*

Bosnian Muslim Refugee Girls Narrating Their Lives in St. Louis. *Lisa M. Dornier, University of Missouri*

Discussant: *Marjorie Faulstich Orellana, University of California - Los Angeles*

**45.038. Teacher Roles and Discourses Across Multicultural Contexts.** Division G - Social Context of Education; Paper Session  
Sir Francis Drake, Second Level, Tudor AB; 10:35am to 12:05pm

Chair: *Maria Adamuti-Trache, The University of Texas - Arlington*

Participants:

Latino Male Teachers as Cultural and Linguistic Transformative Intellectuals. *Gilberto P. Lara, The University of Texas - Austin*

Organizing for ELL Instruction in the New Latino Diaspora: The Role of the ELL Teacher in Content-Specific School Practice. *Rebecca Jane Lowenhaupt, Boston College; Megan Hopkins, Northwestern University*

Race Talk in Elementary Schools: Teachers Share Their Stories. *Robin Renee Smith, Westminster College; Robin Renee Smith, Westminster College*

Variability Between Teachers’ Perceptions of Teaching Civics to Immigrant and Refugee Students. *Jeremy Hilburn, University of North Carolina - Wilmington*

Discussant: *Meca R. Williams-Johnson, Georgia Southern University*

**45.039. Big Data American Style: Technology, Innovation, and the Public**

**Interest.** Division H - Research, Evaluation and Assessment in Schools; Symposium

Parc 55, Second Level, Divisadero; 10:35am to 12:05pm

Chair: *Philip Piety, Independent Researcher/Author*

Participants:

Big Data in Education: Arguing for an Educational Decision Sciences.

*Philip Piety, Independent Researcher/Author; John T. Behrens, Pearson*

Educational Data Mining: Potentials and Possibilities. *Ryan S. Baker, Worcester Polytechnic Institute*

The Four Ts of State Data Systems (Turf, Trust, Technology, and Time):

Policy Perspective on Empowering Education Stakeholders With Data.

*Aimee Rogstad Guidera, Data Quality Campaign*

Harnessing the Currents of the Digital Ocean. *John T. Behrens, Pearson*

Hold Your Horses! Addressing Privacy and Governance for Big Data and Analytics. *Kathleen Styles, United States Department of Education*

Discussant: *Barbara Schneider, Michigan State University*

**45.040. Learning Through Social Interaction.** Division I - Education in the Professions; Paper Session

Parc 55, Fourth Level, Lombard; 10:35am to 12:05pm

Chair: *Steven Napier, University of Cincinnati*

Participants:

Examining Student and Faculty Attitudes and Behaviors Regarding

Electronic Professionalism. *Nancy F. Fjortoft, Midwestern University;*

*Jacob Gettig, Midwestern University; Nancy Lee, Midwestern University*

Peer Cohorts as Workplace Learning Communities in the Clerkship Year.

*Ariane Teherani, University of California - San Francisco; Dylan*

*Masters, University of California - San Francisco; Ann N Poncelet,*

*University of California - San Francisco; Margo Vener, University of*

*California - San Francisco; Maria Wamsley, University of California -*

*San Francisco; Calvin Chou, University of California - San Francisco*

The Value of Qualitative Research Synthesis in Developing Professional

and Social Responsibility and Expertise. *Katherine Wimpenny, Coventry*

*University; Maggi Savin-Baden, Coventry University*

Journal Reading Groups Go to Schools of Education: Inquiry Into Graduate

Students Reading Together. *Jie Yie Park, Bard College; Kathleen Riley,*

*University of Pennsylvania*

Promoting Teachers' Innovative Behavior: The Roles of Interdependence,

Occupational Self-Efficacy, and Learning Goal Orientation. *Piety*

*Runhaar, Wageningen University; Karin Sanders, University of Twente;*

*Huadong Yang, University of Twente*

Discussant: *Donna Marie Johnson, Tulane University*

**45.041. Beyond the First 90 Days: Research-Based Recommendations to the Obama Administration for Access and Equity in Higher Education.** Division J - Postsecondary Education; Invited Session

Parc 55, Fourth Level, Mission II&III; 10:35am to 12:05pm

Chairs: *Donald E. Heller, Michigan State University; Lori D. Patton, Indiana*

*University*

Participants: *Gregory M. Anderson, University of Denver; Stella M. Flores,*

*Vanderbilt University; Michele S. Moses, University of Colorado -*

*Boulder*

**45.042. Graduate Student Session: Closing the Interview and Landing the Job: Navigating Today's Academic and Non-Academic Market.**

Division J - Postsecondary Education; Invited Session

Westin St. Francis, Second Level, Victorian; 10:35am to 12:05pm

Chairs: *Daisy Denise Alfaro, University of Washington - Seattle; Blanca E.*

*Rincon, University of Illinois at Urbana-Champaign*

Participants: *James C. Hearn, University of Georgia - Athens; Ana M.*

*Martinez-Aleman, Boston College; Georgianna Martin, University of*

*Southern Mississippi; Eugene L. Anderson, American Dental Education*

*Association; Gregory C. Wolniak, NORC at the University of Chicago*

**45.043. Mentoring in Postsecondary Education: Strategies for Reducing Poverty and Increasing Success Among Women Leaders, Faculty, and Doctoral Students of Color in Academe.** Division J -

Postsecondary Education; Symposium

Westin St. Francis, Second Level, Olympic; 10:35am to 12:05pm

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

Participants:

Transforming the Future of Higher Education: Institutionalizing a Graduate

and Professional Student Scholars of Color Mentoring Network.

*Cosette M. Grant, University of Cincinnati; Sarah Ghee, University of Cincinnati*

Alternative Voices of the Academy: Navigating the Complexity of

Mentoring Relationships as an American Indian Scholar. *Hollie Jonel*

*Mackey, The University of Oklahoma*

Mentoring Strategies for Addressing Nonmaterial Elements of Poverty

in Higher Education: Alleviating Social Exclusion and Scholarly

Marginalization Experiences Among African American Women Faculty.

*Brenda Lloyd-Jones, University of Oklahoma*

Comadres Among Us: The Power of Artists as Mentors for Women of

Color in Academe. *Lorri Michelle Johnson Santamaria, The University*

*of Auckland; Nathalia Jaramillo, The University of Auckland*

Organizational Mentoring: A Trajectory Toward Success. *Natalie A. Tran,*

*California State University - Fullerton; Vita Jones, California State*

*University - Fullerton*

Getting "REAL" (Research for the Educational Advancement of Latin@s):

Peer Mentoring in a Hispanic-Serving Institution. *Anne-Marie Nunez,*

*The University of Texas - San Antonio; Elizabeth T. Murakami, The*

*University of Texas - San Antonio*

Discussant: *Lorri Michelle Johnson Santamaria, The University of Auckland*

**45.044. Programs and Pedagogy That Support Student Success in**

**Community Colleges.** Division J - Postsecondary Education; Paper

Session

Westin St. Francis, Second Level, Hampton; 10:35am to 12:05pm

Chair: *Vanessa Smith Mores, Norwalk Community College*

Participants:

An Empirical Typology of the Latent Programmatic Structure of Promising

Practices at Community Colleges. *Deryl Keith Hatch, The University of*

*Texas - Austin; E. Michael Michael Bohlig, The University of Texas*

Two-Year Technical College Student Success: The Influence of Dual Credit

and Other Early Academic Experiences. *L. Allen Phelps, University*

*of Wisconsin - Madison; Hsun-yu Chan, University of Wisconsin -*

*Madison; Janet Washbon, University of Wisconsin - Madison; Xueli*

*Wang, University of Wisconsin - Madison*

Supporting Students in Transition: Perspectives and Experiences of

Community College Transfer Students. *Diane Rodriguez-Kino,*

*California Lutheran University; Eva Schiorring, Research & Planning*

*Group for California Community Colleges*

Discussant: *Jaime R. Lester, George Mason University*

**45.045. State Funding for Higher Education: Origin and Effects.** Division

J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 10:35am

to 12:05pm

Chair: *Angela Boatman, Stanford University*

Participants:

The Political Origins of "Performance Funding 2.0": Theoretical

Perspectives and Comparisons to Performance Funding 1.0. *Rebecca*

*S. Natow, Teachers College, Columbia University; Kevin J. Dougherty,*

*Teachers College, Columbia University; Sosanya M. Jones, Teachers*

*College, Columbia University; Hana Lahr, Teachers College, Columbia*

*University; Lara Pheatt, Teachers College, Columbia University; Vikash*

*Reddy, Teachers College, Columbia University*

The Impact of State Financial Support on the Internationalization of Public

Higher Education. *Chrystal George Mwangi, University of Maryland -*

*College Park*

Performance Funding's Impact on College Completions: The Case of

Pennsylvania. *Nicholas Hillman, University of Utah; David Allen*

*Tandberg, Florida State University; Jacob P.K. Gross, University of*

*Louisville*

The Intended and Unintended Consequences of Increased Out-of-State

Enrollment. *Bradley Curs, University of Missouri - Columbia; Ozan*

*Jaquette, The University of Arizona*

Discussant: *John J. Cheslock, The Pennsylvania State University*

**45.046. Transforming Community Colleges and Empowering Students by Enhancing Experiences and Outcomes.** Division J - Postsecondary

Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 10:35am

to 12:05pm

Chair: *Eddie Comeaux, University of California - Riverside*

## Participants:

- Examining the Impact of Redesigned Developmental Math Courses in Community Colleges. *Hae Okimoto, University of Hawaii - Manoa; Ronald H. Heck, University of Hawaii - Manoa*
- The Complexities of Asking for Help: Help Seeking and the Degree Progress of African American and Latino Students at California Community Colleges. *Robin Nicole Johnson-Ahortlu, University of California - Los Angeles; Maria C. Malagon, University of California - Los Angeles*
- The Sources of Self-Efficacy of Community College Students in Developmental Mathematics. *Linda Reichwein Zientek, Sam Houston State University; Carlton Jing Fong, The University of Texas - Austin; Julie M. Phelps, Valencia College*
- Transforming Community College Culture: Using iFALCON Interventions to Improve Student and Faculty Engagement. *Dawn R. Person, California State University - Fullerton; Allyson Furry, California State University - Fullerton; Yu-Ting Chiu, California State University - Fullerton; Taelor Lewis, California State University - Fullerton; Stephen P. Clifford, Cerritos College*
- Discussant: *Linda Serra Hagedorn, Iowa State University*

**45.047. Collaboration in the Lives of Teachers to Improve Student Achievement.** Division K - Teaching and Teacher Education; Paper Session  
Westin St. Francis, Second Level, Essex; 10:35am to 12:05pm

Chair: *Mary Poplin, Claremont Graduate University*

## Participants:

- Connections Between Teacher Collaboration, Differentiated Instruction, and Teacher Efficacy: Results From a Statewide Randomized Controlled Trial (RCT). *Yvonne L. Goddard, Texas A&M University; Minjung Kim, Texas A&M University - College Station*
- Implementation of a Reflective Practice Model in an Urban School Environment Using Design-Based Research. *Eileen M. McGowan, Harvard University; Candice Bocala, Harvard University; Janet Kwok, Harvard University*
- Teacher Social Networks in Charter and Pilot Schools in the Los Angeles Unified School District: Understanding Relational Trust and Collective Responsibility in Teacher Social Networks. *Anisah Waite, University of California - Berkeley*
- Teacher Leadership Behaviors and Proactive Influence Tactics in North Carolina Public Schools. *Heidi Von Dohlen, Western Carolina University; Meagan Karvonen, Western Carolina University*
- Discussant: *Sylvia Rose-Ann Walker, University of Trinidad and Tobago*

**45.048. From Preschool to High School: Preparing Culturally Responsive Teachers to Meet Students' Needs.** Division K - Teaching and Teacher Education; Symposium

Hotel Nikko, Third Level, Monterey II; 10:35am to 12:05pm

Chair: *Yolanda Sealey-Ruiz, Teachers College, Columbia University*

## Participants:

- Race, Pedagogy, and Praxis: Preservice Teachers Learn How to Navigate Separate and Unequal Schooling Practices. *Detra Price-Dennis, The University of Texas - Austin*
- Voices Unheard: Critical Perspectives of Preservice Teachers of Color and the Implications for Educational Reform. *Marcelle M. Haddix, Syracuse University; Reba Yashema Hodge, Syracuse University*
- Culturally Relevant Pedagogies for Black Queer Youth: Strategies and Implications for Teacher Education. *Edward Brockenbrough, University of Rochester*
- Understanding Perspectives and Privileges: Preparing Rural Teachers for Diverse Students in Urban Settings and Everywhere Else. *Darrell C. Hucks, Keene State College*

Discussant: *Suzanne C. Carothers, New York University*

**45.049. Realizing the Potential of English Learners: Catalyzing Teacher Professional Growth Across Time and Disciplines.** Division K - Teaching and Teacher Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 10:35am to 12:05pm

Chair: *Aida Walqui, WestEd*

## Participants:

- Domains of Teacher Expertise for Working With English Learners. *Aida Walqui, WestEd*
- Seesawing Through the First Year of Coaching: Teacher Accountability and

- Changes in Teacher Practice. *Gloria Rodriguez Banuelos, WestEd*
- Waxing or Waning: The Role of Institutional Policies in Supporting or Constraining Teachers' Implementation of QTEL (Quality Teaching for English Learners) Principles. *Andrew Haiwen Chu, WestEd*
- Fits and Starts: Uptaking and Integrating Scaffolded Tasks Into Everyday Practice. *Nanette E. Koelsch, WestEd*
- Discussant: *Guadalupe Valdés, Stanford University*

**45.050. Relationships Between Coursework and Fieldwork.** Division K - Teaching and Teacher Education; Paper Session  
Westin St. Francis, Second Level, Kent; 10:35am to 12:05pm  
Chair: *Nicholas M. Michelli, The Graduate Center - CUNY*

## Participants:

- The Effects of Lesson Study on Teacher Candidates' Observations and Perceptions of Lesson Effectiveness. *Julia Chiyo Myers, UHWO*
- The Role of a Student Teaching Seminar in Negotiating the Emotions of Student Teaching. *Alexander Cuenca, Saint Louis University*
- Effects of Use of Online Forum for Problem-Solving Skills and Collaborative Construction of Knowledge in Student Teaching. *Jackie HeeYoung Kim, Armstrong Atlantic State University; YoungHee Lee, University of Houston*
- Developmentally Appropriate Practices in the Kindergarten Classroom: Preservice Teachers' Frustration and Hopelessness, Conformity, and Resilience. *H. Sophia Han, University of South Florida; Victoria Damjanovic, University of South Florida*
- Productive Friction: Conflict in Student Teaching Creating Opportunities for Learning. *Chris Ward, University of Central Florida; Susan B. Nolen, University of Washington - Seattle; Ilana S. Horn, Vanderbilt University*
- Discussant: *Nathalie Diona Mizelle-Johnson, East Carolina University*

**45.051. The Impact of Clinical Education Strategies on Teacher and Student Learning.** Division K - Teaching and Teacher Education; Invited Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 10:35am to 12:05pm

## Participant:

- The Impact of Clinical Education Strategies on Teacher and Student Learning. *Nancy Zimpher, State University of New York; Kenneth Howey, University at Albany - SUNY*

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

**45.052. Examining Inequalities Throughout the Education Process.** Division L - Educational Policy and Politics; Symposium  
Westin St. Francis, Second Level, Elizabethan A; 10:35am to 12:05pm  
Chair: *Martin Carnoy, Stanford University*

## Participants:

- Assessing the Impact of Universal Preschool Education and Care on Literacy Performance Scores and Educational Inequalities. *Andy David Green, Institute of Education - London*
- Dissecting Educational Inequalities at the End of Compulsory Education: An International Comparison. *Tarek Mostafa, Institute of Education - London*
- Does the Expansion of Higher Education Contribute to Greater Inequality? *Martin Carnoy, Stanford University*
- Educational Differentiation and Inequalities of Civic Engagement: Do Early Selection and School Autonomy Lead to Larger Gaps? *Jan Germen Janmaat, Institute of Education - University of London*
- Discussant: *Laura Perry, Murdoch University*

**45.053. Teacher Evaluation.** Division L - Educational Policy and Politics; Paper Session  
Westin St. Francis, Second Level, California West; 10:35am to 12:05pm  
Chair: *Lora Bartlett, University of California*

## Participants:

- How Do Teachers Respond to Being Evaluated Based on Their Students' Achievement? *Morgaen L. Donaldson, University of Connecticut*
- The Discursive Construction of "Teacher Effectiveness": Implications of Varied Constructions and Dilemmas for Evaluation and Policy Making. *Rachael Gabriel, University of Connecticut*
- The Implementation of Standards-Based Teacher Evaluation in Vietnamese Secondary Schools: A Case Study in Dong Thap. *Huy Quang Pham, University of Hawaii at Manoa; Stacey Butler Roberts, University of*



*Hawaii - Manoa; Ha Thi The Nguyen, University of Hawaii at Manoa*  
Using Student Standardized Test Scores for Teacher Evaluation: A  
Conceptual Analysis of the Controversial Policy Using Student  
Standardized Test Scores for Teacher Evaluation: A Conceptual Analysis  
of the Controversial Policy. *Jina Ro, Boston College*  
Discussant: *Tammy Kolbe, The University of Vermont*

#### SIG Sessions

#### 45.054. Adult Education Policy: What Is the State of Adult Education Research and How Does It Reflect Standards of Evidence? SIG-

Adult Literacy and Adult Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 10:35am  
to 12:05pm

Chair: *Cristine A. Smith, University of Massachusetts - Amherst*

Participants:

Improving Adult Literacy Instruction: Options for Research and Practice.

*Cheryl Kennan, Office of Vocational and Adult Education*

Accelerating Opportunity: A Breaking Through Initiative. *Barbara Endel, Jobs for the Future, Inc*

Improving Adult Education Practice Through Better Research Design: A Systematic Review. *Joshua D. Hawley, The Ohio State University*

Using Research to Set Policy and Inform Practice in Adult Basic Education. *Cristine A. Smith, University of Massachusetts - Amherst*

#### 45.055. Embodied, Gesture-Based Learning: Using the Kinect Sensor for Education. SIG-Applied Research in Virtual Environments for Learning; Symposium

Parc 55, Fourth Level, Mission I; 10:35am to 12:05pm

Chair: *Mina Catherine Johnson-Glenberg, Arizona State University*

Participants:

The Alien Health Game: Nutrition Instruction and Assessment in a Motion-Sensing Learning Environment. *Mina Catherine Johnson-Glenberg, Arizona State University; Caroline Savio-Ramos, Arizona State University; Tatyana Koziupa, Arizona State University - Tempe*

Assessing Teaching and Learning Using Kinect and Machine Learning. *Andrea Stevenson Won, Stanford University; Jeremy Bailenson, Stanford University*

Embodying Physics: Electric Fields With the Kinect. *Caroline Savio-Ramos, Arizona State University; M. Colleen Megowan-Romanowicz, Arizona State University; Mina Catherine Johnson-Glenberg, Arizona State University*

Increasing Comprehension via Gesture-Based Learning: Star Science With Kinect. *Tatyana Koziupa, Arizona State University - Tempe; Mina Catherine Johnson-Glenberg, Arizona State University; David Tinapple, Arizona State University*

Discussant: *Daniel L. Schwartz, Stanford University*

#### 45.056. Lending Lives: Arts-Based Educational Research as Imaginative Political Pedagogy. SIG-Arts-Based Educational Research; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 10:35am  
to 12:05pm

Chair: *Melinda A. Hollis, Arizona State University*

Participants:

Still Life in Suburbia: Culture Jamming Through Critical Post-Avant-Garde Inquiry. *Morna M. Mcdermott, Towson University*

Gestating Relational Artworkings Through a Matrixial Lens. *Barbara A. Bickel, Southern Illinois University - Carbondale; Medwyn McConachy, Independent Scholar; Nane Ariadne Jordan, The University of British Columbia*

A/r/tography and Action Research: Crisis, Empowerment, and Learning in Early Childhood. *Will Parnell, Portland State University; Jeanne Marie Iorio, University of Hawaii - West Oahu*

My Home Is in Finland—But Where Is My Home? Intricate Belongings of Second-Generation Finnish Somali Youngsters. *Helena Oikarinen-Jabai, Aalto University*

Discussant: *Jake Burdick, Purdue University*

#### 45.057. A Case of Complexity: Considering Case-Study Methods Using Complexity Theories. SIG-Chaos & Complexity Theories; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 10:35am  
to 12:05pm

Chair: *Heidi Whitford, Barry University*

Participants:

Chair: *Laura M. Jewett, The University of Texas - Brownsville*

Participants:

A Case Study Exploring Complexity Applications to Qualitative Inquiry.

*Liz Johnson, The George Washington University*

The Liquidity of Teaching in a Digital Age of Accountability. *Douglas J. Loveless, James Madison University; Bryant Griffith, Texas A&M University - Corpus Christi*

Teachers' Morning Stories: Deformalizations as Resistance to Complexity Reduction on an Emergent Inquiry Landscape. *Kevin Riffel, University of Saskatchewan*

Researching Organization Change With Complexity-Thinking. *Eugene Gary Kowch, University of Calgary; Dianne Gereluk, University of Calgary*

#### 45.058. Charter School Research: What Do We Know, Where Are the Gaps, and What Should Be the Focus? SIG-Charter School Research and Evaluation; Symposium

Parc 55, Third Level, Powell II; 10:35am to 12:05pm

Chair: *Anna Nicotera, National Alliance for Public Charter Schools*

Participants:

Charter School Research: What We Know and What We Need to Know.

*Priscilla Wohlstetter, Teachers College, Columbia University; Joanna R. Smith, University of Southern California; Caitlin Farrell, University of California - Berkeley*

Federal Data Available for Charter School Research. *Jack Buckley, U.S. Department of Education*

National Authorizer-Charter School Catalog. *Joni Pearlman, American Institutes for Research*

Public Charter Schools Dashboard and Charter School Model Law Database. *Anna Nicotera, National Alliance for Public Charter Schools*

Research on Education Management Organizations. *Gary J. Miron, Western Michigan University*

Discussant: *Tricia Maas, University of Washington*

Discussant: *Tricia Maas, University of Washington*

#### 45.059. Developing Classroom Observation Protocols to Support Improved Formative Assessment Practice. SIG-Classroom Observation; Symposium

Parc 55, Fourth Level, Stockton; 10:35am to 12:05pm

Chair: *E. Caroline Wylie, ETS*

Participants:

Developing an Observation Protocol to Support Professional Growth. *E. Caroline Wylie, ETS; Christine Jennifer Lyon, ETS*

Observation Protocols for the Formative Assessment for Michigan Educators Project. *Amelia Wenk Gotwals, Michigan State University; Edward D. Roeber, University of Wisconsin; Tara Kintz, Michigan State University; Dante Cisterna, Michigan State University; Dawnmarie Rose Ezzo, Michigan State University*

Developing a Formative Assessment Protocol to Measure Implementation. *Meghan Wilson Brenneman, ETS; Cassandra Maria Brown, Florida State University; Christine Jennifer Lyon, ETS*

Observation and Scoring of Formative Assessment Techniques: Useful Evidence or Too Small to Be Useful? *Christine Jennifer Lyon, ETS; E. Caroline Wylie, ETS*

Discussant: *Margaret Heritage, University of California - Los Angeles*

#### 45.060. Constructivist Teaching and Learning in Early Childhood and Elementary Settings. SIG-Constructivist Theory, Research, and Practice; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 10:35am  
to 12:05pm

Chair: *Heidi Whitford, Barry University*

Participants:

A Constructivist View of Classroom Teaching: Analysis of Two Educators' Instructional Adaptations. *Seth A. Parsons, George Mason University; Margaret Vaughn, University of Idaho*

Developing Students' Mathematical Problem-Solving Abilities by Utilizing Constructivist Methods in the Math Classroom. *John O'Shea, Mary Immaculate College*

Overcoming Poverty to Construct Language: Differences in Rural and Urban Head Start Preschoolers' English Language Acquisition and Response to Indirect Language Stimulation Intervention. *Jannah Walters Nerren, Stephen F. Austin State University; Hope Elisabeth Wilson, University of North Florida; Carolyn Davidson Abel, Stephen F. Austin State University*

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Play Behaviors in a Constructivist Early Childhood Environment. *Hope Elisabeth Wilson, University of North Florida; Tracey Covington Hasbun, Stephen F. Austin State University; Adam Akerson, Stephen F. Austin State University; Gloria Jean Gresham, Stephen F. Austin State University; Elizabeth Vaughan, Stephen F. Austin State University; Adrian Decker, Stephen F. Austin State University*

The Social Construction of Computer Technology in Bangalore's Elementary Schools. *Erik Jon Byker, Stephen F. Austin State University*

Discussant: *Tracey Covington Hasbun, Stephen F. Austin State University*

**45.061. New Developments in Cooperative Learning.** SIG-Cooperative Learning: Theory, Research and Practice; Paper Session  
Grand Hyatt, Second Level, Belvedere; 10:35am to 12:05pm

Chair: *David W. Johnson, University of Minnesota*

Participants:

Effects of Virtual Labs and Cooperative Learning in Anatomy Instruction. *Andy Saltarelli, University of Colorado - Boulder; Cary J. Roseth, Michigan State University; William Saltarelli, Central Michigan University; Lia Nagy, Central Michigan University*

A Randomized Controlled Trial of Cooperative Learning in Fourth Grade Saudi Arabian Elementary School Classes. *Allen Thurston, Queen's University Belfast; Mohammed Aleid, Durham University*

Discussant: *Roger T. Johnson, University of Minnesota*

**45.062. Beyond Multicultural Curriculum Foundations: Toward Intercultural and Cosmopolitan Perspectives.** SIG-Critical Issues in Curriculum and Cultural Studies; Symposium  
Grand Hyatt, Ballroom Level, Grand Ballroom West; 10:35am to 12:05pm

Chair: *James C. Jupp, Georgia Southern University*

Participants:

The Ethics of Identity and the Politics of Difference: Deconstructing and Complicating Contemporary Discourses of Cultural and Racial Diversity. *Baudelaire K. Ulysse, Elgin Community College*

Intercultural and Cosmopolitan Sensibilities: Recovering Cornel West's Call to Move Beyond Multiculturalism and Eurocentrism. *James C. Jupp, Georgia Southern University*

From Global to Local and Back Again: "Recognizability" and Cultural Difference in Education. *Seungho Moon, Oklahoma State University - Stillwater*

Beyond Interculturalism, Cosmopolitanism, and Perspective Orientations in Curriculum Foundations: Puppets and Statues of Curriculum and What They Demand of Us. *Peter M. Appelbaum, Arcadia University*

Fukushima Daiichi: A Cosmopolitan Event With a Beginning but No End. *Hannah Marie Spector, The University of British Columbia*

Discussant: *William F. Pinar, The University of British Columbia*

**45.063. Dewey and the Mind: Exploring Psychological and Neurological Implications of Dewey's Work.** SIG-Dewey Studies; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 10:35am to 12:05pm

Chair: *Donna A. Breault, West Virginia University*

Participants:

Bildung and Educational Language: Dewey and "the Self" in North American Education. *Norm Friesen, Thompson Rivers University*

Dewey and Neuroscience: Growth, Brains, and the Promise of Neuropragmatism. *Deron R. Boyles, Georgia State University*

Biology as Destiny: Care, Creativity, and the Democratization of New Worlds. *Susan Jean Mayer, Brandeis University*

Reflective Thinking and the Teacher. *Cristina Cammarano, Teachers College Columbia University*

Discussant: *Gert J.J. Biesta, University of Luxembourg*

**45.064. The End of Districts: Using Organizational Learning to Leverage Change in Central Offices' Conventional Roles.** SIG-Districts in Research and Reform; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 10:35am to 12:05pm

Chair: *Matthew James Welch, Boston College*

Participants:

The Role of Brokers in District Reform: The Case of a Large Urban District. *Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester*

Learning to Lead Structural and Cultural Change From the Central Office:

Canadian Mixed-Methods Case Studies. *Matthew James Welch, Boston College*

From Policy Alignment to People Alignment: Transforming Central Offices' Work Supporting Teaching and Learning Improvement. *Meredith I. Honig, University of Washington*

Discussants: *Benjamin Levin, OISE/University of Toronto; Jennifer A. O'Day, American Institutes for Research*

**45.065. Effects of Early Childhood Interventions.** SIG-Early Education and Child Development; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 5; 10:35am to 12:05pm

Chair: *Delar K. Singh, Eastern Connecticut State University*

Participants:

Impact of Enriched Early Literacy on American Indian Children. *Ingrid Zamudio, Arizona State University - Tempe; Karen Burstein, Southwest Institute for Families and Children; Jay S. Blanchard, Arizona State University*

Leveling the Playing Field Through an Innovation in Full-Day Kindergarten. *Janette P. Pelletier, University of Toronto; Carl M. Corter, OISE/University of Toronto*

Ready Schools in Pakistan: School and Classroom Factors Associated With Children's Success in Early Primary. *Sadaf Shallwani, University of Toronto; Carl M. Corter, OISE/University of Toronto*

The Effects of an Early Childhood Nonpublic Preschool Program: The Louisiana NSECD (Nonpublic Schools Early Childhood Development) Project. *Tamika Carmouche, Cecil J. Picard Center for Early Child Development and Lifelong Learning; Robert O. Slater, University of Louisiana at Lafayette*

The Impact of Jalan Sesama's Outreach Intervention in Indonesia: Evidence From an Experimental Study. *June Lee, Sesame Workshop*

Discussant: *Amber M. Friesen, San Francisco State University*

**45.066. To DREAM: Advocacy and Agency in the Sociopolitical Borderlands of Our Schools.** SIG-Hispanic Research Issues; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 10:35am to 12:05pm

Chair: *Isaura Betzabe Pulido, Northeastern Illinois University*

Participants:

*Ciencia Sin Fronteras*: Undocumented Latinas/os' Navigation Through the Borderlands of High School Science. *Jean Rockford Aguilar-Valdez, University of North Carolina - Greensboro*

Undocumented and Unafraid: Complicating the Identity Development Process for Undocumented College Student Activists. *Susana Maria Munoz, University of Wisconsin - Milwaukee*

The Functions of Civil Disobedience in the Political Advocacy of Undocumented Immigrant Students. *Rene Galindo, University of Colorado*

Intellectual Poverty: The Need to Believe and Create Space for Our Hispanic and Latino/a Students' Voices. *Maria L. Gabriel, Poudre School District*

Discussant: *William Perez, Claremont Graduate University*

**45.067. Educational Imperatives for Growth and Development.** SIG-International Studies; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 10:35am to 12:05pm

Chair: *Binbin Jiang, Kennesaw State University*

Participants:

A Pilot Study for an Emerging Nation: Systematizing Assessment to Support Children's Learning in Mongolia. *Candace Kaye, New Mexico State University; J. Bat, Mongolian State University of Education; Mongolkhatan Gansen, Ministry of Education*

Civil Society and Education in Post-Conflict Contexts. *Shabnam Koirala-Azad, University of San Francisco*

Does Violence Beget Violence? Predictive Effects of Exposure to Political Violence on School Violence Among Zimbabwean Youth. *Angellar Manguvo, University of Missouri*

Economic Benefits, Psychological Challenges of South-South Migration in Costa Rica. *Steven Locke, University of Wyoming; Carlos J. Ovando, Arizona State University*

Education as a Strategy Towards Poverty Alleviation for Sustainable Development in Developing Countries. *Mfonobong Enobong Umobong, University of Uyo; Enobong Charles Umobong, Dept. of Economics,*

University of Uyo, Uyo

Discussant: *Hsiu-Zu Ho, University of California - Santa Barbara*

**45.068. Dispositions, Attitudes, and Practices of Leaders: Superintendents, Principals, and Distributed Leadership.** SIG-Leadership for School Improvement; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 6; 10:35am to 12:05pm

Chair: *Jennifer K. Clayton, The George Washington University*

Participants:

Distributed Leadership of a One-to-One Laptop Initiative in an Independent, Co-Ed Middle and High School. *Natalie B. Milman, The George Washington University*

Fostering Leadership Capacity: An Exploratory Study of Distributive Leadership for School Improvement in High Schools. *Hans W. Klar, Clemson University; Kristin Shawn Huggins, Washington State University; Hattie Lee Hammonds, Clemson University*

Administrators' Sense of Self-Efficacy in the Supervision of English as a Second Language Teachers. *Audrey Figueroa Murphy, Saint John's University; Bruce Torff, Hofstra University*

Technology-Inclined Superintendents: Fluctuating Identities, Progressive Dispositions. *Jayson W. Richardson, University of Kentucky; Nick John Sauer, University of Kentucky; Scott McLeod, University of Kentucky*

Discussant: *William C. Frick, University of Oklahoma*

**45.069. Arts and the Learning Sciences in the New Media Age.** SIG-Learning Sciences; Symposium

Hotel Nikko, Third Level, Carmel I; 10:35am to 12:05pm

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

Participants:

Learning Arrangements in New Media Arts. *Kimberly Marie Sheridan, George Mason University*

Integrating Arts and Computation: Applying a Studio Arts Model of Learning to Programming Interactive Stories in Scratch. *Deborah A. Fields, Utah State University; Yasmin B. Kafai, University of Pennsylvania*

E-Textiles, Physical Computing, and a New Vision for Arts Education. *Kylie A. Peppler, Indiana University - Bloomington*

Creative Writing, Audience, and Online Community: A Study of Figment. *Alecia Marie Magnifico, University of Illinois at Urbana-Champaign*

Discussant: *Keith Sawyer, Washington University in St. Louis*

**45.070. Assessment Research and Practice in Higher Education.** SIG-Measurement Services; Paper Session

Parc 55, Third Level, Powell I; 10:35am to 12:05pm

Chairs: *Keston H. Fulcher, James Madison University; Katie Busby, Tulane University*

Participants:

Developing Assessments in a Teacher Education Program: Examining Validity Through Qualitative Methods. *Javarro Antoine Russell, National Board of Medical Examiners; Robin Anderson, James Madison University*

Employability and Thinking Skills: A Validity Study. *Megan Rodgers, James Madison University*

Increasing Student Evaluation of Teaching (SET) Response Rates Through Reminders. *Laura Woodward, Wayne State University; Hamid M. Siddiqui, Wayne State University*

The State of the Field of Student Learning Outcomes Assessment at Minority-Serving Institutions. *Gianina R Baker, University of Illinois at Urbana-Champaign*

Discussants: *Keston H. Fulcher, James Madison University; Katie Busby, Tulane University*

**45.071. Antecedents and Consequences of Motivations for Teaching Choice: International Perspectives.** SIG-Motivation in Education; Symposium

Sir Francis Drake, Second Level, Carmel; 10:35am to 12:05pm

Chair: *Helen M.G. Watt, Monash University*

Participants:

Motivation and Personality of Preservice Teachers in Croatia. *Iris Marušić, Institute for Social Research; Ivana Jugović, Institute for Social Research; Tea Pavin Ivanec, University of Zagreb*

On the Relation of Motivations for Choosing Teaching as a Career and Pedagogical Knowledge. *Johannes Koenig, University of Cologne;*

*Martin Rothland, University of Muenster; Kerstin Darge, University of Cologne; Melanie Schreiber, University of Cologne; Sarantis Tachtsoglou, University of Cologne*

Professional Engagement and Behavioral Consequences of Motivations for Teaching. *Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University*

Teachers' Choices for the Teaching Career and Their Teacher-Student Interpersonal Relationships in the Classroom. *Perry den Brok, Eindhoven University of Technology; Anna Van der Want, Eindhoven University of Technology; Luce Corneel Claessens, Utrecht University; Helena J. M. Pennings, Utrecht University; Theo Wubbels, Utrecht University; Mieke Brekelmans, Utrecht University; Jan Van Tartwijk, Utrecht University*

Discussant: *V. Darleen Opfer, RAND Education*

**45.072. Multilingualism—Global Challenges, Local Practice: European and American Research Approaches.** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 10:35am to 12:05pm

Chair: *Ingrid Gogolin, University of Hamburg*

Participants:

Multilingual Schools in Canada: Fostering Metalinguistic Awareness Through Explicit Instructional Strategies. *Rahat Naqvi, University of Calgary*

Making the Most of Linguistic Diversity in Urban Schools: A European Research Project. *Joana Duarte, University of Hamburg*

Towards a Multilingual Higher Education? The Training of Community Brokers in an Intercultural University Program in Mexico. *Gunther Dietz, Universidad Veracruzana*

Discussant: *Diane L. August, American Institutes for Research*

**45.073. Using the National Assessment of Educational Progress (NAEP) to Develop and Inform Educational Indicators.** SIG-NAEP Studies; Paper Session

Parc 55, Second Level, Haight; 10:35am to 12:05pm

Chair: *Michael P. Cohen, American Institutes for Research*

Participants:

A Preliminary Investigation of Reliability and Validity Evidence for NAEP Student Background Questionnaires. *Sharyn Rosenberg, American Institutes for Research; Qingshu Xie, MacroSys, LLC; David Yang, NISS; George W. Bohrnstedt, American Institutes for Research*

What Do NAEP Mathematics Achievement Levels Mean? Evidence From the Early Childhood Longitudinal Survey. *Lu Michelle Yin, American Institutes for Research; Burhan Ogut, American Institutes for Research*

Potential Grades 8 and 12 NAEP Reading and Mathematics Benchmark Indicators for College Readiness. *Burhan Ogut, American Institutes for Research; Brittany Carpenter Cunningham, American Institutes for Research; Enis Dogan, Achieve, Inc.*

A Window Into the Future: Using Results From the Science National Assessment of Educational Progress to Inform the Field of Technology Education. *Sabrina Anne Provencher, Virginia Polytechnic Institute and State University; Chosang Tendhar, Virginia Polytechnic Institute and State University*

Discussant: *Jaekyung Lee, University at Buffalo - SUNY*

**45.074. Contrasting In-School and Out-of-School Learning Environments and Their Effects on Engaged Learning.** SIG-Out-of-School Time; Symposium

Grand Hyatt, Theatre Level, Curran; 10:35am to 12:05pm

Chairs: *David J. Shernoff, Northern Illinois University; Beheshteh Abdi, Northern Illinois University*

Participants:

Elements of the Learning Environment Impacting Student Engagement in Public High School Classrooms. *David J. Shernoff, Northern Illinois University; Stephen M. Tonks, Northern Illinois University; Beheshteh Abdi, Northern Illinois University*

Sustaining Engagement in Academic Literacy Through a Lens of Interest Development and Flow Theory: Toward a Model of Engagement for Learning. *Sue C. Larson, Judson University*

Balancing Skills and Challenges: Exploring the Concept of Relational Engagement in Combined Group and One-on-One Mentoring for Adolescent Girls. *Ellen Markowitz, University of Virginia; Nancy L. Deutsch, University of Virginia; Edith Lawrence, University of Virginia*



Fostering Positive Youth Development Through Work-Based Learning. *Janine Bempechat, Wheelock College; Maureen E. Kenny, Boston College; David L. Blustein, Boston College; Joanne Ruane Seltzer, Curry College*

Discussant: *Sara L. Hill, Hill Consulting*

**45.075. New Directions in the Politics of Educational Equity.** SIG-Politics of Education; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 4; 10:35am to 12:05pm

Chair: *Sheneka M. Williams, University of Georgia*

Participants:

Conceptions of Equity: How Influential Actors View a Contested Concept. *Katrina E. Bulkley, Montclair State University*

Future Policy Directions for Congress in Ensuring Equality of Opportunity: Toward Improved Incentives, Targeting, and Enforcement. *Elizabeth H. DeBray, University of Georgia; Ann Elizabeth Blankenship, University of Georgia*

The Design of the Rhode Island School Funding Formula: Toward a Coherent System of Addressing Equity and Accountability. *Kenneth K. Wong, Brown University*

Striving for Equity Through Issue Framing and Informal Networks: The Case of Autism Speaks. *Tiina Itkonen, California State University - Channel Islands; Robert K. Ream, University of California - Riverside*  
School Choice and the Empowerment Imperative. *Janelle T. Scott, University of California - Berkeley*

Discussant: *Sheneka M. Williams, University of Georgia*

**45.076. Pedagogical Narrations as a Methodology for Qualitative Educational Research.** SIG-Qualitative Research; Workshop  
Grand Hyatt, Theatre Level, Orpheum; 10:35am to 12:05pm

Chair: *Pam A. Whitty, University of New Brunswick*

Participant:

Pedagogical Narrations as a Methodology for Qualitative Educational Research. *Denise Hodgins, University of Victoria; Kathleen Kummern, Capilano University; Sherry Rose, University of New Brunswick; Deborah Anne Thompson, The University of Victoria*

**45.077. Explorations of Student Thinking.** SIG-Research in Mathematics Education; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 10:35am to 12:05pm

Chair: *Jill Annette Newton, Purdue University*

Participants:

A Framework for Students' Nonlinear Multiplicative Reasoning. *Erik S. Tillema, Indiana University - Purdue University at Indianapolis*

Conceptions of Quantities: The Case of Negative Integers. *Laura Bofferding, Purdue University*

Exploring the Relationship Between Statistical Thinking and Critical Thinking. *Einav Aizikovitsh-Udi, Beit Berl Academic College; Sebastian Kuntze, Ludwigsburg University of Education; David J. Clarke, University of Melbourne*

Students' Movement to Upper Levels of the Equipartitioning Learning Trajectory: A Design Experiment. *Drew Corley, North Carolina State University; Jere Confrey, North Carolina State University; Alan Maloney, North Carolina State University*

Written and Orally Presented Mathematical Arguments for the Same Claims. *Andreas J. Stylianides, University of Cambridge*

**45.078. Identification for Gifted, Talented, and Creative Programming.** SIG-Research on Giftedness, Creativity, and Talent; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 1; 10:35am to 12:05pm

Chair: *Nielsen L. Pereira, Western Kentucky University*

Participants:

Gifted Identification: What Roles Do Cut Scores and Identification Rules Play? *Kelly A. O'Shea, University of Connecticut; D. Betsy McCoach, University of Connecticut; Elizabeth Jean Gubbins, University of Connecticut*

Replications in Giftedness and Creativity Research. *Matthew C. Makel, Duke University; Jonathan A. Plucker, University of Connecticut*  
Teachers' Nominations of Gifted Children: A Multilevel Analysis. *Ingo Zettler, Center for Educational Science and Psychology, University of Tuebingen, Tuebingen, Germany; Richard Göllner, Center for*

*Educational Science and Psychology, University of Tuebingen, Tuebingen, Germany; Ulrich Trautwein, Universitat Tubingen; Marcus Hasselhorn, German Institute for International Educational Research*  
When the Timing Is Right: Identification as Gifted and Entity Beliefs of Intelligence. *Kate E. Snyder, University of Louisville; Michael M Barger, Duke University; Stephanie V. Wormington, Duke University; Rochelle Schwartz-Bloom, Duke University; Lisa Linnenbrink-Garcia, Duke University*

Discussant: *David F. Lohman, University of Iowa*

**45.079. School/University Partnerships Building Stronger Bridges Through Policies, Access, and Practices.** SIG-School/University Collaborative Research; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 10:35am to 12:05pm

Chair: *Janice Jackson, Stanford University*

Participants:

Reframing High School Success: Collaborative Research to Improve Policy and Practice in College and Career Readiness. *Kimberly Howard, Baltimore City Public Schools; Jennifer Bell-Ellwanger, Baltimore City Public Schools System; Faith Connolly, Johns Hopkins University*

Becoming IB: Using Q Methodology for Praxis in a First-Year Applicant International Baccalaureate School. *Linda Collins, The University of Akron; Jaclyn Prizant Gordon, The University of Akron; Kristine Lynn Still, Cleveland State University; Ronald J. Abate, Cleveland State University; Lori J. Vargo, The University of Akron*

Understanding How Collaborative Research Partnerships Develop and the Impact on Knowledge Mobilization Processes. *Hilary Edelstein, University of Toronto*

Using Ecological Systems Theory to Support College Readiness. *Jack Leonard, University of Massachusetts - Boston*

Discussant: *Janice Jackson, Stanford University*

**45.080. Assessing and Explaining Educational Inequality: Fundamental Theories and New Dimensions.** SIG-Sociology of Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 10:35am to 12:05pm

Chair: *Elizabeth A. Covay, Michigan State University*

Participants:

Can Schools Close Socioeconomic Status Achievement Gaps? The Role of Accountability, Resources, and Teacher Quality. *Douglas L. Lauen, University of North Carolina - Chapel Hill; S. Michael Gaddis, University of North Carolina - Chapel Hill*

Socioeconomic Inequality in Achievement Growth: Who Wins and Loses From Cumulative Advantage Processes? *William Carbonaro, University of Notre Dame; Jonathan D. Schwarz, University of Notre Dame*

Examining Racial Bias in High-Incidence Disability Categorization. *Argun Saatcioglu, The University of Kansas; Thomas M. Skrtic, The University of Kansas*

Examining Racial/Ethnic Disparities in ADHD Diagnosis Across Kindergarten to Eighth Grade. *Paul L. Morgan, The Pennsylvania State University; Jeremy Staff, Penn State; George Farkas, University of California - Irvine; Marianne Hillemeier, The Pennsylvania State University; Steven Maczuga, The Pennsylvania State University*

Discussant: *Pamela Jean Theroux, Queensland University of Technology*

**45.081. Using Systems Perspectives in Educational Research and Evaluation.** SIG-Systems Thinking in Education; Paper Session  
Parc 55, Third Level, Mason; 10:35am to 12:05pm

Chair: *Janice E. Noga, Pathfinder Evaluation and Consulting*

Participants:

Finding the Forest in the Trees: Using Systems Perspectives to Evaluate School Improvement. *Janice E. Noga, Pathfinder Evaluation and Consulting; Lucy Seabrook, Seabrook Evaluation + Consulting LLC*

Implications of Teacher Understanding of Computer Adaptive Testing: A Mixed-Method Study. *Elaine Makas, University of Michigan - Flint; Robert Martin, West Bloomfield School District*

New Paradigm Assessment Technology as a Leverage Point for Systemic Change. *William R. Watson, Purdue University; Sunnie Lee Watson, Purdue University*

**45.082. Applications of Cognitive Load Theory to Online Instruction.** SIG-Technology, Instruction, Cognition & Learning; Symposium

Parc 55, Second Level, Sutro; 10:35am to 12:05pm

Chair: *David Michael Niemi, Kaplan*

Participants:

Perspectives on Problem Solving and Instruction. *Jeroen J.G. Van Merriënboer, Maastricht University*

Effects of Visual Scaffolds on Attention Patterns and Pupil Size in a Computer-Based Simulation. *Jan L. Plass, New York University; Susan Letourneau, New York University; Catherine E. Milne, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Ruth N. Schwartz, New York University*

The Effects of Cognitive Task Analysis-Based Instruction on Students' Motivation in an Undergraduate Biology Course. *David F. Feldon, University of Virginia; Jie Chao, University of Virginia; Deepalakshmi Muniraj, University of Virginia*

The Worked Example Effect in Logical Reasoning. *Larry Rudman, Kaplan Test Prep; David Michael Niemi, Kaplan; John Sweller, University of New South Wales*

Discussants: *Richard E. Clark, University of Southern California; John Sweller, University of New South Wales*

### Division and SIG Roundtables

#### 45.083. Roundtable Session 35; Roundtable Session

##### 45.083-1. Learning and Teaching in Educational Leadership SIG: Leadership for Social Justice. SIG-Learning and Teaching in Educational Leadership; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *William R. Black, University of South Florida*

Participants:

Principal Preparation and the Challenge of Curriculum Leadership. *Corrie Stone-Johnson, University at Buffalo - SUNY; Kami M. Patrizio, Virginia Tech*

Teaching Leadership for Social Justice: Enacting What We Espouse. *Whitney Sherman Newcomb, Virginia Commonwealth University; Katherine Cumings Mansfield, Virginia Commonwealth University; Tameka L. King, Florida Atlantic University*

The Colorblindness of Leadership Standards. *Bradley W. Davis, The University of Texas - Austin; Donna Micheaux, Allegheny Intermediate Unit*

The Director's Institute: Developing a New Paradigm for Professional Development Using a Practice-to-Theory Approach. *Marie L. Masterson, Dominican University; Steve P. Myran, Old Dominion University; Katharine Kersey, Old Dominion University*

##### 45.083-2. Sustainability, Student Retention, and Universal Pre-K in Rural Schools. SIG-Rural Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *Cathy C. Leogrande, Le Moyne College*

Participants:

Change and Sustainability in a Kansas Prairie Town: Traversing the School-Community Divide. *Eric Freeman, Wichita State University; Kristin G. Sherwood, Wichita State University; Michael Argabright, Wichita State University; Donna Kay Ferguson, Wichita State University; Royce Powelson, Wichita State University; Yelando C. Wilcoxson, Wichita State University; Andria Williams, Wichita State University*

Partnering to Provide Universal Pre-Kindergarten: A Typology of School-Community Relationships. *John W. Sipple, Cornell University; Hope Casto, Skidmore College; Lisa McCabe, Cornell University*

##### 45.083-3. Educating Ethically, Morally, and to Achieve Happiness. SIG-Moral Development and Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *Daniel Fasko, Bowling Green State University*

Participants:

Exploring the Ethical Knowledge and Practice of Educators. *Deirdre M. Smith, The Ontario College of Teachers*

Student Teachers' Moral Authenticity in Teaching. *Auli Toom, University of Helsinki; Jukka Husu, University of Turku*

Effects of Education on People's Values and Happiness in China and the

United States. *Rui Yang, University of Pennsylvania*

#### 45.084. Roundtable Session 36; Roundtable Session

##### 45.084-1. Decolonization, Cultural Politics, and Education. SIG-

Postcolonial Studies and Education Cosponsored with SIG-Queer Studies and Division B - Curriculum Studies, SIG-Caribbean and African Studies in Education; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Yasin Tunc, University of Wisconsin - Madison*

Participants:

Decolonizing Diaspora Identity: The Issues of Representation and Cultural Politics. *Jungah Kim, Borough of Manhattan Community College - CUNY; En-Shu Robin Liao, SUNY - College at Fredonia*

Decolonizing Study Abroad Program Design: A Reflection on Turkey. *Melinda C McClimans, The Ohio State University - Columbus*

The Price of Being a Transnational of Color in the West: Challenges and Possibilities. *Pierre W. Orelus, New Mexico State University*  
"English Bolo, Kismat Kholo": "Globalization" and the English Learning Impetus in a Suburban Indian Context. *Usree Bhattacharya, University of California - Berkeley*

##### 45.084-2. Spirituality in the Classroom. SIG-Spirituality & Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *David Marshak, SelfDesign Graduate Institute*

Participants:

Buber's Spiritual Classroom. *Thomas Allen Peterson, The University of West Georgia*

Defining and Measuring Students' Spiritual Growth: A Conceptual Framework. *HeeKap Lee, Azusa Pacific University; Linda H. Chiang, Azusa Pacific University; Nan Hu, Azusa Pacific University*

Impoverishment, Early Education, and Teacher Education: A Spiritual Inquiry. *Jane Elizabeth Bone, Monash University; Marni Binder, Ryerson University*

Professors' Preconceived Ideas About Contemplative Practices in Higher Education. *Argelia Peña-Aguilar, Universidad de Quintana Roo; Mariza G. Mendez-Lopez, Universidad de Quintana Roo*

##### 45.084-3. Children's Rights, Resiliency, and Integrated Community Development in Education: The Case of Ethiopia, Kenya, and South Africa. SIG-Caribbean and African Studies in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Joan Osa Oviawe, Washington State University*

Participants:

Children's Rights and Educational Access in South Africa: Community and Professional Perspectives. *Bekisizwe S. Ndimande, University of Illinois at Urbana-Champaign; Beth Blue Swadener, Arizona State University*

Resiliency Among Kenyan Girls: Utilizing Education as a Springboard. *Teresa A. Fisher, Northern Illinois University; Teresa Akinyi Wasonga, Northern Illinois University*

The Impacts of an Integrated Community Development Program in Southern Ethiopia. *Ning Rui, Westat*

##### 45.084-4. Legal Rights and Responsibilities Regarding Teacher and Student Conduct. SIG-Law and Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Jeffrey C. Sun, University of North Dakota*

Participants:

An Analysis of State Teacher Evaluation Laws Enacted in Response to the Federal Race to the Top Initiative. *Regina R. Umpstead, Central Michigan University; Ben Pogodzinski, Wayne State University; Douglas V. Lund, Central Michigan University*

Educator Sexual Misconduct Policy: A Content Analysis of Teacher Handbooks. *Colleen Pinar, Independent Researcher*

Legal Mechanisms to Reform Special Education in Juvenile Detention. *Lois A. Weinberg, California State University - Los Angeles*

The Special Characteristics of Schools and Student Rights. *Bryan R. Warnick, Ohio State University*

**45.084-5. Framing Education as an Act of Liberation.** SIG-Critical

Educators for Social Justice; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Susan Wilcox, SEW Consulting*

Participants:

The Impact of Culturally Responsive Education on Student Agency and Civic Engagement. *Curtis Acosta, Tucson High Magnet School*  
Narrating Teacher Activism: It's Personal, Political, and Professional. *Keith C. Catone, Annenberg Institute for School Reform*  
Immigrant Youth and the Politics of Inclusion. *Lisa (Leigh) Patel Patel, Boston College*  
Teacher Activism: A Key Component of Education for Liberation. *Bree Picower, Montclair State University*

**45.085. Roundtable Session 37;** Roundtable Session**45.085-1. Black Women's Experiences of the Academy, Roundtable 1.** SIG-

Research Focus on Black Education; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Terri Nicol Watson, City College of New York - CUNY*

Participants:

Our Hair Speaks Before We Open Our Mouths: Examining the Impact of Hair on Black Identity Development. *Tabora A. Johnson, Medger Evers College - CUNY; Teiahsha Bankhead, California State University - Sacramento*  
Resistance, Resilience, and Reciprocity: Centering the Voices of Black Doctoral Women With Faculty Aspirations. *Lori D. Patton Davis, Indiana University - IUPUI; Nicole Michelle Russell, University of Denver*

**45.085-2. Research on the Education of Asian and Pacific Americans:**

**Roundtable Session on Teachers and Teaching.** SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Xue Han, Dominican University*

Participants:

Identifying Factors That Influence Asian Americans/Pacific Islanders to Enter K-8 Teaching. *Mary Beth Canty, University of Washington*  
Centering the Margins: Asian American Teachers' Identities and Experiences. *Candace Chow, Cornell University*  
Un/Learning Asian America in the Curricula: Perspectives From Japanese American Youth. *Rachel Endo, Hamline University*  
Asian/Asian-American English Language Learners' Use of Computer-Based Text-Reading Strategies at Home and at School. *Ho Ryong Park, Minnesota State University - Moorhead; Deoksoon Kim, University of South Florida*

**45.085-3. Action Research, Poverty, and Educational Practices:**

**Constraints and Opportunities.** SIG-Action Research; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Dorothy Valcarcel Craig, Middle Tennessee State University*

Participants:

Elementary, High School, and Postgraduate Voices: How Can Action Research Transcend Constraints of Poverty? *Elizabeth Campbell, Nipissing University; Jacqueline D. Delong, Brock University; Cathy Griffin, Bluewater District School Board*  
Art-Integration and Writing: An Action Research of the Effect of Drawing on Student Motivation and Skills in Writing. *Xin Li, California State University - Long Beach; Christine Quynh Underwood, Los Alamitos Unified School District*  
Poverty and Richness of Stimulus and Response in Educational Research: Plato's Problem and Orwell's Problem. *Jean McNiff, York St John University; Peter McDonnell, independent researcher; Julie Pearson, St. Mary's University College*

**45.085-4. Critical Pedagogies and Digital Technologies.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Alan R. Foley, Syracuse University*

Participants:

Hypertext, Nodes, and Embodiment: Spatial and Embodied Learning With

Through Digital Technologies. *Mei W. Hoyt, University of North Texas*  
Multimedia Composing and Potentials for Learning. *Paula M. Carbone, University of Southern California; John Pascarella, University of Southern California*

Towards a Transformative Model of Professional Development for Online Teaching. *Peter Rennert-Ariev, Loyola University Maryland; Evrim Baran, Middle East Technical University*

**45.085-5. Crossing Borders and Challenging Boundaries.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Maria-Antonieta Avila, The University of Texas - Austin*

Participants:

A Changed Education Language With New Actors and Solutions: The Use of Prevention and Promotion Programs in Swedish Schools. *Andreas Lennart Bergh, Örebro University, Sweden; Anna-Lena Englund, Örebro University; Tomas Englund, Örebro University*  
Learning From International Curriculum to Continuously Improve the Common Core: Norway's National Curriculum. *Anissa Lokey-Vega, Kennesaw State University; Doug Harrington, Georgia Regents University*  
Using Discipline Knowledge to Engage With Poverty Alleviation. *Amanda Hlengwa, Rhodes University; Chrissie Boughey, Rhodes University*

**45.085-6. Curriculum In and Out of Schools: Gender and Sexuality.**

Division B - Curriculum Studies Cosponsored with Division G - Social Context of Education, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education and SIG-Safe Schools and Communities, SIG-Queer Studies; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Lance Trevor McCready, OISE/University of Toronto*

Participants:

Safety in Numbers: Queering the Quantified. *Justin N. Thorpe, Michigan State University; Adam Joseph Greteman, School of the Art Institute of Chicago*  
Facing Bad Feelings: Affects, (Dis)pleasures, and the Censorship of Queer Subjects. *Alyssa D. Niccolini, Teachers College, Columbia University*  
Seeing and Being Seen in Boys' Schools. *Donal O'Donoghue, The University of British Columbia; Marie France Berard, The University of British Columbia*

**45.085-7. Expanding the Social Imagination: Decolonizing and**

**Deconstructing Youth and Art.** Division B - Curriculum Studies Cosponsored with Division K - Teaching and Teacher Education, SIG-Critical Educators for Social Justice and SIG-Critical Issues in Curriculum and Cultural Studies, SIG-Media, Culture, and Curriculum; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Vonzell Agosto, University of South Florida*

Participants:

Decolonizing Youth Arts Activism. *Xamuel Bañales, University of California - Berkeley; Ruth H. Kim, University of San Francisco*  
Promoting Active Citizenship Through the Arts and Youth: Youth-Led Organizations as Beacons of Transformation. *Julie Gorlewski, SUNY - College at New Paltz; Bradley J. Porfilio, Lewis University*  
The Spaces in Which We Appear to Each Other: A Study of Zines by Asian Pacific Islander Riot Grrrls. *Cathlin Bryn Goulding, Teachers College, Columbia University*  
Toward a Youth Literary Criticism: Examining Portrayals of Youth and Adolescence in Young Adult Literature. *Robert Petrone, Montana State University; Mark A. Lewis, Loyola University Maryland; Sophia Tatiana Sarigianides, Westfield State University*

**45.085-8. Feminist Interventions Into Global Studies and Citizenship.**

Division B - Curriculum Studies; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Nina Asher, University of Minnesota - Twin Cities*

Participants:

Narratives of Rights, Honor, and Wisdom in a Transnational Women's Education Project. *Ayesha Khurshid, Florida State University*  
Understanding Critical Democratic Engagement Within Institutional Sites of Public Pedagogy: Implications From an Urban Library Initiative in Santiago de Chile. *Michael Patrick O'Malley, Texas State University; Sarah W. Nelson, Texas State University - San Marcos; Jonna Kay Beck,*



*Texas State University; Juan Manuel Nino, Texas State University - San Marcos; Tamey Williams, Texas State University*

What Does Listening Look Like? Toward a Critical Feminist Account of Solidarity as Praxis. *Anne Catherine Rovers, OISE/University of Toronto*

**45.085-9. History, Agency, and Collective Memory.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Gerald M. Cattaro, Fordham University*

Participants:

(Dis)Union at 150: Collective Memories of Secession. *Gabriel Aaron Reich, Virginia Commonwealth University; Melanie L. Buffington, Virginia Commonwealth University; William Robert Muth, Virginia Commonwealth University*

Historical Consciousness, Identity, and Agency: Opening Possibilities of Change Through Teaching the History of Education. *Paul Zanazanian, McGill University*

What Is Human Agency? Present, Past, and Future. *Guopeng Fu, The University of British Columbia; Samson M. Nashon, The University of British Columbia*

An Investigation of Elementary Social Studies Texts' Attention to Poverty, Unemployment, and Homelessness. *Gail Ann McEachron, College of William and Mary*

**45.085-10. How Culture Shapes Learning: Cultural Mental Models and Science Education.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Alberto J. Rodriguez, Purdue University*

Participants:

Becoming a Hawaiian Science Teacher by Connecting Formal and Out-of-School Learning. *Alyson Barrows, Lihikai Elementary*

Does Integrating Hawaiian Language, Culture, and Science Affect Learning and Engagement? *Pauline W.U. Chinn, University of Hawaii - Manoa*  
*I Kua A'u, A Burden for Me. Jennifer L.H. Kuwahara, University of Hawaii*

**45.085-11. Identity, Representation, and the Digital Divide.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *William M. Reynolds, Georgia Southern University*

Participants:

Just Press Play: Mediated Representations and Interpretations of Gender and Sexualities. *Shannon Dawn Maree Moore, The University of British Columbia*

Playing and Learning With Digital Game Texts: Girls Get Game. *Stephanie Fisher, Jennifer Jenson, York University; Suzanne de Castell, University of Ontario Institute of Technology*

Digital Divide Among Youth: Is It a New Type of Poverty? *Dragana Martinovic, University of Windsor; Viktor Freiman, University of Moncton*

**45.085-12. Math and Science Curriculum in Transnational Contexts.**

Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Adam Howard, Colby College*

Participants:

Civic Discourse and Citizenship Development in the Mathematics Classroom: International Contexts. *Kathleen Lynch, Harvard University*

Transnational Students' Perspectives on Math, Science, and Technology Education: A Comparison Between Mexico and the United States. *Estefania Larsen, University of Nebraska - Lincoln; Edmund T. Hamann, University of Nebraska - Lincoln; Victor Zuniga, Universidad de Monterrey*

Study of the Relationship Between Informal Science (Ubunifu) and Community Innovations in Science Classrooms in East Africa. *Ladislau M. Semali, The Pennsylvania State University*

**45.085-13. Our Town: The Hidden Curricula of Built and "Natural" Places.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Elizabeth E. Heilman, Michigan State University*

Participants:

Everything Is (Not) for Sale: The Hidden Curriculum and Affective

Pedagogies of Shopping Malls. *Mark Helmsing, Michigan State University*

Paradise Way: The Hidden Curriculum of the Suburban Neighborhood. *Samuel Otten, University of Missouri - Columbia*

The Hidden Curriculum of the Park: Where Nature and Play Are Tamed. *Elizabeth E. Heilman, Michigan State University*

The Hidden Curriculum of the Zoo: Taming the "Exotic". *Aaron Thomas Bodle, James Madison University*

An Uneven Playing Field: The Hidden Curriculum of the Football Stadium. *Andrew Saultz, Michigan State University*

**45.085-14. Troubling Language Ideology and Identity.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

Cultivating the "Good Citizens" Through Foreign Language Education: A Cautionary Tale. *Juanjuan Zhu, Utah State University*

Identity, Ideology, and Second Language Education: Three Dimensions of Language Learners' Identity. *Eun-Yong Kim, University of Toronto - OISE*

Purilingualism: Language Ideology for a Neoliberal World. *Nelson Flores, University of Pennsylvania*

**45.085-15. Un/doing Curriculum Policy, Rethinking Institutional Discourses.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Jie Qi, Utsunomiya University*

Participants:

Against Coloniality: Toward a Political-Epistemic Insurgency Curriculum. *Raúl Olmo Bailón, The University of Texas - Austin; Noah De Lissovoy, The University of Texas - Austin*

The Reconstruction of Cultural and National Identity Through Elementary Curriculum in an Era of Political Changes in Taiwan. *Ming-Chu Hsu, Indiana University - Bloomington*

"The Migrant Pupil" Between "Cultural Difference" and Division of Labor in Danish Curriculum Since the 1970s. *Mette Buchardt, University of Copenhagen*

**45.085-16. Workplace Learning: Perspectives on Training.** SIG-Workplace Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Pamela Gail Luckett, Barry University*

Participants:

Problem Solving in Daily Office Work: Differences Between Experts and Novices. *Andreas Rausch, University of Bamberg*

The Impact of Training Expenditures, Transferability of Training Programs, and Innovativeness of the Organization in a Corporate Learning Context. *Young Ju Joo, Ewha Womans University; Kyu Yon LIM, Ewha Womans University; Na Yeon Yoo, Ewha Womans University; Bo Kyung Jung, Ewha Womans University; Yookyong Ham, Ewha Womans University; Aeri Han, Ewha Womans University*

The Importance of Evaluation for Planning a Company Training Program: An Exploratory Interview Study of Decision-Making Processes. *Christian Harteis, Paderborn University*

**45.085-17. Reviewing Qualitative Research.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chairs: *Audrey A. Trainor, University of Wisconsin - Madison; Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison*

Participants:

Articulating Quality Indicators for Qualitative Research Through Reviews and Dissemination. *Audrey A. Trainor, University of Wisconsin - Madison; Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison*

Quality Criteria for Narrative Research. *D. Jean Clandinin, University of Alberta; Vera F. Caine, University of Alberta*

Quality Criteria for Case Study Research. *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

Quality Criteria for Critical Theory Research. *Adrienne D. Dixon, University of Illinois; Vanessa Diane Dodo Seriki, University of Houston - Clear Lake*

<b>Division and SIG Posters</b>
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**45.086. Poster Session 7;** Poster Session**45.086-1. Research on Grading and Student Evaluation: Posters From the Classroom Assessment SIG.** SIG-Classroom Assessment; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

## Posters:

1. Multiple Measures of Student Performance: Generalizability of a Standards-Based Report Card-State Assessment Composite. *Megan E. Welsh, University of Connecticut; Huihui Yu, University of Connecticut; Janice Kookan, University of Connecticut*
2. Proficiency or Pressure? A Multilevel Investigation of Differential Grading Practices. *Kelly E. Godfrey, The College Board; Pamela K. Kaliski, The College Board*
3. The Influence of Teacher Emotion on Evaluation Practices: A Preliminary Look at Grading Student Writing. *James L. Floman, University of British Columbia; Marc A. Brackett, Yale University; Claire Ashton-James, Free University Amsterdam; Lillia Cherkasskiy, Yale University (Psychology); Peter Salovey, Yale University*
4. The Grading Dilemma: Examining Learner-Centered Assessment in a Summative Culture. *Wendy G. Troxel, Illinois State University*

**45.086-2. Promoting Positive School Culture and Climate: An Examination of Contributing Factors and Indicators.** SIG-School Community, Climate, and Culture; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

## Posters:

5. A Validity Study of a District-Developed Survey Designed to Measure Students' Perceptions of School Climate. *Mya L. Martin-Glenn, Aurora Public Schools / University of Denver*
6. Factors That Influence the Sense of School Community for Preschool Teachers: Issues That Deserve More Attention. *Jian Li, Kent State University; Cynthia Buettner, The Ohio State University; Lieny Jeon, The Ohio State University; EunHye Hur, The Ohio State University*
7. Measurement Equality/Invariance Across Mediums in the Student Learning Conditions Survey. *Ruchi Patel, North Carolina State University*
8. School Size and School Climate Among Texas Middle School Students as a Function of Programmatic Labels. *Bonnie C Lenear, Sam Houston State University; John R. Slate, Sam Houston State University*
9. Feeling (dis)Connected in Middle School: Effects of Neighborhoods, Schools and Families on Academic Adjustment Outcomes. *Jonathan Gillespie, University of California - Los Angeles*

**45.086-3. Teaching Educational Psychology in Diverse Contexts.** SIG-Teaching Educational Psychology; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

## Posters:

10. Educational Psychology for Undergraduates Not Seeking Teacher Certification: Student Suggestions for Course Revision. *Rachel J. Eells, Concordia University - Chicago*
11. Conceptualizing the Teaching and Learning Process: An Analysis of Verbal Protocols in an After-School Community Learning Center. *Anne Katz, Armstrong Atlantic State University*

**45.086-4. Moral Development Research: International Perspectives.** SIG-Moral Development and Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

## Posters:

12. Empirical Explorations of the Moral Exemplarity Function of the Teacher. *Cees A. Klaassen, Radboud University Nijmegen*
13. Exploring Ukraine's Moral Education in a New Social Context, From Soviet Legacy and "Moral Vacuum" to the National Policy on Moral Education: What's Next? *Tamara Shilling, Independent Scholar*

**45.086-5. General Teacher Education Poster Session.** Division K - Teaching and Teacher Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

## Posters:

14. A Longitudinal Investigation of Teacher Education Programs Across the United States. *Thomas DeVere Wolsey, Walden University; Dana*

*L. Grisham, National University; Linda D. Smetana, California State University - East Bay; Kathy Ganske, Vanderbilt University; W. David Scales, University of North Carolina - Greensboro; Susan D. Lenski, Portland State University*

15. Building Relational Trust in School/University Partnerships: A Case Study of a Partnership With a High-Poverty Professional Development School in Northern Louisiana. *Timothy Ford, University of Louisiana at Monroe; Lynn Violet Clark, University of Louisiana at Monroe; Beth J. Ricks, University of Louisiana at Monroe; Ralph Buie, University of Louisiana at Monroe*
16. Communities of Creation: Engaging Teachers With New Technologies Through a Practice-Based Approach. *John Michael Scott, University of California - Berkeley; Jennifer Higgs, University of California - Berkeley*
17. Design-Based Research in Early Childhood Teacher Education and Professional Development: Building a Base of Useable Knowledge. *Ana C. Iddings, The University of Arizona; Jose Soto-Sonera, The University of Arizona*
18. Developing Cultural Awareness Through International Field Placements: A Documentary Account. *David M. Moss, University of Connecticut; Helen Marx, Southern Connecticut State University; Eleanor V. Wilson, University of Virginia*
19. Impact of a Multiyear Program Intervention: Meeting English Language Learners' Needs by Restructuring Teacher Education. *Babette M. Benken, California State University - Long Beach; Karen Hakim-Butt, California State University - Long Beach; Huong T. Nguyen, California State University - Long Beach; Susan Gomez Zwiemp, California State University - Long Beach*
20. Investigating Teachers' Exploration of a Professional Development Website: An Innovative Approach to Understanding Teachers' Motivation to Use Internet-Based Resources. *Pamela Beach, University of Toronto - OISE; Dale M. Willows, University of Toronto - OISE*
21. The Color of Citizenship: African American Educators and Their Understanding of Teaching Social Studies. *Amanda Elizabeth Vickery, The University of Texas - Austin*
22. The Effect of Physical Activity on Science Competence. *Ann Klinkenborg, Columbus State University; Sheri J. Brock, Auburn University*
23. The Role of Scientific Reasoning in Teachers' Attitudes and Knowledge About Climate Change. *Shiyu Liu, University of Minnesota; Gillian Roehrig, University of Minnesota; Keisha Varma, University of Minnesota; Devarati Bhattacharya, University of Minnesota*
24. The Role of Study Fields in TAM (Technology Acceptance Model): An Empirical Study on Preservice Teachers' Intention to Use Information and Communication Technologies in Education in Turkey. *Omer Faruk Ursavas, Recep Tayyip Erdoğan University; Sami Sahin, Gazi University; Hasan Cakir, Gazi University*
25. Designing an Authentic Urban Secondary Field Experience: The Initial Experience. *Chris Jenkins, Oklahoma State University*
26. Developing (Inter)Cultural Sensitivity in White Preservice Teachers. *Lisa Elizabeth Wills, University of South Carolina; Sarah L. Layman, University of South Carolina; Jamie L Nagy, University of South Carolina; Tandra O. Jackson, University of South Carolina*
27. Preservice Teachers' Sense of Teaching Efficacy and Preparedness to Teach. *Amber L. Brown, The University of Texas - Arlington; Denise Collins, The University of Texas - Arlington; Joyce Myers, The University of Texas - Arlington*

**45.086-6. Topics in Special Education Research.** SIG-Special Education Research; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

## Posters:

28. An Argument-Based Approach to Evaluating the Reliability of the First Contact Survey. *Amanda Elizabeth Ferster, The University of Kansas; Julia Shaftel, The University of Kansas; Alan Sheinker, Center for Educational Testing & Evaluation; Sookyoung Shin, The University of Kansas; Patti Jo Whetstone, The University of Kansas*
29. Characteristics and Trajectory Patterns of System Utilization of Youth With Disabilities: Findings From a Longitudinal Population-Based Study. *Chin-Chih Chen, Virginia Commonwealth University*
30. Disability Status Versus Functional Abilities in Predicting Child Outcomes. *Brent A. McBride, University of Illinois at Urbana-Champaign; Daniel J. Laxman, University of Illinois at Urbana-Champaign; Wm. Justin Dyer, University of Illinois at Urbana-*

*Champaign; Justin L. Kern, University of Illinois at Urbana-Champaign; Rosa M. Santos, University of Illinois at Urbana-Champaign; Laurie M. Jeans, University of Illinois at Urbana-Champaign*

31. Effects of Accommodations in State Assessments: Exploration of Students' Performance Using Propensity Score Matching. *Mayuko Simon, Data Recognition Corporation; Satomi K. Shinde, University of Wisconsin - River Falls; Xin Liu, Data Recognition Corporation*
32. Examining the Influence of Social Networks on Beginning Special Education Teachers' Attitudes Towards Inclusive Education. *Alisha Brown, Michigan State University*
33. Executive Function Deficits Among Children With Attention-Deficit/Hyperactivity Disorder With and Without Fetal Alcohol Spectrum Disorders. *Fumio Someki, City University of New York; Pi-Nian Chang, University of Minnesota; Asha K. Jitendra, University of Minnesota*
34. Growth of Oral Language and Early Literacy Skills in Preschoolers With Speech and Language Impairment. *Jeanne Wilcox, Arizona State University; Shelley Gray, Arizona St. University; Mark Reiser, Arizona State University*
35. Idea Generation Compared Between Children With and Without Learning Disabilities. *Raol J. Taft, University of Missouri - Kansas City; Jacob M. Marszalek, University of Missouri - Kansas City*
36. Investigating an Accommodation Strategy for High School Students With High-Incidence Disabilities. *David Scanlon, Boston College; Diana B. Baker, Boston College; Elizabeth Stringer Keefe, Lesley University*
37. Setting Accommodation for Students With Learning Disabilities. *Pei-Ying Lin, University of Saskatchewan*
38. Special Education in Lesotho: Challenges and Constraints. *Stella Long, Mary Immaculate College/University of Limerick*
39. Statistical Analysis in Single-Subject Research: A Review of Techniques Applied in Published Special Education Studies. *Anya S. Evmenova, George Mason University; David A. Lojkovic, George Mason University*
40. Student-Generated Social Narratives to Develop the Social Skills of Students With Mild Intellectual Disabilities. *Alyce Tayla Shepherd, University of Wollongong; Garry F. Hoban, University of Wollongong; Roselyn M Dixon, University of Wollongong*
41. Using Hierarchical Linear Modeling for the Analysis of Single-Case Data. *Regine Haardoerfer, Emory University; Dawn Davis, Georgia State University*
42. Bilingual and Monolingual Parents' Counterstories of the Individual Education Program Meeting. *Rosalinda J Larios, Cal State Los Angeles; Andrea G. Zetlin, California State University - Los Angeles*

**45.086-7. Engaging the Public in Informal Learning: Places, Methods, and Designs.** SIG-Informal Learning Environments Research; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

43. Cool Science: Engaging Formal and Informal Audiences in Climate Change. *David S. Lustick, University of Massachusetts - Lowell; Jill Hendrickson Lohmeier, University of Massachusetts - Lowell; Robert Chen, University of Massachusetts - Boston*
44. Digital Stories and Mini-Documentaries of Science: What Visual Research With Youth in After-School Programs Can Tell Us About Learning and Identity in Science. *Jrene Rahm, University of Montreal; Audrey Lachaine, Université de Montréal; Allison Gonsalves, Université de Montréal; Annie Malo, University of Montreal*
45. Embedding Mathematics in Public Library Children's Programs. *Marlene Kliman, Technical Education Resource Center; Nuria Jaumot-Pascual, TERC*
46. Engaging Museum Visitors With Scientific Data Through Visualization: A Comparison of Three Strategies. *Joyce Ma, Exploratorium*
47. Study Design and Data Collection Methods for Informal Science Education Projects. *Gary P. Silverstein, Westat; Hannah Putman, Westat*
48. Unspoken: Representations of Sex, Gender, Body Image, and God in Body Worlds. *Susan Jagger, University of Toronto - OISE; Michelle Dubek, OISE/University of Toronto; Erminia G. Pedretti, OISE/University of Toronto*
49. Museum Visitors Deliberating on the Care of Young Children. *Molly Phipps, Science Museum of Minnesota*

**45.086-8. Division H Section 3: Assessment.** Division H - Research, Evaluation and Assessment in Schools; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

50. Assessing and Understanding Student Voice in Schools. *Matthew J. Bundick, Quaglia Institute for Student Aspirations and University of Pittsburgh*
51. Assessment for Learning: Impact on Students Self-Regulated Learning and Intrinsic Motivation. *Diana Baas, Maastricht University; Marjan Vermeulen, The Open University of the Netherlands; Mien Segers, Maastricht University; Jos Castelijns, The KPC Group; Rob Martens, Open University of the Netherlands*
52. The Effects of Delayed School Entry on Student Achievement in Mathematics in Seventh Grade. *Tracy A. McDaniel, University of Houston*
53. Evaluating Alignment Between New York State Standards and State Science Assessments at the Elementary and Intermediate Levels. *Lois Harris, St. John's University; Paul M. Miller, Saint John's University; Mary Ellen Freeley, Saint John's University*
54. Improving Ways to Report Educational Scores for English Learners. *Laura Starr, Pearson; Eric Moyer, The University of Texas; Aline Orr, Pearson*
55. Is There Always a Direct Link Between Classroom Observations and Student Achievement? An Examination of Nonlinear Relationships. *Valeriy Lazarev, Empirical Education Inc.; Denis Newman, Empirical Education Inc.*
56. Lexical Variation in Highly and Poorly Rated U.S. Secondary Students' Writing: Implications for the Common Core Writing Standards. *Jill V. Jeffery, University of New Mexico; David Hoover, New York University; Mihye Han, University of New Mexico*
57. The Effects of Neurofeedback Training on the Intellectual Functioning of Children Diagnosed With Attention Deficit Hyperactivity Disorder, Learning Disabilities, and Asperger's Syndrome. *Maureen T. Drysdale, University of Waterloo; Anna Riedel Bowers, The University of British Columbia*

**45.086-9. Division H Section 2 Poster Session.** Division H - Research, Evaluation and Assessment in Schools; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Poster:

58. Evaluation of the Implementation of a School Dropout Prevention Program for Depressive Students. *Martine Poirier, UQAM; Diane Marcotte, University of Quebec - Montreal; Jacques Joly, University; Laurier Fortin, University of Sherbrooke*

**45.086-10. Research Use in Education.** SIG-Research Use Cosponsored with SIG-Communication of Research; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

59. Accountability, Educational Contracting, and the Translation of Research Into Practice. *Elizabeth N. Farley-Ripple, University of Delaware*
60. What Teachers Think of Education Research: A Policy Perspective. *Nancy Holincheck, American University*

**45.086-11. Online Teaching and Learning Posters: Design and Pedagogy, and Blended Learning.** SIG-Online Teaching and Learning; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

61. A Blended Approach to Canadian First Nations Education: The Sunchild E-Learning Community. *Norman Davis Vaughan, Mount Royal University*
62. A Collaborative, Design-Based Approach to Improving an Online Program. *Daniel B. Matthews, University of Illinois at Springfield; Karen P. Swan, University of Illinois at Springfield; Scott L. Day, University of Illinois at Springfield; Leonard Ray Bogle, University of Illinois at Springfield*
63. A Year in Review: An Evaluation of an Online Blended Science Curriculum Model in One Urban District. *Virginia Walker Snodgrass Rangel, Rice University; Jarrett Reid Whitaker, Rice University*
64. Constructing Online Communities of Inquiry: An Activity Systems Approach. *Michael Lindsley Hoover, McGill University; Janice Wong, McGill University*



65. On the Relationships Between and Among Teaching Presence, Social Presence, and Cognitive Presence. *Jennifer C. Richardson, Purdue University; Kadir Kozan, Purdue University; Neset Mutlu, Purdue; Taeho Yu, Purdue University*
66. Qualitative Study Exploring How Business Faculty Understand and Implement Pedagogical Approaches to Online Instruction. *Nancy Pope Wingo, The University of Alabama - Birmingham; Nataliya V. Ivankova, The University of Alabama - Birmingham*
67. The Nagging Question in Designing Blended-Learning Courses: How Much Time Should Be Devoted to Online Activities? *Ronald D. Owston, York University; Dennis N. York, York University; Susan Murtha, York University*
68. Using a Generalized Checklist to Improve Student Assignment Submission Times in an Online Course. *Terence William Cavanaugh, University of North Florida; Marcia L. Lamkin, University of North Florida; Haigong Hu, University of North Florida*
69. Virtual Learning in New Zealand: Examples of Networked Schools. *Michael Kristopher Barbour, Wayne State University; Derek Wenmoth, Core Education Ltd; Niki Davis, University of Canterbury*

**45.086-12. Division H Section 4 Poster Session.** Division H - Research, Evaluation and Assessment in Schools; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Poster:

70. How Are School Assessment and Accountability Policies Related to Student Performance? Comparison of the United States; Canada; Shanghai, China; and Korea. *Hongli Li, Georgia State University; Kevin Kevin Fortner, Georgia State University; Charles Vincent Hunter, Georgia State University*

**Monday, 12:25 pm**

**Presidential Sessions**

**46.010. Awards Luncheon (#AERA Awards).** Presidential Session Cosponsored with University of Southern California Rossier School of Education and Michigan State University School of Education

Hilton Union Square, Ballroom Level, Continental 4-6; 12:25-2:25pm

Chairs: *William G. Tierney, University of Southern California; Kristen A. Renn, Michigan State University*

Award Chairs: *William F. Tate, Washington University in St. Louis; Sharon Nelson-Barber, Pacific Resources for Education and Learning; Christine E. Sleeter, California State University - Monterey Bay; Julian Vasquez Heilig, The University of Texas - Austin; Carla D. O'Connor, University of Michigan; Jeffrey M.R. Duncan-Andrade, San Francisco State University; Ruben Donato, University of Colorado - Boulder; Judy A. Alston, Ashland University; Richard P. Duran, University of California - Santa Barbara; James D. Anderson, University of Illinois at Urbana-Champaign; P. David Pearson, University of California - Berkeley*

**Monday, 2:45 pm**

**Governance Meetings and Events**

**47.001. Educational Evaluation and Policy Analysis Closed Editorial Board Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Nikko II; 2:45-4:15pm

Chairs: *Mark Berends, University of Notre Dame; Luis Alberto Huerta, Teachers College, Columbia University; Laura S. Hamilton, RAND Corporation; Ron Zimmer, Vanderbilt University*

**47.002. Journal of Educational and Behavioral Statistics Closed Editorial Board Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Nikko I; 2:45-4:15pm

Chairs: *Sandip Sinharay, CTB/McGraw-Hill; Matthew Scott Johnson, Teachers College, Columbia University*

**Presidential Sessions**

**47.010. Amateur Film Festival Winner: Admissions: Student Stories From Undocumented America.** Presidential Session Cosponsored with Division J - Postsecondary Education, SIG-Hispanic Research Issues

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 2:45-4:15pm

Participant: *Tasha Lyn Darbes, New York University*

**47.011. IGNITE: Access to Knowledge in the Age of Social Media (#AERA Ignite).** Presidential Session

Hilton Union Square, Lobby Level, Plaza A; 2:45-4:15pm

Chair: *Christine M. Greenhow, Michigan State University*

Participants:

- Learning about Race by Doing: The Role of Participatory Media. *Brendsha M. Tynes, University of Southern California*
- Social Scholarship and Social Media. *Christine M. Greenhow, Michigan State University*
- Strategies for Communicating Research. *Ronald J. Dietel, University of California - Los Angeles*
- Edu-Blogging. *Sara Goldrick-Rab, University of Wisconsin - Madison*
- The Coming of the Student Cyborg. *Paul Gordon Brown, Boston College*
- Digital Drum Talk: Widening Research on Rhythmic Communication. *Jabari Mahiri, University of California - Berkeley*
- Gender and Technology—To Cheat Is To Learn: Designing Cheat Sites. *Yasmin B. Kafai, University of Pennsylvania*
- The Interface Effect: Overcoming a Poverty of Knowledge. *Mark Helmsing, Michigan State University*
- New Tools for Old Relationship: Can New Media Reduce the Researcher-Practitioner Gap? *Katharine Kendall Guthrie, The Bill & Melinda Gates Foundation*
- The Next Generation of Cyberlearning. *Janet L. Kolodner, Georgia Institute of Technology*
- Opportunities and Challenges to the Changing Participation in Science Learning. *Janet E. Coffey, Gordon and Betty Moore Foundation*
- Discussant: *Kristen A. Renn, Michigan State University*

**47.012. Images of Inquiry: Why We Need Practitioner Research to Challenge Educational Inequities.** Presidential Session

Hilton Union Square, Ballroom Level - Franciscan CD; 2:45-4:15pm

Chairs: *Marilyn Cochran-Smith, Boston College; Susan L. Lytle, University of Pennsylvania*

Participants: *Gillian Maimon, School District of Philadelphia; Renee Moore, Mississippi Delta Community College; Gary A. McPhail, Meadowbrook School; James H. Lytle, University of Pennsylvania*

Discussants: *Marilyn Cochran-Smith, Boston College; Susan L. Lytle, University of Pennsylvania*

**47.013. The Fisher Case, Diversity in Higher Education, and Social Science Confronting the Challenges to Affirmative Action.** Presidential Session Cosponsored with Division J - Postsecondary Education, Division L - Educational Policy and Politics, and Social Justice Action Committee

Hilton Union Square, Lobby Level, Plaza B; 2:45-4:15pm

Chair: *Felice J. Levine, American Educational Research Association*

Presenters: *Gary A. Orfield, University of California - Los Angeles; Liliana M. Garces, The George Washington University; Patricia Gurin, University of Michigan; Shirley Malcom, American Association for the Advancement of Science*

**47.014. The Gordon Commission: Perspectives on the Future of Assessment.** Presidential Session

Hilton Union Square, Yosemite B; 2:45-4:15pm

Chairs: *Randy E. Bennett, ETS; Edmund W. Gordon, Teachers College, Columbia University*

Participants: *Eva L. Baker, University of California - Los Angeles; James W. Pellegrino, University of Illinois at Chicago; Louis M. Gomez, University of California - Los Angeles; Lauren B. Resnick, University of Pittsburg; Andrew Dean Ho, Harvard Graduate School of Education*  
 Discussants: *Lorraine M. McDonnell, University of California - Santa Barbara; Kent McGuire, Southern Education Foundation, Inc.*

### AERA Sessions

**47.015. Federal Funding Opportunities for Education Research: Institute of Education Sciences, National Science Foundation, and National Institutes of Health.** AERA Sessions Cosponsored with Organization of Institutional Affiliates; Invited Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 23-24; 2:45-4:15pm

Chair: *Gerald E. Sroufe, American Educational Research Association*  
 Presenters: *Elizabeth R. Albro, Institute of Education Sciences; Janice M. Earle, National Science Foundation; James A. Griffin, National Institute of Child Health and Human Development*

**47.016. So You Want to Be a Peer Reviewer: An Interactive Session on Learning to Review Annual Meeting Papers Cosponsored by the Annual Meeting Policies and Procedures and Research Advisory Committees.** AERA Sessions; Invited Session  
 Hilton Union Square, Yosemite A; 2:45-4:15pm

Chairs: *Lynne Schrum, West Virginia University; Frederick D. Erickson, University of California - Los Angeles*

Discussion Leaders:



#### Discussion Tables

*Aria Razfar, University of Illinois at Chicago; David M. Bloome, The Ohio State University; Judith A. Arter, Independent Consultant; David J. Flinders, Indiana University; Louis M. Gomez, University of California - Los Angeles; Ara Tekian, University of Illinois at Chicago; Cynthia A. Tyson, The Ohio State University - Columbus; Sandra Graham, University of California - Los Angeles; Elizabeth Birr Moje, University of Michigan; Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Felice J. Levine, American Educational Research Association; Neal D. Finkelstein, WestEd; Edric Johnson, University of Wisconsin - Whitewater; Mehmet Dali Ozturk, Naval Postgraduate School; Nathan E. Bell, American Educational Research Association*

**47.017. Meet Journal Editors: Journal Talks 7.** AERA Sessions; Invited Roundtable  
 Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:45-4:15pm

Participants:

1. Learning, Media and Technology. *Rebecca Eynon, University of Oxford*
2. Educational Research Review. *Paivi A. Tynjala, University of Jyväskylä*
3. International Journal of Disability Development and Education. *Robyn Margaret Gillies, The University of Queensland*
4. International Journal on School Disaffection. *Linda Jayne Graham, Queensland University of Technology; Ross Deuchar, University of the West of Scotland*
5. Journal of Research on Christian Education. *Larry D. Burton, Andrews University*
6. International Journal of Educational Research. *Allen Thurston, Queen's University Belfast*
7. Journal of Mathematical Behavior. *Carolyn Alexander Maher, Rutgers University; Elizabeth B Uptegrove, Felician College; Alice S. Alston, Rutgers University*
8. Journal of Educational Computing Research. *Robert H. Seidman, Southern New Hampshire University*

**47.018. Meet Journal Editors: Journal Talks 8.** AERA Sessions; Invited Roundtable  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:45-4:15pm

Participants:

1. Studies in Educational Evaluation. *Peter Van Petegem, University of Antwerp; Ilaria Meliconi, Elsevier Inc.*
2. Learning, Culture, and Social Interaction. *Roger Saljo, University of Gothenburg; Ann Corney, Elsevier Inc.*
3. Journal of Mathematics Teacher Education. *Melissa James, Springer*

- Publishing Company; Olive Chapman, University of Calgary*
4. Women's Studies International Forum. *Kalwant Bhopal, University of Southampton; Ilaria Meliconi, Elsevier Inc.*
  5. International Journal of Critical Youth Studies. *Shirley R. Steinberg, University of Calgary; Awad Ibrahim, University of Ottawa; Giuliana Cucinelli, Concordia University; Marlon Simmons, University of Toronto*
  6. Taboo: The Journal of Culture and Education. *Gresilda A. Tilley-Lubbs, Virginia Polytechnic Institute and State University; Brett Elizabeth Blake, Saint John's University; Eleanor Blair Hilty, Western Carolina University; Jon Austin, University of Southern Queensland; Renee Baynes, University of Southern Queensland*
  7. Journal of Educational Administration. *Darren A. Bryant, Hong Kong Institute of Education; Sharon Parkinson, Emerald Group Publishing Ltd*
  8. Journal of School Leadership. *Jeffrey S. Brooks, Iowa State University; Anthony H. Normore, California Lutheran University; Autumn K. Tooms, Kent State University; Gaetane Jean-Marie, University of Oklahoma*
  9. The New Educator. *Beverly Falk, City College of New York - CUNY*
  10. Journal of Experimental Education. *Rayne A. Sperling, The Pennsylvania State University*
  11. Peabody Journal of Education. *Robert L. Crowson, Vanderbilt University; Nicholas M. Kochmanski, Vanderbilt University*
  12. Journal of Curriculum and Pedagogy. *Jennifer April Sandlin, Arizona State University; Will J. Letts, Charles Sturt University*

### Committee Sessions

**47.019. Conceptual and Practical Frameworks on Minority Males Transitioning From High School to College.** Committee on Scholars of Color in Education; Symposium  
 Hilton Union Square, Lobby Level, Golden Gate 1; 2:45-4:15pm

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

Participants:

- Social Capital as a Theoretical Perspective on the Transition to College. George L. Wimberly, American Educational Research Association*  
*The High-School-to-College Transition for Minority Male Students. Diane Cardenas Elliott, Educational Testing Service; Meghan Wilson Brenneman, ETS*  
*Current Trends of Minorities in STEM Fields. Lorenzo L. Esters, Association of Public and Land-grant Universities*  
*The Interplay of Human and Social Capital When Understanding Education Attainment and Success Within Disadvantaged Groups. Steven B. Robbins, ACT, Inc.*

Discussant: *Shaun R. Harper, University of Pennsylvania*

**47.020. Graduate Student Council Food for Thought Session (Monday).** Graduate Student Council; Invited Session  
 Parc 55, Third Level, Market Street; 2:45-4:15pm

Chairs: *Angela Rose Hines, Arizona State University; Carleen Carey, Michigan State University; Liza Renee Lizcano, Stanford University*

**47.021. Women, STEM, and Gender Matters.** Committee on Scholars and Advocates for Gender Equity in Education; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 2:45-4:15pm

Chair: *Jean Rockford Aguilar-Valdez, University of North Carolina - Greensboro*

Participants:

- Women of Color in the Physical Sciences: How Intersections of Race, Gender, and Class Affect Activism and Aspirations. Maria (Mia) Ong, TERC; Lily Ko, TERC; Rachel R. Kachchaf, TERC; Apriel K. Hodari, Council for Opportunity in Education*  
*The Experience of the Black Female in the STEM Fields. Marsha Emelene Simon, The University of Alabama*  
*Community College Pathways to STEM Education for Women: A Challenge to Gender Stereotypes? Lois Joy, Education Development Center*  
*Prospective and Retrospective Perceptions of the Role of Higher Education in Equitable Life Outcomes: How Does Gender Matter? Nancy S. Niemi, University of New Haven*

Discussant: *Barbara J. Thayer-Bacon, The University of Tennessee*

### International Organization Sessions

**47.022. Educational Leadership, Education, and Poverty: An Intricate Relationship?** Commonwealth Council for Educational Administration and Management; Invited Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 2:45-4:15pm

Chair: *Petros A. Pashiardis, The Open University of Cyprus*

Participants:

School Leadership and Management Development Programs: An Evaluative Multiple-Case Study. *Frederick Ebot Ashu, The University of Birmingham*

On-Reserve Adult Basic Education in Saskatchewan: Hope for the Future. *Michelle Phyllis Prytula, University of Saskatchewan; Michael Cottrell, University of Saskatchewan; Vivian J. Hajnal, University of Saskatchewan*

School Climate as Perceived by Secondary Students in Cyprus: Creating Better Conditions for Learning. *Georgia Pashiardis, Ministry of Education and Culture of Cyprus*

School Leadership and Student Citizenship Outcomes: The Contribution of a New Relationship to Poverty Reduction. *Vassos Savvides, Open University of Cyprus; Petros A. Pashiardis, The Open University of Cyprus*

### Division Sessions

**47.023. A Mile Deep and a Mile Wide: Early Lessons From the Implementation of Common Core Standards in New York City.** Division A - Administration, Organization and Leadership; Symposium  
Westin St. Francis, Second Level, California West; 2:45-4:15pm

Chair: *Matthew Riggan, University of Pennsylvania*

Participants:

The Plan: New York City's Strategy for Implementing Common Core Standards. *Anne Darfler, University of Pennsylvania; Cecile Huynh Sam, The University of Pennsylvania*

Supports for Teacher Learning: The Role of Networks and External Partners in Supporting Common Core Adoption. *Jonathan A. Supovitz, University of Pennsylvania*

Deepening Teacher Understanding: The Role of Administrators and Teacher Leaders in School-Level Implementation of the Common Core. *Matthew Riggan, University of Pennsylvania*

What Teachers See: Implications of the Common Core for Instructional Change and Improvement. *Heather D Goldsworthy, University of Pennsylvania*

Discussants: *Thomas C. Hatch, Teachers College, Columbia University; Shael Suransky, New York City Department of Education*

**47.024. Data Use in Schools for Improving Instruction and Student Performance.** Division A - Administration, Organization and Leadership; Paper Session

Westin St. Francis, Second Level, Victorian; 2:45-4:15pm

Chair: *Cheryl Lynn Kelsey, Texas A&M University - San Antonio*

Participants:

School Culture and Data-Driven School Improvement: Correlations and Effects in the German Multilevel School System. *Denise Demski, University of Duisburg-Essen; Isabell Van Ackeren, University of Duisburg-Essen; Marten Clausen, University of Duisburg-Essen*

The Development of Capacity for Data Use: The Role of Teacher Networks in an Elementary School. *Elizabeth N. Farley-Ripple, University of Delaware; Joan L. Buttram, University of Delaware*

The Effect of the Information-Use Environment on School Principals' Data-Driven Decision Making in Taiwanese Junior High and Elementary Schools. *I-Hua Chang, National Chengchi University; Cheng-Mei Hsu, China University of Technology; I-Tsai Chang, Wulong Elementary School in Hsinchu County*

Toward a Theory of Data-Informed Instructional Practice: How Might Data Use Matter? *Phillip Herman, University of Pittsburgh; Peter Samuelson Wardrip, University of Pittsburgh*

Discussant: *John B. Nash, University of Kentucky*

**47.025. How Leaders Can Do Justice to Matters of Social Justice and Equity.** Division A - Administration, Organization and Leadership; Paper Session  
Westin St. Francis, Second Level, Elizabethan A; 2:45-4:15pm

Chair: *Jonathan Lightfoot, Hofstra University*

Participants:

Education Leadership for Social Justice: Ethics and Micropolitics. *Stephanie Diane Tuters, OISE/University of Toronto; Denise E. Armstrong, Brock University*

Equitable Leadership on the Ground: Converging on High-Leverage Practices in the Leadership for Equity Assessment & Development Tool. *Mollie Galloway, Lewis & Clark; Ann Ishimaru, University of Washington; Rob Larson, Education Northwest*

Intersections of Social Justice and Closing the Achievement Gap: An Exploration With School Leaders. *Tyler H. Matta, Portland State University; Esperanza De La Vega, Portland State University*

Social Justice, Self-Systems, and Engagement in Learning: What Students Labeled "At Risk" Can Teach Us. *Phyllis A. Hensley, Texas A&M University - Corpus Christi; Philip S. Mirci, University of Redlands; Cory Loomis, University of Redlands*

Social Justice, Teacher Leadership, and Curriculum Inquiry: What Can We Learn From the Curriculum Choices of Activist Teacher Leaders in Their Classrooms. *Ann E. Lopez, OISE/University of Toronto*

Discussant: *Kathrine J. Gutierrez, University of Oklahoma*

**47.026. Critical Concepts of Citizenship Education.** Division B - Curriculum Studies; Symposium  
Grand Hyatt, Ballroom Level, Grand Ballroom West; 2:45-4:15pm

Chair: *Wiel M. Veugelers, University of Amsterdam*

Participants:

A Critical-Democratic Perspective on Citizenship Education. *Wiel M. Veugelers, University of Amsterdam*

Discussion Pedagogy and Discursive Democracy: Critiques and Possibilities. *Walter C. Parker, University of Washington - Seattle*

Citizenship Education and Social Justice: The Silenced Dialogue on Inequality. *Joel Westheimer, University of Ottawa*

An Asian Perspective on Citizenship Education. *Wing On Lee, Nanyang Technological University - National Institute of Education*

**47.027. Neoliberal Education and Political Subjectivity.** Division B - Curriculum Studies; Symposium  
Grand Hyatt, Second Level, Belvedere; 2:45-4:15pm

Chairs: *Lena Martinsson, University of Gothenburg; Eva Reimers, Linköping University*

Participants:

Economic and Political Subjectivities in Public Discourses on Education. *Eva Reimers, Linköping University*

Civic Learning, Political Agency, and the Ignorant Citizen: Exploring Opportunities for Democratic Subjectivity. *Gert J.J. Biesta, University of Luxembourg*

What Is So Liberal About Neoliberalism? Race, Schooling, and the Poverty of Market-Based Reform. *Zeus Leonardo, University of California - Berkeley; Hoang V. Tran, University of California - Berkeley*

Disassembling the Neoliberal Subjects of Education and Becoming-Politics. *Deborah C. Youdell, University of Birmingham; Ian McGimpsey, Institute of Education*

Neoliberal Educational Development Aid: A (Non)Political Issue. *Lena Martinsson, University of Gothenburg*

Discussant: *Sverker S:son Lindblad, University of Gothenburg*

**47.028. Possible Impossibilities: Curriculum History as Text.** Division B - Curriculum Studies; Symposium  
Grand Hyatt, Theatre Level, Curran; 2:45-4:15pm

Chair: *Petra Munro Hendry, Louisiana State University*

Participants:

Between the Child's Mind and the Ghost: Discourses of Vision and the Making of Scientific Objects for Historical Analysis. *Bernadette M. Baker, University of Wisconsin*

Historical Inquiry as Everyday Practice: The Internal Past. *Ann G. Winfield, Roger Williams University*

Remembering to Forget: Rupture as Repetition in the Historical Narratives of Empirical Education. *Antti Saari, University of Tampere*

Continuity and Discontinuity in Physical Education. *David Kirk, University of Bedfordshire*

**47.029. A Learning Progression Emerges in a Trading Zone of Professional Community and Identity.** Division C - Learning and Instruction; Symposium

Westin St. Francis, Second Level, Hampton; 2:45-4:15pm



Chair: *Richard Lehrer, Vanderbilt University*

Participants:

Toward Establishing a Learning Progression to Support the Development of Statistics Teaching. *Mayumi Shinohara, Vanderbilt University*  
A Construct Modeling Approach to Developing Measures of Fidelity. *Ryan Seth Jones, Vanderbilt University*

Challenges and Opportunities of Learning Progressions for the Psychometric Community. *Mark R. Wilson, University of California - Berkeley*

Challenges and Opportunities of the Statistical Learning Progression Through the Lens of Professional Development. *Linda Jaslow, Northwest Arkansas Educational Regional Collaborative*

Discussant: *William R. Penuel, University of Colorado*

#### 47.030. Division C Graduate Student Committee: New Directions:

**Resilience.** Division C - Learning and Instruction; Invited Session  
Westin St. Francis, Second Level, California East; 2:45-4:15pm

#### 47.031. Learning and Teaching in Environmental and Earth Sciences.

Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 2:45-4:15pm

Chair: *Michael Dianovsky, Rutgers University*

Participants:

A Comparison of Comparison Types: Applications of Analogical Instruction in Mineralogy Identification. *Bryan Jacob Matlen, Carnegie Mellon University; Thomas Shipley, Temple University; Neha Chaurasia, Carnegie Mellon University; Marc Wilson, Carnegie Museum of Natural History; Debra Wilson, Carnegie Museum of Natural History; David Klahr, Carnegie Mellon University*

Do Individual and School-Related Factors Contribute to Environmental Literacy? Comparing the United States and Canada Using PISA 2006. *Emily Lin, University of Nevada - Las Vegas; Qingmin Shi, University of Nevada - Las Vegas*

Middle and High School Students' Conceptions of Climate Change Mitigation and Adaptation Strategies. *Laura Bofferding, Purdue University; Matthew J. Kloser, University of Notre Dame*

The Impact of a Novel Curriculum on Student Learning of Ecological Function and Human Impact. *Yael Wyner, City College of New York - CUNY; Jonathan D. Becker, Virginia Commonwealth University; Bruce Torff, Hofstra University; Janice Koch, Hofstra University*

#### 47.032. Reading Comprehension Development and Text Complexity.

Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 7; 2:45-4:15pm

Chair: *Elfrieda H. Hiebert, University of California - Santa Cruz*

Participants:

Components of Reading Comprehension: What Dominates at What Grade? *Barbara R. Foorman, Florida State University; Rick Wagner, Florida State University; Chris Schatschneider, Florida State University*

Comprehension-Based Silent Reading Rates: How Well Are American Students Ascending the Staircase of Text Complexity? *Alexandra N. Spichtig, Reading Plus/Taylor Associates; Elfrieda H. Hiebert, University of California - Santa Cruz; Ralph Radach, University of Wuppertal; P. David Pearson, University of California - Berkeley*

Reading Comprehension in Second Language Learners: The Role of Academic Language Features. *Birgit Heppt, Humboldt University - Berlin; Nicole Haag, Humboldt University - Berlin; Petra Stanat, Humboldt University - Berlin; Katrin Boehme, Humboldt University - Berlin*

Understanding the Language of Middle School Science: A Comparison of Discourse Marker Usage in Science and Social Studies Textbooks. *Diego Roman, Stanford University; Stephanie Hironaka, Stanford University; Hannah Rohde, Stanford University*

Rethinking Texts for Early Literacy Instruction. *Rick Chan Frey, University of California - Berkeley*

#### 47.033. The Teaching and Learning of Rational Number.

Division C - Learning and Instruction; Paper Session  
Westin St. Francis, Second Level, Yorkshire; 2:45-4:15pm

Chair: *Eileen Murray, Harvard University*

Participants:

Decimal Fractions: An Important Point. *Sherri Martinie, Kansas State University*

How Math Snacks and Teacher Practice Impact Student Understanding of Ratio and Number Line Concepts. *Karen M. Trujillo, New Mexico State University; Alfred J. Valdez, New Mexico State University; Karin M. Wiburg, New Mexico State University*

Learning Fractions Through Splitting in an Online Game. *Stephanie Baker Peacock, The University of Texas - Austin; Carmen Julia Petrick Smith, University of Vermont; Taylor Martin, The University of Texas - Austin; Ani Aghababayan, Utah State University; Zoran Popovic, University of Washington; Erik Andersen, University of Washington; Yun-En Liu, University of Washington*

Teachers' Adjustments of Mathematics Instruction for Lower- and Higher-Achieving Students During a Problem-Centered Lesson. *Nancy D. Giles, Bloomsburg University*

Discussant: *Eileen Murray, Harvard University*

#### 47.034. Conducting Community-Based Ethnography and Course-Based Action Research.

Division D - Measurement and Research  
Methodology Cosponsored with SIG-Qualitative Research; Symposium  
Parc 55, Fourth Level, Mission II&III; 2:45-4:15pm

Chair: *Laura Ruth Johnson, Northern Illinois University*

Participants:

A Framework for Conducting Community-Based Ethnography and Course-Based Action Research. *Laura Ruth Johnson, Northern Illinois University*

Earning the Right: Reflections on Conducting Community-Based Research. *Chia-Pao Hsu, Northern Illinois University; Colleen Stribling, Elgin Community College; Antoinette Jones, Northern Illinois University*

Transformative Learning and the Expansion of Professional Practices: Lessons From Conducting Community-Based Research. *Nicole R. Rivera, North Central College; Amy Brodeur, University of St. Francis; Anne Almburg, Founders Elementary*

Discussant: *Howard Rosing, DePaul University*

#### 47.035. Stress and Coping: New Directions in Mental Health and Adjustment.

Division E - Counseling and Human Development; Paper Session  
Parc 55, Fourth Level, Cyril Magin III; 2:45-4:15pm

Chair: *Roxana Marachi, San José State University*

Participants:

Studying Heterogeneity of Posttraumatic Reactions to Adolescent Earthquake Survivors. *Cody Ding, University of Missouri*

The Role of School Climate in the Mental Health of Secondary Students: A Study of Students in Military-Connected Schools. *Kris M. De Pedro, University of Southern California; Ron Avi Astor, University of Southern California; Tamika Gilreath, University of Southern California*  
Engaged or Disengaged: School Engagement Profiles and Academic Success and Mental Health in Adolescence. *Ming-Te Wang, University of Pittsburgh*

Discussant: *Christopher J. McCarthy, The University of Texas - Austin*

#### 47.036. What Did Colonizers and Conquered Peoples Learn and What Did They Teach Each Other? Examples From Haiti, Cuba, Alaska, and South Africa.

Division F - History and Historiography; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 2:45-4:15pm

Chair: *A.J. Angulo, Winthrop University*

Participants:

An Intended Demotion of Humanity: The Impact of Racism on Education in the American Occupation of Haiti. *Leah Peck, Indiana University - Bloomington*

How Land Policies and School Language Policies Incited Student Activism in South Africa. *Hope C Rias, Indiana University - Bloomington*  
Alaska's Colonial Education, 1885-1908. *Abigail Gundlach-Graham, Indiana University - Bloomington*

Public School Integration in Cuba, 1898-1902. *Nichole L Richards, Indiana University - Bloomington*

Discussant: *A.J. Angulo, Winthrop University*

#### 47.037. Border Literacies: Examining the Bilingual Practices of

Transfronterizo Students on the U.S.-Mexico Border. Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Elizabethan B; 2:45-4:15pm

Chair: *Alberto Esquinca, The University of Texas - El Paso*

Participants:

Transfronterizo Funds of Knowledge: Understanding Student Resources

on the U.S./Mexico Border. *Maria Teresa De La Piedra, The University of Texas - El Paso; Blanca Estela Araujo, The University of Texas - El Paso*

Poverty and Financial Literacies in Texas Border Colonias. *Patrick Henry Smith, The University of Texas - El Paso; Luz A. Murillo, The University of Texas - Pan American*

Strategic Negotiations of Biliteracy and Genre Knowledge in Graduate Studies. *Erika L. Mein, The University of Texas - El Paso*

Uncovering the Transnational and Navigational Capital of Teachers in the Borderlands. *Carol Brochin, The University of Texas - El Paso*

Agency and Identity Across National Borders: The Case of Transfronteriza Preservice Teachers. *Alberto Esquinca, The University of Texas - El Paso*

#### 47.038. Civic Purposes of Schooling in International Perspective. Division

G - Social Context of Education; Paper Session

Westin St. Francis, Second Level, Elizabethan C; 2:45-4:15pm

Chair: *Catherine Savage, Te Tapuae o Rehua*

Participants:

A Discursive Politics of History Curriculum Reform Towards a Dead End:

A Taiwanese Case. *Chin-Ju Mao, National Taiwan Normal University*

Rethinking the Civic Mission of Schools: A Cross-National Approach to the Association Between Schooling and Civic Achievement Gap. *Lupita Hyungryeol Kim, University of California - Los Angeles*

Surveillance and the Production of Democratic Citizens: A Case Study of the Enacted History Curriculum. *Lisa Y. Faden, University of Western Ontario*

The Production of the "Good" Citizen: Exploring Neoliberal Rhetoric in Ontario Educational Policies, 2003-2010. *Christopher John Greig, University of Windsor; Susan Holloway, University of Windsor*

Discussant: *Soojin Susan Oh, Harvard University Graduate School of Education*

#### 47.039. Illuminating the Role of "Capital" in Education Reform. Division

G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Essex; 2:45-4:15pm

Chair: *Pauline Lipman, University of Illinois at Chicago*

Participants:

Negotiating Material Relations Through Discourse in Entrepreneurial Education in Tanzania. *Elizabeth H. Boner, University of California - Berkeley*

Radical Shifts: Community Control in Neoliberal Times. *Nirali Jani, University of California - Berkeley*

NAACP v. Black Parents: Civil Rights Discourses and the Obscuring of Capital. *Chela Delgado, University of California - Berkeley*

Occupying Land, Occupying Schools: Transforming Social Relations of Production in the Brazilian Countryside. *Rebecca Senn Tarlau, University of California - Berkeley*

Discussant: *Pauline Lipman, University of Illinois at Chicago*

#### 47.040. Material Poverty Amid Organizational, Linguistic, and Cultural Wealth: Communal Education Research in Indigenous México Profundo. Division

G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Kent; 2:45-4:15pm

Chair: *Lois M. Meyer, University of New Mexico*

Participants:

Communal Education in Mexico: Theoretical Framework for Constructing Educational Experiences Based in Local Knowledge Research. *Benjamin Maldonado Alvarado, Colegio Superior de Educacion Indigena Integral de Oaxaca*

The Pedagogical Movement: Investigating the Value of What Is Ours in a Globalized Educational Context. *Fernando Soberanes Bojorquez, Plan Piloto-CMPIO*

Concretizing Indigenous Educational Rights Amid Poverty: The Interdisciplinary Communal High Schools of Oaxaca, México. *Adelfo Regino Montes, Estado de Oaxaca*

The BA in Communal Secondary Education: Preparing Indigenous Instructors in Local Knowledge and Multilingualism. *Julieta Briseño Roa, Colegio Superior de Educacion Indigena Intercultural de Oaxaca*  
Open Your Heart to See. *Dora Maria Ruiz Galindo, CESDER*

#### 47.041. Identifying Supports for Early Childhood Educational Success. Division

H - Research, Evaluation and Assessment in Schools; Paper Session

Parc 55, Third Level, Powell I; 2:45-4:15pm

Chair: *Janice E. Noga, Pathfinder Evaluation and Consulting*

Participants:

Assessing Early Childhood Quality in After-School Programs. *Sherri Christine Lauver, Synergy Enterprises Inc.; Roy Walker, Synergy Enterprises Incorporated; Michelle Gaugh, Synergy Enterprises Incorporated; Pilla Parker, U.S. Department of Education; Sylvia Lyles, U.S. Department of Education*

Pennsylvania's Keystone Stars Program: Impact on Schools' Language Environment and Low-Income Preschoolers' Vocabulary. *Ryan P. Skimmons, Villanova University; Kyle D. Sell, Villanova University; Pamela Blewitt, Villanova University*

Early Childhood, Systemic Student Support, and Dropout. *Terrence J. Lee-St. John, Boston College; Mary Walsh, Boston College; Evan Michel, Boston College; Anastasia E. Raczek, Boston College*

Threshold Effects of Center-Based Child Care on At-Risk Children's Academic Performance. *Yi Pan, University of North Carolina - Chapel Hill; Qiu Wang, Syracuse University*

A Propensity Score Matching Approach to Evaluating the Longitudinal Effects of Head Start Programs. *Jenny Y.P. Yau, Azusa Pacific University; Ying Hong Jiang, Azusa Pacific University*

Discussant: *Danny Franklin, Six Red Marbles*

#### 47.042. Use of Assessments in STEM Subjects. Division H - Research,

Evaluation and Assessment in Schools; Paper Session

Parc 55, Second Level, Haight; 2:45-4:15pm

Chair: *Paul Favaro, Peel District School Board & York University - Ontario*

Participants:

An Investigation of State-Based Data: What Factors Affect STEM Schools' Math and Science Performance? *Ayse Tugba Oner, Texas A&M University; Niyazi Erdogan, Texas A&M University; Alpaslan Sahin, Texas A&M University - College Station; Mary Margaret Capraro, Texas A&M University; Robert M. Capraro, Texas A&M University*

Strategies Teachers Use to Coach Students on the High-Stakes Math Test. *Melanie Ehren, Institute of Education; Jon R. Star, Harvard University*

The Effects of a Coherent System of Assessments on Science Learning and Teaching. *Edys S. Quellmalz, WestEd; Matt Silberglitt, WestEd; Michelle LaMar, University of California - Berkeley*

Within-Year Growth in Math: Implications for Progress-Monitoring Using RTI (Response to Intervention). *Phillip Shawn Irvin, University of Oregon; Daniel John Anderson, University of Oregon; Jessica L. Saven, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*

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

#### 47.043. Errors, Emotions, and Their Relevance for Learning in the Professions. Division I - Education in the Professions; Symposium

Parc 55, Fourth Level, Lombard; 2:45-4:15pm

Chair: *Christian Harteis, Paderborn University*

Participants:

Learning From Errors in Organizations: The Effect of Negative Emotions on Motivation and Cognition. *Bin (Natalie) Zhao, Simon Fraser University; Fernando Olivera, University of Western Ontario; Amy C Edmondson, Harvard Business School*

Direct and Indirect Effects of Errors on Well-Being at the Workplace Within Apprenticeship. *Andreas Rausch, University of Bamberg*  
Error Culture and Negative Knowledge. *Fritz K. Oser, University of Fribourg; Catherine Naepflin, University of Fribourg*

Error Climate and Individuals Dealing With Errors in the Workplace. *Alexander Baumgartner, University of Mannheim; Juergen Seifried, University of Mannheim*

Discussant: *Henny Boshuizen, Open Universiteit Nederland*

#### 47.044. Broad-Access Colleges and the Future of U.S. Higher Education. Division

J - Postsecondary Education; Symposium

Westin St. Francis, Mezzanine Level, Georgian; 2:45-4:15pm

Chair: *Michael W. Kirst, Stanford University*

Participants:

The Radically Altered Landscape of Early Adulthood. *Richard A Settersten, Oregon State University*

The Supply Side of Broad-Access Higher Education. *Michal Kurlaender, University of California - Davis*

Higher Education: A Field in Ferment. *W. Richard Scott, Stanford University*

Discussant: *Mitchell L. Stevens, Stanford University*

**47.045. Division J Working Group (Graduate Student Publication Working Group).** Division J - Postsecondary Education; Invited Session

Hotel Nikko, Second Level, Mendocino I; 2:45-4:15pm

Participants: *Travis T. York, The Pennsylvania State University; Gerald K. LeTendre, The Pennsylvania State University*

**47.046. Division J Working Group (Undocumented Students).** Division J - Postsecondary Education; Invited Session

Hotel Nikko, Third Level, Carmel II; 2:45-4:15pm

Participants: *Ryan Evely Gildersleeve, University of Denver; Karen L. Miksch, University of Minnesota - Twin Cities*

**47.047. Improving the Success of Students at Risk and in Transition.**

Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 2:45-4:15pm

Chair: *Cassie Barnhardt, University of Iowa*

Participants:

Are Dual Enrollment Students College Ready? Evidence From the Wabash National Study. *Jason L. Taylor, University of Illinois at Urbana-Champaign; Brian An, University of Iowa*

Evaluation of University Living-Learning Community Programs: Impact on the Engagement of At-Risk Students. *Monique Fondren Cain, Louisiana State University; Kim D. MacGregor, Louisiana State University*

Learning Behavior and Motivation of At-Risk College Freshmen in a Self-Regulatory Learning Class. *Youn Joo Oh, Education Development Center, Inc.; Chih-Yuan Sun, National Chiao Tung University; Matthew Jung, Loyola Marymount University; Helena Seli, University of Southern California*

The Effects of a Transfer Student LLC (Living Learning Community) on Academic and Social Outcomes. *Nora Gannon-Slater, University of Illinois at Urbana-Champaign; Matthew Allen Linick, University of Illinois; Jason L. Taylor, University of Illinois at Urbana-Champaign*

Discussant: *MaryBeth Walpole, Rowan University*

**47.048. The Search for Balance in Faculty Careers.** Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 2:45-4:15pm

Chair: *Michael Steven Williams, The Ohio State University*

Participants:

Mentoring for Mid-Career Faculty: An Overlooked Path to Productivity and Vitality. *Jay R. Dee, University of Massachusetts - Boston; Cheryl Joy Daly, Western Carolina University; Anne M. Defelippo, Salem State University*

New Faculty Emotions: A Mixed-Method Study. *Robert H. Stupnisky, University of North Dakota; Nathan C. Hall, McGill University; Reinhard Pekrun, University of Munich*

New Instructors' Socialization Process in a Research-Intensive University. *Gili Marbach-Ad, University of Maryland; Kathryn L. Schaefer, University of Maryland; Michal Orgler, University of Maryland; Katerina Thompson, University of Maryland*

With a Little Help From My Friends: The Role of On- and Off-Campus Relationships in Faculty Careers. *Kerry Ann O'Meara, University of Maryland - College Park; Elizabeth Niehaus, University of Maryland*

Discussant: *Ann E. Austin, Michigan State University*

**47.049. Understanding Higher Education Through LGBTQ Lenses: Perceptions, Experiences, and Well-Being.** Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 2:45-4:15pm

Chair: *Fanny P. Yeung, University of California - Los Angeles*

Participants:

Ensuring the Health of Lesbian, Gay, and Bisexual Students: The Role of Historically Black Colleges and Universities. *Thai-Huy P. Nguyen, University of Pennsylvania; Steve D. Mobley, Jr., University of Maryland; Andrés Castro Samayoa, University of Pennsylvania; Marybeth Gasman, University of Pennsylvania*

Interrogating the Lived Experiences of African American Gay Male Undergraduates in College: A Qualitative Study. *Terrell Lamont*

*Strayhorn, The Ohio State University; Derrick L Tillman-Kelly, The Ohio State University*

Perceptions of Campus Climate and Engagement: Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Community College Students. *Greg Knotts, California State University - Northridge; Crystal Kiekel, Pierce College*

"It's Kind of Apples and Oranges": Gay College Men's Conceptions of Gender Transgression as Poverty. *Daniel Tillapaugh, University of Maine; Z Nicolazzo, Miami University - Oxford*

Discussant: *Dafina Lazarus Stewart, Bowling Green State University*

**47.050. Division K Vice-Presidential Address: Looking Towards the Future in Teacher Education.** Division K - Teaching and Teacher Education; Invited Session

Westin St. Francis, Mezzanine Level, Colonial; 2:45-4:15pm

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

**47.051. Division L Junior Faculty Mentoring Seminar.** Division L - Educational Policy and Politics; Mentoring Session

Hotel Nikko, Third Level, Carmel I; 2:45-4:15pm

Chairs: *Motoko Akiba, Florida State University; Susan J. Paik, Claremont Graduate University; Stacey A. Rutledge, Florida State University*

Participants: *Ellen B. Goldring, Vanderbilt University; Susanna Loeb, Stanford University; Peter A. Youngs, Michigan State University*

### SIG Sessions

**47.052. Making Comics as Educational Research and Theory.** SIG-Arts-Based Educational Research; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 2:45-4:15pm

Chair: *Marcus B. Weaver-Hightower, University of North Dakota*

Participants:

The Journey of Making to Teach: The Journey, in Comics. *William C. Ayers, University of Illinois at Chicago*

Comics and the Narrative/Ethnographic Moment. *Marcus B. Weaver-Hightower, University of North Dakota*

Graphica and Teacher Education Praxis. *Stephanie R. Jones, University of Georgia; James F. Woglom, University of Georgia*

Unflattening: Reimagining Research Through a Visual-Verbal Dissertation. *Nick Sousanis, Teachers College, Columbia University*

**47.053. The Complexity of Connections: Reflecting on Relationships Through Complex Systems Perspectives.** SIG-Chaos & Complexity Theories; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 2:45-4:15pm

Chair: *Laura Michelle Hsu, Merrimack College*

Participants:

Poverty, Power, Paradox, and Learning. *Andrew (Andy) Gordon Bruce Rathbone, University of Alberta*

Network Analysis and At-Risk Students in Higher Education. *Donald L. Gilstrap, Wichita State University*

The Complexity of Reducing Disproportional Representation of Diverse Learners in Special Education. *Patricia Ann Hoffman, Minnesota State University - Mankato; Daria Paul Dona, Minnesota State University - Mankato; Carrie Chapman, Minnesota State University - Mankato*

Effects of Constraint and Hierarchy on Task Performance: A Network Analysis of Complexity Theory Expectations. *Russ Marion, Clemson University; Curtis Anthony Brewer, Clemson University; Hans W. Klar, Clemson University; Sarah Griffin, Clemson University; Kenya Lynette Reese, Clemson University; Craig Schreiber, Lenoir-Rhyne University; Jon Christiansen, Clemson University; Jonathan Pettigrew, Clemson University*

Discussant: *Bernard P. Ricca, Saint John Fisher College*

**47.054. The Impact of Racialized Educational Policies: Arizona and Beyond.** SIG-Critical Educators for Social Justice; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Taylor; 2:45-4:15pm

Chair: *Cati V. de los Rios, Teachers College, Columbia University*

Participants:

Unveiling the Social Injustice in Arizona Educational Policy Through LatCrit Theory and Racist Nativism. *Oscar Jimenez-Castellanos,*



Arizona State University; *Laura M Gomez, ASU; Jesus Cisneros, Arizona State University*

Creating Pathways for Bilingual/English as a Second Language (ESL) Endorsed Preservice Teachers in Arizona's English-Only Political Context. *Margarita Jimenez-Silva, Arizona State University; Nora Amavisca Reyes, Mesa Community College; Karen Guerrero, Mesa Community College*

Linguicism: Credibility of Nonnative English-Speaking Teachers on the Line. *Burcu Ates, Sam Houston State University; Mary A. Petron, Sam Houston State University; Helen Berg, Sam Houston State University*

Undocumented Students at the Community College: Creating Institutional Capacity. *William Perez, Claremont Graduate University; Iliana Perez, Claremont Graduate University; Nancy Guarneros, Claremont Graduate University; Jessica Itzel Valenzuela, Claremont Graduate University; Gloria Montiel, Claremont Graduate University*

Discussant: *Maria C. Malagon, University of California - Los Angeles*

**47.055. Chronicle of the Impoverished Framework: A Discussion of Critical Race Theory in Education.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium  
Hotel Nikko, Third Level, Nikko III; 2:45-4:15pm

Chair: *Adrienne D. Dixon, University of Illinois*

Participants:

Our Own Worst Enemies? Turns, Spinoffs, and Splinterings of Critical Race Theory in Education. *Shameka Nija Powell, University of Wisconsin - Madison*

Don't Forget Racial Realism: Conceptualizing the Tenets of Critical Race Theory as Mutually Supportive. *Jennifer Leigh Foubert, University of Wisconsin - Madison*

Calling on the "Critical": Examining Critical Race Theory's Push to Center Race and Take Action. *Dana-Maria Baldwin, University of Wisconsin - Madison*

Remembering the Ground Upon Which We Stand: Critical Race Theory in Education and the Law. *Kevin Lawrence Henry, University of Wisconsin - Madison*

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

**47.056. Hoodies, Green Cards, and Hijabs: Racial Violence, Classroom Space, and Changing Perceptions.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 2:45-4:15pm

Chairs: *Maisha T. Winn, University of Wisconsin - Madison; H. Samy Alim, Stanford University*

Participants:

Teaching About Muslims: Engaging Popular Narratives of Muslim Personhood (or Lack Thereof). *Arshad Imtiaz Ali, Institute of Education - University of London*

Humanizing Trayvon Martin: A Teacher Educator's Attempt to Engage Preservice Teachers in Social Justice. *Shiv Raj Desai, Thomas More College*

"Under Watch": Undocumented Asian Immigrant Perspectives on Criminality and Schooling. *Tracy Lachica Buenavista, California State University - Northridge*

Hoodies, Fitteds and Snap Back Caps: Oppression Deflection and the Black Male Body. *Christopher Emdin, Teachers College, Columbia University*

Discussant: *Marc Lamont Hill, Teachers College, Columbia University*

**47.057. Building Systemic and Sustainable Educational Change in a Third Space: A Multidimensional View of an Urban Teaching Residency.** SIG-Educational Change; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 2:45-4:15pm

Chairs: *Monica Taylor, Montclair State University; Kathryn Jill Strom, Montclair State University*

Participants:

Introduction: Teacher Education in the Third Space: An Overview. *Monica Taylor, Montclair State University*

Moving Into the Third Space in Secondary Science and Math Methods. *Douglas B. Larkin, Montclair State University*

Making the Leap to Teacher: Preservice Residents, Faculty, and School Mentors Taking on Action Research Together in an Urban Teacher Residency Program. *Emily J. Klein, Montclair State University; Monica Taylor, Montclair State University; Anna Karina Monteiro, East Side*

High School; *William Romney, East Side High School; Cyrene Crooms, Montclair State University*

Preparing Teacher-Residents to Address the Needs of English Language Learners. *Fernando Naiditch, Montclair State University*

Negotiating Instructional Practice During the First Year of Teaching. *Kathryn Jill Strom, Montclair State University*

Discussant: *Frances O. Rust, University of Pennsylvania*

**47.058. Making a Match and the Odd One Out: Papers on Propensity Scores and Residuals.** SIG-Educational Statisticians; Paper Session  
Parc 55, Fourth Level, Mission I; 2:45-4:15pm

Chair: *James B. Schreiber, Duquesne University*

Participants:

A Comparison of Propensity Score Methods for Evaluating the Effects of Programs With Multiple Versions. *Walter L. Leite, University of Florida; Sungur Gurel, University of Florida; Burak Aydin, University of Florida*

How Do Propensity Score Methods Measure Up in the Presence of Measurement Error? A Monte Carlo Study. *Aarti P. Bellara, University of South Florida; Patricia Rodriguez de Gil, University of South Florida; Eun Sook Kim, University of South Florida; Rheta E. Lanehart, University of South Florida; Tyler Hicks, University of South Florida; Reginald S. Lee, University of South Florida; Jeffrey D. Kromrey, University of South Florida*

The Impact of Nonnormal and Heteroscedastic Level 1 Residuals in Partially Clustered Data. *Anna Talley, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin*

Impact of Outliers Arising From a Subpopulation on Ordinary Least Squares and Robust Regression Estimates. *Yan Liu, The University of British Columbia; Benjamin R. Shear, Stanford University; Bruno D. Zumbo, The University of British Columbia*

Discussant: *Michael R. Harwell, University of Minnesota*

**47.059. Effects of Student Ratings on Faculty Beliefs and Student Learning.** SIG-Faculty Teaching, Evaluation, and Development; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 2:45-4:15pm

Chair: *Suzanne Young, University of Wyoming*

Participants:

Effects of Feedback and Consultation on University Teachers' Knowledge, Attitudes, Attention, and Skills in Lecturing. *Mariska Knol, University of Amsterdam; Jan H. Van Driel, Leiden University; Gideon Mellenbergh*

Instructor and Student Perceptions of Course Experiences in Online and Face-to-Face Classes. *Stephen L. Benton, The IDEA Center, Inc.; Russell Webster, Kansas State University; Amy Gross, The IDEA Center, Inc.; William H. Pallett, Individual Development and Educational Assessment Center*

Pedagogical Training Matters: Unpacking and Repacking the Factors Affecting Students' Perceived Learning Outcomes With Clickers. *Jae Hoon Han, McGill University; Adam Finkelstein, McGill University*  
Student Ratings, Teacher Standards, and Critical Thinking Skills. *Stephen L. Benton, The IDEA Center, Inc.; Meixi Guo, Department of Statistics/University of Florida; Amy Gross, The IDEA Center, Inc.*

Discussant: *Satasha L. Green, New York Institute of Technology*

**47.060. Creating Indigenous Space in the Academy: Resilience, Networking, and Possibilities.** SIG-Indigenous Peoples of the Pacific; Paper Session  
Hotel Nikko, Third Level, Monterey II; 2:45-4:15pm

Chair: *Kekailoa Perry, University of Hawaii - Manoa*

Participants:

*Anō me he Whare Pūngāwerewere:* Networking to Build Indigenous Doctoral Capability. *Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi; Margaret J. Maaka, University of Hawaii - Manoa; Krystal Kaleinani Chieko Tim Sing, Ho'okulāwi: 'Aha Ho'ona'auao 'Ōiwi University of Hawai'i Mānoa*

Interrogating Resilience: Native Hawaiian Doctoral Student Success. *Erin K. Wright, University of Hawaii; Brandi Jean Nalani Balutski, University of Hawaii*

Senior Indigenous Researchers: Creating Space in the Academy. *Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga*  
Aboriginal Peoples, the University, and Community Engagement: A

Poor Relationship and Other Possibilities. *Tracey A Bunda, Flinders University*

**47.061. Nature by Design: Juxtaposing Family Learning Moments and Personal/Institutional Design Decisions Across a Spectrum of Outdoor Informal Learning Environments.** SIG- Informal Learning Environments Research; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 2:45-4:15pm

Chair: *Jessica Umphress, Northwestern University*

Participants:

Participating in Science Outdoors: Families Working With Scientific Tools on Nature Walks. *Heather Toomey Zimmerman, The Pennsylvania State University; Lucy Richardson McClain, The Pennsylvania State University*

The Nature of Attentional Directives and Relationships With the Natural World. *Ananda Maria Marin, Northwestern University; Megan Bang, University of Washington*

Families' Reorienting Moves as a Way to Highlight Moments of Learning While Gardening. *Jessica Umphress, Northwestern University; Reed Stevens, Northwestern University*

Discussants: *Maureen A. Callanan, University of California - Santa Cruz; Kevin Crowley, University of Pittsburgh*

**47.062. Instructional Technology SIG: Instructional Design in the Age of Semiformal, Informal, and Social Learning.** SIG-Instructional Technology; Invited Session

Parc 55, Fourth Level, Stockton; 2:45-4:15pm

Chair: *Andrew Walker, Utah State University*

Participants: *Maria Haverhals Andersen, Canvas Network; Lloyd P. Rieber, University of Georgia; Karen P. Swan, University of Illinois at Springfield*

**47.063. Education, Politics, and Partnerships.** SIG-International Studies; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 2:45-4:15pm

Chair: *Sharon Anne O'Connor-Petruso, Brooklyn College - CUNY*

Participants:

Neoliberal Educational Policy Expansion: From Teach for America to Teach Future China. *Christopher B. Crowley, University of Wisconsin - Madison; Min Yu, University of Wisconsin - Madison*

School-University Partnership in Hong Kong: Changes and Challenges. *Esther Y.M. Chan, The Hong Kong Institute of Education; Sharon S.N. Ng, The Hong Kong Institute of Education*

The Road to World-Class Universities: The Intended and Unintended Impacts on Higher Education in South Korea. *Dongbin Kim, The University of Kansas; Kiyong Byun, Korea University; Jae-Eun Jon, Korea University*

World Bank, Poverty, and Ethnic Minority Education in Vietnam: New Strategy or Same Old Story? *James Pippin, Michigan State University*

Rural Economic Development and School Disintegration: A Case Study From a Remote Village in Nepal. *Betsy Palmer, Montana State University*

Discussant: *Lotte Rahbek Schou, Aarhus University*

**47.064. Principal Evaluation and Strong Principal Leadership Practices.**

SIG-Leadership for School Improvement; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 6; 2:45-4:15pm

Chair: *Jay P. Scribner, Old Dominion University*

Participants:

Principal Evaluation Practices in Wisconsin: Implications for Emerging State Educator Effectiveness Frameworks. *Susan Masterson, University of Wisconsin Superior; Carolyn Kelley, University of Wisconsin*

The Practice of a Successful Secondary School Principal From an Agency Perspective. *Eva Mendez-Salcido, Escuela Normal Superior "Jose E. Medrano R."; Celina Torres-Arcadia, Tecnológico de Monterrey*

What Are the Leadership Processes and Structures Implemented by the Principal in a High-Poverty, High-Achieving Elementary School? *E. Hayet J. Woods, Smithville School District; Barbara Nell Martin, University of Central Missouri*

How Successful Elementary School Principals Influence Teachers' Knowledge, Skills, and Dispositions to Promote Student Achievement. *Lewis A. Bonney, Azusa Pacific University; Christopher Jay Quinn, Azusa Pacific University*

Discussant: *Kristina Astrid Hesbol, Illinois State University*

**47.065. Studies of School-Level and Classroom Environments.** SIG-Learning Environments; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 2:45-4:15pm

Chair: *Bruce Johnson, The University of Arizona*

Participants:

A Comparative Study of Gifted and Nongifted Middle-School Students in Terms of Classroom Learning Environment and Attitudes Within a Large, Urban School District. *Justin A. Koren, Curtin University; Barry J. Fraser, Curtin University*

Developing an Instrument for Assessing Student Engagement in Technology-Rich Classrooms. *Engida Hailye Gebre, University of Colorado - Boulder; Alenoush Saroyan, McGill University*

Humanistic School Culture and Social 21st-Century Skills. *Nicole Leach, The Ohio State University*

School-Level Learning Environments Differences Between Effective/Efficient and Ineffective/Inefficient Urban Middle Schools. *Danielle Bairrington Brown, Texas A&M University; Hersh C. Waxman, Texas A&M University; Anna Witt Boriack, Texas A&M University; Lori L. Taylor, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University - College Station; Yolanda N. Padron, Texas A&M University*

A Study of Corrective Feedback and Emotional Scaffolding in a Language Education Context. *Hyewon Lee, University of Georgia - Athens; ChanMin Kim, The University of Georgia*

**47.066. The Work and Lives of Resilient Teachers in Times of Change.**

SIG-Lives of Teachers; Symposium

Sir Francis Drake, Second Level, Cypress/Monterey; 2:45-4:15pm

Chair: *Gerald J. Brunetti, Saint Mary's College of California*

Participants:

The Role of Resilience in Teachers' Long-Term Career Commitment and Effectiveness. *Qing Gu, University of Nottingham*

Developing a Framework of Conditions That Support Early Career Teachers' Resilience. *Bruce Raymond Johnson, University of South Australia; Anna M. Sullivan, University of South Australia*

Mid-Career Teachers' Social-Emotional Well-Being, Resilience, and Student Learning. *Michael Arthur Gallagher, Sunnyvale School District*

The Nature of Resilience in the Professional Lives of Veteran Teachers. *Miriam Ben-Peretz, University of Haifa; Gary J. McCulloch, Institute of Education - London*

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

**47.067. Teaching and Learning With the Literacies of Middle Grades Students in the 21st Century.** SIG-Middle-Level Education Research; Symposium

Parc 55, Second Level, Divisadero; 2:45-4:15pm

Chair: *Penny A. Bishop, The University of Vermont*

Participants:

Digital Silence: Creating a Safe Space for Two Middle Grades Girls' Exploration of Literacy. *Mary Beth Schaefer, Saint John's University*

This I Believe: Digital Stories of Middle Grades English Language Learners (ELLs). *Cynthia C. Reyes, The University of Vermont*

Literacy Teachers' Approaches in the 21st Century: For Learners or for Methods? *Bogum Yoon, Binghamton University - SUNY*

Knowing Technology Is One Thing, Using It Effectively Is Something Else! *Kathleen Malu, William Paterson University*

**47.068. Advances in Multicultural and Multiethnic Education.** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 4; 2:45-4:15pm

Chair: *Hefer Bembenuatty, Queens College - CUNY*

Participants:

Global Challenges to Multiculturalism as Local Challenges to Educating the Multicultural: Theoretical Considerations. *Bruce Anthony Collet, Bowling Green State University; Hyeyoung Bang, Bowling Green State University*

Ethnic and Multicultural Diversity in Music Basals Before 1900. *Colleen Pinar, Independent Researcher*

Combating Cultural Impoverishment With Intercultural Competence. *Orrin T. Murray, The Pennsylvania State University; Kimberly Tohill, Pennsylvania State University*

Clinical Field Experiences for Developing Preservice Teachers' Skills in

Reading Instruction to K-6 Students With Diverse Backgrounds: A Mixed-Method Exploration. *Haiyan Bai, University of Central Florida; Timothy Blair, University of Central Florida; Carrie Straub, University of Central Florida; Donna Leinsing, University of Central Florida; Wei Guo, University of Central Florida*

African American Racial Identity and Achievement: A Conceptual Framework for Theory, Research, and Practice. *Tabora A. Johnson, Medger Evers College - CUNY; Sabrina Zirkel, Mills College; Patricia Nunley, Mills College*

Discussant: *Jennifer L. Milam, The University of Akron*

#### 47.069. Looking at Multiple Settings for Professional Development

**Reflection.** SIG-Portfolios and Reflection in Teaching and Teacher Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 2:45-4:15pm

Chair: *Mary E. Zamon, George Mason University*

Participants:

Examining Experienced Teachers' Learning Using Reflection and Portfolio Data: Results of Longitudinal Research. *Charles Stephen White, George Mason University; Rebecca K. Fox, George Mason University*

Game Change: Reflections on the Use of Portfolios Versus Teacher Performance Assessment in a Redesigned Teacher Education Program. *Barbara Rae Peterson, Austin Peay State University; Benita G. Bruster, Austin Peay State University; Thomas Alan Stewart, Austin Peay State University*

Our View Through a New Lens on Understanding Preservice Teacher Reflection. *Brett A Criswell, Georgia State University; Brendan D. Calandra, Georgia State University; Anton Puvirajah, Georgia State University; Laurie Brantley-Dias, Georgia State University*

Preservice Teachers' Perceptions of Their Knowledge and Dispositions to Work Effectively With Diverse Families: Reflections and Implications. *Joan Y. Pedro, University of Hartford*

Urban K-12 ESOL (English for Speakers of Other Languages) Teachers Develop Miniportfolios as Sites of Reflection and Inquiry. *Kristin M. Larsen, University of Pennsylvania; Ambria Reed, University of Pennsylvania*

What the West Can Learn From the East: A Reflective Analysis. *Cheryl J. Craig, University of Houston; Yali Zou, University of Houston; Rita Poinbeauf, University of Houston*

#### 47.070. Approaches to Analyzing Qualitative Data in Mathematics

**Education: A Detailed View.** SIG-Research in Mathematics Education; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 2:45-4:15pm

Chair: *Martin A. Simon, New York University*

Participants:

Observing and Supporting Large-Scale Instructional Improvement. *Paul A. Cobb, Vanderbilt University; Erin Craig Henrick, Vanderbilt University*  
The Challenges of Classroom Observation. *Alan H. Schoenfeld, University of California - Berkeley*

Analyzing Qualitative Data in Mathematics Education Teaching Experiments. *Martin A. Simon, New York University*

Discussant: *Edward A. Silver, University of Michigan*

#### 47.071. Research in Reading and Literacy: Critical Issues. SIG-Research in

Reading and Literacy; Paper Session  
Sir Francis Drake, Second Level, Carmel; 2:45-4:15pm

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

Participants:

Influences of Poverty-Related Contextual Variables on Reading Instruction: Evidence From the ECLS First-Grade Sample. *Camille Lawrence Bryant, Columbus State University; Timothy R. Konold, University of Virginia; Jeannie Cole, Columbus State University; Emerald Bushong, Columbus State University; Paula Shaw-Powell, Columbus State University*

Oral Academic Discourse: International Research and Its Significance for Second Language Literacy, Policy, and Praxis. *Debra A. Root, University of Texas San Antonio; Rosalind Horowitz, The University of Texas - San Antonio*

Understanding the Vulnerable Reader's Literacy Milieu: An Ecological Systems Perspective. *Elizabeth L. Jaeger, The University of Arizona*

Narcissus and Echo: Four Students' Experiences With E-Readers. *James*

*Lorne Nahachewsky, University of Victoria*

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

#### 47.072. The Assessment of Rational Thinking: IQ ≠ RQ: Distinguished Scholar Symposium in Honor of Keith E. Stanovich. SIG-Research in Reading and Literacy; Invited Session

Sir Francis Drake, Second Level, Tudor AB; 2:45-4:15pm

Chair: *Wayne Harvard Slater, University of Maryland*

Participant:

The Assessment of Rational Thinking: IQ ≠ RQ. *Keith E. Stanovich, OISE/University of Toronto*

Discussants: *Patricia A. Alexander, University of Maryland; Gale M. Sinatra, University of Southern California*

#### 47.073. Perspectives on Credibility in Evaluation. SIG-Research on

Evaluation; Paper Session

Westin St. Francis, Second Level, Olympic; 2:45-4:15pm

Chair: *Eric Barela, Partners in School Innovation*

Participants:

An Empirically Based Conceptual Model of Stakeholder Participation in Program Evaluation. *Paul R. Brandon, University of Hawaii - Manoa; Landry Leimalani Fukunaga, Kamehameha Schools*

Is Educational Evaluation a Profession Yet in China? A Brief Review.

*Jiangang Xia, Western Michigan University*

Promoting Organizational Preparedness: Lessons Learned From a Homeland Security Dam Exercise Evaluation. *Debra C. Burkey Piecka, Wheeling Jesuit University; Hope Coffield, Wheeling Jesuit University; Manetta Lynn Calinger, Wheeling Jesuit University; Lisa McFarland, Wheeling Jesuit University*

The Importance of Time-Sensitive Indicators When Evaluating Impact: Maturation Effects of Multicycle Grant Initiatives. *Kathy A. Gullie, University at Albany - SUNY; Dianna L. Newman, University at Albany - SUNY*

Discussant: *Bianca Elizabeth Montrosse, Western Carolina University*

#### 47.074. The Politics and Policies of Teacher Induction: Intended and Unintended Consequences. SIG-Research on Teacher Induction; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 2:45-4:15pm

Chair: *Forrest W. Parkay, Washington State University*

Participants:

A Teacher Registration Reform That Transforms the "Educational Space": An Analysis of Changing Roles, Relations, Powers, and Positions. *Göran Fransson, University of Gävle*

Strengthening Teacher Induction: Translating Policy Into Practice. *Janice H. Holt, Western Carolina University; Kathleen Topolka Jorissen, Western Carolina University*

The Micropolitics of New Teacher Induction. *Laura Autumn Servage, University of Alberta; Jaime L. Beck, University of Alberta; Jean-Claude Couture, Alberta Teachers' Association*

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

#### 47.075. Setting Students Up: The (II) Legitimacy of School Discipline. SIG-Safe Schools and Communities; Symposium

Grand Hyatt, Theatre Level, Orpheum; 2:45-4:15pm

Chair: *Julian Vasquez Heilig, The University of Texas - Austin*

Participants:

Disciplining Tomorrow's Citizens: The Law's Role in Educational Disproportionality. *Darrell Jackson, University of Wyoming*

Risk Factors Associated With Transition Into Middle School. *Nathern S. Okilwa, The University of Texas - Austin*

Discipline Without Derailing: An Investigation of Exclusionary Discipline in Schools. *Rebecca Cohen, The University of Texas - Austin*

Disciplinary Philosophies and School Culture: An Exploration of Teacher Beliefs and School Practices. *Decoteau J. Irby, University of Wisconsin - Milwaukee; Cynthia Clough, University of Wisconsin - Milwaukee*

Disposable Kids: Teacher Bullying, Students With Disabilities, and the School-to-Prison Pipeline. *Heather Cole, The University of Texas - Austin*



**47.076. Effects and Effectiveness of Teachers and Schools: New**

**Developments and Insights.** SIG-School Effectiveness and School Improvement; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 8; 2:45-4:15pm

Chair: *Daniel R. Muijs, University of Southampton*

Participants:

The Estimated Effect of Charter Schooling on Educational Outcomes. *Ali Korkmaz, Accord Institute for Education Research; Ahmet Uludag, Accord Institute for Education Research; Perman Gochyyev, University of California - Berkeley*

Using Comparative International Studies to Model Educational Effectiveness: A Secondary Analysis of PISA 2009 study. *John Bosco Azigwe, University of Cyprus; Demetris Georgiou Demetriou, University of Cyprus; Charalambos Y. Charalambous, University of Cyprus*

Teacher Behavior and Student Outcomes: Results of a European Study. *Anastasia Panayiotou, University of Cyprus; Leonidas Kyriakides, University of Cyprus; Bert Creemers, University of Groningen; Léan McMahon, The Economic and Social Research Institute; Gudrun Vanlaar, University of Leuven; Michael Pfeifer, Technical University of Dortmund; Galini Rekalidou, Democritus University of Thrace; Matevž Bren, University of Maribor*

Effects on Students' Motivation: Does the Pedagogical Approach of Traditional, Social-Constructivist and Combined-Approach Schools Matter? *Marie-Christine J. Opdenakker, University of Groningen*

Confirmatory Factor Analysis: Testing Factorial Invariance of Teacher Climate Factors Across School Organizational Levels. *Diana Luminita Mindrila, The University of West Georgia; Christine DiStefano, University of South Carolina; Diane M. Monrad, University of South Carolina*

Quantifying the Consequences of Missing School: Linking School Nurses to Student Absences to Standardized Achievement. *Michael A. Gottfried, Loyola Marymount University*

**47.077. New Directions in the Research of Historical Understanding.**

SIG-Social Studies Research; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 5; 2:45-4:15pm

Chair: *Jeremy Hilburn, University of North Carolina - Wilmington*

Participants:

Civic Expertise and the Uses of Historical Understanding. *Eric Freedman, Adelphi University*

Learning Other People's History: Converging Sociocultural Knowledge and African American History. *LaGarrett Jarriel King, Clemson University*

"What Does the Eye See?" Reading Primary Source Photographs in History. *Stephane Levesque, University of Ottawa; Nicholas Ng-A-Fook, University of Ottawa; Stephane Buffard, University of Ottawa*

Supporting Problem-Based Historical Inquiry for Elementary and Secondary Teachers: Scaffolded Lesson Study. *John W. Saye, Auburn University; Jada Kohlmeier, Auburn University; Theresa M. McCormick, Auburn University; James Howell, Auburn University; Robert C. Jones, Auburn University; David M. Shannon, Auburn University; Thomas Brush, Indiana University*

What Difference Does Interdisciplinary Teaching Make? An Inquiry of Fifth Graders' Learning Through the Humanities. *Kristy Brugar, Wayne State University*

Discussant: *Keith C. Barton, Indiana University*

**47.078. Developing and Examining the Efficacy of a Classroom-Based Prevention Model for Preschoolers With Problem Behaviors.**

SIG-Special Education Research; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 2:45-4:15pm

Chairs: *Maureen Conroy, University of Florida; Kevin Sutherland, Virginia Commonwealth University*

Participants:

Evolution of BEST in CLASS: From Development to Efficacy in the Institute of Education Sciences Grant Structure. *Kelly Whalon, University of Florida*

An Analysis of Teachers' Implementation of the BEST in CLASS Intervention Program. *Maureen Conroy, University of Florida*

Fidelity of Implementation of BEST in CLASS: Preliminary Adherence and Competence of Delivery Data. *Kevin Sutherland, Virginia Commonwealth University*

The Efficacy of BEST in CLASS: Preliminary Teacher and Child

Outcomes. *Lisa M. Abrams, Virginia Commonwealth University*

Discussant: *Thomas W. Farmer, Virginia Commonwealth University*

**47.079. Spirituality and Education Paper Session.**

SIG-Spirituality & Education; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 3; 2:45-4:15pm

Chair: *Cathy C. Leogrande, Le Moyne College*

Participants:

Embracing Peer-Relational Spirituality for Transforming Classrooms, Building Resilience, and Ending Pressed-Down Patterns of Poverty. *Kathleen I. Harris, Seton Hill College*

Meditation as Cultural Capital: A Critical Review. *Hee Jung Min, University of Wisconsin - Madison*

Poverty of Standardization: A Response From a Spiritual Paradigm. *Tami A. Augustine, The Ohio State University; Angela Cartwright Lynskey, The Ohio State University; Deborah Justice Zurmehly, The Ohio State University*

Teaching Methods and Efficacy of the Leadership Skills of Jesus. *Donald G. Doty, Northwest University*

**47.080. Technological and Pedagogical Content Knowledge.**

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

Parc 55, Third Level, Mason; 2:45-4:15pm

Chair: *Susannah McGowan, University of California - Santa Barbara*

Participants:

Examining Domains of Technological Pedagogical Content Knowledge Using Factor Analysis. *Valerie Shinas, Lesley University; Sule Yilmaz Ozden, University of Delaware; Chrystalla Mouza, University of Delaware; Rachel A. Karchmer-Klein, University of Delaware; Joseph J. Glutting, University of Delaware*

Learning How to Teach With Spreadsheets: A Technological Pedagogical Content Knowledge Perspective. *Charoula M. Angeli, University of Cyprus; Nicolaos C. Valanides, Frederick University; Kyriakoula Georgiou, University of Cyprus*

Teachers' Expectations of Technology and Influences on Pedagogy in Northern Territory Primary Schools. *Janet Helmer, Charles Darwin University; Helen Harper, Charles Darwin University; Jennifer R. Wolgemuth, University of South Florida*

Using Technological and Pedagogical Content Knowledge to Study the Practices of Science Teachers Involved in a Technology Integration Initiative. *Rose M. Pringle, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Kara M. Dawson, University of Florida*

Discussant: *Richard A. Diem, The University of Texas - San Antonio*

**47.081. Advances in Technology-Based Learning Environments.**

SIG-Technology, Instruction, Cognition & Learning; Paper Session

Parc 55, Second Level, Sutro; 2:45-4:15pm

Chair: *Susanne Narciss, Technical University of Dresden*

Participants:

Examining the Effects of Metacognitive Scaffolding on Students' Design Problem Solving in an Online Environment. *Yun-Jo An, The University of West Georgia; Li Cao, The University of West Georgia*

The Effects of Explicit Guidance in an Undergraduate Asynchronous Discussion. *Lisa Adelaide Giacomo, Arizona State University; Wilhelmina C. Savenye, Arizona State University*

Introversion and Extroversion as Indicators of Social Presence Preferences in Online Courses. *Danny Rose, Dallas Baptist University; Greg Jones, University of North Texas*

Meta-Analytical Examination of Virtual Reality-Based Instruction on Students' Learning Outcomes in K-12 and Higher Education. *Zahira H. Merchant, Texas A&M University; Ernest T. Goetz, Texas A&M University*

Better Living Through Dynamic Data Visualization: Improving Learners' Personal Transportation Decisions With Unobtrusive Assessment in a Virtual Simulation. *Benjamin Eric Erlandson, University of California - Berkeley*

Discussant: *Kausalai K. Wijekumar, The Pennsylvania State University*

**47.082. The Power of High-Expectation Curriculum in High-Poverty Schools.**

SIG-Tracking and Detracking; Symposium

Parc 55, Third Level, Powell II; 2:45-4:15pm

Chair: *Curt Dudley-Marling, Boston College*

## Participants:

Restructuring and Reculturing Schools to Provide Students With Equitable Access to College and Career. *Hugh Mehan, University of California - San Diego*

Poetry Inside Out: A High-Expectation, Cross-Cultural Literacy Program. *Martha E. Rutherford, Center for the Art of Translation*

The Investigators Club: A High-Expectation Alternative to Textbook Science. *Richard Sohmer, The Investigators Club*

It's Different With Second Language Learners: Acknowledging 40 Years of Research in Our Instruction. *Nadeen T. Ruiz, California State University - Sacramento*

Shared Inquiry: Making Students Smart. *Curt Dudley-Marling, Boston College; Sarah Michaels, Clark University*

**Division and SIG Roundtables**

**47.083. Roundtable Session 38; Roundtable Session****47.083-1. Teacher Leadership for Educational Quality and Equity: Learning Across America, Canada, Finland, and Singapore.**

Division L - Educational Policy and Politics; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 2:45-4:15pm

Chair: *Ann Lieberman, Stanford University*

## Participants:

Developing Teacher Leadership in Singapore: Multiple Pathways for Differentiated Journeys. *A. Lin Goodwin, Teachers College, Columbia University; Ee-Ling Low, National Institute of Education - Nanyang Technological University*

Persistent Work for Equity and Life-Long Learning in the Finnish Educational System. *Hannele M. Niemi, University of Helsinki*

Teacher Learning and Leadership in Ontario, Canada: Professional Learning for High-Quality and Equitable Education. *Carol Campbell, University of Toronto - OISE; Ann Lieberman, Stanford University; Ganna Yashkina, OISE/University of Toronto*

Teacherpreneurism in America: Crafting a Bold, New Brand of Teacher Leadership for 21st-Century Teaching and Learning. *Barnett Wayne Berry, Center for Teaching Quality*

**47.083-2. The Use of Evidence in Policy Making.** Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:45-4:15pm

Chair: *Eugene Gary Kowch, University of Calgary*

## Participants:

How Educational Research Evidence Can Inform Educational Policy at U.S. Federal Government Science Mission Agencies. *John Y. Baek, National Oceanic and Atmospheric Administration; Patricia Moore Shaffer, NASA*

The Policy Effectiveness Analysis of University Evaluation: Evidence of Taiwan's HTVE Institutions Evaluation Program, 2002-2011. *Chien-Ern Huang, Ling Tung University; Young Yuan, Ling Tung University*

Tracking the Research Evidence From Group Randomized Trials in Education. *Jessaca K. Spybrook, Western Michigan University; Kristin Everett, Western Michigan University; Monica Lininger, Western Michigan University*

**47.083-3. The Use of Value-Added Modeling.** Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:45-4:15pm

Chair: *John J. Hall, University of California - Berkeley*

## Participants:

Houston, We Have a Problem: Exposure to EVAAS Can Be Hazardous. *Clarín Elizabeth Collins, Arizona State University; Audrey Amrein-Beadsley, Arizona State University*

Law, Social Science, and the Use of Value-Added Models. *Diana Pullin, Boston College*

Race to the Top's Mandate to Evaluate Teachers by Student Growth: Socially Just or Just Wrong? *Kimberly Kappler Hewitt, University of North Carolina - Greensboro*

The Random Assignment of Students to Classrooms: Implications for Value-Added Analyses and Interpretations. *Noelle Angeline Pauffer, Arizona State University; Audrey Amrein-Beadsley, Arizona State University*

The Reliability, Validity, and Cost-Effectiveness of Teacher Replacement

Using Value-Added Methods. *Stuart S. Yeh, University of Minnesota*

**47.083-4. Educational Change Roundtable 1.** SIG-Educational Change; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:45-4:15pm

Chair: *Corrie Stone-Johnson, University at Buffalo - SUNY*

## Participants:

Exploring the Voices From Full-Day Kindergarten. *Lisa Ain Dack, OISE/University of Toronto; Steven Katz, OISE/University of Toronto; Erica H. van Roosmalen, Halton Catholic District School Board; Candace Rempel, Halton Catholic District School Board*

Leadership for Change: An Exploration of School Professionals' Confidence in and Beliefs About Response to Intervention. *Amy Feiker Hollenbeck, DePaul University; Evanthia Patrikakou, DePaul University*

Professional Cultures and the Influence of Pressure and Support. *Kathryn Ann Sallis, Council of Chief State School Officers*

**47.084. Roundtable Session 39; Roundtable Session****47.084-1. Learning Outcomes Across School Levels and Geographic Contexts.** Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:45-4:15pm

Chair: *Judith I. Brooks-Buck, Virginia State University*

## Participants:

How IDEA (Individuals With Disabilities Education Act) Eligibility Criteria for Speech-Language Services Are Interpreted and Translated Into Practice. *Lesley Sylvan, Harvard University*

Learning Outcomes for More and Better Learning for All. *Tine Sophie Prøitz, NIFU*

Recognition of Nonformal and Informal Learning in Europe: Criteria-Based Analysis of Selected National Approaches. *Silvia Annen, Federal Institute for Vocational Education and Training*

Understanding School Autonomy and Kindergarten Reading Gains in American Schools: Preliminary Findings. *Esther Carvalhaes, The Graduate Center - CUNY; Sophia Catsambis, Queens College - CUNY*

Optimizing Content: Evidence on the Importance of Content Coverage for Improving Student Outcomes. *Mimi Engel, Vanderbilt University; Amy Claessens, University of Chicago; Chris Curran, Vanderbilt University - Peabody College*

**47.084-2. Perspectives on "Language-as-Resource" in English Learner Policies, Assessments, Programs, and State-Level Administration.**

Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:45-4:15pm

Chair: *Frances A. Butler, Language Assessment Consultant*

## Participants:

Language-as-Resource in Policy: History and Myths About English Learners and Federal Education Policy. *Ellen E. Forte, edCount, LLC*

Language-as-Resource in English Learner Assessment Systems: Evaluating the Fit of Classification Models. *Patricia E. Carroll, University of California - Los Angeles; Alison L. Bailey, University of California - Los Angeles*

Language-as-Resource in Language Instruction Educational Programs: Welfare or Profit-Share? *Molly Marian Faulkner-Bond, University of Massachusetts Amherst*

Language-as-Resource in Policy Administration: View from the States. *Sara Waring, National Council for State Title III Directors*

**47.084-3. Poverty and Educational Mobility in International Perspective.**

Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:45-4:15pm

Chair: *Kathryn Ann Riley, Institute of Education - London*

## Participants:

A Gaze at the Educational Aiding Project in China Under Cosmopolitanism. *Jing Li; Siying Wu, Yunnan Normal University; Chunyan Han, Zhejiang University*

Policy, Paradigms, and Partnership Potential: Rethinking the Governance of Learning Networks. *Annelies Kamp, Dublin City University*

Restructuring Governance in Chinese Universities: Exploring the Feasibility of Actionable Research Informing Adaptive Change. *Edward P. St. John, University of Michigan; Xu Li, South University of Science and Technology of China; Wei Han, South University of Science and*

*Technology of China*

Starting Points for Comparing Dynamics Between Finnish and English Education. *Jaakko Kauko, University of Helsinki*

**47.084-4. Poverty and the School-to-Prison Pipeline: Disrupting, Dismantling, and Excavating the Pipeline Process.** Division L - Educational Policy and Politics; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 2:45-4:15pm

Chair: *Patty Bode, The Ohio State University - Columbus*

Participants:

Black Male Students, White Female Teachers: Dismantling the School-to-Prison Pipeline in Urban Schools. *Christine Clark, University of Nevada - Las Vegas*

Art Unbound: A System's Change Effort to Keep Art in the Conversation. *Derek Fenner, Mills College*

Poverty, Culturally Responsive Art Education, and Juvenile Justice Education. *Patty Bode, The Ohio State University - Columbus*

**47.085. Roundtable Session 40;** Roundtable Session

**47.085-1. The Role of Identity and Spirituality in Educational Leadership.**

SIG-Leadership for Social Justice; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Lauri Johnson, Boston College*

Participants:

Embracing Spirituality: African American Women Leaders Pushing the Evolution of Leadership Practice in Schools. *Whitney Sherman Newcomb, Virginia Commonwealth University; Irrekka Khan, VCU*

Counter Story of an African American Superintendent. *Ardella Dailey, California State University - East Bay*

**47.085-2. Urban Learning, Teaching, and Research: Roundtable 1.** SIG-

Urban Learning, Teaching, and Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Jennifer H. Waddell, University of Missouri - Kansas City*

Participants:

Beating the Odds: What High-Achieving Black Males Say About the Influence of Their Single Black Mothers. *Quintin Robinson, The University of Texas - Austin; Jacob Sale Werblow, Central Connecticut State University*

White Teachers Building Mutually Caring and Respectful Relationships. *Erica Hodgin, Mills College*

Crossing the Divide: Preservice Teachers and Durable Success in Urban Schools. *Timothy Edward Mahoney, Millersville University of Pennsylvania*

Becoming an Empowered, Effective, and Resilient Urban Teacher: The Efficacy of a Transformative Multicultural Teacher Education Program. *Omiunota N. Ukpokodu, University of Missouri - Kansas City*

**47.085-3. Classroom Inquiry and Action Research: Building the Knowledge Base for Transformed Practice.** SIG-Action Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Anne Christine McKee, King's College London*

Participants:

Consider the Source: Critical Thinking Through Primary Source Analysis. *Ellen Lehman, High School; Shannon Marie Pella, University of California - Davis*

Student Motivation and Performance in the Classroom. *Bonnie Marie Streff Mazza, Arizona State University*

Teaching Pluralism and Islam Through Pop-Culture and Current Events: An Action Research Project. *Ryan Sonnevill, Middle School; Shannon Marie Pella, University of California - Davis*

**47.085-4. Intersections: Gender and Challenges to Achievement.** SIG-

Research on Women and Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Jill Morris, Sam Houston State University*

Participants:

Advanced Placement and International Baccalaureate Performance Differences as a Function of Gender and School Size. *Jill Morris, Sam Houston State University; John R. Slate, Sam Houston State University*

Leaky Pipelines, Chilly Climates, and Balancing Acts: Women in STEM (Science, Technology, Engineering, and Mathematics). *Mary Lee Smith,*

*Arizona State University; Melissa B. Rivers, South Ridge High School; Natalie S. Fabert, Arizona State University; Marilyn Cabay, Argosy University; Bianca L. Bernstein, Arizona State University*

The Political Economy of Gender in the Language and Content of Science Textbooks: A Content Analysis. *Rachel Sutz Pienta, Valdosta State University; Ann Marie Smith, The University of Texas - Permian Basin*

**47.085-5. School-University Partnerships That Support Adult Learning.**

SIG-School/University Collaborative Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Robert Martin Reardon, Virginia Commonwealth University*

Participants:

A School and University Partnership to Identify School Administrators' Positive Core Experience Using Appreciative Inquiry. *Raymond L. Calabrese, The Ohio State University; Dustin Wade Miller, Grizzell Middle School*

The Impact of School-University Collaborative Research on a Principal Coaching Program. *Susan R. Warren, Azusa Pacific University; Patricia Mark, San Bernardino County Superintendent of Schools; Beth Brigante Higbee, San Bernardino County Superintendent of Schools; Deidra Price, San Bernardino County Superintendent of Schools*

Implementing Instructional Rounds: A School/University Collaboration to Initiate Change. *Robert Martin Reardon, Virginia Commonwealth University*

**47.085-6. Visualizing and Performing New Spaces in the Arts.** SIG-Arts and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Joanna Miriam Black, University of Manitoba*

Participants:

A Virtual Etelier: Supporting Conceptual Art Learning Through Interactive Online Drawing Tools and Synchronous Chat. *Mary Katherine Soylu, Indiana University*

Cultivating Sp/p/aces (Physical Spaces, Experiential Places, and Abstract Spaces) as a Recipe for Differentiated Instruction. *Donna Murray-Tiedge, University of Illinois at Urbana-Champaign*

Digital Cameras as Renewed Technology in a Gallery: Young People as Photographers of Their Learning. *Narelle Suzanne Lemon, RMIT University*

The Visual Arts and the i-Generation: How Do Students Benefit and Integrate Their Learning From Art and Computers in Education Courses? *Irene M. Naested, Mount Royal University; Norman Davis Vaughan, Mount Royal University*

**47.085-7. Exploring the Economic Power of Composition.** SIG-Writing and Literacies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Participants:

Mapping Literacy in Poverty: Rhizoanalysis of the Multimodal Digital Literacy Practices of Low-Achieving, Low-Income High School Students. *Julie Warner, Teachers College, Columbia University*

Poverty as Sanctioned Source and Resource in Children's Writing: Enacting a Pedagogy of Testimony and Critical Witness in a High-Poverty Elementary Classroom. *Elizabeth M. Dutro, University of Colorado; Andrea Caroline Bien, University of Colorado - Boulder; Megan Henning, University of Colorado - Boulder*

Writing Instruction in a Juvenile Detention Center. *Kristine Pytash, Kent State University*

Participants, Negotiators, and Meaning-Makers: Examining Identity, Spatiality, and Sponsorship in an After-School Literacy Program. *Michelle Honeyford, University of Manitoba; Karen Boyd, University of Manitoba*

**47.085-8. Longitudinal Studies SIG Roundtable: Longitudinal Analyses.**

SIG-Longitudinal Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Dianne Mosley, Texas Southern University*

Participants:

Full Circle: Constructing a Longitudinal Data Set to Examine the Teacher Supply Pipeline by Tracking Students From High School, Through College, and Back Into PK-12 Classrooms. *Eric J. Lichtenberger, Southern Illinois University Edwardsville; Karen J. DeAngelis, University of Rochester; Brad White, Illinois Education Research Council*



Mathematics Growth Conditioned on Algebra I Course-Taking Behavior.

*Gary L. Williamson, MetaMetrics*

Reconciling the Estimated Effects of Student Mobility on Academic Achievement. *Marshall Jean, University of Chicago*

**47.085-9. Mixed Methods and Theory.** SIG-Mixed Methods Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Susan M. Tracz, California State University - Fresno*

Participants:

Model-Dependent Realism: Pragmatism Revisited. *Gene W.J. Gloeckner, Colorado State University*

Studying and Restudying Basic Concepts of Elementary Number Theory: A Mixed-Research Case Study. *O. Arda Cimen, Simon Fraser University; Stephen R. Campbell, Simon Fraser University*

Axiology and Anomaly in the Practice of Mixed-Methods Research: A Kuhnian Analysis. *Catharine Biddle, The Pennsylvania State University; Kai A. Schafft, The Pennsylvania State University*

Using Phenomenological Principles to Assess Stakeholders' Perceptions of Probability: Applying Mixed Methods in Translational Research. *Isadore Newman, Florida International University; John H. Hitchcock, Ohio University; Bonnie K. Nastasi, Tulane University*

**47.085-10. Stories of Disruption, Diversity and Marginalization.** SIG-

Narrative Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Dixie K. Keyes, Arkansas State University*

Participants:

"That's Not Part of the Interview": Narrative Relationships and Voice in Feminist Literacy Research. *Amanda Bethel Richey, Kennesaw State University*

Difference as Disruption: Narratives From Marginalized Students at the Bottom of the Stairs. *Boni Wozolek, Kent State University/Medina City Schools*

Becoming Not Not Inuit: "Mimetic Space" in the Classroom. *Melissa S. Kagle, Colgate University*

Pedagogical (Mis)Connections, Disruptions, and Mediations: The Collective Narratives of Six Equity-Minded Urban Teachers. *Sharon H. Ulanoff, California State University - Los Angeles; Joan C. Fingon, California State University - Los Angeles*

**47.085-11. Applications in Survey Research.** SIG-Survey Research in Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Eric M. Camburn, University of Wisconsin*

Participants:

What's Valued and What's Expected: A Survey Piloted to Understand How Lower Division College Students Perceive Teaching as a Career. *Kenneth Emo, University of Minnesota - Morris; Thomas Brandenburger, South Dakota State University*

Measuring Subbaccalaureate Certifications and Certificates Among U.S. Adults: Results From a 2010 National Pilot Study. *Stacey Bielick, American Institutes for Research; Stephanie M. Cronen, American Institutes for Research*

Measuring Education Scholars' Perceptions and Practices Toward Open Access Publishing. *Lori Michelle Ellingford, University of Phoenix*  
Empathy Measurement Instruments: A Methodological Analysis. *Flanny C Alamparambil, University of Toronto - OISE; Tony C. M. Lam, University of Toronto*

**47.085-12. Topics in Test Validity and Evaluation.** SIG-Test Validity

Research and Evaluation; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *George Anthony Benners, New York City Department of Education*

Participants:

Documenting Validity Evidence for the Design, Development, and Evaluation of a Diagnostic Assessment of Algebra Readiness. *Deni L. Basaraba, Southern Methodist University; Leanne R. Ketterlin-Geller, Southern Methodist University; Paul Yovanoff, Southern Methodist University; Sharri Zachary, Southern Methodist University; Savannah Hill, Southern Methodist University*

The Polarization of Validity Evidence in English Composition Course Placement Literature. *Josh Lederman, Wellesley College*

Response Process Validity Evidence for the Teacher Educational Measurement Literacy Scale via Think-Aloud Interviews. *Chad M.*

*Gotch, Washington State University; Brian F. French, Washington State University*

**47.085-13. Beyond Problem Solving: Applying Lessons From Intelligent Tutoring to New Contexts, Domains, and Platforms.** SIG-Advanced Technologies for Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chairs: *Ruth Wylie, Arizona State University - Tempe; Erin Ashley Walker, Arizona State University*

Participants:

Cognitive Games for Policy Argumentation in the Classroom. *Matthew Easterday, Northwestern University; Kimberly S. Scott, Northwestern University*

Using Learning Analytics to Inform Theories of Help Seeking. *Ido Roll, The University of British Columbia; Ryan S.J.d. Baker, Columbia University Teacher's College*

Applying Intelligent Tutoring Principles to a Teachable Robotic Agent for Middle School Mathematics. *Erin Ashley Walker, Arizona State University; Winslow Burlison, Arizona State University*

Comprehension SEEDING: Using Technology to Enhance Self-Explanation, Classroom Discussion, and Question Generation. *Ruth Wylie, Arizona State University - Tempe; Rodney Nielsen, University of North Texas; Robert M. Talbot, University of Colorado - Denver; Michelene T. Chi, Arizona State University*

**47.085-14. Perceptions in Science.** SIG-Science Teaching and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Fouad S. Abd-El-Khalick, University of Illinois at Urbana-Champaign*

Participants:

The Dualistic Faces of Science: A Qualitative Pooled Case Comparison. *Erin F.C. Dokter, The University of Arizona; Sanlyn Buxner, The University of Arizona; Jessie Antonellis, Little Priest Tribal College; Matthew C. Wenger, The University of Arizona*

The Variables Related to Public Acceptance of Evolution in the United States. *Benjamin C. Heddy, University of Southern California; Louis S. Nadelson, Boise State University*

How Are the Intelligence/Scientific Ability of Scientists Portrayed/Depicted in Biographies of Scientists Written for Elementary Students? *Azza Sharkawy, Queen's University*

Views of Nature of Science (VNOS) Questionnaire: Development and Validation of a Scoring Rubric. *Fouad S. Abd-El-Khalick, University of Illinois at Urbana-Champaign; Jeremy Belarmino, University of Illinois at Urbana-Champaign; John Myers, University of Illinois at Urbana-Champaign; Ryan Glenn Summers, University of Illinois at Urbana-Champaign; Jeanne Brunner, University of Illinois at Urbana-Champaign*

**47.085-15. Religious Diversity and Identity.** SIG-Religion and Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Steven Napier, University of Cincinnati*

Participants:

Exploring Religiosity and Spirituality Among Urban Latina/o High School Students. *Margarita R. Salazar, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles*

Religion Pushed to the Margins: A National Survey of Social Studies Teachers' Emphasis on Religious Diversity. *Jeffrey M. Hawkins, University of Wisconsin - Milwaukee; James Martin McCabe Hartwick, University of Wisconsin - Whitewater; Mark Peter Schroeder, University of Wisconsin - Whitewater*

Religious Ritual, Democratic Ritual: Literacy, Liturgy and Democratic Virtues in an Urban Catholic Parish. *Robert Jean LeBlanc, University of Pennsylvania*

Silencing in the School Socialization of Religious Jewish, Christian-Arab, Muslim, and Bedouin Girls in Israel. *Zehavit Gross, Bar-Ilan University*

**47.085-16. Assessing Self-Regulated Learning.** SIG-Studying and Self-Regulated Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

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

Participants:

How Does Korean K-12 Students' Self-Regulated Learning Relate to National Assessment of Educational Progress Scores? *Jeewan Yun,*

*Korea Institute for Curriculum and Evaluation; Yong-Hyo Park, Korea Institute for Curriculum and Evaluation; Hyang-jin Sohn, The University of Kansas*

Teacher Beliefs, Knowledge, and Practice of Metacognition and Self-Regulated Learning. *Robin Spruce, Old Dominion University; Linda Bol, Old Dominion University; Shana L. Pribesh, Old Dominion University; Robert Lucking, Old Dominion University*

Validating the Academic Self-Regulation Scale (ASRS). *Parastou Mokri, Virginia Polytechnic Institute and State University; Thomas M. Sherman, Virginia Polytechnic Institute and State University*

**47.085-17. Traditional STEAM: Integrating Indigenous Ways in STEM + Arts Curricula and Classrooms.** SIG-Indigenous Peoples of the Americas; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:45-4:15pm

Chair: *Diane B. Hirshberg, The University of Alaska - Anchorage*

Participants:

(Re)reading Policy/Curricula: What's at Play in Integrating Indigenous Perspectives in Canadian Science Curricula? *Dawn Wiseman, University of Alberta*

Making Connections Between Indigenous Students' Heritage Mathematics and Science and Mathematics and Science Instruction in the Classroom. *Elise Trumbull, Independent Consultant; Sharon Nelson-Barber, Pacific Resources for Education and Learning; Ursula M. Sexton, WestEd*

The Inclusion of Musical Knowledge and Perspectives of a First Nation in Mainstream Schools. *Marian Louise Archibald, Trent University*

Watershed Conceptions of Upper Elementary American Indian Students During a Place-Based Inquiry Unit on Watershed Management. *Gillian Roehrig, University of Minnesota; Devarati Bhattacharya, University of Minnesota; Engin Karahan, University of Minnesota - Twin Cities; Sedef Canbazoglu Bilici, Aksaray University*

### Division and SIG Posters

**47.086. Poster Session 8;** Poster Session

**47.086-1. A Small-Scale Study of the Effects of Supplemental Vocabulary Instruction on Preschoolers With Vocabulary Delays.** SIG-Early Education and Child Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

1. A Small-Scale Study of the Effects of Supplemental Vocabulary Instruction on Preschoolers With Vocabulary Delays. *Kathleen A. Roskos, John Carroll University; Karen Burstein, Southwest Institute for Families and Children*

**47.086-2. Ability-Based Grouping in Early Literacy Instruction: Perspectives From Canadian Case Studies.** SIG-Early Education and Child Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

2. Ability-Based Grouping in Early Literacy Instruction: Perspectives From Canadian Case Studies. *Saba Mir, University of Toronto - OISE; Carl M. Corter, OISE/University of Toronto*

**47.086-3. Child Motivation, Shared Book Reading, and Vocabulary Development.** SIG-Early Education and Child Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

3. Child Motivation, Shared Book Reading, and Vocabulary Development: A Growth Mixture Modeling Approach. *Christine Meng, University of Wisconsin - Madison*

**47.086-4. Designing Opportunities to Engage Young Children in Core Scientific Practices.** SIG-Early Education and Child Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

4. Designing Opportunities to Engage Young Children in Core Scientific Practices. *Tiffany R. Lee, University of Washington*

**47.086-5. Early Childhood Teachers' Beliefs About Developmentally Appropriate Practices, Social Interaction Practices, and Their Relationships.** SIG-Early Education and Child Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

5. Early Childhood Teachers' Beliefs About Developmentally Appropriate Practices, Social Interaction Practices, and Their Relationships. *H. Sophia Han, University of South Florida; Hae Kyoung Kim, Towson University*

**47.086-6. Examining Reading and Mathematics Growth in Early Education.** SIG-Early Education and Child Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

6. Examining Reading and Mathematics Growth in Early Education. *Whitney Smiley, University of South Carolina; Bethany A. Bell, University of South Carolina*

**47.086-7. Expressive Language Skills Might Play an Important Role in Early Identification of Reading Disabilities.** SIG-Early Education and Child Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

7. Expressive Language Skills Might Play an Important Role in Early Identification of Reading Disabilities. *Wei-Pai Lu, National Changhua University of Education*

**47.086-8. From "At-Risk" to "At Promise": An Evaluation of an Early Reading First Project.** SIG-Early Education and Child Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

8. From "At Risk" to "At Promise": An Evaluation of an Early Reading First Project. *Susan Zoll, Wheelock College*

**47.086-9. Growing Up in Poverty: Does Child-Care Type and Quality Predict Academic Skills in Low-Income Families Eligible for Subsidies?** SIG-Early Education and Child Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

9. Growing Up in Poverty: Do Child-Care Type and Quality Predict Academic Skills in Low-Income Families Eligible for Subsidies? *Meryl Yoches Barofsky, University of Maryland - College Park; Elisa L. Klein, University of Maryland*

**47.086-10. Motivation in Education SIG Poster Session 1.** SIG-Motivation in Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Posters:

10. A New Look at Multiple Goal Pursuit: The Promise of a Person-Centered Approach. *Stephanie V. Wormington, Duke University; Lisa Linnenbrink-Garcia, Duke University*
11. Achievement Goals, Identity Processing Style, and Identity Exploration in Community College Students. *David Kowalski, Temple University; Avi Kaplan, Temple University*
12. Developmental Pathways in Underachievement. *Kate E. Snyder, University of Louisville; Madeline M. Carrig, Duke University; Lisa Linnenbrink-Garcia, Duke University*
13. Effects of Objective and Perceived Difficulty on Interest and Affect During a Challenging Reading Task. *Sara M. Fulmer, University of Notre Dame; Maria Tulis, University of Augsburg*
14. Measuring Cost: The Forgotten Component of Expectancy-Value Theory. *Jessica Kay Flake, University of Connecticut; Kenn E. Barron, James Madison University*
15. Mathematics Achievement, Help Seeking, and Classroom Goal Structures. *Arena Chang, University of California - Irvine; Katerina Schenke, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine*
16. The Relation Between Motivation for Choosing Teacher Education, Achievement Goals, and Instructional Practices. *Isabell Paulick, University of Kiel; Jan Retelsdorf, IPN - Leibniz Institute for Science and Mathematics Education; Jens Moeller, University of Kiel*
17. The Physiological Basis of Achievement Goal Orientations: An EEG and EMG Analysis of the Reading Performance of Students With Dyslexia. *Georgios D. Sideridis, University of Crete; Faye Antoniou, Department of Philosophy Pedagogy and Psychology, University of Athens*
18. Differential Effects of a Supportive Student-Teacher Relationship

on Student Engagement. *Anna-Lena Dicke, University of Tübingen; Benjamin Nagengast, Tübingen University; Ulrich Trautwein, Universitat Tübingen*

19. Developmental Differences in Students' Definitions of and Feelings Toward Challenge in Reading. *Sara M. Fulmer, University of Notre Dame*
20. Measurement of Adolescent Reading Motivation. *Marcia H. Davis, Johns Hopkins University; Stephen M. Tonks, Northern Illinois University; Michael F. Hock, The University of Kansas; Neal M. Kingston, The University of Kansas; Gail C. Tiemann, The University of Kansas; Wenhao Wang, The University of Kansas*
21. "At First I Really Cared About Learning the Material, but Now I Just Want to Get the Paper Done": Examining Correlates of Student-Generated Writing Goal Shifts. *Ruomeng Zhao, University of Nebraska - Lincoln; Katie Ganson, University of Nebraska - Lincoln; Douglas F. Kauffman, University of Nebraska - Lincoln*
22. Trajectories of Growth in Students' Expectancies and Values in Math and College Major Choice. *Lauren Elizabeth Musu-Gillette, University of Maryland; Allan L. Wigfield, University of Maryland - College Park; Jeffrey R. Harring, University of Maryland; Jacquelynn Eccles, University of Michigan*

**47.086-11. Building Cross-Cultural Understanding: Placing Equity Issues to the Front.** SIG-Education and Student Development in Cities; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Posters:

23. Multicultural Education: Diverse Classrooms, Rural Contexts. *Inna Abramova, Purdue University*
24. Praxis of Education According to Freire. *Eloisa Maria Rodriguez, UNITEC, Laureate International Universities*
25. Preservice Teachers' Grand Tour: Economic Cross-Cultural Field Experiences Within Empire. *Suniti Sharma, Saint Joseph's University; Jubin Rahatzad, Purdue University; Kadriye El-Atwani, Purdue University; Jason Alyn Ware, Purdue University; JoAnn I. Phillion, Purdue University*
26. Qualitative Case Study of the Characteristics and Instructional Needs of South Texas Hispanic Undergraduates. *Lori Marie Wells, The University of Texas - Brownsville*
27. Teachers' Perspective of Multicultural Education Issues in a Public Elementary School in Taiwan: Are There Any Differences Between New Immigrant Students and Taiwanese Students? *ChienYu Wu, Purdue University*

**47.086-12. Exploring Literacy Practices and Identities (Language and Social Processes Poster Session).** SIG-Language and Social Processes; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Posters:

28. Communication Challenges During Creative Problem Solving in a Fifth Grade Class. *Michelle Jordan, Arizona State University; Austin Babrow, Ohio University*
29. Learning to Write and Writing to Learn: Reexamining Socially Constructed Intertextuality as a Learning Heuristic in Young Children's Early Writing Practices. *Huili Hong, East Tennessee State University*
30. Talking Texts Into Being in a History Classroom in a Public Secondary School in a Brazilian Larger City. *Luísa Teixeira Andrade Pinho, Federal University of Minas Gerais; Maria L. Castanheira, Federal University of Minas Gerais; Judith L. Green, University of California - Santa Barbara*
31. "Actually, That's Not Really How I Imagined It": Students' Sedimented Identities and Practices in Book Trailers. *Beth A. Buchholz, Indiana University*

**47.086-13. Postwar School Persistence in Sierra Leone.** SIG-Caribbean and African Studies in Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

32. Postwar School Persistence: Wartime Experiences, Reintegration Supports, and Dropout in Sierra Leone. *Stephanie Simmons Zuilkowski, Harvard University; Theresa Stichick Betancourt, Harvard School of Public Health*

**47.086-14. Current Research on Conflict Resolution Poster Session.** SIG-Conflict Resolution and Violence Prevention; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Posters:

33. Analyzing the Cultural Relevancy of a Gang and Violence Intervention Specialist. *Mario Gerardo Galicia, University of California - Santa Barbara*
34. Perceptions of Teachers and Students on School Violence in Jamaican Secondary Schools. *Disraeli M. Hutton, University of the West Indies; Peter Yee Han Joong, University of the West Indies; Susan Rebecca Anderson, The University of the West Indies - Mona Campus*
35. Redressing the Moral and Intellectual Poverties of Bullying: Using Dialogue as an Anti-Bullying Intervention. *Monica B. Glina, University of Oslo*
36. School Size and Incidents of Violence Among Texas Middle Schools. *Elizabeth A. Kohler, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

**47.086-15. Poster Session 1.** SIG-Research Focus on Black Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

37. Plan B Schools: Systems of Privilege for African American Marginalized Students. *Marcia Watson, University of North Carolina - Charlotte; Larkia M. Scott, University of North Carolina - Charlotte*

**47.086-16. Learning Sciences SIG Poster Session.** SIG-Learning Sciences; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Posters:

38. Disentangling Perceptions of Authenticity in Disciplinary Practices. *Leema G. Berland, University of Wisconsin - Madison; Matthew W. Berland, University of Wisconsin - Madison*
39. Negotiating Tensions in Designing Multimedia Educative Curriculum Materials. *Jeremy Forest Price, University of California - Berkeley; Suzanna Jane Loper, University of California - Berkeley; Jacqueline Barber, University of California - Berkeley; Katherine L. McNeill, Boston College*
40. Patterns in Students' Processes for Representing Quantitative Change Across Multiple Scenarios With Multiple Media. *Michelle Hoda Wilkerson-Jerde, Tufts University; James Maldonis, Tufts University*
41. Role of Productive Knowledge: Analyzing Interviews About Microevolutionary Change Using the Mode-Node Framework. *Aditi Wagh, Northwestern University*
42. Who Am I Becoming? Blogging and Identity Development in a Reform-Minded Science Educator Program. *April L. Luehmann, University of Rochester; Yen Verhoeven, University of Rochester; Hoang Pham, University of Rochester*

**47.086-17. Division C, Section 2a Poster Session.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

43. Using Implicit Association Tests to Measure Achievement Goals. *Laura E. da Costa, Durham University; Richard Remedios, Durham University*

**47.086-18. Division K, Section 10 Poster Session.** Division K - Teaching and Teacher Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:45-4:15pm

Poster:

44. Alternative Route Special Education Licensure: Is It Possible Through Distance Learning? *Ann Stafford Maydosz, Old Dominion University; Stephen Willis Tonelson, Old Dominion University; Robert A. Gable, Old Dominion University; Cheryl Baker, Old Dominion University*

**Monday, 4:35 pm**

**Presidential Sessions**

**48.010. Presidential Address Followed by Champagne Reception (#AERAPres).** Presidential Session

Hilton Union Square, Ballroom Level, Continental 4-6; 4:35-6:20pm

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

Participant:

Beyond the Ivory Tower: The Role of the Intellectual in Eliminating Poverty. *William G. Tierney, University of Southern California*



## Monday, 6:30 pm

### AERA Related Activities

- 49.010. International Handbook of Research in Environmental Education (IHREE): A New AERA Publication Reception (Invitation Only).** AERA Related Activities; Reception  
Hilton Union Square, Yosemite A; 6:30-7:30pm  
Chair: *Cherry A. McGee Banks (Chair, Books Editorial Board), University of Washington - Bothell*

### Division Sessions

- 49.011. Division A Business Meeting.** Division A - Administration, Organization and Leadership; Business Meeting  
Grand Hyatt, Ballroom Level, Redwood; 6:30-8:00pm  
Chair: *Margaret Terry Orr, Bank Street College of Education*
- 49.012. Division C Business Meeting.** Division C - Learning and Instruction; Business Meeting  
Westin St. Francis, Second Level, California East; 6:30-8:00pm
- 49.013. AERA Division D Welcome Reception for Current and New Members.** Division D - Measurement and Research Methodology; Reception  
Westin St. Francis, Second Level, California West; 6:30-8:00pm
- 49.014. Division E Business Meeting.** Division E - Counseling and Human Development; Business Meeting  
Parc 55, Fourth Level, Cyril Magin III; 6:30-8:00pm
- 49.015. Division F Business Meeting and Social.** Division F - History and Historiography; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 9; 6:30-8:30pm  
Chair: *Marybeth Gasman, University of Pennsylvania*

### SIG Sessions

- 49.016. Adolescence and Youth Development SIG Business Meeting.** SIG-Adolescence and Youth Development; Business Meeting  
Westin St. Francis, Second Level, Victorian; 6:30-8:00pm
- 49.017. Advanced Technologies for Learning SIG and Learning Sciences SIG Business Meeting.** SIG-Advanced Technologies for Learning  
Cosponsored with SIG-Learning Sciences; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 8; 6:30-8:30pm
- 49.018. Arts and Learning SIG Business Meeting and Guest Speaker Tom DeCaigny.** SIG-Arts and Learning; Business Meeting  
Grand Hyatt, Theatre Level, Curran; 6:30-8:00pm
- 49.019. Associates for Research on Private Education SIG Business Meeting.** SIG-Associates for Research on Private Education; Business Meeting  
Sir Francis Drake, Second Level, Carmel; 6:30-8:00pm
- 49.020. Joint Charter School Research and Evaluation SIG and School Choice SIG Business Meeting.** SIG-Charter School Research and Evaluation; Business Meeting  
Hilton Union Square, Ballroom Level - Franciscan CD; 6:30-8:00pm
- 49.021. Constructivist Theory, Research, and Practice SIG Business Meeting and Book Share.** SIG-Constructivist Theory, Research, and Practice; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 6; 6:30-8:00pm
- 49.022. Early Education and Child Development SIG Business Meeting. Finding Our Professional Pathways: Advice From Senior Members.** SIG-Early Education and Child Development; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 2; 6:30-8:30pm
- 49.023. Education and Philanthropy SIG Business Meeting.** SIG-Education

and Philanthropy; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 6:30-8:00pm

Chair: *Kent McGuire, Southern Education Foundation, Inc.*

- 49.024. Education and Student Development in Cities SIG Business Meeting.** SIG-Education and Student Development in Cities; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 6:30-8:00pm  
Participants:  
Meaning of Learning in Culturally and Linguistically Diverse Environments. *Reiko Akiyama, Purdue University*  
Teacher Beliefs About Nondominant Cultural Groups: Consequences for Classroom Practices. *Genevieve Ngozi Aglazor Ph.D., Tarleton State University*  
Theorizing the Ghetto: Fourth-Person Consciousness, Educational Dissonance, and the Ghettoized Mind in Compton. *Lynette Parker, University of California - Berkeley*  
Veiled Resistance: Understanding Muslim Women's Negotiation of Veil and Identity to Confront Islamophobia. *Amina Shareef, Purdue University*  
Honduran Educational System: Community Schools and Social Justice. *Eloisa Maria Rodriguez, UNITEC, Laureate International Universities*
- 49.025. Foucault and Education SIG Business Meeting: Foucault and Contemporary Theory in Education.** SIG-Foucault and Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 6:30-8:00pm
- 49.026. Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting.** SIG-Grassroots Community & Youth Organizing for Education Reform; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 7; 6:30-8:00pm
- 49.027. Informal Learning Environments Research SIG Business Meeting: A Sneak Peek Into the New Exploratorium.** SIG-Informal Learning Environments Research; Business Meeting  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 6:30-8:30pm  
Chair: *Lynn Uyen Tran, University of California - Berkeley*
- 49.028. International Studies SIG Business Meeting.** SIG-International Studies; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 6:30-8:00pm
- 49.029. Measurement Services SIG Business Meeting: Future Directions.** SIG-Measurement Services; Business Meeting  
Parc 55, Fourth Level, Mission II&III; 6:30-8:00pm
- 49.030. Mixed Methods Research SIG Business Meeting: Outstanding Dissertation Award and Distinguished Guest Speakers: Controversies in Mixed Methods.** SIG-Mixed Methods Research; Business Meeting  
Parc 55, Second Level, Divisadero; 6:30-8:00pm
- 49.031. Multiple Intelligences: Theory and Practice SIG Business Meeting.** SIG-Multiple Intelligences: Theory and Practice; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 6:30-8:00pm
- 49.032. Multiple Linear Regression: The General Linear Model SIG Business Meeting.** SIG-Multiple Linear Regression: The General Linear Model; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 6:30-8:00pm  
Chair: *Daniel J. Mundfrom, Eastern Kentucky University*
- 49.033. Music Education SIG Business Meeting.** SIG-Music Education; Business Meeting  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 6:30-8:00pm
- 49.034. NAEP Studies SIG Business Meeting: NAEP in the Era of the**

- Common Core: What Could It Tell Us About Equity?** SIG-NAEP Studies; Business Meeting  
Parc 55, Second Level, Haight; 6:30-8:00pm
- 49.035. Online Teaching and Learning SIG Business Meeting.** SIG-Online Teaching and Learning; Business Meeting  
Hilton Union Square, Yosemite B; 6:30-8:00pm  
Chair: *Dave L. Edyburn, University of Wisconsin - Milwaukee*  
Participants: *Karen P. Swan, University of Illinois at Springfield; Leanna Matchett Archambault, Arizona State University*
- 49.036. Paulo Freire, Critical Pedagogy, and Emancipation SIG Business Meeting: Celebrating Freire Youth Outreach in the Bay Area. Performances and Presentation by Youth Speaks.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 6:30-8:30pm  
Chairs: *Shirley R. Steinberg, University of Calgary; Pierre W. Orelus, New Mexico State University*
- 49.037. Postcolonial Studies and Education SIG Business Meeting: Postcolonial Viewpoints From Crain A. Soudien and Lynn Mario de Souza.** SIG-Postcolonial Studies and Education Cosponsored with Division B - Curriculum Studies, SIG-Caribbean and African Studies in Education and SIG-Environmental Education, SIG-Queer Studies; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 6:30-8:00pm  
Chair: *Vanessa de Oliveira Andreotti, University of Oulu*
- 49.038. Problem-Based Education SIG Business Meeting.** SIG-Problem-Based Education; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 1; 6:30-8:00pm
- 49.039. Professional Development School Research SIG Business Meeting: Advancing Professional Development School Action Research: Questions, Issues, and Proposals.** SIG-Professional Development School Research; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 6:30-8:00pm  
Chair: *Kristien Zenkov, George Mason University*  
Participants: *Linda A. Catelli, Dowling College; Jane E. Neapolitan, Towson University; Jeanne L. Tunks, University of North Texas*
- 49.040. Professional Licensure and Certification SIG Business Meeting.** SIG-Professional Licensure and Certification; Business Meeting  
Parc 55, Second Level, Sutro; 6:30-8:00pm
- 49.041. Qualitative Research SIG Business Meeting.** SIG-Qualitative Research; Business Meeting  
Parc 55, Third Level, Mason; 6:30-8:00pm
- 49.042. Research Focus on Black Education SIG Business Meeting and W.E.B. DuBois Distinguished Lecture.** SIG-Research Focus on Black Education; Business Meeting  
Hilton Union Square, Lobby Level, Plaza A; 6:30-7:30pm  
Participant: *Leslie T. Fenwick, Howard University*
- 49.043. Research Use SIG Business Meeting.** SIG-Research Use  
Cosponsored with SIG-Communication of Research; Business Meeting  
Parc 55, Third Level, Powell I; 6:30-8:00pm
- 49.044. Research in Mathematics Education SIG Business Meeting.** SIG-Research in Mathematics Education; Business Meeting  
Westin St. Francis, Second Level, Elizabethan C; 6:30-8:00pm
- 49.045. Research in Reading and Literacy SIG Business Meeting.** SIG-Research in Reading and Literacy; Business Meeting  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 6:30-8:00pm  
Chair: *Wayne Harvard Slater, University of Maryland*
- 49.046. Research on Women and Education SIG Business Meeting and Willystine Goodsell Award Address.** SIG-Research on Women and Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 6:30-8:00pm
- 49.047. Research on the Superintendency SIG Business Meeting.** SIG-Research on the Superintendency; Business Meeting  
Westin St. Francis, Second Level, Kent; 6:30-8:00pm  
Participants: *Thomas L. Alsbury, Seattle Pacific University; Meredith L. Mountford, Florida Atlantic University; Jan Merok Paulsen, Hedmark University College; Mika Risku, University of Jyväskylä; Olof Johansson, Umeå universitet; Anthony C. Townsend, University of Glasgow; Elisabet Nihlfors, Uppsala University; Leif Moos, Aarhus University; Linda J. Searby, Auburn University; Kimberly Tinker Williams, The University of Alabama - Birmingham; Pekka Kanervio, University of Jyväskylä; Seppo Pulkkinen, University of Jyväskylä*
- 49.048. Rural Education SIG Business Meeting.** SIG-Rural Education; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 8; 6:30-8:00pm
- 49.049. School/University Collaborative Research SIG Business Meeting.** SIG-School/University Collaborative Research; Business Meeting  
Westin St. Francis, Second Level, Oxford; 6:30-8:00pm
- 49.050. Science Teaching and Learning SIG Business Meeting: Addressing the Challenges of Conducting Large-Scale Projects in Educational Contexts.** SIG-Science Teaching and Learning; Business Meeting  
Westin St. Francis, Mezzanine Level, Georgian; 6:30-8:00pm  
Participant:  
Addressing the Challenges of Conducting Large-Scale Projects in Educational Contexts. *Okhee Lee, New York University; Cory A. Buxton, University of Georgia - Athens; Trish Stoddart, University of California - Santa Cruz; Alberto J. Rodriguez, Purdue University; Eduardo Mosqueda, University of California - Santa Cruz*
- 49.051. Second Language Research SIG Business Meeting.** SIG-Second Language Research; Business Meeting  
Westin St. Francis, Second Level, Hampton; 6:30-8:00pm  
Chair: *Youngjoo Yi, Georgia State University*  
Participants: *Paul Chamness Miller, Akita International University; Amanda Kibler, University of Virginia; Higinia Torres Rimbau, University of Saint Thomas; Melinda E. Martin-Beltran, University of Maryland - College Park; Ho Ryong Park, Minnesota State University - Moorhead*  
Participant:  
The Power of Language Ideologies: Designer Immigrants Learning English in Singapore. *Peter Ignatius De Costa, Monterey Institute of International Studies*
- 49.052. Special Education Research SIG Business Meeting.** SIG-Special Education Research; Business Meeting  
Sir Francis Drake, Second Level, Cypress/Monterey; 6:30-8:00pm  
Chair: *Marie T. Hughes, University of Illinois*  
Participant: *Lindsay Flynn, University of North Carolina - Charlotte*
- 49.053. Spirituality and Education SIG Business Meeting.** SIG-Spirituality & Education; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 5; 6:30-8:00pm  
Chair: *Robert H. London, California State University - San Bernardino*
- 49.054. Structural Equation Modeling SIG Business Meeting and Invited Talk by Dr. George A. Marcoulides: Structural Equation Modeling on the Table: Past, Present, and Future Perspectives.** SIG-Structural Equation Modeling; Business Meeting  
Parc 55, Third Level, Powell II; 6:30-8:00pm  
Chair: *Walter L. Leite, University of Florida*  
Participants: *George A. Marcoulides, University of California - Riverside; Jeffrey R. Haring, University of Maryland; Pui-Wa Lei, The Pennsylvania State University*
- 49.055. Studying and Self-Regulated Learning SIG Business Meeting.** SIG-Studying and Self-Regulated Learning Cosponsored with SIG-Motivation in Education; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 7; 6:30-8:30pm

**49.056. Survey Research in Education SIG Business Meeting.** SIG-Survey Research in Education; Business Meeting  
Parc 55, Fourth Level, Mission I; 6:30-8:00pm  
Participants: *Hui-Ling Chen, Saint Anselm College; Kathryn Shirley Akers, Kentucky Department of Education*

**49.057. Systems Thinking in Education SIG Business Meeting.** SIG-Systems Thinking in Education; Business Meeting  
Westin St. Francis, Second Level, Essex; 6:30-8:00pm

**49.058. Teaching Educational Psychology SIG Business Meeting and Reception.** SIG-Teaching Educational Psychology; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 3; 6:30-8:00pm

**49.059. Tracking and Detracking SIG Business Meeting.** SIG-Tracking and Detracking; Business Meeting  
Parc 55, Fourth Level, Lombard; 6:30-8:00pm

**49.060. Writing and Literacies SIG Business Meeting.** SIG-Writing and Literacies; Business Meeting  
Grand Hyatt, Theatre Level, Orpheum; 6:30-8:30pm  
Chair: *Heather M. Pleasants, The University of Alabama*  
Participant: *Leslie S. Cook, Appalachian State University*

### Monday, 7:00 pm

#### Division Sessions

**50.010. Division K Community Research Forum: Beyond Poverty and Impoverishment: Lessons for Researchers in Transformative Community Solutions, Reception Follows.** Division K - Teaching and Teacher Education; Off-Site Visit  
African American Art and Culture Complex, Hall of Culture, 762 Fulton Street, San Francisco, CA; 7:00-10:00pm  
Visit Leader: *Joyce E. King, Georgia State University*

### Monday, 7:30 pm

#### SIG Sessions

**51.010. Research Focus on Black Education SIG Reception.** SIG-Research Focus on Black Education; Reception  
Yoshi's San Francisco Japanese Restaurant and Jazz Club, 1330 Fillmore Street (at Eddy), San Francisco, CA; 7:30-11:45pm

### Monday, 8:00 pm

#### Division Sessions

**52.010. University Council for Educational Administration, Division A, Division L, and SAGE Publications Joint Reception.** Division A - Administration, Organization and Leadership Cosponsored with Division L - Educational Policy and Politics; Reception  
Grand Hyatt, Ballroom Level, Grand Ballroom East; 8:00-10:00pm

### Tuesday, 7:00 am

#### Governance Meetings and Events

**53.001. AERA Research Advisory Committee: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Monterey II; 7:00-10:00am  
Chair: *Frederick D. Erickson, University of California - Los Angeles*

### Tuesday, 8:00 am

#### Professional Development Courses

**54.010. Cultural Historical Activity Theory in the 21st Century: Intersections of Theory, Research, Policy, and Praxis.** Professional

Development and Training Committee; Professional Development Course

Grand Hyatt, Ballroom Level, Sequoia; 8:00am to 12:00pm  
Instructors: *Carrie L. Lobman, Rutgers University; Emily Duwall, University of Idaho; Natalia Gajdamaschko, Simon Fraser University; Tatiana Akhutina, Laboratory of Neuropsychology Lomonosov Moscow State University; Michael Cole, University of California - San Diego; Elena Bodrova, McREL; Lois Holzman, East Side Institute; Jaime E. Martinez, New York Institute of Technology; Kris D. Gutiérrez, University of Colorado - Boulder; Gordon Wells, University of California - Santa Cruz; Ana Marjanovic-Shane, Chestnut Hill College*

**54.011. Introduction to Social Network Analysis for Educational Researchers.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Theatre Level, Conference Theatre; 8:00am to 12:00pm  
Instructors: *Brian V. Carolan, Montclair State University; Alan J. Daly, University of California - San Diego; Nienke M. Moolenaar, University of California - San Diego*

**54.012. Using the National Longitudinal Surveys of Youth for Education Research.** Professional Development and Training Committee; Professional Development Course  
Grand Hyatt, Ballroom Level, Grand Ballroom East; 8:00am to 12:00pm  
Instructor: *Elizabeth Cooksey, The Ohio State University*

#### Governance Meetings and Events

**54.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Open Meeting and Breakfast.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Monterey I; 8:00-9:30am  
Chair: *Judy A. Alston, Ashland University*

**54.002. AERA Grants Program - 2012 Faculty Institute Participants with Institute Faculty: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Nikko II; 8:00-10:00am  
Chairs: *William H. Schmidt, Michigan State University; George L. Wimberly, American Educational Research Association*

#### AERA Related Activities

**54.003. AERA Web Content Management System Training for Division and SIG Web Managers: Session 2.** AERA Related Activities; Workshop  
Hilton Union Square, Ballroom Level, Continental 7; 8:00-9:30am  
Chair: *Tracy B Young, American Educational Research Association*

#### Presidential Sessions

**54.004. Film Festival: Brooklyn Castle.** Presidential Session Cosponsored with SIG-Out-of-School Time  
Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 8:00-10:00am

**54.005. Inspired! Neuroscientific, Psychological, and Educational Research Perspectives on Promoting Optimal Learning States in Urban Schools.** Presidential Session Cosponsored with Division C - Learning and Instruction  
Hilton Union Square, Ballroom Level, Continental 6; 8:00-9:30am

Chair: *Mary Helen Immordino-Yang, University of Southern California*  
Participants:

The Meaning and Measurement of Intrinsic Motivation. *Mihaly Csikszentmihalyi, Claremont Graduate University*  
Understanding Intrinsic Motivation by Integrating Educational and Neuroscientific Approaches. *Kou Murayama, University of California - Los Angeles*  
Embodied Brains, Social Minds: Neurobiological Perspectives on



Inspiration. *Mary Helen Immordino-Yang, University of Southern California*  
 Engaging Diverse Learners: Inspirational Practices in Transnational Perspective. *Carola Suarez-Orozco, University of California - Los Angeles*

#### 54.006. Lessons From Jeannie Oakes: Social Justice Scholar, Educator, Activist, and Organizer.

Presidential Session Cosponsored with Division E - Counseling and Human Development

Hilton Union Square, Ballroom Level, Continental 4; 8:00-10:00am

Chairs: *Patricia C. Gandara, University of California - Los Angeles; Roslyn Arlin Mickelson, University of North Carolina - Charlotte*

Participants:

Panel 1: Lessons From the Researcher: Scholarship on Tracking, Detracking, and the Technical, Normative, and Political Dimensions of School Change. *Robert Cooper, University of California - Los Angeles; Linda Darling-Hammond, Stanford University; Hugh Mehan, University of California - San Diego; Amy Stuart Wells, Teachers College, Columbia University*

Panel 2: Lessons From the Teacher Educator: Preparing Teachers to Change the World. *Gloria J. Ladson-Billings, University of Wisconsin - Madison; Megan L. Franke, University of California - Los Angeles; Karen H. Quartz, University of California - Los Angeles; Mario Perez, University of California - Los Angeles*

Panel 3: Lessons From the Policy Actor: Speaking Knowledge to Power in Law and Policy Making. *Jack Londen, Morrison and Forrester; Kevin G. Welner, University of Colorado - Boulder*

Panel 4: Lessons From the Community Organizer: Meaningful Partnerships With Social Movements and Community-Based Advocates. *Michelle Renee, Brown University; John S. Rogers, University of California - Los Angeles; Alberto Retana, Community Coalition; Daniel Gilbert Solorzano, University of California - Los Angeles*

Panel 5: Lessons From the Activist: Shaping the Future of the Educational Field Through Philanthropy. *Frederick J. Frelow, Ford Foundation; Michelle Fine, The Graduate Center - CUNY; Kavitha Mediratta, The Atlantic Philanthropies*

#### 54.007. Responses to the Theme: Commissioned Essay Writers Discussion Forum (Tuesday). Presidential Session

Hilton Union Square, Lobby Level, Plaza A; 8:00-9:30am

Chair: *Rick R. McCown, Duquesne University*

Participants:

Education Policy Is Social Policy. *Sara Goldrick-Rab, University of Wisconsin - Madison*

Poverty Has an iPhone. *James T. Minor, Southern Education Foundation, Inc.*

Poverty and Education: Reflections on the AERA Conference Theme. *Aaron Pallas, Teachers College, Columbia University*

Poverty and Impoverishment in the Bay Area of California. *Zeus Leonardo, University of California - Berkeley*

Does That Sound Like Meritocracy to You? *Nicholas Daniel Hartlep, Illinois State University*

#### AERA Sessions

##### 54.008. AERA Early Career Award (2012) Lecture: Maisha T. Winn.

AERA Sessions; Invited Session

Hilton Union Square, Lobby Level, Plaza B; 8:00-9:30am

Chair: *Carla D. O'Connor, University of Michigan*

Participant: *Estela M. Bensimon, University of Southern California*

Speaker:

"Agitating, Educating, Organizing." Toward a Theory of Black Literate Lives. *Maisha T. Winn, University of Wisconsin - Madison*

##### 54.009. U.S. Department of Education and National Science Foundation Common Standards for Research and Development Proposals.

AERA Sessions; Invited Session

Hilton Union Square, Ballroom Level, Continental 5; 8:00-10:00am

Chair: *Barbara Schneider, Michigan State University*

Discussion Leaders:



Discussion Tables

*John Q. Easton, Institute of Education Sciences; Joan Ferrini-Mundy,*

*National Science Foundation; Janice M. Earle, National Science Foundation; Ruth Curran Neild, U.S. Department of Education; Nadya Dabby, U.S. Department of Education; Edith Gummer, National Science Foundation*

#### Committee Sessions

##### 54.010. Graduate Student Networking Opportunity With Special Interest Groups (SIGs). Graduate Student Council; Invited Session

Parc 55, Third Level, Market Street; 8:00-9:30am

Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

Participants: *Vincent A. Anfara, The University of Tennessee; Kathleen M.T Collins, University of Arkansas; Carol Huang, City University of New York; Stefinee E. Pinnegar, Brigham Young University; Eve Tuck, SUNY - College at New Paltz; Patricia Martin, American Educational Research Association; Sylvie Hong Nguyen-Fawley, American Educational Research Association*

#### International Organization Sessions

##### 54.011. In What Ways Can Lesson Study in Different Cultural Environments Contribute to Increase Low-Achieving Students' School Performance? European Association for Research on Learning and Instruction; Invited Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 8:00-10:00am

Chair: *Mona E. Holmqvist, University of Gothenburg*

Participants:

Patterns of Variation and Its Impact on Knowledge Development in a Learning Study. *Mona E. Holmqvist, University of Gothenburg; Angelika Kullberg, University of Gothenburg*

How Do Discourses on Lesson Studies Change When the Focus Is Placed on Low-Achieving Students' Learning Processes? *Kiyomi Akita, University of Tokyo*

Impact of Lesson Study on Student Learning in Chinese Schools. *Xiaming Chen, Peking University*

Blossoming Chinese Character Learning Among Ethnic-Minority Female Low Achievers Using Learning Study. *Wai Ming Cheung, The University of Hong Kong*

Looking Across Diverse Cases: Using High-Quality Mathematical Resources in Lesson Study. *Rebecca R. Perry, Mills College; Jillian Roth, Mills College; Shelley Friedkin, Mills College*

Discussant: *Catherine C. Lewis, Mills College*

##### 54.012. Place, Literacy, and Sustainability: Emerging Transformations in Theory and Practice. Australian Association for Research in Education; Invited Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 8:00-10:00am

Chair: *Margaret Jean Somerville, University of Western Sydney*

Participants:

School Garden Literacies: Educating for Sustainability. *Monica Green, Monash University*

Australian Children's Settler/Wombat Stories: Situating Literacy and Sustainability Within the "Politics of the Event of Place." *Affrica Taylor, University of Canberra*

"Do Fish Get Bored?" A Reading of the Morwell River Wetlands Study Using the Lens of "Thinking Through Country." *Margaret Jean Somerville, University of Western Sydney*

Schools as Meeting Places: Critical and Inclusive Literacies in Changing Local Environments. *Barbara M. Comber, Queensland University of Technology; Helen Nixon, Queensland University of Technology*

Discussant: *Bill Green, Charles Sturt University*

#### Division Sessions

##### 54.013. Examining Issues of Principal Attrition, Retention, and Succession. Division A - Administration, Organization and Leadership; Paper Session

Westin St. Francis, Second Level, Victorian; 8:00-9:30am

Chair: *Sheryl Boris-Schacter, Self-employed*

Participants:

Leadership Continuity and School Climate: A 7-Year Study of One District.

*Kris Bosworth, The University of Arizona; Maryann Michel Judkins, The University of Arizona; Kirsteen Anderson, University of Arizona*  
 The Steppingstone to the Principalship: Assessing the Job Satisfaction and Upward Mobility of Assistant Principals. *Ashley Oleszewski, The University of Texas - San Antonio*  
 Three-Dimensional Trust: How Beginning Principals Build Trust With Their Staffs During Leader Succession. *Shawn Northfield, University of Nottingham*  
 Gender and Racial/Ethnic Gaps in the Principalship: Principal Production, Retention, and Turnover in Texas. *Eryka Charley, Pennsylvania State University; Ed Fuller, The Pennsylvania State University; Catharine Biddle, The Pennsylvania State University; Hilario Lomeli, The Pennsylvania State University*  
 From Peer to Principal: The Challenges of Internal Leadership Succession. *Rosa L. Rivera-McCutchen, Lehman College - CUNY*  
 Discussant: *Forrest W. Parkay, Washington State University*

**54.014. A Transnational Dialogue on Young People and Digital Media Production in Educational Spaces.** Division B - Curriculum Studies; Symposium  
 Grand Hyatt, Theatre Level, Curran; 8:00-10:00am

Chair: *Ines Dussel, DIE-CINVESTAV/Mexico*

Participants:

Rural Media Literacy: Tracing Youth Voice in Youth Filmmaking. *Damiana Gibbons, Appalachian State University*  
 Postcolonial Feminist Theory, Digital Media, and Learning: Exploring the Lives of Muslim Girls in One Toronto School. *Negin Dahya, York University*  
 What Was Out of the Frame? Media Education With Mapuche and Rural Students in Chile. *Andrea Valdivia Barrios, Universidad de Chile*  
 Affordances and Realities of Digital Media Practices: Young People's Involvement With New Media in Argentina. *Patricia Ferrante, Universidad Pedagogica; Julieta Montero, Universidad Pedagogica; Delia Gonzalez, Universidad Pedagogica*

Discussant: *Julian Sefton-Green, London School of Economics & Political Science*

**54.015. Materiality and Discourse in School Curriculum: A Critical Examination of Mathematics.** Division B - Curriculum Studies  
 Cosponsored with SIG-Research in Mathematics Education; Symposium  
 Grand Hyatt, Ballroom Level, Grand Ballroom West; 8:00-10:00am

Chair: *Paola Valero, Aalborg University*

Participants:

Desultory Materiality: Exploring the Potential Role and Limits of Appeals to Materiality in Critical Curriculum Studies. *Stefan Bengtsson, Uppsala University*  
 Concrete Abstractions: Constructing Equivalence and the Child's Reality Through Inscriptions of the Equal Sign. *Jennifer Diaz, University of Wisconsin - Madison*  
 The Micropolitics of Material Assemblages: Mapping the Content/Expression Binary in Mathematics Classrooms. *Elizabeth De Freitas, Adelphi University*  
 Progress, Wealth, and Mathematics Achievement. *Paola Valero, Aalborg University*  
 Constructing Materialities and Poverties Through Numbers: PISA (Programme for International Student Achievement) and Turkey. *Aysegul Mester, University of Wisconsin - Madison*  
 The Materiality of Exclusion and the Ideology of Research. *Alexandre Pais, Aalborg University*

Discussant: *Thomas S. Popkewitz, University of Wisconsin*

**54.016. Culturally Relevant Computer Science: Pathways to Broadening Participation.** Division C - Learning and Instruction; Invited Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 8:00-10:00am

Chairs: *Jane S. Margolis, University of California - Los Angeles; Yasmin B. Kafai, University of Pennsylvania*

Participants:

Remastering the Master's Tools: Affirming the Life of Urban Youth Through a Video Game Project. *Clifford H. Lee, Saint Mary's College of California*  
 Towards Building a Learning Foundation of Ancestral Knowledge in an Urban Computer Science High School Classroom. *Cueponcaxochitl*

*Dianna Moreno Sandoval, University of California - Los Angeles*  
 Engaging Students' Community Knowledge to Learn Computer Science Through a Mobile Phone-Based Curriculum. *Jean J. Ryoo, University of California - Los Angeles*

A Cascading Model: Undergraduates as Mentors and Mentees in a Computer Science Service-Learning Course. *Yasmin B. Kafai, University of Pennsylvania; William Quinn Burke, College of Charleston; Jean Griffin, University of Pennsylvania; Rita Powell, University of Pennsylvania; Michelle Grab, University of Pennsylvania; Michelle Slattery, Peak Research and Development; Susan Davidson, University of Pennsylvania*

Glitch Game Testers: Non-Learners Saving Face. *Betsy DiSalvo, Georgia Institute of Technology; Amy S. Bruckman, Georgia Institute of Technology; Mark J. Guzdial, Georgia Institute of Technology; Tom McKlin, The Findings Group, LLC*

To Major or Not to Major: Female Computer Science Majors, Wherefore Art Thou? *Louise Ann Lyon, University of Washington*

Factors Affecting Girls' Interest in Computer Science. *Michelle Friend, Stanford University*

Discussants: *Joanna Goode, University of Oregon; Marcia Linn, University of California - Berkeley*

**54.017. Empirical Explorations in Educational Gaming.** Division C - Learning and Instruction; Paper Session  
 Westin St. Francis, Second Level, California East; 8:00-9:30am

Chair: *Sinem Siyahhan, Arizona State University - Phoenix*

Participants:

Computational Scientific Inquiry With Virtual Worlds and Agent-Based Models: New Ways of "Doing" Science to Learn Science. *Michael J. Jacobson, The University of Sydney; Charlotte Taylor, The University of Sydney; Deborah Richards, Macquarie University; Polly Lai, The University of Sydney*

Educational Video Games: The Devil Is in the Details. *Oswaldo Jimenez, Stanford University; Dylan Andrew Arena, Stanford University; Ugochi Cynthia Acholonu, Stanford University*

Mediating Virtual Learning Environments: The Role of Presence With Personal Behaviors. *Michael McCreery, University of Arkansas at Little Rock; P.G. Schrader, University of Nevada - Las Vegas; S. Kathleen Krach, Troy University - Montgomery*

Positive and Negative Consequences of Off-Task Avatar Personalization Within an Educational Game. *Erica Linn Snow, Arizona State University; Tanner Jackson, Arizona State University; Danielle S. McNamara, Arizona State University*

What's in a Game's Name? Task Framing, Learning, and Enjoyment in an Educational Game. *Russell Brandon, Arizona State University - Tempe; Rod Roscoe, Arizona State University - Tempe; Danielle S. McNamara, Arizona State University*

Discussant: *Andre R. Denham, The University of Alabama*

**54.018. In Google We Trust: Examining Evaluations of Source and Search Results.** Division C - Learning and Instruction; Symposium  
 Westin St. Francis, Second Level, Elizabethan A; 8:00-9:30am

Chair: *Matthew T. McCrudden, Victoria University of Wellington*

Participants:

Using Google to Learn About a Controversial Topic: The Role of Topic-Specific Epistemic Beliefs in Students' Navigation Behavior. *Ladislao Salmerón, University of Valencia; Yvonne Kammerer, Knowledge Media Research Center; Pilar García-Carrión, University of Valencia*

Examining Epistemic and Non-Epistemic Dimensions of Source Evaluation. *Alexandra List, University of Maryland; Emily M. Grossnickle, University of Maryland; Patricia A. Alexander, University of Maryland*

Students' Sourcing While Reading and Writing From Multiple Documents. *Helge I. Stromso, University of Oslo; Ivar Braten, University of Oslo*

"I Don't Know, but They (Should) Know!" Judgments About Experts' Pertinence Regarding Online Science Texts. *Rainer F. Bromme, University of Münster; Eva Thomm, University of Münster; Marc Stadler, University of Münster*

Discussant: *Krista R. Muis, McGill University*

**54.019. Instructional Technologies for Teaching and Learning Mathematics.** Division C - Learning and Instruction; Paper Session  
 Sir Francis Drake, Second Level, Tudor AB; 8:00-10:00am

Chair: *Paul F. Conway, University College Cork*

## Participants:

Cognitive Demand of Robot Algebra Tutor Tasks: How Students Are Really Enacting Tasks. *Aaron Kessler, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*

Learning Decimals From Erroneous Examples With an Online Tutor.

*Deanne Marie Adams, University of California - Santa Barbara; Bruce McLaren, Carnegie Mellon University; Richard E. Mayer, University of California - Santa Barbara; Derev Diggs, Carnegie Mellon University; Seiji Isotani, University of São Paulo; Kelley Durkin, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University*

RTC (Randomized Control Trial) Evaluation of an Online Tutoring System for Algebra Readiness. *Carole R. Beal, The University of Arizona; Shandy Hawk, WestEd; Steven Arnold Schneider, WestEd; Weiling Li, WestEd; Chris Harrison, WestED*

Synthesis of Recent Literature on Technology and Media for Early Literacy and Mathematics Learning. *Carlin Llorente, SRI International; William R. Penuel, University of Colorado; Michelle J Drummond, University of Colorado - Boulder; Jennifer Van Brunt, SRI International*

Transmedia in the Classroom: Evaluation of the Electric Company Summer Learning Program. *Sara Atienza, WestEd; Lisa Michel, University of California - Los Angeles; Michelle Tiu, WestEd; Danielle M. Yamol, Harvard University*

Discussant: *Oscar Chavez, The University of Texas - San Antonio*

**54.020. Knowledge Transfer and Representation in Mathematics**

**Learning.** Division C - Learning and Instruction; Paper Session  
Westin St. Francis, Second Level, Hampton; 8:00-9:30am

Chair: *Nicole Rose Hallinen, Stanford University*

## Participants:

A Meta-Analysis of Transfer of Learning in Mathematics With a Focus on Teaching Interventions. *Vanessa Rayner, Concordia University; Robert M. Bernard, Concordia University; Helena P. Osana, Concordia University*

An Exploration of the Interaction Between Visual Mediators and the Mathematical Routine of Justification. *Briana Hennessy, University of Connecticut; Jill Annette Newton, Purdue University; Megan E. Staples, University of Connecticut*

I Have a Hammer—Is That a Nail? Inducing Mathematical Structure to Reduce Negative Transfer. *Nicole Rose Hallinen, Stanford University; Kristen Pilner Blair, Stanford University; Jessica Tsang, Stanford University; Daniel L. Schwartz, Stanford University*

Robust Understanding of Algebra: A Framework for Capturing Student Learning and Instructional Practices. *Jamie Wernet, Michigan State University; Jerilynn Lepak, Michigan State University; Kimberly Seashore, University of California - Berkeley; Daniel Reinholz, University of California - Berkeley; Sihua Hu, Michigan State University*

The More the Merrier? An Investigation of Multiple External Representations on Problem-Solving Performance. *Brian D. Beitzel, SUNY - College at Oneonta; Nathan E. Gonyea, SUNY - College at Oneonta; Richard K. Staley, SUNY - College at Oneonta*

Discussant: *Rozy Vig, Harvard University*

**54.021. Methodological Issues in the Analysis and Meta-Analysis of Single-Subject Experimental Design Data.** Division D - Measurement and Research Methodology; Structured Poster Session  
Parc 55, Fourth Level, Cyril Magnin I; 8:00-10:00am

Chair: *Wim Van den Noortgate, Katholieke Universiteit Leuven*

## Participants:

1. Tools for Reporting and Evaluating Single-Case Experimental Studies: Focus on Randomization and Data-Analysis Issues. *Mieke Heyvaert, Katholieke Universiteit Leuven; Patrick Mjl Ongheva, Katholieke Universiteit Leuven*

2. A Bayesian Estimate of  $d$  in Single Case Designs. *David M. Rindskopf, The Graduate Center - CUNY*

3. Statistical Analysis and Effect Size Estimation for Single-Subject Designs. *Hariharan Swaminathan, University of Connecticut; H. Jane Rogers, University of Connecticut; Robert E. Horner, University of Oregon*

4. Bayesian Estimation of the Autocorrelation in Single Case Designs. *Jonathan G. Boyajian, University of California, Merced; William R. Shadish, University of California, Merced*

5. Modeling Single-Case Designs With Generalized Additive Models. *Kristynn J. Sullivan, University of California - Merced; William R.*

*Shadish, University of California, Merced*

6. Summary and Synthesis of Single-Subject Research Data With Percentage of Nonoverlapping Data and Standardized Mean Difference Statistics: A Monte Carlo Simulation Study. *Austin Madison Mulloy, Virginia Commonwealth University*

7. Combining Group-Comparison and Single-Subject Experimental Designs. *Maaïke Ugille, Katholieke Universiteit Leuven; Mariola Moeyaert, Katholieke Universiteit Leuven; Wim Van den Noortgate, Katholieke Universiteit Leuven*

8. The Effect of Error Structure Specification on the Meta-Analysis of Single-Case Studies: A Monte Carlo Study. *Merlande Petit-Bois, University of South Florida; Eun Kyeng Baek, University of South Florida; John M. Ferron, University of South Florida*

9. A Feasible Way to Vary Level-1 Error Structure Across Participants in Multilevel Models for Single-Case Data. *Eun Kyeng Baek, University of South Florida; Merlande Petit-Bois, University of South Florida; John M. Ferron, University of South Florida*

10. A Comparison of Models Used to Describe Nonlinear Trajectories in Multiple Baseline Design Data. *Susan Natasha Beretvas, The University of Texas - Austin; Ian F Hembry, The University of Texas - Austin*

11. Meta-Analysis of Single-Case Design Studies With Multiple Baselines Across Participants and Settings. *Susan Natasha Beretvas, The University of Texas - Austin; Radhika Sundar, University of Texas at Austin; Ian F Hembry, The University of Texas - Austin*

12. Modeling External Events in the Three-Level Analysis of Multiple Baseline Across Participants' Designs: A Simulation Study. *Mariola Moeyaert, Katholieke Universiteit Leuven; Maaïke Ugille, Katholieke Universiteit Leuven; Wim Van den Noortgate, Katholieke Universiteit Leuven*

Discussant: *William R. Shadish, University of California, Merced*

**54.022. LGBT Youth: Does It Get Better? If So, Why?** Division E - Counseling and Human Development; Symposium  
Parc 55, Fourth Level, Cyril Magin III; 8:00-9:30am

Chair: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

## Participants:

To What Extent Does Bullying Explain LGBTQ-Heterosexual Risk Disparities? *Joseph P. Robinson, University of Illinois at Urbana-Champaign; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Does It Get Better? Developmental Trends in Peer Victimization and Mental Health in LGB and Heterosexual Youth—Results From a Nationally Representative Prospective Cohort Study. *Joseph P. Robinson, University of Illinois at Urbana-Champaign; Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Ian Rivers, Brunel University*

State Anti-Bullying Laws and Their Relationship to School Climate for LGBT Students in the United States. *Joseph G. Kosciw, Gay, Lesbian and Straight Education Network; Neal A. Palmer, GLSEN:Gay, Lesbian & Straight Education Network*

Discussant: *Stephen T. Russell, The University of Arizona*

**54.023. The "Business" of School Reform: Historical Roots of Today's Educational Entrepreneurship.** Division F - History and Historiography; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 8:00-9:30am

Chair: *Jack Schneider, College of the Holy Cross*

## Participants:

The History of Charter Schools and Teacher Evaluation. *Christina Collins, United Federation of Teachers - ACTS*

A Mission, a Job, a Lark: Choosing to Teach for America in 1990. *Bethany Lynn Rogers, College of Staten Island - CUNY*

The Business of School Reform in Houston: The Historical Context for the Forming of KIPP (Knowledge Is Power Program). *Emily Straus, Rice University - Kinder Institute*

Discussant: *Jack Schneider, College of the Holy Cross*

**54.024. An Action Plan to Improve the Academic Success of Latino/a Youth in Impoverished Urban Border Communities.** Division G - Social Context of Education; Symposium  
Westin St. Francis, Second Level, Kent; 8:00-9:30am

Chair: *Karen Cadiero-Kaplan, San Diego State University*

## Participants:

*El Sendero de la Ciencia: How Schools Can Promote Science Career*



Choice Among Urban Latino/a Students From Poverty. *Rachel Sara Stein, Claremont Graduate University*

Towards Creating and Implementing an Effective Program for Secondary-Level Latino Newcomer Immigrant Youth in an Urban Border Community. *Amanda Matas, San Diego State University*

*Trés Generaciones: Finding the Commonalities in Pivotal Moments, Resiliency, Attaining Social Capital, and Academic Success for Three Immigrant Latino Students From Three Different Time Eras. Guillermo Antonio Gomez, San Diego State University/ Claremont Graduate University*

An Action Plan to Improve the Academic Success of Latino Youth in Impoverished Urban Border Communities. *Jaime Cueva-Esquivel, Claremont/SDSU Equinox Millennium foundation*

Discussants: *Alberto M. Ochoa, San Diego State University; Margarita I. Berta-Avila, California State University - Sacramento*

**54.025. Policy Conundrums of Choice, Markets, and Social Class.** Division G - Social Context of Education; Paper Session

Westin St. Francis, Second Level, Elizabethan B; 8:00-10:00am

Chair: *Meredith Paige Richards, University of Pennsylvania*

Participants:

Poor Choices: The Sociopolitical Context of "Grand Theft Education". *Leah E. D. Faw, University of California - Berkeley; Huriya Jabbar, University of California - Berkeley*

The Sisyphean Task of Systemic Change: Competing Discourses in a Changing Community. *Ann Mogush Mason, University of Minnesota*

What Is Summer (Really) For? Summer Learning and the Construction of Educational (Dis)Advantage. *Burke Scarbrough, University of Minnesota - Duluth*

When Figured Worlds Collide: A Case Study Approach to the Conflict Between Marketization and Humanization in an Urban Public School. *Amy E. Brown, University of Pennsylvania*

Who Really Decides: The Politics of Inequality, Access, and Participation in a Sudbury School Community. *Marguerite A. Wilson, Binghamton University - SUNY*

Discussant: *James Joseph "Jim" Scheurich, Indiana University-Purdue University Indianapolis*

**54.026. Recognizing the Richness of Nondominant Students' Linguistic Repertoires.** Division G - Social Context of Education; Symposium

Hilton Union Square, Ballroom Level, Continental 1; 8:00-9:30am

Chair: *Ramon Antonio Martinez, The University of Texas - Austin*

Participants:

"That Shit Was Tight": Black and Latina/o Youth Alignment With and Resistance to "Talking Right". *Danny Cortez Martinez, University of Illinois at Chicago*

□They Are Bilingüe, But I Am Trilingüe□: Listening to Trilingual Students in Dual Language Classrooms. *Leah Duran, The University of Texas - Austin; Michiko Hikida, The University of Texas - Austin; Ramon Antonio Martinez, The University of Texas - Austin*

(R)evolutions of Style: Uncovering and Building Children's Language and Learning Through Youth Cultural Naming Practices. *Beatriz Rodriguez, University of California - Los Angeles*

The Translanguaging Competencies of Immigrant Youth in Situations of Superdiversity. *Marjorie Faulstich Orellana, University of California - Los Angeles*

Discussant: *Carol D. Lee, Northwestern University*

**54.027. Researching the Context of Race in Education: Methodological Considerations in Critical Race Theory and Education.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Elizabethan D; 8:00-9:30am

Chair: *Adrienne D. Dixon, University of Illinois*

Participants:

Technical Difficulties: An Exploration of the Benefits of Composite Counter-Storytelling in Race and Narrative Research. *Daniella Ann Cook, University of South Carolina - Columbia*

Expanding the Counterstory: The Potential for Critical Race Mixed-Methods Studies in Education. *Jessica T. Decuir-Gunby, North Carolina State University; Dina Carol Walker-DeVose, North Carolina State University*

A Critical Race Policy Analysis of the School-to-Prison Pipeline for Chicanos. *Octavio Villalpando, University of Utah; Brenda Valles, University of Utah*

Critical Race Quantitative Intersectionality: An Antiracist Research Paradigm That Refuses to "Let the Numbers Speak for Themselves".

*Alejandro Covarrubias, University of California - Los Angeles;*

*Veronica Nelly Velez, University of California - Los Angeles*

Discussant: *Marvin Lynn, University of Wisconsin - Eau Claire*

**54.028. The Racial Complexities of Teach For America in High-Poverty Schools.** Division G - Social Context of Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 8:00-9:30am

Chair: *Kristen L. Buras, Georgia State University*

Participants:

Teach for America's Corp: Complying, Counter-Crusading, and Other Responses and Interventions in the Field. *Barbara Torre Veltri, Northern Arizona University*

Teach for America (TFA) and the "Endangerment" of Communities: Counterstories From Brown's Displaced Veteran Educators and TFA Teachers of Color. *Terrenda Corisa White, Teachers College, Columbia University*

The Culture of Education Markets: Teach for America, Union Busting, and the Dispossession of Black Veteran Teachers in New Orleans. *Kristen L. Buras, Georgia State University*

Teach for America and the Making of Entrepreneurial Leaders: Race, Ideology, and Elite Networks. *Tina M. Trujillo, University of California - Berkeley; Janelle T. Scott, University of California - Berkeley;*

*Mariarena Dawn Rivera, University of California - Berkeley*

Teaching to the Test: Inside "No Excuses" Charter Schools and Teach for America Classrooms. *Beth Leah Sondel, University of Wisconsin*

Discussants: *Joyce E. King, Georgia State University; Julian Vasquez Heilig, The University of Texas - Austin*

**54.029. Uncovering Hidden Wealth: Reconsidering Funds of Knowledge in Schools and Communities.** Division G - Social Context of Education; Paper Session

Westin St. Francis, Second Level, Elizabethan C; 8:00-9:30am

Chair: *Gilbert C. Park, Ball State University*

Participants:

Working-Class Latino Students and the Influence of Funds of Knowledge on Their School Engagement. *Angela Macias, University of Redlands; Jose Worrell Lalas, University of Redlands*

Funds of Knowledge in Child-Headed Households: A Ugandan Case Study. *Maureen Kendrick, The University of British Columbia; Doris Muhwezi Kakuru, Makerere University*

Exploring Children's Folk Epistemologies in England: Discovering Epistemic Riches. *Linda M. Hargreaves, University of Cambridge; Ruth Kershner, University of Cambridge*

Bringin' It: Funds of Knowledge and the Social Organization of the Middle School Classroom. *Kelli E. Woodrow, Regis University*

**54.030. Division H Breakfast/Business Meeting.** Division H - Research, Evaluation and Assessment in Schools; Business Meeting

Westin St. Francis, Mezzanine Level, Grand Ballroom; 8:00-10:00am

**54.031. Faculty Development.** Division I - Education in the Professions; Paper Session

Parc 55, Fourth Level, Lombard; 8:00-9:30am

Chair: *Kristina Astrid Hesbol, Illinois State University*

Participants:

Chinese Visiting Scholars' Academic Socialization in U.S. Institutions of Higher Education: A Qualitative Study. *Mo Xue, The University of Alabama; Xia Chao, The University of Alabama; Aaron M. Kuntz, The University of Alabama*

Faculty Members' Perceptions of Millennial Students in Higher Education. *Lisa A Burns, Marywood University; Mary E. Salvaterra, Marywood University*

Faculty Members' Responses to Implementing Redesigned Ed.D. Programs. *Ray R. Buss, Arizona State University; Ron Zambo, Arizona State University; Debby M. Zambo, Arizona State University; Jill Alexa Perry, Duquesne University; Tiffany R. Williams, Arizona State University*

Identity Formation of Occasional Faculty Developers in Medicine.

*David M. Irby, University of California - San Francisco; Patricia S. O'Sullivan, University of California - San Francisco*

Portfolio Guidance by Clinical Supervisors: An Interesting Added Value

for Their Own Educational Professionalization. *Ann Deketelaere, University of Leuven; Lisa De Jonghe, University of Leuven*  
 Discussant: *Linda Behar-Horenstein, University of Florida*

**54.032. "I Heard It From a Friend": Why Who You Know Can Make All the Difference.** Division J - Postsecondary Education; Paper Session  
 Westin St. Francis, Second Level, Olympic; 8:00-9:30am

Chair: *Larry Bernstein, Data Smarts, LLC*

Participants:

How Significant Are Significant Others? A Comparative Examination of the Role of Family and Peer Influences on First-Year and Transfer Students' College Choice Processes. *Allison Kanny, University of California - Los Angeles; Dayna Staci Weintraub, University of California - Los Angeles*  
 Melted Aspirations: The Role of Habitus, Cultural, and Social Capital in Predicting Postsecondary Plan Change. *Brian Holzman, Stanford University*

High School Teacher and Counselor Influence on Mexican American First-Generation College Students' College Choice Process. *Dora Elias McAllister, American Dental Education Association*

First-Generation College Students and Campus Capital: A Conceptual Framework for Critical Engagement and Belonging. *Ana M. Martinez-Aleman, Boston College; Heather T. Rowan-Kenyon, Boston College; Mandy Savitz-Romer, Harvard University*

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

**54.033. Defining a Meaningful Research Agenda Around Technological Innovation in Postsecondary Course Delivery.** Division J - Postsecondary Education; Invited Session  
 Hotel Nikko, Third Level, Nikko III; 8:00-9:30am

Chair: *Mario Martinez, University of Nevada - Las Vegas*

Participants: *Mitchell L. Stevens, Stanford University; Katharine Kendall Guthrie, The Bill & Melinda Gates Foundation; Christopher J. Rasmussen, Midwestern Higher Education Compact; Cynthia D Wilson, The League for Innovation in the Community College*

**54.034. Navigating the Borderlands: Constructing Racial/Ethnic and Political Identities Along the Margins.** Division J - Postsecondary Education; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 8:00-9:30am

Chair: *Rican Vue, University of California - Los Angeles*

Participants:

A First-Generation Latina Identifies Challenges and Develops Strategies to Overcome Marginalized Positionality. *Anna CohenMiller, The University of Texas - San Antonio; Kimberley Dawn Kennedy, The University of Texas - San Antonio*

Living in Two Worlds: Racial and Ethnic Identity Construction Among Asian Immigrant College Students. *Eunyoung Kim, Seton Hall University; Diane S. Shammass, University of Southern California - Rossier School of Education*

Overcoming College Obstacles With La Familia. *Sarah Rodriguez, The University of Texas - Austin*

Racial Politics and Racial Identity: A Case Study of Arizona, 2010-2011. *Nolan L. Cabrera, The University of Arizona; Matt Holliday, The University of Arizona*

Discussant: *Leticia Oseguera, The Pennsylvania State University*

**54.035. Precollege Strategies to Improve Access.** Division J - Postsecondary Education; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 8:00-9:30am

Chair: *Amy Elizabeth Stich, University at Buffalo - SUNY*

Participants:

College Readiness and the Cause of Access: Towards a New Model of Writing Assessment. *Stefani Robin Relles, University of Southern California; Jenna Sablan, University of Southern California; William G. Tierney, University of Southern California*

The Forgotten Summer: Does College Counseling After High School Graduation Mitigate Attrition Among College-Intending, Low-Income Students? *Benjamin L. Castleman, Harvard University; Lindsay Coleman Page, Harvard University; Korynn Schooley, Fulton County Schools*

Examining the Implementation of KIPP Through College: The Importance of Relationship Building. *Kimberley Raue, Westat; Holly H. Bozeman,*

*Westat; Hannah Putman, Westat*  
 Developing a College-Going Identity to Improve College Access. *Randall F. Clemens, Saint John's University*

Discussant: *Walter R. Allen, University of California - Los Angeles*

**54.036. The Purpose of a College Education: Perspectives on Cultivating Learners for the 21st Century.** Division J - Postsecondary Education; Symposium  
 Sir Francis Drake, Second Level, Carmel; 8:00-9:30am

Chair: *Clifton F. Conrad, University of Wisconsin - Madison*

Participants:

Cultivating Inquiry-Driven Learners: A College Education for the 21st Century. *Clifton F. Conrad, University of Wisconsin - Madison; Laura Dunek, University of Wisconsin*

Disrupting the Conceptual Divide Between Liberal and Professional Education. *Lisa R. Lattuca, University of Michigan*

Cultivating Democratic Education. *Matthew Hartley, University of Pennsylvania*

Comprehensive Assessment With E-Portfolios: Making Learning and Inquiry Visible. *Evangeline D. Harris Stefanakis, Boston University*

**54.037. What You Say and How You Say It: The Role of Language in Student Success.** Division J - Postsecondary Education; Paper Session  
 Hilton Union Square, Ballroom Level, Continental 9; 8:00-9:30am

Chair: *Tricia Seifert, OISE/University of Toronto*

Participants:

Placement Testing of Language Minority Students in Community Colleges. *Lorena Llosa, New York University; George C. Bunch, University of California - Santa Cruz*

"You're Talking White!" Native American Postsecondary Students' Use of Linguistic Capital to Bridge Two Cultures. *Steven R. Aragon, Texas State University - San Marcos; Anjali Forber-Pratt, University of Illinois at Urbana-Champaign; Dustin L Thompson, Texas State University*

The Heterogeneous Effects of English as a Second Language Compared to Developmental English Coursework. *Michelle Hodara, Teachers College, Columbia University*

Does English Language Learner (ELL) Identification Predict College Remediation Entry? A Comparison With Non-ELL Peers. *Stella M. Flores, Vanderbilt University; Timothy Drake, Vanderbilt University*

Discussant: *Guadalupe Valdés, Stanford University*

**54.038. Contesting the Social and Political Dimensions of Curricular Policy.** Division L - Educational Policy and Politics; Paper Session  
 Westin St. Francis, Second Level, Yorkshire; 8:00-9:30am

Chair: *Arlo Kempf, University of California - Los Angeles*

Participants:

Leading Neo-Progressive Policies, Curricula, and Social Movements. *Rose M. Ylimaki, The University of Arizona; Jing Jing Fan, The University of Arizona; Staci Martin, The University of Arizona*

Policy in Practice: Implementing the National Curriculum in Australia. *Ian J. Hardy, The University of Queensland*

Exploring the Current Marketplace for Developmental Testing. *Catherine L. Horn, University of Houston; Miguel Angel Ramos, University of Houston*

Extended Instructional Time: Understanding Local Instructional Responses to Federal Accountability Mandates. *Brooke Midkiff, University of North Carolina - Chapel Hill; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill*

Discussant: *Carolyn J. Riehl, Teachers College, Columbia University*

**54.039. Effects of Mathematics Policy and Reform.** Division L - Educational Policy and Politics; Paper Session  
 Hilton Union Square, Lobby Level, Golden Gate 6; 8:00-9:30am

Chair: *Robert Rothman, Alliance for Excellent Education*

Participants:

A Report on Modular Course Design for a Project on a Developmental Mathematics Course in a Hispanic-Serving Institute. *Xiaohui Wang, The University of Texas - Pan American; Olga M. Ramirez, The University of Texas - Pan American*

Breaking Down the Achievement Gaps Among High School Graduates: Contributions of Geometry Content Rigor. *Kathryn S. Schiller, University at Albany - SUNY; Janis D. Brown, U.S. Department of Education; Robert Colby Perkins, Westat; Stephen E. Roey, Westat*

Charting the LANDSCAPE of School District Algebra Policies: Findings From a National Survey. *Nina DePena Hoe, University of Pennsylvania; John Baker, 21st Century Partnership for STEM Education; Lindsay Keazer, Michigan State University; Michael Steele, Michigan State University; Janine Remillard, University of Pennsylvania*

Success and Failure in Eighth-Grade Mathematics: Examining Outcomes Among Middle Schoolers in the HSLs:09. *Keith E. Howard, Chapman University; Marty Romero, University of California - Los Angeles; Derrick Saddler, University of South Florida; Allison Scott, Level Playing Field Institute*

The Missing Link in Algebra Policy Analysis: A Case Study of Placement in Eighth-Grade Algebra. *Andrew Thomas, Walden University; Michael H. Butler, Public Works, Inc.; Robert Kaplinsky, Downey Unified School District*

Discussant: *Peter A. Youngs, Michigan State University*

**54.040. Excluding the Majority: The Dynamics of Increasing Polarization in American Schools and the Civil Rights Policy Vacuum.** Division L - Educational Policy and Politics; Symposium

Hilton Union Square, Lobby Level, Golden Gate 7; 8:00-9:30am

Chair: *Stuart Biegel*

Participants:

Losing the Opportunity to Build an Integrated Society: Resegregated and Unequal Schools in a Profoundly Diverse Nation. *Gary A. Orfield, University of California - Los Angeles*

Southern Slippage: Growing School Segregation in the Most Integrated Region of the Country. *Genevieve Parker Siegel-Hawley, Virginia Commonwealth University; Erica Frankenberg, The Pennsylvania State University*

Segregation in the Multiracial Southwest: The Latino Surge and Relative White Decline Drives a Major Multiracial Transformation. *John V. Kucsera, University of California - Los Angeles*

School Diversity, School District Fragmentation, and Metropolitan Policy. *Jennifer Jellison Holme, The University of Texas - Austin; Kara S. Finnigan, University of Rochester*

Discussant: *Nancy N. Ramirez, Claremont Graduate University*

**54.041. Influence of School Factors on Student Achievement and Attainment.** Division L - Educational Policy and Politics; Paper Session

Westin St. Francis, Second Level, Oxford; 8:00-9:30am

Chair: *Robert Bifulco, Syracuse University*

Participants:

A Value-Added Panel-Data Analysis of the Effect of School Size on Student Achievement. *Seth Gershenson, American University; Laura Langbein, American University*

Beyond Admissions: Does High School Quality Affect Student Success in College? *Jenna Cullinane, The University of Texas - Austin; Jane Arnold Lincove, The University of Texas - Austin; Sandra E. Black, The University of Texas - Austin; Rachel Douglas, The University of Texas - Austin*

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*

New York City Small High School Reform and Student Mathematics Course-Taking. *Miya Tamiko Warner, Teachers College, Columbia University; Douglas Ready, Teachers College, Columbia University*

Discussants: *Patrice Iatarola, Florida State University; Tatiana Melguizo, University of Southern California*

**54.042. Targeting Core Practices for Instructional Improvement.** Division L - Educational Policy and Politics; Symposium

Westin St. Francis, Second Level, California West; 8:00-9:30am

Chair: *Pamela L. Grossman, Stanford University*

Participants:

Leveraging an Observation Protocol for Instructional Improvement.

*Pamela L. Grossman, Stanford University; Lindsay Brown, Stanford University; Lorien Chambers Schuldt, Stanford University; Michael Metz, University of Chicago; Erika Moore Johnson, Stanford University*

Organizational Capacity for Professional Development Targeting Core Practices in English: Mediating Contexts and Adapting Reforms.

*Pamela L. Grossman, Stanford University; Jamie O'Keefe, Stanford University; Elena Pia Castilleja, Stanford University; Taralynn Kantor, Stanford University*

Investigating and Supporting the Development of District Capacity in the Context of Ambitious Middle-Grades Mathematics Reform. *Paul A. Cobb, Vanderbilt University; Kara J. Jackson, McGill University*  
Discussant: *Deborah Loewenberg Ball, University of Michigan - Ann Arbor*

### SIG Sessions

**54.043. Applied Research in Virtual Environments for Learning SIG Workshop.** SIG-Applied Research in Virtual Environments for Learning; Invited Session

Hilton Union Square, Ballroom Level, Continental 8; 8:00-10:00am

Chair: *Krista Terry, Appalachian State University*

Participants: *Jonathon J. Richter, University of Montana - Missoula; Dennis Beck, University of Arkansas at Fayetteville; Jennifer Brammer Elliott, University of Cincinnati; Benjamin Eric Erlandson, University of California - Berkeley; Chris Haskell, Boise State University; Greg Jones, University of North Texas; Terry McClannon, Appalachian State University; Ross A. Perkins, Boise State University; Scott Joseph Warren, University of North Texas; Paul Wallace, Appalachian State University*

**54.044. Charter School Challenges and Opportunities: Silver Bullets, Innovations, and Divergent Values.** SIG-Charter School Research and Evaluation; Paper Session

Parc 55, Second Level, Haight; 8:00-10:00am

Chair: *Zorka Karanxa, University of South Florida*

Participants:

Can Charter Schools Be Silver Bullets to the American Educational System? *Alpaslan Sahin, Texas A&M University - College Station; Victor L. Willson, Texas A&M University; Robert M. Capraro, Texas A&M University*

Cultivating Distinction Within Uniform Systems: The Challenge for Leaders of Nontraditional Charter Schools. *Mark Blitz, University of Wisconsin - Madison*

Divergent Values: What's Best for Kids at No Excuses Charter Schools? The Role of "The Model" and "Silenced Voices" in Teachers' Career Decisions. *Alfred Chris Torres, New York University*

When Innovation Isn't Enough: An Urban College Prep Charter School's Voyage Into Alternative Assessment. *Ruanda Garth McCullough, Loyola University Chicago; Arlene Sheskin, SheskinResearch, Inc.*

Characteristics of Effective Schooling in Charter and Traditional Schools: Aligning Findings for Informed Policy Making. *Tricia Maas, University of Washington; Robin Lake, Center on Reinventing Public Education*

Teacher Turnover in Charter Schools: Evidence From Texas. *Xin Wei, SRI International; Viki M. Young, SRI International; Frances Miller, SRI International; Deepa Patel, SRI International*

Discussant: *David R. Garcia, Arizona State University*

**54.045. Creating Online Learning Environments for Engagement, Performance, Satisfaction, and Collaboration.** SIG-Computer and Internet Applications in Education; Paper Session

Hilton Union Square, Ballroom Level - Franciscan CD; 8:00-10:00am

Chair: *Amy Louise Pittenger, University of Minnesota*

Participants:

Online Reading Engagement: Predicting Behavior and Performance.

*Johannes Naumann, The German Institute for International Educational Research*

Interactive Computer-Assisted Material in Cell Division and Reproduction Issue: Effects on Science Process Skills and Attitudes Toward Science.

*Yilmaz Kara, California State University - Long Beach*

Comparison of Student Outcomes From Simulated and Hands-On

Lab Environments in a College Horticulture Course. *Mari Jayne Marie Frederick, University of Florida; Margaret D. Roblyer, Nova Southeastern University*

The "Good" Marriage of Forums and Wikis for the Support of

Collaborative Processes. *Andri Ioannou, Cyprus University of Technology; Agni Stylianou-Georgiou, University of Nicosia; Stalo Zarouna, University of Nicosia*

Explicit and Congruent: A Case Study of Factors Guiding the Design of an Online Environment. *Justin Olmanson, University of Illinois at Urbana-Champaign; Chung-Kai Huang, The University of Texas - Austin; Rob Scordino, The University of Texas; Woon Hee Sung, Teachers College, Columbia University; Jaejin Lee, The University of Texas - Austin*



**54.046. On the Ground: Building an Institute With Pedagogies of Love.**

SIG-Critical Educators for Social Justice; Symposium  
Hilton Union Square, Yosemite B; 8:00-10:00am

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

Participants:

Pain + Love = Growth: What Kind of Ethnic Studies Really Serves Students of Color? *Allyson Tintiangco-Cubales, San Francisco State University*

Eco-Pedagogies of Love: Using GIS Mapping, Wireless Technology, and Digital Media to Build Sustainable Cities and Schools. *A.A. Akom, San Francisco State University*

Love, Joy, and Justice in Schools: Building an Ecological Imagination of Communities. *Shawn A. Ginwright, San Francisco State University*  
What Works, Why Does It Work, and How Do We Scale It? Moving From Theory to Action in Urban Schools. *Jeffrey M.R. Duncan-Andrade, San Francisco State University*

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

**54.047. To Live and Help to Live: Critical Pedagogy and Social Justice Education in Chicago's Humboldt Park Neighborhood.** SIG-Critical Educators for Social Justice; Symposium

Hilton Union Square, Lobby Level, Golden Gate 1; 8:00-9:30am

Chairs: *Enid Marie Rosario-Ramos, University of Michigan; Laura Ruth Johnson, Northern Illinois University*

Participants:

Critical Pedagogy and Educational Leadership. *Danette Sokacich, Pedro Dr. Albizu Campos High School; Matthew Rodriguez, Dr. Pedro Albizu Campos High School*

Creating and Implementing a Social Justice Oriented and Community-Centered Curriculum: The Urban Agriculture Project. *Carlos DeJesus, Dr. Pedro Albizu Campos High School*

Addressing Social-Emotional Needs in the Learning Process: PANA (Peers Advising for New Achievements) and Unity for Social Analysis. *Judith Diaz, Dr. Pedro Albizu Campos High School*

Alternative Assessment and Critical Pedagogy: Senior Portfolios. *Elizabeth Hoffman, Dr. Pedro Albizu Campos High School*

Discussant: *Sonia Nieto, University of Massachusetts - Amherst*

**54.048. (Re)Claiming Popular Culture as a Transitional Space: Political and Pedagogical Processes of Pop.** SIG-Critical Issues in Curriculum and Cultural Studies; Symposium

Grand Hyatt, Theatre Level, Orpheum; 8:00-10:00am

Chairs: *Gabriel Stephen Huddleston, Indiana University; Mark Helmsing, Michigan State University*

Participants:

The Extreme Makeover Curriculum: Affective Pedagogies and Powers of Freedom in Reality Television. *Mark Helmsing, Michigan State University*

"When I Grow Up...": The Problematics of Parenting in "Serious" Television Drama. *Lynne Watanabe, Michigan State University; Claire F. Yates, Michigan State University*

Presidents, Precious, and Princesses: Problematic Pedagogies in a (Post) Racial Society. *Jennifer L. Milam, The University of Akron*

Protection Versus Provocation: The Public Pedagogy of Politically Themed Television Meets the Shelter Generation. *Jennifer Job, University of North Carolina - Chapel Hill*

A Dark Knight for Public Education: Neoliberalism's False Choice Between Chaos and Order. *Gabriel Stephen Huddleston, Indiana University*

Learning With Glee: Popular Culture as Pedagogy. *Julie Garlen Maudlin, Georgia Southern University; Jennifer April Sandlin, Arizona State University*

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

**54.049. Expanding Discourses on Multicultural Education and Inclusion.**

SIG-Critical Perspectives on Early Childhood Education; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 8:00-9:30am

Chair: *Kyunghwa Lee, University of Georgia*

Participants:

The Rhizome of the Cochlear Child: A Deleuzoguattarian Analysis of Cochlear Implantation. *Joseph Michael Valente, The Pennsylvania State University; Gail M. Boldt, The Pennsylvania State University*

Social Class, Racial/Ethnic Diversity, and the Challenges of Accessing Inclusive Early Education. *Melissa Beth Sherfinski, West*

*Virginia University*

Rainbow Kindergarten: Children From International Marriages and Labor Immigrant Families in Korea. *MinSoo Kim, The Pennsylvania State University*

Multiple Perspectives on the Transition to Kindergarten for Indigenous Children and Families. *Jan Hare, The University of British Columbia; Jim Anderson, The University of British Columbia*

Excavating Cultural Mindsets: Early Childhood Preservice Educators Reflect on Culture and Families. *Diana Durbin Murdock, Winthrop University; Erin Hamel, Winthrop University*

**54.050. Institutionalizing Intellectual Poverty: A Critique of Special Education Informed by the Research and Scholarship of Ellen J. Brantlinger.** SIG-Disability Studies in Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 8:00-10:00am

Chair: *Linda P. Ware, SUNY - College at Geneseo*

Participants:

Including Ideology. *Julie E. Allan, University of Birmingham*  
Risk Taker, Role Model, Muse, and "Charlatan": Stories of Ellen, an Atypical Giant. *David J. Connor, Hunter College - CUNY*

Research, Relationships, and Making Understanding: Case Study Research in the Battle to Define "What Works". *Janet S. Sauer, University of Colorado - Colorado Springs*

Challenging the Ideology of "Normal" in Schools. *Subini Ancy Annamma, University of Colorado - Boulder; Amy Lynn Boele, University of Colorado - Boulder; Brooke Anne Moore, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder*

**54.051. Enhancing the Knowledge Base and Practice of the Early Childhood Workforce.** SIG-Early Education and Child Development; Paper Session

Hilton Union Square, Ballroom Level, Continental 3; 8:00-9:30am

Chair: *Hariclia Harriet Petrakos, Concordia University*

Participants:

Building Early Childhood Educators' Self-Regulation Capacities: A Theoretical Model and Rationale. *Rebecca Givens Rolland, Harvard University*

Characteristics and Professional Development Experiences of Early Educators: Advancing Knowledge About the Workforce. *Anne Douglass, University of Massachusetts - Boston; Alice Carter, University of MA Boston*

Early Childhood Educators' Experience and Interest Regarding Young Gifted Children. *Pamela R. Clinkenbeard, University of Wisconsin - Whitewater*

Resilience in Change: Positive Perspectives on the Dynamics of Early Education Systems Change. *Anne Douglass, University of Massachusetts - Boston*

Reflective Practice as "Enrichment": How New Early Childhood Teachers Enact Preservice Values in Their Classrooms. *Susan L. Recchia, Teachers College, Columbia University; Lisa Marie-Powell Beck, Teachers College, Columbia University*

Discussant: *Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge*

**54.052. Impact of Faculty Development, Support, and Concerns on Student Achievement.** SIG-Faculty Teaching, Evaluation, and Development; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 8:00-9:30am

Chair: *Cheryl Lynn Kelsey, Texas A&M University - San Antonio*

Participants:

Studying Faculty Concerns About College Community Baccalaureate Programs in Florida. *Hongwei Yu, University of Florida; Bernard Oliver, University of Florida*

The College STAR Faculty Learning Community: Promoting Learning for All Students Through Faculty Collaboration. *Bryant Hutson, CREDO; Holly A. Downs, University of North Carolina - Greensboro; Julia Jackson-Newsom, University of North Carolina - Greensboro*

What We Know—and What We Don't—About the Impact of Instructional Development Initiatives. *Mary E. Wilson, Consultant*

Work-Life Balance and Role Set Integration Among Community College Faculty Members. *Amanda O. Latz, Ball State University; James Rediger, Ball State University*

Discussant: *Steven Napier, University of Cincinnati*

**54.053. The Impact of Family Involvement on the Child's Development: School-to-Home Support Systems That Enrich Family Learning.**

SIG-Family, School, Community Partnerships; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 8:00-9:30am

Chair: *Kathy Nakagawa, Arizona State University*

Participants:

Do Parents' Visits to School Matter? Longitudinal Effects of Parent School-Based Involvement in Children's Education. *Sira Park, University of California - Berkeley; Susan D. Holloway, University of California - Berkeley*

Parents' Understanding of the Parents as Teachers Program in a Rural Midwest Community. *Jill Ann Smith, University of Houston - Clear Lake*

Vulnerable Children and Their Views on Professional Services That They Receive. *Carol Anita Aubrey, University of Warwick*

Including Fathers in the Picture: A Meta-Analysis of Parental Involvement and Students' Academic Achievement. *Sung won Kim, Harvard University; Nancy E. Hill, Harvard University*

**54.054. State of the States and Provinces Symposium.** SIG-Fiscal Issues, Policy, and Education Finance; Symposium

Parc 55, Third Level, Powell I; 8:00-10:00am

Chair: *Deborah A. Verstegen, University of Nevada*

Participants:

Georgia in the Race to the Top. *Catherine C. Stelke, University of Georgia*  
Racing to the Top in North Carolina. *Robert Charles Knoeppel, Clemson University*

Racing to the Top in Washington. *David D. Arsen, Michigan State University*

**54.055. Latina/o Social Agency: Praxis and Policy in the Struggle for Educational Justice.** SIG-Hispanic Research Issues; Symposium

Hilton Union Square, Lobby Level, Golden Gate 3; 8:00-10:00am

Chairs: *Emma H. Fuentes, University of San Francisco; Patricia Sanchez, The University of Texas - San Antonio*

Participants:

Reconceptualizing Community Organizing and Parent Involvement in Popular Education Efforts: Toward a Pedagogy of Community Building. *Linnea Kristina Beckett, University of California - Santa Cruz; Ana Paulina Moreno, University of California - Santa Cruz; Ronald David Glass, University of California - Santa Cruz*

Latina/o "Dropouts": Highlighting Agency Through Community Cultural Wealth. *Rebeca Burciaga, San José State University; Nancy Erbstein, University of California - Davis*

Latina Teacher Agency: Love, Tension(s), and Resilience. *Pablo Cortes Ramirez, Arizona State University; Gustavo Gonzalez, Arizona State University*

The Historical Legitimacy of an Educational Program: The Tucson Unified School District's Mexican American Studies. *Conrado Gómez, Arizona State University; Margarita Jimenez-Silva, Arizona State University*  
Building Guerrera Spirit: Praxis for Agency in Young Latinas. *Bianca L. Guzman, California State University - Los Angeles*

*Respeto, Dignidad y Conocimiento*: Framework for a New Political Praxis. *Miguel Angel Guajardo, Texas State University - San Marcos; Francisco Guajardo, The University of Texas - Pan American; John A. Oliver, Texas State University-San Marcos; Lia O'Neill M. A. Keawe, University of Hawaii - Manoa*

Discussant: *Antonia Darder, Loyola Marymount University*

**54.056. Challenging Linguistic Poverty in Indigenous Communities: Rejuvenating Our Languages.** SIG-Indigenous Peoples of the Americas; Symposium

Westin St. Francis, Mezzanine Level, Colonial; 8:00-10:00am

Chairs: *Judy M. Iseke, Lakehead University; Kathleen J. Martin, California Polytechnic State University, San Luis Obispo*

Participants:

Returning to Our Languages as Sources of Power: Metis and Nihaiwuk Language Revitalization Stories. *Judy M. Iseke, Lakehead University*  
"I Don't Want My Child to Change": Cultural Poverty in South African Classrooms. *Bekisizwe S. Ndimande, University of Illinois at Urbana-Champaign*

Mexico. *Kathryn D. Manuelito, University of New Mexico*

*Bimadji Aawasowin*: Saving the Children Through Language. *Leisa Anne Desmoulin, Lakehead University*

Language Revitalization Practice Into Theory. *Mary Hermes, University of Minnesota - Duluth; Megan Bang, University of Washington*

*Jun Winaq'* as a Path to Reclaim, Remember, and Re-Vision Education in Ixim Ulew (Guatemala). *Vivian Michelle Jimenez, University of Toronto*

**54.057. Exploding the Concept of "Global Impoverishment": Educators Critically Confronting Poverty at Home and Abroad.** SIG-International Studies; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 8:00-10:00am

Chair: *Jennifer A. Mahon, University of Nevada - Reno*

Participants:

International Professional Development Landscapes. *Candace M. Schlein, University of Missouri - Kansas City*

The Poverty of Knowledge: How Can We Learn If We Don't Know What We're All Talking About? *Barbara Garii, SUNY - College at Oswego*

Addressing Poverty in Education: What Can International Perspectives Teach Us? *Jennifer A. Mahon, University of Nevada - Reno*

Developing Perspective Consciousness: Considering Poverty From the Local to the Global. *Martha Robison Green, Texas A&M University; Lynne Masel Walters, Texas A&M University; Timothy Walters, Texas A&M; Liangyan Wang, Texas A&M University*

How International Field Experiences Transform U.S. Preservice Teachers' Knowledge of Poverty, Equity, and Education. *Suniti Sharma, Saint Joseph's University; JoAnn I. Phillion, Purdue University; Jubin Rahatzad, Purdue University*

Discussant: *Jennifer A. Mahon, University of Nevada - Reno*

Discussant: *Jennifer A. Mahon, University of Nevada - Reno*

**54.058. Large-Scale Assessment: Special Topics.** SIG-Large Scale Assessment; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 8:00-10:00am

Chair: *Jennifer L. Dunn, Measured Progress*

Participants:

Achievement Gaps Among Different Generations and Racial Groups of Immigrant Students. *SUE BIN JEON, Sungkyunkwan University*

Exploring Teacher Resilience in TIMSS (Trends in International Mathematics and Science Study) 2011 Countries. *Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement*

Reading Comprehension in Large-Scale Subject-Matter Assessments. *Ting Zhang, American Institutes for Research; Judith V. Torney-Purta, University of Maryland - College Park*

Revisiting the Impact of Range Restriction on the Predictive Validity of Standardized College Admission Tests. *Jessica Dumford, Wright State University; Lihshing Leigh Wang, University of Cincinnati*

**54.059. Institutional Legal Challenges.** SIG-Law and Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 8:00-9:30am

Chair: *Gregg Jorgensen, Western Illinois University*

Participants:

Dispositional Discipline: The Challenge to Institutional Prerogative. *Thomas J. Sheeran, Niagara University; Vince Joseph Rinaldo, Niagara University; Robert Michael Smith, Niagara University; Walter S. Polka, Niagara University*

Rethinking Tenure: An Analysis of Changes to K-12 Teacher Tenure Legislation From January 2008 Through June 2012. *Ann Elizabeth Blankenship, University of Georgia*

The New Educational Malpractice Litigation. *Ethan Hutt, Stanford University; Aaron Yen Tang, Stanford Law School, Constitutional Law Center*

*Kowalski v. Berkeley County Schools* Supports a New Standard to Judge Student Electronic Expression. *Martha M. McCarthy, Loyola Marymount University*

Discussant: *Diana Pullin, Boston College*

**54.060. What Every Principal Needs to Know About Literacy, Science, Special Education, and Mathematics: Instructional Leadership for Equitable and Excellent Schools.** SIG-Leadership for Social Justice; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 8:00-9:30am

Chair: *George Theoharis, Syracuse University*

Participants:

What School Leaders Need to Know About Literacy. *Kathleen A. Hinchman, Syracuse University; Virginia Goatley, University at Albany - SUNY*

Creating Effective School Leaders for 21st-Century Science. *Sherry A. Southerland, Florida State University; Victor Dale Sampson, Florida State University*

Leadership for Inclusive Education: What Every Principal Needs to Know. *Julie N. Causton-Theoharis, Syracuse University; Christi R. Kasa-Hendrickson, University of Colorado - Colorado Springs*

Beyond the Achievement Gap: What It Takes to Become an Effective Leader in Mathematics for Marginalized Youth. *Rochelle Gutierrez, University of Illinois at Urbana-Champaign*

Discussant: *Jeffrey S. Brooks, Iowa State University*

**54.061. Critical Media Literacies and Critical Analysis of Media.** SIG-

Media, Culture, and Curriculum; Paper Session

Grand Hyatt, Second Level, Belvedere; 8:00-10:00am

Chair: *Michelle Beth Bass, University of Wisconsin - Madison*

Participants:

Globally Minded, Critical Media Literacies: Conceptualizing Poverty and Global Citizenship in the IB Diploma Program. *Jason Ronald Harshman, The Ohio State University*

Engaging Difference via Visual Media Literacies: Multiplying Possibilities for Inter/Cultural Education. *Diane Patricia Watt, University of Ottawa*

Remediating Tinker Bell: Analyzing a Century-Long Transmedia Narrative. *Julia McKnight, The University of British Columbia; Lindsey Krabbenhoft, The University of British Columbia; Eric Meyers, The University of British Columbia*

The News Media and Charter Schools. *Abe N. Feuerstein, Bucknell University; Helena Craig, Bucknell University*

Discussant: *Jan K. Nesper, The Ohio State University*

**54.062. Identity and Academic Motivation: Mapping Conceptual and Empirical Boundaries of an Emerging Domain.** SIG-Motivation in

Education; Symposium

Hilton Union Square, Ballroom Level, Continental 2; 8:00-9:30am

Chairs: *DeLeon Lavron Gray, North Carolina State University; Avi Kaplan, Temple University*

Participants:

Racial Identity-Context Congruence in Predominantly White and Predominantly Black Settings. *Christy Michelle Byrd, Michigan State University; Tabbye Maria Chavous, University of Michigan*

Personal and Contextual Characteristics of Early Adolescents' Identity Exploration in School: A Qualitative Investigation. *Mirit Sinai, Ben-Gurion University of the Negev; Avi Kaplan, Temple University; Hanoch Flum, Ben-Gurion University of the Negev*

Assessing the Synergism Between Adolescents' Needs to "Fit In" and "Stand Out": A Window Into Classroom Identities, Values, and Emotions. *DeLeon Lavron Gray, North Carolina State University*

Bringing the "Self" Back to Discussions on Academic Identity Formation: Reevaluating the Role of Self-Efficacy and Self-Regulated Learning for Ethnic-Minority Youth. *J. S. Matthews, Montclair State University*

White Working-Class Boys' Identity Negotiations of Values, Aspiration, and Motivations. *Garth Stahl, University of Cambridge*

Discussant: *Hanoch Flum, Ben-Gurion University of the Negev*

**54.063. From Policy to Practice: Serving the Educational and**

**Psychosocial Needs of Refugee Youth.** SIG-Multicultural/Multiethnic

Education: Theory, Research, and Practice; Working Group Roundtable

Hotel Nikko, Third Level, Nikko I; 8:00-9:30am

Chair: *Stanton Wood, Center for Victims of Torture*

Participants:

Addressing the Mental Health Needs of Refugee Students. *Stanton Wood, Center for Victims of Torture*

Young Adult Literature Reflecting the Hmong American Experience. *Lori Ann Laster, University of Minnesota*

The "Flip-Flop" of Academic Identities Among Immigrant and Refugee Students With Limited or Interrupted Formal Schooling. *Sadaf Rauf, University of Minnesota*

Education for All and Learning Crisis: An Interplay of Politics, Policy, and Practice. *Andleeb Sharif, Michigan State University*

**54.064. Teaching Research to Graduate Students in Music Education.** SIG-

Music Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 8:00-9:30am

Chair: *William I. Bauer, University of Florida*

Participants:

Course Structures for Teaching Research. *James R. Austin, University of Colorado*

Creating Scholars: Strategies for Graduate Teacher Educators in Music Education. *Colleen M. Conway, University of Michigan*

Technological Affordances for the Music Education Researcher: Essential Understandings for Graduate Students. *William I. Bauer, University of Florida*

Reconciling the Breadth of Methodological Approaches. *Patricia J. Flowers, The Ohio State University*

Discussant: *Glenn Niernan, University of Nebraska - Lincoln*

**54.065. K-12 and Community College Online Environments.** SIG-Online

Teaching and Learning; Paper Session

Parc 55, Fourth Level, Mission I; 8:00-10:00am

Chair: *Jingbo Huang, Teachers College, Columbia University*

Participants:

A Framework for Looking at Group Work in Asynchronous Online Courses for High School Students. *Susan Lowes, Teachers College, Columbia University*

Student Voices: Online High School Students' Reactions to the Social Presence Model for a Quality Learning Experience. *Somer Lewis, North Carolina Virtual Public Schools; Amy E. Garrett Dikkers, University of North Carolina - Wilmington; Aimee Whiteside, University of Tampa*

The Nature of Online Teacher Engagement at the Open High School of Utah. *Jered Borup, Brigham Young University; Charles R. Graham, Brigham Young University*

Relationship Between Instructor and Student Behaviors and Student Outcomes in Community College Online Courses. *Marlowe Mager, Haywood Community College*

Self-Directed Learning Readiness and Classroom Community in Online Courses: The Influence on Community College Student Course Completion. *Ann Cervantez, Collin College; Beverly L. Bower, University of North Texas; Cody Arvidson, The Degree Solutions Group*

The State of Online Instruction in National Science Foundation-Funded Technical Education Programs at Community Colleges. *Brian Horvitz, Western Michigan University; Richard Zinser, Western Michigan University*

**54.066. Left Behind in the Race to the Top: Realities of Education Reform.**

SIG-Politics of Education; Symposium

Hilton Union Square, Lobby Level, Golden Gate 8; 8:00-10:00am

Chair: *Bradley J. Porfilio, Lewis University*

Participants:

From Carnegie to Gates: The Bill and Melinda Gates Foundation and the Venture Philanthropy Agenda for Public Education. *Kenneth J. Saltman, DePaul University*

Becoming Soft(a)ware: A Framework for the Critical Analysis of Educational Software. *Thomas Liam Lynch, Pace University*

Troops for Teachers: Militarization and Education as Recruitment. *William M. Reynolds, Georgia Southern University*

Importing International Educators: An Assault on Public Education as We Know It. *Susan M. Books, SUNY - College at New Paltz; Rian de Villiers, University of Pretoria*

From Compliance to Outrage in Public Schools: Back to the Basics and the Common Good. *Ann Berlak, Retired*

What's Democracy Got to Do With It? *Deborah W. Meier, New York University*

Discussants: *Peter L. McLaren, University of California - Los Angeles; Julie Gorlewski, SUNY - College at New Paltz*

**54.067. Postcolonial Pathways: Navigating Diverse, Cultural Contexts for Teaching and Learning.** SIG-Postcolonial Studies and Education

Cosponsored with Division B - Curriculum Studies and SIG-Caribbean

and African Studies in Education, SIG-Queer Studies; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 8:00-9:30am

Chair: *Samuel Adaboh, Andrews University*



## Participants:

- Postcolonial Pathways: Negotiating From My Autobiographical Narratives. *Samuel Adamou, Andrews University*
- My Introduction to the World, Through the English Language. *Josephine Esther Katenga, Andrews University*
- Britannia Rules. *Pretoria G. St. Juste, Andrews University*
- Becoming an Educated Woman in Postcolonial Jamaica. *Andrea Marie Baldwin, Northern Caribbean University*
- Emancipatory Speech. *Faith-Ann A. McGarrell, Andrews University*
- Me and the N-Word. *Larry D. Burton, Andrews University*
- Discussant: *Samuel Adaboh, Andrews University*

**54.068. Beyond Reflexivity and Advocacy: Toward the Ontological Turn in Social Inquiry.** SIG-Qualitative Research Cosponsored with Division D - Measurement and Research Methodology; Symposium  
Grand Hyatt, Ballroom Level, Redwood; 8:00-10:00am

Chair: *Jerry L. Rosiek, University of Oregon*

## Participants:

- The Return of the (Feminist) Subject? *Patti A. Lather, The Ohio State University*
- Prometheutics: Developing an Ontologically Constructive Hermeneutic of the Future. *Jerry L. Rosiek, University of Oregon*
- A Deleuzian Becoming as Ontologically Generative in Qualitative Educational Research. *Alecia Youngblood Jackson, Appalachian State University*
- Knowing in Being: Material Feminist Productions of Ontoepistemology. *Lisa A. Mazzei, University of Oregon*
- Indigenous Ontology, Agency, and the Ethics of Social Inquiry. *Scott L. Pratt, University of Oregon; Leilani Sabzalian, University of Oregon*

**54.069. Judaeo-Christian Perspectives on Contemporary Issues in Religion.** SIG-Religion and Education; Paper Session

Parc 55, Third Level, Mason; 8:00-10:00am

Chair: *Letitia Basford, Hamline University*

## Participants:

- A Social and Cultural Construction of Texts: Sacred Texts in the Lives of Religious Youth. *Eric Dale Rackley, Brigham Young University - Hawaii*
- Bridges to New Knowledge: Teacher Professional Development on Jewish Culture and American Society. *Miriam B. Raider-Roth, University of Cincinnati*
- Evaluation of Comparative Religion and Bible as Literature Programs. *William H. Jeynes, California State University - Long Beach*
- Teaching "Teacha!": An Exploration of Culturally Responsive Pedagogy in Jewish Education. *Miriam Hirsch, Yeshiva University*
- Discussants: *Diana B. Hiatt-Michael, Pepperdine University; Mary Rose McCarthy, Pace University*

**54.070. Being a Smart Black Girl Isn't Easy: Reflections of African American Women in the Academy Through a Racial Opportunity Cost Lens.** SIG-Research Focus on Black Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 8:00-9:30am

Chair: *Gwendolyn C. Webb-Hasan, Texas A&M University - College Station*

## Participants:

- Smart (for a) Black Girl: Reflections of a (Smart) Black Girl in White Schools in Suburban Minnesota. *Terah Talei Venzant Chambers, Texas A&M University*
- Can't We All Just Get Along: A Black Girl's Story of Schooling in Los Angeles, California. *Chamara J. Kwakye, University of Illinois at Urbana-Champaign*
- Smart Folks Do Come From East St. Louis: Retaining a Smart Black Girl Identity at a Small, Private Predominantly White Liberal Arts University. *Ishwanzya D. Rivers, University of Illinois at Urbana-Champaign*
- Hey Smart Black Girl... Yeah, I'm Talking to You: Reaffirming Identity in Spite of the Cost for Black Females in College. *Shywon Sheree Berry, University of Illinois at Urbana-Champaign*

**54.071. Studies of Postsecondary Mathematics.** SIG-Research in Mathematics Education; Paper Session  
Parc 55, Second Level, Sutor; 8:00-9:30am

Chair: *Yeping Li, Texas A&M University*

## Participants:

Adult Students' Mathematical Ways of Thinking Within the Developmental Mathematics Curriculum: The Case of Percentages. *Ann Sitomer, Portland Community College*

An Exploratory Study Investigating a Flipped Classroom in a Mathematics Course. *Angie Hodge, University of Nebraska - Omaha; Betty Love, University of Nebraska - Omaha; Neal Grandgenette, University of Nebraska - Omaha; Andrew Swift, University of Nebraska - Omaha; Mark Pauley, University of Nebraska - Omaha*

Linking Ideas in Statistics Instruction: Evidence From Gesture and Speech. *Martha W. Alibali, University of Wisconsin - Madison; Elise Nicole Lockwood, University of Wisconsin - Madison; Amelia Yeo, University of Wisconsin - Madison; Steven A. Jacobs, University of Chicago; Mitchell J. Nathan, University of Wisconsin - Madison*

Mathematical Practices and Mathematical Knowledge for Teaching: Unpacking the Mathematical Thinking of Future Secondary Teachers. *Erin Baldinger, Stanford University*

Who Are the Students Who Switch Out of Calculus, and Why? *Chris L. Rasmussen, San Diego State University; Jessica Ellis, San Diego State University; Kristin Duncan, San Diego State University; David Bressoud, Macalester College; Marilyn Carlson, Arizona State University*

**54.072. Teaching and Learning Practices.** SIG-Science Teaching and Learning; Paper Session

Parc 55, Third Level, Powell II; 8:00-10:00am

Chair: *Ann E. Rivet, Teachers College, Columbia University*

## Participants:

Variations in Earth Science Students' Strategies While Problem-Solving Using Spatial Representations. *Cheryl Ann Lyons, Teachers College, Columbia University; Ann E. Rivet, Teachers College, Columbia University; Kim Kastens, Education Development Center, Inc.; Alison Riley Miller, Teachers College, Columbia University*

Exploring the Impact of Directionality on Students' Success on Representational Translation Tasks in Organic Chemistry. *Jeffrey T. Olimpo, University of Maryland - College Park; Felicia Bartlett, University of Maryland - College Park; Bonnie L. Dixon, University of Maryland - College Park*

Modeling-Oriented Assessment in Science Education: A Synthesis and a New Framework. *Bahadır Namdar, University of Georgia - Athens; Ji Shen, University of Miami*

Science Teacher Knowledge: The Impact of In- and Out-of-Field Instruction. *Julie A. Luft, University of Georgia; Charles Weeks, Arizona State University; Kathleen Hill, Arizona State University - Tempe; Sara Raven, University of Georgia - Athens*

A Model to Support Teachers Engaging Diverse Students in Authentic Science Practices. *Barbara A. Crawford, University of Georgia; Daniel K. Capps, Cornell University; Xenia S. Meyer, University of California - Berkeley*

The Effect of a "Science as Inquiry" Learning Unit, Based on Visits to University Research Labs, on Students' Attitudes Towards Science. *Dina Tsybulskiy, The Hebrew University of Jerusalem; Jeff Dodick, The Hebrew University of Jerusalem; Jeff Camhi, The Hebrew University of Jerusalem*

Middle School Science Teachers' Evolution Teaching: A Description of Practices, Concerns, and Possibilities. *Lisa A. Borgerding Donnelly, Kent State University*

**54.073. Literacy in Second Language Contexts.** SIG-Second Language Research; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 8:00-10:00am

Chair: *Melinda E. Martin-Beltran, University of Maryland - College Park*

## Participants:

Collaborative Literacy Work in a High School: Enhancing Teacher Capacity for English Learner Instruction in the Mainstream. *Felice Atesoglu Russell, Kennesaw State University*

How English Learners and Spanish Learners Draw Upon a Multilingual Repertoire to Collaborate. *Melinda E. Martin-Beltran, University of Maryland - College Park*

Supporting Literacy Development of Latino Families Learning English. *Stephanie Wessels, University of Nebraska - Lincoln*

"I Learned How to Negotiate With Instructors Respectfully": A Language Minority Student's Enacting Critical Literacy. *Hyesun Cho, The University of Kansas*

Discussant: *Christopher Jay Quinn, Azusa Pacific University*

**54.074. Methodological Issues in Survey Research.** SIG-Survey Research in Education; Paper Session  
Parc 55, Second Level, Divisadero; 8:00-9:30am

Chair: *Amanda Mulcahy Maddocks, Concordia University*

Participants:

- How Much Effort Is Needed? The Importance of Response Rates for Estimating Undergraduate Behaviors. *Kevin John Fosnacht, Indiana University; Elijah Howe, Indiana University - Bloomington; Leah Peck, Indiana University - Bloomington; Shimon Sarraf, Indiana University*
- Open-Ended Survey Questions: Nonresponse Nightmare or Qualitative Data Dream? *Angie L. Miller, Indiana University; Amber Desiree Lambert, Indiana University*
- The Measurement and Meaning of Inconsistency in Survey Responses. *John M Bolland, University of Alabama; Anneliese Bolland, The University of Alabama; Kathleen Ann Bolland, The University of Alabama; Sara E. Tomek, The University of Alabama; Cassandra Shular Coddington, The University of Alabama*

- How to Say N/A: Illuminating Survey Responses Using Missing Data Patterns and Latent Class Modeling. *Katie L. Kunze, Arizona State University; Derek Matthew Fay, Arizona State University; Aaron Vaughn Crawford, Arizona State University; Shawn M. Stockford, Sigma Squared Consulting; Kristina Chapple, Cisco Systems Inc; Roy Levy, Arizona State University; Melissa S. Kovacs, Cisco Systems, Inc*

Discussant: *Michael P. Cohen, American Institutes for Research*

**54.075. Social Justice, Communities, and Activism: Union Work in Challenging Times.** SIG-Teacher's Work/Teachers Unions; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 4; 8:00-10:00am

Chair: *Charlie Naylor, British Columbia Teachers' Federation*

Participants:

- Developing Mutually Respectful Collaborations Between Teachers' Unions, Parents, and Youth in Cities: Creating New Spaces and Organizational Forms. *Lois Weiner, New Jersey City University; Sally Lee, Teachers Unite*
- Long-Term Capacity Building: Teacher Union Activists' Contributions to Socially Just Educational Change. *Cindy Rottmann, University of Toronto; Larry Kuehn, British Columbia Teachers' Federation; Christine Stewart, British Columbia Teacher's Federation; James Chamberlain, Vancouver School Board; Jane Turner, British Columbia Teachers' Federation*
- Multiple Unions in the Education Marketplace. *Howard Stevenson, University of Nottingham; Nina Bascia, University of Toronto - OISE*
- Deficit and Neoliberal Discourses, Urban Teachers' Work, and the Blame Game. *Heidi Katherine Pitzer, Syracuse University*
- The Death of Collective Bargaining: Analyzing Changes in Teachers' Handbooks After Wisconsin's Act 10. *Katy Swalwell, George Mason University; Simone Schweber, University of Wisconsin - Madison*

Discussant: *Pauline Lipman, University of Illinois at Chicago*

**54.076. Collaborative Youth Research in Urban Schools: A Documentary Film on College Readiness.** SIG-Urban Learning, Teaching, and Research; Demonstration/Performance

Hilton Union Square, Lobby Level, Golden Gate 5; 8:00-9:30am

Chair: *Brian Bailey, Nazareth College*

Participants: *Meg Callahan, University of Rochester; Jim Wood, Saint John Fisher College; Jeffrey Alan Liles, Saint John Fisher College*

Participant:

- Collaborative Youth Research in Urban Schools: A Documentary Film on College Readiness. *Brian Bailey, Nazareth College; Meg Callahan, University of Rochester; Jeffrey Alan Liles, Saint John Fisher College; Jim Wood, Saint John Fisher College*

Discussant: *Ernest D. Morrell, Teachers College, Columbia University*

### Division and SIG Roundtables

**54.077. Roundtable Session 41;** Roundtable Session

**54.077-1. Classroom Management SIG Roundtable Session 1.** SIG-Classroom Management; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Jan Van Tartwijk, Utrecht University*

Participants:

- Adolescents' Interpretations of the Role of Emotion in Urban High Schools. *Christy Suzanne Galletta Horner, University of Pittsburgh; Tanner LeBaron Wallace, University of Pittsburgh; Matthew J. Bundick, Quaglia Institute for Student Aspirations and University of Pittsburgh*
- Beyond "Race Versus Class": Understanding Socioeconomic Disproportionality in School Discipline Practices. *Rachel Garver, New York University*
- Preservice Teachers' Classroom Management Self-Efficacy: A Comparison of Virtual and Face-to-Face Strategy Demonstrations. *Peter Baker, Old Dominion University; Faith Florence, Old Dominion University*

**54.077-2. Current Issues Facing Principals and Superintendents in the Field.** SIG-Learning and Teaching in Educational Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Jennifer Ingrid Friend, University of Missouri - Kansas City*

Participants:

- An Examination of the Effectiveness of Superintendent Preparation: Perceptions of Illinois School Superintendents. *Arthur J Fessler, Oak Lawn-Hometown School District 123; Donald G. Hackmann, University of Illinois*
- From Compliance to Opposition: The Case of the New York Principals. *Ruth P. Silverberg, College of Staten Island - CUNY*
- Learning About Leading Across the K-12 and Higher Education Divide. *Kevin Fahey, Salem State University; Jacy C. Ippolito, Salem State University*
- Preparing Practice-Ready Principals: What Can We Learn From Students' Written Reflections During Coursework? *Cynthia L. Carver, Oakland University; Suzanne Klein, Oakland University*
- Principal Instructional Leadership and Teaching for Learner Autonomy: A Multilevel Analysis of the South Korean TALIS 2008 Data. *Sung-Ho G. Ahn, Hanyang University; Yun-Kyung Cha, Hanyang University; Seung-Hwan Ham, Hanyang University; Mi-Kyung Ju, Hanyang University; Sunah Kim, Hanyang University; Hara Ku, Hanyang University; Sun-Kyung Lee, Seoul National University; Young Serk Park, Gyeongin National University of Education*

**54.077-3. Mentoring Within Alternative Routes to Teaching.** SIG-Mentorship and Mentoring Practices; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Michele D. Smith, Alliant International University*

Participants:

- Defining University-Based Mentoring in the Teach For America Context. *Tanya T. Maloney, University of Pennsylvania; Alesha Jackson, University of Pennsylvania*
- Mentoring Preservice Teachers in an Urban Residency Program: Perceptions of Their Experiences. *Ruben Garza, Texas State University; Ellen L. Duchaine, Texas State University; Raymond Reynosa, Texas State University-San Marcos*
- Of Course It's a Relationship: Examining Mentor-Apprentice Relationships Within an Alternative Teacher Education Program. *Lawrence Joseph Ruich, Indiana University; Gretchen D. Butera, Indiana University; Kharon Denise Grimmet, Indiana University*

**54.077-4. School Composition Effects: Reality or Artifacts?** SIG-School Effectiveness and School Improvement; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Steve Strand, University of Oxford*

Participants:

- Consequences of School Segregation and Racial Diversity on Short- and Long-Term: Achievement, Attainment, and Earnings. *Orhan Agirdag, Ghent University*
- Does Attending Élite Schools Really Favor Children? Evidence From English and Cypriot Grade 4 Data. *Ioulia Televantou, University of Oxford; Herbert W. Marsh, University of Western Sydney; Leonidas Kyriakides, University of Cyprus; Benjamin Nagengast, Tuebingen University*
- The Relation Between All-Day Primary Schools' Socioeconomic Composition and School Process Factors. *Ariane S. Willems, (IFS)*

*Institute for School Development Research; Wolfram Rollett, PH Freiburg*

**54.077-5. Performing and Telling the Contradictory and Cloaked.** SIG-Arts-Based Educational Research; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Daniel T. Barney, Brigham Young University*

Participants:

Ethnic Performativity, Asian-ness, and the Logic of Visibility in Technological Mediums. *Tetsuro Shigematsu, The University of British Columbia*

Not a Freak Show: Growing Up Gay in Rural Ontario in the 1960s Without Narratives, Images, or Role Models Upon Which to Formulate an Identity. *Spencer J. Harrison, OISE/UToronto PhD Candidate, OCADU Faculty*

Poverty-in-Hiding: Drama Methods and the Subtleties of Socioeconomic Disparity in Suburban Toronto Schooling. *Anne Wessels, University of Toronto - OISE*

Using Arts-Informed Inquiry to Explore Performance to Improve Well-Being for the Marginalized Populations. *Katherine Wimpenny, Coventry University; Maggi Savin-Baden, Coventry University*

**54.077-6. Agriculture, Food, and Animality as Education: Socio-Ecological Considerations.** SIG-Environmental Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *John Joseph Lupinacci, Eastern Michigan University*

Participants:

The Agro-Ecological Educator: Dialoguing About Food. *Robert Alan Wight, University of Cincinnati*

Two Programs' Use of Sustainable Citizenship to Address Environmental Poverty in the American Northeast. *Alexander Pope, Teachers College, Columbia University; Timothy Patterson, Teachers College, Columbia University*

Community Art and Food Justice Education in Canada and South Africa. *Andrew Bieler, York & Ryerson Universities*

Imaginariness of Class in Pedagogies of Animal Death. *Joshua Russell, York University*

**54.077-7. Criticism and the Meaning of Life.** SIG-Philosophical Studies in Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Kanako Ide, Soka University*

Participants:

Supporting Praxis: Integrating Philosophy and Methods With New York City Teaching Fellows. *Cara Elizabeth Furman, Teachers College, Columbia University*

Virtue and Personality: A Defense of Character Education From CAPS Theory and Virtue Ethics. *Matt Ferkany, Michigan State University; Benjamin Creed, Michigan State University*

The Intellectual and Psychological Poverty of Education and the Silence of Philosophy: A Critique. *Aharon Aviram, Ben-Gurion University of the Negev; Anders Schinkel, Vrije Universiteit Brussel; Doret J. de Ruyter, Vrije Universiteit*

**54.077-8. Women Faculty and Students of Color in Higher Education.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Margaret M. Ferrara, University of Nevada - Reno*

Participants:

Leading From the Margins: Examining the Lived Experiences of Black Women in Higher Education Administration. *Monika Williams Shealey, University of Missouri - Kansas City; Loury Ollison Floyd, North Carolina A&T State University; Satasha L. Green, New York Institute of Technology; Allyson Leggett Watson, Northeastern State University; Kimberly A. White-Smith, Chapman University; Kathy L. Wood, Buffalo State College - SUNY; Wanda J. Blanchett, University of Missouri - Kansas City*

Black Women in the Academy 1976-2008: A Historical and Future Analysis of Undergraduate Women. *Jessica Harris, Indiana University -*

*Bloomington; Samantha M. Ivery, Indiana University*  
Language Variance and Its Impact on Women of Color in Community College: Perceptions of Standard and Nonstandard English. *Andrea Isabel Juarez, University of Michigan - Dearborn*  
Understanding the Racialized University Experiences of Students of Color: White Spaces, Microaggressions, and Resistance. *Simeon Martin Stumme, Concordia University - Chicago; Gregory Michie, Concordia University - Chicago; Laila McCloud, Concordia University - Chicago; Andrew Pollom, Concordia University - Chicago*  
Barriers and Supports: Ethnographic Examination of Postsecondary African American Students With a Disability. *Joy Banks, Bowie State University*

**54.077-9. Teacher Education for Indigenous Communities.** SIG-Indigenous Peoples of the Pacific; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Mischa Kauaanuhea Lenchanko, University of Hawaii - Manoa*

Participants:

Aloha Kumu: Professional Development for Teachers in Nānākuli, Wai'anae, and Kapōlei. *Kimo Alexander Cashman, University of Hawaii - Manoa*

Enhancing Conditions for Aboriginal Learners in Higher Education: The Experiences of Nishnawbe Aski Students in a Teacher Education Program. *John H. Hodson, Lakehead University; Julian D. Kitchen, Brock University*

Language Impoverished, Geographically Dispersed, Technologically Connected: An Online Māori Medium Teacher Education Program. *Nathan Matthews, Massey University; Te Rina Warren, Massey University*

**54.077-10. Self-Study Transformation.** SIG-Self-Study of Teacher Education Practices; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Terry Robertson, Merrimack College*

Participants:

Learning to Become a Teacher Educator Through Teaching Genetics to Preservice Teachers: A Self-Study. *Eunice Nyamupangedeng, University of the Witwatersrand*

Learning to Be: A Collaborative Self-Study of Faculty Identities Within a Community of Practice. *Gladys Sterenberg, Mount Royal University; Norman Davis Vaughan, Mount Royal University; Kevin O'Connor, Mount Royal University; Jodi Nickel, Mount Royal University; Stefan Sikora, Mount Royal University; Irene M. Naested, Mount Royal University*

Reading a Set of Course Syllabi as a Text of Teaching Practice. *Katheryn East, University of Northern Iowa; Jodi Meyer-Mork, Luther College*

**54.077-11. Laughter, Emotion, and Critical Engagement in Action: A Focus on Mediated Discourse Analysis.** SIG-Language and Social Processes; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Lalitha M. Vasudevan, Teachers College, Columbia University*

Participants:

Critical Response and Pedagogic Discomfort in Art Space. *Judi Warrick Petkau, University of Minnesota*

"It Wasn't Like We Were Serious": Laughter in the Mediated Action of Race Talk. *Jessica Dockett Tierney, University of Minnesota*

Emotion as Mediated Action: Rethinking Critical Literacy in an Urban Classroom. *Cynthia J. Lewis, University of Minnesota*

**54.077-12. Data Collection Instrument Development.** SIG-Research in Mathematics Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:00-9:30am

Chair: *Patricia F. Campbell, University of Maryland*

Participants:

Measuring Elementary Teachers' Mathematics Self-Efficacy. *Jennifer Richardson McGee, Appalachian State University; Chuang Wang, University of North Carolina - Charlotte; Andrew B. Polly, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte*

Measuring Mathematical Resilience: An Application of the Construct of



Resilience to the Study of Mathematics. *Janice Kookan, University of Connecticut; Megan E. Welsh, University of Connecticut; D. Betsy McCoach, University of Connecticut; Sue Johnston-Wilder, University of Warwick; Clare Lee, The Open University*

Preschool Mathematics PCK (Pedagogical Content Knowledge) Interview Predicts Children's Mathematics Achievement. *Jennifer S. McCray, Erikson Institute; Jie-Qi Chen, Erikson Institute*

**54.078. Roundtable Session 42;** Roundtable Session

**54.078-1. Interrogating Admissions Criteria for Teacher Education Programs.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *Marsha Allison Schjolberg, California State University - San Marcos*  
Participants:

Admissions to Initial Teacher Education: Are Teacher Educators' Evaluative Judgments Stable Over Time? *Amanda K. Ferguson, University of Toronto - OISE; Ruth A. Childs, OISE/University of Toronto; Monique Bernadette Herbert, OISE/University of Toronto; Olesya Falenchuk, OISE/University of Toronto*

Congratulations, You Would Have Been Admitted: An Investigation of the Effects of Admission Criteria on Who Is Admitted to an Initial Teacher Education Program. *Ruth A. Childs, OISE/University of Toronto; Amanda K. Ferguson, University of Toronto - OISE; Monique Bernadette Herbert, OISE/University of Toronto; Kathy Broad, OISE/University of Toronto; Jingshun Zhang, OISE/University of Toronto*

Elite Career-Changers Entering Teaching in the United Kingdom: Motivation, Challenges, and Impact. *Chris Wilkins, University of Leicester*

**54.078-2. Literacy Professors' and Teachers' Critical Practices in K-12 Writing Development.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *Sherry A. Marx, Utah State University*

Participants:

Iterative Development of a Literacy Methods Course Inside a Failing School. *Shannon Coman Henderson, The University of Alabama; Tracy L. Weston, The University of Alabama*

Prospective Teachers Learn to Engage Reluctant Writers: The Power of Experiential Critical Literacy Pedagogies. *Myriam N. Torres, New Mexico State University*

You Teach What You Know: A Study of Literacy Teacher Educators. *Belinda Monique Longe, University of Toronto - OISE; Clare Kosnik, University of Toronto*

Preservice Teachers' Perceptions of Young Adult Literature and Bullying and Suicide. *Kristine Pytash, Kent State University*

**54.078-3. Marginalized Voices.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

Community Building and Multicultural Education in Preservice Courses Through the Eyes of Public School Students. *Amy Denise Mulholland, University of Houston; Dustine Thomas, University of Houston; Cameron S. White, University of Houston; Christine Beaudry, University of Houston; Samuel Richard Brower, University of Houston*

Identifying Relational Andragogy as a Success Factor for African American Preservice Male Teachers. *Pamela T. Barber-Freeman, Prairie View A&M University; William Ross, Prairie View A&M University; Patricia Hoffman Miller, Prairie View A&M University; Lucian Yates, Prairie View A&M University; James Shippy, Prairie View A&M University*

Low Barriers, but Who Is Being Prepared to Enter? The Case of Secondary English Student Teachers and Multimedia Literacies. *Orrin T. Murray, The Pennsylvania State University; Nicole Rose Olcese, The Pennsylvania State University*

Working With Families in Urban Teacher Preparation: A Critical Need for Dismantling the Pedagogy of Poverty. *Jennifer H. Waddell, University of Missouri - Kansas City*

You Can't Learn What You Think You Already Know: An Account of Teachers' Perceptions of Teacher Preparation. *Brian W. Gleason, University of New Hampshire*

**54.078-4. Mentors and Mentoring: An Intersection Between Culture and Context.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *B. Gloria Guzman Johannessen, Texas State University*

Participants:

A Mixed-Methods Study of Mentor Teachers' Perceptions and Experiences in a Teacher Residency Program. *Emilie N. Reagan, Teachers College, Columbia University; Rachel Kliegman Roegman, Teachers College, Columbia University; Julia Yu, Teachers College, Columbia University*

Dialoguing About Pedagogical Poverty: A Cross-Cultural Mentorship Model for Decolonizing Teacher Thinking. *Christine Rogers Stanton, Montana State University; Aldora White, Wyoming Indian Schools*  
The Induction and Mentoring of Beginning Teachers in New Zealand Schools Characterized by Educational Disadvantage. *Jocelyn Grace Nuttall, The Australian Catholic University; Jennifer Whatman, NZCER; Marie Cameron, NZCER; Andrea Nolan, Victoria University; Edith Hodgen, NZCER; Nicola Bright, NZCER; Lorraine McLeod, NZCER*

The Role of Mentoring on Teacher Turnover Intent Among Middle School Teachers. *Thomas G. Reio, Florida International University; Mirta R. Segredo, Snapper Creek Elementary*

The Role of Urban District Induction/Mentoring in New Teachers' Learning to Teach for Equity. *Elizabeth Hope Dorman, Regis University*

**54.078-5. Performance Assessment Across the Disciplines.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *Dawn H. Berlin, California State University - Dominguez Hills*

Participants:

Beginning Teacher Performance Assessment: Who Is Failing and Why? *Kara Wentworth, University of California - San Diego; Amy Reising, High Tech High*

Implementing the Teacher Performance Assessment: Challenges, Lessons Learned, and Next Steps. *Sarah Enterline, K12 Insight; Amy Ryan, Boston College; Keridan Doyle, Boston College; Andrew Frederic Miller, Boston College*

Practices That Cross Disciplines? A Closer Look at Mathematics and Language Arts Instruction. *Julie Jackson Cohen, Stanford University*  
"The Sky Is Falling on Teacher Education!" The Teacher Performance Assessment in Teacher Education Programs. *Genevieve A. Archer, Tobago House of Assembly*

**54.078-6. Preservice Teachers Learning in Digital World.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *Wei Gu, Grand Valley State University*

Participants:

Developing and Mobilizing Preservice Teachers' Knowledge of Model-Based Teaching and Technology. *Evrin Baran, Middle East Technical University; Samia Khan, The University of British Columbia*

Developing a TPACK-Based Instructional Design Model for Preservice Teachers' Technology Integration Learning: A Case Study of Design-Based Research. *Chia-Jung Lee, University of Georgia; ChanMin Kim, The University of Georgia*

Preparing Preservice English Language Arts Teachers to Teach Digital Literacies Using Digital Transmedia Storytelling Projects. *Jennifer M. Conner-Zachocki, Indiana University - Purdue University at Columbus*  
Attitudinal 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*

**54.078-7. Researching Teacher Education Programs.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am  
Chair: *Enrique Galindo, Indiana University*

## Participants:

Toward a Practice-Based Pedagogy of Teacher Education: The Perceptions of Teacher Candidates. *Julie Kittleson, University of Georgia; Janna Dresden, University of Georgia; Julianne A. Wenner, University of Georgia*

Reifying Multimodal Literacy Practices in Disciplinary Teacher Education Courses. *Hyun-ju Kim, University of Michigan - Ann Arbor; Cathy Michele Johnson, University of Michigan - Ann Arbor*

Organized Knowledge for "Second-Rated" Academic Programs: An Analysis of Plans of Study for Primary Teacher Education Programs in Chile. *Ivan Salinas, The University of Arizona; Sergio Celis, University of Michigan*

What Do Prospective Teachers Notice About Teachers and Students? Learning to Teach From Studying Teaching. *Sharon B. Hayes, West Virginia University; Johnna Bolyard, West Virginia University; Sarah Selmer, West Virginia University*

Weaving Inquiry Into Practical Experiences: A Means for Informing Preservice Teachers About Parents and Math. *Regina Marie Mistretta, Saint John's University*

**54.078-8. Teacher Retention: Shaping and Reshaping Teachers'**

**Experiences.** Division K - Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *Mary M. Harris, University of North Texas*

## Participants:

From the Classroom to the Principal's Office: Retaining Accomplished Teachers in High-Poverty Schools. *Rita Pin Ahrens, The George Washington University; Kimberly Anne Evans, The George Washington University*

Instructional Leadership, Teacher Experience, and Districts' Supports for Teachers: Teacher Retention in Three Urban Districts. *Brooks A. Rosenquist, Vanderbilt University; Tom Smith, Vanderbilt University; Erin Craig Henrick, Vanderbilt University*

Recruiting Career-Change Professionals as Teachers: The Challenge of Socialization Into Teaching. *James J. Watters, Queensland University of Technology; Carmel M. Diezmann, Australian Catholic University*

The Influence of Early Career Experiences on Teachers' Retention in an Accountability Era. *Kate Spence-Ado, Fairleigh Dickinson University*

What Draws Teachers to Work and Stay in Urban Schools? A Study of Teacher Narratives. *Althier M. Lazar, Saint Joseph's University*

**54.078-9. Teachers' Beliefs Across Content Areas.** Division K - Teaching and Teacher Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *Lynnette K. Mawhinney, The College of New Jersey*

## Participants:

Exposing the Unnatural: Rethinking Commonsense Ideas About Pedagogy. *Martha Curren-Preis, University of Michigan; Maria J. Coolican, University of Michigan*

Global Citizenship Education: Preservice Teachers' Beliefs and Values Concerning the Educator's Role. *Lisa Looney, University of La Verne; Ann A. Battle, University of Maryland; Jo-Ann M. Amadeo, Marymount University*

Self-Regulated Learning and Epistemological Beliefs: A Developmental Perspective of Preservice Teachers. *Daniel Charles Moos, Gustavus Adolphus College; Anna Finley, Gustavus Adolphus College*

Un/Familiar as Stance: Making Sense of Demographic Diversity in Preservice Teacher Education. *Laura A. Davis, New York University*

**54.078-10. Thinking New Models of Professional Development.** Division K

- Teaching and Teacher Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *Rita S. Brause, Fordham University*

## Participants:

"What Do You Think?" Relational Dynamics in Teacher Professional Development. *Carla Finkelstein, Bard College*

Examining How Teachers' Understanding of Models Interacts With Their Beliefs and Intentions About Teaching Science. *Julia Svoboda Gouvea, University of California - Davis; Lin Xiang; Rich Hedman, California State University - Sacramento; Arash Jamshidi, University of California*

- Davis; Arthur Beauchamp, University of California - Davis; Wendell H. Potter, University of California - Davis; Cynthia M. Passmore, University of California - Davis

*Mau ki te Ako: Tribal-Led Culturally Responsive Professional Development. Catherine Savage, Te Tapuae o Rehua; John Rangikawhiti Leonard, Te Tapuae o Rehua; Letitia C. Fickel, University of Canterbury*

Shifting the Paradigm for Professional Learning: Toward Participatory Teacher Professional Development Models. *Shannon Marie Pella, University of California - Davis*

When Worlds Collide: An Exploration of Differing Worldviews in Coaching Relationships. *Heather A. Davis, North Carolina State University; Hannah Carson Baggett, North Carolina State University*

**54.078-11. Achievement Goals in Context.** Division C - Learning and Instruction; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:00-9:30am

Chair: *Akane Zusho, Fordham University*

## Participants:

Family Background, Parental Behaviors, and Adolescents' Achievement Goals During Transition to Secondary School: Perceived Threat as a Potential Mediator. *Juliane Ludwig, Freie Universität Berlin; Rainer Watermann, Freie Universität Berlin*

Math Classroom Mastery Goals and Teacher Support: Do These Constructs Predict Different Student Outcomes? *Melissa C. Gilbert, Santa Clara University; Bridget V. Dever, Georgia State University*

The Effects of Situational and Psychological Factors on Achievement Goal Adoption Following Failure. *Juyeon Song, Korea University; Sung-Il Kim, Korea University; Mimi Bong, Korea University*

The Role of the Group Context in Predicting College Students' Goal Orientations in a Cooperative Learning Setting: A Mixed-Methods Study. *Laura Graciela Costello, SEDL; Marilla D. Svinicki, The University of Texas - Austin*

The Roles of Achievement Approach Goals in Help-Seeking in Online Learning. *Yan Yang, The University of West Georgia; Li Cao, The University of West Georgia*

**54.079. Roundtable Session 43;** Roundtable Session**54.079-1. Illuminating Lives: Insights From the Theoretical Roots of Gifted Education.** SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:00-9:30am

Chairs: *Jennifer L. Jolly, Louisiana State University - Baton Rouge; Ann E. Robinson, University of Arkansas at Little Rock*

## Participants:

Sir Francis Galton: The Victorian Polymath. *Joyce VanTassel-Baska, College of William and Mary*

Alfred Binet: From the Study of Exceptional Individuals to the Systematic Measurement of Mental Abilities. *Maria Pereira Da Costa, University Paris Descartes; Todd Lubart, Universite Rene Descartes*

W.E.B. DuBois: The Talented Tenth. *Frank C. Worrell, University of California - Berkeley*

**54.079-2. Diversity and Equity in Special Education.** SIG-Special Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:00-9:30am

Chair: *Juliet E. Hart, Arizona State University*

## Participants:

Disproportionality in Special Education in Europe: A Comparative Study. *Girma Berhanu, University of Gothenburg; Alan Dyson, University of Manchester; Mikael Luciak, University of Vienna*

Disproportionate Representation of Asian Students in Special Education. *Hyejung Kim, University of Wisconsin-Madison; Saili S. Kulkarni, University of Wisconsin - Madison; Bandar Alhossan, University of Wisconsin - Madison*

Special Education or Simply Special: Inside the Mind of a Ghetto Genius. *Larry C. Bryant, University of North Texas - Dallas*

The Meaning of Equity in School Finance. *David S. Knight, University of Southern California*

Implementing Special Education Reform: Rearticulating the Experiences of Urban Educators. *Srikala Narayan, Teachers College, Columbia University; Celia J. Oyler, Teachers College, Columbia University*

**54.079-3. Workplace Learning: Perspectives on Learning in Professional Spaces.** SIG-Workplace Learning; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:00-9:30am

Chair: *Kevin Flint, Nottingham Trent University*

Participants:

Doctoral Work: Defining Doctorates for the 21st Century. *Margaret E. Malloch, Victoria University; Leonard George Cairns, Monash University*

Using Digital Storytelling in the Development of Multiprofessional Learning Organizations in Primary Care: Opportunities and Challenges. *Anne Christine McKee, King's College London; Pip Hardy, Pilgrim Projects/Patient Voices; Tony Summer, Pilgrim Projects/Patient Voices*

The Complexity of Student Teachers' Workplace Learning. *Han Leeferink, Fontys University of Applied Science; Maaikje Koopman, Eindhoven University of Technology; Han Leeferink, Fontys University of Applied Science*

A Transdisciplinary Pedagogy in Work and Learning for an Inclusive Higher Education. *Carol Costley, Middlesex University; Pauline Armsby, Middlesex University*

**54.079-4. Motivations and Mechanisms for Fostering Bilingualism:**

**Family and Teacher Perspectives.** SIG-Bilingual Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:00-9:30am

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

Participants:

Language Use Among Low-Income Immigrant Families With Young Children. *Natalia Palacios, University of Virginia; Amanda Kibler, University of Virginia; Ashley Elizabeth Simpson, University of Virginia*

Preservice Teachers' Learning About the Development of Biliteracy and Bilingualism for Preschool Children Through Home Visits: A Funds of Knowledge Perspective. *Iliana Reyes, The University of Arizona; Ana C. Iddings, The University of Arizona*

The Motivations and Mechanisms of Parents and Teachers Fostering Multilingualism in U.S. Children. *Anna V. Osipova, University of California - Los Angeles; Alison L. Bailey, University of California - Los Angeles*

**54.079-5. Democratic Citizenship in Education SIG Paper Discussion**

**Session 3.** SIG-Democratic Citizenship in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:00-9:30am

Chair: *Caroline R. Pryor, Southern Illinois University - Edwardsville*

Participants:

The Impact of an Action Civics Education Program on Student Engagement Outcomes. *Abby Ridley-Kerr, Boston University; Alison Klebanoff Cohen, University of California - Berkeley*

The True North Strong and Cohesive? Understandings of Ethnic Diversity in Canadian Education Policy Documents. *Reva Joshee, OISE/University of Toronto; Karen Pashby, OISE/University of Toronto; Leigh-Anne Ingram, University of Toronto; Carla L. Peck, University of Alberta; Alan M. Sears, University of New Brunswick*

Can We Learn to Become an Active Citizen? *Namrata Sharma, Independent Scholar*

Democratic Citizenship Education in South Africa: Building a Culture of Responsibility and Humanity in Public Schools. *Yusef Waghid, Stellenbosch University*

The Emergence of Student Voice in Educational Policy, Research, and Practice in England and Scotland. *Jeroen Gerard Bron, SLO - The Netherlands Institute for Curriculum Development*

**54.080. Roundtable Session 44;** Roundtable Session

**54.080-1. Understanding Academic Motivation, Girls' Education, and Literacy and Collaboration: The Experiences of Some Countries in Africa and the Caribbean.** SIG-Caribbean and African Studies in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:00-9:30am

Chair: *Dolapo Adeniji-Neill, Adelphi University*

Participants:

Academic Motivation and Social Groupings: Informing Future Academic Trajectories of Secondary School-Aged Students in Barbados. *Martin Timothy Hall, Charles Sturt University*

Attitudes, Behaviors, and the Girl Advantage in the English-Speaking

Caribbean: A Cross-Cultural Study. *Anica G. Bowe, Oakland University*  
Educators, Learners, and Leaders Collaborating for Literacy and Saving Lives in Southern Malawi. *Liz Barber, North Carolina A&T State University; Thomas Jean Smith, North Carolina Agricultural and Technical State University; Justin Snyder, Alamance Community College; Demetria Williams, North Carolina A&T; Destenie Nock, North Carolina A&T; Sharon M Hunter, North Carolina A&T*

**54.080-2. LGBT Bullying in School: Law, Policy, and Best Practices.** SIG-Queer Studies; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:00-9:30am

Chair: *Asaf Orr, National Center for Lesbian Rights*

Participants:

Beyond the Courts: The Need for a Multipronged Approach to Addressing LGBT Bullying. *Asaf Orr, National Center for Lesbian Rights*

Making Room for Everyone: The First Amendment and Religious Exceptions to Antidiscrimination Laws. *Arcelia Hurtado, National Center for Lesbian Rights*

First Do No Harm: LGBT Bullying, the School-to-Prison Pipeline, and Restorative Justice. *Connie Utada, National Center for Lesbian Rights*

**54.080-3. Research on the Education of Asian and Pacific Americans:**

**Roundtable Session on AAPIs and STEM Subjects.** SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:00-9:30am

Chair: *Clara Lee Brown, The University of Tennessee - Knoxville*

Participants:

Why Do Asian Immigrants Take Advanced STEM Courses? Motivations and Challenges for Korean Immigrant Girls. *Minjung Ryu, University of Maryland - College Park*

Filipino Students' Math Achievement: A Multilevel Cohort Analysis of the Hawaii State Assessment. *Malkeet Singh, Education Northwest; Petero Okotai, PREL*

Exploring an Alternative Approach to Ethnicity Measure on the Science Achievement of Maori and Pasifika Secondary Students. *Mark Gan Joo Seng, University of Auckland; Earl Irving, University of Auckland*

**54.080-4. Engaging Underserved Youth Through Out-of-School Activities.**

SIG-Informal Learning Environments Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:00-9:30am

Chair: *James F. Kistiel, California State University - Long Beach*

Participants:

Archaeology as a Means of Engaging Underserved Youth in STEM: Lessons Learned From the Time Team America Field School. *Camellia Wynona Sanford, Rockman et al*

Development of a Science Literacy Assessment for Urban Youth in an After-School Science Club. *Michael Kennedy, Office for Research, Northwestern University; Rebecca Daugherty, Office of Research, Northwestern University; Camellia Wynona Sanford, Rockman et al*

Science Camps Making a Difference: Examining the Influence on Underserved and Underrepresented Students. *Michelle L. Peters, University of Houston - Clear Lake*

**54.080-5. Studies of Elementary Student Thinking.** SIG-Research in

Mathematics Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:00-9:30am

Chair: *Mark Hoover Thames, University of Michigan*

Participants:

Fourth Graders' Understandings of Arithmetic Generalizations. *Lina Chopra Halder, University of California - Berkeley*

How Do Very Young Students Understand Linear Growing Patterns? *Ruth A. Beatty, Lakehead University; Mary Day-Mauro, Simcoe Muskoka Catholic District School Board; Lana Hewer, Simcoe Muskoka Catholic District School Board; Natasha Mantaluk, Simcoe Muskoka Catholic District School Board; Kate Morris, Simcoe Muskoka Catholic District School Board; Shelley Trotman, Simcoe Muskoka Catholic District School Board*

The Landscape of Learning in Addition and Subtraction: A Longitudinal Study of Development, Grades 1-3. *Alex C. Lawson, Lakehead University*

Using Rasch Modeling to Support Validation of a Developmental Progression for Area. *Jeffrey E. Barrett, Illinois State University; Douglas W. Van Dine, University of Denver; Craig Cullen, Illinois State University; Cheryl L. Eames, Illinois State University; Melike Kara,*



*Illinois State University; Amanda Miller, Illinois State University*

**54.081. Roundtable Session 45;** Roundtable Session

**54.081-1. Intersections: Gender and Religion.** SIG-Research on Women and Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Carolyn S. Ridenour, University of Dayton*

Participants:

Challenging Patriarchy: New Advances in Researching Religious Feminism and Religious Education. *Zehavit Gross, Bar-Ilan University*

The Story of the Female Muslim School Leader in America. *Linda K. Lemasters, The George Washington University; Mona Fahmy, The George Washington University*

Voices of Muslim Women Students About Life on Catholic University Campuses. *Cynthia Shafer, University of Dayton; Carolyn S. Ridenour, University of Dayton*

**54.081-2. Arts and Inquiry in Education.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Mary Beth Cancienne, James Madison University*

Participants:

Culture and Agriculture: Art Education and Socially Engaged Art. *Roberta Bennett, University of Illinois at Urbana-Champaign*

Process Drama as an Educational Tool for the Oppressed. *Summer Pennell, University of North Carolina - Chapel Hill*

**54.081-3. Exploring Outcomes Through Rigorous Investigations of Out-of-School-Time Involvement.** SIG-Out-of-School Time; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Britte Haugan Cheng, SRI International*

Participants:

Relating Type, Intensity, and Quality of After-School Activities to Later Academic and Behavioral Outcomes. *Weilin Li, University of California - Irvine; Deborah L. Vandell, University of California - Irvine*

The Effectiveness of Academic Tutoring: An Overview of Reviews. *Alison C. Koenka, Duke University; Harris M. Cooper, Duke University*

The Effects of Out-of-School-Time Programming Within Four School-Based Community Learning Centers. *Wynn Shooter, Utah Education Policy Center; Kristin Lee Swenson, University of Utah; Randy Raphael, University of Utah; Cori A. Groth, University of Utah*

What Works After School? The Relationship Between After-School Program Quality, Program Attendance, and Academic Outcomes. *Jacob Leos-Urbel, Claremont Graduate University*

**54.081-4. Gatekeepers and Policy Makers: Examining the Architecture of Literacy.** SIG-Writing and Literacies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Kathy Ann Mills, Queensland University of Technology*

Participants:

Examining How Knowledge of Writing Instruction Impacts Teachers' Abilities to Negotiate Policy. *Juliet Michelsen Wahleithner, University of California - Davis*

Real World Writing for Secondary Students: Teaching the College Admission Essay and Other Gate Openers for Higher Education. *Jessica Singer Early, Arizona State University*

Teachers' Literary and Linguistic Subject Knowledge: Evidence From the Secondary Writing Classroom. *Susan Mary Jones, University of Exeter; Debra Ann Myhill, University of Exeter*

Teaching Writing "As if Your Life Depended on It": Student Teachers' Critiques of Literacy Policy. *Rob Simon, University of Toronto*

**54.081-5. Support for Student Learning Assessment in Higher Education.**

SIG-Measurement Services; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Participant:

Technology, Education, Assessment, and Monitoring (TEAM): Building a TEAM to Support Student Learning Assessment. *Patricia L. Westerman, Bowie State University; Gayle Fink, Bowie State University*

**54.081-6. Current Issues in Middle Level Education.** SIG-Middle-Level Education Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Mickey Fenzel, Loyola University Maryland*

Participants:

Seventh Graders' Perspective: A Case Study of Three Advisories. *John M. Niska, Rhode Island College*

Middle-Level Education Research SIG National Common Planning Project: National Findings and Implications. *Vincent A. Anfara, The University of Tennessee; Steven B. Mertens, Illinois State University; Micki M. Caskey, Portland State University; Nancy Flowers, University of Illinois*

Schools to Watch—Taking Center Stage: A Program Description and Perceptions From Participating Principals. *Melissa Arellanes, American Institutes for Research; Raquel Leonor Gonzalez, American Institutes for Research*

Putting Professionalism Back Into Teaching: Mid-Level Preservice and In-Service Teachers Engaging in Interdisciplinary Teaming. *Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa; Elizabeth Joy Petroelje Stolle, Grand Valley State University*

**54.081-7. Constructing Multicultural Identities and Social Justice Through Narrative Experiences.** SIG-Narrative Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *James R. Carlson, University of Wisconsin - Madison*

Participants:

Co-Constructing Transnational Narratives: Two Educators Examine Fluid Identities in/Between/Beyond Societies and Nations. *Gumiko Monobe, Kent State University - Kent; Joy L. Wiggins, Western Washington University*

Identities in Crisis: How Serving Victims of Hurricane Katrina Shaped Adolescent Identities. *Jessie Guidry Baginski, Cleveland State University; Brian E. Harper, Cleveland State University*

What Can Narratives, Cases of Teaching, and Critical Autobiographies Reveal About Multiculturalism? *Hanna Ezer, Levinsky College of Education*

"Just a Piece of Meat": An Urban Teacher's Story of Neoliberal Reform. *Jeanne Cameron, Tompkins Cortland Community College*

**54.081-8. Instructional Technology SIG: Roundtable Session: Online Learning.** SIG-Instructional Technology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Robert H. Seidman, Southern New Hampshire University*

Participants:

Factors Influencing Discrepancies in Student Performance in an Online Learning Psychology Course. *Gayle V. Davidson-Shivers, University of South Alabama; Stephanie Irene Hulon, University of South Alabama*

Structural Relationships Analysis Among Self-Efficacy, Intrinsic Value, Test Anxiety, Instructional Design, Flow, and Achievement of Students in an Online University. *Young Ju Joo, Ewha Womans University; Eunjung Oh, Georgia College & State University; Nam Hee Kim, Ewha Womans University; Bo Kyung Jung, Ewha Womans University; Yookyoung Ham, Ewha Womans University; Sumi Kim, Posco*

Factors Influencing Online College Students' Continuance Intention and Actual Usage of Mobile Learning Devices. *Young Ju Joo, Ewha Womans University; Nari Kim, University of Wisconsin - Oshkosh; Nam Hee Kim, Ewha Womans University; Na Yeon Yoo, Ewha Womans University; Eugene Agnes Lim, Ewha Womans University*

**54.081-9. Learning Sciences SIG Roundtable on Engagement.** SIG-Learning Sciences; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Marcelo Worsley, Stanford University*

Participants:

Building a Conceptual Model of Science Ownership in Design Activities. *Jason C. Yip, University of Maryland - College Park*

Designing Science Fiction and Online Community as Tools for STEM Literacy and Self-Identity. *June Ahn, University of Maryland - College Park; Mega M Subramaniam, University of Maryland - College Park; Amanda Waugh, University of Maryland - College Park; Natalie Greene Taylor, University of Maryland - College Park; Greg Walsh, University of Maryland - College Park; Jinyoung Kim, University of Maryland - College Park; Allison J. Druin, University of Maryland; Kenneth R Fleischmann, The University of Texas - Austin*

Student Engagement in an Alternative High School Community: Issues of Access and Equity in the Reframing of Education. *Gavin Tierney, University of Washington*

The Role of Social Context in Mathematical Risk-Taking. *Tracy Dobie, Northwestern University*

**54.081-10. Teacher Development and Technology.** SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Margaret J. Weber, Pepperdine University*

Participants:

Developing Algebraic Reasoning With Dynamic Spreadsheets Through an Online Learning Trajectory Approach. *Henry Gillow-Wiles, Oregon State University; Margaret L. Niess, Oregon State University*

English in Action (EIA): Mobile Phones as an Agent of Change for Large-Scale Teacher Professional Development and English Language Learning in Bangladesh. *Christopher Walsh, The Open University; Robina Shaheen, The Open University*

Integrating Digital Practices: A Partnership to Support the Development of Preservice Teachers' Digital Literacies. *Sarah Katherine Howard, University of Wollongong; Jonathan McKeown, University of Tampa*

**54.081-11. Rethinking Technology, Instruction, Cognition, and Learning.** SIG-Technology, Instruction, Cognition & Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Rhonda Suzanne Bondie, Fordham University*

Participants:

The Development of the "Technological Pedagogical Content Knowledge" Theory for Teaching and Learning. *Victor Sandoval, The University of Texas; Pei-Ling Hsu, University of Texas - El Paso*

Evaluation of the Technological Pedagogical Content Knowledge (TPACK) Framework Using Structural Equation Modeling. *Sedef Cambazoglu Bilici, Aksaray University; Okan Bulut, University of Minnesota - Twin Cities; Selcen Guzey, University of Minnesota; Havva Demirelli, Gazi University; Nusret Durak, Gazi University*

Exploring the Use of Digital Technologies for Literacy Development: A Review of Relevant Research. *Laurie A. Henry, University of Kentucky; Kathleen Ann Paciga, Purdue University - Calumet*

Digital Video Projects of, by, and for New Teachers: Multiple Educational Functions of Creating Multimedia. *Chris Halter, University of California - San Diego; James A. Levin, University of California - San Diego*

Is Learning Road-Kill on the Information Highway? *Kausalai K. Wijekumar, The Pennsylvania State University; Bonnie J. F. Meyer, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University*

**54.081-12. Vocabulary Acquisition and Use Across Contents and Domains.** SIG-Vocabulary; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Ben Seipel, California State University, Chico*

Participants:

Measuring Deaf Children's Vocabulary Development in American Sign Language: A Multilayered Approach. *Wolfgang Mann, City University London*

Relationship Between Select Students' Vocabulary Acquisition and Perception of Vocabulary Strategy Use. *Cindy Lee Benge, Sam Houston State University; Mary E. Robbins, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University; Debra P. Price, Sam Houston State University*

The Role of Implicit Learning in Incidental Vocabulary Acquisition While Reading in Economically Diverse Populations. *Ben Seipel, California State University, Chico; Paul van den Broek, Leiden University*

To Infinity and Beyond: Creating Assessments That Measure Students' Breadth of Vocabulary in Content Domains. *Rene R. Lawless, Educational Testing Service; Gary Feng, Educational Testing Service; Laura Halderman, Educational Testing Service; Paul Deane, Educational Testing Service*

**54.081-13. Intersections of Climate, Culture, and Discipline in Schools: Advancing Research, Policy, and Practice.** SIG-Safe Schools and Communities; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:00-9:30am

Chair: *Lori Dawn Brown, Pearson*

Participants:

Discipline and Promote by a Mechanical Panopticon: Video Technology as

a Means to Improve Student Classroom Behavior? *Dino Sossi, Teachers College, Columbia University*

Discipline Disproportionality Among Hispanic and American Indian Students: Expanding the Discourse. *Carolyn A. Brown, Fordham University; Caterina DiTillio, Fordham University; Eugene Cornell Hobdy, Fordham University*

Factors Associated With the Use of Restraints in the Schools. *Lucy Barnard-Brak, Texas Tech University; Feiya Xiao; Xiaoya Liu, Texas Tech University*

Relationships First: Implementing Restorative Justice From the Ground Up. *Dorothy Vaandering, Memorial University*

Victimization Among Students in Military-Connected Schools: The Role of School Climate. *Kris M. De Pedro, University of Southern California; Ron Avi Astor, University of Southern California; Tamika Gilreath, University of Southern California*

### Division and SIG Posters

**54.082. Poster Session 9; Poster Session**

**54.082-1. Division C Section 1e Poster Session: Computer Science and Engineering Education.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am

Posters:

1. A First Iteration of a Pedagogical Model for Teaching Computer Science Through Problems. *George Veletsianos, The University of Texas - Austin; Tara Craig, The University of Texas - Austin; Bradley Beth, The University of Texas - Austin; Gregory Russell, The University of Texas - Austin; Calvin Lin, The University of Texas - Austin*
2. Computing Self-Efficacy: A Pilot Study. *Adam Robert Carberry, Arizona State University Polytechnic; Hannah Kolar, Arizona State University; Ashish Amresh, Arizona State University*
3. Developing a Productive View of Learning as Knowledge Creation Among College Students. *Yi Ying Chen, National Chengchi University; Chieh-Hsin Chiu, National Chengchi University; Huang-Yao Hong, National Chengchi University*
4. High School Student Perceptions of the Utility of the Engineering Design Process. *Leema G. Berland, University of Wisconsin - Madison; Pat Ko, The University of Texas - Austin; Clara Valtorta, University of Texas at Austin*
5. Instructional Tools, Pedagogy, and Elementary Engineering Teaching: A Typological Approach. *Yan Sun, Purdue University; Johannes Strobel, Purdue University*
6. Investigating the Influence of Antecedent Models on Learning Science and Engineering Skills. *Chandan Dasgupta, University of Illinois at Chicago; Tom Moher, University of Illinois at Chicago*
7. Relationships Between Engineering Student Motivation and Problem-Solving Performance. *Adam Kirn, Clemson University; Sarah J. Grigg, Clemson University; Lisa Benson, Clemson University*
8. Sixth-Grade Girls Changing Perceptions About Engineering and Emerging Identity as Future Possible Engineers. *Tirupalavanam G. Ganesh, Innovate K12; Johnny Thieken, Arizona State University; Annapurna Ganesh, Mesa Community College*
9. Understanding Self-Perceptions, Social Influences, and Experiences of Middle School After-School Engineering Club Members. *Michelle Jordan, Arizona State University; Jan D. Snyder, Arizona State University*
10. Voices in Their Heads: Motivational Utterances in Engineering Problem Solving. *Holly Marie Matusovich, Virginia Polytechnic Institute and State University; Jessica Stephenson, Virginia Polytechnic Institute and State University; Devlin B. Montfort, Washington State University; Shane A. Brown, Washington State University*

**54.082-2. Division C Section 2b Poster Session: Motivation and Learning in Social and Cultural Contexts.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am

Posters:

11. Social Achievement Goals, Efficacious Beliefs, and Math Performance in a Predominately Black High School. *JAMES FORD, The University of Memphis; Martin H. Jones, The University of Memphis*

12. Attaining Academic Success: Investigating In-School and Social Factors Influencing Learning Among High School Students Enrolled in a Disciplinary Alternative Learning Environment. *Stephan Herndon, University of Central Florida; Hefer Bembenutty, Queens College - CUNY*
13. How Does Automatic Feedback Based on an Expert Model Compare to Manual Feedback Given by That Expert? *Genevieve Gauthier, University of Alberta; Jeannine Conway, University of Minnesota; Magda Magda Czerski, University of Alberta; Rebecca Taylor, University of Alberta*
14. The Big-Fish-Little-Pond Effect and the Classroom Educational Context: The Moderation Role of Differentiated Instruction. *Amélie Roy, Laval University; Frederic Guay, Université Laval; Pierre Valois, Université Laval*
15. Messengers and Models of Resilience: A Theoretical Model of Resilience, Learning Strategy, and Academic Achievement. *Jessica Kestler, University of Cincinnati; Marcus Lee Johnson, University of Cincinnati*
16. Dynamics of Promisingness Judgments in Knowledge-Building Work of 8-to-10-Years-Olds. *Bodong Chen, University of Toronto - OISE; Marlene Scardamalia, University of Toronto; Monica Resendes, University of Toronto*
17. Influence of Cultural Norms and Argumentative Discussions on Children's Use of Metadiscourse. *IL-Hee Kim, Indiana University - Purdue University at Fort Wayne*
18. Parenting Talent: A Qualitative Investigation of the Role Parents Play in Talent Development. *Amanda L. Witte, University of Nebraska - Lincoln; Kenneth A. Kiewra, University of Nebraska; Sara Rogers, University of Nebraska - Lincoln; Kyle Perry, University of Nebraska - Lincoln*
19. Personal Characteristics and Learning Settings From a Self-Determination Perspective: Predicting University Students' Strain and Satisfaction. *Friederike Zimmermann, IPN - Leibniz Institute for Science and Mathematics Education; Lena Roesler, IPN - Leibniz Institute for Science and Mathematics Education; Johannes Bauer, Technische Universität München; Jens Moeller, University of Kiel; Olaf Koeller, Leibniz Institute for Science and Math Education*
20. Updating the Self-System Process Model of Student Engagement With Multilevel Structural Equation Modeling. *Sarah Phillips, Brandeis University*
- 54.082-3. Teachers' Motivation, Beliefs, and Practice.** Division C - Learning and Instruction; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am
- Posters:
21. Involving Teachers in Performance Assessment Development: Lessons From a Large-Scale Standardized Assessment Program. *Corey Palermo, Measurement Incorporated; Margareta Maria Thomson, North Carolina State University*
22. Reciprocal Relationships Between Preservice Teachers' Beliefs and Video-Based Reflection. *Young Hoan Cho, Seoul National University; David H. Jonassen, University of Missouri; Yemin Huang, University of Missouri*
23. Development of a Measure of Teachers' Attitudes Using Instructional Strategies for Effective Pedagogy. *Seongah Im, University of Hawaii; Tasha R. Wyatt, University of Hawaii - Manoa; Rebecca J.I. Luning, University of Hawaii - Manoa*
24. Motivation for Teaching: An Examination Using Self-Determination Theory. *Rebecca J. Collie, The University of British Columbia; Jenna D. Shapka, The University of British Columbia; Nancy E. Perry, The University of British Columbia*
25. Teachers' Gender Stereotypes About Students' Reading Skills: Associations With Students' Reading Self-Concept. *Jan Retelsdorf, IPN - Leibniz Institute for Science and Mathematics Education; Katja Schwartz, University of Kiel*
26. Teachers' Perceptions of Student Engagement and Disengagement in Mathematics. *Karen Skilling, The University of Sydney; Janette M. Bobis, The University of Sydney; Andrew J. Martin, The University of Sydney; Judy Anne Anderson, The University of Sydney; Jenni Way, The University of Sydney*
27. Visual Literacy in Foreign Language Teaching and Learning: A study of Chinese Language Teachers' Perceptions. *Jui-Ling Chiang, Northern Illinois University; Cindy S. York, Northern Illinois University*
- 54.082-4. Communication of Research.** SIG-Communication of Research  
Cosponsored with SIG-Research Use; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am
- Posters:
28. Open Access Journals in Educational Research: About Hipatia Press and Its Contributions. *Òscar Prieto, University of Girona; Sandra Racionero-Plaza, Universitat Internacional de Catalunya; Joan Cabré, Rovira i Virgili University*
29. The Half-Life of a "Teachable Moment": The Case of Nobel Laureates. *Ayelet Baram-Tsabari, Technion - Israel Institute of Technology; Elad Segev, Tel Aviv University*
- 54.082-5. A Case Study of College Science and Mathematics Faculty's Responses to a Statewide Policy of Scholarship of Teaching and Learning.** Division J - Postsecondary Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am
- Poster:
30. A Case Study of College Science and Mathematics Faculty's Responses to a Statewide Policy of Scholarship of Teaching and Learning. *Kadir Demir, Georgia State University; Chad D. Ellett, CDE Research Associates, Inc.; Lisa M. Martin-Hansen, Georgia State University*
- 54.082-6. Advanced Degrees of Debt: Analyzing the Patterns and Determinants of Graduate Student Borrowing.** Division J - Postsecondary Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am
- Poster:
31. Advanced Degrees of Debt: Analyzing the Patterns and Determinants of Graduate Student Borrowing. *Andrew Steven Belasco, University of Georgia; Michael J. Trivette, University of Georgia; Karen Webber, University of Georgia*
- 54.082-7. College Student Learning and Development Poster Session 1.** Division J - Postsecondary Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am
- Posters:
32. A Qualitative Study of Discussion Board Interaction in an Online Setting Specially Crafted for Cross-Level Peer Mentoring. *Regina Ruane, Drexel University*
33. Friending, Liking, and Status Updating: Undergraduates' Use of Facebook to Cope With Academic Stress. *Sandra M. Lawrence, Mount Holyoke College; Jinsol Lee, Harvard University*
34. High School Math Predictors of First-Semester College Math Placement, Enrollment, and Passing. *Morgan Grotewiel, University of Missouri - Kansas City; Aarti Bajaj Judd, University of Missouri - Kansas City; Tamera B. Murdock, University of Missouri - Kansas City; Carolyn Elizabeth Barber, University of Missouri - Kansas City; Jacqueline D. Spears, Kansas State University; Conrad Mueller, University of Missouri - Kansas City; Romana Krycak, University of Missouri - Kansas City*
35. How Does Entitlement Change Throughout the College Career? A Longitudinal Mean and Covariance Structures Analysis. *Bozhidar Mihaylov Bashkov, James Madison University; Sara J. Finney, James Madison University*
36. Increasing Task Value and Self-Efficacy Through Student-Professor Trust and Interactions. *Kristin E. Harvey, The University of Texas - Austin; Nancy K. Stano, The University of Texas - Austin; Jaimie Meredith Krause, City College of New York - CUNY; Lauren A Blondeau, The University of Texas - Austin*
37. Influence of Common Good Practice on College Outcomes: Comparison of Liberal Arts and Non-Liberal Arts Colleges. *Brian An, University of Iowa; Eugene T. Parker, University of Iowa; Teniell L. Trolan, University of Iowa; Dustin D. Weeden, University of Iowa*
38. Investigating Underlying Constructs of the Motivated Strategies for Learning Questionnaire. *Kyle M. Williams, The University of Texas at Austin; Erin D. Reilly, The University of Texas - Austin; Jongmin Ra, The University of Texas - Austin; Stephanie B. Corliss, The University of Texas - Austin*
39. Noncognitive Variables and Baccalaureate Nursing Student Success: A Sequential Regression Analysis. *Ellen M Tuve Smith, Syracuse University; Qiu Wang, Syracuse University*
40. Students' Conceptions of Understanding and the Assessment of "Real Understanding." *Erik Jan Van Rossum, Hotelschool the Hague; Rebecca N. Hamer, International Baccalaureate*
41. The Influence of Personality Characteristics on Students'



Entrepreneurial Intentions Within the Theory of Planned Behavior. *Saeid Karimi, Wageningen University; Harm Biemans, Wageningen University; Martin Mulder, Wageningen University; Thomas Lans, Wageningen University; Mohammad Chizari, Tarbiat Modares University*

42. The Intersections of Institution, Family, and Identity Among Legacy Students at an Elite Private University. *Jarrett B. Warshaw, University of Georgia; Richard B. Henne-Ochoa, Bucknell University; Joseph L. Murray, Bucknell University*
43. The Role of a First-Year Seminar Course in First-Generation Student Achievement and Persistence. *Angela L. Vaughan, University of Northern Colorado; Trent Lalonde, University of Northern Colorado*
44. When Technology Fails: Effects of Computer-Related Attributions and Emotions on Academic Achievement. *Rebecca Lynn Maymon, McGill University; Kyle Adam Hubbard, McGill University; Sonia Rahimi, McGill University; Nathan C. Hall, McGill University; Roger Azevedo, McGill University*
45. iLeadership: Leadership Development for the Internet Generation. *Ivan Barron, University of Washington; Daniel Novak, University of Washington - Seattle*
46. An Honors Engineering Cohort's First Impressions of a Project-Based First-Year Experience. *Diana Guadalupe De La Rosa-Pohl, University of Houston; Rebecca Habib, University of Houston; David Shattuck, University of Houston*

**54.082-8. Research in Reading and Literacy: Vital Issues in Reading and Literacy Research.** SIG-Research in Reading and Literacy; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am

Posters:

47. A Classroom Intervention to Increase Under-Achieving High School Students' Free Reading Behaviors. *Michael P. Henry, Northern Illinois University; M Cecil Smith, Northern Illinois University*
48. Educational Poverty: The Influence of Reading Strategies on Student Reading Experiences. *David Costello, University of South Australia*
49. English Spelling Skills of Chinese Kindergarteners Who Learn English as a Second Language: The Contribution of Phonological Awareness, Verbal Memory, Rapid Naming, and Oral Vocabulary. *Susanna Siu Sze Yeung, The Hong Kong Institute of Education*
50. Examining the Dimensionality of Text Complexity in Reading Assessment. *Changjiang Wang, Pearson; Lingyun Gao, ACT*
51. How Children's Ability to Read Expository Text Predicts Achievement. *Ernest S. Johnson, California State University - Fullerton*
52. Improving Older Middle School Students' Comprehension of Informational Text: Can Their Reading Perspective Make a Difference? *Crystal M. Ramsay, The Pennsylvania State University; Rayne A. Sperling, The Pennsylvania State University*
53. Inquiry Into the Literacy Development of First-Generation College Graduates. *Matthew Knoester, University of Evansville; Mari Plikuhn, University of Evansville*
54. Measuring Early Spanish Literacy: Factor Structure and Measurement Invariance of an Early Literacy Assessment. *Francis Howard Lim Huang, University of Virginia; Karen Lee Ford, University of Virginia; Marcia A. Invernizzi, University of Virginia; Xitao Fan, University of Macau*
55. Metaphorically Speaking: Literacy, Working Memory, and Metaphor Processing in Young Adults. *David S. Lee, University of California - Irvine; Penelope Collins, University of California Irvine*
56. Multimodal Literacy in a Roma Community. *Hsiao-Chin Kuo, Indiana University*
57. Negotiations of Culture, Language, and Identity Through Literacy Practices Among Korean American Elementary Students. *Esther H. Ra, University of Pennsylvania*
58. TeenACE for Science: Improving Writing Skills Through Multimedia Technology—Results From the Initial Field Trial. *Caryl Hitchcock, University of Hawaii - Manoa; Chuan Chang, University of Hawaii; Kavita Rao, University of Hawaii - Manoa; Peter W. Dowrick, University of Hawaii - Manoa*
59. The Lexile Framework for Reading: A Useful Tool in Analyzing College and Career Readiness. *Elizabeth Thorne Wallington, Washington University in St. Louis*
60. Working Memory, Reading Purpose, and Change in Allocation of End-of-Clause Pauses. *Alejandro A. Lazarte, Auburn University; Mary Sue Barry, Auburn University*

**54.082-9. Instructional Technology SIG: Poster Session: Instructional Technology for STEM Learning.** SIG-Instructional Technology; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am

Posters:

61. Effects of Emotional Support and Cognitive Motivational Messages on Math Anxiety, Self-Efficacy, and Math Problem Solving. *Tami Im, Florida State University*
62. Evaluating a Multimedia Physics Instructional Program in Diverse Contexts. *Emily Gates, University of Illinois at Urbana-Champaign*
63. STEM Club Hangout: Social Media Use in an Informal Learning Space. *Michael A. Evans, Virginia Polytechnic Institute and State University*

**54.082-10. Educational Change Poster Session.** SIG-Educational Change; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am

Posters:

64. How Educators Perceive and Evaluate Faddish Innovations: Impressions, Features and the Role of Evidence. *Nathalie Carrier, OISE/University of Toronto*
65. The Effects of Coaching on Teacher Efficacy, Individual Academic Optimism, and Student Achievement. *Nancy Akhavan, California State University - Fresno; Susan M. Tracz, California State University - Fresno*
66. Who Matters: School and Communities During Change. *Shaka Rawls, University of Illinois at Chicago*

**54.082-11. Division J, Section 4 Poster Session.** Division J - Postsecondary Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am

Poster:

67. Sex Differences in the Socialization Process for Black Doctoral Students and Its Influence on Self-Efficacy. *Terrell Lamont Strayhorn, The Ohio State University; Michael Steven Williams, The Ohio State University; Marjorie L. Dorime-Williams, The Ohio State University - Columbus*

**54.082-12. Division C, Section 2a Poster Session.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:00-9:30am

Poster:

68. Implications of Computer-Mediated Instruction: A Comparison of Virtual and Face-to-Face Self-Efficacy. *Gena A. Khodos, University of Illinois at Chicago; Michael Manderino, Northern Illinois University; Kimberly A. Lawless, University of Illinois at Chicago; Johanna Heppeler, University of Illinois at Chicago*

**Tuesday, 9:45 am**

**SIG Sessions**

**55.010. Lesson Study Experience in San Francisco Unified: Lesson Study and Fish Bowl Observation.** SIG-Action Research; Off-Site Visit

San Francisco Unified School, Mission Neighborhood; 9:45am to 12:00pm

Visit Leader: *Lonnie L. Rowell, University of San Diego*

**Tuesday, 10:20 am**

**Governance Meetings and Events**

**56.001. AERA Books Editorial Board: Closed Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Carmel II; 10:20am to 1:40pm

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

**56.002. AERA Grants Program Governing Board: Closed Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Nikko II; 10:20am to 1:40pm

Chair: *William H. Schmidt, Michigan State University*

**56.003. AERA Social Justice Action Committee: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Monterey II; 10:20-11:50am  
Chair: *Richard P. Duran, University of California - Santa Barbara*

### AERA Related Activities

**56.010. Continental Breakfast Following Session: Lessons From Jeannie Oakes: Social Justice Scholar, Educator, Activist, and Organizer.** AERA Related Activities; Invited Session  
Hilton Union Square, Ballroom Level, Continental 4; 10:20-11:50am

**56.011. How to Build Collaboration and Engagement in Divisions and SIGS Through Social Media.** AERA Related Activities; Workshop  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 10:20-11:50am  
Chairs: *Tony Pals, American Educational Research Association; Ashley Lusk, American Educational Research Association*

### Presidential Sessions

**56.012. AERA Distinguished Lecture: Pedro A. Noguera (#AERAFuture).** Presidential Session  
Hilton Union Square, Ballroom Level, Continental 5; 10:20-11:50am  
Chair: *William G. Tierney, University of Southern California*  
Participant:  
Education, Racial Inequality, and the Future of American Democracy.  
*Pedro A. Noguera, New York University*

**56.013. Film Festival: Pariah.** Presidential Session  
Cospponsored with SIG-Queer Studies, SIG-Research  
Focus on Black Education  
Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 10:20-11:50am

**56.014. The Road to Efficacy: Local, National, and Global Perspectives on Education Reform at Scale.** Presidential Session  
Hilton Union Square, Ballroom Level, Continental 6; 10:20-11:50am  
Chair: *Karen Symms Gallagher, University of Southern California*  
Participants: *Peter Smith, Kaplan Higher Education; Michael Barber, Pearson; Ron Packard, K12 Inc.*

### AERA Sessions

**56.015. AERA Task Force on the Prevention of Bullying in Schools, Colleges, and Universities: A Report.** AERA Sessions; Invited Session  
Hilton Union Square, Lobby Level, Plaza A; 10:20-11:50am  
Chair: *Eta R. Hollins, University of Missouri - Kansas City*  
Presenters: *Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Ron Avi Astor, University of Southern California*  
Discussants: *Dewey G. Cornell, University of Virginia; Paul Poteat, Boston College; Matthew J. Mayer, Rutgers University; Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo; Brendesha M. Tynes, University of Southern California*

**56.016. Meet Journal Editors: Journal Talks 10.** AERA Sessions; Invited Roundtable  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:20-11:50am

Participants:

1. American Journal of Education. *Gerald K. LeTendre, The Pennsylvania State University*
2. International Journal of Research and Method in Education. *Liz Todd, Newcastle University*
3. Bilingual Research Journal. *Maria E. Franquiz, The University of Texas - Austin; Alba A. Ortiz, The University of Texas - Austin*
4. Linguistics and Education. *George A. Kamberelis, University of Wyoming*
5. Teaching Educational Psychology. *M Cecil Smith, Northern Illinois University; Nancy DeFrates-Densch, Northern Illinois University*

6. Educational Psychologist. *Clark A. Chinn, Rutgers University*
7. Equity and Excellence in Education. *Cassie M. Sanchez, University of Massachusetts - Amherst*
8. Career and Technical Education Research. *James E. Bartlett, North Carolina State University; Jeff M. Allen, University of North Texas; Travis Park, Cornell University; Kim Nimon, University of North Texas; Michelle Elizabeth Bartlett, University of Louisville*

**56.017. Meet Journal Editors: Journal Talks 9.** AERA Sessions; Invited Roundtable  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:20-11:50am

Participants:

1. Contemporary Issues in Technology and Teacher Education. *Natalie B. Milman, The George Washington University; Ellen B. Meier, Teachers College, Columbia University; Kathleen Owings Swan, University of Kentucky*
2. Catholic Education: A Journal of Inquiry and Practice. *Michael Bennett, Boston College; Michael J. James*
3. Social Studies Research and Practice. *Cynthia S. Sunal, The University of Alabama*
4. Journal of Early Childhood Research. *Rosie Sheridan, SAGE Publications*
5. Mentoring and Tutoring Journal. *Beverly J. Irby, Sam Houston State University; Jennifer Bornsheuer, Sam Houston State University; Linda J. Searby, Auburn University*
6. Teacher Education Quarterly. *Christian J. Faltis, University of California - Davis*
7. Adult Education Quarterly. *Amy D. Rose, Northern Illinois University; Lisa M. Baumgartner, Northern Illinois University; Ann Brooks, Texas State University-San Marcos; Jovita M. Ross-Gordon, Texas State University - San Marcos*
8. Journal of Cases in Educational Leadership. *Gerardo R. Lopez, Loyola University New Orleans; Michelle D. Young, University Council for Educational Administration*
9. Applied Psychology Measurement. *Hua-Hua Chang, University of Illinois at Urbana-Champaign*
10. Urban Education. *Rich Milner, Vanderbilt University*

### Committee Sessions

**56.018. GSC Graduate Student Current Research Session.** Graduate Student Council; Invited Session  
Parc 55, Third Level, Market Street; 10:20-11:50am  
Chair: *Cathy A.R. Brant, The Ohio State University - Columbus*

**56.019. The Role of Research in Understanding and Addressing Poverty: An International Perspective.** International Relations Committee  
Cospponsored with Presidential Session, Division D - Measurement and Research Methodology; Invited Session  
Hilton Union Square, Ballroom Level, Continental 7; 10:20-11:50am  
Chair: *Kadriye Ercikan, The University of British Columbia*  
Participants: *David C. Berliner, Arizona State University; Clyde Hertzman, The University of British Columbia; Hans Dobert, German Institute for International Educational Research; Laura Perry, Murdoch University*

### International Organization Sessions

**56.020. Teaching for Improved Learning in Vocational Education.** Netherlands Educational Research Association; Invited Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 10:20-11:50am  
Chair: *Frank De Jong, Radboud University Nijmegen*

Participants:

- Integration of Theory and Practice in Simulated Practice. *Martijn Van Schaik, Independant Researcher*  
Enhancing the Development of Students' Personal Professional Theories: Addressing Vocational Differences. *Harmen Schaap, Utrecht University; Marieke van der Schaaf, Utrecht University; Elly Bruijn, de Utrecht University*  
Scaffolding Student Learning and Engagement: A Quasi-Experimental Classroom Study. *Janneke van de Pol, Utrecht University; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education; Frans Oort, University of Amsterdam; Jos*

*J. Beishuizen, Vrije Universiteit Amsterdam*

Teachers' Practice in Preparatory Secondary Vocational Education: A Mixture of Teacher Control and Stimulating Self-Regulation. *Jantine van Beek, Stoas Wageningen Vilenton University of applied sciences; Alexander Minnaert, University of Groningen; Theo Wubbels, Utrecht University; Frank De Jong, Radboud University Nijmegen*  
 Discussant: *Patricia A. Alexander, University of Maryland*

### Division Sessions

**56.021. Building an Institution-Wide Research Focus on Poverty in Local Schools: The Case of Detroit.** Division A - Administration, Organization and Leadership; Symposium  
 Westin St. Francis, Second Level, Elizabethan A; 10:20-11:50am

Chair: *Carolyn M. Shields, Wayne State University*  
 Participants:

High-Quality Mathematics Instruction for Children of Color Living in Poverty. *Jennifer M. Lewis, Wayne State University*  
 Standardized Assessment in Latino Detroit: Achievement Gap or Colonial Legacy? *Sandra Gonzales, Wayne State University*  
 Preparing Teachers to be Effective Urban Educators: Adapting to the Needs of Culturally Diverse Students Living in Poverty. *Kathleen Crawford-McKinney, Wayne State University*

Discussant: *Carolyn M. Shields, Wayne State University*

**56.022. Examining the Ecology of Inequality: How the Hardening of the Class Stratification System Affects Literacy and the Development of Information Capital.** Division A - Administration, Organization and Leadership; Symposium  
 Westin St. Francis, Second Level, California West; 10:20-11:50am

Chair: *Richard Rothstein, Economic Policy Institute*

Participants:

Summarizing Social Class Differences in Infant and Preschool Development: Results From the ECLS-B. *George Farkas, University of California - Irvine; Paul L. Morgan, The Pennsylvania State University; Marianne Hillemeier, The Pennsylvania State University; Steven Maczuga, The Pennsylvania State University*  
 Examining the Contrasting Ecologies of Two Neighborhoods in Access to Print. *Susan B. Neuman, University of Michigan - Ann Arbor; Donna Celano, La Salle University*  
 Exacerbating the Knowledge Gap: How the Digital Divide Influences Reading Behavior in Neighborhoods of Poverty and Privilege. *Donna Celano, La Salle University; Susan B. Neuman, University of Michigan - Ann Arbor*

Discussant: *Richard Rothstein, Economic Policy Institute*

**56.023. Human Resources Leadership in Hard-to-Staff Schools.** Division A - Administration, Organization and Leadership; Paper Session  
 Westin St. Francis, Second Level, Victorian; 10:20-11:50am

Chair: *Rema Ella Reynolds, University of California - Los Angeles*

Participants:

Examining Hard-to-Staff Schools in Texas: Principal Identified Contributing Factors. *Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University; Charles L. Lowery, Stephen F. Austin State University*  
 The Importance of Fit: Recruitment and Hiring for Urban Teacher Retention. *Alison Thompson, University of California - Santa Cruz*  
 What Influences Teacher Job Satisfaction for Public Alternative Schools? A Multilevel Study Using SASS 2007-08. *Jiangang Xia, Western Michigan University; Masashi Izumi, Western Michigan University; Jianping Shen, Western Michigan University*

Discussant: *Kathryn Bell McKenzie, California State University - Stanislaus*

**56.024. Curriculum History in Cosmopolitan Contexts: Reconstructing Intellectual History.** Division B - Curriculum Studies; Symposium  
 Grand Hyatt, Ballroom Level, Grand Ballroom West; 10:20-11:50am

Chair: *William F. Pinar, The University of British Columbia*

Participants:

Recovering Catholic Liberation Theology: Life, Testimony, and Pedagogy of Bartolomé de Las Casas. *James C. Jupp, Georgia Southern University*  
 "Nursery of Revolution": Armand Lanusse and Afro-Franco-Creole-Catholic Education in New Orleans, 1812-1868. *Petra Munro Hendry,*

*Louisiana State University*

Hermeneutics of Emancipation in Habermas: Infusing Critical Theory With Communicative Discourse and Intersubjectivity. *Baudelaire K. Ulysse, Elgin Community College*  
 Intellectual History and Autobiography: Process Philosophy, Alfred North Whitehead, Self-Social Reconstruction. *Patrick Slattery, Texas A&M University*

Discussant: *William F. Pinar, The University of British Columbia*

**56.025. Learning to Love the Global City Through the Enchantment of Digital Technologies.** Division B - Curriculum Studies; Symposium  
 Grand Hyatt, Second Level, Belvedere; 10:20-11:50am

Chair: *Luis Miron, Loyola University New Orleans*

Participants:

Visualizing a "New India": YouTube as an Archive of Cultural History. *Koeli Moitra Goel, University of Illinois*  
 Multiculturalism Meets Neoliberalism: An Analysis of Two Turkish Universities in Constructing Uneven Geographies and Imaginaries in Digital Capitalism. *Bora Erdagi, Kocaeli Universitesi; Ergin Bulut, University of Illinois at Urbana-Champaign*  
 Race, Respatialization, and the Struggle Over the Iconography of the Global City. *Cameron R. McCarthy, University of Illinois at Urbana-Champaign*  
 Civilization Preceding Civilization. *Robert Mejia, SUNY Brockport*

Discussant: *Lois Weis, University at Buffalo - SUNY*

**56.026. Rethinking Bullying and Recasting LGBTQ Youth: Race, Gender, Childhood, and Policy.** Division B - Curriculum Studies Cosponsored with Committee on Scholars and Advocates for Gender Equity in Education, SIG-Queer Studies; Symposium  
 Grand Hyatt, Theatre Level, Curran; 10:20-11:50am

Chair: *Sam Stiegler, The University of British Columbia*

Participants:

Not Only Bullied: LGBQ and T Youth Beyond Risk. *Lisa W. Loutzenheiser, The University of British Columbia*  
 Bullying, Intersectionality, and Queer Youth of Color. *Lance Trevor McCready, OISE/University of Toronto*  
 Queer Childhoods. *Jen Gilbert, York University*  
 A Different Story: LGBTQ Sexuality and the Limited Promise of Anti-Bullying Efforts. *Jessica Fields, San Francisco State University*  
 Narrating Growing Up: Children of Gay and Lesbian Parents. *Shannon Snow, York University*

Discussant: *Lisa W. Loutzenheiser, The University of British Columbia*

**56.027. Contextual Influences on Students' Beliefs and Behavior.** Division C - Learning and Instruction; Paper Session  
 Westin St. Francis, Second Level, California East; 10:20-11:50am

Chair: *Christine Margaret Rubie-Davies, University of Auckland*

Participants:

The Influence of Motivational Beliefs and Classroom Climate Dimensions on Academic Procrastination in College Mathematics Courses. *Danya Marie Corkin, University of Houston; Shirley L. Yu, University of Houston; Christopher A. Wolters, University of Houston; Margit Wiesner, University of Houston*  
 At-Risk Students' Perceived Motivations and Future Goal Changes During a College-Based Summer Academic Enrichment Program. *Laura M Jakiel, Florida State University; Boon Lim, Florida State University; Lynn Bowens Turner, Florida State University; Elizabeth Hammond Brinkerhoff, Florida State University; Lisa A. Scherff, Florida State University; Alysia D. Roehrig, Florida State University*  
 Understanding Contextual Factors in Student Conceptions of Assessment: Brazilian and New Zealand University Student Beliefs. *Gavin T. Brown, The University of Auckland; Daniel A. Matos, Universidade Federal de Minas Gerais*  
 Effects of Interest and Competition on Achievement Goal Adoption. *Sun Kyung Lee, Korea University; Sung-Il Kim, Korea University; Mimi Bong, Korea University*  
 The Role of Choice Provision in Cheating at School. *Erika Alisha Patall, The University of Texas - Austin; Jennifer Kay Leach, The University of Texas - Austin; Gregory John Schraw, University of Nevada - Las Vegas*

Discussant: *Avi Kaplan, Temple University*



**56.028. From Recitation to Reasoning: Moving Beyond I(nitiation)****R(espone) E(valuation) in Classroom Discourse.** Division C -

Learning and Instruction; Symposium

Hilton Union Square, Lobby Level, Plaza B; 10:20-11:50am

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

Participants:

Some Beginnings of the Recitation Lesson. *Courtney B. Cazden, Harvard University; Hugh Mehan, University of California - San Diego*From IRE (Initiation Response Evaluation) to Revoicing: Exploring the Links Between Turn-Taking and Positioning in Classroom Discourse. *Catherine O'Connor, Boston University; Sarah Michaels, Clark University*Studying the Framing, Development, and Evaluation of Classroom Understandings. *Susan Jean Mayer, Brandeis University*Discussant: *Neil McKay Mercer, University of Cambridge***56.029. Interventions to Change Cognition, Epistemic Beliefs, and****Comprehension.** Division C - Learning and Instruction; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 10:20-11:50am

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

Participants:

A Meta-Analysis of the Testing Effect. *Olusola Olalekan Adesope, Washington State University; Dominic Angelo Trevisan, Simon Fraser University; Michael S. Trevisan, Washington State University*Improving Adolescents' Monitoring and Regulation of Idiom Study: Effects of Reflection and Generation Instructions. *Mariette H Van Loon, Maastricht University; Anique De Bruin, Erasmus University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merriënboer, Maastricht University*Examination of Task-Centered Versus Topic-Centered Instructional Strategies for Complex Learning: Cognitive Load and Motivational Considerations. *Rinat B. Rosenberg-Kima, University of California - Berkeley; M. David David Merrill, Utah State University; Amy L. Baylor, Florida State University; Tristan Johnson, Florida State University*Changes in Student Profiles of Knowledge and Epistemic Beliefs When Reading Multiple Conflicting Texts. *Leila Ferguson, University of Oslo; Ivar Braten, University of Oslo; Helge I. Stromso, University of Oslo; Oistein Anmarkrud, University of Oslo*Fostering Epistemic Change: The Effect of Constructivist Pedagogy on Student Beliefs, Learning Strategies, and Achievement. *Melissa Duffy, McGill University; Krista R. Muis, McGill University***56.030. Learning to Read by Learning to Play: Perspectives on Emergent Literacy and Digital Games.** Division C - Learning and Instruction;

Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 10:20-11:50am

Chair: *Carolyn Strom, New York University*

Participants:

Getting Smarty: "Ed-Tech" Development in a Global, Digital World. *Mike Wood, SmartyAnts*English Language Learners in a Digital Age. *Emily A. Hellmich, University of California - Berkeley; Glynda A. Hull, University of California - Berkeley*Playing More But Reading Better: Motivating Struggling Readers Through Digital Gaming. *Amy Koehler, University of California - Berkeley; Jaran Shin, University of California - Berkeley*Touching the Void: The Convergence of New Literacy Technologies and Reading Paths. *Jennifer K. Dizio, University of California - Berkeley; Jeeva Roche, University of California - Berkeley*Discussant: *P. David Pearson, University of California - Berkeley***56.031. Motivation: Achievement and Mastery Goals.** Division C - Learning and Instruction; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 10:20-11:50am

Chair: *Jason Lawrence Braasch, University of Oslo*

Participants:

Goals and Cheating History: An Application of the State Multipole Method of Analysis of Likert Scales. *Angela D. Miller, George Mason University*

Like Parent Like Child? A Growth Mixture Model of Adolescents' and

Parents' Postsecondary Educational Expectations. *Bradley W. Bergey, Temple University; Nora Pillard Reynolds, Temple University; Jennifer G. Cromley, Temple University; Mark F Schmitz, Temple University*Metacognition Drives Mastery Goals: A Simpler Route to Enhanced Achievement. *Dennis M. McInerney, The Hong Kong Institute of Education; Ronnel Bornasal King, The Hong Kong Institute of Education*The Relationship Among Motivation, Self-Regulated Learning (SRL), and Academic Achievement for Secondary School Students in South Korea. *Yunhee Bae, Texas A&M University - College Station; Ernest T. Goetz, Texas A&M University*Task-Based Versus Course-Level Achievement Goals: An Experimental Investigation of Mastery-Approach Goals and Knowledge Transfer. *Daniel M. Belenky, Carnegie Mellon University; Timothy James Nokes-Malach, University of Pittsburgh*Discussant: *Andrew J. Elliot, University of Rochester***56.032. Online and Distance Education.** Division C - Learning and Instruction; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 7; 10:20-11:50am

Chair: *Robert H. Seidman, Southern New Hampshire University*

Participants:

Instructional Support in Traditional and Distance Education Learning Environments. *Antonio P. Gutierrez, University of Nevada - Las Vegas; Gwen C. Marchand, University of Nevada - Las Vegas*International Students in American Online/Hybrid Classrooms: Negotiating Academic Discourses and Cultural Boundaries. *An Chih Cheng, DePaul University; Michelle Jordan, Arizona State University; The D-Team, The University of Texas - Austin*Learning a New Language: A Two-Year Investigation of Teacher and Student Views on the Social Presence Model as a Framework for Virtual Teaching and Learning. *Amy E. Garrett Dickers, University of North Carolina - Wilmington; Aimee Whiteside, University of Tampa; Somer Lewis, North Carolina Virtual Public Schools*Overload in Asynchronous Online Courses: A Scan Rate Analysis. *Daniel Zingaro, University of Toronto; Murat Oztok, University of Toronto; Joseph Zingaro, none; Jim Hewitt, OISE/University of Toronto*Relating Motivation, Tool Use, Participation, and Performance in an E-Learning Course Using Web Videoconferencing. *Bas Giesbers, Maastricht University; Bart Rienties, Maastricht University; Dirk Tempelaar, Maastricht University; Wim H. Gijssels, Maastricht University*Discussant: *Vanessa Paz Dennen, Florida State University***56.033. Working Toward STEM and Social Justice in Technologically Rich Settings.** Division C - Learning and Instruction; Symposium

Westin St. Francis, Second Level, Yorkshire; 10:20-11:50am

Chair: *Alyssa Na'Im, Education Development Center, Inc.*

Participants:

Behind COMPUGIRLS' Scale-Up: Preliminary Findings. *Kimberly A. Scott, Arizona State University; Shelley Zion, University of Colorado - Denver*An Examination of the Processes of Student Science Identity Negotiation Within an Informal Learning Community. *Sheron L. Mark, Boston College*Learning, Teaching, Leading, and Organizing: Youth-Led Activities for Social Change. *Eli Tucker-Raymond, TERC; Maisha Moses, The Young People's Project; Chad Milner, The Young People's Project*Reach for the Sky: Improving STEM Outcomes for American Indian Students. *Gillian Roehrig, University of Minnesota; Brant G. Miller, University of Idaho; Stephan Carlson, University of Minnesota; Tamara Jo Moore, University of Minnesota*

STEM Understandings in the Context of Social Realities: Middle School

Girls' Participation in Science Journalism. *Karen L Michaelson,*

University of Maryland, Baltimore County

Beyond Blackboards. *Christina Kay White, The University of Texas - Austin***56.034. College and Career Readiness Assessments: How Will Scores Be Used by Higher Education?** Division D - Measurement and Research

Methodology; Invited Session

Parc 55, Second Level, Sutro; 10:20-11:50am

Chair: *Wayne J. Camara, The College Board*Presenters: *Michael W. Kirst, Stanford University; Jerry Lucido, University of Southern California; James A. Wollack, University of Wisconsin - Madison; Wayne J. Camara, The College Board*

**56.035. Use and Estimation of Subscores in the Multidimensional Context.**

Division D - Measurement and Research Methodology; Paper Session  
Parc 55, Fourth Level, Mission II&III; 10:20-11:50am

Chair: *Catherine S. Taylor, University of Washington*

Participants:

Effects of Weighting and Score Transformation on the Composites Under the Multivariate Distribution Using Item Response Theory. *Shun-Wen Chang, National Taiwan Normal University; Shin Teng, National Yang Ming University*

Increasing Measurement Precision Using a Subdimensional Item Response Model Approach. *Steffen Brandt, Kiel, Germany; Brent M. Duckor, San José State University*

The Effects of Confounding Ability and Difficulty Within Sub-Content Areas on the Unidimensional Estimation of Thetas for Multiple Test Forms. *Ki Matlock, University of Arkansas*

A Comparison of Score Aggregation Methods for Unidimensional Tests on Different Dimensions. *Jianbin Fu, ETS; Yuling Feng, University of South Carolina*

Discussant: *Sandip Sinharay, CTB/McGraw-Hill*

**56.036. Community Organization and Activism.** Division F - History and Historiography; Paper Session

Westin St. Francis, Second Level, Oxford; 10:20-11:50am

Chair: *Scott R. Baker, Wake Forest University*

Participants:

Antipoverty Activism, Black Freedom, and Education in the War on Poverty: The Central Area Motivation Program, 1965-1968. *Aaron Modica, University of Washington*

Community Organizing, Charters, and Chicago School Reform: The Story of UNO. *Michael C. Johaneck, University of Pennsylvania*

Learning From Brick City: Tying Newark's History With the Emergence of Community Organizing for Educational Justice. *Sarah Lazarus Klevan, New York University; Jordan Patrick Fullam, New York University*

Looking In and Beyond the Schoolhouse: Educators Work to Alleviate Poverty, 1900-1950. *Erika Kitzmiller, Drexel University; Alana D. Murray, University of Maryland; Saundra Murray Nettles, University of Illinois at Urbana-Champaign*

Discussant: *Scott R. Baker, Wake Forest University*

**56.037. Histories of the Commonwealth.** Division F - History and Historiography; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Sutter; 10:20-11:50am

Chair: *William Cope, University of Illinois at Urbana-Champaign*

Participants:

Poverty, Policy, and the Schooling of Indigenous Children on British Columbia's Northwest Coast, 1937-1947. *Helen S. Raptis, University of Victoria*

Cosmopolitanism, Progressivism, and Indigenous Education: Civics and Citizenship Education in Interwar Australia. *Julie E. McLeod, University of Melbourne*

American Influences in the Rise of Educational Studies in Britain c. 1930-1970. *Gary J. McCulloch, Institute of Education - London; Steven Cowan, Institute of Education London*

The Survey Movement, Education in British Tropical Africa, and UNESCO. *Joseph L. Watras, University of Dayton*

Discussant: *William Cope, University of Illinois at Urbana-Champaign*

**56.038. Academic Language and Literacies in New Mainstream Classrooms.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Kent; 10:20-11:50am

Chair: *Kerry Anne Enright, University of California - Davis*

Participants:

Tracking Content Literacy and Knowledge Across the Curriculum. *Laura Myers, University of California - Davis; Katherina Sibbald, University of California*

Local Literacies and New Mainstream Tensions in English Language Arts. *Joanna W. Wong, University of California - Davis; Kerry Anne Enright, University of California - Davis*

Metaphors We Learn By: Student Participation and Literacy Practices in New Mainstream Mathematics Classrooms. *Daniela Torres-Torretti, University of California - Davis; Marguerite A. Wilson, Binghamton University - SUNY; Orlando Leonel Carreon, University of California - Davis; Victoria Brookins, University of California - Davis*

Literacies of Learners in the New Mainstream: Student Perspectives on

Self and School. *Corioso Annalisa, University of California - Davis; Rebecca Conley, University of California - Davis*

Discussant: *George C. Bunch, University of California - Santa Cruz*

**56.039. Development and Learning of Dual Language Learners Within and Around Early Care and Education Settings.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Elizabethan C; 10:20-11:50am

Chair: *Dina C. Castro, University of North Carolina - Chapel Hill*

Participants:

Overview of the Center for Early Care and Education Research—Dual Language Learners. *Dina C. Castro, University of North Carolina - Chapel Hill*

Conceptual Framework for the Study of Development of Young Dual Language Learners. *Dina C. Castro, University of North Carolina - Chapel Hill; Eugene E. Garcia, Arizona State University*

The Language and Literacy Development of Young Dual-Language Learners. *Carol Hammer, Temple University*

Factors Associated With Dual Language Learner Development: Results From a Secondary Analysis of ECLS-B. *Margaret R. Burchinal, University of North Carolina at Chapel Hill*

Developmental Assessment of Young Dual Language Learners: Implications for State Policies. *Linda M. Espinosa, University of Missouri*

Discussant: *M. Beatriz Arias, Center for Applied Linguistics*

**56.040. From Consumers to Advocates: The Role of Relationships in Building Parent Capacity to Support Achievement and School Reform.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Elizabethan D; 10:20-11:50am

Chair: *Karen L. Mapp, Harvard University*

Participants:

From Private Citizens to Public Actors: The Development of Parent Leaders Through Community Organizing. *Karen L. Mapp, Harvard University; Mark R. Warren, University of Massachusetts - Boston*

Teacher Communications as Relationship-Building Practices: Facilitating Connections to School, Their Child, and Other Parents. *Steven B. Sheldon, Johns Hopkins University*

Exploring Parent Engagement in Grassroots Policy Dialogues. *Michael P. Evans, Miami University - Oxford; Sue Winton, York University*

Impact of Facilitation of a Responsive Parenting Program on Maternal Behaviors and Child Outcomes. *Ursula Y. Johnson, University of Texas Health Science Center*

Discussant: *Anne T. Henderson, Brown University*

**56.041. From Ethnographic Surveillance to Cultivated Kinship: Methodological Tensions and Research Possibilities With Immigrant Communities in Transnational Contexts.** Division G - Social Context of Education; Symposium

Hilton Union Square, Lobby Level, Golden Gate 4; 10:20-11:50am

Chair: *Arshad Imtiaz Ali, Institute of Education - University of London*

Participants:

Ethnography to Persuade Versus Inform: Assets-Based Portrayals of Communities Under Debate. *P. Zilali Morales, University of Illinois at Chicago*

"This Ain't the Projects": Researcher Reflexivity on the Positionality of Research Tools in Already Surveilled Settings. *Danny Cortez Martinez, University of Illinois at Chicago*

Research as Pedagogical Resource: Ethnography and Transformative Educational Practice. *Shirin Vossoughi, Stanford University*

State Surveillance, Youth Identity Formation, and Ethnography: Conducting Ethnographic Research With Targeted Communities.

*Arshad Imtiaz Ali, Institute of Education - University of London*

Discussant: *Ariana Mangual Figueroa, Rutgers University*

**56.042. Remixing Participatory and Social-Justice-Oriented Methodologies: Toward Frameworks for Civic Imaginaries and Possibilities in Working With Youth and Teachers.** Division G - Social Context of Education; Working Group Roundtable

Hotel Nikko, Third Level, Nikko I; 10:20-11:50am

Chair: *Vaughn W.M. Watson, Teachers College, Columbia University*

Participants:

Paper 1: Is Praxis Practical? Freirean Cultural Circles as Methodology for Qualitative Inquiry in a U.S. Urban School. *Amy E. Brown, University of Pennsylvania*

Paper 2: Remixing Interviews Across Social-Participatory Youth Coresearcher Methodologies. *Vaughn W.M. Watson, Teachers College, Columbia University*

Paper 3: A Culturally Grounded Research Study of Teachers' Pedagogy Toward Active Citizenship for Latino/a Newcomer Youth. *Ashley M. Taylor, Teachers College, Columbia University*

Paper 4: Exploring College Access Through a Social-Participatory Youth Coresearcher Methodology. *Joanne E. Marciano, Teachers College, Columbia University*

**56.043. Teaching in the Urban South: A Journey Towards Collaborative Authenticity.** Division G - Social Context of Education; Symposium Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 10:20-11:50am

Chair: *Vanessa Siddle Walker, Emory University*

Participants:

Organic Intellectuals and Other Indicators of Authentic Engagement in a Southern Urban School District. *Tiffany D. Pogue, Emory University*  
Creating Authentic University-School Collaborations in Urban Spaces: Using Community Cultural Wealth. *Sheryl Jones Croft, Emory University*

Signed, Sealed, and Delivered: Service Deliverables in a School-University Project. *Miyoshi Juergensen, Emory University; Brandi Nicole Hinnant-Crawford, Emory University*

Barriers and Breakthroughs: Authentic Student Involvement Turning Volunteers to Stakeholders. *Amber Marie Jones, Emory University*

Discussant: *Dorinda Carter Andrews, Michigan State University*

**56.044. The Effects of Mexican American Studies Participation on Student Achievement in the Tucson Unified School District.** Division G - Social Context of Education; Invited Session Westin St. Francis, Second Level, Elizabethan B; 10:20-11:50am

Chair: *Luis C. Moll, The University of Arizona*

Participants: *Jeffrey F. Milem, The University of Arizona; Ronald W. Marx, The University of Arizona; Nolan L. Cabrera, The University of Arizona*

Discussant: *Patricia C. Gandara, University of California - Los Angeles*

**56.045. How Increasing the Number of Professionals From Underrepresented Groups Can Lessen the Impact of Poverty.**

Division I - Education in the Professions; Invited Session Parc 55, Fourth Level - Cyril Magin III; 10:20-11:50am

Chair: *Hugh A. Stoddard, Emory University*

Participants:

Medicine: How Increasing the Diversity of the Physician Workforce Will Diminish Disparities in Health Care Outcomes. *David Acosta, University of Washington - Seattle*

Law: How Increasing Diversity in the Legal Profession Will Reduce Social Injustice by Including All People in the Mechanisms of Justice. *Drucilla Stender Ramey, Golden Gate University School of Law*

Engineering: How Increasing the Diversity of Engineers Will Help Alleviate Poverty by Introducing Diverse Approaches to Problem Identification and Solutions. *Ruth A. Streveler, Purdue University*

Dentistry: How Having More Diversity Among Dentists Will Provide Care to Urban and Rural Areas That Are Underserved in Health Care. *Anthony Palatta, American Dental Education Association*

**56.046. Organizational Habitus, Student Identity, and Institutional Fit.**

Division J - Postsecondary Education; Paper Session Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 10:20-11:50am

Chair: *Tricia Seifert, OISE/University of Toronto*

Participants:

Mission Accomplished? How College Mission Statements Relate to Programs for Underprepared Students. *Mary Ellen Mulvey, Medaille College*

Social Agency Among Latina/o College Students at Hispanic-Serving Institutions (HSIs), Emerging HSIs, and Non-HSIs. *Marcela Cuellar, University of Southern California*

Students' Religious Affiliation, Institutional Characteristics, and College Experiences. *Nicholas A. Bowman, Bowling Green State University; Alyssa N. Rockenbach, North Carolina State University; Matthew Mayhew, New York University*

The Effect of College Expectation Organizational Habitus of the High School on College Enrollment and Persistence. *Gregory J. Palardy,*

*University of California - Riverside*

Discussant: *Lori D. Patton, Indiana University*

**56.047. Programs, Pipeline, and Prejudice in STEM.** Division J - Postsecondary Education; Paper Session

Hotel Nikko, Third Level, Nikko III; 10:20-11:50am

Chair: *Maria Adamuti-Trache, The University of Texas - Arlington*

Participants:

Engaging African American Engineers and Computer Scientists Through Precollege Initiatives. *Christopher B. Newman, University of San Diego; M. Bryant Jackson, University of Southern California*  
Problems With the Pipeline: The Choices and Contexts Affecting STEM Baccalaureate Completion. *Gregory C. Wolniak, NORC at the University of Chicago; Jesse Rude, NORC at the University of Chicago*  
What Guides the Development of STEM Intervention Programs:

Examining the Role of Theories of Change. *Casey E. George-Jackson, University of Illinois at Urbana-Champaign; Erin L. Castro, University of Utah; Blanca E. Rincon, University of Illinois at Urbana-Champaign*  
"I'm Here and I Can Do the Job Just As Well If Not Better Than You": Undergraduate Research and Women of Color Pursuing STEM. *Deborah F. Carter, Claremont Graduate University; Julio J. Cardona, University of Michigan; Gloryvee Lisa Fonseca-Bolorin, University of Michigan - Ann Arbor; Carmen Michele McCallum, Michigan State University*

Discussant: *Kevin Eagan, University of California - Los Angeles*

**56.048. Programs, Practices, and Politics: A Multilayered Examination of Community Colleges.** Division J - Postsecondary Education; Paper Session Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 10:20-11:50am

Chair: *Toby Park, The Florida State University*

Participants:

Navigating a Sea of Choices: The Community College Student Perspective. *Shanna Smith Jaggars, Teachers College, Columbia University; Jeffrey Fletcher, Teachers College, Columbia University*

Practices With Promise: Student Success in California Community Colleges. *Rick Wagoner, University of California - Los Angeles; Carlos Maldonado, University of California - Los Angeles*

Realizing Institutional Change: Community College Leaders. *Carlos Nevarez, California State University - Sacramento; J. Luke Wood, San Diego State University*

The Politics of Program Implementation: A Cross-Case Study of Puente in Three Texas Community Colleges. *Elizabeth Jane Alvarado, University of California - Los Angeles*

Discussant: *Susan B. Twombly, The University of Kansas*

**56.049. Public Perceptions of What Higher Education Is All About.**

Division J - Postsecondary Education; Paper Session Westin St. Francis, Second Level, Hampton; 10:20-11:50am

Chair: *Adrian H. Huerta, University of California - Los Angeles*

Participants:

A Critical Discourse Analysis of News Articles About Race, Class, and Gender in Higher Education. *Rebecca Lish, Arizona State University*  
Pressing Pause and Interrogating Discourses of Excellence at Striving Universities. *Leslie D. Gonzales, Clemson University*

The Intersectionality of Learning: Reconceptualizing Diversity for Teaching and Learning in Higher Education. *Liza Ann Bolitzer, Teachers College, Columbia University; Milagros Castillo-Montoya, Teachers College, Columbia University; Leslie A. Williams, Teachers College, Columbia University*

Who Deserves a Seat? Popular Opinion of College Access Policy. *Venice Thandi Sule, Oakland University; Dina C. Maramba, Binghamton University - SUNY; Rachele Winkle-Wagner, University of Wisconsin*

Discussant: *James Earl Davis, Temple University*

**56.050. Questioning the "Advantage" of Women in Higher Education.**

Division J - Postsecondary Education; Paper Session Hilton Union Square, Ballroom Level, Continental 9; 10:20-11:50am

Chair: *Tatiana Suspitsyna, The Ohio State University*

Participants:

"I Wouldn't Ask Professors Questions!" Women Engineering Students' Learning Experiences in Japan. *Masako Hosaka, University of Missouri*  
Performance in Higher Education: Experiencing Gender and Sexuality in



Student Affairs. *Jennifer Fellbaum, University of Missouri*  
 Women of Color Advancing to Senior Leadership in Academe. *Belinda Jung-Lee Huang, University of Maryland - College Park*  
 "I'm Not Just a Robot That Does Well in School": How Undergraduate Women Negotiate Achievement Identities. *Elizabeth E. Blair, Harvard University*

Discussant: *Ana M. Martinez-Aleman, Boston College*

**56.051. Teaching and Learning in Community Colleges.** Division J - Postsecondary Education; Paper Session

Westin St. Francis, Second Level, Olympic; 10:20-11:50am

Chair: *Rachel Anne Winston, Claremont Graduate University*

Participants:

Faculty Learning for Instructional Improvement: Supporting New Ways of Teaching in Developmental Education. *Susan Bickerstaff, Teachers College, Columbia University; Maria Scott Cormier, Teachers College, Columbia University*

Faculty From the Working Class: Intersections Between Social Class and Academic Identity in the Community College. *Susan Dole, Bunker Hill Community College; Jay R. Dee, University of Massachusetts - Boston*

Professional Obligations in Teaching Community College Mathematics. *Vilma M. Mesa, University of Michigan; Sergio Celis, University of Michigan*

Unlocking Educational Futures: Weaving Data in Support of Curricular Development and Decisions. *Bonnie B. Mullinix, Greenville Technical College; Rene Sawyer, Greenville Technical College; Jan S. Bishop, Greenville Technical College*

Discussant: *Sylvia Hurtado, University of California - Los Angeles*

**56.052. Analyzing the Self in Other.** Division K - Teaching and Teacher Education; Paper Session

Westin St. Francis, Second Level, Essex; 10:20-11:50am

Chair: *Jeanine M. Staples, The Pennsylvania State University*

Participants:

Impoverished Religious Awareness and Teachers' Censorship of Latino Culture. *Denise Davila, University of Georgia - Athens*

In and Out of the Classroom: Studying the Living Curriculum of Three Teachers. *Mark T Kissling, The Pennsylvania State University*

It Is White It Is: A Narrative Inquiry Approach to Prospective Secondary English Teachers' (Ongoing) Understandings of Their Whiteness. *James R. Carlson, University of Wisconsin - Madison*

The Other in Self: Doing Self-Reflexivity in Multicultural Education. *Jenna Min Shim, University of Wyoming*

Discussant: *Eran Tamir, Brandeis University*

**56.053. Impact Studies in Teacher Professional Development.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 1; 10:20-11:50am

Chair: *Juliet A. Baxter, University of Oregon*

Participants:

Assessing the Impact of Large-Scale Teacher Professional Development (TPD) in Bangladesh: English in Action (EIA). *Robina Shaheen, The Open University; Christopher Walsh, The Open University; Tom Power, The Open University; Sonia Burton, The Open University*

Giving Feedback in the Classroom: Effects of an Attributional Retraining. *Barbara Moschner, Universitaet Oldenburg; Andrea Anschuetz, University Oldenburg*

Knowing Different: The Impact of Professional Development on Educational Practice. *Margaret (Maggie) Gregson, The University of Sunderland; Lawrence Nixon, The University of Sunderland; Patricia (Trish) Mary Spedding, The University of Sunderland*

Professional Development, Gender Gap, and National Achievement: A Cross-National Study of 50 Countries. *Guodong Liang, University of Missouri*

Two-Year Impact of a Teacher Professional Development Program on Classroom Quality in Chile. *Diana Leyva, Harvard University; Hirokazu Yoshikawa, Harvard University; Catherine Snow, Harvard University; Ernesto Treviño, Universidad Diego Portales; Andrea Rolla San Francisco, Harvard University; M. Clara Barata, Lisbon University Intitute; Christina Weiland, Harvard University; MaryCatherine Arbour, Harvard University*

Discussant: *Kwang Suk Yoon, American Institutes for Research*

**56.054. International Perspectives on Building Assessment Capabilities:**

**Demanding Skills for Demanding Times.** Division K - Teaching and Teacher Education; Structured Poster Session

Parc 55, Fourth Level, Cyril Magnin I; 10:20-11:50am

Chair: *W. James Popham, University of California - Los Angeles*

Participants:

1. Developing Agility to Respond to Shifting and Competing Policy Requirements. *Alison Gilmore, University of Otago; Bronwen Cowie, University of Waikato*
2. How Can I Teach What I Do Not Know? Revealing the Purpose of Assessment for Learning Through a Self-Regulated Learning Cycle. *Don A. Klinger, Queen's University - Kingston; Lyn Shulha, Queen's University - Kingston; King Luu, Queen's University; Jia Ma, Queen's University; CHI YAN LAM, Queen's University*
3. Teacher Candidates Learning About Assessment Within and Across the Multiple Settings in Which They Learn to Teach. *Gayle Evers, The Auckland University*
4. Connecting Curriculum, Standards, and Assessment for Quality Learning in Demanding Times. *Claire M. Wyatt-Smith, Griffith University; Valentina Klenowski, Queensland University of Technology*
5. The Alignment Between Teacher Educators' and Preservice Teachers' Beliefs About Assessment. *Lisa F. Smith, University of Otago; Mary F. Hill, University of Auckland*
6. Tensions in Developing Assessment Capability With and for Secondary School Student Teachers. *Beverley Cooper, University of Waikato; Frances Edwards, The University of Waikato; Joan Marie Kay, The University of Waikato*
7. Preservice Assessment Education: Aligning Standards, Policies, and Curriculum. *Christopher De Luca, Queen's University; Aarti P. Bellara, University of South Florida*
8. Searching for Simplicity and Complicity in Classroom Assessment Education: A Challenge for Preservice Teachers and Their Instructors. *Lyn Shulha, Queen's University - Kingston; Don A. Klinger, Queen's University - Kingston; CHI YAN LAM, Queen's University; King Luu, Queen's University; Jia Ma, Queen's University*
9. Factors Influencing Assessment Practice: A Case Study in Norway. *Kari Smith, University of Bergen; Knut Steinar Engelsen, Stord Haugesund University College*
10. Early Childhood Teacher Education Curriculum and Student Assessment Learning. *Alexandra Gunn, University of Otago; Alison Gilmore, University of Otago*

**56.055. Reclaiming the Profession: Preparing Secondary Mathematics Teachers to Take a Stand in High-Poverty Schools.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Ballroom Level, Continental 3; 10:20-11:50am

Chair: *Rochelle Gutierrez, University of Illinois at Urbana-Champaign*

Participants:

Mathematics, Marginalized Youth, and Creative Insubordination: A Model for Preparing Teachers to Reclaim the Profession. *Rochelle Gutierrez, University of Illinois at Urbana-Champaign; Sonya E. Irving, University of Illinois at Urbana-Champaign; Juan Manuel Gerardo, University of Illinois at Urbana-Champaign*

Defining Success in Mathematics for Marginalized Students: Examining the Evolving Conceptions of Success Held by Preservice Secondary Mathematics Teachers in an Equity-Oriented Professional Development Program. *Sonya E. Irving, University of Illinois at Urbana-Champaign; Rochelle Gutierrez, University of Illinois at Urbana-Champaign; Juan Manuel Gerardo, University of Illinois at Urbana-Champaign*

Opportunities and Challenges of an After-School Mathematics Club: How Secondary Preservice Teachers Negotiate Relationships and Mathematics With Marginalized Middle School Students. *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*

Mathematics Teachers and Creative Insubordination: Taking a Stand in High-Poverty Schools. *Rochelle Gutierrez, University of Illinois at Urbana-Champaign; Susan Gregson, University of Cincinnati*

Discussant: *Elizabeth De Freitas, Adelphi University*

**56.056. Sense-Making in Teacher Education: Challenges, Practices, and Tools.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Ballroom Level, Continental 2; 10:20-11:50am

Chair: *Karen M. Hammerness, Bard College*

## Participants:

Beyond Common Sense: Preservice Teachers' Sensemaking of Quality Teaching in the English Language Arts. *Sara Jane Staley, University of Colorado - Boulder*

Discourse in Action: Composing a Teaching Life. *Makenzie Selland, Utah Valley University*

Creating a Teacher's Frame: Developing Repertoires of Practice Through Use of a Systematic Observation Tool. *Michael C. Dominguez, University of Colorado - Boulder*

Discussants: *Anna E. Richert, Mills College; Brad Olsen, University of California - Santa Cruz; Jamy Stillman, University of Southern California*

**56.057. The Problem of Linear Thinking in Teacher Education Research: How Complexity Theory Can Help.** Division K - Teaching and Teacher Education; Symposium  
Hotel Nikko, Third Level, Carmel I; 10:20-11:50am

Chair: *Marilyn Cochran-Smith, Boston College*

## Participants:

Charting Relationships Between Teacher Education and Student Learning: Maps of a Complex System. *Fiona Ruth Ell, University of Auckland; Marilyn Cochran-Smith, Boston College; Lexie Barbara Grudnoff, The University of Auckland; Larry H. Ludlow, Boston College; Graeme Aitken, The University of Auckland*

Why Learning Communities "Are Necessary and Not Just Nice." *Anthony Clarke, The University of British Columbia; Gaalen L. Erickson, The University of British Columbia; Charlie Naylor, British Columbia Teachers' Federation*

Mapping the Complexity of Relationships and Learning in Teacher Education: A Dialogue Among Three Studies. *Donald Stuart Gray, The University of Aberdeen; Laura Colucci-Gray, The University of Aberdeen*

Methodological Implications of a Complexity Theory-Based Approach to Understanding Teacher Learning. *V. Darleen Opfer, RAND Education*

Discussant: *Kenneth Zeichner, University of Washington*

**56.058. Transforming Teacher Preparation Through Clinical Practice and Local Partnerships: The San Francisco Teacher Residency.** Division K - Teaching and Teacher Education; Invited Session  
Westin St. Francis, Mezzanine Level, Colonial; 10:20-11:50am

Chair: *Peter W. Williamson, University of San Francisco*

## Participants:

Research on Residencies and Emerging Evidence From the San Francisco Teacher Residency. *Peter W. Williamson, University of San Francisco; Linda Darling-Hammond, Stanford University*

Putting Clinical Practice at the Core of Teacher Preparation. *Ruth Ann Costanzo, Stanford University; Deborah Faigenbaum, Noyce Foundation*

Building Partnerships for Recruiting, Preparing, and Retaining Teachers for San Francisco's Hard to Staff Schools. *Richard Carranza, San Francisco Unified School District; Dennis Kelly, United Educators of San Francisco*

Discussant: *Jon D. Snyder, Bank Street College of Education*

**56.059. Urban Parent-Teacher Education Collaborative: Understanding the Longitudinal Impact of Engaging Preservice Teachers and Communities.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Lobby Level, Golden Gate 3; 10:20-11:50am

Chair: *Mary Johnson, Pepperdine University*

## Participants:

The Urban Parent/Teacher Education Collaborative: Reframing How We Prepare Teachers for Urban Schools. *Anthony Collatos, Pepperdine University; Mary Johnson, Pepperdine University*

"Start With a Smile": Exploring How Novice Teachers Engage Families and the Community as Partners. *Katherine Villoria, Partnership for Los Angeles Schools; Dorothy Cotton, California State University - Long Beach; Mayanthi Imbuldeniya, Ivy Academia Charter School; Rameka Price, Pepperdine University*

Answering a Call to Serve: Working at the Intersection of Research and Practice. *Raymundo Tellez, Pepperdine University; Ashley Pekariski, Pepperdine University; Courtney Dahl, Pepperdine University*

Maintaining an UPTEC (Urban Parent-Teacher Education Collaborative) Space: Navigating the Path From Preservice Teacher to Teacher

Leader: *David Harry, Alliance for College Ready Public Schools; Maribel Mena, Pepperdine University; Vanessa Marroquin, Pepperdine University; Jaime Buddle, Pepperdine University*

Discussant: *Cheryl E. Matias, University of Colorado - Denver*

<b>SIG Sessions</b>
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**56.060. Drawing on Linguistic Resources: Emergent Bilinguals' Participation in Language and Literacy Activities.** SIG-Bilingual Education Research; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 10:20-11:50am

Chair: *Audrey Lucero, University of Oregon*

## Participants:

The Bilingual Reading Development of a Third-Generation Puerto-Rican Child. *Angela Maria Lopez-Velasquez, Southern Connecticut State University; Georgia E. Garcia, University of Illinois at Urbana-Champaign*

Beyond Words: Multimodal Participation in a Two-Way Immersion Classroom. *Wona Lee, University of California - Santa Barbara; Jin-Sook Lee, University of California - Santa Barbara*

How Bilingual Latino/a Fifth Graders Use Their Linguistic Resources During Science Instruction. *Alma Stevenson, Georgia Southern University*

Exploring Student Responses to Form-Focused and Content Instruction in a Fifth-Grade Two-Way Immersion Classroom. *Diane J. Tedick, University of Minnesota; Amy Isabel Young, University of Minnesota*

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

**56.061. Critical Issues in Catholic Education.** SIG-Catholic Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 10:20-11:50am

Chair: *Gerald M. Cattaro, Fordham University*

## Participants:

Catholic School Identity and Moral Poverty. *Marian Hobbie, Saint Patrick Catholic School*

Jesuit Education and College Outcomes: Examining the Relationship Between Institutional Religious Affiliation and Students' Jesuit Values, Deep Learning, and Engagement. *Marc Camille, Loyola University Maryland*

The Impact of Charter Schools on Urban Catholic School Closures.

*Richard Joseph Waddington, University of Notre Dame*

Tradition Under Fire: Attitudes Toward Black Catholic Schools and Students Among Catholic School Leaders. *Shannon Alexis Stackhouse, University of Notre Dame; Brandy J. Ellison, University of Notre Dame*

**56.062. An Ecological Perspective on Classroom Management: Policy, Culture, Relationship, and Disposition.** SIG-Classroom Management; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 10:20-11:50am

Chair: *Tanner LeBaron Wallace, University of Pittsburgh*

## Participants:

The Emotional Labor of Teaching. *Elizabeth Levine Brown, George Mason University; Mary Margaret Kerr, University of Pittsburgh*

Creating a Classroom Culture of Dignity: Classroom Management in a High-Performing School System. *Tanner LeBaron Wallace, University of Pittsburgh; Tina Chekan, Propel Schools*

"Fitting In": A Model of Social Belonging and School Success. *Jacqueline Schall, University of Pittsburgh; Tanner LeBaron Wallace, University of Pittsburgh; Vichet Chhuon, University of Minnesota*

Discussant: *Mary Margaret Kerr, University of Pittsburgh*

**56.063. A Critical Race Examination in Education.** SIG-Critical Educators for Social Justice; Paper Session  
Hilton Union Square, Yosemite A; 10:20-11:50am

Chair: *Dimpal Jain, California State University - Northridge*

## Participants:

Community Cultural Wealth Pedagogies: Classroom Curricula With Elementary School Latina/o English Learners. *Rosa M. Jimenez, Arizona State University*

Deconstructing the "Critical": Reimagining the Convergence of Critical Race Theory, Critical Multiculturalism, and Critical Service-Learning.

Allison Subhashni Prasad, *The Ohio State University - Columbus*;  
 Tamara T. Butler, *The Ohio State University*; Emily Annette Nemeth,  
*The Ohio State University*; Marcelle M. Haddix, *Syracuse University*  
 Dis/ability Critical Race Studies (DisCrit): Theorizing at the Intersections  
 of Race and Dis/ability. Subini Ancy Annamma, *University of Colorado*  
 - Boulder; David J. Connor, *Hunter College - CUNY*; Beth A. Ferri,  
*Syracuse University*

Leadership Development in Urban Schools: An Applied Critical Race  
 Study. Christopher B. Knaus, *California State University - East Bay*  
 Discussant: Tracy Lachica Buenavista, *California State University -*  
*Northridge*

**56.064. Critical Media Literacy as Praxis for Social Justice Educators  
 in the 21st Century.** SIG-Critical Educators for Social Justice;  
 Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2;  
 10:20-11:50am

Chair: Douglas Kellner, *University of California - Los Angeles*

Participants:

Critical Media Literacy in the 21st Century: Production and Social Justice.  
 Clifford H. Lee, *Saint Mary's College of California*; Antero Garcia,  
*Colorado State University*

Voices of Production: Implementing a Pedagogy of Critical Media Literacy  
 in Urban High Schools. Peter Carlson, *University of California*; Mark  
 Gomez, *Critical Design and Gaming School*

Critical Media Literacy in Higher Education. Jeff Share, *University of*  
*California - Los Angeles*; Rhonda Hammer, *University of California -*  
*Los Angeles*

Discussant: Shirley R. Steinberg, *University of Calgary*

**56.065. Unmasking Neoliberal Management Organization Systems in  
 Early Childhood Education and Care in the United States.** SIG-

Critical Perspectives on Early Childhood Education; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 10:20-  
 11:50am

Chair: Michelle Salazar Perez, *University of North Texas*

Participants:

Poststructuralism, Governmentality, and Neoliberal Education Management  
 Organizations. Gaile S. Cannella, *University of North Texas*

Exposing the Connections Between Neoliberal Management Organizations  
 and Early Childhood Quality Rating and Improvement Systems Across  
 the United States. Michelle Salazar Perez, *University of North Texas*;  
 Kenya Elizabeth Wolff, *University of North Texas*

Good Sense/Bad Sense in State Early Childhood Strategies and Systems:  
 Critical Observations With/in the System. Beth Blue Swadener, *Arizona*  
*State University*; Mark Nagasawa, *Erikson Institute*; Lacey Elizabeth  
 Peters, *Hunter College - CUNY*

Early Childhood Education and Child Care in the United States Within the  
 Context of Capitalism. Koeun Kim, *University of Wisconsin - Madison*;  
 Deborah Kennedy, *University of Wisconsin - Madison*; Marianne N.  
 Bloch, *University of Wisconsin - Madison*

Discussant: Valerie Polakow, *Eastern Michigan University*

**56.066. Kindergarten Readiness.** SIG-Early Education and Child  
 Development; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 5; 10:20-11:50am

Chair: Julie A. Spielberger, *University of Chicago*

Participants:

Academic Socialization and the Transition to School: Parents' Conceptions  
 of Readiness, Practices, and Children's Achievement. Jaime Lynn  
 Puccioni, *Michigan State University*

Exploring Patterns of Latino/a Children's School Readiness at Kindergarten  
 Entry and Their Relations With Grade 2 Achievement. Matthew Pierce  
 Quirk, *University of California - Santa Barbara*; Karen L. Nylund-  
 Gibson, *University of California - Santa Barbara*; Michael James  
 Furlong, *University of California - Santa Barbara*

The Hispanic-White School Readiness Gap: Patterns of Cognitive  
 Development Among Hispanic Children Before the Start of  
 Kindergarten. Brenda Jarillo, *Stanford University*; Amado M. Padilla,  
*Stanford University*

The Kindergarten Transition: Behavioral Trajectories and School Adjustment  
 in the First Year of School. Megan E. Welsh, *University of Connecticut*;  
 Faith Miller, *University of Connecticut*; Janice Kookan, *University of*  
*Connecticut*; Sandra M. Chafouleas, *University of Connecticut*

School Readiness = Attending to the Children and to Policy Makers'  
 High-Stakes Reforms. Christopher P. Brown, *The University of Texas -*  
*Austin*; Hali Pickard, *University of Texas at Austin*  
 Discussant: David B. Yaden, *The University of Arizona*

**56.067. Measuring Early Childhood Classroom Quality.** SIG-Early  
 Education and Child Development; Paper Session  
 Hilton Union Square, Yosemite B; 10:20-11:50am

Chair: Jonghee Shim, *Western Kentucky University*

Participants:

Exploring Variance in the Pre-K Classroom Assessment Scoring System  
 (CLASS) Across Classroom Contexts. Martha J. Buell, *University of*  
*Delaware*; Myae Han, *University of Delaware*; Henry May, *University*  
*of Delaware*; Carol Vukelich, *University of Delaware*

State Pre-K Policies on External Classroom Observations: Issues and  
 Status. Debra J. Ackerman, *Educational Testing Service (ETS)*

The Role of Distributive Leadership in Early Childhood Program  
 Assessment Interpretations. Asia Foster Nelson, *Johnson County*  
*Community College*; Barbara Nell Martin, *University of Central*  
*Missouri*

Discussant: Jerry West, *Mathematica Policy Research, Inc.*

**56.068. Teaching for Social Justice in Diverse Classroom Contexts.** SIG-  
 Education and Student Development in Cities; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 10:20-  
 11:50am

Chair: Suniti Sharma, *Saint Joseph's University*

Participants:

Disrupting Visual Media Literacy for Social Justice: A Foucauldian  
 Discourse Analysis. Suniti Sharma, *Saint Joseph's University*; Victoria  
 Moore, *Purdue University*

Getting Past the Bottom Line: Reimagining Educational Policy as Human  
 Capital Divestment in Metro Detroit. Michael A. Owens, *Wayne State*  
*University*

Mapping Toxicification of Schools: A Braided Study of Racial Political  
 Economy and Youth Visual Narratives. Patricia Krueger-Henney,  
*University of Massachusetts at Boston*; Edwin Mayorga, *The Graduate*  
*Center - CUNY*

Multicultural Education and Long-Term English Language Learners.

Stanley Shane Snelson, *The University of Texas - Brownsville*  
 Multiculturalism in Religious Schooling: Voices of Islamic School Teachers  
 in the United States. Kadriye El-Atwani, *Purdue University*

**56.069. Mobilizing Evidence to Tackle Educational Disadvantage:  
 Intermediaries Connecting Research to Policy and Practice.** SIG-  
 Educational Change; Symposium

Hilton Union Square, Lobby Level, Golden Gate 6; 10:20-11:50am

Chair: Ann Lieberman, *Stanford University*

Participants:

How 44 Knowledge Mobilization Intermediaries Across Canada Are  
 Tackling Equity Issues in Education. Amanda Cooper, *Queen's*  
*University*

Mobilizing Evidence to Raise Achievement and Reduce Performance Gaps:  
 Case Study of the Ontario Government as a Knowledge Mobilization  
 Intermediary. Carol Campbell, *University of Toronto - OISE*; Doris  
 McWhorter, *Ministry of Education*

The Higher Education Quality Council of Ontario: Evidence Informing  
 Postsecondary Transitions for Underrepresented Youth. Fiona Deller,  
*Higher Education Quality Council of Ontario*

Enhancing Achievement for Vulnerable Pupils: The Role of Research  
 Engagement in Complex Systems. Philippa Cordingley, *Centre for Use*  
*of Research and Evidence in Education*

Facts in Education: The Media's Influence on Public Perceptions of  
 Educational Research. Benjamin Levin, *OISE/University of Toronto*;  
 Jacqueline Sohn, *University of Toronto*; Sachin Maharaj, *University of*  
*Toronto*; Robyn Read, *OISE/University of Toronto*

Discussant: Louise Stoll, *Institute of Education - London*

**56.070. Youth Sociopolitical Development Processes in Social-Change  
 Settings: What Can They Teach Us About Learning?** SIG-Grassroots  
 Community & Youth Organizing for Education Reform; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 10:20-  
 11:50am

Chair: Roderick J Watts, *Hunter College - CUNY*



## Participants:

Education for Critical Consciousness and Sociopolitical Development: How Settings Contribute. *Roderick J Watts, Hunter College - CUNY*  
 Youth Experiences of Collective Agency and Their Relationship to Self-Efficacy and Personal Agency. *Rashida H. Govan, University of New Orleans*

Black Youth Rising! A Holistic View on Spaces for Critical Consciousness and Learning. *Shawn A. Ginwright, San Francisco State University*

Discussant: *Neva Walker, Coleman Advocates for Children & Youth*

### 56.071. Educating for a Postcapitalist World: The Interplay of Ecological and Economic Sustainability.

SIG-Ivan Illich; Invited Session

Hilton Union Square, Lobby Level, Golden Gate 8; 10:20-11:50am

## Participants:

Schools and the Building of a More Just and Sustainable Social Order.

*Gregory A. Smith, Lewis & Clark*

Bringing Large Urban School Districts to Life: Sustainability Policies and Practices. *Dilafruz R. Williams, Portland State University*

Exploring Liminality: Intersections Between Place, Pedagogy, and a Globalized World. *Aaron Morehouse, Catalina Island Conservancy*

Putting First Things First: Developing a Pedagogy of Responsibility Through the Work of Wendell Berry. *Jeff Edmundson, University of Oregon; Rebecca A Martusewicz, Eastern Michigan University*

Discussant: *Richard V. Kahn, Antioch University Los Angeles*

### 56.072. Researching Classrooms as Knowledge Communities: New Models for 21st-Century Learning.

SIG-Learning Sciences; Symposium

Hilton Union Square, Ballroom Level - Franciscan CD; 10:20-11:50am

Chair: *James D. Slotta, University of Toronto*

## Participants:

Fostering a Self-Sustained, Collective Trajectory of Inquiry Through Adaptive Collaboration. *Jianwei Zhang, University at Albany - SUNY*

Knowledge Community and Inquiry: A New Model for Secondary Science.

*James D. Slotta, University of Toronto; Hedieh Najafi, University of Toronto - OISE; Naxin Zhao, OISE/University of Toronto; Mike Tissenbaum, University of Toronto*

Teacher Practices of Orchestrating Knowledge Community. *Marjut Viilo, University of Helsinki; Pirtta Satu Seitamaa-Hakkarainen, University of Helsinki; Kai Pj Hakkarainen, University of Turku*

Understanding Student Resourcefulness in Knowledge Communities Through an Investigation of the Globaloria Game Design Initiative. *Rebecca Reynolds, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University*

Discussant: *Iris E. Tabak, Ben-Gurion University of the Negev*

### 56.073. Mentor Experiences and Development.

SIG-Mentorship and Mentoring Practices; Paper Session

Sir Francis Drake, Second Level, Tudor AB; 10:20-11:50am

Chair: *Michael Steven Williams, The Ohio State University*

## Participants:

A Comparison of Cooperating Teacher Benefits From Colleges and Schools of Education in 1953 and 2012. *Helenrose Fives, Montclair State University; Tammy Mills, Montclair State University; Charity Mack Dacey, Montclair State University*

Exploring Preservice Teachers' Mentoring Experiences to Enhance Cooperating Teacher Effectiveness. *Kathleen Mary Cowin, Oregon State University*

Discussant: *Michael Silver, Seattle University*

### 56.074. Transnational Peer Mentoring: Sustenance for Women Faculty.

SIG-Mentorship and Mentoring Practices; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 10:20-11:50am

Chair: *Amanda Rolle, Texas A&M University*

## Participants:

Academic Life-Support: The Self-Study of a Transnational Peer Mentoring Group. *Laurette Maria Stacy Bristol, Charles Sturt University; B. Gloria Guzman Johannessen, Texas State University; Anne E. Adams, University of Idaho*

Reducing Intellectual Poverty in "Outsider" Academic Spaces Through Informal Peer Mentorship. *Joyanne Beverly De Four-Babb, American University in Cairo; Jerine Pegg, University of Alberta; Makini Z. Beck, Valdosta State University*

The Role of Technology in Geographically Distributed Peer Mentoring

Communities. *Jerine Pegg, University of Alberta; Ann Unterreiner, Valdosta State University; Hilary Smith Risser, Montana Tech; Nilisa J. Thorsos, Azusa Pacific University; Brittany Baldwin, Valdosta State University*

Mentoring Outside Institutional Politics. *B. Gloria Guzman Johannessen, Texas State University; Laurette Maria Stacy Bristol, Charles Sturt University; SueAnn I. Bottoms, Oregon State University*

Like Running Bamboo: Rhizomatic Thinking About Cross-Cultural Collaborative Mentoring. *Vonzell Agosto, University of South Florida; Zorka Karanxha, University of South Florida; Makini Z. Beck, Valdosta State University; Deirdre Cobb-Roberts, University of South Florida; Talia Randa Esnard, The University of Trinidad and Tobago; Ke Wu Wu, University of Montana*

Discussant: *Ruben Garza, Texas State University*

### 56.075. Bridging the Theory-Practice Divide: Teacher Approaches to Motivating Students.

SIG-Motivation in Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 10:20-11:50am

Chair: *Julianne C. Turner, University of Notre Dame*

## Participants:

Teacher Perceptions of Student Motivational Challenges and Best Strategies to Enhance Motivation. *Chris S. Hulleman, University of Virginia; Kenn E. Barron, James Madison University*

Teachers' Developing Understanding of Motivation and Instruction: The Role of Teacher Leaders. *Julianne C. Turner, University of Notre Dame; Hayal Zeynep Kackar-Cam, Northern Illinois University*

Under Pressure: The Relation Between Teacher Fear Appeals and Students' Motivation. *Richard Remedios, Durham University; Dave Putwain, Edge Hill University*

Discussant: *Lynley H. Anderman, The Ohio State University*

### 56.076. Participation, Performance, and Process: Innovative Methods for Engaging and Researching With Youth.

SIG-Out-of-School Time; Symposium

Grand Hyatt, Theatre Level, Orpheum; 10:20-11:50am

Chair: *Valerie A Futch, University of Virginia*

## Participants:

Playing With Voice in Adolescence. *Greg Thompson, University of California - San Diego*

"What Happened to Our Sense of Justice?" Agency, Inquiry, and Action in a Youth Participatory Action Research (YPAR) Project. *Anne M. Galletta, Cleveland State University*

Dancing to the Beat of Different Drums? Exploring Process in a Youth Participatory Evaluation Project. *Valerie A Futch, University of Virginia*  
 Variations in Youth Explanations of Success and Failure: A Critical Perspective on Student Voice. *Hannah Jones, University of Colorado - Boulder; Ben R. Kirshner, University of Colorado*

### 56.077. Improving (the Implementation of) Problem-Based Learning.

SIG-Problem-Based Education; Paper Session

Parc 55, Fourth Level, Lombard; 10:20-11:50am

Chair: *Antonia B. Scholkmann, University of Hamburg*

## Participants:

Problem-Based Medical Education in Sub-Saharan Africa: Does It Prepare for Reality? *Janneke Frambach, Maastricht University; Erik Driessen, Maastricht University; Cees Van der Vleuten, Maastricht University*

Two Planned and Enacted Problem-Based Learning Curricula: Professional and Cultural Differences From Medicine and Engineering. *Denis Bedard, University of Sherbrooke; Christelle Lison, University of Sherbrooke*

The Concept Map as a Pedagogical Alternative for Problem-Based Tutorial Meetings. *Sofie Loyens, Erasmus University; Woei Hung, University of North Dakota; Stephan Pronk, Erasmus University; Lydia Schaap, Erasmus University*

Improving Problem-Based Learning in Creative Communities Through Effective Group Evaluation. *Richard E. West, Brigham Young University; Gregory Williams, Brigham Young University; David Dwayne Williams, Brigham Young University*

A Comparative Study on Inquiry Skill Between Structured and Nonstructured Problem-Based Learning Aids. *Wei Chen Hung, Northern Illinois University; Ifeng Jeng, Indiana University; Feng-Ru Sheu, Indiana University - Bloomington*

Discussant: *Jason Ravitz, Buck Institute for Education*

**56.078. Score Reporting and Outcomes in Certification and Licensure**

**Testing, SIG-Professional Licensure and Certification; Paper Session**  
Parc 55, Second Level, Haight; 10:20-11:50am

Chair: *Andrew Jones, American Board of Surgery*

Participants:

- Examining the Impact of Graduate Degrees on Reading Achievement in Texas. *Kevin Wayne Badgett, The University of Texas of the Permian Basin; John M. Decman, University of Houston - Clear Lake*
- Relationship Between Performance on the NBME Comprehensive Clinical Science Self-Assessment and USMLE Step 2 Clinical Knowledge. *Carol A. Morrison, National Board of Medical Examiners; Linette P. Ross, National Board of Medical Examiners; Laurel A. Sample, National Board of Medical Examiners; Aggie Butler, National Board of Medical Examiners*

Reporting School Performance on the National Board Dental Examinations. *Tsung-Hsun Tsai, American Dental Association*

Reporting Subcontent Scores on a Medical Certification Examination. *Hao Song, National Board of Osteopathic Medical Examiners; Brian J. Hess, American Board of Internal Medicine*

Discussant: *Jonathan D. Rubright, American Institute of Certified Public Accountants*

**56.079. Research Quality Assessment and Outcomes for Teaching**

**Educational Research, SIG-Professors of Educational Research; Paper Session**  
Parc 55, Fourth Level, Stockton; 10:20-11:50am

Chair: *Amanda Mulcahy Maddocks, Concordia University*

Participants:

Building Research Capacity and Poverty: What Can Be Learned From World Rankings and National Assessments of Research Quality in the Discipline of Education? *Carmel M. Diezmann, Australian Catholic University; James J. Waters, Queensland University of Technology*

Outcome Reporting Bias in Educational Research. *Therese D. Pigott, Loyola University Chicago; Jeffrey C. Valentine, University of Louisville; Ryan Williams, Loyola University Chicago; Joshua R. Polanin, Loyola University Chicago*

Prevalence and Characteristics of Reference List Errors: The Case for Research in the Schools. *Eunjin Hwang, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

Revised Attitudes Toward Research Scale (R-ATR): A First Look at Its Psychometric Properties. *Elena C. Papanastasiou, University of Nicosia*

Discussant: *Amanda L. Nolen, University of Arkansas at Little Rock*

**56.080. Methodological Emancipation: Fireside Chat for Graduate**

**Students, SIG-Qualitative Research Cosponsored with Division D - Measurement and Research Methodology; Invited Session**  
Grand Hyatt, Ballroom Level, Redwood; 10:20-11:50am

Chairs: *Jennifer L. Milam, The University of Akron; Diedre Faith Houchen, University of Florida; Melanie M. Acosta, University of Florida*

Participant:

Methodological Emancipation: Fireside Chat for Graduate Students. *Cynthia B. Dillard, The University of Georgia; Monique Antoinette Guishard, The Graduate Center - CUNY; Mirka E. Koro-Ljungberg, University of Florida; Lisa (Leigh) Patel Patel, Boston College; Jerry L. Rosiek, University of Oregon; Eve Tuck, SUNY - College at New Paltz*

**56.081. STEM and Black Students, SIG-Research Focus on Black**

**Education; Invited Session**  
Sir Francis Drake, Second Level, Carmel; 10:20-11:50am

Participants:

Examining Factors That Influence African American Ninth-Grade Students' Enrollment in Math and Science College Preparation Courses. *Emiel W. Owens, Texas Southern University; Andrea Shelton, Texas Southern University; Paul E. Green, University of California - Riverside; Collette Madeleine Bloom, Texas Southern University*

Social Capitalism and STEM Education. *Felecia McInnis Nave, Prairie View A&M University; Fred Arthur Bonner, Rutgers University - New Brunswick/Piscataway; Chance W. Lewis, University of North Carolina - Charlotte; Sherri Frizell, PVAMU; Mary V. Alfred, Texas A&M University*

Students' Confidence, Motivation, and Grades in Mathematics and Science at a Historically Black University. *Monica B. Mitchell, MERAssociates; Toks S. Fashola, Johns Hopkins University*

The (CP)2 Program (Calculus, Physics, Chemistry): A Talent Development

Model for Improving Performance in Key Gatekeeper Courses for STEM Majors. *Richard D. Dixon, Capstone Institute at Howard University; Ashley Renee Griffin, Howard University; Christopher D. Hill, Howard University; Alfred Wade Boykin, Howard University*

**56.082. Teacher Noticing of Equity in Mathematics, SIG-Research in Mathematics Education; Symposium**  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 10:20-11:50am

Chair: *Anita A. Wager, University of Wisconsin*

Participants:

Noticing as a Component of Teacher Dispositions for Equitable Mathematics Learning. *Victoria M. Hand, University of Colorado - Boulder*

Developmentally and Culturally Responsive Practice in 4K Mathematics: Noticing Children's Funds of Knowledge. *Anita A. Wager, University of Wisconsin; Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison*

Prospective K-8 Teachers' Noticing of Students' Mathematical Knowledge Bases Using Video Case Analysis. *Amy M. Roth McDuffie, Washington State University - Tri-Cities; Mary Q. Foote, Queens College - CUNY; Catherine Bolson, Washington State University - Tri-Cities; Corey Drake, Michigan State University; Erin Turner, The University of Arizona; Julia Maria Aguirre, University of Washington - Tacoma; Tonya Bartell, Michigan State University*

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

**56.083. Creativity and STEM Education for Advanced Learners, SIG-**

**Research on Giftedness, Creativity, and Talent; Paper Session**  
Hilton Union Square, Lobby Level, Golden Gate 1; 10:20-11:50am

Chair: *D. Betsy McCoach, University of Connecticut*

Participants:

STEM Schools of Excellence: Administrator, Teacher, and Student Perspectives on Curriculum and Instructional Strategies. *Micah Nicole Bruce-Davis, University of Connecticut; Jennifer Foreman, University of Connecticut; Cindy Marie Massicotte, University of Connecticut; Elizabeth Jean Gubbins, University of Connecticut; Merzili Villanueva, University of Connecticut*

The Effects of a STEM Intervention on Gifted Elementary Students' Science Knowledge and Skills. *Ann E. Robinson, University of Arkansas at Little Rock; Deborah D. Dailey, University of Arkansas at Little Rock; Gail D. Hughes, University of Arkansas at Little Rock; Alicia Ann Cotabish, University of Central Arkansas*

The Relationship Between Creativity and Schizotypy: A Multilevel Meta-Analysis. *Selcuk Acar, University of Georgia; Sedat Sen, University of Georgia*

The Relationship Between Critical Thinking and Divergent Thinking Skills in Middle School Students. *Tracy Christine Missett, Marshall University; Carolyn M. Callahan, University of Virginia*

Discussant: *Matthew C. Makel, Duke University*

**56.084. School Indicators, Profiles, and Accountability SIG Paper Session.**

**SIG-School Indicators, Profiles, and Accountability; Paper Session**  
Parc 55, Fourth Level, Mission I; 10:20-11:50am

Chair: *Michelle LaPointe, LEAD, LLC*

Participants:

Estimates of Reliability for Student Growth Percentiles. *Shanan L. Chappell, Old Dominion University, The Center for Educational Partnerships; Joanna K. Garner, Old Dominion University; John A. Nunnery, Old Dominion University; Elizabeth Hoag-Carhart, Old Dominion University*

Inequitable Dispersion: Mapping the Distribution of Highly Qualified Teachers in St. Louis Metropolitan Public Schools. *Lyndsie Marie Schultz, Washington University in St. Louis*

Using Structural Equation Modeling to Explore Similarities and Differences Among Measures of Student Achievement. *Emily Dickinson, University of Louisville; Jill L. Adelson, University of Louisville*

**56.085. Diverse Methodologies in Science Education, SIG-Science Teaching and Learning; Paper Session**

Parc 55, Third Level, Powell II; 10:20-11:50am

Chair: *Margaret M. Lucero, The University of Texas - Austin*

## Participants:

Investigating Publication Bias for Recent Causal Effects Studies in Science Education. *Joseph Taylor, Biological Sciences Curriculum Study; Susan M. Kowalski, BSCS Center for Research and Evaluation; Molly A.M. Stuhlsatz, Biological Sciences Curriculum Study; Christopher D. Wilson, Biological Sciences Curriculum Study; Jessaca K. Spybrook, Western Michigan University; Carl Westine, Western Michigan University*

Model-Based Learning and Reasoning Through Drawing in an Elementary Classroom. *Bruce Gabbitas, University of Georgia*

Developing a Composite Spatial Abilities Measure for Use in Science Education Research. *Kim Kastens, Education Development Center, Inc.; Ann E. Rivet, Teachers College, Columbia University; Mariana Schmalstig, Teachers College, Columbia University; Cheryl Ann Lyons, Teachers College, Columbia University; Alison Riley Miller, Teachers College, Columbia University*

Undergraduates' Perceived Gains From Participating in Science Education Outreach Programs. *Stacey Carpenter, University of California - Santa Barbara*

Microanalysis of Self-Regulatory Processes of Elementary Teachers Learning to Teach Earth Science Through Inquiry. *Erin E. Peters Burton, George Mason University*

Using Eye Tracking to Assess the Cognitive Processes of Graph Readers Along the Expert-Novice Science Continuum. *Joseph A. Harsh, Indiana University; Adam V. Maltese, Indiana University*

**56.086. A Longitudinal Study of Noncognitive Factors in Middle School Students: Methods and Constructs.** SIG-Social and Emotional Learning; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 10:20-11:50am

Chairs: *Anastasiya A. Lipnevich, Queens College - CUNY; Jeremy Burrus, Educational Testing Service*

## Participants:

The Elementary Schools Research Collaborative Study: An Introduction to Issues and Methods. *Samuel Rikoon, University of Pennsylvania*

Intrinsic Motivation and Academic Performance: A Longitudinal Examination of Self- and Teacher Reports. *Jacob Seybert, University of South Florida; Kevin Terrance Petway, University of Southern California; Michelle Martin, Rice University*

Developmental Trajectories of Creativity and Motivation as Predictors of Academic Performance. *Anastasiya A. Lipnevich, Queens College - CUNY; Jeremy Burrus, Educational Testing Service; Richard Dean Roberts, ETS*

Core Self-Evaluation in Middle School Students. *Jeremy Burrus, Educational Testing Service; Pamela K. Kaliski, The College Board; Diane Cardenas Elliott, Educational Testing Service*

Using a Longitudinal Multilevel Multitrait-Multimethod Structural Equation Model for Investigating the Stability and Change of Noncognitive Characteristics Over Time. *Tobias Koch, ETS; Jeremy Burrus, Educational Testing Service; Martin Schultze, Freie Universität Berlin; Michael Eid, Freie Universität Berlin; Richard Dean Roberts, ETS*

Discussant: *Jeffrey K. Smith, University of Otago*

**56.087. Transitioning to Postsecondary Education.** SIG-Special Education Research; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 10:20-11:50am

Chair: *Xin Wei, SRI International*

## Participants:

Academic Course-Taking and Transition-Planning Experiences of Students With Learning Disabilities With a Postsecondary Education Transition Goal: National Perspective. *Lynn A. Newman, SRI International*

College and Career Success Indicators in Relation to Grade Point Average and Percent of Time in General Education. *Amber Elizabeth McConnell, University of Oklahoma; James E. Martin, University of Oklahoma; Maeghan N. Hennessey, University of Oklahoma*

Effects of Secondary Career-Technical Education on Postsecondary Work Outcomes of Individuals With High-Incidence Disabilities. *Jay W. Rojewski, University of Georgia; In Heok Lee, University of Georgia; Noel Gregg, University of Georgia*

Postsecondary Educational Aspirations of Rural Youth With Learning Disability: The Role of Schooling Experiences. *Soo-yong Byun, The*

*Pennsylvania State University; Youn Jung Park, The Pennsylvania State University; Thomas W. Farmer, Virginia Commonwealth University*

The Impact of Self-Determination Coursework on Student Behavior, Learning, and Postsecondary Outcomes. *June Watters Gothberg, Western Michigan University; Paula D. Kohler, Western Michigan University; Jennifer Coyle; Lori Peterson, University of Northern Colorado*

**56.088. Mixture Modeling in Structural Equation Modeling.** SIG-Structural Equation Modeling; Paper Session

Parc 55, Third Level, Powell I; 10:20-11:50am

Chair: *Guili Zhang, East Carolina University*

## Participants:

An Evaluation of the Use of Covariates to Assist in Class Enumeration in Growth Mixture Modeling. *Jinxiang Hu, University of Florida; Walter L. Leite, University of Florida*

Using Skew-Normal Distribution for Class Enumeration in Growth Mixture Modeling. *Min Liu, University of Hawaii - Manoa*

Two-Class Linear-Linear Piecewise Growth Mixture Model. *Nidhi Kohli, University of Minnesota - Twin Cities; Jeffrey R. Harring, University of Maryland; Gregory R. Hancock, University of Maryland*

The Performance of Model Fit Indices With Multilevel Factor Mixture Models: A Monte Carlo Simulation Study. *Miao Gao, University of Florida; Walter L. Leite, University of Florida*

Estimation and Model Selection for a Finite Mixture of Latent Interaction Models. *Jui-Chen Hsu, Chia Nan University; Jeffrey R. Harring, University of Maryland; Gregory R. Hancock, University of Maryland*

Discussant: *William Holmes Finch, Ball State University*

**56.089. Fostering Self-Regulated Learning: Learner, Contextual, and Technological Determinants.** SIG-Studying and Self-Regulated Learning; Paper Session

Parc 55, Third Level, Mason; 10:20-11:50am

Chair: *Hefer Bembenuity, Queens College - CUNY*

## Participants:

How Does University Instructors' Use of Learning Management Systems Impact Students' Self-Regulation? *Kara A. Makara, University of Michigan; Steven Lonn, University of Michigan; Stanley Ritsema, University of Michigan; Stephanie D. Teasley, University of Michigan*

Impact of Teacher and School-Level Determinants on Self-Regulated Learning Practices in Elementary Education. *Jeltsen Peeters, Vrije Universiteit Brussel; Koen Lombaerts, Vrije Universiteit Brussel; Free De Backer, Vrije Universiteit Brussel; Ankelien Kindekens, Vrije Universiteit Brussel; Wolfgang Jacquet, Vrije Universiteit Brussel*

Profiling Learners' Co-Regulation Patterns With a Pedagogical Agent in an Intelligent Tutoring System for Learning About Human Biology. *Jason Matthew Harley, McGill University; Michelle Taub, McGill University; François Bouchet, McGill University; Joan Henchey, McGill University; Roger Azevedo, McGill University*

Self-Regulated Learning as Control Processes Among Chinese Students: Perspectives From the Extended OPS (Optimization in Primary and Secondary Control) Model. *Xiaoyan Sun, The Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong*

With Great Control Comes Great Responsibility: The Relationship Between Perceived Academic Control, Student Responsibility, and Self-Regulation. *Evan Jacob Fishman, Arizona State University*

Discussant: *Jeffrey A. Greene, University of North Carolina - Chapel Hill*

**56.090. Measurement Issues in Survey Research.** SIG-Survey Research in Education; Paper Session

Parc 55, Second Level, Divisadero; 10:20-11:50am

Chair: *Dianne Mosley, Texas Southern University*

## Participants:

A Hierarchical Confirmatory Investigation of Item Wording Effects on Survey Rating Responses. *Annie Woo, Oregon Department of Human Services*

Item Nonresponse in a Survey of Recent Teacher Education Program Graduates. *Ian H Burke, University of Denver; Kathy E. Green, University of Denver*

An Empirical Study of Rating Scale Category Effects on Reliability and Validity: A Rasch Analysis. *Zongmin Kang, DePaul University*

Leveraging Factor Analysis and Item Response Theory Approaches in Analyzing a Large-Scale Student Satisfaction Survey. *Derek Matthew Fay, Arizona State University; Aaron Vaughn Crawford, Arizona State*



University; *Katie L. Kunze, Arizona State University; Roy Levy, Arizona State University; Shawn M. Stockford, Sigma Squared Consulting; Kristina Chapple, Cisco Systems Inc; Melissa S. Kovacs, Cisco Systems, Inc*

Discussant: *Richard G. Lambert, University of North Carolina - Charlotte*

### Division and SIG Roundtables

#### 56.091. Roundtable Session 46; Roundtable Session

##### 56.091-1. Helping English Language Learners Achieve in Academics: Integration of Language and Content Instruction. Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:20-11:50am

Chair: *Sultan Turkan, ETS*

Participants:

- English Language Proficiency and Mathematics Achievement of English Language Learners in Two States. *Howard Gary Cook, University of Wisconsin; Rosalie M. Grant, University of Wisconsin - Madison; Aek Phakiti, University of Sydney*
- Sequentially, or by Negotiation? How Do Secondary Subject Teachers Think About Teaching English Language Learners? *Margaret Gleeson, Victoria University of Wellington*
- Understanding Quality of Teaching of ELLs in the Content Areas. *Sultan Turkan, ETS*
- Supporting the Academic Success of English Language Learners: Linguistically Responsive Teacher Preparation Across the Teacher Development Continuum. *Tamara F. Lucas, Montclair State University*

##### 56.091-2. High School Curriculum, Policy, and Reform. Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:20-11:50am

Chair: *Timothy Ford, University of Louisiana at Monroe*

Participants:

- High School Mathematics Graduation Requirements and Student Educational Outcomes. *Guan Saw, Michigan State University; Michael Broda, Michigan State University*
- New Courses Needed: An Investigation of Virginia's High School Capstone Course for College and Career Readiness. *Heather D. Wathington, University of Virginia; Claire Mitchell, University of Virginia; Josh Pretlow, University of Cincinnati*
- Quality Instruction in High Schools: Teachers' Perceptions of Instruction and Classroom Practice. *Courtney Preston, Vanderbilt University; Daniela Torre, Vanderbilt University*
- Redrawing the Boundaries: A New Visualization of the High School Curriculum Landscape. *Alex J. Bowers, Teachers College, Columbia University; Youmna Dbouk, The University of Texas - San Antonio*

##### 56.091-3. International Experiences With High-Stakes Testing and Accountability. Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:20-11:50am

Chair: *Yas Nakib, The George Washington University*

Participants:

- Standard Costs and Adequacy for Italian Primary Schools: A Cost Function Approach. *Tommaso Agasisti, Politecnico di Milano; Piergiacomo Sibiano, Politecnico di Milano*
- The Effects of NAPLAN (National Assessment Program—Literacy and Numeracy): Teachers' Perceptions of the Impact on Workplace Stress Mediated by Socioeconomic Status. *Allen G. Harbaugh, Murdoch University; Greg Thompson, Murdoch University*
- Special Education and School Accountability: An International Perspective. *Emma Smith, The University of Leicester*
- Recoupling to Accountability in Early Childhood Education: Revisiting the Myth Incarnate. *Noa Rom, Hebrew University of Jerusalem; Ori Eyal, Hebrew University*
- International and Interstate Comparisons of Test-Driven Student/School Accountability Policy Results. *Jaekyung Lee, University at Buffalo - SUNY; Laura Casey Amo, University at Buffalo - SUNY*

##### 56.091-4. The New Politics of Educational Philanthropy: Private Giving, Education Advocacy Organizations, and School Governance. Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:20-11:50am  
Chair: *Janelle T. Scott, University of California - Berkeley*

Participants:

- Taking Stock: School Governance and the "New" Educational Philanthropy. *Judith R. Kafka, Baruch College - CUNY*
- The New Foundation-Funded Education Advocacy: Early Indicators of Effectiveness. *Norm Fruchter, Brown University*
- Local Philanthropy in the Era of the Facebook Money: The Newark Innovative Schools Investment Fund. *Bethany Lynn Rogers, College of Staten Island - CUNY; Thomas C. Hatch, Teachers College, Columbia University*

##### 56.091-5. Choice, Participation, and Activism: The Different and Evolving Roles of Parent Engagement in K-12 Schooling. Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:20-11:50am

Chair: *Rodolfo Acosta, University of Southern California*

Participants:

- The Forgotten Cornerstones: An Analysis of Parental Choice and Involvement in New Orleans. *Richard Welsh, University of Southern California - Rossier School of Education*
- Democratic Engagement in District Reform: The Evolving Role of Parents in the Los Angeles Public School Choice Initiative. *Julie A. Marsh, University of Southern California; Katharine Omenn Strunk, University of Southern California; Alice Huguet, University of Southern California; Susan C. Bush, University of Southern California*
- (Dis)empowering Parents: The Politics Behind the Parent Empowerment Law. *Rodolfo Acosta, University of Southern California*

#### 56.092. Roundtable Session 47; Roundtable Session

##### 56.092-1. Charter Schools: Segregation, Selective Entrance, Selective Attrition, and Student Legal Rights. Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:20-11:50am

Chair: *Angela Rothrock, The Pennsylvania State University*

Participants:

- Exploring School Success and Segregation by Race/Ethnicity and English Language Learner Status in Texas Charter Schools. *Julian Vasquez Heilig, The University of Texas - Austin*
- Cream-Skimming, Attrition, and Peer Effects: Recipe for Success in Charter Schools? *Ed Fuller, The Pennsylvania State University*
- The Impact of the "Back-Filling" of Students in Charter Schools and Traditional Public Schools. *Lindsey Schrott, The Pennsylvania State University*
- Signing Their Rights Away: Are Black Males Aware of the Possible Legal Consequences of Attending Charter Schools? *Preston C. Green, The Pennsylvania State University*

##### 56.092-2. Consequences of Exclusion. Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:20-11:50am

Chair: *Derek Fenner, Mills College*

Participants:

- A Brief History of the School-to-Prison Pipeline in Illinois and Chicago Public Schools. *Robert Scott, University of Illinois; Miguel Angel Saucedo, University of Illinois at Urbana-Champaign*
- A Systematic Analysis of the Time-Out and Seclusion Case Law. *Susan C. Bon, George Mason University; Perry A. Zirkel, Lehigh University*
- Zero Benefit: Estimating the Effect of Zero Tolerance Discipline Policies on Racial Disparities in School Discipline. *Stephen Hoffman, Harvard University*

##### 56.092-3. Demographics and Mobility in Texas Charter Schools: A 15-Year Review of Student, Teacher, and Administrator. Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:20-11:50am

Chair: *Shelby Keefer, The Pennsylvania State University*

Participants:

- Who Attends and Who Leaves Texas Charter Schools. *Santosh Madahar, The Pennsylvania State University*
- Texas Charter School Teachers: Who Teaches and Who Leaves. *Kristina Brezicha, The Pennsylvania State University*
- Who Leads and Who Leaves in Texas Charter Schools. *Eryka Charley, Pennsylvania State University*

Who Attended Closed Texas Charter Schools? A 15-Year Review. *Sakiko Ikoma, The Pennsylvania State University*

**56.092-4. Digital Education and Low-Income Youth: Current Directions and Policy Issues.** Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:20-11:50am

Chair: *Patricia Burch, University of Southern California*

Participants:

Digital Instruction in the Context of Out-of-School-Time Programs: The Case of Supplemental Educational Services. *Annalee G. Good, University of Wisconsin - Madison*

Reimagining Blended Learning: The Case of Hybrid High. *Andrea J. Bingham, University of Southern California*

University Ready: Examining the Relationships Between Social Capital and an Online College Access Program. *Wendy Marshall, University of Southern California*

**56.092-5. The Shifting Nature of the "Public" in Public Schooling: Charters, Vouchers, and Parental Engagement.** Division L - Educational Policy and Politics; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:20-11:50am

Chair: *David E. Meens, University of Colorado - Boulder*

Participants:

Choice and Voice: Parents and Political Strategies for School Improvement. *Kathryn Hill, Teachers College, Columbia University*

School Vouchers in Indiana: A School-Based Perspective on Participation in Indiana's new Choice Scholarship Program. *Mark Berends, University of Notre Dame; David A. Stuit, Vanderbilt University; Megan J. Austin, University of Notre Dame*

"With the Emphasis on Public": A Qualitative Examination of the Arguments Concerning the Public Nature of a Charter School. *Jesse Senechal, Virginia Commonwealth University*

**56.093. Roundtable Session 48;** Roundtable Session

**56.093-1. Bullies, Black Girls, Contemporary Culture, and the Sexuality Curriculum.** SIG-Media, Culture, and Curriculum; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Dipali Puri, Lincoln University*

Participants:

Girls of Color, Media Influences, and the Sexuality Education Curriculum. *Sharon Lamb, Susan Akiko Lambe, University of Massachusetts - Boston*

The Bullying Curriculum and the New Authoritarian Populism. *Dennis L. Carlson, Miami University*

Virgins: Urban, Black Female Sexuality and the Identity Politics of White, Appalachian (Rural) Landscapes. *Stephanie Troutman, Berea College*

**56.093-2. Issues in School Choice: Choosers and Losers.** SIG-School Choice; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Steven Napier, University of Cincinnati*

Participants:

Delightful or Damaging: The Impact of Parents' Past Schooling Experiences on Their Children's School Admissions. *Madeline Perez, Saint Joseph College*

Navigating the School Choice Landscape: Parental Perceptions of Support Systems in a STEM-Based Alternative School. *Constance Bradamanda Workman, The Ohio State University; Dorinda J. Gallant, The Ohio State University; Rashea Danielle Hamilton, The Ohio State University - Columbus; Nicole Leach, The Ohio State University; Charles Obugo Okonkwo, Ohio State University*

Time Protection or Time Poverty: The Impact of Parents' Availability to Engage on School Admissions. *Madeline Perez, Saint Joseph College*

Why Do Students Choose Low-Intensity Curriculum? Using Cultural, Social, and Human Capital Theories. *Mauricio Farias Arenas, Stanford University*

**56.093-3. Teaching and Mixed Methods.** SIG-Mixed Methods Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Tiffany J. Brown, University of Washington*

Participants:

A Mixed-Methods Exploration of Student Experiences in Alternative School. *Susan Glassett Farrelly, University of California - San Diego*

Fidelity: Snapshots of Implementation of a Literacy Intervention. *Lisa Hall Foster, Harvard University*

Graduate Students' View of the Value of Mixed Methods: A Explanatory Sequential Mixed-Methods Design. *Courtney McKim, University of Wyoming*

High School Students' Perceptions of Distributive, Procedural, and Interactional Justice: An Exploratory Study of Justice With Correlates of Counterproductive and Withdrawal Behaviors. *Carmen Rodriguez, California State University - Fresno; Susan M. Tracz, California State University - Fresno*

Using Mixed Methods to Talk About Two Teachers, Their Stories, and Their Students. *Beverly Ann Fitzpatrick, Memorial University; Henry W. Schulz, Memorial University*

**56.093-4. Overcoming Common Barriers to Research Use.** SIG-Research Use; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chairs: *Caroline Hendrie, Education Writers Association; Richard L. Colvin, Education Sector*

Participants:

Overcoming Common Barriers to Research Use: Writing, Speaking, Social Media, Working With Reporters, and Taking a Risk. *Ronald J. Dietel, University of California - Los Angeles*

Overcoming Common Barriers to Research Use: Finding What's Newsworthy in Your Research. *Greg Toppo, USA Today*

Overcoming Common Barriers to Research Use: Escaping the Bell Jar of Bad Dissemination. *Barbara McKenna, Stanford University*

**56.093-5. Computation and Physical Objects/Interfaces.** SIG-Advanced Technologies for Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Caroline Cassie-Marie Williams, University of Wisconsin - Madison*

Participants:

Assessing the Learning Effects of Interactive Body Metaphors in a Mixed Reality Science Simulation. *Robb William Lindgren, University of Central Florida; Amy Bolling, University of California - Los Angeles*

Body-Syntonicity Redux: Designing Technology to Coordinate Learners' Sensorimotor Schemes With Mathematical Representations and Concepts. *Timothy Charoenying, University of California - Berkeley*

Comparing the Effect of Interactive Tabletops and Desktops on Students' Cognition. *Shima Salehi, Stanford University; Bertrand Schneider, Stanford University; Paulo Blikstein, Stanford University*

Everyday Input/Output: Assessing Computational Literacy With Common Objects. *Daniel Greene, Stanford University; Paulo Blikstein, Stanford University*

Simulating the Effects of Stereotype Threat and Self-Affirmation Interventions Using Agent-Based Modeling. *Liza Renee Lizcano, Stanford University; Shima Salehi, Stanford University*

**56.093-6. Interaction Dynamics in Immersive Environments.** SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Krista Terry, Appalachian State University*

Participants:

Interaction Dynamics in an Inquiry-Based 3D Virtual Community of Practice. *Frank LaBanca, Western Connecticut State University; Mhora Lorentson, Education Connection*

Massive Multiplayer Online Role-Playing Games and Online Interaction. *Bodi Anderson, Indian River State College*

Avatar Creation and Revision: The Enforcement of Gender and Ethnicity Stereotypes. *Dennis Beck, University of Arkansas at Fayetteville; Cheryl Murphy, University of Arkansas*

**56.093-7. Instructional Technology SIG: Roundtable Session: E-Communication, Video, and Social Media.** SIG-Instructional Technology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Satasha L. Green, New York Institute of Technology*

Participants:

Comparing College Students Perceptions of Appropriate E-Communication Use by Race and Culture. *Sharon Anne O'Connor-Petruso, Brooklyn College - CUNY; Manuel Martinez-Pons, Brooklyn College - CUNY;*

Barbara Rosenfeld, Brooklyn College - CUNY

Exploring Attitude Change of Junior Staff: Influence of Narrative or Expository Videos of Senior Staff. *Jingbo Huang, Teachers College, Columbia University; Charles K. Kinzer, Teachers College, Columbia University; Susan Lowes, Teachers College, Columbia University; Junyi Zhang, Columbia University*

Social Media for Learning: Technology Affordances by High School Students' Perspectives. *Jin Mao, Wilkes University*

**56.093-8. The College Experience for Disadvantaged Students.** SIG-Sociology of Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Amy Elizabeth Stich, University at Buffalo - SUNY*

Participants:

School Effects on College Match: Implications for Disadvantaged Students.

*Lori Diane Hill, University of Michigan; Monica Bhatt, University of Michigan; Uma Madhure Jayakumar, University of San Francisco*

Racial Differences in College Enrollment: Interactions Between Race, Income, and Achievement. *Queenie Zhu, Harvard University*

A Longitudinal Examination of the Diffusion of Learning Management Systems in Higher Education. *Andrew E. Krumm, SRI International*

Can Institutional Procedures Influence the Effectiveness of College

Counseling of Disadvantaged Students? *Claudia Elena Zapata,*

*Northwestern University; Kelly Iwanaga Becker, Northwestern*

*University; Kenman A. Cepa, Northwestern University; James E.*

*Rosenbaum, Northwestern University*

**56.093-9. Intersections: Gender and Race/Class/Ability.** SIG-Research on Women and Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Tonya B. Perry, The University of Alabama - Birmingham*

Participants:

"Test Prep Ain't Teaching": A Case Study of the Teaching Tensions in a High-Poverty Urban Middle School Classroom. *Tonya B. Perry, The University of Alabama - Birmingham*

Constructing Dirty Femininity: Diverse Young Women in an Alternative High School. *Michelle R. Maher, Oregon Research Institute*

PATHS: Improving Career and Educational Outcomes for Young Women With Disabilities. *Lauren Lindstrom, University of Oregon; Bonnie Doren, University of Wisconsin - Madison*

Through the Phenomenological Looking-Glass and What I Found There: A Theory of Muchness. *Jennifer A. Thiel, University of Georgia*

**56.093-10. Understanding and Impacting Student Achievement.** Division A - Administration, Organization and Leadership; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Horace R. Hall, DePaul University*

Participants:

Perceptions of Academic Press and Safety, Student Identification With School, and Achievement in Urban Schools. *Megan Tschannen-Moran, College of William and Mary; Kyleah Parson, Parson Consulting*

Self-Regulatory Climate: A Positive Attribute of Urban Schools. *Curt M. Adams, University of Oklahoma; Jordan Ware, University of Oklahoma; Ellen Dollarhide, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma*

Student Trust in High School Settings. *Lisa S. Romero, California State University - Sacramento*

The Student-Teacher Relationship in High School: Understanding Its Role in Dropout Prevention. *Anne P. Lessard, University of Sherbrooke; Lynn Butler-Kisber, McGill University; Sandy Nadeau, Université de Sherbrooke; Alex Boudreau, Université de Sherbrooke*

The Association Between Grades and Test Scores in Standards-Based Grading. *Martin Anthony Pollio, University of Louisville; Craig Dennis Hochbein, University of Louisville*

**56.093-11. Test Validity Issues for English Language Learners.** SIG-Test Validity Research and Evaluation; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Guangming Ling, ETS*

Participants:

Cognitive Processes Involved in Second-Language Speaking: Respondents' Strategic Behaviors in Testing and Non-Testing Contexts. *Li-Shih Huang, University of Victoria*

Investigating the Justifiability of Multiple Uses of an English Proficiency

Test. *Huan Wang, CTB/McGraw-Hill LLC; Bin Wei, CTB/McGraw-Hill LLC*

Testing the Measurement Invariance of the Phonological Awareness Literacy Screening-Kindergarten Using Multigroup Hierarchical Confirmatory Factor Analysis Between Spanish-Speaking English Language Learners (ELLs) and Non-ELL Students. *Francis Howard Lim Huang, University of Virginia; Timothy R. Konold, University of Virginia*

**56.093-12. Assessing Person and Model Fit.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:20-11:50am

Chair: *Shudong Wang, NWEA*

Participants:

Explanatory Person-Fit Analyses With Statistical and Graphical Approaches Based on Multilevel Logistic Regression. *Angela Adrienne Walker, Emory University; George Engelhard, Emory University*

Posterior Predictive Model Checking for Dichotomous Item Response Theory Models With Upper Asymptote Effects. *Chao Xie, University of Maryland - College Park; Tongyun Li, University of Maryland - College Park; Andre A. Rupp, University of Maryland; Hong Jiao, University of Maryland*

The Number of Testlet Items and Ability Estimation Methods Effect on Person Misfit Detection. *Haiqin Chen, University of Missouri; Paul Speckman, University of Missouri; Ze Wang, University of Missouri; Jie Zhang, University of Missouri*

### Division and SIG Posters

**56.094. Poster Session 10;** Poster Session

**56.094-1. Biographical and Documentary Research: Engaging the Multiple Dimensions of Methodology.** SIG-Biographical and Documentary Research; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:20-11:50am

Posters:

1. Biographical Research: A Bridge Between Narratives and Literacies. *Shariffa Khalid Al-Said, Ministry of Education, Oman; Ye Wang, Missouri State University*
2. Charles Hamilton Houston: The Legal Strategist Who Killed Jim Crow. *Linda Symcox, California State University - Long Beach*
3. Documenting the Journey From Community Insiders to Justice-Oriented Teachers: Portraits of New Educators. *Christina L. Madda, Northeastern Illinois University; Elizabeth A. Skinner, Illinois State University; Brian D. Schultz, Northeastern Illinois University*
4. Dr. Hunter's Magical Elixir, or How We Learned to Stop Teaching and Love Instruction. *Mark Helmsing, Michigan State University*
5. Expanding Roles for Documentary Film in Schools of Education. *Jeffery M. Frank, Sweet Briar College*
6. Forgotten Hero: Janusz Korczak Inspires Intercultural Dialogue in a University Program. *Annette Ullrich, Ph.D., Duale Hochschule Baden-Württemberg Stuttgart; Heather L. Horsley, University of Illinois at Chicago*
7. Life Writing and Memoir as Tools for Understanding Advocacy. *Peter Remm, Concordia University - Chicago; Dara Soljaga, Concordia University - Chicago*
8. Negotiating Critical Perspectives in Computer-Mediated Spaces: A Portrait of Struggle, Resistance, and Possibility. *Sarah Militz-Frielink, University of Illinois at Chicago; Pamela J. Konkol, Concordia University - Chicago*
9. Students of Color at a Small, Liberal Arts, Faith-Based Institution: A Portraiture. *Simeon Martin Stumme, Concordia University - Chicago; Gregory Michie, Concordia University - Chicago*
10. Vodcasting Practices by Students to Reflect on Identity. *Lia Raquel Oliveira, Minho University*

**56.094-2. Current Issues in Fieldwork and Student Teaching.** Division K - Teaching and Teacher Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:20-11:50am

Posters:

11. All About Race? Teachers' Preferences for Underserved Schools. *Matthew Ronfeldt, University of Michigan; Michelle Reiningger, Stanford University; Andrew Kwok, University of Michigan*



12. Developing a Democratic Teaching Identity Through Field Experience in Democratic Classrooms. *Katherina Ann Payne, University of Wisconsin - Madison*
13. Environmental Education Self-Efficacy and Outcome Expectancy of Preservice Elementary Teachers: The Effect of Increased Interventions. *Timothy Alan Laubach, University of Oklahoma*
14. Global Teaching in Tanzania: A Case Study of a Student Teacher. *Lina Marcela Trigos Carrillo, University of Missouri - Columbia; Ta'janette Raquel Sconyers, University of Missouri - Columbia; Kathryn B. Chval, University of Missouri - Columbia; Lisa Anne Kasmer, Auburn University*
15. It Takes a Village to Raise a Teacher: Investigating the Effectiveness of a Yearlong Internship. *Kimberly Gray, Kennesaw State University; Desha L. Williams, Kennesaw State University; Susan Leigh Stockdale, Kennesaw State University*
16. Making the Home-School Connection in Urban Teacher-Education. *Sara Lewis-Bernstein Young, Worcester State University*
17. Narratives of Becoming: Student Teaching as a Time of Transition. *Jackie Sydnor, Indiana University*
18. New Teachers for 21st-Century Learning: Researching Site-Based Teacher Education. *Greg Neal, Victoria University; William R. Eckersley, Victoria University; Celine Chu, Victoria University*
19. Preservice Teachers Explore Their Multimodal Compositions to Develop a Culturally Relevant Writing Curriculum. *Detra Price-Dennis, The University of Texas - Austin; Michelle Fowler-Amato, The University of Texas - Austin; Molly T. Wiebe, The University of Texas - Austin*
20. She Did "Everything the Teacher Tells Her": Students' Perspective on Field Experience. *Annie Malo, University of Montreal*
21. Shifting the Reflective Focus: Encouraging Student Teacher Learning in Video-Framed and Peer-Sharing Contexts. *Robert Danielowich, Adelphi University*
22. Teachers' Evolving Conceptions of the Relationship Between Teaching and Teacher Inquiry. *Lisa H. Bennett, University of California - Davis; Steven Z. Athanases, University of California - Davis; Juliet Michelsen Wahleithner, University of California - Davis*
23. The Associate Teacher Learning Tool: Associate Teachers' Uses and Perceived Influence on Practice. *Diana Petrarca, UOIT*
24. Why Do They Stare at Me? Changing Conceptions During an International Student Teaching Experience. *Erin Thomas Horne, North Carolina State University; Michael J. Maher, North Carolina State University; Malina Monaco, North Carolina State University*

**56.094-3. Culture, Diversity, and Academic Performance.** SIG-International Studies; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:20-11:50am

Posters:

25. Graduate Education Abroad: Academic Tourism or Deep Travel? *John M. Dirckx, Michigan State University; Kristin Janka Millar, Michigan State University; Gina Vizvary, Michigan State University; Julie Sinclair, Michigan State University*
26. Lessons Learned From an International Pilot Study: Preservice Teachers' Experiences in Teaching Students in Taiwan. *Hsiu-Lien Lu, Georgia Southern University; Lina B. Soares, Georgia Southern University*
27. Relationship of Private Tutoring to Student Performance in Reading, Mathematics, and Science in 19 Countries. *Shaljan Areepattamannil, Nanyang Technological University - National Institute of Education; Berinderjeet Kaur, National Institute of Education - Nanyang Technological University*
28. The Role of Private Schools for Low-Income Families in Rural Gansu Province, China. *Qiang Liu, Beijing Normal University*
29. The Ubiquity of Rankings: A Thematic and Cross-Country Comparative Analysis of University Mission Statements. *Ji Zhou, University of Southern California*
30. Understanding Patterns in Study Abroad Choices of U.S. Students: 2000–2010. *Nina DePena Hoe, University of Pennsylvania*
31. A Meta-Analysis of the Immigrant Achievement Gap Across OECD (Organisation for Economic Co-operation and Development) Countries. *Anabelle Andon, Florida State University; Christopher Thompson, Florida State University; Betsy J. Becker, Florida State University*

**56.094-4. Standards and Accountability.** SIG-Research in Mathematics Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:20-11:50am

Posters:

32. In Pursuit of Coherent Content Standards: Common Core State Standards. *Dae S. Hong, Hostos Community College - CUNY; Jae Ki Lee, Borough of Manhattan Community College - CUNY*
33. Where Do Data Drive Us? Impacts of Data-Driven Accountability Practices on Middle School Mathematics Teachers. *Ann R. Edwards, University of Maryland - College Park; Minjung Ryu, University of Maryland - College Park; Dana Lynn Grosser-Clarkson, University of Maryland*

**56.094-5. Perspectives on School Accountability: Division H Poster**

Sessions. Division H - Research, Evaluation and Assessment in Schools; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:20-11:50am

Posters:

34. A Comparison Between Value-Added School Estimates and Currently Used Metrics of School Accountability in California. *Loris Fagioli, Claremont Graduate University*
35. Hierarchical Linear Modeling of Mathematics Achievement in America's Choice Comprehensive Reform: Comparative Advantages Over Multiple Regression. *Kyong Hee Chon, Western Kentucky University; Stephen K. Miller, Western Kentucky University; Sonia James Upton, University of Wisconsin - Madison; Minhee Seo, Korea Institute for Curriculum and Evaluation*
36. Identifying Quality in (Some) Charter Schools Depends on the Definition: Learning From Accountability Data. *Ildiko I. Laczko-Kerr, Arizona Charter Schools Association; Anabel Aportela, Arizona Charter Schools Association*
37. Influence of Family and School Contexts on Students' Reading Trajectories from. *Jianshen Chen, University of Wisconsin - Madison*
38. Measuring Teacher Effectiveness and Value-Added to Build Human Capital: An Urban School District's First Year. *Christopher T. Moore, University of Minnesota; Elise N. Maxwell, Minneapolis Public Schools; Daniel Glass, Minneapolis Public Schools*
39. Measuring Value-Added in Noncognitive Learning Outcomes in Higher Education Institutions: A Civic Engagement Perspective. *Yang Wang, Wisconsin Center for Education Research*
40. Poverty's Influence on Parent, Student, and Teacher Perceptions of School Performance. *Jennifer Lord-Bessen, Fordham University; Se-Kang Kim, Fordham University*
41. School Effects and Ethnic, Gender, and Socioeconomic Gaps in Progress During Primary School. *Steve Strand, University of Oxford*
42. Standards for Detection of Possible Cheating. *Catherine S. Trapani, Fordham University; Pamela L. Paek, National Center for the Improvement of Educational Assessment, Inc.*
43. The Reliability of Danielson-Based Observation Ratings in Los Angeles. *Reino Makkonen, WestEd*

**56.094-6. Issues in Technology, Instruction, Cognition, and Learning.** SIG-

Technology, Instruction, Cognition & Learning; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:20-11:50am

Posters:

44. Do You See What I See? Video-Annotation With Expert-Model Feedback as a Method to Accelerate Novices' Situation Awareness. *Peter Fadde, Southern Illinois University - Carbondale*
45. A Comparison of 2D and 3D Problem Representations in Science, Technology, Engineering, Mathematics (STEM) Disciplines. *Tamera McCuen, University of Oklahoma; Xun Ge, University of Oklahoma*
46. Cognitive Task Analysis-Based Training: A Meta-Analysis of Studies. *Colby Tefel-Grehl; David F. Feldon, University of Virginia*
47. Can Lazy Text-Browsing Be a Good Preparation? How Superficial Reading Can Improve Sustainable Learning Effects in Lectures. *Pablo Nicolai Pirnay-Dummer, University of Freiburg*
48. The Role of Epistemic Beliefs in Argumentation and Science Inquiry: A Conceptual Framework. *Jiangyue Gu, Utah State University; Brian R. Belland, Utah State University*
49. Math Strategies in Digital Storytelling: Effects of Multiple Pedagogical Agents on Learning Single-Digit Addition Strategies. *Kara Carpenter, Teachers College, Columbia University*

**56.094-7. Media, Materiality, and Digital Culture.** SIG-Critical Issues in

Curriculum and Cultural Studies; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:20-11:50am

Posters:

- 50. Reconceptualizing the Poster as an Interventionist Installation Through Participatory Practice. *Daniel T. Barney, Brigham Young University; Nadine M. Kalin, University of North Texas*
- 51. The Struggle With Impoverished Ideas of Who We Could Be: Surfacing Gendered Tropes Through Iconographic Media Forms. *Jennifer Jo Peterson, York University; Steven Paul Camicia, Utah State University; Darrin Brooks, Utah State University*
- 52. Post-Plastic Parenting: Ethical Consumerism and Critical Pedagogy. *Laura Rychly, Georgia Southern University; Jennifer April Sandlin, Arizona State University; Julie Garlen Maudlin, Georgia Southern University*
- 53. The Wireless Eye. *Mary-Lee Judah, Rocky View School Division*

**56.094-8. Division C, Section 2b Poster Session.** Division C - Learning and Instruction; Poster Session  
 Parc 55, Fourth Level, Cyril Magnin Foyer; 10:20-11:50am

Poster:

- 54. Epistemic Beliefs and Self-Regulation Learning: A Meta-Analytic Review. *Muhammet Mustafa Alpaslan, Texas A&M University; Victor L. Willson, Texas A&M University; Bugrahan Yalvac, Texas A&M University - College Station*

**56.094-9. Division D Section 1 Poster Session: Educational Measurement, Psychometrics, and Assessment.** Division D - Measurement and Research Methodology; Poster Session  
 Parc 55, Fourth Level, Cyril Magnin Foyer; 10:20-11:50am

Posters:

- 55. Analysis of Differential Item Functioning (DIF) of English Language Learners and English-Only Students Using Multilevel Models. *Moonsoo Lee, University of California - Los Angeles; Nami Shin, University of California - Los Angeles*
- 56. Complex Item Structure Recovery in Multidimensional Item Response Theory. *Dubravka Svetina, Indiana University*
- 57. Cross-Cultural Validation of the GRADE-K (Group Reading Assessment and Diagnostic Evaluation Level K) for Use With Australian Indigenous Students. *Jennifer R. Wolgemuth, University of South Florida; Paul R. Hernandez, Colorado State University; Helen Harper, Charles Darwin University; Janet Helmer, Charles Darwin University*
- 58. Predicting General Academic Performance Using Artificial Neural Networks: Implications for "Early-Warning" Diagnostic and Placement Applications. *Mariel Musso, K. University Leuven- UADE; Eva Kyndt, University of Antwerp; Eduardo C. Cascallar, Katholieke Universiteit Leuven*
- 59. Profiling Noncognitive Factors in Entering College Students. *Ross Edward Markle, Educational Testing Service; Jonathan Steinberg, Educational Testing Service*
- 60. The Impact of Data Format on PROC NLMIXED Estimation of Item Response Theory Parameters. *Jiseon Kim, University of Washington - Seattle; Ryoungsun Park, The University of Texas - Austin; Hyewon Chung, Chungnam National University; Barbara G. Dodd, The University of Texas - Austin; Keenan A. Pituch, The University of Texas - Austin*

**Tuesday, 12:00 pm**

**SIG Sessions**

**57.010. Lesson Study Experience in San Francisco Unified: Post-Lesson Panel Discussion.** SIG-Action Research; Off-Site Visit  
 San Francisco Unified School, Mission Neighborhood; 12:00-2:00pm  
 Visit Leader: *Lonnie L. Rowell, University of San Diego*

**Tuesday, 12:10 pm**

**Governance Meetings and Events**

**58.001. SIG Leadership Orientation: Session 3.** AERA Governance; Governance Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 12:10-1:40pm

Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

**Presidential Sessions**

**58.010. Featured Presidential Session: Beyond the Possible: 50 Years of Creating Radical Change at a Community Called GLIDE.** Presidential Session  
 Hilton Union Square, Lobby Level, Plaza A; 12:10-1:40pm

Chair: *Kristen A. Renn, Michigan State University*  
 Participants: *Cecil Williams, GLIDE; Janice Mirikitani, GLIDE*  
 Discussant: *Joyce E. King, Georgia State University*

**58.011. Featured Presidential Session: Education, Poverty, and the Role of Community-Based Organizations.** Presidential Session  
 Hilton Union Square, Ballroom Level, Continental 6; 12:10-1:40pm

Chair: *Victor Garcia, College Access Foundation of California*  
 Participants: *Olis Simmons, Youth UpRising; Tony Smith, Oakland Unified School District; LaShawn Route Chatmon, National Equity Project*

**58.012. Film Festival Panel: Supporting Black/Queer Youth Amidst the Black/Queer Divide.** Presidential Session Cosponsored with SIG-Queer Studies, SIG-Research Focus on Black Education  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 12:10-1:40pm

Chair: *Edward Brockenbrough, University of Rochester*  
 Participants: *Judy A. Alston, Ashland University; Mollie V. Blackburn, The Ohio State University; Cynthia B. Dillard, The University of Georgia; Lance Trevor McCready, OISE/University of Toronto*

**58.013. Innovations in Data and Technology for Education Research.** Presidential Session  
 Hilton Union Square, Lobby Level, Plaza B; 12:10-1:40pm

Chair: *Barbara Schneider, Michigan State University*  
 Participants: *Ingrid Schoon, Institute of Education - University of London; Hans Wagemaker, International Association for the Evaluation of Educational Achievement; Larry V. Hedges, Northwestern University; Lori Breslow, Massachusetts Institute of Technology; Katarina Salmela-Aro, Helsinki Collegium for Advanced Studies; Stephan Vincent-Lancrin, Organisation for Economic Co-operation and Development*

**58.014. What Is the Role for Teachers' Unions in School District Reforms?** Presidential Session Cosponsored with Division L - Educational Policy and Politics, Division A - Administration, Organization and Leadership  
 Hilton Union Square, Ballroom Level, Continental 5; 12:10-1:40pm

Chair: *Frederick M. Hess, American Enterprise Institute*  
 Participants: *Susan M. Johnson, Harvard University; Terry M. Moe, Stanford University; Katharine Omenn Strunk, University of Southern California; Rhonda Weingarten, American Federation of Teachers*  
 Discussant: *Richard Carranza, San Francisco Unified School District*

**AERA Sessions**

**58.015. Meet Journal Editors: Journal Talks 11.** AERA Sessions; Invited Roundtable  
 Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:10-1:40pm

Participants:

1. Learning and Instruction. *Lucia Mason, University of Padova; Ann Corney, Elsevier Inc.*
2. Journal of the Learning Sciences. *Joshua L. Radinsky, University of Illinois at Chicago; Iris E. Tabak, Ben-Gurion University of the Negev*
3. Educational Researcher. *Carolyn D. Herrington, Florida State University; Vivian L. Gadsden, University of Pennsylvania*
4. American Educational Research Journal (Social and Institutional Analysis). *Kenneth R. Howe, University of Colorado*

5. Journal of Educational and Behavioral Statistics. *Sandip Sinharay, CTB/McGraw-Hill; Matthew Scott Johnson, Teachers College, Columbia University*
6. Journal of Jewish Education. *Gail Z. Dorph, Council for Initiatives in Jewish Education*
7. The International Journal of Critical Pedagogy. *Shirley R. Steinberg, University of Calgary; Virginia M. Lea, University of Wisconsin - Stout; Roberta Alquist, San Jose State University*
8. Middle Grades Research Journal. *Frances R. Spielhagen, Mount Saint Mary College*
9. College Student Affairs Journal. *T. Elon Dancy, University of Oklahoma; Roland W. Mitchell, Louisiana State University*
10. Journal for Research in Mathematics Education. *Cynthia W. Langrall, Illinois State University*

**58.016. Meet Journal Editors: Journal Talks 12.** AERA Sessions; Invited Roundtable

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:10-1:40pm

Participants:

1. The Social Studies. *Ronald Banaszak, Aurora University*
2. International Journal of Educational Leadership Preparation. *Linda K. Lemasters, The George Washington University*
3. The New Educator. *Beverly Falk, City College of New York - CUNY*
4. Online Educational Research Journal. *Peter B. Tymms, Durham University*
5. International Journal of Leadership in Education. *Duncan Waite, Texas State University*
6. Journal of Transformative Education. *John M. Dirks, Michigan State University*
7. Journal of Literacy Research. *David B. Yaden, The University of Arizona; Patricia L. Anders, The University of Arizona*
8. Journal for Research on Leadership Education. *Gail C. Furman, Washington State University; Michele Anne Acker-Hocevar, Washington State University*

### Committee Sessions

**58.017. Adding Value to Higher Education: Galvanizing Experiences of Junior Faculty of Color.** Committee on Scholars of Color in Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Lombard; 12:10-1:40pm

Chair: *Tiffany J. Brown, University of Washington*

Participants:

- Adding Value to Higher Education: Galvanizing Experiences of Junior Faculty of Color. *Raul Leon, Eastern Michigan University*
- Adding Value to Higher Education: Galvanizing Experiences of Junior Faculty of Color. *Michelle M. Espino, University of Maryland - College Park*
- Adding Value to Higher Education: Galvanizing Experiences of Junior Faculty of Color. *Julie J. Park, University of Maryland - College Park*
- Adding Value to Higher Education: Galvanizing Experiences of Junior Faculty of Color. *LaVar Jovan Charleston, University of Wisconsin - Madison*

**58.018. GSC Division E Fireside Chat: Staying in the Game: Maintaining Research Productivity.** Graduate Student Council; Invited Session

Parc 55, Third Level, Mason; 12:10-1:40pm

Chairs: *Ann Young Kim, University of California - Santa Barbara; Patrick Mullen, University of Central Florida*

Participants: *Brenda Britsch, EdLab Group; Edward Hamilton Robinson, University of Central Florida; Shadi Roshandel, Dominican University of California; W. David Wakefield, California State University - Northridge; Cirecie West-Olatunji, University of Florida*

**58.019. Graduate Student Council Food for Thought Session (Tuesday).**

Graduate Student Council; Invited Session

Parc 55, Third Level, Market Street; 12:10-1:40pm

Chairs: *Angela Rose Hines, Arizona State University; Carleen Carey, Michigan State University; Liza Renee Lizcano, Stanford University*

**58.020. In Pursuit of Academic Resources in International Schooling.**

International Relations Committee; Paper Session

Hilton Union Square, Ballroom Level, Continental 7; 12:10-1:40pm

Chair: *Olga A. Vasquez, University of California - San Diego*

Participants:

- Enhancing the Academic Achievement of Indigenous Students in Rural Australia. *Lorraine J. Graham, University of New England; John E. Pegg, University of New England*
- Narratives of Philippine Higher Education Migration in an Era of Global Migration. *Maria Sian Chavan, University at Buffalo - SUNY*
- The Road to Academic Excellence: Developing an Effective College Environment for Students at Aspiring "World-Class" Research Universities in China. *Roy Y. Chan, Boston College*

### International Organization Sessions

**58.021. State and Regional Educational Research Associations:**

**Distinguished Paper Session 3.** Consortium of State and Regional Educational Research Associations; Invited Session

Westin St. Francis, Second Level, Yorkshire; 12:10-1:40pm

Chair: *Michael S. Green, Hudson Valley Community College*

Participants:

- Pennsylvania Educational Research Association: Curricular Mobility in Early High School Mathematics: Evidence From the Post-NCLB Era. *Elizabeth N. Farley-Ripple, University of Delaware*
- Hawaii Educational Research Association: Developing a Statistical Model to Analyze Algebra Preparedness. *Linda Venenciano, University of Hawaii - Manoa*
- North Carolina Association for Research in Education: Statewide Developmental Growth Curves in Reading and Mathematics: A Practical Strategy to Lengthen Empirical Trajectories. *Gary L. Williamson, MetaMetrics; Mary Ann Simpson, MetaMetrics*
- Southeastern Association for Community College Research: Implementation of Predictive Analytics for Student Retention in a Community College Setting. *Rhonda Tracy, West Virginia University at Parkersburg; Robert Westbrook, West Virginia University at Parkersburg*
- Discussants: *Anthony J. Onwuegbuzie, Sam Houston State University; Robert M. Nelson, University of Central Oklahoma*

### Division Sessions

**58.022. Building School Capacity Through Distributed Leadership (DL): The Dynamics of Leader and Team Interactions in DL Schools.**

Division A - Administration, Organization and Leadership; Symposium

Westin St. Francis, Second Level, Elizabethan A; 12:10-1:40pm

Chair: *Jonathan A. Supovitz, University of Pennsylvania*

Participants:

- The Implementation and Replication of the Distributed Leadership Program: More Lessons Learned and Beliefs Confirmed. *John A. Deflaminis, University of Pennsylvania*
- Examining the Micro-Processes of Distributed Leadership Team Interactions: Predictors and Characteristics of Collaborative Decision-Making. *Jonathan A. Supovitz, University of Pennsylvania*
- Distributed Leadership and Relational Trust: Bridging Two Frameworks to Identify Effective Leadership Practices. *Mustafa Abdul-Jabbar, University of Pennsylvania*
- Practitioner Learning in Distributed Leadership Schools: Modeling the Interaction of Leadership, Learning, and Change. *Eric E Yoak, University of Pennsylvania*
- Discussants: *Jolley B. Christman, Research for Action; William A. Firestone, Rutgers University*

**58.023. Developing Leaders' Capacity to Support School Improvement.**

Division A - Administration, Organization and Leadership; Paper Session

Westin St. Francis, Second Level, California West; 12:10-1:40pm

Chair: *Joy C. Phillips, East Carolina University*

Participants:

- Parallel Play or Continued Collaboration? Work Relationships Between District and External Support Staff Under a Portfolio Management Model. *Marian A. Robinson, The George Washington University*
- Supporting Leadership Development for Schoolwide Improvement: Five Principals' Leadership of Title I Schools Under Program Improvement. *Irene H. Yoon, University of Utah; Cori A. Groth, University of Utah;*



*Andrea K. Rorrer, University of Utah*

Culturally Relevant Leadership: Lessons From Deaf Culture and a School for the Deaf. *Catherine Ann O'Brien, Gallaudet University; Jay P. Scribner, Old Dominion University*

Improving Quality Core Instruction in Literacy: One Component of a Collaborative School Improvement Project. *Lori A. Helman, University of Minnesota; Joseph Demers, University of Minnesota*

Discussant: *Cynthia J. Reed, Auburn University*

**58.024. Leadership and Organizational Impact on Teacher Behavior and Motivation.** Division A - Administration, Organization and Leadership; Paper Session

Westin St. Francis, Second Level, Victorian; 12:10-1:40pm

Chair: *Jason W. Richardson, University of Kentucky*

Participants:

Measuring Public Service Motivation in Professional Educators. *Ira E. Bogotch, Florida Atlantic University; Jacqueline Ackerina, Florida Atlantic University*

Principals' Authentic Leadership and Psychological Empowerment as Antecedents of Teachers' Citizenship and Withdrawal Behaviors. *Orly Shapira-Lishchinsky, Bar-Illan University; Sigalit Tsemah, Bar-Illan University*

Using Multilevel Structural Equation Models to Examine Personal and School Effect on Teacher Motivation. *Yi-En Wei, The Ohio State University; Belinda Gimbert, The Ohio State University*

Welcome to the Neighborhood: A Social Network Perspective on the Effects of Social Influence on Teacher Trust. *Dimitri Van Maele, Ghent University; Nienke M. Moolenaar, University of California - San Diego; Alan J. Daly, University of California - San Diego*

Discussant: *Karen M. Jackson, University of Utah*

**58.025. Intellectual Poverty in a Neoliberal Age: Deleuzguattarian Interventions in Education.** Division B - Curriculum Studies; Symposium

Grand Hyatt, Second Level, Belvedere; 12:10-1:40pm

Chair: *Taylor Webb, The University of British Columbia*

Participants:

Policyomics: Educational Poverty and Policies of Difference. *Taylor Webb, The University of British Columbia*

Mathematics as Surface Effect: A Materialist Approach to Sense and Sensing in Mathematics Education. *Elizabeth De Freitas, Adelphi University*

(Re)thinking Ethics as an Event in Educational Research and Practice. *Monica Waterhouse, University of Ottawa*

Materialist Experiments in Overcoming Institutional Poverty. *Jason J. Wallin, University of Alberta*

Discussant: *Diana Masny, University of Ottawa*

**58.026. Teaching About Inequality: Knowledge, Ideology, and Practice in Formal and Informal Political Education.** Division B - Curriculum Studies Cosponsored with Social Justice Action Committee and SIG-Critical Educators for Social Justice, SIG-Democratic Citizenship in Education; Symposium

Grand Hyatt, Theatre Level, Curran; 12:10-1:40pm

Chair: *Joel Westheimer, University of Ottawa*

Participants:

Democracy for Some: The Civic Opportunity Gap. *Joseph E. Kahne, Mills College; Ellen Middaugh, Mills College*

Teaching About Economic Inequality: Citizenship Education in Ontario, Canada. *Alison Molina-Girón, University of Ottawa; Kristina R. Llewellyn, University of Waterloo; Joel Westheimer, University of Ottawa*

Economic Inequality and a Social Justice Framework for Teacher Education. *Morva McDonald, University of Washington; Sarah Schneider Kavanagh, University of Washington - Seattle*

Occupy This, Occupy That, Occupy Everything: Public Pedagogy, Imagination, and Education. *William C. Ayers, University of Illinois at Chicago*

Discussant: *Joel Westheimer, University of Ottawa*

**58.027. The Politics of Difference in Histories and Current Meanings of Curriculum in Schools, Colleges, Media, and Public Institutions.** Division B - Curriculum Studies; Invited Session

Grand Hyatt, Ballroom Level, Grand Ballroom West; 12:10-1:40pm

Chair: *Kalwant Bhopal, University of Southampton*

Participants:

The Aftermath of Race: The Politics and Perils of Theorizing Racial Identities in Education in the Age of Information. *Cameron R. McCarthy, University of Illinois at Urbana-Champaign*

Theorizing Curriculum Research: Post Promises, Lost Subjects, and Tiny Optimisms. *Patti A. Lather, The Ohio State University*

Audiocultural Culture and Curriculum Studies: Territories of Difference. *Antonio Carlos Amorim, State University of Campinas*

**58.028. Cognitive Processes and Their Effects on Text Memory and Comprehension.** Division C - Learning and Instruction; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20;

12:10-1:40pm

Chair: *Matthew T. McCrudden, Victoria University of Wellington*

Participants:

The Effects of Standards of Coherence and Standards of Relevance on Online Reading Processes. *Catherine M. Bohn-Gettler, Wichita State University; Matthew T. McCrudden, Victoria University of Wellington*

Cognitive Processes During Text-Based Belief Revision. *Panayiota Kendeou, Neapolis University Pafos; Edward J O'Brien, University of New Hampshire*

A Demonstration of Selective Recall via Stephen Pepper's Mechanism and Organicism. *Benjamin Robert Forsyth, University of Northern Iowa; Brice Beck, University of Northern IA*

Relationships Among Individual Differences, Processing, and Performance in Multiple-Text Comprehension. *Oistein Anmarkrud, University of Oslo; Ivar Braten, University of Oslo; Christian Brandmo, University of Oslo; Helge I. Stromso, University of Oslo; Leila Ferguson, University of Oslo*

Memory for Simple Scientific Arguments and the Sources That Convey Them: Claim-Evidence Consistency Matters. *Jason Lawrence Braasch, University of Oslo; Brent Steffens, Northern Illinois University; Anne Britt, Northern Illinois University; Ivar Braten, University of Oslo; Helge I. Stromso, University of Oslo*

Discussant: *Gregory John Schraw, University of Nevada - Las Vegas*

**58.029. Designing and Using a Laboratory Approach to the Collective Study of Instruction.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 12:10-1:40pm

Chair: *Meghan M. Shaughnessy, University of Michigan*

Participants:

Designing a Laboratory for the Study of Teaching Practice. *Kara Suzuka, University of Michigan*

The Role of a "Lesson Plan" in Collective Work on Teaching. *Mark Hoover Thames, University of Michigan; Lindsey Mann, University of Michigan*

Public Teaching: The Work of Making One's Own Teaching Practice Studyable by Observers. *Deborah Loewenberg Ball, University of Michigan - Ann Arbor; Laurie Sleep, University of Michigan*

Designing for the Interactive Mathematical Work of Teaching. *Meghan M. Shaughnessy, University of Michigan*

Discussants: *Maryl Gearhart, University of California - Berkeley; Geoffrey B. Saxe, University of California - Berkeley*

**58.030. Enriched Learning Environments: Multimedia and Embodiment.** Division C - Learning and Instruction; Paper Session

Westin St. Francis, Mezzanine Level, Colonial; 12:10-1:40pm

Chair: *Emily W. Fox, University of Maryland*

Participants:

Time Varying Effects of Causal Diagrams on Learning Outcomes and Perceived Difficulty. *Carolyn J. Hushman, University of New Mexico; Kira Joy Carboneau, University of New Mexico; James P. Selig, University of New Mexico; Scott C. Marley, University of New Mexico; Amy M. Korzekwa, University of New Mexico; Krystal McCutchen, University of New Mexico*

Metacomprehension Accuracy of Judgments of Understanding During Multimedia Learning. *Celeste Cristine Pilegard, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara*

Projection as a Mechanism for Grounding Mathematical Justification in Embodied Action. *Candace A. Walkington, Southern Methodist University; Mitchell J. Nathan, University of Wisconsin - Madison;*

*Martha W. Alibali, University of Wisconsin - Madison; Elizabeth Lauren Pier, University of Wisconsin - Madison; Rebecca Boncodd, University of Wisconsin - Madison; Caroline Cassie-Marie Williams, University of Wisconsin - Madison*

Enhancing Learning and Motivation Through Positive Embodied Affect and Surrogate Embodiment in Virtual Environments. *Saadia A. Khan, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University*

Girls and Games: Examining the Performance and Self-Regulation of Girls in a Science Gaming Environment. *John L. Nietfeld, North Carolina State University; James Minogue, North Carolina State University; Hiller A. Spiers, North Carolina State University; James Lester, North Carolina State University*

Discussant: *Daniel L. Schwartz, Stanford University*

**58.031. Learning Through Peer Social Interaction.** Division C - Learning and Instruction; Paper Session  
Westin St. Francis, Second Level, California East; 12:10-1:40pm

Chair: *David Sears, Purdue University*

Participants:

Exploring Evolutions in Reciprocal Peer Tutoring Groups' Metacognitive Regulation: An Interaction Analysis. *Liesje De Backer, Ghent University; Hilde Van Keer, Ghent University; Martin M. Valcke, Ghent University*

Listening: Is It the Missing Link Between Group Processes and Individual Learning Outcomes? *Jane S. Vogler, The University of Texas - Austin*

The Effectiveness of Knowledge Coconstruction on Pairs' Learning Outcomes. *Muhsin Menekse, University of Pittsburgh; Micheline T. Chi, Arizona State University*

The Paradox of Scaffolding in the Classroom: Support Quality Versus Support Efficiency in Relation to Student Engagement in Small-Group Work. *Janneke van de Pol, Utrecht University; Mieke Brekelmans, Utrecht University*

Discussant: *Robyn Margaret Gillies, The University of Queensland*

**58.032. Measuring and Understanding Digital Literacies.** Division C - Learning and Instruction; Paper Session  
Westin St. Francis, Second Level, Olympic; 12:10-1:40pm

Chair: *Michael McCreery, University of Arkansas at Little Rock*

Participants:

Digital Natives' Usages and Perceptions of Information and Communication Technologies (ICT) in Quebec Colleges. *Normand Roy, Université de Trois-Rivières; Bruno Poellhuber, Université de Montréal*

Google, Then What? Examining Students' Source Selection Online. *Alexandra List, University of Maryland; Patricia A. Alexander, University of Maryland*

Learners, Tools, and Interventions: The Complexity of Tool Use in Computer-Based Learning Environments. *Norma A. Juarez Collazo, KU Leuven (University of Leuven); Jan M. Elen, KU Leuven; Geraldine B. Clarebout, Katholieke Universiteit Leuven*

Noise, Navigation, and Negotiation: New Literacies of Learning in a Digital School. *Mary Frances (Molly) Buckley, Cleveland State University*

Understanding Multimedia Learning by Converging Process and Product Data. *Reza Feyzi Behnagh, McGill University; Gregory Trevors, McGill University; Roger Azevedo, McGill University; Wook Yang, McGill University; Valerie Belanger-Cantara, McGill University; Joan Henchey, McGill University; François Bouchet, McGill University; Nicole Pacampara, McGill University; Grace Wang, McGill University*

Discussant: *Laurie A. Henry, University of Kentucky*

**58.033. Morphology and Academic Language: Relationships Between Students' Understanding of Morphologically Related Words, Reading, and Academic Achievement.** Division C - Learning and Instruction; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 12:10-1:40pm

Chair: *Dianna R. Townsend, University of Nevada - Reno*

Participants:

Rooting Out Meanings: An Examination of Morphological Problem-Solving Strategies Used by Adolescent Readers in Different Word-Solving Contexts. *Amanda P. Goodwin, Vanderbilt University; Mark Barba Pacheco, Vanderbilt University*

The Nature of Fourth-, Fifth-, and Sixth-Grade Students' Tacit and Explicit

Knowledge of Morphology in the Context of a Developmental Model of Word Knowledge. *Shane Templeton, University of Nevada - Reno*

Morphological Awareness, Academic Vocabulary, and Reading

Comprehension in Spanish-Speaking Language Minority Learners and Their Classmates. *Michael J. Kieffer, New York University*

Morphological Awareness and Academic Language in the Content Areas. *Dianna R. Townsend, University of Nevada - Reno; Donald R. Bear, University of Nevada - Reno; Darcie Smith, Washoe County School District; Andrea Morency, University of Nevada - Reno; Meghan Sweeney, University of Nevada - Reno; Heather Crawford-Ferre, University of Nevada - Reno; Kristina Wulfing, University of Nevada - Reno; Amy Burton, University of Nevada - Reno*

Discussant: *William E. Nagy, Seattle Pacific University*

**58.034. Motivation and Levels of Engagement.** Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 12:10-1:40pm

Chair: *Daniel Dinsmore, University of North Florida*

Participants:

The Relationship Between the Challenge-Skill Balance and Flow: A Meta-Analysis. *Carlton Jing Fong, The University of Texas - Austin; Diana Janet Zaleski, Illinois State Board of Education*

Not Just Robo-Students: Full Engagement as a Facilitator of Achievement and Well-Being in High-Performing Schools. *Denise C. Pope, Stanford University; Jerusha Osberg Conner, Villanova University*

New Evidence That Racial and Ethnic Patterns of Student Engagement Are More Similar Than Different. *Sarah Phillips, Brandeis University*

Connecting College Students' Self-Regulated Learning, Time Management, and Procrastination. *Christopher A. Wolters, University of Houston; Maryam Hussain, University of Houston; J Young, University of Houston*

Discussant: *Dale H. Schunk, University of North Carolina - Greensboro*

**58.035. Out on a Sociocultural Limb: Empowering Student Learning Through Identity and Culture.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Lobby Level, Golden Gate 7; 12:10-1:40pm

Chairs: *Beverly S. Faircloth, University of North Carolina - Greensboro; Mirit Sinai, Ben-Gurion University of the Negev*

Participants:

Vygotsky's *Obuchenie*: A Framework for Empowering Student Education. *Beverly S. Faircloth, University of North Carolina - Greensboro; Edna Tan, University of North Carolina at Greensboro*

Noncommodified Knowledge: What It Is and Why It Matters in Education. *Edna Tan, University of North Carolina at Greensboro; Beverly S. Faircloth, University of North Carolina - Greensboro*

Promoting Identity Exploration Using the Math Curriculum: A Design-Based Study in a Junior High Math Class in Israel. *Mirit Sinai, Ben-Gurion University of the Negev; Dafna Elgud, Hakfor Hayarok; Dafna Manor, Hakfor Hayarok School*

How Do Positive Emotions of Adolescents From Low-SES Families

Vary Across Interpersonal Contexts In and Out of School? *Susan D. Holloway, University of California - Berkeley; Soojung Kim, University of California - Berkeley; Janine Bempechat, Wheelock College; Jin Li, Brown University*

Discussant: *Mary M. McCaslin, The University of Arizona*

**58.036. Science Learning: Issues in Argumentation and Epistemic Practices.** Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Yosemite A; 12:10-1:40pm

Chair: *Emily Lin, University of Nevada - Las Vegas*

Participants:

Assessments for Reading and Writing Scientific Arguments. *Amanda M. Knight, Boston College; Katherine L. McNeill, Boston College; Seth Corrigan, Lawrence Hall of Science, University of California - Berkeley; Jacqueline Barber, University of California - Berkeley*

Changes in Epistemological Beliefs in the Context of Scientific Practice. *Brandy L.E. Buckingham, Northwestern University; Brian J. Reiser, Northwestern University*

Electronic Science Notebooks and Argumentation: Analysis of Student

Writing. *Eric N. Wiebe, North Carolina State University; Mike Carter, North Carolina State University; Lindsay Patterson, North Carolina State University; Wayne Sheffield, North Carolina State University; Megan Hardy, North Carolina State University; Miles Smaxwell, North Carolina State University*

Why Can't They Be of One Mind? Laypersons' Beliefs About Reasons for Scientific Conflict Measured With the Explaining Conflicting Scientific Claims (ECSC) Questionnaire. *Rainer F. Bromme, University of Münster; Eva Thomm, University of Münster; Marc Stadler, University of Münster*

Adventures in Argument: How Training in Argumentation Influences Domain Learning and Scientific Literacy. *Julia Gressick, Indiana University - South Bend; Sharon Derry, University of North Carolina - Chapel Hill*

**58.037. Current Methodological Advances in Meta-Analysis.** Division D - Measurement and Research Methodology; Symposium  
Parc 55, Fourth Level, Stockton; 12:10-1:40pm

Chair: *Betsy J. Becker, Florida State University*

Participants:

Meta-Analysis and Bayesian Updating of the Differential Item Functioning Index. *Jin Koo, Florida State University; Betsy J. Becker, Florida State University*

To Pool, or Not to Pool Variances Within Groups in Meta-Analysis With Categorical Moderators. *Soyeon Ahn, University of Miami*

The Synthesis of Partial and Bivariate Correlations. *Ariel M. Aloe, University at Buffalo - SUNY*

How Correlated Are Correlations? *Betsy J. Becker, Florida State University*

How Violating the Independence Assumption in Meta-Analysis With Multiple-Endpoint Data Affects the Q-Statistic. *Christopher Thompson, Florida State University*

Discussant: *Ingram Olkin, Stanford University*

**58.038. Bullying: Associations With College Adjustment and Other Victimization Forms.** Division E - Counseling and Human

Development; Symposium

Parc 55, Fourth Level, Lombard; 12:10-1:40pm

Chairs: *Melissa K. Holt, Boston University; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Participants:

Retrospective Reports of Bullying: The California Bully Victimization Scale. *Erika D. Felix, University of California, Santa Barbara; Jill D. Sharkey, University of California - Santa Barbara; Jennifer Greif Green, Boston University; Michael James Furlong, University of California - Santa Barbara*

Associations Between Bullying and Other Victimization Experiences Among College Students. *Melissa K. Holt, Boston University; Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Paul Poteat, Boston College*

Bullying: Associations With College Adjustment. *Gerald Reid, Boston University; Melissa K. Holt, Boston University*

Discussant: *Richard P. Lanthier, The George Washington University*

**58.039. Histories on Professionalization and Unionization in Education.**

Division F - History and Historiography Cosponsored with SIG-

Teacher's Work/Teachers Unions; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Sutter; 12:10-1:40pm

Chair: *Diana D'Amico, George Mason University*

Participants:

Teacher Unionization: Beyond the Metropolis, 1945-1980. *Campbell Scribner, University of Wisconsin - Madison*

Disciplinary Perspectives on the Needs of the Professoriate in the Formation of AAUP, 1913-1914. *Zachary James Haberler, University of California - Riverside*

Toward a History of Faculty Unions: Four Eras of Organizing and Activism, 1918-1980. *Timothy Reese Cain, University of Illinois at Urbana-Champaign*

The Pugnacious Origins of the Art and Science of Teaching, 1871-1901. *Stephen S. Mucher, Bard College*

Discussant: *Diana D'Amico, George Mason University*

**58.040. Exploring AERA's Commitment to Social Justice: An Interactive Session With Glide Memorial Church (Workshop).** Division G - Social Context of Education; Off-Site Visit

Glide Memorial Church, 330 Ellis Street, San Francisco, CA; 12:10-1:40pm

Visit Leader: *Richard Ruiz, The University of Arizona*

Participants: *Richard Ruiz, The University of Arizona; Karen Oliveto*

**58.041. Poverty and Opportunity to Learn: Intersecting Roles of Neighborhoods as Demographic Spaces, Informal Learning, Schools.** Division G - Social Context of Education; Symposium  
Hilton Union Square, Ballroom Level, Continental 4; 12:10-1:40pm

Chair: *Alfredo J. Artiles, Ph.D., Arizona State University*

Participants:

Poverty, Race, and Opportunity: A Geospatial Analysis of Metro St. Louis. *William F. Tate, Washington University in St. Louis*

Identity and Literacy Intersections in an Ecologically and Culturally Focused Urban School Intervention. *Carol D. Lee, Northwestern University*

Rupturing Disconnected Learning: Expansive Ecologies for Learning. *Kris D. Gutiérrez, University of Colorado - Boulder*

Race, Poverty, and Opportunities to Be Learners in a Hybrid Learning Space. *Nailah Suad Nasir, University of California - Berkeley*

Discussant: *Alfredo J. Artiles, Ph.D., Arizona State University*

**58.042. Cost-Effectiveness Analysis Meets the What Works Clearinghouse.**

Division H - Research, Evaluation and Assessment in Schools;

Symposium

Hilton Union Square, Ballroom Level - Franciscan CD; 12:10-1:40pm

Chair: *Jay G. Chambers, American Institutes for Research*

Participants:

Lessons Learned From Trying to Conduct Cost-Effectiveness Analyses (CEA) Retrospectively on Dropout Prevention Programs. *Henry M. Levin, Teachers College, Columbia University*

Applying a Cost-Effectiveness Analysis Tool to Educational Interventions. *Clive R. Belfield, Queens College - CUNY; Henan Cheng, Columbia University; Barbara Hanisch-Cerda, Teachers College*

How Variations in Implementation Affect Cross-Site Cost-Effectiveness Within Talent Search. *A. Brooks Bowden, Teachers College, Columbia University; Robert Shand, Teachers College*

Applying Cost-Effectiveness Analysis (CEA) to Early Literacy Programs. *Fiona M. Hollands, Columbia University; Yilin Pan, Columbia University*

Discussants: *Patrick J. McEwan, Wellesley College; Rebecca A. Maynard, U.S. Department of Education*

**58.043. Reaching Success Together: Multiple Perspectives on Enhancing School Achievement and Promoting Positive Student Outcomes.**

Division H - Research, Evaluation and Assessment in Schools; Invited Session

Parc 55, Fourth Level, Cyril Magnin I; 12:10-1:40pm

Chair: *Marisa Anne del Campo, University of Connecticut*

Participants:

Peer Effects, Resources Allocation, and Students' Achievement: Evidence From TIMSS 2007. *Wei Li, Michigan State University*

School Officials' Perceptions About Consequences of Delaying High School Time. *Megan Kuhfeld, University of California - Los Angeles; Harris M. Cooper, Duke University*

Kākau Mea Nui (Writing Matters) for Advancing Academic and Economic Successes of Native Hawaiian Students. *Norma Jean H. Stodden, University of Hawaii at Manoa; Heather M. DeWoody, University of Hawaii; Tammie Picklesimer, University of Hawaii; Sara Podlewski, University of Hawaii; Meghan Whitfield, University of Hawaii at Manoa; Martha Guinan, University of Hawaii*

Misclassification of Native English Speakers as English Language Learners: Evidence From the ELS:2002 Data. *Nicholas James Graham, University of California - Irvine*

Laptop Use and Science Achievement Among Linguistically Diverse Students. *Mark Warschauer, University of California - Irvine; Binbin Zheng, University of California - Irvine*

All Together Now: Preparing North Carolina Educators for the Common Core Through Team-Oriented Professional Development. *Lauren H. Bryant, North Carolina State University; Meredith Craver Walton, North Carolina State University; Yvette A. Stewart, North Carolina Department of Public Instruction*

An Evaluation of North Carolina's Race to the Top: Teachers' Perspectives on State-Administered Professional Development Training. *Avril Smart,*



*North Carolina State University; Jenifer Corn, North Carolina State University*

Sampling Maximum Performance in the Evaluation of Science Teachers' Formative Assessment Practices for English Language Learners.

*Karla T. del Rosal, University of Colorado; Guillermo Solano-Flores, University of Colorado - Boulder*

Making Alternate Assessment Score Reports a Meaningful Tool for Parents.  
*William Blackwell, Lewis University*

A Comparison of Performances Elicited Through Curriculum and Assessment in Science and Mathematics Classrooms. *Natasha Ziebell, The University of Melbourne*

School District Socioeconomic Status, Teacher Quality, and Student Achievement in Missouri. *Haigen Huang, University of Missouri - Columbia; Ting Wang, University of Washington*

Classification Model Validity for English Language Proficiency Assessments: Insights From Native English Speaker Performances. *Patricia E. Carroll, University of California - Los Angeles*

Implementing a Teacher Observation Program: Procedures, Pitfalls, and Plans for the Future. *Jon Brasfield, University of North Carolina - Greensboro*

Adequate Yearly Progress of Indiana Schools Serving Large English Learner Populations. *April M. Burke, Purdue University; Glen DePalma, Purdue University; Trish Morita Mullaney, Indiana University Purdue University Indianapolis; John W. Young, ETS*

Issues Related to Quantitative Indices Describing Content Standards. *Natalie Olinghouse, University of Connecticut; Kelly A. O'Shea, University of Connecticut; Joshua Wilson, University of Connecticut; Gary A. Troia, Michigan State University*

**58.044. Symposium on Pushing Innovation Forward: Item and Task Types Under Development by Assessment Consortia.** Division H - Research, Evaluation and Assessment in Schools Cosponsored with Division K - Teaching and Teacher Education; Symposium Parc 55, Fourth Level, Cyril Magin III; 12:10-1:40pm

Chair: *Pascal D. Forgiione, K-12 Center at ETS*

Participants:

Overview of the PARCC and Smarter Balanced Assessment Designs. *Nancy Doorey, K-12 Center at ETS*

Innovative Items and Performance Tasks Under Development in the PARCC Summative and Interim Assessments. *Jeffrey Nellhaus, Massachusetts Department of Elementary and Secondary Education*

Innovative Items and Performance Tasks Under Development in the Smarter Balanced Assessments. *Marty McCall, Smarter Balanced Assessment Consortium*

Discussants: *Phil Daro, The Public Forum on School Accountability; P. David Pearson, University of California - Berkeley; Raymond Lee Pecheone, Stanford University*

**58.045. Value-Added Under Arizona's State-Mandated Evaluation Framework: Content, Concurrent, and Consequential Levels of Validity.** Division H - Research, Evaluation and Assessment in Schools; Symposium

Parc 55, Second Level, Sutro; 12:10-1:40pm

Chair: *Audrey Amrein-Beardsley, Arizona State University*

Participants:

The Northwest Evaluation Association's Measures of Academic Progress: Validation of a Potential Value-Added Measure for the Primary Grades. *Sarah A. Polasky, Arizona State University; Audrey Amrein-Beardsley, Arizona State University; Patricia Tate, Osborn School District; Mary Pistor, Osborn Elementary School District*

Evaluating the Validity of Value-Added as a Measure of Instructional Effectiveness. *Edward F. Sloat, Arizona State University*

Confirmatory and Exploratory Factor Analysis of the Teacher Advancement Program (TAP) Teacher Observation Rubric in Value-Added Schools. *Kent Sabo, Arizona State University; Kerry Chase Lawton, Arizona State University*

Teacher Effectiveness Within the Context of Teacher Working Conditions. *Wendy Miedel Barnard, Arizona State University; Kerry Chase Lawton, Arizona State University; Sarah A. Polasky, Arizona State University; Kim Marrone Beckert, Arizona State University*

Using Value-Added Data for Charter School Review, Renewal, and

Revocation. *Ildiko I. Laczko-Kerr, Arizona Charter Schools Association*

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

**58.046. Diverse Lenses for Understanding STEM Communities.** Division J - Postsecondary Education; Paper Session

Westin St. Francis, Second Level, Elizabethan B; 12:10-1:40pm

Chair: *Spencer Platt, University of South Carolina - Columbia*

Participants:

A Multidimensional Approach to Faculty Identity Construction: An Examination of Female Engineering Faculty. *Vicente M. Lechuga, Texas A&M University*

Application of Multiple Theoretical Constructs to Examine STEM Research University Faculty Members' Motivation to Improve Teaching. *Jennifer Shalini Collins, University of Kentucky; Stephen E. Schmid, University of Wisconsin; Jana Bouwma-Gearhart, Oregon State University*

Encouraging Civic Learning in the Engineers of 2020: Using Institutional Values, Curricula, and Pedagogies of Engagement to Explore Learning. *Lois Calian Trautvetter, Northwestern University; David B. Knight, University of Queensland; Carla Cortes, Northwestern University*

Influences on Career Aspirations in Science and Engineering Doctoral Candidates. *Deborah Barry, Syracuse University; John W. Tillotson, Syracuse University*

Discussant: *Fred Arthur Bonner, Rutgers University - New Brunswick/Piscataway*

**58.047. Reclaiming Higher Education as a Tool for Liberation: Civic Engagement, Agency, and Social Justice Outcomes.** Division J - Postsecondary Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 12:10-1:40pm

Chair: *Liliana M. Garces, The George Washington University*

Participants:

Alternative Break Programs and the Factors That Contribute to Students' Future Civic Engagement. *Elizabeth Niehaus, University of Maryland*

Increasing Student Understanding of Affirmative Action in College Admissions. *Matthew R. Lee, James Madison University; Amanda Campbell, James Madison University*

Not Your Average Leader: Women of Color Student Organizing in Community College. *Dimpal Jain, California State University - Northridge*

What Role Can Higher Education Play in Breaking the Cycle of Segregation? The Long-Term Impact of Diversity on Postcollege Civic Outcomes. *Kim Misa, Loyola Marymount University*

Discussant: *Phillip J. Bowman, University of Michigan*

**58.048. Students' Information, Preferences, and College Choice.** Division J - Postsecondary Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 12:10-1:40pm

Chair: *Kem Saichaie, University of Minnesota - Twin Cities*

Participants:

An Ecological Understanding of Gang, College, and Military Information Use for Latino Male High School Students. *Adrian H. Huerta, University of California - Los Angeles; Patricia M. McDonough, University of California - Los Angeles*

The Role of Preferences in College Choice: Findings From ELS:2002. *Grant Hanley Blume, University of Washington; S. Michael Gaddis, University of North Carolina - Chapel Hill; Maria Adamuti-Trache, The University of Texas - Arlington; Joseph Yeado, The Education Trust*

Social Class and the College Choice Process: How Poverty Shapes Where Even Valedictorians Attend. *Alexandria Walton Radford, MPR Associates, Inc.*

Understanding the Nuances of For-Profit and Community College Choice Through a Rational Choice Lens. *Constance Iloh, University of Southern California; William G. Tierney, University of Southern California*

Discussant: *Mark E. Engberg, Loyola University Chicago*

**58.049. The Early College High School Initiative: Findings From the National Impact Study.** Division J - Postsecondary Education; Symposium

Hotel Nikko, Third Level, Nikko III; 12:10-1:40pm

Chair: *David Silver, University of California - Los Angeles*

Participants:

The Early College High School Initiative: A Brief Overview. *Kaeli Knowles Keating, SRI International*

Design Overview of the ECHSI Impact Study. *Lori Turk-Bicakci, American Institutes for Research*  
 Findings From the ECHSI Impact Study. *Joel Martin Knudson, American Institutes for Research*  
 Discussants: *Julie A. Penley, El Paso Community College; Elaine M. Allensworth, University of Chicago*

**58.050. What Is the Purpose of the Annual Meeting of a Scholarly Association? A Town Hall Meeting.** Division J - Postsecondary Education; Invited Session

Westin St. Francis, Second Level, Oxford; 12:10-1:40pm  
 Chairs: *Laura W. Perna, University of Pennsylvania; Adrianna Kezar, University of Southern California*  
 Participants: *Gary D. Rhoades, The University of Arizona; William T. Trent, University of Illinois at Urbana-Champaign; Caroline Sotello Viernes Turner, California State University - Sacramento; Lisa E. Wolf-Wendel, The University of Kansas*

**58.051. Affirming the Complexities of Diverse Languages and Literacies: Ecological Perspectives on Teacher Education and Retention.**

Division K - Teaching and Teacher Education; Symposium  
 Westin St. Francis, Second Level, Kent; 12:10-1:40pm  
 Chair: *Sonia Nieto, University of Massachusetts - Amherst*  
 Participants:  
 Humanizing Teacher Preparation: Engaging Funds of Knowledge Inside and Outside of the Higher Education Classroom. *Maria del Carmen Salazar, University of Denver*  
 Teacher Education for Diverse Students Using Community Language and Literacy Mapping. *Minda M. Lopez, Texas State University - San Marcos*  
 Latina Teachers and Culturally Responsive Teaching: Are They One and the Same? *Soria Elizabeth Colomer, University of South Florida*  
 Identity Texts and the Retention of Bilingual Teachers. *Maria E. Franquiz, The University of Texas - Austin*  
 Discussant: *Cynthia S. Salinas, The University of Texas - Austin*

**58.052. Alternate Perspectives on Persistent Problems in Teacher Education.** Division K - Teaching and Teacher Education; Paper Session

Westin St. Francis, Second Level, Hampton; 12:10-1:40pm  
 Chair: *Cristian R. Aquino-Sterling, San Diego State University*  
 Participants:  
 Conversations Across Time: Past and Present African American Educators' Approaches to Dropout Policy and Prevention. *Miyoshi Juergensen, Emory University*  
 Experiences of Neophyte Aboriginal Teachers in Saskatchewan Canada. *Laurie-Ann M. Hellsten, University of Saskatchewan; Jane P. Preston, University of Prince Edward Island; Michelle Prytula, University of Saskatchewan*  
 Internationally Educated Teachers Learning to Be Teachers in Canada: From a Community of Practice Perspective. *Kangxian Zhao, University of Toronto*  
 Outreach to Families and Communities: Exemplary African American Teachers' Perspective. *Linda T. Coats, Mississippi State University; Jianzhong Xu, Mississippi State University*  
 Reflections From Early Career Graduates of the Exceptional Teachers for Disadvantaged Schools Project. *Jo Lampert, Queensland University of Technology; Bruce Munro Burnett, Queensland University of Technology; Barbara M. Comber, Queensland University of Technology*  
 Discussant: *Cleveland Hayes, University of La Verne*

**58.053. Community and Community-Based Organizations: Sites for Fieldwork.** Division K - Teaching and Teacher Education; Invited Session

Westin St. Francis, Second Level, Essex; 12:10-1:40pm  
 Chair: *Rupam Saran, Medgar Evers College - CUNY*  
 Participants:  
 Learning to Live and Teach Outside Four Walls: Lessons Learned From a Community-Based Professional Development School. *Elizabeth A. Skinner, Illinois State University; Brent Showalter, Illinois State University; Thomas P. Crumpler, Illinois State University*  
 Transformative Learning Through Community-Based Learning. *Karen M. Gourd, University of Washington - Bothell*  
 Integrating Academic Service-Learning in Secondary Teacher Education.

*Allison J. Kelaher Young, Western Michigan University; Jeffrey N. Jones, Western Michigan University*  
 Borderlands for Educational Change: Creating Spaces for Future Educators to Become Change Agents. *Sheri Carmel Hardee, University of North Georgia*

A Comparative Case Study of Teacher Candidates in Field-Based Experiences With English Language Learners. *Kristin Johnson Davin, Loyola University Chicago; Amy Jennifer Heineke, Loyola University Chicago*

Discussant: *Jennifer H. Waddell, University of Missouri - Kansas City*

**58.054. Extending Across Research Boundaries: A Comparison of Disciplinary Processes in Bringing Research to Practice in Medicine, Science, and Teacher Education.** Division K - Teaching and Teacher Education; Invited Session

Westin St. Francis, Second Level, Elizabethan C; 12:10-1:40pm  
 Chair: *Nancy Sami Guirguis, University of Southern California*  
 Participants:  
 Combined Symposium Overview. *Gisele Ragusa, University of Southern California*  
 Extending Across Research Boundaries: A Comparison of Disciplinary Processes in Bringing Research to Practice in Medicine, Science, and Teacher Education. *Gisele Ragusa, University of Southern California*

**58.055. The Place of Performance in Teacher Education.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Ballroom Level, Continental 1; 12:10-1:40pm  
 Chair: *Jessica Nina Lester, Washington State University*  
 Participants:  
 "I Live in a Curled World...": Stories From Immigrant Students and Their Teacher. *Irina S. Okhremtchouk, Arizona State University; Rosa M. Jimenez, Arizona State University*  
 "I Am Proud to Be African": Countering Deficit Discourses in a U.S. School. *Katharine Sprecher, Ohio University*  
 Doing Time in ISS: A Performance of School Discipline. *Katherine Rene Evans, Eastern Mennonite University*  
 Needing Intensive Remediation: How a Reading Identity Is Negotiated, Interpreted, and Lived. *Anne McGill-Franzen, The University of Tennessee; Renee Moran, University of Tennessee*  
 "You Live in America and You Don't Celebrate Thanksgiving?". *Kimberly Joy Howard, University of South Carolina*  
 Discussant: *Rachael Gabriel, University of Connecticut*

**58.056. Urban Teachers "Praxising."** Division K - Teaching and Teacher Education; Paper Session

Westin St. Francis, Second Level, Elizabethan D; 12:10-1:40pm  
 Chair: *Letitia Basford, Hamline University*  
 Participants:  
 Examining Hip-Hop as Culturally Relevant Pedagogy. *Jung E. Kim, Lewis University; Isaura Betzabe Pulido, Northeastern Illinois University*  
 Socially Just Teaching in High-Poverty Schools. *Joan L. Whipp, Marquette University; Brandon Buck, Marquette University*  
 Discussant: *Keith E. Howard, Chapman University*

**58.057. Aligning Teacher Development Policies: Lessons and Challenges From California.** Division L - Educational Policy and Politics; Symposium

Hotel Nikko, Third Level, Carmel I; 12:10-1:40pm  
 Chair: *Michael W. Kirst, Stanford University*  
 Participants:  
 Peer Assistance and Review: Reexamining the Link Between Teacher Support and Evaluation. *Julia E. Koppich, J Koppich & Associates*  
 California's Early Career Teacher Development Policies and the Path to Effective Teaching. *Daniel C. Humphrey, SRI International; Jennifer Bland, SRI International*  
 Teacher Development in High-Poverty Rural Areas: The Role and Effect of State Early Career Policies. *Laura M. Stokes, Inverness Research*  
 Towards Reforming Teacher Development to Improve Student Learning: Findings From California's Educator Excellence Task Force. *Linda Darling-Hammond, Stanford University*  
 Discussant: *Michael W. Kirst, Stanford University*

<b>SIG Sessions</b>
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**58.058. Issues Among Adolescents at College.** SIG-Adolescence and Youth Development; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 12:10-1:40pm

Chair: *Michelle Beth Bass, University of Wisconsin - Madison*

Participants:

An Affinity for Acute Social Withdrawal (*Hikikomori*) Among Japanese College Students: Their Internet and Cell Phone Use Patterns and Problems. *Ikuko Aoyama, Tokyo University of Social Welfare; Tetsuya Igarashi, Aichi University of Education,*

Disordered Eating, Stigma, and Help Seeking Among College Students: Findings From a National College Mental Health Study. *Sarah Ketchen Lipson, University of Michigan - Ann Arbor; Suzanne Dooley-Hash, University of Michigan*

Individual and Environmental Factors Predicting Binge Eating and Drinking Among College Students: Findings From a National Mental Health Survey. *Sarah Ketchen Lipson, University of Michigan - Ann Arbor; Suzanne Dooley-Hash, University of Michigan*

Discussant: *Michelle Beth Bass, University of Wisconsin - Madison*

**58.059. Art, Technology, and Participation: Community-Based Participatory Research in Addressing Poverty and Social Change.**

SIG-Arts-Based Educational Research; Symposium

Hilton Union Square, Ballroom Level, Continental 9; 12:10-1:40pm

Chair: *Claudia Mitchell, McGill University*

Participants:

What Can a Female Rural Teacher Do With a Cell Phone? Participatory Approaches to Addressing Poverty and Teen Pregnancy in a South African School. *Claudia Mitchell, McGill University; Relebohile Moletsane, University of KwaZulu-Natal*

Rural Innovation: The Possibilities of Low-Tech Art Production. *April R. Mandrona, Concordia University*

Addressing Issues of Education Among Low-Income Adults in an Inner City Through Participatory Video. *Kyung-Hwa Yang, McGill University*

Discussant: *Lynn Butler-Kisber, McGill University*

**58.060. ELL Outcomes and Factors Affecting ELL Achievement.** SIG-

Bilingual Education Research; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Taylor; 12:10-1:40pm

Chair: *Arturo Olivarez, The University of Texas - El Paso*

Participants:

Effective Reading Programs for Spanish-Dominant English Language Learners (ELLs) in the Elementary Grades: A Synthesis of Research. *Alan Cheung, The Chinese University of Hong Kong; Robert Slavin, Johns Hopkins University*

Longitudinal Results of a Biliteracy Model Assisting Emerging Bilingual Students on a Trajectory Toward Biliteracy. *Wendy Sparrow, University of Colorado - Boulder*

Tracking the Developmental Patterns of ELLs' Reading Skills by Length of Residence and Home Language Environment Using Cognitive Diagnosis Modeling. *Eunice Eunhee Jang, University of Toronto; Maggie Dunlop, University of Toronto - OISE; Maryam Wagner, OISE/University of Toronto; Zhimei Gu, Canadian Test Centre*

Understanding ELLs at Different English Proficiency Levels in Dual Language Programs. *Kathryn J. Lindholm-Leary, San José State University*

Discussant: *Ludwig D. Van Broekhuizen, AdvancED*

**58.061. Teaching and Learning in Constructivist Settings.** SIG-

Constructivist Theory, Research, and Practice; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 12:10-1:40pm

Chair: *Kathy L. Schuh, University of Iowa*

Participants:

Building a Foundation for Learning About Teaching: A Systematic Approach to Classroom Observations. *Delane Ann Bender-Slack, Xavier University; Teresa Young, Xavier University*

Facilitating Transformative Learning in Emerging Adulthood: The Role of the "Critical Friend". *Charles Jefferson Grider, University of Illinois at Urbana-Champaign; Steven R. Aragon, Texas State University - San Marcos; Anjali Forber-Pratt, University of Illinois at Urbana-Champaign*

Preservice Teacher Candidates Construct a Cultural and Instructional Awareness Through Short-Term Study Abroad. *Gloria Jean Gresham, Stephen F. Austin State University; Paula Griffin, Stephen F. Austin State University; Tracey Covington Hasbun, Stephen F. Austin State University; Vikki Boatman, Stephen F. Austin State University; Adrian Decker, Stephen F. Austin State University*

Creating and Sustaining Inquiry-Based Professional Development. *Bruce Alan Marlowe, Roger Williams University; Alan Stephen Canestrari, Roger Williams University*

The Effects of Teacher Common Planning Time on Constructivist Instruction. *Maria C Barcelo-Martinez, Anna C Scott School*

Discussant: *Tawnya L. Lubbes, Eastern Oregon University*

**58.062. Critical International Struggles for Democratic Education.** SIG-Critical Educators for Social Justice; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 12:10-1:40pm

Chair: *Michael W. Apple, University of Wisconsin - Madison*

Participants:

Analysis of a Jewish/Arab-Palestinian Multicultural School in Israel. *Assaf Meshulam, Ben Gurion University of the Negev*

Meeting the Educational Needs of Somali Refugees in Kenya and the United States. *Wangari P. Gichiru, University of Wisconsin - Madison*

Critical Democratic Education in Boston. *Matthew Knoester, University of Evansville*

Democratic Social Movements Against National Standardized Testing in South Korea: A Policy Ecologies Analysis. *Mi Ok Kang, Utah Valley University*

Discussant: *Michael W. Apple, University of Wisconsin - Madison*

**58.063. "Once Upon a Time" in Education: Using Parables, Counterstories, and Scripts to Unveil Whiteness.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

Hilton Union Square, Yosemite B; 12:10-1:40pm

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

Participants:

Beyond the Face of Race: Cognitive Explorations of Racial Cray Cray. *Cheryl E. Matias, University of Colorado - Denver; Robin DiAngelo, Westfield State University*

Is a Good Plessy Better Than a Bad Brown? Considering Racial Realism as a Basis for Educational Policy. *Ricky Lee Allen, University of New Mexico*

The Devil Called It Freedom, but All We Got for Free Was Doom: Critical Race Praxis in Resistance to Desperation. *David O. Stovall, University of Illinois at Chicago*

The Other "R" Word and University Programming. *Nolan L. Cabrera, The University of Arizona*

Discussant: *H. Samy Alim, Stanford University*

**58.064. Problematizing Public Pedagogy.** SIG-Critical Issues in Curriculum and Cultural Studies; Symposium

Grand Hyatt, Theatre Level, Orpheum; 12:10-1:40pm

Chair: *Michael Patrick O'Malley, Texas State University*

Participants:

Dangerous Memories and Undeniable Promise: The Feminist Roots of Public Pedagogies. *Audrey M. Dentith, Lesley University*

The Point of Patricide: Dead Fathers in Public Pedagogy Research and Theorizing. *Jake Burdick, Purdue University; Jennifer April Sandlin, Arizona State University*

Chasing Phantoms? Critical Pedagogy, Public Pedagogy, and Questions of "Public" Knowledge. *Glenn Clifton Savage, The University of Melbourne*

The Pedagogical Impulse: Art, Education, and Knowledge Production. *Stephanie Springgay, OISE/University of Toronto*

Queering the World: A Feminist Poststructuralist Approach to Public Pedagogy. *Tina Manuela Gutierrez-Schmich, University of Oregon; Julia Irene Heffernan, University of Oregon; Jerry L. Rosiek, University of Oregon*

**58.065. At the Crossroads of Technology Integration, Students' Scaffolding, and Online Education.** SIG-Design and Technology; Paper Session

Parc 55, Second Level, Haight; 12:10-1:40pm



Chair: *Martha Marie Snyder, Nova Southeastern University*

Participants:

Technology Integration to Scaffold and Assess Students' Use of Visual Evidence in Science Inquiry. *Camillia Faye Matuk, University of California - Berkeley; Marcia Linn, University of California - Berkeley*

An Analysis Of School-Based Technology Integration Lesson Design With the TPACK-in-Action Framework. *Joyce Hwee Ling Koh, National Institute of Education - Nanyang Technological University; Ching Sing Chai, National Institute of Education - Nanyang Technological University; Lee Yong Tay, Beacon Primary School; Ming De Yuen, National Institute of Education, Nanyang Technological University, Singapore*

Scaffolding Middle School Students' Arguments About Water Quality: A Mixed-Method Study. *Brian R. Belland, Utah State University; Jiangyue Gu, Utah State University; Sara Armbrust, Utah State University; Brant Cook, Utah State University*

Designing an Online Video Competition to Promote Professional Development, Mentoring, Public Engagement, and Collegial Discourse. *Joni K. Falk, TERC Technical Education Research Center; Rena Stroud, TERC*

An Implementation Study of Volitional Control Support in an Online Math Course. *ChanMin Kim, The University of Georgia; Kimberly Nicole Bennekin, University of Georgia*

Discussant: *Edward Dieterle, The Bill & Melinda Gates Foundation*

#### 58.066. The Disabling Dangers of Poverty: Exemplars of

**Counternarratives.** SIG-Disability Studies in Education; Symposium

Hilton Union Square, Lobby Level, Golden Gate 8; 12:10-1:40pm

Chairs: *Valerie Harwood, University of Wollongong; Julie E. Allan, University of Birmingham*

Participants:

The Omnipresent Absent Discourse of Social Class and Dis/ability. *Beth A. Ferri, Syracuse University; David J. Connor, Hunter College - CUNY Crippin' Jim Crow: Disability and the School-to-Prison Pipeline. Nirmala Erevelles, The University of Alabama*

*Medicus Interruptus* in the Behavior of Children in Disadvantaged Contexts. *Valerie Harwood, University of Wollongong; Julie E. Allan, University of Birmingham*

Disassembling the Disorder-Disadvantage of Students With "Social, Emotional, and Behavior Difficulties." *Deborah C. Youdell, University of Birmingham*

Discussant: *Bernadette M. Baker, University of Wisconsin*

#### 58.067. Doctoral Students as Readers and Writers.

SIG-Doctoral Education

across the Disciplines; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 12:10-1:40pm

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

Participants:

"Sometimes I See Myself as a Desperate Treasure Hunter": Reading as an Education Doctoral Student. *Alicia C. Alonzo, Michigan State University*

Learning to Write for Publication: Exposing Common Challenges Encountered by Novice Doctoral Writers. *Michelle A. Maher, University of South Carolina; David F. Feldon, University of Virginia; Briana Crotwell Timmerman, University of South Carolina; Jie Chao, University of Virginia*

Playing Writing Games From Ph.D. Curriculum to the Dissertation. *Ying-Hsueh Cheng, The Ohio State University; Jan K. Nesper, The Ohio State University*

The Characteristics and Quality of Literature Reviews in Dissertations From Redesigned Professional Education Doctoral Programs. *David N. Boote, University of Central Florida*

Discussant: *Cheryl L. Amundsen, Simon Fraser University*

#### 58.068. Reading and Teacher-Guided Play: Teaching and Learning Processes Associated With Enhanced Vocabulary Learning in Preschool.

SIG-Early Education and Child Development; Symposium

Hilton Union Square, Ballroom Level, Continental 3; 12:10-1:40pm

Chair: *Sandra Jo Wilson, Vanderbilt University*

Participants:

Effects of Play Intervention on High-Risk Preschoolers' Vocabulary

Learning. *Myae Han, University of Delaware; Carol Vukelich, University of Delaware; Martha J. Buell, University of Delaware*

More Word Learning Occurs When Book Reading Is Followed by Teacher-Supported Play. *David K. Dickinson, Vanderbilt University; Kim A. Turner, North Carolina State University; Molly F. Collins, Vanderbilt University; Ageliki Nicolopoulou, Lehigh University; Roberta Michnick Golinkoff, University of Delaware; Kathy Hirsh-Pasek, Temple University; Hande Ilgaz, Temple University; Deena Weisberg, Temple University; Elizabeth Burke Hadley, Peabody College of Education, Vanderbilt University; Katherine M Newman, Vanderbilt University; Bretta Rivera, Vanderbilt University*

Inferential Talk in Guided Play Linked to Preschool Children's Vocabulary Gains. *Katherine M Newman, Vanderbilt University; Elizabeth Burke Hadley, Peabody College of Education, Vanderbilt University; Kim A. Turner, North Carolina State University; David K. Dickinson, Vanderbilt University*

Story Recall Is Related to Word Learning: Effects of Hearing Books and Engaging in Play. *Bretta Rivera, Vanderbilt University; Kim A. Turner, North Carolina State University; Elizabeth Burke Hadley, Peabody College of Education, Vanderbilt University; David K. Dickinson, Vanderbilt University*

Discussant: *Dale C. Farran, Vanderbilt University*

#### 58.069. Beyond Damage-Centered Research: Native Voices and New Educational Models.

SIG-Indigenous Peoples of the Americas;

Symposium

Hilton Union Square, Ballroom Level, Continental 2; 12:10-1:40pm

Chair: *Donna L. Deyhle, University of Utah*

Participants:

Autoethnographic Rebuttal of Damage—Centered Accounts of Place:

Home as a Site of Educational Sustenance. *Dolores Calderon, University of Utah*

Resistance and Education: Cultural Sovereignty and Urban Indigenous

Youth in the Canadian Context. *Tracy L. Friedel, The University of British Columbia*

"Knowledge Is Power": Native Youth Engage in Transformational

Resistance in a Rural High School. *Patricia Del Carmen Quijada, The University of Texas - San Antonio*

Damaging Assessments of Desired Results: A Case Study Examination of

a Native American Charter School. *Tiffany S. Lee, University of New Mexico*

Discussant: *K. Wayne Yang, University of California - San Diego*

#### 58.070. Instructional Technology SIG: Paper Session: Teacher Education, Technology Integration, and TPACK (Technological Pedagogical Content Knowledge) II.

SIG-Instructional Technology; Paper Session

Parc 55, Fourth Level, Mission I; 12:10-1:40pm

Chair: *Crystal Claudett Jensen, Pepperdine University*

Participants:

Instructional Technology and School Ethos: A Primary School Model in

Southwest England. *Erik Jon Byker, Stephen F. Austin State University*

Middle School Science Teachers' Confidence in Technology Integration

(New Literacies) and Their Classroom Practices. *Hui-Yin Hsu, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology; Lisa Runco, New York Institute of Technology*

Supporting Student Teachers' Reflective Practice Through Electronic

Professional Portfolios. *Eva Mary Bures, Bishop's University; Larysa V. Lysenko, Concordia University; Alexandra Barclay, Mount Saint Vincent University; Philip C. Abrami, Concordia University*

Transforming Intentions Into Actions: Investigating Factors That Influence

Preservice Teachers' Use of Web 2.0 Technologies. *Ayesha Sadaf, Purdue University; Tim Newby, Purdue University*

Discussant: *Mark A. Windschitl, University of Washington*

#### 58.071. "Race Still Matters": Studying Race in Classroom Interaction Using Critical Discourse Analysis—"From the Bottom Up".

SIG-Language and Social Processes; Symposium

Sir Francis Drake, Second Level, Carmel; 12:10-1:40pm

Chair: *Stephanie M. Power Carter, Indiana University*

Participants:

The Right to Remain Silent: Teacher Talk, Classroom Discipline, and

"Those Loud Black Girls". *Ebony Elizabeth Thomas, University of Pennsylvania*

Talking "Professional" Means "Acting White": Making Race (Not) Matter

in Cross-Racial Classroom Interaction. *Amy Carpenter Ford, Central Michigan University*

Keeping Race Central in Discussions of Native American Literature and Stereotypes in a Multiracial Classroom: Toward "A More Nuanced Understanding." *Kelly Sassi, North Dakota State University*  
 Discussant: *Yayanna F. Brown, Elmhurst College*

**58.072. Problematising Conceptions of Poverty and Capacity.** SIG-Leadership for Social Justice; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 12:10-1:40pm

Chair: *Lorri Michelle Johnson Santamaria, The University of Auckland*

Participants:

Transformative Dialogue: An Alternative to the Work of Ruby Payne. *Jason Swanson, University of Illinois*

Dialogue as an Educational Leadership Strategy for Impoverished Contexts. *Carolyn M. Shields, Wayne State University*

Is Poverty the Wrong Question? *Julie M McCann, Oregon State University; Edith A. Rusch, University of Nevada - Las Vegas*

Building Schools, Building Communities: Leading Praxis Through School Capacity and Community Building in a Rural Setting. *Jane Wilkinson, Charles Sturt University; Laurette Maria Stacy Bristol, Charles Sturt University*

Discussant: *Muhammad Khalifa, Michigan State University*

**58.073. Mixed Methods Philosophy and Methodology.** SIG-Mixed Methods Research; Paper Session  
 Parc 55, Second Level, Divisadero; 12:10-1:40pm

Chair: *Susan M. Tracz, California State University - Fresno*

Participants:

Conceptualizing Mixed-Methods Longitudinal Designs: A Methodological Review. *Vicki L. Plano Clark, University of Cincinnati; Nancy Anderson, University of Nebraska - Lincoln; Yuchun Zhou, University of Nebraska - Lincoln; Karen Schumacher, University of Nebraska - Medical Center; Christine Miaskowski, University of California - San Francisco*

Interactive Nature of Sequential QUAN→QUAL Mixed-Methods Design: Implications for Creating Quality Meta-Inferences. *Nataliya V. Ivankova, The University of Alabama - Birmingham*

Legitimation 2.0: A Meta-Legitimation Framework for Mixed and Multimethod Research. *Burke Johnson, University of South Alabama; Anthony J. Onwuegbuzie, Sam Houston State University*

Moving Towards a Conceptualization of Mixed-Methods Phenomenological Research. *Joanne Mayoh, Bournemouth University; Anthony J. Onwuegbuzie, Sam Houston State University*

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

**58.074. Motivation in Adolescence: Challenges Across Cultures.** SIG-Motivation in Education; Paper Session  
 Hilton Union Square, Lobby Level, Golden Gate 3; 12:10-1:40pm

Chair: *Ellen L. Usher, University of Kentucky*

Participants:

Academic Resilience and Its Ability to Differentiate Student Outcomes.

*Shanna Ricketts, Emory University; Mei-Lin Chang, Emory University*

Eighth-Grade Algebra Course Placement Influences on Student Motivation. *Rahila Munshi Simzar, University of California - Irvine; Thurston Domina, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine*

Moderators of the Big-Fish-Little-Pond Effect: A Meta-Analysis. *Amy L. Dent, Duke University; Kate E. Snyder, University of Louisville*

Motivational Perspective on Thai High School Students' Attitudes Toward Cheating: An Empirical Study. *Ravinder Koul, The Pennsylvania State University*

Outcome Goals and Their Relations With Achievement: The Case of New Zealand Secondary-School Students. *Flaviu A. Hodis, Victoria University of Wellington; Luanna H. Meyer, Victoria University; John McClure, Victoria University of Wellington; Michael Johnston, Victoria University of Wellington; Georgeta Mioara Hodis, Victoria University of Wellington; Louise Starkey, Victoria University of Wellington*

Discussant: *Cynthia Hudley, University of California - Santa Barbara*

**58.075. Multilevel Modeling SIG Session 1: Model Selection and Sample Size.** SIG-Multilevel Modeling; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 12:10-1:40pm

Chair: *Gregory J. Palardy, University of California - Riverside*

Participants:

Specification Searches for the Optimal Mean Structure in Latent Growth Modeling: A Monte Carlo Study. *Minjung Kim, Texas A&M University - College Station; Oiman Kwok, Texas A&M University - College Station*

Can We Count on Akaike Information Criterion (AIC) and Bayesian Information Criterion (BIC) in Model Selection? *Meihua Qian, Indiana University; Xianyong Wang, Indiana State University*

Sample Size and Information Criterion Accuracy When Selecting From Competing Hierarchical Linear Models. *Melissa Eastwood, University of Connecticut; D. Betsy McCoach, University of Connecticut*

The Effect of the Number of Clusters on Multilevel Model Estimates: A Review and Illustration. *Daniel McNeish, University of Maryland; Matt Hart, University of Maryland; Laura M. Stapleton, University of Maryland*

The Impact of Sample Size on Parameter Recovery in Cross-Classified Multiple Membership Multilevel Modeling. *Hyewon Chung, Chungnam National University; Jiseon Kim, University of Washington - Seattle; Ryoungsun Park, The University of Texas - Austin*

Estimation of Two-Level Linear Models With Binary Predictors: Impact of Prevalence and Sample Size. *Bethany A. Bell, University of South Carolina; Jason Schoeneberger, Charlotte-Mecklenburg Schools; Stanley K. Haines, University of South Carolina; Mihaela Ene, University of South Carolina; Whitney Smiley, University of South Carolina; Elizabeth Leighton, University of South Carolina; Jeffrey D. Kromrey, University of South Florida*

**58.076. Critical Pedagogy: Hip-Hop, Music, Science, and Civic Engagement.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 12:10-1:40pm

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

Participants:

Creativity and Democracy: Towards a Critical Music Pedagogy. *Loribeth T. Gregory, Denver World Music Studio, LLC; Michael B. MacDonald, University of Alberta*

Critical Pedagogy in the Science Classroom for English Learners. *Adelina Victoria Alegria, Occidental College*

Invoking *Conscientização* to Address the Civic Opportunity Gap. *Alexander Pope, Teachers College, Columbia University*

"Oh, They're Sending a Bad Message": Black Males Critiquing Hip-Hop Through Critical Pedagogy. *Bettina L. Love, University of Georgia*

**58.077. Education Policy and Coloniality in Latin America: From Rearticulation to Rejection.** SIG-Postcolonial Studies and Education  
 Cosponsored with Division B - Curriculum Studies and SIG-Caribbean and African Studies in Education, SIG-Environmental Education; Symposium  
 Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 12:10-1:40pm

Chair: *Gustavo E. Fischman, Arizona State University*

Participants:

El Salvador's EDUCO Program as the Rearticulation and Extension of the Coloniality of Power. *D. Brent Edwards, University of Maryland - College Park*

Rearticulating Education Policy: Student Practices of Intercultural Education in Veracruz, Mexico. *Francisco Ramos, Indiana University - Bloomington*

Controlling the Rural: The Struggle Over Education in the Brazilian Countryside. *Rebecca Senn Tarlau, University of California - Berkeley*

Bolivian Teachers' Limited Agency in a Potentially Enabling Context: Soldiers of Liberation or Guards of Coloniality and Continuation? *Mieke Lopes Cardozo, University of Amsterdam*

Discussant: *Gustavo E. Fischman, Arizona State University*

**58.078. From Working the Ruins to Promiscuity: Continuing the Conversation on the Future of Feminist Methodology.** SIG-Qualitative Research  
 Cosponsored with Division D - Measurement and Research Methodology; Working Group Roundtable  
 Hotel Nikko, Third Level, Nikko I; 12:10-1:40pm

Chair: *Jeong-Eun Rhee, Long Island University - C.W. Post Campus*

Participants:

Promiscuous Investments: Feminist Becomings. *Sara M. Childers, The University of Alabama*

Was Jane Addams a Promiscuous Pragmatist? *Becky M. Atkinson, The University of Alabama - Tuscaloosa*

From a Feminist of Color Imaginary: Analyzing Grant-Science and Theorizing the Future of Feminist Methodology. *Stephanie Daza, The University of Texas - Arlington*

Promiscuity of Wanting and Doing Both Ways: Working on a Failed Research. *Jeong-Eun Rhee, Long Island University - C.W. Post Campus*

Se-duc-ing Foucault: The Hidden Side of Relations of Power. *M. Francyne Huckaby, Texas Christian University*

**58.079. Student-Athletes and Education: Theory, Research, and Policy (Research Focus on Education and Sport SIG).** SIG-Research Focus on Education and Sport; Paper Session

Parc 55, Fourth Level, Mission II&III; 12:10-1:40pm

Chair: *David Eric Archer, Northern Illinois University*

Participants:

Renegotiating Identity: College Transitions for Former High School Athletes No Longer Engaged in Varsity Competition. *Lydia F. Bell, The University of Arizona; Laurel Grigg Mason, The University of Arizona*

An Exploration of the Alignment of College Major Choice and Career Aspiration in Life After Sport: Reflections From the Student-Athlete Voice. *Kristina Meissen Navarro, The University of Oklahoma*

Super Seniors: Examining the Experiences of Graduate Student Athletes. *Siduri Haslerig, University of California - Los Angeles*

In the Shadows: Black Male Student Athletes' Experiences at a Historically Black University. *Joseph Nehemiah Cooper, University of Georgia; Billy Hawkins, University of Georgia*

The Influence of Climate on the Academic and Athletic Success of Student-Athletes: Results From a Multi-Institutional National Study. *Susan Rankin, The Pennsylvania State University; Dan Merson, The Pennsylvania State University; Carl H. Sorgen, The Pennsylvania State University; India Menon, The Pennsylvania State University - University Park; Karla I Loya, The Pennsylvania State University; Leticia Oseguera, The Pennsylvania State University*

Discussant: *Eddie Comeaux, University of California - Riverside*

**58.080. The Role of Intermediary Organizations in Policy Making: The Case of Incentivist Reforms.** SIG-Research Use; Symposium

Parc 55, Third Level, Powell I; 12:10-1:40pm

Chair: *Jeffrey R. Henig, Teachers College, Columbia University*

Participants:

Foundations, Knowledge Production, and Incentive-Based Education Policies. *Janelle T. Scott, University of California - Berkeley; Huriya Jabbar, University of California - Berkeley*

Using Bibliometrics to Explore the "Echo Chamber" Hypothesis: The Case of School Vouchers. *David Goldie, University of Georgia; Huriya Jabbar, University of California - Berkeley; Christopher A. Lubienski, University of Illinois at Urbana-Champaign*

How Do Intermediary Organizations Interact With Policy Makers? Evidence From Three Districts. *Elizabeth H. DeBray, University of Georgia; Janelle T. Scott, University of California - Berkeley; Christopher A. Lubienski, University of Illinois at Urbana-Champaign*

How Intermediary Organizations Leverage Modern Media to Promote or Denounce School Voucher Policies. *Matthew Allen Linick, University of Illinois*

Parent Trigger Laws in the States: A Map of the Campaign for No Parent Left Behind. *Priya Goel, University of Illinois at Urbana-Champaign*

Discussant: *Jeffrey R. Henig, Teachers College, Columbia University*

**58.081. Development and Findings of the ASLAI (American Sign Language Assessment Instrument): Preventing and Measuring the Effects of Language Poverty.** SIG-Research on the Education of Deaf Persons; Symposium

Hilton Union Square, Lobby Level, Golden Gate 1; 12:10-1:40pm

Chair: *Wolfgang Mann, City University London*

Participants:

The Development of the American Sign Language Assessment Instrument (ASLAI). *Robert J. Hoffmeister, Boston University*

An Overview of the American Sign Language Assessment Instrument: A Normed Language Assessment Tool for Deaf Students. *Rachel Benedict, Boston University*

The Measurement of First-Third-Person Agreement Verbs in American Sign Language (ASL). *Jonathan Henner, Boston University*

The Similarity of the Language Mechanism and the Difference in the

Performance of DCDP (Deaf Children of Deaf Parents) and DCHP (Deaf Children of Hearing Parents). *Rama Novogrodsky, Boston University*

Can Vocabulary Knowledge in a Sign Language Support Literacy in a Spoken Language? *Sarah Fish, Boston University*

Discussant: *Wolfgang Mann, City University London*

**58.082. Decision Making in the Superintendency.** SIG-Research on the Superintendency; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 12:10-1:40pm

Chair: *Cheryl Lynn Kelsey, Texas A&M University - San Antonio*

Participants:

Achievement Gaps and Superintendent Decisions. *Robert G. Smith, George Mason University; S. David Brazer, George Mason University*

Consensus Versus Conflict: Dilemmas in Decision Making for School Superintendents. *Peter R. Litchka, Loyola University Maryland; Walter S. Polka, Niagara University; Frank Calzi, Niagara University*

Expectations and Understandings of Decision Making in the Superintendency: A Cross-Case Analysis. *Randy Wayne Hetherington, University of Alberta*

Poverty, Education, and Ruby Payne: How Overlapping Contexts Shape One Superintendent's Sense-Making. *Rachel Kliegman Roegman, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University*

Using a District-Wide Strategic Teaming Model to Assist Innovation and Reform in Impoverished Districts: Innovation Leaders Academy. *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; Jennifer L. Albert, North Carolina State University*

Discussant: *John W. Hunt, Southern Illinois University - Edwardsville*

**58.083. Chronicling the Experience of the Historically Underserved in Rural Schools.** SIG-Rural Education; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 6; 12:10-1:40pm

Chair: *Jeanne L. Surface, University of Nebraska - Omaha*

Participants:

Examining Special Education Cooperatives: The Legacy of a Dinosaur. *Kharon Denise Grimmer, Indiana University; Gretchen D. Butera, Indiana University; Lawrence Joseph Ruich, Indiana University*

From Teacher to Confidant and Guide: The Story of Two Highly Skilled Immigrant Families in Rural New Brunswick. *Essie Lom, University of New Brunswick*

Literacy on the Back Roads: The Experience of Black Children in Rural Communities. *Dede Addy, University of North Carolina - Chapel Hill; Lynne Vernon-Feagans, University of North Carolina - Chapel Hill*

Partnerships Between Tribal Education Departments and Rural Local Education Agencies. *Andrea D. Beesley, McREL; Louis F. Cicchinelli, McREL*

The White Elephant in the Room: Exploring Teachers' Attitudes About Teaching About Race, Racism, and Power Dynamics in the Rural Northeast. *Tara Lynn Affolter, Middlebury College; Erika Berger, Middlebury College*

Discussant: *Mary F. Agnello, Texas Tech University*

**58.084. Second Language Teacher Resourcefulness: Hybrid Virtual Communities in Language Teacher Education Across Global Sites.** SIG-Second Language Research; Symposium

Sir Francis Drake, Second Level, Tudor AB; 12:10-1:40pm

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

Mis/reading Communities Across Distant Urban Landscapes. *Judy A. Sharkey, University of New Hampshire; Amparo Clavijo Olarte, Universidad Distrital Francisco Jose de Caldas*

Decolonizing Methodologies and Researcher Identity in Language Teacher Education. *Bonny P. Norton, The University of British Columbia; Margaret Mary Early, The University of British Columbia*

Negotiating Local Professional Knowledge Through Telecollaboration. *Fatima Pirbhai-Illich, University of Regina; Theresa Y. Austin, University of Massachusetts - Amherst*

Discussant: *John M. Willinsky, Stanford University*



**58.085. Self-Study as a Conduit to Creative Programming.** SIG-Self-Study of Teacher Education Practices; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 5; 12:10-1:40pm

Chair: *Katheryn East, University of Northern Iowa*

Participants:

It Is Not So Simple to Do Web 2.0: A Study of Integration of Technology Into Literacy Methods Courses. *Clare Kosnik, University of Toronto; Lydia Menna, OISE/University of Toronto; Shawn M. Bullock, Simon Fraser University*

Looking In, Looking Out: Reflection, Refraction, and Transformation Through Three-Dimensional Self-Study. *Jill B. Farrell, Barry University; Carter Winkle, Barry University; Mark L. Rosenkrantz, Miami-Dade County Public Schools*

Moving Through the Triangle: Self-Study of the Impact of Engaging in Theater of the Oppressed With Student Teachers on the Practice of Teacher Educators. *Kimberly Dean, Arcadia University; Foram Bhukhanwala, Arcadia University*

Towards a Playful Pedagogic Ethos: Learning From Our Use of Arts-Based Approaches in Teacher Development. *Kathleen Pithouse-Morgan, University of KwaZulu-Natal; Gurusvagi (Daisy) Pillay, University of KwaZulu-Natal*

Transformative Moments: The Life and Times of a Fragile Spider. *Deborah L. Tidwell, University of Northern Iowa; Melissa L. Heston, University of Northern Iowa; Hafdis Gudjonsdottir, University of Iceland*

Discussants: *Mary C. Dalmau, Victoria University; Alicia R. Crowe, Kent State University - Kent*

**58.086. Purposes and Perspectives in Social Studies Teaching and Learning.** SIG-Social Studies Research; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 4; 12:10-1:40pm

Chair: *LaGarrett Jarriel King, Clemson University*

Participants:

It Takes Time: Accounting for Social Studies Prioritization in Elementary Classrooms. *Paul G. Fitchett, University of North Carolina - Charlotte; Phillip J. Vanfossen, Purdue University; Tina Lane Heafner, University of North Carolina - Charlotte*

Ohio Elementary Principals Report on the State of Social Studies Since High-Stakes Test Elimination. *Nancy C. Patterson, Bowling Green State University; Brad M. Maguth, The University of Akron; Scott W. DeWitt, University of Cincinnati - Blue Ash College; Frans H. Doppen, Ohio University; Jason Ronald Harshman, The Ohio State University; Tami A. Augustine, The Ohio State University*

Interacting With the Irate Parent: Role-Playing Parent-Teacher Conferences Defending a Social Justice Curriculum. *Chris Brkich, Georgia Southern University; April Cribbs Newkirk, Georgia Southern University*

Political Development and Expected Political Participation Among Low-SES Adolescents in 34 Countries: A Comparative Analysis. *Taeahan Kim, University of Wisconsin - Madison*

Social Studies Teachers' Interactions With Next Generation Educative Curriculum Designed to Promote Professional Teaching Knowledge. *Cory Callahan, University of North Carolina Wilmington*

Discussant: *James Ervin Schul, Ohio Northern University*

**58.087. Technology in Special Education.** SIG-Special Education Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 12:10-1:40pm

Chair: *Chad Allen Rose, Sam Houston State University*

Participants:

A Comparison of Teacher-Delivered Instruction and an Intelligent Tutor-Assisted Math Problem-Solving Intervention Program. *Yan Ping Xin, Purdue University; Casey Hord, Purdue University; Jia Liu, Purdue University; Joo Young Park, Purdue University; Ron Tzur, University of Colorado - Denver; Luo Si, Purdue University; Mariheida Cordova, Purdue University; Lingyun Ruan, Purdue University*

Cell Phones Permitted: How Teachers Use Text Messaging to Collaborate. *Meghan Cosier, Chapman University; Audri Gomez, Chapman University; Aja McKee, Chapman University; Kimiya Sohrab Maghzi, Chapman University*

Preservice Teachers Use Their "I"s (iPads, iPods, and iPhones): Creating Individual Behavior Interventions With Video Modeling. *Alandra S. Weller-Clarke, Benedictine University*

Exploring the Effects of an Intelligent Tutoring System on Multiplicative Reasoning and Problem Solving of Students With Learning Disabilities.

*Joo Young Park, Purdue University; Yan Ping Xin, Purdue University; Jia Liu, Purdue University; Casey Hord, Purdue University; Ron Tzur, University of Colorado - Denver; Luo Si, Purdue University; Mariheida Cordova, Purdue University; Lingyun Ruan, Purdue University*

The Impact of Computer-Assisted Sight Word Instruction on the Reading Skills of Students With Significant Intellectual Disabilities. *Colleen Wood-Fields, Chesapeake Public Schools; Sharon A. Judge, Old Dominion University*

**58.088. Whole School Approaches to Systems Thinking Education.** SIG-Systems Thinking in Education; Symposium  
Parc 55, Third Level, Powell II; 12:10-1:40pm

Chair: *Kylie A. Peppler, Indiana University - Bloomington*

Participants:

Quest to Learn and Institute of Play: Taking a Systemic Approach to School Design. *Rebecca Rufo-Tepper, Institute of Play; Daniel O'Keefe, Institute of Play; Claudio Midolo, Institute of Play*

Integrating a Design-Based Pedagogy of Systems Thinking in a Project-Based Learning School. *Kylie A. Peppler, Indiana University - Bloomington; Rafi Santo, Indiana University - Bloomington; Daniel Baron, The Project School*

Integrating Sustainability Education and System Thinking Into Schools. *Jaimie Cloud, Cloud Institute for Sustainability Education*

Discussant: *Christina Cantrill, National Writing Project*

**58.089. Innovations in Educational Psychology Instruction and Design.** SIG-Teaching Educational Psychology; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 12:10-1:40pm

Chair: *Marisa Cohen, Saint Francis College*

Participants:

Educational Exchange: Videoconference-Based Learning for Educational Psychology Undergraduates and Fifth Graders. *Allison Gelfuso Butler, Bryant University; Sandra Lenore, Anna McCabe Elementary School; Jenifer Perez, Bryant University*

Historical Trends of Topics in an Educational Psychology Survey Textbook. *James D. Allen, College of Saint Rose*

"Flipping" an Introductory Educational Psychology Course for Teachers. *Nancy Flanagan Knapp, University of Georgia; Alexander R. Pagnani, University of Central Missouri*

Psychology in Teacher Education: Development and Validation of a Test to Assess Teacher Candidates' Knowledge. *Hendrik Lohse-Bossenz, Goethe University; Olga Kumina-Habenicht, Goethe-University Frankfurt; Mareike Kunter, Goethe University*

Discussant: *Elida Velez Laski, Boston College*

**58.090. Community Literacies, Social Practices, and Agency: Building on Local Practices as Resources Against Poverty.** SIG-Writing and Literacies; Symposium

Grand Hyatt, Ballroom Level, Redwood; 12:10-1:40pm

Chair: *Brian V. Street, King's College London*

Participants:

Learning for Empowerment Through Training in Ethnographic Research. *Brian V. Street, King's College London*

Literacy, Education, and Poverty: Working-Class Families Across Generations in a Brazilian Suburb. *Maria L. Castanheira, Federal University of Minas Gerais*

Community Literacies as Shared Resource for Transformation. *Joanne C. Larson, University of Rochester; George Moses, Freedom Schools*

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

### Division and SIG Roundtables

**58.091. Roundtable Session 49;** Roundtable Session

**58.091-1. Seeking Peace, Beauty, and Wholeness: Multiple Explorations of Dewey's Work and Ideas.** SIG-Dewey Studies; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 12:10-1:40pm

Chair: *Craig A. Cunningham, National Louis University*

Participants:

Daoism and Education: Understanding the "Richest View of Life" Through the Philosophy of Dewey. *Wilma Maki, Capilano University*

Powers of Image(s)/Nations Image, Interpretation, Instruction. *Rita Cihlar Hermann, University of Nebraska - Lincoln*

The War/Peace Dualism and Peace Habits. *Matthew Alan Ryg, Southern Illinois University - Carbondale*

**58.091-2. Children, Youth, and Young Adults: Inquiries Into Agency, Identity, and Capacity in Varied Contexts.** SIG-Cultural Historical Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:10-1:40pm

Chair: *Renira Elyodi Vellos, The University of British Columbia*

Participants:

Disruptive Dynamics of Students' Interpretation of a Learning Task: An Activity-Theoretical Analysis. *Antti Juhani Rajala, University of Helsinki / Department of Teacher Education; Annalisa Sannino, University of Helsinki*Overcoming Poverty in Community College: Undergraduate Research as Intervention and Investigation. *Lara M. Beaty, LaGuardia Community College - CUNY*Sense of Agency and Everyday Life: Children's Perspective. *Jaakko Hilppö, University of Helsinki; Lasse Lipponen, University of Helsinki; Kristiina P. Kumpulainen, University of Helsinki; Marika Virlander, University of Helsinki*Urban Youth's Context-Dependent Experiences of the Most Salient Aspects of Their Lives. *Svetlana Jovic, The Graduate Center - CUNY***58.091-3. Music Education Roundtable: Musical and Nonmusical Outcomes and Dispositions.** SIG-Music Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:10-1:40pm

Chair: *Margaret Schmidt, Arizona State University*

Participants:

Effects of Music Interventions on Academic and Cognitive Skills: A Meta-Analysis. *Lydia Bentley, Vanderbilt University*Effects of Teacher Background, Preparation, and Support on Attitudes and Expectations of Urban Music Educators. *Jennifer Lee Doyle, University of Maryland*Music and Positive Youth Development: Examining Behavioral and Social Outcomes of Music and Nonmusic Students. *Kenneth Elpus, University of Maryland - College Park***58.091-4. Derrida, Camus, Levinas, Agamben.** SIG-Philosophical Studies in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:10-1:40pm

Chair: *Alma Krilic, Simon Fraser University*

Participants:

Derrida's Hospitality: An Impossible Solution to the Other? *Guoping Zhao, Oklahoma State University*Rethinking the Exemplary: Agamben's Pedagogy of the Paradigm. *Harvey Shapiro, Northeastern University***58.091-5. Identification, Evaluation, and Fidelity of Implementation in Research on Giftedness, Creativity, and Talent.** SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:10-1:40pm

Chair: *Matthew McBee, East Tennessee State University*

Participants:

An Investigation Into Fidelity of Implementation: Implications for Teacher Professional Development. *Tonya R. Moon, University of Virginia; Catherine M. Brighton, University of Virginia; Christine Patricia Trinter, Virginia Commonwealth University; Hilary Gail Dack, University of Virginia*Designing, Piloting, Evaluating, and Revising Concept-Based STEM Curricula for High-Ability Elementary Students. *Jason McIntosh, Purdue University; Jennifer Leigh Pearce, Purdue University; Vicki Vaughn, Gifted Education Resource Institute; Jungsun Kim, Purdue University*The Underidentification of Gifted Minority Students: Effectiveness of School-Based Professional Development for Educators. *Charles Alex Alvarez, Georgia State University; Ellice P. Martin, Valdosta State University*The Validation of Instruments to Identify Gifted Children in Rural and Urban India. *Marcia A. Delcourt, Western Connecticut State University; Anitha Kurup, National Institute of Advanced Studies; Jyoti Sharma, University of Delhi***58.092. Roundtable Session 50;** Roundtable Session**58.092-1. Content Areas in Schools: Music, Math, and STEM Advanced Placement Courses.** SIG-Critical Examination of Race, Ethnicity, Class

and Gender in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:10-1:40pm

Chair: *Tyrone Tanner, Prairie View A&M University*

Participants:

"Not Bad Smart, Book Smart:" Musical Talent, Smartness, and Figured Identities. *Adria R. Hoffman, University of Mary Washington*

Exploring SES, Gender, and Ethnic Patterns of Early Mathematics

Performance. *Joohee Lee, The University of Texas - Arlington*Critical Race Praxis: Access Into the STEM Fields, a Graduate Preparation Institute. *Sweeney Windchief, University of Utah; Brenda Valles, University of Utah*Advanced Placement Performance: Differences Among California, Texas, and Arizona Hispanic Students. *Bevan Koch, Sam Houston State University; John R. Slate, Sam Houston State University; George W. Moore, Sam Houston State University*Advanced Placement and College Readiness: An Examination of AP Course Availability and Enrollment Between Urban and Suburban Schools in Western New York. *Donna Marie Harris, University of Rochester; Thomas Noel, University of Rochester***58.092-2. Adult Literacy and Adult Education: Current Research and Practice.** SIG-Adult Literacy and Adult Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:10-1:40pm

Chair: *Ralf St. Clair, McGill University*

Participants:

Creating Opportunities for Adults: Expanding Access Through Federal Funding Policies. *Amy D. Rose, Northern Illinois University; Bridget D. Stuckey, Northern Illinois University*

Informal Learning and Social Change Through Encouraging Community Leadership: A Cultural Historical Activity Theory Framework.

*Junghwan Kim, The Pennsylvania State University; Fred M. Schied, The Pennsylvania State University*Teaching and Learning in the Mining Community: A Matter of Life and Death. *Michelle Lutz, The University of Arizona; Eric Anthony Lutz, The University of Arizona***58.092-3. Early Childhood and Elementary Perspectives for Poverty Issues Related to Parent and Family Involvement.** SIG-Family, School, Community Partnerships; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:10-1:40pm

Chair: *Monica Miller Marsh, Kent State University - Jackson Township*

Participants:

A Collaborative Approach With School, Family, and Community to Control Obesity Among Young Children. *Smita Guha, Saint John's University*

Connecting With Low-Income Fathers During Children's Early Years:

Considering Educational Histories and Intergenerational Influences.

*Kyle Elizabeth Miller, Illinois State University*Culturally Responsive Home School Literacy Relationships. *Mere Berryman, University of Waikato; Therese Dale Ford, The University of Waikato*Family-School Collaboration and School Transition: Children's Academic Achievement and Behavior. *Harielia Harriet Petrakos, Concordia University*One University, Many Families: Working Together to Support Family Literacy. *Marga Madhuri, University of La Verne; Andy Steck, University of La Verne; Amber Sheree Rodriguez-Michel, University of La Verne***58.092-4. Improving Opportunities for Latinas/os in Science and Math.** SIG-Hispanic Research Issues; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:10-1:40pm

Chair: *Bryant T. Jensen, Brigham Young University*

Participants:

Postsecondary Education Among Three Immigrant Generations of Latinos as Predicted by Home Factors and Mediated by High School Mathematics. *Hadar Baharav, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara*The Impact of Computer Use on Mathematics Achievement of Hispanic Immigrant Adolescents. *Hae-Seong Park, Azusa Pacific University*Latinas in Residential Schools of Science and Math: The Search for Equity. *Donna M. Sayman, Wichita State University*Examining Factors That Influence Hispanic Ninth-Grade Students' Enrollment in Math and Science College Preparation Courses. *Emiel W. Owens, Texas Southern University; Andrea Shelton, Texas Southern*

University; Paul E. Green, University of California - Riverside; Collette Madeleine Bloom, Texas Southern University

**58.092-5. Theoretical Experiments With/In Queer Theory.** SIG-Queer Studies; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:10-1:40pm

Chair: *Isabel Nunez, Concordia University - Chicago*

Participants:

A Phenomenological Study of Black Lesbians' "Coming Out" Experiences to Their Heterosexual Mothers. *Qiana M. Cutts, Argosy University - Atlanta*

Towards a Theory of Critical Naïveté. *Adam Joseph Greteman, School of the Art Institute of Chicago*

**58.093. Roundtable Session 51;** Roundtable Session

**58.093-1. Exploring Productive Disposition for Teaching Mathematics.**

SIG-Research in Mathematics Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Randolph A. Philipp, San Diego State University*

Participants:

When Knowledge Is Not Enough: Productive Disposition and Other Habits of Mind. *Davida Fischman, California State University - San Bernardino; Jennifer M. Lewis, Wayne State University*

Examining Changes in Preservice Teachers' Productive Disposition for Teaching Mathematics Within Teacher Education Experiences. *Cindy Jong, University of Kentucky; Thomas Edward Hodges, University of South Carolina*

Knowledge and Productive Disposition: The Predictors of Motivation for Using Drawn Models in Mathematics Teaching. *Andrew G. Izsak, University of Georgia; Erik D. Jacobson, University of Georgia*

Working at the Intersection of Teacher Knowledge, Productive Disposition for Teaching, and Practice: A Multiple-Case Study. *Charalambos Y. Charalambous, University of Cyprus*

Exploring the Sources of Productive Disposition for Teaching Multiplicative Reasoning. *Erik D. Jacobson, University of Georgia*

**58.093-2. Extending Mathematical Knowledge for Teaching:**

**Understanding the Construction of Connections and Coherence.**

SIG-Research in Mathematics Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Anna Sfard, University of Haifa*

Participants:

Examining Coherence in Mathematics Lessons. *Jill B. Adler, The University of the Witwatersrand; Hamsa Venkatakrishnan, University of Witswaterand*

Making Meaning of the Object of Learning by Exploring Its Critical Features. *Ulla Runesson, University of Jönköping, Sweden*

Pedagogical Content Knowledge in Mathematics: Understanding a Culturally Situated Concept. *Jeremy Hodgen, Kings College, London*

Examining Primary Teachers' Temporal Foci Within Mathematics Teaching. *Hamsa Venkatakrishnan, University of Witswaterand; Mike Askew, Monash University*

**58.093-3. Framing and Revising a Hypothetical Learning Trajectory for Volume Measurement: Integrating Longitudinal Case Studies and the Rasch Model.** SIG-Research in Mathematics Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Douglas H. Clements, University of Denver*

Participants:

Children's Reasoning About Volume Invariance. *Melike Kara, Illinois State University; Cheryl L. Eames, Illinois State University; Douglas W. Van Dine, University of Denver*

Children's Learning and Development of Volume Measurement Procedures and Concepts: A Longitudinal Cross-Site Qualitative Synthesis. *Craig Cullen, Illinois State University; Cheryl L. Eames, Illinois State University; Melike Kara, Illinois State University*

Generalizing From Profiles and Linking Longitudinal Data Across Research Sites. *Jeffrey E. Barrett, Illinois State University; Craig Cullen, Illinois State University*

Validation of a Developmental Progression for Volume Using Rasch Modeling. *Julie Sarama, University of Denver; Douglas W. Van Dine, University of Denver*

**58.093-4. Mathematics Classroom Practices.** SIG-Research in Mathematics Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *William Carl Zahner, Boston University*

Participants:

Promoting Mathematical Thinking Through Teacher Questioning. *Einav Aizikovitsh-Udi, Beit Berl Academic College; Jon R. Star, Harvard University; David J. Clarke, University of Melbourne*

Using Nonstandard Student Solutions to Probe What It Means to Solve Linear Equations in School. *Orly Buchbinder, University of Maryland; Daniel I. Chazan, University of Maryland*

Using Strategic Interruptions to Effectively Integrate Whole-Class and Small-Group Instruction in Mathematics. *Kari Naomi Kokka, Harvard University; Jon R. Star, Harvard University*

What Actions Do Teachers Envision When Asked to Facilitate Mathematical Argumentation in the Classroom? *Karl Wesley Kosko, Kent State University; Annick Rougee, University of Michigan - Ann Arbor; Patricia G. Herbst, University of Michigan - Ann Arbor*

**58.093-5. Evaluating Approaches for Addressing Missing Data.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Michael P. Cohen, American Institutes for Research*

Participants:

The Performance of Missing Data Methods for Ordered Categorical Data in Structural Equation Modeling. *Yan Xia, Florida State University; Yanyun Yang, Florida State University*

A Simulation Study of Missing Data With Multiple Missing X's. *Jonathan D. Rubright, American Institute of Certified Public Accountants; Ratna Nandakumar, University of Delaware; Joseph J. Glutting, University of Delaware*

Treatment-Confounded Missingness: A Comparison of Methods for Addressing Censored or Truncated Data in School Reform Evaluations. *Jordan Rickles, University of California - Los Angeles; Mark Hansen, University of California - Los Angeles; Jia Wang, University of California - Los Angeles*

**58.093-6. Examining Rater Bias.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Susan Cooper Loomis, Retired*

Participants:

Comparison of Models and Indices for Detecting Rater Centrality. *Edward W. Wolfe, Pearson; Tian Song, Pearson Assessment & Information*

Revisiting the Halo Effect Within a Multitrait, Multimethod Framework. *Emily R. Lai, Pearson; Edward W. Wolfe, Pearson; Daisy H. Vickers, Pearson*

Robustness of Interrater Reliability Estimators to Rater Leniency/Severity Effects: A Monte Carlo Study. *Min Zhu, Excelsior College; Robert L. Johnson, University of South Carolina*

**58.093-7. Exploring Reliability and Generalizability Theory.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Lisa A. Keller, University of Massachusetts - Amherst*

Participants:

Demonstration of the Impact of Data Entry Errors on Generalizability and Decision Studies: Crossed and Nested Two-Facet Designs. *Tavinder K. Ark, The University of British Columbia; Benjamin R. Shear, Stanford University; Bruno D. Zumbo, The University of British Columbia*

Measuring Reliability in Profile Analysis. *Yu-Feng Chang, University of Minnesota; Mark L. Davison, University of Minnesota*

Optimal Reliability Within Resource Constraints: Generalizability Theory to Inform Reliability Estimates for Science Pedagogy Assessment. *Kathan Dushyant Shukla, University of Virginia; Jennifer L. Maeng, University of Virginia; Timothy R. Konold, University of Virginia*

**58.093-8. Investigating Interactions Between Persons and Items.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Huan Wang, CTB/McGraw-Hill LLC*

Participants:

An Empirical Investigation of Item Response Time. *Huijuan Meng, Pearson; Jerry L. Gorham, Pearson VUE; Joy L. Matthews-Lopez,*



*National Association of Boards of Pharmacy*

Investigating Response Strategies for Multiple-Choice Questions: An Eye-Tracker Study. *Gun-Brit Thoma, Leibniz-Institute for Science and Mathematics Education at the University of Kiel, Germany*  
Investigating the Relationship Between Item Response Time and Cognitive Level. *Xi Wang, University of Massachusetts Amherst; Stephen G. Sireci, University of Massachusetts - Amherst*

**58.093-9. Investigating the Intricacies of Rater Designs.** Division D - Measurement and Research Methodology; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Jennifer L. Koblin, The College Board*

Participants:

Examining Effects of Rater and Rater Experience in ELL Speaking Assessment Using Generalizability Theory. *Ping Yin, Questar AI*  
Monitoring of Scoring Using Human and Automated Scores. *Zhen Wang, ETS; Alina A. Von Davier, ETS; Yu Sun, ETS*  
Writing Prompts: Does the Number of Raters Impact Subpopulations? *Winnie K. Reid, Measurement Incorporated; Thakur B. Karkee, Measurement Incorporated*

**58.093-10. Moving the Measurement of Teacher Knowledge Closer to Teaching Practice.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chairs: *Gary Sykes, Educational Testing Service; Michael T. Kane, ETS*

Participants:

A Framework for Measuring Content Knowledge for Teaching. *Geoffrey C. Phelps, Educational Testing Service; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway*  
Using Cognitive Interviews to Validate Practice-Based Items Measuring Content Knowledge for Teaching. *Heather Howell, ETS; Geoffrey C. Phelps, Educational Testing Service; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway*  
Investigating Connections Between Content Knowledge for Teaching and Teaching Quality. *Andrew J. Croft, ETS; Geoffrey C. Phelps, Educational Testing Service; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway*  
Using Assessments of Content Knowledge for Teaching to Inform Teacher Preparation. *Barbara H. Weren, ETS; Geoffrey C. Phelps, Educational Testing Service; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway*

**58.093-11. Focusing on STEM studies.** SIG-Science Teaching and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Eugene Judson, Arizona State University*

Participants:

Barriers and Supports to Pursuing STEM-Related Careers: Perceptions of High School Hispanic Girls. *Veronica G. Vijil, Sam Houston State University; Julie P. Combs, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University*  
STEM Undergraduate Service-Learning Interns' Perceptions of Inquiry-Based Activities for Urban Students. *Patricia S Dunac, Georgia State University; Tugce Gul, Georgia State University; Kadir Demir, Georgia State University*  
STEM-Focused Charter and Magnet Schools: The Effect on Student Achievement in Traditional Content Areas. *Eugene Judson, Arizona State University*  
The Effects of a STEM Intervention on Elementary Students' Science Knowledge and Skills. *Alicia Ann Cotabish, University of Central Arkansas; Deborah D. Dailey, University of Arkansas at Little Rock; Ann E. Robinson, University of Arkansas at Little Rock; Gail D. Hughes, University of Arkansas at Little Rock*  
The Relationships Between Students' Perceptions of Science and STEM Career Aspirations. *Xiaoqing Kong, University of Virginia; Robert H. Tai, University of Virginia; Xitao Fan, University of Macau*

**58.093-12. TICL (Technology, Instruction, Cognition, and Learning) Presidential Roundtable: Building Dynamically Adaptive Tutoring Systems: Bottom-Up or Top-Down?** SIG-Technology, Instruction, Cognition & Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Peter Fadde, Southern Illinois University - Carbondale*

Participants:

Summary of Top-Down Approaches. *Joseph M. Scandura, MERGE Research Institute*  
Summary of Bottom-Up Approaches. *Richard E. Clark, University of Southern California*  
Overview. *Peter Fadde, Southern Illinois University - Carbondale*

**58.093-13. Secularization and Religious Climate in Education.** SIG-Religion and Education; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Gloria T. Alter, DePaul University*

Participants:

Perceptions of the Campus Climate for Nonreligious Students. *Alyssa N. Rockenbach, North Carolina State University; Nicholas A. Bowman, Bowling Green State University; Matthew Mayhew, New York University*  
Is Reality Secular? The Consequences of Secularizing the Academy on Research and Theory. *Mary Poplin, Claremont Graduate University*  
Measuring Dispositions of Teacher Candidates at a Mission-Driven University. *Vince Joseph Rinaldo, Niagara University; Stephen J. Denig, Niagara University*  
Boundary-Making in Sunni and Evangelical Schools: Right Belief, Right Action, and Family. *Jeffrey Guhin, Yale University*

**58.093-14. Insights Into the Development of Metacognition and Self-Regulated Learning.** SIG-Studying and Self-Regulated Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Jill D. Salisbury-Glennon, Auburn University*

Participants:

Adolescents' Allocation of Study Time During Self-Regulated Learning. *Mariette H Van Loon, Maastricht University; Anique De Bruin, Erasmus University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merriënboer, Maastricht University*  
Investigating the Relationship Between Self-Regulation Skills and Academic Readiness in Head Start Children. *Robin Lee Akawi, University at Albany - SUNY*  
The Development of Metacognitive Knowledge Among Secondary-Level Students From Grade 5 to Grade 9: Do Gender and Educational Track Matter? *Nora Neuenhaus, University of Bamberg; Cordula Artelt, University of Bamberg; Wolfgang Schneider, University of Wuerzburg*

**58.093-15. Leadership and Organization Impacts on Student Outcomes.** Division A - Administration, Organization and Leadership; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

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

Participants:

Performance Beyond Expectations: A Closer Look at the Task Performance, Discretionary Performance, and Future Career Aspirations of Teachers. *Ibrahim Duyar, University of Arkansas at Little Rock; Turker Kurt, Gazi University; Sedat Gumus, Mustafa Kemal University; Mehmet Sukru Bellibas, Michigan State University*  
Principal Preparation Programs' Influence on First-Year Principals' Informal Instructional Leadership Networks. *Jessica Rigby, Vanderbilt University - Peabody College*  
Structuring the School Leadership Team: Roles, Responsibilities, Time Allocation, and Outcomes. *Hajime Mitani, Vanderbilt University - Peabody College; Jason A. Grissom, Vanderbilt University; Susanna Loeb, Stanford University*  
The Frog Pond in Taiwan: Elite High Schools, Gender Difference, and Math Performance and Math Self-Concept. *Weilin Chen, University of Iowa; Li-yun Wang, National Taiwan Normal University*

**58.093-16. Black Male Experience.** SIG-Research Focus on Black Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Michael Sutton, Winston-Salem State University*

Participants:

Depth, Not Breadth: An Exploration Into How the Within-School Organizational Conditions Influence What Black Male Teachers Say About Male Students of Color. *Travis Bristol, Columbia University*  
Investigating the College Adjustment and Transition Experiences of Formerly Incarcerated African American Males at Predominantly White Institutions. *Terrell Lamont Strayhorn, The Ohio State University;*

*Blossom A. Barrett, The Ohio State University*

Understanding the Personal Goals of Black Male Community College Students: Facilitating Academic and Psychosocial Development. *J. Luke Wood, San Diego State University; Robert Terry Palmer, Binghamton University - SUNY*

What Does It Take to Succeed as Engineering Majors? A Discussion of Within-Race, -Gender, and -Ethnicity Differences in Engineering Skills and Work Ethic. *Jennifer O. Burrell, Howard University; Afiya C. Fredericks, Howard University; Lorraine Fleming, Howard University; Ashley Renee Griffin, Howard University*

**58.093-17. Educational Access and the Law.** SIG-Law and Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:10-1:40pm

Chair: *Dawn H. Berlin, California State University - Dominguez Hills*

Participants:

Improving a K-16 Pipeline: How Deep Is the Reach of College Automatic Admissions? *Catherine L. Horn, University of Houston*

Race-Conscious Student Assignment Plans as Government Speech in the Era of *Parents Involved v. Seattle School District*. *Joseph Oluwale, Montclair State University*

New Electoral Politics, Old Political Outcomes: Have Changing Demographics United White Enclaves and Lani Guinier? *Preston C. Green, The Pennsylvania State University; Erica Frankenberg, The Pennsylvania State University; Steven Leonice Nelson, The Pennsylvania State University - University Park*

What About the Forgotten: Addressing Racial Segregation in North Carolina and Reviving the Constitutional Intent of *Brown*. *Dana Thompson Dorsey, University of North Carolina - Chapel Hill; Janeula M. Burt, Bowie State University*

### Division and SIG Posters

**58.094. Poster Session 11;** Poster Session

**58.094-1. Deconstructing Free Speech Policies in the Academy: A Critical Examination of the Conflicting Ideals of Constitutionalism and Speech Code Policies at the Campus Gates.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

1. Deconstructing Free Speech Policies in the Academy: A Critical Examination of the Conflicting Ideals of Constitutionalism, and Speech Code Policies at the Campus Gates. *Kevin M. Collins, Claremont Graduate University*

**58.094-2. Demystifying the Common Core State Standards: Implications for Linked Learning.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

2. Demystifying the Common Core State Standards: Implications for Linked Learning. *Elle Rustique, Stanford University*

**58.094-3. Division L Poster Session.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

3. Change of Intergenerational Mobility in Transitional China: The Effects of Schooling. *Jinyan Zhou, Beijing Normal University*

**58.094-4. Informing the Transition From Primary to Secondary School: A Case Study on Artifacts in the Implementation of Educational Innovation.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

4. Informing the Transition From Primary to Secondary School: A Case Study on Artifacts in the Implementation of Educational Innovation. *Virginie März, University of Leuven; Geert Kelchtermans, University of Leuven*

**58.094-5. Parents' and Teachers' Attitudes Towards Inclusive Education**

**in England and Cyprus: A Shared Ethos?** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

5. Parents' and Teachers' Attitudes Towards Inclusive Education in England and Cyprus: A Shared Ethos? *Jan Margaret Georgeson, Plymouth University; Christoforos Mamas, Plymouth University; Linda la Velle, Plymouth University; Maureen McGinty, Plymouth University*

**58.094-6. Poverty and the Right to Education: A Dialogue With Amartya Sen's Concept of Metaright.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

6. Poverty and the Right to Education: A Dialogue With Amartya Sen's Concept of Metaright. *Roseli Fischmann, Methodist University of Sao Paulo and U.S.P.*

**58.094-7. Reading Organizational Legitimacy Between the Lines: How Organizational Legitimacy and Identity Shape Textbook Content Decisions.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

7. Reading Organizational Legitimacy Between the Lines: How Organizational Legitimacy and Identity Shape Textbook Content Decisions. *Esa Syeed, New York University*

**58.094-8. Relationship Between Different Science Teaching Approaches and Science Performances.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

8. Relationship Between Different Science Teaching Approaches and Science Performances. *Su Gao, University of Nevada - Las Vegas; Zhiyong Zhong, Minzu University of China; Jian Wang, University of Nevada - Las Vegas*

**58.094-9. Teacher Policy Poster Session.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Posters:

9. A Theoretical Review of "Pay for Performance" for Teachers: Notes From Economic Sociology. *Miguel Ordenes, University of California - Berkeley*
10. Defining Success: Teach For America Alumni's Conceptions of Effective Teaching. *Kerry Kretchmar, Carroll University*
11. How Does Teaching English Learners Relate to Teacher Working Conditions, Teacher Job Satisfaction, and Teacher Commitment? *Daniela Torre, Vanderbilt University*
12. Increasing the Supply of Effective Teachers in High-Poverty Schools. *Leigh Katherine Kennedy, The George Washington University*
13. Principal Concerns: Addressing Statewide Principal Pipelines With Data and Strategy. *Christine Campbell, University of Washington*
14. Student Learning Objectives (SLOs) in Teacher Evaluation: A Method for Closing the Achievement Gap? *Lisa Lachlan-Hache, American Institutes for Research; Ellen Cushing, American Institutes for Research; Lauren K. Bivona, American Institutes for Research*
15. Treatment Heterogeneity in the Effect of Teach For America. *Emily K. Penner, University of California - Irvine*

**58.094-10. Teachers' Control Over Curriculum Decision-Making: The Case of Middle School Teachers in South Korea.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

16. Teachers' Control Over Curriculum Decision-Making: The Case of Middle School Teachers in South Korea. *Sunhee Paik, National Institute of Education, Singapore*

**58.094-11. SIG School Effectiveness and School Improvement Poster Session.** SIG-School Effectiveness and School Improvement; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

## Posters:

17. An Exploratory Study of School Improvement Factors in Washington State. *Michael S. Trevisan, Washington State University; Brian F. French, Washington State University; Olusola Olalekan Adesope, Washington State University*
18. How Is Attending an Early College High School Related to Success in College? *Theodore Stefan Kaniuka, Fayetteville State University; Leontye Lewis, Fayetteville State University*
19. Parental Counseling at Secondary Schools in Germany: Counseling Conditions, Offers, and Demands. *Silke Hertel, The German Institute for International Educational Research; Simone Bruder, The German Institute for International Educational Research; Nina Jude, The German Institute for International Educational Research; Brigitte Steinert, The German Institute for International Educational Research*
20. A Randomized Controlled Trial Evaluation of Mate-Tricks: A Prosocial Behavior After-School Program for 8-9-Year-Olds. *Liam O'Hare, Queen's University - Belfast; Karen Majella Kerr, Queen's University - Belfast; Andy Biggart, Queens' University Belfast; Paul Connolly, Queen's University - Belfast; Carol McGuinness, Queen's University Belfast, School of Psychology*
21. Comparability Of Grades: A Vision Which Becomes Reality by Means of Statewide Exit Exams? *Elisabeth Maué, University of Zurich; Monika Holmeier, University of Zurich; Katharina Maag Merki, University of Zurich; Britta Oerke, University of Zurich*
22. Well-Being, Academic Buoyancy, and Educational Attainment in Primary School Children. *Sarah Miller, Centre for Effective Education; Paul Connolly, Queen's University - Belfast; Lisa K Maguire, Queen's University - Belfast*

**58.094-12. Practices, Instruction, Design, Assessing.** Division K - Teaching and Teacher Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

## Posters:

23. Developing Preservice Elementary Teachers' Capacity to Design Science Instruction for English Language Learners. *Meredith E. Houle Vaughn, San Diego State University*
24. Developing an Improving Perspective Toward Research in Preservice Teachers. *David Slavit, Washington State University Vancouver; Erica Castro, Washington State University Vancouver; Allison Devincenzi, Washington State University - Vancouver; Tamara Holmlund Nelson, Washington State University - Vancouver; Gisela Ernst-Slavit, Washington State University - Vancouver*
25. Is There a Place for Twitter in Preservice Teachers' Lives? Introducing Social Media Into Teacher Education. *Narelle Suzanne Lemon, RMIT University*
26. Making Differentiated Instruction Sustainable Through Online Self-Regulated Learning and Structured Choice. *Rhonda Suzanne Bondie, Fordham University; Akane Zusho, Fordham University; Marshall A. George, Fordham University; Samantha Turco, Fordham University*
27. Planning for Thinking: Using Activity Theory to Examine the Effectiveness of Lesson Planning and Reflection. *Estella Chizhik, San Diego State University; Alexander W. Chizhik, San Diego State University*
28. Preservice Teaching Using Family Science/Family Math: Culturally Relevant Projects for Content Integration. *Cherie A. McCollough, Texas A&M University - Corpus Christi; Olga M. Ramirez, The University of Texas - Pan American*
29. Prospective Elementary and Middle School Mathematics Teachers' Perceptions and Beliefs About Students' Family and Community. *Mary Q. Foote, Queens College - CUNY; Amy M. Roth McDuffie, Washington State University - Tri-Cities; Julia Maria Aguirre, University of Washington - Tacoma; Tonya Bartell, Michigan State University; Corey Drake, Michigan State University; Erin Turner, The University of Arizona*
30. Quality Instructional Planning: Improving Preservice Teacher Lesson Planning. *Rebecca Stobaugh, Western Kentucky University; Janet Lynne Tassell, Western Kentucky University; Marge Maxwell, Western Kentucky University*
31. STEM Preservice Teachers Developing Disciplinary Literacy Pedagogy. *Steven Hart, California State University - Fresno; Stephanie Maria Bennett, University of South Florida*
32. Scaffolding Preservice Teachers' Reflection on Technology Integration. *Ugur Kale, West Virginia University; Cheng-Hsien Wu, West Virginia University; Elizabeth Convey, West Virginia University*

33. Student Engagement: How Preservice English Teachers Make Meaning of Student Participation. *April Simun Salerno, University of Virginia; Ashley Elizabeth Simpson, University of Virginia*
34. Utilizing the Construct of Professional Noticing to Meet the Needs of All Learners. *Ingrid Weiland, University of Louisville; Julie Amador, University of Idaho; Rick Alan Hudson, University of Southern Indiana*
35. Investigating Secondary Writing Instruction in an Era of Accountability: Implications for Professional Development and Preservice Programs. *Mary A. Avalos, University of Miami; Xuchilt Perez, University of Miami; Vanessa Thorrington, University of Miami*
36. Learning How: A Participatory Action Research Study of Collaborative Course Development for Preservice Teachers. *Margaret P. Weiss, Center for Developmental Science; Anthony Michael Pellegrino, George Mason University; Linda Mann, George Mason University*

**58.094-13. Poster Session: Lives of Teachers SIG.** SIG-Lives of Teachers; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

## Posters:

37. Lived Experiences of African American Teachers During Desegregation After *Brown v. Board of Education*. *Martha J. Lash, Kent State University; Tonisha Glover, Kent State University*
38. Mathematics Teachers' Identities About Poverty: Using Photo-Elicitation/Photovoice Interviews to Tell the Stories of Latino/a Algebra Teachers. *Theodore Chao, Harvard University*
39. Teacher Enthusiasm as a Change Agent: Exploring Teachers Experiences in a Teaching American History Grant. *Mimi Coughlin, California State University - Sacramento; Mimi H. Lee*

**58.094-14. Democratic Citizenship in Education SIG Poster Session.** SIG-Democratic Citizenship in Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

## Poster:

40. "To Level the Playing Field": A Microethnographic Study of Democratic Practices in an Anti-Hunger Service-Learning Course. *George Lovell Boggs, Florida State University*

**58.094-15. Technology Impacting Teaching and Learning Poster Session.** SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

## Posters:

41. Building Community Through Telecollaboration (BCT) Network: Developing a Professional Learning Network for Effective ICT (Information Communications Tecnology)-Supported Teaching and Learning. *Gyeong Mi Heo, CEFRIO Canada; Alain Breuleux, McGill University*
42. Blended Learning as a Bridge: Professional Development for Institutional Change. *Nicola Wayer, Florida State College - Jacksonville*
43. Empowering Gen Y Preservice Teachers to Become Change Agents for Technology Integration: Discovering Their Strengths. *Ping Gao, University of Northern Iowa; Leigh Zeitz, University of Northern Iowa; Robin Galloway, University of Northern Iowa; Magdalena Galloway, University of Northern Iowa*
44. Exploring Chinese Preservice Teachers' Integrations of YouTube in Teaching. *Elson S.Y. Szeto, The Hong Kong Institute of Education; Annie Y.N. Cheng, The Hong Kong Institute of Education*
45. Maps, Math, and Media: Teaching Millennials in the New Millennium. *Melda N. Yildiz, Kean University*
46. Multiliteracies, Agency, and Interactive White Boards: A Qualitative Investigation of a Middle School Program. *Rebecca Beucher, University of Colorado - Boulder; Diana J. Arya, University of Colorado - Boulder; Chelsey Shade, University of Colorado - Boulder*
47. Online Learning Through the Eyes of Students and Faculty. *Maysaa Y. Barakat, Auburn University; Ellen H. Reames, Auburn University*
48. Reliability and Use of a Revised Rubric to Assess Pre-Kindergarten Teachers' Monthly DVD Classroom Newsletters. *Bridget A. Walsh, University of Nevada - Reno; Heidi Cromer, University of Nevada - Reno; J. Guillermo Villalobos, University of Nevada, Reno; Mauricio Alvarez, University of Nevada, Reno*
49. The Use of Confidence Intervals as a Meta-Analytic Lens to Summarize the Effects of University Classroom Instruction on Preservice Teacher Technological Pedagogical Content Knowledge (TPACK). *Jamaal Young, University of North Texas; Jemiman V. Lea, Texas A&M University*



50. United States and European Student Perceptions of the Impact of Social-Networking Sites on Academic Performance. *Ipek Ozer, Kent State University; Jennifer Mellott, Kent State University; Pius Ochwo, Kent State University; Timothy Meyers, Kent State University; Christopher J Ford, Kent State University; Paul A. Kirschner, Open University of the Netherlands*

**58.094-16. Division C, Section 3b Poster Session 2.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

51. Exploring Rigor Online: Towards a Definition of Rigorous Learning. *Heather E. Duncan, University of Wyoming; Bret Range, University of Wyoming; David Hvidston, University of Wyoming; Suzanne Young, University of Wyoming; Maryalice Bruce, University of Wyoming*

**58.094-17. Division C, Section 1a Poster Session.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

52. Examining the Effects of Fluency-Oriented Reading Instruction on Taiwanese Children's Oral Reading Fluency and Reading Comprehension. *I-Chung Lu, National Pingtung University of Education*

**58.094-18. Science Teaching and Learning SIG Poster Session.** SIG-Science Teaching and Learning; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 12:10-1:40pm

Poster:

53. Welcome Back, Jethro: Changes in Thinking of a Second-Career Physics Teacher Learning to Teach. *Douglas B. Larkin, Montclair State University*

## Tuesday, 12:15 pm

### SIG Sessions

**59.010. Visit to Summit Preparatory High School: A Public Charter School Committed to Preparing Every Single Member of Its Diverse Student Population for Success in College.** SIG-Tracking and Detracking Cosponsored with SIG-Tracking and Detracking; Off-Site Visit

Summit Preparatory Charter High School, 890 Broadway Street, Redwood City, CA; 12:15-4:30pm

Visit Leader: *John C. Knudson-Martin, Eastern Oregon University*

## Tuesday, 1:00 pm

### Professional Development Courses

**60.010. "Doing" Critical Race Theory in Education.** Professional Development and Training Committee; Professional Development Course

Grand Hyatt, Ballroom Level, Sequoia; 1:00-5:00pm

Instructors: *Adrienne D. Dixon, University of Illinois; Rema Reynolds, Azusa Pacific University; Laurence J. Parker, University of Utah; Enrique Aleman, University of Utah; Bryan McKinley Jones Brayboy, Arizona State University; Carey Hawkins Ash, University of Illinois at Urbana-Champaign*

**60.011. How to Analyze Large-Scale Assessments Data From Matrix Booklet Sampling Design: Focus on Psychometrics Behind and Hands-On Analysis Using Sample Data.** Professional Development and Training Committee; Professional Development Course

Grand Hyatt, Theatre Level, Conference Theatre; 1:00-5:00pm

Instructors: *Emmanuel Sikali, U.S. Department of Education; Andrew J. Kolstad, National Center for Education Statistics; Young Yee Kim, American Institutes for Research*

### AERA Related Activities

**60.012. AERA-EWA Reporters Seminar: "Reporting on Education—Using Data at Your Desk" - Invitation Only (Day 1 of 2).** AERA Related Activities; Seminar

Hilton Union Square, Lobby Level, Golden Gate 8; 1:00-6:00pm

## Tuesday, 2:00 pm

### Governance Meetings and Events

**61.001. AERA Journal Publications Committee: Closed Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Carmel II; 2:00-3:30pm

Chair: *William Cope, University of Illinois at Urbana-Champaign*

**61.002. AERA Technology Committee: Closed Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Monterey II; 2:00-3:30pm

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

### AERA Related Activities

**61.010. Online Annual Meeting Management System (All Academic): Demonstration and Training for Program Chairs: Open Session 3.** AERA Related Activities; Workshop

Hilton Union Square, Ballroom Level, Continental 7; 2:00-3:30pm

Chair: *Rick Peacor, All Academic, Inc.*

### Presidential Sessions

**61.011. AERA ED Talks: Poverty, Education, and Justice (#AERATalks).** Presidential Session Cosponsored with Division J - Postsecondary Education

Hilton Union Square, Lobby Level, Plaza A; 2:00-3:30pm

Chair: *Richard J. Reddick, The University of Texas - Austin*

Participants:

"What We Get Wrong About Children in Poverty": The Pervasive Stereotypes That Educators Embrace That Are Not Helpful in Ensuring Students Succeed in the Classroom. *Gloria J. Ladson-Billings, University of Wisconsin - Madison*

Revealing the Intersections Between Race, Poverty, and Higher Education: Gritty Counterstories and Conflicting Narratives. *Terrell Lamont Strayhorn, The Ohio State University*

International Aid and Private Schools for the Poor: Smiles, Miracles, and Markets. *Pauline Dixon, Newcastle University*

Talking Justice: Using Words and Voice to Make Change. *Marybeth Gasman, University of Pennsylvania*

**61.012. Addressing a Poverty of Knowledge: The Past, Present, and Future of LGBTQ Education Research.** Presidential Session

Hilton Union Square, Ballroom Level, Continental 4; 2:00-3:30pm

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

Participants: *Joseph G. Kosciw, Gay, Lesbian and Straight Education Network; Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo; Edward Brockenbrough, University of Rochester*

Discussant: *Judy A. Alston, Ashland University*

**61.013. Amateur Film Festival: Growing Up Is Activism and Adelante.** Presidential Session Cosponsored with SIG-Hispanic Research Issues, SIG-Research on the Education of Asian and Pacific Americans

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 2:00-3:30pm

Participant: *Stanton Wortham, University of Pennsylvania*

**61.014. Featured Presidential Session: The Future of Schools and Colleges of Education: Their Role in Educational Reform and Equity.** Presidential Session Cosponsored with Division D - Measurement and Research Methodology, Division J - Postsecondary Education

Hilton Union Square, Ballroom Level, Continental 5; 2:00-3:30pm

Chair: *William G. Tierney, University of Southern California*

Participants: *Arthur Levine, Woodrow Wilson Fellowship Foundation; Sharon P. Robinson, American Association of Colleges for Teachers of Education; Kent McGuire, Southern Education Foundation, Inc.*

### 61.015. The Economic Crisis—and the Challenge It Presents to U.S. Education. Presidential Session

Hilton Union Square, Ballroom Level, Continental 6; 2:00-3:30pm

Chair: *Gregory K. Tanaka, Mills College School of Education*

Participants: *Marie Mora, The University of Texas - Pan American; Gregory Price, Morehouse College; Arik Lifshitz, Stanford University*

### AERA Sessions

#### 61.016. Education Research in a Changing World (Sponsored by WERA).

AERA Sessions Cosponsored with International Relations Committee; Invited Session

Hilton Union Square, Ballroom Level, Continental 8; 2:00-3:30pm

Chairs: *Carol D. Lee, Northwestern University; Sung Choon Park, Seoul National University*

Discussion Leaders:



#### Discussion Tables

*Paul F. Conway, University College Cork; Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University; Ingrid Gogolin, University of Hamburg; Ong Kim Lee, WERA Vice President; Leif Moos, Department of Education, Aarhus University; Lesley Wood, North-West University*

Presenters: *Yin Cheong Cheng (WERA President), The Hong Kong Institute of Education; Eva L. Baker (WERA Past President), University of California - Los Angeles; Sari Lindblom-Ylana (WERA President-Elect), University of Helsinki*

#### 61.017. International Handbook of Research in Environmental Education (IHREE): A New AERA Publication. AERA Sessions; Invited Session

Hilton Union Square, Yosemite B; 2:00-3:30pm

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

Co-editors: *Robert B. Stevenson, James Cook University - Australia; Michael J. Brody, Montana State University; Justin Dillon, King's College London; Arjen E. Wals, Wageningen University*

Discussants: *Marcia Linn, University of California - Berkeley; Christopher J. Dede, Harvard University*

### Committee Sessions

#### 61.018. GSC Division L Fireside Chat: Thirty Years Since *A Nation at Risk*: Implications for a Second Generation. Graduate Student Council; Invited Session

Westin St. Francis, Second Level, Olympic; 2:00-3:30pm

Chairs: *Todd L. Hurner, The University of Texas - Austin; Huriya Jabbar, University of California - Berkeley*

Participants: *David F. Labaree, Stanford University; Laura M. Desimone, University of Pennsylvania; Henry M. Levin, Teachers College, Columbia University*

#### 61.019. GSC Past-Chair Fireside Chat: Life as a Professor: Key Insights From a Diverse Group of Faculty Members. Graduate Student Council; Invited Session

Parc 55, Third Level, Market Street; 2:00-3:30pm

Chair: *Nicholas Daniel Hartlep, Illinois State University*

Participants: *Cleveland Hayes, University of La Verne; Kenneth James Fasching-Varner, Louisiana State University; Marvin Lynn, University of Wisconsin - Eau Claire; David O. Stovall, University of Illinois at Chicago; William C. Ayers, University of Illinois at Chicago; Eric C. Sheffield, Missouri State University*

#### 61.020. Georgia on Our Minds: Contested Educational Dreams and the Promise of Social Justice. Social Justice Action Committee; Invited Session

Hilton Union Square, Yosemite A; 2:00-3:30pm

Chair: *Michelle A. Purdy, Michigan State University*

Participants:

The More They Change, the More They Stay the Same: Georgia's Eerily Familiar Politics of Education. *Sheryl Jones Croft, Emory University; Michelle A. Purdy, Michigan State University*

Fighting the "Poverty" of the Political Spectacle: International Students and Teachers in the Southeastern United States. *Alyssa Hadley Dunn, Georgia State University; Erica K. Dotson, Clayton State University*

Civic Socialization: Marginalized Youth Develop a Sense of Citizenship in a Society Where They Are Not Afforded Full Rights. *Keisha L. Green, Rutgers University - New Brunswick/Piscataway; Jillian Carter Ford, Kennesaw State University*

Collaboration for Action: Supporting Undocumented Students. *Ian Altman, University of Georgia; JoBeth Allen, University of Georgia - Athens*  
Discussant: *Cynthia B. Dillard, The University of Georgia*

#### 61.021. Pedagogies in the Flesh: Relationships Between Women of Color—Epistemologies and Praxes. Committee on Scholars and Advocates for Gender Equity in Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 2:00-3:30pm

Chair: *Melissa-Ann Nielo Nievera-Lozano, University of California - Santa Cruz*

Participants:

Pain + Love = Growth: Pinayist Epistemologies, Pedagogies, and Praxes. *Allyson Tintiangco-Cubales, San Francisco State University; Jocyl Sacramento, University of California - Berkeley*

The "Personal as Political": Towards an Asian American Women's Epistemological Pedagogy. *Cindy Huynh, University of Utah*

In Search of a Latina Critical Pedagogy: Understanding Latinas' Classroom Educational Experiences. *Jessica Ramirez, University of California - Davis*

Go On, Girl: Critical Mixed Pedagogy and Mixed Black Women on YouTube. *Teresa A. Martinez Hodges, San Francisco State University*

Discussant: *Dolores Delgado Bernal, University of Utah*

#### 61.022. Using Social Media to Advance an Active Research Agenda.

Communication and Outreach Committee; Invited Session  
Westin St. Francis, Second Level, Essex; 2:00-3:30pm

Chair: *Richard R. Halverson, University of Wisconsin*

Participants: *Sara Goldrick-Rab, University of Wisconsin - Madison; James T. Minor, Southern Education Foundation, Inc.; Rema Ella Reynolds, University of California - Los Angeles*

### International Organization Sessions

#### 61.023. State and Regional Educational Research Associations: Distinguished Paper Session 4. Consortium of State and Regional Educational Research Associations; Invited Session

Westin St. Francis, Second Level, Yorkshire; 2:00-3:30pm

Chair: *Harry L. Bowman, Council on Occupational Education*

Participants:

California Educational Research Association: Seeing Eye-to-Eye: A Study of After-School Alignment and Academic Achievement. *Tracy Bennett, University of California - Irvine*

New England Educational Research Organization: At Risk Means Minority Kid: Deconstructing Deficit Discourses in the Study of Risk in Education and Human Services. *Cinzia Pica-Smith, Assumption College; Carmen Narvaez Veloria, Suffolk University*

Rocky Mountain Educational Research Association: Muslimat Early Career Faculty: A Hermeneutic Phenomenological Study of Navigating the Tenure Process. *Amneh Al-Rawashdeh, New Mexico State University*

Florida Educational Research Association: Estimating Program Effects With the Short Interrupted Time-Series Design and Multilevel Models. *Francisco A. Jimenez, University of Florida - University of Chile; Walter L. Leite, University of Florida*

Discussants: *Rosa Cintron, PhD, University of Central Florida; Keith A. McNeil, New Mexico State University*

### Division Sessions

#### 61.024. Sylvia Scribner Award Address: Peter Smagorinsky. Division C - Learning and Instruction; Invited Session

Westin St. Francis, Second Level, California East; 2:00-3:30pm

Participant: *Peter Smagorinsky, University of Georgia*

#### 61.025. Critical Reflections on Qualitative Inquiry. Division D - Measurement and Research Methodology Cosponsored with SIG-Qualitative Research; Paper Session

Parc 55, Fourth Level, Mission II&III; 2:00-3:30pm

Chair: *Heather M. Pleasants, The University of Alabama*

Participants:

Qualitative Research Designs in Fluid Methodological Spaces. *Mirka E. Koro-Ljungberg, University of Florida*

Beyond Abstraction: Critical Materialism and Parrhesia in Qualitative

Inquiry. Aaron M. Kuntz, *The University of Alabama*  
 A Critical Reconstruction of Evidence in Educational Research. Pengfei Zhao, *Indiana University-Bloomington*; Yu-ting Su, *University of Wisconsin - Platteville*; Peiwei Li, *Indiana University*  
 Critical Points in Narrative Analysis: Examples and Ideas for Novice Qualitative Researchers. Emma Humphries, *University of Florida*; Mirka E. Koro-Ljungberg, *University of Florida*  
 Discussant: Valerie J. Janesick, *University of South Florida*

**61.026. Interdisciplinarity and Knowledge Diffusion in STEM Education Research Programs at the National Science Foundation.** Division D

- Measurement and Research Methodology; Symposium  
 Hilton Union Square, Lobby Level, Golden Gate 4; 2:00-3:30pm  
 Chair: Gregg Solomon, *National Science Foundation*  
 Participants:

Measuring and Mapping Interdisciplinarity. Alan Porter, *Georgia Institute of Technology*; David Schoeneck, *Search Technologies, Inc.*; Jon Garner, *Search Technologies, Inc.*

Strategies, Metrics, and Data for Charting the Impacts of Education Research Programs: Analyses of REESE. Barbara Schneider, *Michigan State University*; Sarah-Kathryn McDonald, *NORC at the University of Chicago*; Kevin L. Brown, *NORC at the University of Chicago*

Anatomy of Knowledge Networks within NSF Education and Human Resources Funding. Krishna Madhavan, *Purdue University*; Hanjun Xian, *Purdue University*

Social Research Networks, Theory, and an Approach to Multidisciplinary Research. James S. Dietz, *National Science Foundation*; Juan Rogers, *Georgia Institute of Technology*

Discussant: Robert Goldstone, *Indiana University*

**61.027. Issues in Computerized Adaptive Testing.** Division D - Measurement and Research Methodology; Paper Session

Parc 55, Second Level, Sutro; 2:00-3:30pm  
 Chair: Joy L. Matthews-Lopez, *National Association of Boards of Pharmacy*  
 Participants:

The Comparison of Unidimensional and Multidimensional CAT (Computer Adaptive Testing) in Terms of Composite Score Estimation. Liyang Mao, *Michigan State University*; Xin Luo, *Michigan State University*; Xuechun Zhou, *Pearson Assessment & Information*

Effects of Computer Adaptive Test Stopping Rules on Precision and Efficiency. Eric Moyer, *The University of Texas*; Barbara G. Dodd, *The University of Texas - Austin*

Improving Latent Trait Estimation by the Item-Weighted Methods for Computerized Adaptive Testing. Wen Zeng, *University of Wisconsin - Milwaukee*; Chun Wang, *University of Minnesota*; Hua-Hua Chang, *University of Illinois at Urbana-Champaign*

The Modified Maximum Likelihood Procedure for CATs Consisting of Both Dichotomous and Polytomous Items. Shiyu Wang, *University of Illinois at Urbana-Champaign*; Hua-Hua Chang, *University of Illinois at Urbana-Champaign*; Jeffrey Douglas, *University of Illinois at Urbana-Champaign*

Robust Computerized Adaptive Testing. Bernard P. Veldkamp, *Universiteit Twente*

Discussant: Andreas H. Oranje, *Educational Testing Service*

**61.028. New Directions in Prevention and Resiliency.** Division E - Counseling and Human Development; Paper Session

Parc 55, Fourth Level, Cyril Magin III; 2:00-3:30pm  
 Chair: Bryana Helen French, *University of Missouri*  
 Participants:

Effects of Cultural Awareness Training in Conjunction With an Established School Bullying Prevention Program. Megan Polanin, *Loyola University Chicago*; Elizabeth Vera, *Loyola University Chicago*

Exploring Poverty and Community Assets Through Intergenerational Stories: Pacific Islander Youth and Elders. Christine Jean Yeh, *University of San Francisco*; Noah Borrero, *University of San Francisco*; Patsy Tito, *Samoan Community Development Center*

Kids in Camouflage: Fostering Resilience in Children When a Parent Is Deployed in Harm's Way. Kathryn I. Scorgie, *Azusa Pacific University*; Catherine White, *Azusa Pacific University*

Overcoming Adversity: High-Achieving African American Youth's Perspectives on Educational Resilience. Joseph Williams, *George Mason University*

Racial/Ethnic Minority Consideration in School-Based Cognitive

Behavioral Therapy Prevention Programs for Depression. Leah Alyssa Wang, *The University of Texas - Austin*; Kelly Nicole Banneyer, *The University of Texas - Austin*

Discussant: Brendesha M. Tynes, *University of Southern California*

**61.029. 19th-Century Schooling in the American South.** Division F - History and Historiography Cosponsored with SIG-Research Focus on Black Education, SIG-Cultural Historical Research; Paper Session  
 Grand Hyatt, Theatre Level, Orpheum; 2:00-3:30pm

Chair: James D. Anderson, *University of Illinois at Urbana-Champaign*  
 Participants:

A Class All Their Own: Free People of Color in New Orleans, Early 1800s to Reconstruction. Alisha Johnson, *University of Washington - Seattle*

For the Sons of Sugar: Jefferson College and the Southern Louisiana Planter Class. R. Eric Platt, *University of Southern Mississippi*

Helping Those Who Help Themselves: The Peabody Fund and Teachers' Institutes in the American South. Mindy Spearman, *Clemson University*; Benjamin J. Bindewald, *Clemson University*

Troops to Teachers, 19th-Century Style: Civil War Veterans as Teachers for the Freed People. Ronald E. Butchart, *University of Georgia*

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

**61.030. Poverty, Race, and Politics in Metropolitan Education: Latter 20th-Century American Perspectives.** Division F - History and Historiography; Symposium

Hotel Nikko, Third Level, Nikko III; 2:00-3:30pm  
 Chair: Sylvia L.M. Martinez, *University of Colorado - Colorado Springs*  
 Participants:

Educational Opportunity in Postwar Metropolitan Chicago. Tracy L. Steffes, *Brown University*

The Rise of a High-Performing Suburban School District: The Shawnee Mission Schools, 1940 to 1980. John L. Rury, *The University of Kansas*  
 Demography, Education, and the Economics of Race in "Suburban" Kansas City. Aaron Rife, *The University of Kansas*

A Suburb at Risk: The Demographic, Economic, and Political Antecedents of Compton's Educational Crisis. Emily Straus, *Rice University - Kinder Institute*

**61.031. Ability, Equity, and Culture: The Search for the Holy Grail in Urban Education Reform.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Kent; 2:00-3:30pm  
 Chair: Brendan D. Maxcy, *Indiana University - IUPUI*  
 Participants:

Theorizing Systemic Reform in Urban Schools. Elizabeth B. Kozleski, *The University of Kansas*; Kathleen King Thorius, *Indiana University - IUPUI*; Anne Catherine Smith, *U.S. Department of Education Retired*

Student Voices in School and District Improvement: Youth-Adult Partnerships for Student Success and Social Justice. Shelley Zion, *University of Colorado - Denver*; Sheryl Petty, *Self-employed*

Resistance as Resource: Families' Participation in Urban School Reform. Cristina Corrine Santamaria Graff, *Central Washington University*; Sandra Vazquez, *Pilot Parents of Southern Arizona*

Creating Inclusive Classrooms for All Students. Taucia Gonzalez, *Arizona State University*; Elaine Mulligan, *National Dissemination Center for Children with Disabilities*

Systems Change at the State Level: Disproportionality in Special Education Identification and Placement. David R. Garcia, *Arizona State University*; Donna Hart-Tervalon, *Great Lakes Equity Center*

Discussant: Edward Fergus, *New York University*

**61.032. Changing Borders: Relocating Race, Ethnicity, and Class.** Division G - Social Context of Education; Invited Session

Westin St. Francis, Second Level, Elizabethan C; 2:00-3:30pm  
 Chair: Luis C. Moll, *The University of Arizona*

Presenter: Ray McDermott, *Stanford University*

Discussant: Mica Pollock, *University of California - San Diego*

**61.033. Language Minority Students and Transitions to College: Insights From Qualitative Research.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Hampton; 2:00-3:30pm  
 Chair: Regina J. Deil-Amen, *The University of Arizona*  
 Participants:



English Language Learners' Limited Access to High-Level Courses in High School: An Ethnographic Investigation. *Yasuko Kanno, Temple University; Sara E.N. Kangas, Temple University*

The Heterogeneous Experiences of English Language Learners Navigating High School. *Manka M. Varghese, University of Washington*

Argumentative Writing Across High School and College: Contexts for Development. *Amanda Kibler, University of Virginia*

Understanding Language and Literacy Demands Facing Language Minority Students as They Transition to College. *George C. Bunch, University of California - Santa Cruz*

Discussant: *Vivian Louie, Harvard University*

**61.034. Negotiating the Pipeline: Latino Males, Social Capital, and the Educational Pipeline.** Division G - Social Context of Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Sutter; 2:00-3:30pm

Chair: *Cynthia Lua Alvarez, University of California - Los Angeles*

Participants:

The Critical Middle Years: Social Capital and the Development of Early Career Aspirations for Latino Boys. *Eligio Martinez Jr, University of Washington; Michelle Castellanos, University of Southern California*

Digital Doorways: Latino Boys and Access to Techno-Social Capital in a New Latino Diaspora Town. *Carlos Martinez, University of Pennsylvania*

The Relationship Between Social Capital and Perceptions of Financial Aid Among Latino Males. *José Muñoz, University of Missouri*

*Perdidos en el Espacio*: Narratives of Latino Males in Pursuit of Doctoral Education. *Manuel Gonzalez, The University of Texas - Austin*

Discussant: *Victor Saenz, The University of Texas - Austin*

**61.035. Reading the World: Exploring Literacies in Multiple Contexts.**

Division G - Social Context of Education; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 3; 2:00-3:30pm

Chair: *Sandra M. Webb, Georgia College & State University*

Participants:

Literacy Learning Within Community Action Projects for Social Change. *Dana E. Wright, Connecticut College; Jabari Mahiri, University of California - Berkeley*

"It's Harder Than It Looks": Reflections of Preservice Reading Specialists and ESL Specialists Collaborating in a Multimodal Reading Camp for K-8 Students. *Alaska Black Hulst, The Pennsylvania State University; Kathleen M. Collins, The Pennsylvania State University; Patrick Shannon, The Pennsylvania State University; Kathleen Shannon, The Pennsylvania State University*

"We're Not Just Going to Teach You How to Read": An Urban School's Vision of Critical Academic Press and Social Support for Literacy. *Chantal Francois, Rutgers Graduate School of Education*

Too Complex to Change? Beginning Teachers Making Local Decisions in Contexts of Mandated Literacy Curriculum. *Chad H. Waldron, Michigan State University; Susan Ellen Florio-Ruane, Michigan State University*

Discussant: *Judith Kalman, CINVESTAV-Mexico*

**61.036. Keeping the Faucet of Learning On: Summer Learning in High-Poverty Schools.** Division H - Research, Evaluation and Assessment in Schools; Symposium

Sir Francis Drake, Second Level, Carmel; 2:00-3:30pm

Chair: *Ilene Berman, Annie E. Casey Foundation*

Participants:

Summers Count: Understanding the Need for and Challenges to Developing and Sustaining Summer Programs for At-Risk Youth. *Jennifer Sloan McCombs, RAND Corporation; Catherine H. Augustine, RAND Corporation; Heather L. Schwartz, RAND Corporation*

New Mexico StartSmart K-3 Plus: Making Summer Count by Increasing Kindergarten Readiness. *Linda D. Goetze, Utah State University; Damon Cann, Utah State University*

READS for Summer Learning: Reducing Summer Reading Loss Through Student Engagement With Books. *Lisa Hall Foster, Harvard University; James S. Kim, Harvard University*

**61.037. Measuring and Examining Correlates of Student Achievement and Student Engagement in a Variety of K-12 Settings.** Division H - Research, Evaluation and Assessment in Schools; Paper Session

Hilton Union Square, Ballroom Level - Franciscan CD; 2:00-3:30pm

Chair: *Shaun Michael Dougherty, Harvard University*

Participants:

TransformED: How the Evaluation of Noncognitive Factors Can Help Low-Income Schools Narrow the Achievement Gap. *Leo White, University of California - Berkeley; Jason Roy Atwood, Teach For America, Inc.; Sarah G. Wheeler, University of California - Berkeley; Jonathan Erickson, Lakeview Charter High*

Measures and Correlates of Student-Centered Pedagogy: A Construct Validation Study in Chinese Secondary Schools. *Mei Luo, Teachers College, Columbia University; Madhabi Chatterji, Teachers College, Columbia University*

A Concept Inventory on Genetics for Middle School Learners: Assessment Development Informs Teacher Pedagogy. *Michele Ann Korb, California State University - East Bay; Dianne Anderson, Point Loma Nazarene University; Megan Jensen, CSU - East Bay; Eric A. Hagedorn, The University of Texas - El Paso; Matt Silbergitt, WestEd*

Examining Students' Ability to Critique an Argument and Exploring Instructional Implications. *Yi Song, Educational Testing Service; Paul Deane, Educational Testing Service; Mary E. Fowles, ETS*

The Effect of a Blended Inquiry Science and English Language Development Program on Elementary Students' English Proficiency and Language Arts Achievement. *William J. Straits, California State University - Long Beach; Susan Gomez Zwiap, California State University - Long Beach*

**61.038. Poverty and Education: From Research to Action and Empowerment.** Division H - Research, Evaluation and Assessment in Schools; Invited Session

Parc 55, Third Level, Mason; 2:00-3:30pm

Chair: *Debra Hinderliter Ortloff, University of Houston - Clear Lake*

Participants:

Considering the Service of Students Experiencing Homelessness and Residential Instability. *Peter Michael Miller, University of Wisconsin - Madison*

Research Collaboration in High-Poverty Schools. *Vanessa Diane Dodo Seriki, University of Houston - Clear Lake*

The Study of Poverty and Education in the Developing World: Lessons for American Schools and Educational Research. *Payal Shah, Indiana University*

Ideology as Methodology: How School Reform Myths Influence Teachers' Work in Urban Schools. *Sarah Irvine Belson, American University*

**61.039. Interprofessional Education and Teamwork.** Division I - Education in the Professions; Paper Session

Parc 55, Fourth Level, Lombard; 2:00-3:30pm

Chair: *Debra Preston Russ, The University of Alaska - Anchorage*

Participants:

Interprofessional Education and Poverty Among Nursing's Engagement, Professional Subjectivity, Identity, and Confidence: A Case Study. *Susan Elizabeth Anthony, The University of Western Ontario*

Reflection on and for Action: A Powerful Intervention for Team Effectiveness. *Catherine Gabelica, Maastricht University; Piet Van den Bossche, Maastricht University; Mien Segers, Maastricht University; Wim H. Gijsselaers, Maastricht University*

The Impact of a Pilot Curriculum on Interprofessional Learning Curriculum With Early Learners. *Janet Trial, USC Keck School of Medicine; Kathleen Hill-Besinque, University of Southern California; Cha-Chi Fung, University of Southern California, Keck School of Medicine*

Using a Theoretical Framework to Determine Health Sciences Trainees' Perception of Interprofessional Collaboration. *Isabelle Gaboury, Université de Sherbrooke; Christina St-Onge, Université de Sherbrooke; Julie Coutya, Université de Sherbrooke; Julia Bernard, Université de Sherbrooke; Danelle Chaput, Université de Sherbrooke; Valérie-Anne Gagnon, Université de Sherbrooke; Christine Mercier, Université de Sherbrooke; Vicky St-Jacques, Université de Sherbrooke; Marianne Xhignesse, Université de Sherbrooke*

When Do Professional Teams Learn to Perform? How Coordination Impacts Performance. *Catherine Gabelica, Maastricht University; Piet Van den Bossche, Maastricht University; Mien Segers, Maastricht University; Wim H. Gijsselaers, Maastricht University*

Discussant: *Linda Behar-Horenstein, University of Florida*

**61.040. Assessing Teaching Contexts, Strategies, and Outcomes.** Division

J - Postsecondary Education; Paper Session  
Parc 55, Fourth Level, Stockton; 2:00-3:30pm

Chair: *Lois Calian Trautvetter, Northwestern University*

Participants:

Co-Curricular Connections: The Role of Undergraduate Research

Experiences in Promoting Engineering Students' Communication, Teamwork, and Leadership Skills. *Deborah F. Carter, Claremont Graduate University; Hyun Kyoung Ro; Benjamin Alcott, University of Michigan; Lisa R. Lattuca, University of Michigan*

Evaluation of Teaching and Pedagogy in Higher Education: Do Institutional Policies Influence Faculty Practices? *Carrie B. Myers, Montana State University; Tammy Stewart, Montana State University; Scott M. Myers, Montana State University*

Understanding E-Portfolios as Assessment in Higher Education.

*Christopher Charles Deneen, The University of Hong Kong; Gavin T. Brown, The University of Auckland*

The Influence of Interdisciplinary Undergraduate Programs on Learning Outcomes. *Lisa R. Lattuca, University of Michigan; David B. Knight, University of Queensland; Robert D. Reason, The Pennsylvania State University; Tricia Seifert, OISE/University of Toronto; Qin Liu, University of Toronto*

Discussant: *Alexander C. McCormick, Indiana University - Bloomington*

**61.041. Organizational Responses to Global Pressures.** Division J -

Postsecondary Education; Paper Session

Westin St. Francis, Second Level, Elizabethan D; 2:00-3:30pm

Chair: *Jason Laker, San José State University*

Participants:

Global Partnership as a Strategy for Internationalization: MBAs in Latin America and East Asia and Oceania. *Jeongeun Kim, University of Michigan; Sergio Celis, University of Michigan*

Up or Out? Exploring Opportunity Structures for Student Mobility in Hong Kong. *P.A. Oleksiyenko*

What Institutional Characteristics Are Related to International Undergraduate Student Enrollment? *Jie Zhang, University of Missouri; Haiqin Chen, University of Missouri*

International Entrepreneurialism and Higher Education: The Role of the Agent as "Comprador." *Maira Hulme, University of Glasgow; Robert Ian Hulme, University of Chester*

Discussant: *Brendan Cantwell, Michigan State University*

**61.042. Student Access to College and STEM: College-Linking Processes for High-Poverty Underrepresented Students Making the Transition From High School to College.** Division J - Postsecondary Education; Symposium

Grand Hyatt, Ballroom Level, Grand Ballroom West; 2:00-3:30pm

Chair: *Margaret A. Eisenhart, University of Colorado - Boulder*

Participants:

Off-Loading and Outsourcing College Readiness in High-Poverty High Schools in Denver. *Sarah Ohle, University of Colorado - Boulder; Tamara Millbourn, University of Colorado - Boulder; Margaret A. Eisenhart, University of Colorado - Boulder*

Social and Cultural Capital at Capital High in Denver: A Different Story. *Jarrod Stover Hanson, University of Colorado - Boulder; Carrie Allen Bemis, University of Colorado - Boulder; Margaret A. Eisenhart, University of Colorado - Boulder*

Expansion of Educational Opportunities, Stratification in College Counseling: A Comparison Between Affluent Public and Inner-City Public High Schools. *Kristin Cipollone, University at Buffalo - SUNY; Andrea Nikischer, University at Buffalo - SUNY; Lois Weis, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY*

So Much More Than Counseling: The Role of School Counselors in Urban Schools That Serve High-Poverty Urban Students. *Andrea Nikischer, University at Buffalo - SUNY; Kristin Cipollone, University at Buffalo - SUNY; Lois Weis, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY*

Discussants: *Laura W. Perna, University of Pennsylvania; Patricia M. McDonough, University of California - Los Angeles*

**61.043. Equity-in-Practice in STEM Teaching.** Division K - Teaching and Teacher Education; Structured Poster Session

Parc 55, Fourth Level, Cyril Magnin I; 2:00-3:30pm

Chair: *Kenneth Zeichner, University of Washington*

Participants:

1. A Framework for Analyzing Equitable Science Teaching. *Manali J. Sheth, University of Wisconsin - Madison; Melissa Lee Braaten, University of Wisconsin - Madison*
2. Equitable Opportunities to Learn Pre-K Mathematics. *Anita A. Wager, University of Wisconsin*
3. Learning From Stories of Youths' Informal Science Learning Experiences. *Daniel Birmingham, Michigan State University; Angela Calabrese Barton, Michigan State University*
4. How Novice Teachers Use Students' Lived Experiences as Resources. *Sara Hagenah, University of Washington; Jessica J. Thompson, University of Washington*
5. Practice-Based Inquiry in Science in Urban Elementary Schools. *Ann Rosebery, TERC; Beth M. Warren, Cheche Konnen Center, TERC; Eli Tucker-Raymond, TERC; Folashade Cromwell Solomon, TERC; Christopher George Wright, TERC; Heidi Fessenden, Young Achievers Science and Math Pilot School; Denise Bauman, Boston Teacher Residency*
6. Specifying Equity-in-Practice: Setting Up Complex Tasks in Secondary Mathematics Teaching. *Kara J. Jackson, McGill University; Emily Shahan, Stanford University*
7. Creating Equitable Opportunities to Show Students' Authentic Disciplinary Proficiency in Assessments. *Hosun Kang, University of Washington; Jessica J. Thompson, University of Washington; Mark A. Windschitl, University of Washington*
8. Learning to Teach Mathematics: Interrogating How Practice-Based Designs for Teacher Preparation Advance an Equity Agenda. *Angela Chan Turrou, University of California - Los Angeles; Adrian Cunard, University of Washington; Elham Kazemi, University of Washington; Megan L. Franke, University of California - Los Angeles; Hala N. Ghousseini, University of Wisconsin - Madison; Heather Lauren Beasley, University of Michigan*
9. Mathematics Teaching as Subversive Activity: Why Teachers Need Political *Conocimiento*. *Rochelle Gutierrez, University of Illinois at Urbana-Champaign*
10. Affluent Students Learning Mathematics and Social Justice. *Indigo Esmonde, University of Toronto - OISE*

Discussant: *Jo Boaler, University of Sussex*

**61.044. Honoring Derrick Bell's Contributions to Research on Teacher Education, Race, Poverty, and Leadership.** Division K - Teaching and Teacher Education; Invited Session

Hilton Union Square, Lobby Level, Plaza B; 2:00-3:30pm

Chair: *Sherick A. Hughes, University of North Carolina - Chapel Hill*

Participants:

- Critical Race Theory and Counter-Narrative as Methods in Teacher Education. *Rich Milner, Vanderbilt University; Tyrone C. Howard, University of California - Los Angeles*
- Critical Race Theory (CRT), Math Education, and Promising Futures: A Historical Perspective, 1995-Present. *Robert Q. Berry, University of Virginia; Mark W. Ellis, California State University - Fullerton; Sherick A. Hughes, University of North Carolina - Chapel Hill*
- Countering Common Sense Understandings of "Good Parenting": Women of Color Advocating Policy Change for Their Children. *Thandeka K. Chapman, University of California, San Diego; Kalwant Bhopal, University of Southampton*
- Derrick Bell, Critical Race Theory, and Educational Leadership, 1995-Present. *Muhammad Khalifa, Michigan State University; Christopher Dunbar, Michigan State University; Ty-Ron M.O. Douglas, University of Missouri - Columbia*

**61.045. Innovative Pedagogies.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 1; 2:00-3:30pm

Chair: *Philip Evan Bernhardt, Metropolitan State University of Denver*

Participants:

- Developing Equity-Centered Teacher Educators. *Laura S. Yee, University of Maryland; Maria E. Hyler, University of Maryland - College Park*
- Illuminating the Art of Action Research Pedagogy. *Noah A. Rubin, Harvard University*
- Opportunities to Develop Students' Academic Language Fluency: Pedagogy and Practice. *Anissa R. Stewart, University of California, Santa Barbara; Nicole Marie Merino, University of California - Santa Barbara; Jennifer Noel Scalzo, University of California - Santa Barbara*

Pedagogical Practices That Engage and Empower White Preservice Teachers in Multicultural Education Courses. *Brandelyn L. Tosolt, Northern Kentucky University; Bettina L. Love, University of Georgia; Helene Harte, University of Cincinnati*

Preservice Foreign Language Teachers' Professional Development Using Blogging at One U.K. and One U.S. University. *Linda Fisher, University of Cambridge; Deoksoon Kim, University of South Florida*

Discussant: *Corey Drake, Michigan State University*

**61.046. Inter- and Intra-Cultural Perspectives on Latino/a Research.**

Division K - Teaching and Teacher Education; Paper Session  
Hilton Union Square, Ballroom Level, Continental 2; 2:00-3:30pm

Chair: *Mary C. Esposito, California State University - Dominguez Hills*  
Participants:

Factors and Mechanisms of Intercultural Sensitivity Development Among Teachers of Refugee Children. *Ekaterina Strelakova-Hughes, University at Buffalo - SUNY*

African American Teachers and Latino Students: A Case Study of Racial/Ethnic Teacher-Student Incongruence in an Urban School. *Cedric Stewart, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

Teacher as Advocate: Successful Teachers of Latino English Language Learners. *Ixchel Samson, Stanford University*

Explicating Latina/o Counterstories by Critically Deconstructing Systems of Racism in Teacher Education. *Antonette M. Aragon, Colorado State University; Maria L. Gabriel, Poudre School District; Louise B. Jennings, Colorado State University*

Discussant: *Ann E. Lopez, OISE/University of Toronto*

**61.047. Preparing Teachers for Intersecting Diversities: Does Stand-Alone, Initial Special Education Licensure Get in the Way?** Division K - Teaching and Teacher Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 2:00-3:30pm

Chair: *Marleen Carol Pugach, University of Southern California*

Participants:

How Teacher Licensure Policy in Special Education Influences School Practice: A Case of Mixed Messages. *Linda P. Blanton, Florida International University; Kathleen Paliokas, Council of Chief State School Officers*

Current Supply and Demand Context for Special Education Teacher Preparation Reform. *Paul T. Sindelar, University of Florida*

"Almost Half My Class Is Special Ed!" Preparing Teacher Candidates for the Reality of Public Education Means Preparing Them to Teach All Children. *Beth Harry, University of Miami*

A Sociocultural Analysis of the Policy of Initial Stand-Alone Licensure in Special Education. *Charles A. Peck, University of Washington; Marleen Carol Pugach, University of Southern California*

Discussant: *Suzanne M. Wilson, Michigan State University*

**61.048. Professional Development in High-Poverty Urban Schools.**

Division K - Teaching and Teacher Education; Paper Session  
Westin St. Francis, Second Level, Elizabethan B; 2:00-3:30pm

Chair: *Helenrose Fives, Montclair State University*

Participants:

Effects of a Professional Development Program on the Quality and Retention of Urban Teachers. *Lisa Gaikhorst, University of Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education; Jos J. Beishuizen, Vrije Universiteit Amsterdam*

High School Department Chairs as Instructional Leaders: The Power of Communities of Practice to Build Capacity Across High Poverty Schools. *Sylvia Boynton, University of Florida; Alexandra K. Prinstein, University of Florida; Joy Bronston Schackow, University of Florida*

Navigating the Storm: High School Mathematics Teachers, the Common Core, College Readiness, and Quality Management Tools. *Barbara L. Bales, University of Wisconsin - Milwaukee*

Collateral Damage in the Classroom: How Race and School Environment Influence Teachers' Attitudes and Behaviors. *Ivory A. Toldson, The Journal of Negro Education; Mercedes Ebanks, Howard University*  
Negotiating the "Pedagogy of Poverty": The Impact of Cultural Competence Professional Development. *Mary Shelley Thomas, University of Louisville; Judi Vanderhaar, Jefferson County Public*

*Schools*

Discussant: *Barbara J. Dray, University of Colorado - Denver*

**61.049. Social Justice Embedded in the Multiple Contexts, Policies, and Practices of Teacher Education.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Ballroom Level, Continental 3; 2:00-3:30pm

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

Participants:

Selecting Teaching Practice Schools Across Social Contexts: Conceptual Concerns and Policy Challenges in South Africa. *Maureen Robinson, Stellenbosch University*

Structuring Praxis: Ethical Action for Transformation of Teacher Education. *Neil Hooley, Victoria University; Antony Gerard Kruger, Victoria University of Technology; Julie Arnold, Victoria University; Jo Williams, Victoria University; Tony Edwards, Victoria University*

Reconceptualizing Partnership and Socially Situated Community for Reinvigorated Teacher Education. *Marie T. Brennan, Victoria University*

**61.050. Charter Schools, School Districts, and Student Composition.**

Division L - Educational Policy and Politics; Paper Session  
Westin St. Francis, Second Level, Victorian; 2:00-3:30pm

Chair: *Alex J. Bowers, Teachers College, Columbia University*

Participants:

Ohio Charter School Reform and Urban School Districts: The Broken Contract. *Brent E. Johnson, Lindley Middle School - Cobb Co. (Mableton, Ga.)*

The Dynamics of Public School Choice in Arizona: Are District Characteristics Associated With Patterns of Student Movement? *Jeanne M. Powers, Arizona State University; Amelia Topper, Arizona State University*

Do Charter Schools "Push Out" Low-Performing Students? *Ron Zimmer, Vanderbilt University; Cassandra M. Guarino, Indiana University*  
Charter Schools and Segregation. *William Brett Robertson, Washington University in St. Louis*

Discussant: *Jal David Mehta, Harvard University*

**61.051. How Teacher Human Capital Is Affected by Policy Decisions and Contexts.** Division L - Educational Policy and Politics; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 2:00-3:30pm

Chair: *Demetra Kalogrides, Stanford University*

Participants:

What's in a Name? The Impact of Publishing Individual Teacher Effectiveness Ratings on Student and Teacher Mobility and Attrition. *Julia Bloom, Harvard University*

What Promotes Teacher Development? Examining the Effect of the Professional Environment on the Returns to Teaching Experience. *Matthew A. Kraft, Harvard University; John Papay, Brown University*  
Seeing Instruction Around the World: International Practices in Classroom Observation for Teacher Development and Evaluation. *Jose Felipe Martinez, University of California - Los Angeles; Sandy M. Taut, Pontificia Universidad Catolica de Chile; Kevin Schaaf, University of California - Los Angeles*

District Policies and Their Impact on Teacher Achievement of National Board Certification. *Rita Pin Ahrens, The George Washington University*

Discussant: *Mimi Engel, Vanderbilt University*

**61.052. The Other Side of the Stalled DREAM Act.** Division L - Educational Policy and Politics; Symposium  
Westin St. Francis, Second Level, Elizabethan A; 2:00-3:30pm

Chair: *Edmund T. Hamann, University of Nebraska - Lincoln*

Participants:

Trying to Be Mexican (Again): Accounts From Families Moving South From Arizona to Sonora. *Gloria Ciria Valdez, Colegio de Sonora*  
U.S. DREAM Act-ers' (Return?) Migration to Mexican Higher Education. *Nolvina Ana Cortez Roman, Colegio de Sonora*  
Undocumented Latino Students Forging a Path to College. *Jaime Del Razo, Brown University*

Undocumented and Unresolved: Life Stories of Mexican (im)migrant College Graduates. *Ryan Evely Gildersleeve, University of Denver*

Discussants: *Enrique G. Murillo, California State University - San Bernardino; Patricia C. Gandara, University of California - Los Angeles*



<b>SIG Sessions</b>
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**61.053. Adolescents and High School Problems.** SIG-Adolescence and Youth Development; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 2:00-3:30pm

Chair: *Bonita E. Williams, USDA/NIFA/Institute of Youth, Families, and Community*

Participants:

An Examination of How Homeless Youth Succeed in High School Despite Barriers. *Sarai Koo, MAPS 4 College*

School Dropouts: Diversity and Stigma. *Erna Nairz-Wirth, Vienna University of Economics and Business*

Why Is It That Some Students Play Truant and Others Don't? *Anna Eva Lenski, IQB Berlin; Christine Catrin Saelzer, Technische Universität München*

With Graduation in Sight: Perceptions of High- and Low-Aggression Students of the Journey to High School Completion. *Patricia Mullins Reeves, University of Georgia; Heidi Ehrenreich, Centers for Disease Control and Prevention; Pamela Orpinas, University of Georgia; Summar Corley, University of North Carolina - Chapel Hill*

Discussant: *Lori D. Ungemah, The New Community College at CUNY*

**61.054. Understanding Inequalities in Digital Media and Learning.** SIG-Advanced Technologies for Learning; Workshop  
Parc 55, Second Level, Haight; 2:00-3:30pm

Chair: *Katie Davis, University of Washington*

Participants:

Computational Participation Spectrum: A Case Study With African American Males. *Betsy DiSalvo, Georgia Institute of Technology*

Design Principles for Digital Equity: Putting the Cathedral and the Bazaar in the Service of Social Justice. *Justin Fire Reich, Harvard University*

Normalized Play Marginalizes Players in a Massively Multiplayer Online Game. *Mark Chen, Independent Consultant*

Culturally Situated Game-Based STEM Learning (CSGBL). *Nettrice R. Gaskins, Georgia Institute of Technology*

**61.055. Pedagogy of Collaboration: Confronting Poverties of Creativity in Schools.** SIG-Arts and Learning; Symposium  
Grand Hyatt, Second Level, Belvedere; 2:00-3:30pm

Chair: *Andrea Kantrowitz, Teachers College, Columbia University*

Participants:

Beyond the Arts Integration Versus Discipline-Based Debate: Connecting Art and Academics in High-Poverty Urban Classrooms. *Andrea Kantrowitz, Teachers College, Columbia University; Marisol Cunningham, Metis Associates*

Organizational Characteristics and Curricular Structures of a Sustained Arts-Integrated Program in an Urban Elementary/Middle School. *Shyla Sharada Rao, Maryland Institute College of Art*

Structures Within Arts as Collaborative Inquiry. *Elizabeth Hallmark, University of Rochester*

Discussant: *Laura Reeder, Massachusetts College of Art*

**61.056. International Studies of Bilinguals and Bilingual Education.** SIG-Bilingual Education Research; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 2:00-3:30pm

Chair: *Ana Gil-Garcia, Northeastern Illinois University*

Participants:

Demystifying Bilingualism in Deaf Education Within/Between the United States, Japan, and France. *Thomas P. Horejes, Gallaudet University; Christi Batamula, Gallaudet University; Joseph J. Tobin, University of Georgia; Joseph Michael Valente, The Pennsylvania State University*

First-Language Development in Immersion Programs in Germany. *Sandra Kristina Gebauer, Kiel University; Anna C.M. Zaunbauer, University of Kiel; Jens Moeller, University of Kiel*

The Challenges of Gender Mainstreaming in Bilingual Indigenous Peruvian Education. *Laura A. Valdiviezo, University of Massachusetts*

Understanding Students With Immigration Background: A German Case of Students' Language and Identity in Development. *Eurydice B. Bauer, University of Illinois at Urbana-Champaign; Beatriz Guerrero, University of Illinois; Sabine Hornberg, University of Bayreuth; Wilfried Bos, University of Dortmund*

Discussant: *Toni Griego-Jones, The University of Arizona*

**61.057. The Role of Formalized Tools in Formative Assessment.** SIG-Classroom Assessment; Symposium

Hilton Union Square, Lobby Level, Golden Gate 6; 2:00-3:30pm

Chair: *Margaret Heritage, University of California - Los Angeles*

Participants:

Formalized Tools for Supporting Formative Assessment. *Robert P. Dolan, Pearson*

Resolved, Formalized Assessments Cannot Be Considered "Formative Assessment." *Edward D. Roeber, University of Wisconsin; Sarah Elizabeth McManus, NC Dept. of Public Instruction*

The Role of Testing Companies in Supporting Formative Assessment. *E. Caroline Wylie, ETS*

Discussants: *Margaret Heritage, University of California - Los Angeles; Jan Chappuis, Pearson Education*

**61.058. The Impact of Racial Microaggressions on Students of Color in K-16 Educational Contexts.** SIG-Critical Educators for Social Justice; Symposium

Hilton Union Square, Lobby Level, Golden Gate 1; 2:00-3:30pm

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

Participants:

Chicano Male Youth at the Nexus of Symbolic Violence: Exploring the Cumulative Effect of Racial Microaggressions in Schools. *Maria C. Malagon, University of California - Los Angeles; Daniel Gilbert Solorzano, University of California - Los Angeles*

A Campus Climate Paradox: "Critical Mass," Asian Americans, and Racial Microaggressions. *OiYan A. Poon, Loyola University Chicago*

Teachers, Please Learn Our Names! Racial Microaggressions and the K-12 Classroom. *Rita Kohli, San José State University; Daniel Gilbert Solorzano, University of California - Los Angeles*

Black Achievers' Experiences With Racial Spotlighting and Ignoring in a Predominantly White High School. *Dorinda Carter Andrews, Michigan State University*

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

**61.059. An Investigation of Ethnic-Minority Males: Relationships, Identity, Success, and Education (RISE).** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 2:00-3:30pm

Chair: *Lionel Howard, The George Washington University*

Participants:

African American Boys' Educational Goals: Personal Strategies and Support. *Lionel Howard, The George Washington University; Akilah Swinton, University of North Carolina - Chapel Hill; Olivenne Skinner, University of North Carolina - Chapel Hill*

Toward a Holistic Understanding of Identification With Academics in Ethnic-Minority Boys at Risk for Academic Failure. *J. S. Matthews, Montclair State University*

Perceived School Support, Negative Youth Experiences, Academic Achievement, and Bravado Attitudes In African American Males. *Charles Sumner Corprew, Loyola University New Orleans*

The Role of School Context on the Differential College Outcomes of African American Male and Female Students. *Abebayehu Aemero Tekleselassie, The George Washington University; Jaehwa Choi, The George Washington University*

**61.060. Literacy Practices in Preschool and Kindergarten.** SIG-Early Education and Child Development; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 2:00-3:30pm

Chair: *Dipali Puri, Lincoln University*

Participants:

A Model for Building Intentional Teaching for Early Literacy. *Alina Mihai, Indiana University; Gretchen D. Butera, Indiana University; Amber M. Friesen, San Francisco State University*

Creating a Critical Literacy Milieu in a Kindergarten Classroom. *Stacia M. Stribling, George Mason University*

Isolating Active Ingredients in a Preschool Vocabulary Intervention: Teacher and Child Talk During Book Reading. *Annemarie H. Hindman, Temple University; Barbara Wasik, Temple University*

Social Construction of a Poetics: Exploring Aesthetics in Young Children's Writing Practices. *Huili Hong, East Tennessee State University*

Discussant: *Gloria E. Miller, University of Denver*

**61.061. Parents Supporting Children With Disabilities: Experiences of Partnership in Diverse Contexts.** SIG-Family, School, Community Partnerships; Working Group Roundtable  
Hotel Nikko, Third Level, Nikko I; 2:00-3:30pm

Chair: *Debbie A. Pushor, University of Saskatchewan*

Participants:

Family Partnership and Inclusive Education: Global/Local Perspectives.

*Sue Mary Nichols, University of South Australia*

Parent-Teacher Communication Regarding Children With Learning

Disabilities in Inclusive Classes in Malaysia. *Norshidah Abu Husin, School of Education*

Mothers Supporting the Educational Participation of Children With

Disabilities: Gender, Social Class and Physical Capital. *Lea Longfellow, School of Education*

Integration of Services and Inclusion of Parents. *Victoria Buchan,*

*University of South Australia*

**61.062. Instructional Technology SIG: Paper Session: Teacher Education, Technology Integration, and TPACK (Technological Pedagogical Content Knowledge) I.** SIG-Instructional Technology; Paper Session  
Parc 55, Fourth Level, Mission I; 2:00-3:30pm

Chair: *ChanMin Kim, The University of Georgia*

Participants:

Design Tasks and Podcasts: Helping Preservice Teachers Develop TPACK

(Technological Pedagogical Content Knowledge). *Laurie Brantley-Dias,*

*Georgia State University; Erin Leslie Davis, Georgia State University;*

*Crystal Cuby Richardson, Georgia State University; Marissa Ball,*

*Georgia State University; Firat Sarsar, Georgia State University*

Improving Technological Pedagogical Content Knowledge Among

Preservice Science Teachers. *Thomas Habowski, University of*

*Delaware; Chrystalla Mouza, University of Delaware*

Focus, Means, and Task Influence on Teacher Regulation of Computer-

Supported Collaborative Learning. *Anouschka Van Leeuwen, Utrecht*

*University; Jeroen Janssen, Utrecht University; Gijsbert Erkens,*

*Utrecht University; Mieke Brekelmans, Utrecht University*

iResilience: Investigating Science Preservice Teachers' Resilience Through

Digital Storytelling. *Wan Ng, University of New South Wales*

Discussant: *Peggy A. Ertmer, Purdue University*

**61.063. Nonheterogenous Populations and Global Educational Questions.** SIG-International Studies; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 2:00-

3:30pm

Chair: *Barbara Garii, SUNY - College at Oswego*

Participants:

How Teachers Perceive the Marginalization of Students in Kenyan Public

Primary Schools. *Harrison Ntobo Oonge, West Virginia University*

International Students' Experiences With Race and Social Class at Home

and in the United States. *Ashlee A. Lewis, University of South Carolina*

Poverty, Education, and Social Cohesion: An International Perspective.

*David Joseph Rutkowski, Indiana University; Laura Christine Engel,*

*The George Washington University; Leslie Rutkowski, Indiana*

*University*

Student, School, and Country: The Relationship of Socioeconomic Status

and Inequality to Achievement. *Gregory J. Marchant, Ball State*

*University; William Holmes Finch, Ball State University*

Discussant: *Candace M. Schlein, University of Missouri - Kansas City*

**61.064. Professionalism in Global Contexts.** SIG-International Studies; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 2:00-

3:30pm

Chair: *Kirsi A. Tirri, University of Helsinki*

Participants:

Becoming a Teacher, Becoming a Border Crosser: The Role of

International Field Experiences. *Sandra Spickard Prettyman, The*

*University of Akron; Susan G. Colville-Hall, The University of Akron;*

*Maria Adamowicz-Hariasz, The University of Akron; Vladislava*

*Sidorova, The University of Akron*

Cross-Straitization at Work: The Perception of Mainland Chinese Students

Studying in Taiwan. *Chuing Prudence Chou, National Chengchi*

*University; Gregory Siy Ching, Lunghwa University of Science and*

*Technology; Amy Roberts, University of Wyoming*

Educational Leadership: A Comparative Study of Four Levels of Thai

Higher Education Leaders. *Stephen P. Wanger, Oklahoma State University; Korn Sornlertlumvanich, Prince of Songkla University; Samar Abid, Oklahoma State University; Edgar Apanecat-Ibarra, Oklahoma State University*

Factors That Promote Transformative Learning Experiences of

International Graduate Students From Asia. *Alex Kumi Yeboah, Dalton State College*

Discussant: *Ming-tak Hue, The Hong Kong Institute of Education*

**61.065. Risking Standing Out: Principals' Perceptions and Advocacy of LGBTQ Students.** SIG-Leadership for Social Justice; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 2:00-3:30pm

Chair: *Adrienne E. Hyle, The University of Texas - Arlington*

Participants:

Rural Arkansas High School Principals' Perceptions: Resistance to

Social Justice. *Shelly Lynn Albritton, University of Central Arkansas;*

*Stephanie Huffman, University of Central Arkansas*

"Calling Attention to Themselves": Resistance of Principals in Texas. *Holly*

*Bishop, University of Texas at Arlington*

Rural New Mexico High School Principals' Perceptions of Social Justice

Regarding LGBTQ Students. *Dana E. Christman, New Mexico State*

*University*

Crossing State Lines: Synthesizing Principals' Perspectives of LGBTQ

Students. *Rhonda L. McClellan, University of Central Arkansas*

Discussant: *George Theoharis, Syracuse University*

**61.066. Learning and Teaching in Educational Leadership: Preparing Leaders for Tomorrow's Schools.** SIG-Learning and Teaching in Educational Leadership; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 2:00-

3:30pm

Chair: *Matthew C. Militello, North Carolina State University*

Participants:

Another Way to Go: Multiple Pathways to Developing Inclusive,

Instructional Leaders. *Suzanne Schwarz McCotter, Montclair State*

*University; Katrina E. Bulkley, Montclair State University; Cynthia*

*Bankowski, Montclair State University*

Investigating Leadership Preparation That Makes a Difference. *Randy*

*Lance, Boise State University; Kathleen M. Budge, Boise State*

*University*

Educating Against Poverty: Teaching and Learning in an Educational

Leadership Preparation Program. *Jill Patricia Bickett, Loyola*

*Marymount University; Karie Huchting, Loyola Marymount University*

Pathways for Performance: Research on Recruitment and Selection,

Preparation, Licensure, and Professional Development of School

Principals in Minnesota. *William R. Black, University of South Florida;*

*Arnold B. Danzig, Arizona State University*

Discussant: *Liz Hollingworth, University of Iowa*

**61.067. Educational Career Paths and Teacher Development.** SIG-Lives of Teachers; Paper Session

Sir Francis Drake, Second Level, Tudor AB; 2:00-3:30pm

Chair: *Maria J. Oreshkina, University of Scranton*

Participants:

The Career Pathways of Teachers Who Leave: Exploring the Transition Out of Education. *Carol R. Rinke, Gettysburg College*

Highly Committed Teachers: What Makes Them Tick? A Study of

Sustained Commitment From a Longitudinal Perspective. *Göran*

*Fransson, University of Gävle; Anneli K. Frelin, University of Gävle*

Crossroads, a Longitudinal Study of Choices and Values in Teachers' Work

Trajectories: The First Five Years. *Ulla Karin Nordanger, Linnaeus*

*University; Per Lindqvist, Linnaeus University, Sweden*

Capitalizing on Circles of Influence: How Valued People Resources Can

Drive Teacher Development. *Laura Gutmann, University of North*

*Carolina - Chapel Hill; Jocelyn A. Glazier, University of North Carolina*

*- Chapel Hill*

Discussant: *Chad Lochmiller, Washington State University*

**61.068. The Moral Work of Teaching: Preparing and Supporting Practitioners (Part 2).** SIG-Moral Development and Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16;

2:00-3:30pm

Chair: *Richard D. Osguthorpe, Boise State University*

Participants:

- Teaching for Character: Three Alternatives for Teacher Education. *Daniel K. Lapsley, University of Notre Dame; Anthony C. Holter, University of Notre Dame; Darcia F. Narvaez, University of Notre Dame*
- Reflections on Preparing Preservice Teachers for Moral Education in Urban Settings. *Larry P. Nucci, University of California*
- Integrating Social and Ethical Development Into the Preservice Curriculum: Building on the Child Development Project. *Marilyn S. Watson, Developmental Studies Center; Karen D. Benson, California State University - Sacramento; Lana Daly, California State University - Sacramento; Joy Pelton, California State University - Sacramento*
- What Are We Trying to Achieve? Developing a Framework for Preparing Character Educators. *David Light Shields, University of Missouri; Wolfgang Althof, University of Missouri; Marvin W. Berkowitz, University of Missouri; Virginia Louise Navarro, University of Missouri - St. Louis*

Discussant: *Matthew N. Sanger, Idaho State University*

**61.069. Evolving Curricula and Practices in Music Education.** SIG-Music Education; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 7; 2:00-3:30pm

Chair: *Lynn Sargeant, California State University - Fullerton*

Participants:

- Beliefs About the Incorporation of Formalized Music Instruction in Terrier Rouge, Haiti. *Kevin T. Shorner-Johnson, Elizabethtown College*
- From International School to Domestic School: Understanding Approaches to Internationally Minded Music Education. *Lisa Alice Mitchell, Queen's University*
- iSCORE: A Web-Based Tool for Music Learning. *Rena Uptis, Faculty of Education; Julia Brook, Queen's University; Philip C. Abrami, Concordia University*
- What Is Everyone Saying About Teacher Evaluation? Framing the Intended and Inadvertent Causes and Consequences. *Carla E. Aguilar, Metropolitan State University of Denver; Lauren Kapalka Kapalka Richerme, Arizona State University*

Discussant: *Colleen M. Conway, University of Michigan*

**61.070. Lived Experience Presented Through Digital Space and Time.**

SIG-Narrative Research; Paper Session

Parc 55, Second Level, Divisadero; 2:00-3:30pm

Chair: *Susan Glassett Farrelly, University of California - San Diego*

Participants:

- Inside-Out: Students' Narratives of Urban and Rural High School Experiences. *Bea Staley, The Ohio State University; Candace Jesse Stout, The Ohio State University; Brian Kellett, The Ohio State University*
- The Narrative Approach: Analyzing and Representing Postmodern Themes in Videotaped Research Data. *Karyn A. Cooper, University of Toronto; Robert E. White, Saint Francis Xavier University; Naomi R. Hughes, University of Toronto*
- "This I Believe": Addressing Cultural Competency With the Digital Narratives of Middle Grades English Learners. *Cynthia C. Reyes, The University of Vermont*
- Narrative Inquiry Over Distance and Time: Images and Collaboration. *Dixie K. Keyes, Arkansas State University; Cathy A. Coulter, The University of Alaska - Anchorage; Vicki Ross, Northern Arizona University; Elaine Chan, University of Nebraska - Lincoln; Cheryl J. Craig, University of Houston; Stefínee E. Pinnegar, Brigham Young University; Mary Lynn Hamilton, The University of Kansas; Mary F. Rice, The University of Kansas; M. Shaun Murphy, University of Saskatchewan; Candace M. Schlein, University of Missouri - Kansas City*
- Exploring Learning From Experience, Narratively. *Brian Joe Rice, Brigham Young University; Mary F. Rice, The University of Kansas; Stefínee E. Pinnegar, Brigham Young University; M. Shaun Murphy, University of Saskatchewan; Mary Lynn Hamilton, The University of Kansas*

Discussant: *Jake Burdick, Purdue University*

**61.071. Online Teaching and Learning: Student Perspectives.** SIG-Online

Teaching and Learning; Paper Session

Parc 55, Third Level, Powell I; 2:00-3:30pm

Chair: *Murat Oztok, University of Toronto*

Participants:

- A Mixed-Methods Analysis of Closed-Gate Academic Social Network Usages Based on the Technology Acceptance Model (TAM). *Bruno Poellhuber, Université de Montréal; Normand Roy, Université de Trois-Rivières; Anne-Marie Ducloux, Université de Montréal*
- Four Teachers' Transformation Process on Their Beliefs and Practices of Technology Integration in Online Professional Development. *Jung Jin Kang, Michigan State University*
- Longitudinal Program Evaluation: Qualitative Focus Group Analysis From an Online Graduate Program's 10-Year Reunion. *Michael P. Menchaca, University of Hawaii at Manoa*
- Strategies for Mentoring Online Doctoral Students Through the Dissertation Process. *Melissa Leigh Johnson, University of Florida; Swapna Kumar, University of Florida; Truly Hardemon, University of Florida*
- Student Perceptions of Course Quality: The Impact of Faculty Professional Development. *Emily J. Hixon, Purdue University - Calumet; Janet Buckenmeyer, Purdue University - Calumet; Casimir Barczyk, Purdue University Calumet*
- The Online Military Learner: The Community of Inquiry Framework and Military Student Success. *Angela M. Gibson, American Public University System; Rob Mitchell, American Public University System; Lori Kupczynski, Texas A&M University - Kingsville; Phil Ice, American Public University System*

**61.072. Dialogic Research to Overcome Poverty From Education: The Sociopolitical Impact of the INCLUD-ED Project.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 2:00-3:30pm

Chair: *Itxaso Tellado, University of Vic*

Participants:

- The Learning Communities Project: From One School to the Development of a Social Movement. *Carme Garcia Yeste, Universitat Rovira i Virgili; Sandra Girbés, Universitat de Barcelona; Cristina Petreñas, Universitat de Barcelona; Pilar Alvarez, Universitat de Barcelona*
- Avoiding Segregation for the Roma and Other Minorities in Europe: Achieving Equity and Better Learning for Those Most Vulnerable. *Elena Duque Sánchez, Universitat de Girona; Sílvia Molina Roldán, Universitat Rovira i Virgili; Òscar Prieto, University of Girona*
- Extending the Learning Time: From Adaptation to Acceleration of Learning. *Javier Diez-Palomar, Universitat de Barcelona; Noemí Martín, Universitat Rovira i Virgili; Sandra Racionero-Plaza, Universitat Internacional de Catalunya; Oriol Ríos, Autonomous University of Barcelona*
- The Dialogic Inclusion Contract to Escape the Ghetto. *Rocío García Carrión, University of Cambridge; Patricia Melgar Alcantud, Universitat de Girona; Marc Sampé Compte, Universitat Rovira i Virgili*
- Communicative Methodology of Research to Overcome Poverty. *Aitor Gomez, Universitat Rovira i Virgili; Carmel Ann Mulcahy, Dublin City University; Maria Padrós Cuxart, Universitat de Barcelona*

Discussant: *Shirley R. Steinberg, University of Calgary*

**61.073. Resourcing Mathematics Teacher Work and Knowledge: New Perspectives on Resource Design, Use, and Teacher Collaboration.**

SIG-Research in Mathematics Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Lombard; 2:00-3:30pm

Chairs: *Birgit Pepin, Hoegskolen i Soer-Troendelag; Ghislaine Gueudet, University of Brest*

Participants:

- Knowledge Resources in and for School Mathematics Teaching. *Jill B. Adler, The University of the Witwatersrand*
- Collaborative Work With Resources and Teacher Professional Development. *Ghislaine Gueudet, University of Brest; Birgit Pepin, Hoegskolen i Soer-Troendelag; Luc Trouche, ENS de Lyon*
- Re-Sourcing Mathematics Teachers' Practices and Orchestration Through Collaborative Teaching Experiments. *Paul Drijvers, Utrecht University*
- Institutionalizing the Resourcing of Mathematics Teaching: The Case of the English School System. *Kenneth Ruthven, University of Cambridge*

Discussant: *Janine Remillard, University of Pennsylvania*

**61.074. Beginning-Reader Text Complexity: Scale Development and Best-Predictor Text Characteristics.** SIG-Research in Reading and



Literacy; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 2:00-3:30pm

Chair: *Elfrieda H. Hiebert, University of California - Santa Cruz*

Participants:

Framing the Text-Complexity Project and Identifying Beginning-Reader Texts. *Elfrieda H. Hiebert, University of California - Santa Cruz; Jill Fitzgerald, MetaMetrics and UNC Emerita; Eleanor E. Sanford-Moore, MetaMetrics; A. Jackson Stenner, MetaMetrics*

Modeling Computer-Based Text Characteristics as Potential Predictors of Text Complexity Using an Information-Theoretic Approach. *Jeffrey Elmore, MetaMetrics; Robert F. Baker, MetaMetrics*

Using Student Performance to Determine Which Text Variables Have the Greatest Impact on Text Complexity: Maze Substudy. *Heather Hughes Koons, MetaMetrics; Allen Johnson, MetaMetrics*

Predicting Text Complexity When Students Read Orally for Fluency and Recall for Comprehension. *Kimberly C. Bowen, MetaMetrics; Amy Clark, The University of Kansas*

The Final Text-Complexity Scale and Text-Complexity Predictors. *Jill Fitzgerald, MetaMetrics and UNC Emerita; Jeffrey Elmore, MetaMetrics; Mary Ann Simpson, MetaMetrics*

Discussant: *P. David Pearson, University of California - Berkeley*

**61.075. Achievement Research in Giftedness, Creativity, and Talent.** SIG-Research on Giftedness, Creativity, and Talent; Paper Session  
Grand Hyatt, Theatre Level, Curran; 2:00-3:30pm

Chair: *Hope Elisabeth Wilson, University of North Florida*

Participants:

Back to the Basics of Program Development: A Utilization-Focused Evaluation of an Elementary Gifted Program. *Kristina Ayers Paul, Purdue University*

Lost Potential and Confidence: A Mixed-Methods Study of Underachieving College Students' Sources of Self-Efficacy. *Carlton Jing Fong, The University of Texas - Austin; Jaimie Meredith Krause, City College of New York - CUNY*

Measuring Underachievement: Comparing the CSAS and the SAAS-R. *D. Betsy McCoach, University of Connecticut; Sarah D. Newton, University of Connecticut; Del L. Siegle, University of Connecticut; Katherine Picho, University of Connecticut; Ugur Baslanti, University of Florida; John Madura, University of Connecticut*

The Validity of the Achievement-Oriented Model in Predicting Differences in Achievement Among Gifted Middle Schoolers. *Jennifer Ritchotte, University of North Carolina - Charlotte; Michael S. Matthews, University of North Carolina - Charlotte; Claudia P. Flowers, University of North Carolina - Charlotte*

Discussant: *Marcia L. Gentry, Purdue University*

**61.076. Induction and Identity: How Preinduction and Induction Experiences Contribute to Identify Formation of New Teachers.** SIG-Research on Teacher Induction; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 2:00-3:30pm

Participants:

A Sociocultural Perspective on Beginning Teachers' Retention: Identity, Ideology, Instruction, Institutions, and Induction. *Victor Diaz, Arizona State University*

The Impact of Beliefs and Background on a First-Year Teacher's Problem-Solving Instruction. *Courtney Katharine Baker, George Mason University; Margret A. Hjalmarson, George Mason University; Earle Reybold, George Mason University*

Toward Awareness of Beginning Science Teacher Identity: Multicase Study of Meaning-Making and Identities During Induction. *Angela W. Webb, Louisiana State University - Baton Rouge*

First-Year Public School Teachers With Military Experience: Not Afraid to Fail. *Janis Newby Parham, Tarleton State University; Stephen P. Gordon, Texas State University-San Marcos*

Discussant: *Brian P. Yusko, Cleveland State University*

**61.077. Assessing Motivation, Satisfaction, and Persistence of Women and Girls in STEM Contexts.** SIG-Research on Women and Education; Paper Session

Westin St. Francis, Second Level, Oxford; 2:00-3:30pm

Chair: *Teri L. Sosa, Saint Joseph's University*

Participants:

Equalizing the Playing Field for Females in Online Classes. *Barbara Eleanor Polnick, Sam Houston State University; Luana J. Zellner, Sam Houston State University; Raymond Fink, Southeastern Louisiana University; Carol Laing Ritter, Sam Houston State University*

A Comparative Analysis of Female Physicists in the Physical Sciences: Motivation and Background Factors. *Katherine P. Dabney, Virginia Commonwealth University; Robert H. Tai, University of Virginia*

A Longitudinal Analysis of High School Math Achievement: Understanding How Race/Ethnicity Interact With Gender. *Melinda Anne Lemke, The University of Texas - Austin; Dongmei Li, The University of Texas at Austin*

The Longitudinal Effects of a Single-Sex Informal Education Program on Young Women's Interest and Persistence in STEM. *Roxanne M. Hughes, National High Magnetic Field Laboratory*

Gender Considerations in Using Digital Exit Tickets as Formative Assessment. *Teri L. Sosa, Saint Joseph's University*

Discussant: *Julia Nell Ballenger, Texas A&M University - Commerce*

**61.078. Perceptual Studies in Science Education.** SIG-Science Teaching and Learning; Paper Session

Parc 55, Third Level, Powell II; 2:00-3:30pm

Chair: *Dawn L. Sutherland, University of Winnipeg*

Participants:

Adding a Dimension to Early Years Science Teaching: The Relational Pedagogical Aspect of Third Space. *Cassie Fay Quigley, Clemson University; Patrick Womac, Clemson University*

Moving Towards Inquiry in a Culture That Values Authority: Cambodian Student Perceptions. *Gail Dickinson, Texas State University-San Marcos; Leang Un, Royal University of Phnom Penh; David Ford, Royal University of Phnom Penh; Heather C Galloway, Texas State University; Maureen Lemke, Texas State University; Monirith Ly, Royal University of Phnom Penh*

Science Career Development in Cultural Contexts: Exploring the Importance of Student Identity. *Dawn L. Sutherland, University of Winnipeg; Natalie Swayze, University of Winnipeg*

Gender Stereotypes and Self-Efficacy Beliefs of High School Science Students in Thailand. *Ravinder Koul, The Pennsylvania State University; Thanita Lerdporkulrat, King Mongkut's University of Technology - Thonburi*

Investigating Local Sustainable Environmental Perspectives of Kenyan Community Members and Teachers. *Cassie Fay Quigley, Clemson University; James Dogbey, University of South Florida; S. Megan Che, Clemson University; Jeff Hallo, Clemson University*

Development and Validation of an Instrument to Assess Grades 3-12 Arab Students' Attitudes Toward Science. *Ziad Said, College of the North Atlantic-Qatar; Fouad S. Abd-El-Khalick, University of Illinois at Urbana-Champaign; Ryan Glenn Summers, University of Illinois at Urbana-Champaign; Michael J. Culbertson, University of Illinois at Urbana-Champaign*

**61.079. Academic Language and the Language of Poverty: Clarifying the Construct.** SIG-Second Language Research; Symposium

Hotel Nikko, Third Level, Carmel I; 2:00-3:30pm

Chair: *M. Beatriz Arias, Center for Applied Linguistics*

Participants:

Exploring Academic Language in Exemplary Beginning Teachers Through a Constructivist Inquiry Approach. *Barbara J. Merino, University of California - Davis; Richard J. Pomeroy, University of California - Davis; Al Mendle, University of California - Davis; Maria-Cecilia Gomez, University of California - Davis*

Developing Academic English With English Language Learners: A Study of Mainstream Classroom Practices. *Erica R. Bowers, California State University - Fullerton; Shanah H. Fitts, Appalachian State University*

Academic Language and Science Content. *Frank Ramirez-Marin, Universidad Veracruzana; Douglas B. Clark, Vanderbilt University*

Second Language Learning and Learning Academic Language in Mathematics. *James A. Middleton, Arizona State University; Silvia Llamas-Flores, Arizona State University; Paula Patrica Guerra Lombardi, Kennesaw State University*

Discussant: *Christian J. Faltis, University of California - Davis*

**61.080. Semiotics in Education: Signs, Meanings, and Multimodality.** SIG-Semiotics in Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 2:00-3:30pm

Chair: *Elvira K. Katic, Ramapo College*

Participants:

Hidden in Plain Sight: Discipline-Specific Assumptions in Instructional Images. *Amy Alexandra Wilson, Utah State University; Melanie Landon-Hays, Utah State University*

Language in Our Path: Semiology and Children's Texts. *Dawnene D. Hassett, University of Wisconsin - Madison*

Liberty Versus Livery: Semiotics Analyses of Teacher Images. *Elvira K. Katic, Ramapo College*

Peirce's Triadic Structure as a Framework for Learning Theories: A New Application of Educational Semiotics. *Steven K. Wojcikiewicz, Western Oregon University*

**61.081. How Do We Know? The Impact of Service Learning on Students' Academic, Civic, and Personal Knowledge.** SIG-Service-Learning & Experiential Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 2:00-3:30pm

Chair: *Faith Beyer Hansen, Boise State University*

Participants:

Service-Learning in a Mathematics Content Course. *Sasha Wang, Boise State University; Margaret T. Kinzel, Boise State University*

Improving Attitudes Towards Persons With Disabilities: A Service-Learning Approach. *Michael Humphrey, Boise State University*

Imagined Possibilities, Literate Realities: Urban Playwriting in a Shadow School. *Anne Gregory, Boise State University*

"An Act Hath Three Branches – It Is to Act, to Do, to Perform": Shakespeare, Service-Learning, and Performance. *Matthew C. Hansen, Boise State University*

Transforming Clinical Placements Into Tiered Service-Learning Experiences. *Jean Strait, Hamline University*

**61.082. Critical Issues and Innovation in Social Studies Theory and Practice.** SIG-Social Studies Research; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 5; 2:00-3:30pm

Chair: *Eric Freedman, Adelphi University*

Participants:

"May the Odds Be Ever in Your Favor": Using Dystopia to Teach Spatial Justice. *Sandra Schmidt, Teachers College, Columbia University*

Dangerous Citizenship: Rethinking and Rethorizing Critical Social Studies Education. *Kevin D. Vinson, University of the West Indies; E. Wayne Ross, The University of British Columbia*

The Myth of Civic Impoverishment: American and Canadian Youth's Rich Understandings of Democratic Engagement. *Carla L. Peck, University of Alberta; Terrie Epstein, Hunter College - CUNY; Alan M. Sears, University of New Brunswick*

Considering Film as a Medium for Deliberating Controversial Issues: The Response to *The Response*. *Jeremy D. Stoddard, College of William and Mary*

New Horizons for Citizenship Education: A Three-Dimensional Analysis of iCivics. *Karon N. Leconte, Vanderbilt Peabody College; Brooke Blevins, Baylor University; Sunny Wells, Baylor University*

Discussant: *Wayne Journell, University of North Carolina - Greensboro*

**61.083. Finding Methodical Pathways to Improve Chances of Success in Social and Emotional Learning Initiatives.** SIG-Social and Emotional Learning; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 2:00-3:30pm

Chair: *Joshua L. Brown, Fordham University*

Participants:

Charting the Pathways of High and Low Implementers of the Responsive Classroom Approach. *Shannon Beth Wanless, University of Pittsburgh; Carol LC Paxton, University of Virginia; Christine Patton, Harvard University; Sara E. Rimm-Kaufman, University of Virginia; Laura Scharphorn, University of Pittsburgh*

The Mediating Role of Empathic Concern and Perspective-Taking on the Relationship Between Anxious Symptoms and Prosocial Goals. *Jenna Whitehead, The University of British Columbia; Lina Sweiss, The University of British Columbia; Karen Wei Auyeung, The University of British Columbia; Nancy Norman, The University of British Columbia; Pilar Rueda, University of Malaga; Marsha Jennifer Kitil, The University of British Columbia; Kim A. Schonert-Reichl, The University of British Columbia*

Predicting End-of-Grade Achievement Based on Social-Emotional Learning and Competency Beliefs Among Elementary and Middle School Students. *Chuck Kralowec, California State University - Fresno; Jason C. Immekus, California State University - Fresno; Pamela S. Lane-Garon, California State University - Fresno*

Development of a Middle School Assessment of Climate and Student Mental Health Issues. *Sharon Zheng Bi, Orange County Department of Education; Lucy Vezzuto, Orange County Department of Education*

Discussant: *Carina Fiedeldey-Van Dijk, ePsy Consultancy*

**61.084. Developments in Emotional and Behavioral Disorders.** SIG-Special Education Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 17; 2:00-3:30pm

Chair: *Lusa Lo, University of Massachusetts - Boston*

Participants:

Academic Achievement and Students With Emotional Disturbance (ED): Is Ethnicity a Predictor Over Time? *Cherng-Jyh Yen, Old Dominion University; Elisabeth K. Hess Rice, The George Washington University; Amy Srsic, University of Pittsburgh; Kandace Wernsing, The George Washington University*

Accessing Services for Youth With Emotional Disturbances: Service Receipt and Experiences Accessing Them. *Mary M. Wagner, SRI International; Xin Wei, SRI International*

Effectiveness of School-Wide Positive Behavioral Interventions And Supports on Special Education Student Achievement Growth in Schools in Poverty Settings. *Saahoon Hong, University of Minnesota; Ji Hoon Ryoo, University of Virginia; William M. Bart, University of Minnesota*

Predicting Disproportionality in Identification of Emotional/Behavioral Disorders and in School Disciplinary Actions. *Aydin Bal, University of Wisconsin - Madison; Jennifer Betters-Bubon, University of Wisconsin - Whitewater; Rachel Elizabeth Fish, University of Wisconsin - Madison*

The Power of Persuasive Writing: Teaching Students With Emotional Disorders to Self-Advocate for Their Needs. *Yojanna Cuenca, Illinois State University; April L. Mustian, Illinois State University*

**61.085. The Lived Contours of Multimodality: Researching Play.** SIG-Writing and Literacies; Symposium  
Grand Hyatt, Ballroom Level, Redwood; 2:00-3:30pm

Chair: *Tiffany A. DeJaynes, Teachers College, Columbia University*

Participants:

Composing in Mediated Spaces: An Exploration of Multimodal Writing Across Social Networking Sites. *Tiffany A. DeJaynes, Teachers College, Columbia University*

Paper 2: Planning for Spontaneity: Play, Playfulness, and Multimodal Narratives. *Lalitha M. Vasudevan, Teachers College, Columbia University*

Across and in Between: Transcending and Reappropriating Space Through Mobile Communication. *Stephanie Anne Schmier, University of Southern California*

Discussants: *Kate Heron Pahl, The University of Sheffield; Cynthia J. Lewis, University of Minnesota*

### Division and SIG Roundtables

**61.086. Roundtable Session 52;** Roundtable Session

**61.086-1. How Principals Use Capital to Build School Capacity.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *C. Victoria Handford, The Ontario College of Teachers*

Participants:

Heading for Success: Three Case Studies of School Transformation Through Capital Construction. *Hui-Ling Pan, Tamkang University; Chen Wen-Yan, National Chi Nan University*

The Principal's Role in Promoting Teachers' Extra-Role Behaviors: The Case of Road Safety Education. *Izhar Oplatka, Tel Aviv University*

**61.086-2. Instructional and Managerial School Leadership Practices.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *Karen E. Edge, Institute of Education - London*

Participants:

Understanding Managerial Ambidexterity in the Context of Public School Leadership and School Improvement. *Nicole Christine Jackson, University of California - Berkeley*

Using an Experience Sample Method to Characterize Leadership Practices in Urban and Rural Schools. *Luis Ahumada, Pontificia Universidad Catolica de Valparaiso; Sergio Galdames, Pontificia Universidad Catolica de Valparaiso*

Where Have You Gone, TQM? Confronting the School Leadership Fashion Cycle. *Craig Martin Peck, University of North Carolina - Greensboro; Ulrich C. Reitzug, University of North Carolina - Greensboro*

**61.086-3. International Organizational Reform.** Division A - Administration, Organization and Leadership; Roundtable Session Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *Nathalie Carrier, OISE/University of Toronto*

Participants:

Role of Enabling School Structures, Trust, and Collective Efficacy in Developing International Professional Learning Communities. *Julie A. Gray, Texas A&M University - San Antonio; Robert Summers, The University of Alabama*

The Impact of Selected High School Reforms in Ontario, Canada. *Sachin Maharaj, University of Toronto; Benjamin Levin, OISE/University of Toronto; Marija Glisic, OISE/University of Toronto; Lauren Katherine Segedin, University of Toronto*

Towards 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 Glasgow*

Barriers to Transforming Schools Into Learning Organizations in Korea. *Joo Youn Lee, Ewha Womans University; Kyounghe Seo, Ewha Womans University; Sung Hye Hyun, Ewha Womans University; Sujin Kim, Ewha Womans University*

Predictors of Readiness for Change of Teachers in Elementary and Secondary Schools. *Yasar Kondakci, Middle East Technical University; Kadir Beycioglu, Dokuz Eylul University; Celal Teyyar Ugurlu, Cumhuriyet University; Mehmet Sincar, Gaziantep University*

**61.086-4. International Perspectives on School Leadership.** Division A - Administration, Organization and Leadership; Roundtable Session Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *Stephan Gerhard Huber, Institute for the Management & Economics of Education*

Participants:

Coping With Role Risk as an Expression for School Leaders' Accountability. *Adam Nir, The Hebrew University of Jerusalem; Lior Hameiri, Zefat Academic College*

Multilevel Analysis of Teachers' Work Attitudes: Role of Principal Leadership and Teacher Collaboration. *Sedat Gumus, Mustafa Kemal University; Ibrahim Duyar, University of Arkansas at Little Rock; Mehmet Sukru Bellibas, Michigan State University*

Teachers' Perceptions of Principals' Leadership Style and Teacher Stress Among a Sample of Teachers in Barbados. *Ian Alwyn Marshall, The University of the West Indies - Cave Hill*

**61.086-5. Schools as Learning Organizations.** Division A - Administration, Organization and Leadership; Roundtable Session Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *Timothy Ford, University of Louisiana at Monroe*

Participants:

A Test of the Theory "School as a Loosely Coupled Organization".

*Xingyuan Gao, Western Michigan University; Jianping Shen, Western Michigan University; Jiangang Xia, Western Michigan University*

Professionalism, Mindfulness, and Citizenship: Key Predictors of Overall Effectiveness. *Lauren P. Bailes, The Ohio State University; C. John Tarter, The University of Alabama*

The Effects of a Self-Regulatory Climate on Bullying Behavior Within Schools. *Ellen Dollarhide, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma; Curt M. Adams, University of Oklahoma*

**61.086-6. Supporting Strong Instructional Practices.** Division A - Administration, Organization and Leadership; Roundtable Session Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *Charles F. Vanover, University of South Florida*

Participants:

Examining School Instructional Practices and Student Learning: Representing Two Growth Processes Simultaneously. *Ronald H. Heck, University of Hawaii - Manoa*

Choosing More School: Parental Perspectives on Extended Learning Time. *Svenja Mareike Kuehn, University Duisburg - Essen*

Advanced Skills Teachers and the "Master Teacher" Standard: On Becoming a Cheap, Cheerful, and Compliant Teacher. *Carol Fuller, The University of Reading; Andrew C. Goodwyn, University of Reading*

**61.086-7. The Preparation and Assessment of School Leaders.** Division A - Administration, Organization and Leadership; Roundtable Session Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *Bob L. Johnson, Jr., The University of Alabama*

Participants:

Evidence of Validity for the Vanderbilt Assessment of Leadership in Education: A Known Group Analysis. *Andrew C. Porter, University of Pennsylvania; Elizabeth A. Covay, Michigan State University; Joseph F. Murphy, Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Xiu Cravens, Vanderbilt University; Stephen N. Elliott, Arizona State University*

School Administrators Processing Emotion: A Model Integrating Emotion Into Leadership With Implications for Leadership Preparation. *Mary E. Gardiner, University of Idaho; Penny Tenuto, University of Idaho; Julie Kay Yamamoto, Vallivue High School*

Urban School Leaders' Response to the Press for Data-Based Practices. *Sue Feldman, Lewis & Clark; Michael S. Knapp, University of Washington*

**61.086-8. The Relationship Between Poverty and Student Achievement.** Division A - Administration, Organization and Leadership; Roundtable Session Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *Jeongmi Kim, South Dakota State University*

Participants:

(Re)framing Poverty: The Role of Educational Leaders in Bringing Poverty Back Into the School Reform Debate. *Jordan Patrick Fullam, New York University; Anna Thenucha Remenschneider, New York University*

Achievement Gap: The Role of School Climate in Compensating, Moderating, and Mediating the Relationship Between Students' Socioeconomic Status Background and Academic Achievements. *Ruth Berkowitz, Bar Ilan University, Israel; Hagit Glickman, The National Authority for Measurement and Evaluation in Education; Elisheva Ben Artzi, Kinneret college and Bar Ilan University; Rami Benbenishty, Bar-Ilan University; Tal Raz, The National Authority for Measurement and Evaluation in Education; Nurit lipshtat, National Authority for Measurement and Evaluation in Education (RAMA); Ron Avi Astor, University of Southern California*

Lesson Study and Critical Thinking: Education to Mitigate the Negative Effects of Poverty. *Cory Hansen, Arizona State University; Leonor Aguilar Lawlor, Cartwright School District No.83; Patty J. Horn, Northern Arizona University*

**61.086-9. The Role of Leaders in Math Achievement.** Division A - Administration, Organization and Leadership; Roundtable Session Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *Elizabeth C. Reilly, Loyola Marymount University*

Participants:

Investigating a Survey Measure for Higher Levels of Principals' Leadership of Mathematics Instruction. *Karin Katterfeld, Westat; Min Sun, Virginia Polytechnic Institute and State University*

Test-Driven Principal Accountability (TDPA) and Principal Instructional Influence (PII): Effects on Math Achievement Gains (MATH). *Laura Casey Amo, University at Buffalo - SUNY*

The Effects of Computer-Based Learning Activities and School-Level Factors on Student Math Achievement. *Ahlan Lee, Arkansas State University*



**61.086-10. Using Social Emotional Learning and Personalization to Improve Student Outcomes: Implications for High School Administrators and Teachers.** Division A - Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chairs: *Linda Darling-Hammond, Stanford University; Stacey A. Rutledge, Florida State University*

Participants:

Findings and Practical Implications From a Systematic Review of Approaches to Social and Emotional Learning in Secondary Schools. *Amy Kathryn Mart, University of Illinois at Chicago*

Learning From Successful Practice: Comprehensive Social-Emotional Learning in Three Diverse Urban High Schools. *MarYam Hamedani, Stanford University*

Understanding Human Agency in Students and School Personnel's Perceptions of Personalization for Academic and Social Learning. *Ronnie Roberts, Florida State University; Stacey A. Rutledge, Florida State University; Stephanie Lynn Brown, Florida State University*

Self-Concept as a Foundation for Personalization and Engagement in High School Classrooms. *Kristy S. Cooper, Michigan State University*

**61.086-11. Exploring the Intersection of School Culture and Climate on Student Engagement.** SIG-School Community, Climate, and Culture; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:00-3:30pm

Chair: *Christiane Stephens, University of Redlands*

Participants:

A Quantitative Exploration of Student Engagement in a High-Poverty Urban High School. *John Lyons, New York University; Maria Christodoulou, New York University*

Supporting Young Adolescents' School Belonging in Middle School: The Role of Interpersonal Dimensions of Perceived School Belonging. *Cheryl R. Ellerbrock, University of South Florida; Sarah M. Kiefer, University of South Florida; Kathleen Marie Alley, University of South Florida*

"It's the Illusion of Safety": Student Perspectives on the Culture of School Security. *Horace R. Hall, DePaul University*

**61.087. Roundtable Session 53;** Roundtable Session

**61.087-1. First-Generation Students and the Development of College Knowledge.** Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Paz M. Olivarez, California State University - Dominguez Hills*

Participants:

Being the First in the Family: Reframing Deficiency as Success. *Beth E. Bukoski, University of Louisville*

College Transitions: A Preliminary Assessment of Student Experiences in an Early Outreach Program for First Generation College Students. *Erendira Rueda, Vassar College; Luis Inoa, University at Albany - SUNY*

Knowledge Is Power: College Knowledge and College Persistence for First-Generation College-Goers. *Paz M. Olivarez, California State University - Dominguez Hills; William Franklin, California State University - Dominguez Hills*

Networks for Access and Attainment: Building Staff Relationships to Support Students' College-Going. *David Wilson Johnson, University of Chicago*

**61.087-2. Fostering a College-Going Orientation: Innovative Programs.**

Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Amy J. Fann, University of North Texas*

Participants:

An Organizational Approach to Facilitating College Participation: Exploration of Interpretive Strategy in Early College High Schools. *Jonathan D. Mathis, Partners for Developing Futures*

Beyond Readiness: Conceptualizing and Implementing the Collegiate Identity Participation Model (CIPM) in High Schools. *Jonathan D. Mathis, Partners for Developing Futures; Ref Rodriguez, PUC Schools*

Community Involvement in a Native American Early College High School. *Amy J. Fann, University of North Texas*

Early College High School Graduates: An Insight Into Academic and Social Postsecondary Experiences. *JoDee L. Woodcock, Stephen F. Austin State University; Heather K. Olson Beal, Stephen F. Austin State University*

**61.087-3. Fostering Community Through Interaction in the Academy.**

Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Stella Smith, The University of Texas - Austin*

Participants:

Faculty Agency and Associated Outcomes: A Mixed-Methods Study of a Public Research Institution. *Corbin M. Campbell, Teachers College, Columbia University; Kerry Ann O' Meara, University of Maryland - College Park; Aimee LaPointe Terosky, Saint Joseph's University*

Preparing Graduate Teaching Assistants: Participation in and Satisfaction With Professional Development Activities. *Gili Marbach-Ad, University of Maryland; Kathryn L. Schaefer, University of Maryland; Katerina Thompson, University of Maryland*

Sense of Community for Online Faculty: A Study of Online Course Development and Teaching. *Aimee LaPointe Terosky, Saint Joseph's University; Christopher Heasley, Saint Joseph's University*

Student-Faculty Interaction: A Possible Antidote to Cheating. *Stephanie A. Bluestein, California State University - Northridge*

**61.087-4. Improving the Success of Students in STEM.** Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Siduri Haslerig, University of California - Los Angeles*

Participants:

Do Women Treat Math and Science the Same? A Q Factor Analysis of Female Undergraduate Students' Self-Perceived Abilities and Attitudes Toward Math and Science. *Yang Lydia Yang, The University of Alabama; Joan Barth, The University of Alabama; Alabama STEM Education Research Team, The University of Alabama*

Effects of Gender and Argumentation Scaffolds on Students' Written Solutions and Argumentation Quality in Physics. *Carina Marie Rebello, University of Missouri; N. Sanjay Rebello, Kansas State University; David H. Jonassen, University of Missouri; Lloyd H. Barrow, University of Missouri*

Improving Student Achievement in STEM Disciplines: The Role of Online Motivational Programs. *Kyle Adam Hubbard, McGill University; Jason L. Ringo, McGill University; Rebecca Lynn Maymon, McGill University; John Ranellucci, McGill University; Nathan C. Hall, McGill University*

Staying in STEM: The Role of Effective Instruction and Deep Learning in Student Persistence in STEM Majors. *Benjamin Gillig, University of Iowa; Ernest T. Pascarella, University of Iowa*

**61.087-5. Navigating the Community College-University Transfer Process.**

Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Rebecca Dora Christensen, University of Michigan*

Participants:

Capacity for Transfer: How Access to Coursework Affects Transfer. *M Felicity Rogers-Chapman, Claremont Graduate University*

More Successful (But Still Less Satisfied) Than We Thought: Comparing Transfer Students With New Native Students at Four-Year Institutions. *Elizabeth Meza-Apple, University of Washington*

Postsecondary Educational Transitions for At-Risk Youth: Results of the College Transition Support Program. *Rosemarie Rita Downey-McCarthy, University of Oregon; Lauren Lindstrom, University of Oregon*

The Influence of Institutional Agents on Community College Students' Transfer Rates to Four-Year Universities. *Rebecca Dora Christensen, University of Michigan; Adam Hengen, University of Michigan*

**61.087-6. Pedagogical Innovations.** Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Sarah Kiersten Ferguson, The University of Texas - Austin*

Participants:

- Brokering Access: A Cross-Case Analysis of Disciplinary Writing Instruction. *Misty Anne Winzenried, University of Washington*
- What Should Teacher Educators Know and Be Able to Do? Perspectives From Practicing Teacher Educators. *A. Lin Goodwin, Teachers College, Columbia University; Laura Smith, Teachers College, Columbia University; Ranita Cheruvu, Teachers College, Columbia University; Mei Ying Tan, Teachers College, Columbia University*
- What Influences Dutch and Chinese Research-University Teachers' Conception of Teaching? *Wei Wu, Institute of Education, Xiamen University*
- Peeking at the Praxes of Science, Technology, Engineering, and Mathematics (STEM) Education Through Course Syllabi. *M. Sencer Corlu, Bilkent University; Kadir Can Atli, Anadolu University; Özge Kabakci, Bilkent University*

**61.087-7. Persistence and Employment in STEM.** Division J -

Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Araceli Espinoza, University of Southern California - Rossier School of Education*

Participants:

- Do STEM Students Leave More? Differences in Persistence Between Fields and the Role of Grades. *Barbara Anne King, Florida International University*
- Entering the "Real World": The Employment Choices of Racial and Ethnic Minority Students With Science and Engineering Degrees. *Araceli Espinoza, University of Southern California - Rossier School of Education*
- Postsecondary Persistence of Math and Science Education Majors: Impact of College Faculty's Instructional Practices on Academic Integration. *Karleen R. Goubeaud, Long Island University; Estelle Kamler, Long Island University*

**61.087-8. Persistence, Retention, and College Completion.** Division J -

Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Derek Keith Lester, Texas A&M University - Commerce*

Participants:

- A Grounded Theory Approach to Understanding the Persistence Issue That Exists for Lower-Socioeconomic Status College Students. *Christine Knaggs, Lourdes University; Toni A. Sondergeld, Bowling Green State University; Ron Opp, University of Toledo; Debra S. Gentry, University of Southern Mississippi*
- Degree Completion in For-Profit Colleges and Universities. *Joshua Saldana, University of California - Irvine*
- The College Carousel: Noncognitive Skills and Educational Mobility. *Elizabeth Dayton, Johns Hopkins University*

**61.087-9. The Dynamics of Racial Thinking, Ethnic Identity, and Thriving Among College Students.** Division J - Postsecondary Education;

Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Kim Mazzuca*

Participants:

- Differential Pathways to College Success: Thriving in Students of Color. *Laurie A. Schreiner, Azusa Pacific University*
- Internalized Racism, Perceived Discrimination, and Ethnic Identity: Exploring Their Relationship in Latina/o Undergraduates. *Carlos Porfirio Hipolito-Delgado, California State University - Long Beach*
- What's the Use of Race? Toward a Grounded Theory of College Student Racial Thinking in a Postracial and Postgenomic Era. *Marc P. Johnston, University of California - Los Angeles*

**61.087-10. The Intersections of Students' Engagement in Learning and College Outcomes.** Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:00-3:30pm

Chair: *Gloryvee Lisa Fonseca-Bolorin, University of Michigan - Ann Arbor*

Participants:

- Assessing Students' Behavioral, Affective, and Cognitive Engagement in Higher Education Settings: An Initial Instrument Validation. *Juan Emilio Espinosa, University of California - Santa Barbara; John T. Yun, University of California - Santa Barbara*
- Reading Habits of College Students in the United States. *Suhua Huang, Midwestern State University; Matthew Capps, Midwestern State University; Phillip Jeffrey Blacklock, Midwestern State University*
- The Effects of Deep Approaches to Learning on Fourth-Year Need for Cognition. *Jui-Sheng Wang, University of Iowa*
- The Relationship Between Student-Faculty Interaction and Cognitive Skills Development: A Psychological and Sociological Interpretation. *Young K. Kim, Azusa Pacific University*

**61.088. Roundtable Session 54;** Roundtable Session

**61.088-1. School Turnaround Policies, Programs, and Practices.** SIG-

School Turnaround and Reform; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 2:00-3:30pm

Chair: *Heather L. Horsley, University of Illinois at Chicago*

Participants:

- Teachers' Capacity for Instructional Innovation: Investigating the Intersections Between Policy and Practice. *Jacob Easley, University of Pittsburgh - Johnstown*
- Finding Time to Care in a High-Stakes World: An Examination of School Leaders in Turnaround Schools. *Belinda M. Cambre, The University of New Orleans*
- An Early College Initiative in an Urban, High-Poverty High School: Academic and Nonacademic Results. *John C. Fischetti, Southeastern Louisiana University; Marco A. Munoz, Jefferson County Public Schools; Joseph R. Prather, Jefferson County Public Schools*
- North Carolina STEM Schools: State Vision and Implementation Under the Race to the Top Initiative. *Nina Arshavsky, University of North Carolina - Greensboro; Julie A. Edmunds, University of North Carolina - Greensboro; Jenifer Corn, North Carolina State University; Rodolfo Argueta, North Carolina State University; Malinda Faber, North Carolina State University; Bernette Kelley, University of North Carolina - Greensboro; Brandy Parker, North Carolina State University*
- Evaluation of Michigan's School Improvement Grants: Findings From the First Two Years. *John Rice, 21st Century Learning Communities, LLC; Juan Carlos Bojorquez, WestEd; Jonathan Nakamoto, WestEd*

**61.088-2. What Do We Know About Student Financial Aid: Its Effects During College and Beyond.** Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:00-3:30pm

Chair: *Jennifer A. Delaney, University of Illinois at Urbana-Champaign*

Participants:

- Does Merit-Based Aid Improve College Affordability? Testing the Bennett Hypothesis in the Era of Merit-Based Aid. *Jungmin Lee, Vanderbilt University*
- An Examination of the Typical Fee Structures Across Four-Year Public Institutions in the United States. *Alaine K. Arnott, The Metropolitan Museum of Art*
- Graduate Students in Debt: A Qualitative Study of Post-Baccalaureate Choices. *Kristan M. Venegas, University of Southern California*
- Maximizing Impact of Grant Aid on Postsecondary Persistence and Degree Attainment. *Walter Lee Holcombe, Higher Education Policy Institute; Loni Bordoloi Pazich, New York University; Stephen L. DesJardins, University of Michigan*

**61.088-3. Multiple Perspectives and Approaches to Early Childhood Education.** SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:00-3:30pm

Chair: *Janice Kroeger, Kent State University*

Participants:

- "Becoming Democratic?" Mapping Effects and Possibilities of the Australian Early Years Learning Framework. *Jennifer Sumsion, Charles Sturt University; Susan J. Grieshaber, Hong Kong Institute of Education*
- The Interaction Between Preschool Participation, Community Learning Center Schools, and Student Performance in Early Elementary School. *Wynn Shooter, Utah Education Policy Center; Kristin Lee Swenson, University of Utah; Randy Raphael, University of Utah; Jeremy D.*

*Franklin, University of Utah; Cori A. Groth, University of Utah*  
 "It's a Combination of the Bible and What's in Your Heart": Contesting  
 Dominant Narratives in a Southern Child Care Center. *Allison S.*  
*Henward, University of Hawaii at Manoa; Laurie MacGillivray, The*  
*University of Memphis*

**61.088-4. What Can Be Learned From Focal Groups.** SIG-Sociology of  
 Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:00-3:30pm

Chair: *Cynthia Taines, Northern Illinois University*

Participants:

What Makes a "Model Minority"? Wealth, Trust, and Attainment for Asian  
 and Hispanic Adolescents. *Robert K. Ream, University of California -*  
*Riverside; Michael A. Gottfried, Loyola Marymount University*

Resiliency Amidst Risk: What Can Be Learned Looking at "High-Risk  
 High Achievers". *Jeremy Redford, American Institutes for Research;*  
*Daniel Potter, American Institutes for Research*

Narratives of Normalcy: Education, Aspiration, and Identity in a  
 Postindustrial Economy. *Carrie Freie, The Pennsylvania State*  
*University*

The Impact of Working Hours at Part-Time Jobs on Educational  
 Achievement in South Korea. *NaYoung Hwang, University of California*  
*- Irvine*

**61.088-5. Multicultural and Multiethnic Education: Research, Theory,  
 and Practice.** SIG-Multicultural/Multiethnic Education: Theory,  
 Research, and Practice; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:00-3:30pm

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

Impacts of Participation in Hmong Language Classes on Hmong American  
 High School Students. *William Vang, California State University -*  
*Sacramento*

Multicultural Education for Korean Preservice Teachers. *Gilbert C. Park,*  
*Ball State University; Sunnie Lee Watson, Purdue University*

On Critical Performance Race Theory (CPRT): Key Principles,  
 Transformative Pedagogy, and Loving Community. *Jeasik Cho,*  
*University of Wyoming*

Reaffirming Cultural Identity Through Experiences With Visual Literacy.  
*Marva Cappello, San Diego State University; Fernando Rodriguez-*  
*Valls, San Diego State University*

**61.089. Roundtable Session 55;** Roundtable Session

**61.089-1. Narrating Disability to Unearth Disputed Knowledges.** SIG-  
 Disability Studies in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:00-3:30pm

Chair: *Dianne L. Ferguson, Chapman University*

Participants:

Disability Narrative and Epistemological Defense: The Case of Helen  
 Keller. *Michael Jay Surbaugh, University of Oklahoma*

Mother to Child: Reflecting Narratively on a Daughter's Language  
 Impairment. *Hyun Uk Kim, Fairfield University*

Interlocking Narratives: Adolescent Girls With Disabilities Experiencing  
 Transitions at the Intersection of Race and Class. *Danielle M. Cowley,*  
*San Francisco State University*

**61.089-2. Assessment and Curriculum in Doctoral Education.** SIG-  
 Doctoral Education across the Disciplines; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:00-3:30pm

Chair: *Tracy M. Walker, Virginia State University*

Participants:

Balancing Knowing and Not Knowing: Doctoral Candidates' Performance  
 of Researcher Selves in the Dissertation Defense. *Shuhua Chen, McGill*  
*University*

Considering Interest Convergence in Doctoral Student Advising. *Pamela*  
*Felder, The University of Pennsylvania; Marco J. Barker, University of*  
*North Carolina - Chapel Hill*

Voices at the Gate: Faculty Members' and Students' Differing Perspectives  
 on the PhD Comprehensive Examination. *Sheryl Guloy, Simon Fraser*  
*University; Gregory Hum, Simon Fraser University; Kevin O'Neill,*  
*Simon Fraser University*

**61.089-3. Black Student Experience in the Context of Alternative Learning  
 Organizations.** SIG-Research Focus on Black Education; Roundtable  
 Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:00-3:30pm

Chair: *Lucian Yates, Prairie View A&M University*

Participants:

Experiences With Racism, Campus Climate, and Implications for Cultural  
 and Ethnic Identity and Achievement. *Miles Anthony Irving, Georgia*  
*State University; Eden Blackmon, Georgia State University; Lidia*  
*Quinones, Georgia State University*

Why Should I Care? The Impact of Care on Educationally Resilient African  
 American Students. *Justyn Korey Patterson, University of California -*  
*Los Angeles; Jonli Tunstall, University of California - Los Angeles*  
 Youth Workers as "Cultural Workers": Navigating Racial and Class  
 Barriers Through Community-Based Education. *Bianca J. Baldrige,*  
*University of Wisconsin - Madison*

"First Person I See, I'm Bout to Get to Ridin' On": Exploring the Effects  
 of Roasting Among Middle School Students. *Gabriel Joey Merrin,*  
*University of Illinois; Tyrone Rivers, University of Illinois at Urbana-*  
*Champaign; Dorothy L. Espelage, University of Illinois at Urbana-*  
*Champaign*

"They Don't Want Me to Fail": Black Youth, Friendship, and College  
 Access. *Michelle G. Knight, Teachers College, Columbia University;*  
*Joanne E. Marciano, Teachers College, Columbia University*

**61.089-4. What Microprocess Studies Reveal About Local Responses to  
 Accountability Policy.** Division L - Educational Policy and Politics;  
 Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:00-3:30pm

Chair: *Lora Bartlett, University of California*

Participants:

The Trouble With Triage: What Is Lost in the Quest for Gains. *Ilana S.*  
*Horn, Vanderbilt University*

Individualization in an Era of Standardization: Educating Students With  
 Special Needs in the Context of Accountability. *Jennifer L. Russell,*  
*University of Pittsburgh; Laura E. Bray, University of Pittsburgh*

Nobody Stays: Transient Subject Specialists as Highly Qualified Teachers.  
*Lora Bartlett, University of California*

Today's Cult of Efficiency: Intermediary Organizations, Accountability,  
 and Scientific Management. *Tina M. Trujillo, University of California*  
*- Berkeley*

**61.089-5. A Dialogue on Impacts of Family Financial Capital on School  
 Leaders' Relationships With Community Members.** Division A -  
 Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:00-3:30pm

Chair: *Steven Napier, University of Cincinnati*

Participants:

Punched by Poverty: How Concentrated Poverty Impacts Principal  
 Autonomy in New York City Schools. *Tiffanie Celeste Lewis, The*  
*Pennsylvania State University*

The Role of Capital Forms in Assisting Teacher's Relations With Parents:  
 The Case of Israeli Teachers. *Audrey Addi-Racah, Tel Aviv University;*  
*Yael Grinshtain, The Open University of Israel*

Understanding Achievement Gaps in the Houston Independent School  
 District. *Holly Heard, Rice University; Kristie J.R. Phillips, Brigham*  
*Young University; Ruth Lopez Turley, Rice University*

**61.090. Roundtable Session 56;** Roundtable Session

**61.090-1. Building Communities of Listeners: Transforming Student  
 and Teacher Listening.** Division B - Curriculum Studies; Roundtable  
 Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Sophie Haroutunian-Gordon, Northwestern University*

Participants:

Learning to Listen: Understanding and Supporting Elementary Students as  
 Listeners During Mathematical Discussion. *Kersti Tyson, University of*  
*New Mexico; Allison Beth Hintz, University of Washington - Bothell*

An Ear for Thinking: Philosophy for Children (P4C) and Listening  
 Education. *Megan J. Laverty, Teachers College, Columbia University*  
 Knowing What to Listen For: The Life Language of Feelings and Needs in  
 Marshall Rosenberg's Pedagogy of Nonviolent Communication. *Bruce*  
*J. Novak, Indiana University of Pennsylvania*



Documentation and Protocols: Structures for Transforming Teacher Listening. *Winifred Hunsburger, The Bishop Strachan School; Kerri Nicole Embrey, York University*  
 Dewey and Freire on Challenging Teachers to Listen. *Andrea R. English, Mount Saint Vincent University*

**61.090-2. Challenging Ideologies of Social Justice: Practice and Promise.**

Division B - Curriculum Studies Cosponsored with Social Justice Action Committee and SIG-Indigenous Peoples of the Americas, SIG-Critical Educators for Social Justice; Roundtable Session  
 Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Jennifer L. Milam, The University of Akron*

Participants:

Examining the Role of Teacher Ideology in the Practice of Social Justice Education. *Melissa Leigh Gibson, University of Wisconsin - Madison; Bethany Brent, University of Wisconsin - Madison*

Trying to Get Social Justice and Love Together: Highlander Folk School and Research and Education Center and Central Park East. *Barbara J. Thayer-Bacon, The University of Tennessee*

Unsettling Education's Promise: Examining the Affective Economies of Settler Colonial Belonging Within Teacher Education. *Lisa K. Taylor, Bishop's University*

Understanding the Impact of Context in Schools: Analysis of Culturally Sustaining Pedagogies and Mathematics Achievement. *Nicole Blalock, University of California - Davis*

**61.090-3. Critical Dialogues Across the Multicultural Curriculum.**

Division B - Curriculum Studies; Roundtable Session  
 Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Julie Nagashima, University of Pittsburgh*

Participants:

Beyond Myth and Memory: Fostering Intercultural Dialogue With Turkish and Armenian Teachers. *Terrence C. Mason, Indiana University; Arlene Benitez, Indiana University; Robert James Helfenbein, Indiana University - IUPUI*

Examining the Interplay of Ethnic Studies and Asian American Youth's Lives. *Judy W. Yu, REACH®: Research. Educate. Aspire. Change. History.®*

Multicultural Education in International Context: Analysis of Elementary Social Studies Textbooks in South Korea. *HyeKyoung Lee, Utah State University*

Poverty, Indigeneity, and Education for Agency: Beyond Multiculturalism to a Respect for Ontological Difference. *Scott L. Pratt, University of Oregon; Leilani Sabzalian, University of Oregon; Jerry L. Rosiek, University of Oregon*

**61.090-4. Curriculum Theories of Knowledge, Power, and Resistance.**

Division B - Curriculum Studies; Roundtable Session  
 Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Nicholas M. Michelli, The Graduate Center - CUNY*

Participants:

Revisiting Michael F. D. Young's Knowledge and Control (1971). *William H. Watkins, University of Illinois at Chicago*

Youth Resistance in School: The Entanglement of Race, Poverty, and Long-Term Childhood Trauma. *Brian Lozenski, University of Minnesota - Twin Cities; Tracey Pyscher, University of Minnesota*

Living Contradictions and Working for Change: Toward a Theory of Social Class-Sensitive Pedagogy. *Mark D. Vagle, University of Minnesota; Stephanie R. Jones, University of Georgia*

Henry Giroux and the Emergence of Critical Pedagogy. *Isaac Gottesman, Iowa State University*

"Janitors Are Finding Kids Sleeping in the School at Night": Resisting Impoverishment of the Human Spirit in the Face of Material Deprivation. *Lisa M. Perhamus, Grand Valley State University*

**61.090-5. Curriculum, Narrative, and Self.**

Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Zachary A. Casey, University of Minnesota*

Participants:

A Narrative Account of Teachers' Experiences Living Alongside a Student With a Chronic Illness. *Beth Davis, University of Saskatchewan*  
 University Agent in the Local School: A Jesus-and-George-Clooney Narrative. *Paul A Crutcher, Michigan State University; Kyle A.*

*Greenwalt, Michigan State University*

Curriculum Studies as Self-Understanding: Juxtaposition of the Author and Bertie. *Jung Hoon Jung, The University of British Columbia*

**61.090-6. Emergent Culture of Learning: Liberalizing Social Practices of the Digital Generation.**

Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Lynde Tan, National Institute of Education - Nanyang Technological University*

Participants:

Digital Learning Culture: Case of Secondary/Pre-University Students in Singapore. *Rose Yee Hing Liang, Nanyang Technological University - National Institute of Education*

Voices of Exchange Students: The Role of Facebook During the Sojourn. *Jason Wen Yau Lee, Core Education and Consulting Solutions Pte Ltd*  
 Adolescent Literacies, Multimodal Textual Repertoires, and Digital Media in the Pedagogy of Multiliteracies. *Lynde Tan, National Institute of Education - Nanyang Technological University*

Emergent Identities and Practices in Educational Game Play. *Beaumie Kim, University of Calgary*

**61.090-7. Language Policy and Coloniality in Transnational Contexts.**

Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Cathrine L. Beaunae, Georgian Court University*

Participants:

Exploring American Linguistic and Cultural Domination in English as a Foreign Language (EFL) Textbooks. *Chiu-hui Wu, Wenzao Ursuline College of Languages; Cathrine L. Beaunae, Georgian Court University*

Fluency and Influence: Indigenous Language Policy in Bolivia Post-1994 National Education Reform. *Martina Arnal, University of Minnesota - Twin Cities*

The Interplay of Globalization, Colonialism, Language Education Policy, and Academic Identity. *Sadaf Rauf, University of Minnesota*

**61.090-8. Literacy, Citizenship Education, and Transnational Curriculum.**

Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Allison Skerrett, The University of Texas - Austin*

Participants:

Implemented Literacy Curriculum at a Canadian Transnational Education Program in China: A Complex Web of North-South Interactions. *Zheng Zhang, The Chinese University of Hong Kong*

Nonformal Citizenship Education in Haiti: Learning to Participate Locally via Transnational Curriculum. *Gary WJ Plum, University of Toronto - OISE*

Pooling the Resources of Nations for Designing Transnational Curriculum. *Allison Skerrett, The University of Texas - Austin*

**61.090-9. Neoliberalism and School Change: Reclaiming Reform**

**Discourse.** Division B - Curriculum Studies Cosponsored with Social Justice Action Committee, SIG-Educational Change; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *James C. Jupp, Georgia Southern University*

Participants:

Hidden Practices: Reclaiming Social Justice in Neoliberal Times. *Stuart Deerness, The University of Auckland*

Pedagogy of the Impossible: Neoliberalism and the Ideology of Accountability. *Noah De Lissovoy, The University of Texas - Austin*

To Acquiesce or Resist? Educators Negotiating the Economistic Discourse of Standardization and Accountability Reform. *Heather Scott Johnson, The University of Texas - Austin; Venkat Ramaprasad, The University of Texas - Austin*

What Critical Educational Efforts Can Learn From the Literature on Change in Schools. *Jacob William Neumann, The University of Texas - Pan American*

**61.090-10. Policy and Identity: National Constructions of Curriculum.**

Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Jamie B. Lewis, Georgia Gwinnett College*

## Participants:

- Forty Years of Title IX: Why Aren't Pregnant Teens Protected? *Wendy Walter-Bailey, Indiana University; Catherine Haerr, Ball State University*
- Changes in Federal Legislation Concerning Local Schools, 1965 to 1989. *Joseph L. Watras, University of Dayton*
- Global Trends Reshaping Didaktik and Curriculum Traditions. *Armend Tahirsylaj, The Pennsylvania State University; Kai Niebert, Leibniz Universität Hannover; Richard A. Duschl, The Pennsylvania State University*
- History Education and National Identity: How Can We Make Sense of the Current Debates? *Alexandre Lanoix, University of Montreal; Marc-Andre Ethier, Université de Montréal*
- Constructing Chinese Didactics: Rediscovering the German Didactics Tradition. *Zongyi Deng, Nanyang Technological University - National Institute of Education*

**61.090-11. Science, Policy, and the Impacts of Continuing Positivism.**

Division B - Curriculum Studies; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Meca R. Williams-Johnson, Georgia Southern University*

## Participants:

- The Relations Between Argument Structure and Science Content in Middle School Scientific Argumentation. *Alison Knight Billman, University of California - Berkeley; Andrew H. Falk, University of California - Berkeley; Lauren Brodsky, University of California - Berkeley*
- The Common Core Standardization of Curriculum: An Effect of the Discourse of Scientifically Based Research. *Jessica Lynn Van Cleave, Mars Hill College; Sarah Bridges-Rhoads, Georgia State University*
- Trusting in Quantified: Rhetorical Deployment of Quantification in Educational Texts. *Justin N. Thorpe, Michigan State University*
- Project-Based, Environmental Curriculum in an Urban, High-Poverty Setting: A Case of a Socially Entrepreneurial Teacher. *Jeanne Koehler, Illinois Wesleyan University and University of Illinois; Liora Bresler, University of Illinois*

**61.090-12. Transformative Funds of Knowledge and Third Spaces: A Sociocultural Approach to Curriculum Design With Language Learners in High-Poverty Schools.** Division B - Curriculum Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Cecilia Rios Aguilar, Claremont Graduate University*

## Participants:

- Transforming Literacy, Science, and Math Through Action Research. *Aria Razfar, University of Illinois at Chicago*
- "All My Students Play Video Games!" A Teacher Researcher's Use of "Third Space" to Design Curriculum. *Beverly L. Troiano, University of Illinois at Chicago*
- "Genesis Deserves a Playground!" Teachers Become Curriculum Designers by Integrating Scientific Literacy With English Learners' Funds of Knowledge and Playground Activism. *Ambareen Nasir, University of Illinois at Chicago*
- Third-Space "Crime Scene Investigation": Developing Curriculum Using Forensic Science and Students' Funds of Knowledge. *Joseph C. Rumennapp, University of Illinois at Chicago*

**61.090-13. Systems Perspective for Student Learning and Curricular Design.** SIG-Systems Thinking in Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *William R. Watson, Purdue University*

## Participants:

- Investigating Science Students' Reasoning on Temporal System Problems. *Cheryl Ann Lyons, Teachers College, Columbia University; Ann E. Rivet, Teachers College, Columbia University*
- Student Learning About Water as a Complex Environmental System and the Role of Place. *Emily Evans, University of Wisconsin - Madison; Heidi L. Ballard, University of California - Davis*
- The Implications of Systems Theory in Curriculum. *Jie Yu, Rollins College*

**61.090-14. Qualitative Methodologies for Studying Complexity in Teacher Learning.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:00-3:30pm

Chair: *Lily Orland-Barak, University of Haifa*

## Participants:

- The Challenge and Promise of Complexity Theory for Teacher Education Research. *Marilyn Cochran-Smith, Boston College; Fiona Ruth Ell, University of Auckland; Larry H. Ludlow, Boston College; Lexie Barbara Grudnoff, The University of Auckland; Graeme Aitken, The University of Auckland*
- Teacher Identity as a Useful Research Methodology for Teacher Development. *Brad Olsen, University of California - Santa Cruz*
- Identifying Social Languages in Professional Talk: Integrative Methodological Model of Inquiry Into Mentoring Activity. *Lily Orland-Barak, University of Haifa; Ayelet Becher, University of Haifa*
- Mapping the Interface of Multiple Knowledge Sources in Developing Pedagogical Content Knowledge. *Steven Z. Athanases, University of California - Davis*

**Tuesday, 3:45 pm****Presidential Sessions****63.010. Special Invited Address: Choosing the Right Battles: Remarks and a Conversation. U.S. Secretary of Education, Arne Duncan (#AERASec). Presidential Session**

Hilton Union Square, Ballroom Level, Continental 4-6; 3:45-4:45pm

Chair: *William G. Tierney, University of Southern California*

## Participant:

Choosing the Right Battles. *Arne Duncan, U.S. Department of Education*

**Tuesday, 5:05 pm****Governance Meetings and Events****64.001. AERA Committee on Scholars of Color in Education: Closed Meeting.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Monterey II; 5:05-6:35pm

Chair: *Ruben Donato, University of Colorado - Boulder*

**64.002. AERA SIG Open Meeting and Reception for SIG Officers.** AERA Governance; Governance Session

Hilton Union Square, Ballroom Level, Continental 7; 5:05-7:05pm

Chair: *Sharon H. Ulanoff, California State University - Los Angeles*

**AERA Related Activities****64.010. OIA Symposium on Advocacy Issues and Opportunities in Education Research: Closed Meeting.** AERA Related Activities; Invited Session

Hotel Nikko, Third Level, Monterey I; 5:05-7:05pm

Chair: *Mary Kalantzis, University of Illinois at Urbana-Champaign*

**Presidential Sessions****64.011. Beyond the Intellectual Poverty of School Knowledge: Teacher Learning and Curriculum Informed by San Francisco's Black Heritage and Scholarly Activism.** Presidential Session  
Cosponsored with Division F - History and Historiography

Hilton Union Square, Ballroom Level, Continental 4; 5:05-6:35pm

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

Participants: *John Templeton, eAccess; Kenneth Monteiro, San Francisco State University; James Taylor, California Alliance of African American Educators*

**64.012. Featured Presidential Session: Is Privatization Education's Answer to Poverty?** Presidential Session  
Cosponsored with Division L - Educational Policy and Politics, Division J - Postsecondary Education

Hilton Union Square, Ballroom Level, Continental 5; 5:05-6:35pm  
 Chair: *William G. Tierney, University of Southern California*  
 Participants: *Steve Gunderson, Association of Private Sector Colleges and Universities, former U.S. Representative from Wisconsin; Linda Darling-Hammond, Stanford University*

**64.013. Film Festival: Precious Knowledge and Panel: Legislating Multiculturalism. Presidential Session**  
 Cosponsored with SIG-Hispanic Research Issues

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 5:05-7:05pm

Chair: *Trace Camacho, Michigan State University*  
 Participants: *Nolan L. Cabrera, The University of Arizona; Jeffrey M.R. Duncan-Andrade, San Francisco State University; Michelle G. Knight, Teachers College, Columbia University; Christine E. Sleeter, California State University - Monterey Bay*

**64.014. Role of Philanthropies in Addressing Poverty Through Education. Presidential Session**  
 Cosponsored with Division J - Postsecondary Education

Hilton Union Square, Ballroom Level, Continental 6; 5:05-6:35pm

Chair: *Kristen A. Renn, Michigan State University*  
 Participants: *Anurag Behar, Azim Premji Foundation; Michael S. McPherson, The Spencer Foundation; Julia Lopez, Colledge Access Foundation*

**AERA Sessions**

**64.015. Honoring Roger Simon: A Thinker of the Remnants. AERA Sessions; Invited Session**

Hilton Union Square, Lobby Level, Golden Gate 4; 5:05-6:35pm

Chair: *Warren E. Crichlow, York University*  
 Participants:  
 The Practice of Critical Learning: Unleashing Pedagogical Consciousness. *Magda Lewis, Queen's University*  
 War at a Distance: Curatorial Considerations. *Karyn E. Sandlos, School of the Art Institute of Chicago*  
 Roger Simon as Thinker of Remnants. *Mario Di Paolantonio, York University*  
 Between Hope and Despair Is Resolve. *William F. Pinar, The University of British Columbia*  
 The After-School Program of Commemoration. *John M. Willinsky, Stanford University*

**64.016. Promising Scholarship in Education: Dissertation Fellows and Their Research. AERA Sessions; Invited Poster Session**

Parc 55, Fourth Level, Cyril Magnin Foyer; 5:05-7:05pm

Chair: *George L. Wimberly, American Educational Research Association*  
 Participants:  
 1. Resistance and Resilience: The Trajectory of Females of Color With Disabilities Through the School-to-Prison Pipeline. *Subini Ancy Annamma, University of Colorado - Boulder*  
 2. The History of African American Women at the University of Illinois, 1901-1939. *Tamara L. Hoff, University of Illinois at Urbana-Champaign*  
 3. Racial Kinetics: A Theory Toward How Racial Patterns Emerge in Classrooms and Schools. *Myosha Monique McAfee, Harvard University*  
 4. Education in Nation, Empire, and Diaspora: Afro-Cubans at the Turn of the 20th Century. *Raquel Otheguy, Stony Brook University - SUNY*  
 5. A Cultural-Historical Analysis of Diversity and Race in Higher Education. *Christina Paguyo, University of Colorado - Boulder*  
 6. Differential Person Functioning. *Aminah Perkins, Emory University*  
 7. A Critical Race History in Education Analysis of *Crawford v. Los Angeles Board of Education (1963-1988)*: Examining the Perspectives of the Chicana and Chicano Community. *Ryan Edward Santos, University of California - Los Angeles*  
 8. Mixed Signals: Negotiating Multiracial Identity in School Contexts. *Shayna Sullivan, Stanford University*  
 9. Risk and Resilience in Urban New Jersey: How a Psychosocial Intervention Promotes Educational Resilience Among At-Risk Latino Youth. *Kip Thompson, University of South Carolina*  
 10. Culture, Power, and Pedagogy in Market-Driven Times: Embedded

- Case-Studies of Teaching Across Charter Schools in Harlem, New York. *Terrenda Corisa White, Teachers College, Columbia University*  
 11. "Do I Really Need My Mother": A Black Female Adolescent's Autoethnographic Perspective on Motherhood and Other Mothering. *Erica Nicole Womack, The Ohio State University*  
 12. The Returns to Community College. *Amanda Agan, University of Chicago*  
 13. From the Battlefield to the Schoolyard: The Impact of the Post-9/11 GI Bill. *Andrew Barr, University of Virginia*  
 14. Institutional Structures, Representation, and Student Outcomes in Schools of Varying Racial Compositions. *K. Jurée Capers, Texas A&M University*  
 15. Developing Self-Regulation: How Do School and Classroom Factors Contribute? *Madeleine deBlois, Harvard University*  
 16. Charter School Proximity: Mapping the Distribution of Educational Access in Metro Areas. *Ebony Duncan, Vanderbilt University*  
 17. What We Learn in School: Cognitive and Noncognitive Skills in the Educational Production Function. *Emma Garcia, Teachers College, Columbia University*  
 18. Federal Tax-Based Student Aid and College Choice Decisions. *Tatyana Guzman, Indiana University*  
 19. Cross-National Study of Students' STEM Occupational Aspirations: Evidence From Programme for International Student Assessment (PISA). *Seong Won Han, University of Wisconsin - Madison*  
 20. A Process Model of Violence in Schools. *Daniel M. Kimmel, University of Chicago*  
 21. The Effect of Child Disability Status and Functional Abilities on Father Involvement. *Daniel J. Laxman, University of Illinois at Urbana-Champaign*  
 22. School Context, Peers, and the Educational Achievement of Girls and Boys. *Joscha Legewie, Columbia University*  
 23. Beneath the District Averages: Intradistrict Differences in Teacher Compensation Expenditures. *Nat N. Malkus, American Institutes for Research*  
 24. Examination of the Effects of Elementary School Organizational Climate on Students' Socio-Emotional Development. *McHale Newport-Berra, The Johns Hopkins University*  
 25. Three-Generation Family Households in Early Childhood and School Readiness. *Natasha Pilkauskas, Columbia University*  
 26. Financial Assistance and College Attainment. *Daniel Ramsey, University of Chicago*  
 27. The For-Profit Sector and Inequality in the Postsecondary Education Market. *Joshua Saldana, University of California - Irvine*  
 28. Race, Income, and the Stratification of College Enrollment Patterns, 1980-2010. *Rachel Baker, Stanford University*  
 29. Who Matters for Student Achievement? Examining the Impact of NCLB on School Staff. *Christopher Andrew Candelaria, Stanford University*  
 30. Inside the Black Box of Student Achievement: An Analysis of School and Community Covariates of Achievement. *Madhur Chandra, Michigan State University*  
 31. Improving Explanatory Inferences From Assessments. *Ronli Diakow, University of California - Berkeley*  
 32. The Case for Race and Ethnic Identity in Teacher Education: Understanding Predictors of Preservice Teachers' Multicultural Attitudes and Efficacy. *Amir Germain Francois, University of Virginia*  
 33. Students' Understandings of Arithmetic Generalizations. *Lina Chopra Haldar, University of California - Berkeley*  
 34. Melted Aspirations: The Role of Habitus, Cultural, and Social Capital in Predicting Postsecondary Plan Change. *Brian Holzman, Stanford University*  
 35. Examining the Potential Impact of Open Enrollment Policies: Responses to Student Assignment. *Matthew Kasman, Stanford University*  
 36. Comparison-Based Instruction in Science Education. *Bryan Jacob Matlen, Carnegie Mellon University*  
 37. Endogenous Class Size: Why It Is Difficult to Observe Heterogeneous Ability Among Cooperative Workers. *Scott Ogawa, Northwestern University*  
 38. Principle-Based Mathematics: An Exploratory Study. *Rebecca Chung-Yan Poon, University of California - Berkeley*  
 39. Does Bilingualism Foster Executive Functioning Skills in Emotionally Dysregulated Children? *Ximena A Portilla, Stanford University*  
 40. Peer-Assisted Reflection for Developing a Deep Understanding of



- Calculus. *Daniel Reinholz, University of California - Berkeley*
41. What's the "Logic" to Classroom Assignment? The Interaction of Student and Teacher Classroom Assignments in Elementary School Classrooms. *Elise St John, University of Washington*
42. The Effects of High-Stakes Accountability Tests on Children's Socio-Emotional Outcomes. *Camille Whitney, Stanford University*
43. "When the Dead Are Resurrected, How Are We Going to Speak to Them?" Jehovah's Witnesses and the Use of Indigenous Languages. *Jena Barchas-Lichtenstein, University of California - Los Angeles*
44. Reading Agency: The Making of Modern German Childhoods, 1770-1850. *Emily Bruce, University of Minnesota*
45. Practices That Cross Disciplines? A Closer Look at Elementary Language Arts and Math Instruction. *Julie Jackson Cohen, Stanford University*
46. Breakfast at the Desk: The Impact of Universal Breakfast Programs on Academic Achievement. *Dallas Dotter, University of California - San Diego*
47. Discrimination in the Credential Society: An Audit Study of Race, Class, and College Selectivity in the Labor Market. *S. Michael Gaddis, University of North Carolina - Chapel Hill*
48. Regulating Education Markets in Early 20th-Century Urban America. *Robert Gross, University of Wisconsin - Madison*
49. In Defense of Deliberative Democratic Civics Education. *Jarrod Stover Hanson, University of Colorado - Boulder*
50. Turning Out Teachers: The Causes and Consequences of Teacher Political Activism. *Michael Hartney, University of Notre Dame*
51. The Fourth R: Developing Notions of Religious Diversity. *Larisa Heiphetz, Harvard University*
52. Unequal Playing Fields, Same Game: Variations in Students' Approaches to the College Application Process at Racially and Socioeconomically Diverse High Schools. *Megan M Holland, Harvard University*
53. African American Educators in Indian Country. *Khalil Anthony Johnson, Yale University*
54. Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Matthew A. Kraft, Harvard University*
55. A New Look at the "Experiential Core" of College Life: Unveiling Sources of Persistent Inequality in American Higher Education. *Lauren Theresa Schudde, University of Wisconsin - Madison*
56. Students' Perspectives on Mathematics Learning as Racialized Experience. *Niral Shah, University of California - Berkeley*
57. Political Training Grounds: Student Leadership and Activism in Nigerian Higher Educational Institutions. *Krystal Strong, University of California - Berkeley*
58. Transforming Rural Schools: The Struggle Over Education in the Brazilian Countryside. *Rebecca Senn Tarlau, University of California - Berkeley*
- Discussants: *William H. Schmidt, Michigan State University; Jacquelynn Eccles, University of Michigan; David Myers, American Institutes for Research*

### Committee Sessions

- 64.017. GSC Chair Fireside Chat: Our Stories: Women of Color in the Academy.** Graduate Student Council; Invited Session  
Parc 55, Third Level, Market Street; 5:05-6:35pm  
Chair: *Cathy A.R. Brant, The Ohio State University - Columbus*  
Participants: *Judy A. Alston, Ashland University; A. Lin Goodwin, Teachers College, Columbia University; Cheryl E. Mattias, University of Colorado - Denver; P. Zitlali Morales, University of Illinois at Chicago*
- 64.018. GSC Division D Fireside Chat: Educational Research and High-Poverty Students: Contemporary Approaches to Ensuring Validity.** Graduate Student Council; Invited Session  
Parc 55, Third Level, Powell II; 5:05-6:35pm  
Chairs: *Yuan Zhang, University of Maryland - College Park; Emily Dickinson, University of Louisville*  
Participants: *Christine DiStefano, University of South Carolina; Craig K. Enders, Arizona State University; Burke Johnson, University of South Alabama; Anthony J. Onwuegbuzie, Sam Houston State University*

### Division Sessions

- 64.019. Instituting Equity in the Education of Students From High-Poverty Backgrounds: Perspectives From Educational Leadership, Policy, Counseling, and Teacher Education.** Division A -

Administration, Organization and Leadership; Invited Session  
Parc 55, Second Level, Divisadero; 5:05-7:05pm

Chair: *Lisa Bass, North Carolina State University*

Participants:

- An Examination of Teacher, Principal, and School Counselor Perceptions of Their Roles in the Promotion of Equitable Learning Conditions for Students From High-Poverty Backgrounds. *Lisa Bass, North Carolina State University; Patrice A. McClellan, Lourdes University*
- Defining Affirmative Action for the Promotion of Equity in U.S. Schooling. *Karen Stansberry Beard, Miami University - Oxford*
- Education Policies and Practices That Address Equitably Educating High-Poverty Students: How to Develop Responsive, Responsible Education Policy. *Bonnie Carol Fusarelli, North Carolina State University*
- Eradicating Poverty Through Effective Educational Leadership: Developing Educational Leaders Who Proactively Seek Equity for Students From High-Poverty Backgrounds. *Michael E. Dantley, Miami University*
- Preparing Teachers to Equitably Educate Students From High-Poverty Contexts. *Daniella Ann Cook, University of South Carolina - Columbia*
- School Counseling That Promotes Equitable Educational Outcomes: Implications for Practice in Counselor Education. *James L. Moore, The Ohio State University*
- Discussant: *Lisa Bass, North Carolina State University*

**64.020. Leadership, Organization, and Outcomes in Charter and Independent Schools.** Division A - Administration, Organization and Leadership; Paper Session  
Westin St. Francis, Second Level, Elizabethan A; 5:05-7:05pm

Chair: *Chris Willis, Mississippi State University*

Participants:

- Charter Management Organization (CMO) and Charter School Relations: An Exploration of the Social Networks. *Ahmet Uludag, Accord Institute for Education Research; Ali Korkmaz, Accord Institute for Education Research; Nilufer Korkmaz, Accord Institute for Education Research; Alan J. Daly, University of California - San Diego*
- Illuminating the "Black Box" of Charter School Practice. *Erin McNamara Horvat, Temple University; Erin Elizabeth Rooney, Temple University; Maia B. Cucchiara, Temple University*
- School Support for Beginning Teachers Through the Eyes of Principals. *Eran Tamir, Brandeis University*
- Staffing for Success: Linking Teacher Evaluation and School Personnel Management in Practice. *Benjamin Master, Stanford University*
- Independent Schools in the Public Sphere: The Swedish Case Viewed From Municipality Actors' Perspectives. *Pia Skott, Uppsala University*
- Discussant: *Wayne D. Lewis, University of Kentucky*

**64.021. The Effects of Poverty on Teaching and Learning.** Division A - Administration, Organization and Leadership; Paper Session  
Westin St. Francis, Second Level, Victorian; 5:05-6:35pm

Chair: *Roxanne M. Mitchell, The University of Alabama*

Participants:

- Differential Effects of Poverty on High School Seniors Pushed- or Pulled-Out of High School. *Kristin Lee Swenson, University of Utah; Jennifer Lambert, University of Utah*
- From Policy to Practice: Understanding How Implementation of a College Readiness School Reform Model Unfolds in High-Poverty School Organizations. *Amanda M. Burke, Arizona State University; Oscar Jimenez-Castellanos, Arizona State University*
- Relationships and Dropping Out: The Impact of Poverty on At-Risk Youth. *Robert T. Henry, University of Nevada - Las Vegas; James R Crawford, University of Nevada - Las Vegas*
- Secondary Schools and Higher Education in Partnership Against Poverty: The Early College High School Initiative. *V. Barbara Bush, University of North Texas*
- Discussant: *RoSusan D. Bartee, The University of Mississippi*

**64.022. Arts, Media, and Justice: Creative Explorations With Youth.**

Division B - Curriculum Studies; Demonstration/Performance  
Grand Hyatt, Second Level, Belvedere; 5:05-7:05pm

Chairs: *Yolanda Sealey-Ruiz, Teachers College, Columbia University; Tiffany*

*A. DeJaynes, Teachers College, Columbia University*

Participant: *Olga M. Hubard, Teachers College, Columbia University*

Participants:

Bringing Forth, in, and Through the Arts: Considerations for Youth Narratives and Mediated Performances. *Lalitha M. Vasudevan, Teachers College, Columbia University; Tiffany A. DeJaynes, Teachers College, Columbia University*

Writing With Court-Involved Youth: Exploring the Cultivation of Self in an Alternative to Detention Program. *Kristine Rodriguez Kerr, Teachers College*

The Laughter and the Horror: A Case Study of an Improvisational Scary Movie. *Melanie Hibbert, Teachers College, Columbia University*

An Art Inquiry Into a Young Photographer's Artworks. *Mark Dzula, Teachers College, Columbia University*

Stage as Street: Representation at the Juncture of the Arts and Justice. *Daniel Stageman, John Jay College of Criminal Justice; Ethiraj Gabriel Dattatreyan, University of Pennsylvania*

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

**64.023. Indigenous Education as Pedagogies for Change.** Division B - Curriculum Studies Cosponsored with SIG-Indigenous Peoples of the Americas and SIG-Indigenous Peoples of the Pacific, SIG-Educational Change; Symposium

Grand Hyatt, Ballroom Level, Grand Ballroom West; 5:05-7:05pm

Chair: *Judy M. Iseke, Lakehead University*

Participants:

Storytelling of Métis Elders: Understanding Pedagogies in Indigenous Education. *Judy M. Iseke, Lakehead University*

Teaching and Learning African Proverbs as Indigenous Philosophies. *George J. Dei, OISE/University of Toronto*

The Gendered Nature of Maya Indigenous Knowledge and Its Relevance for Educational Research. *Vivian Michelle Jimenez, University of Toronto*

African Indigenous Educational Systems: Story-telling as One of the Cornerstone for Teaching & Learning. *Njoki N. Wane, University of Toronto*

Culturally Based Pedagogy: An Indigenous Perspective. *Mark Aquash, The University of British Columbia*

Indigenous Knowledge as Resilience and Survival. *Debby Danard, University of Toronto*

**64.024. What Constitutes Data in Arts-Based Educational Research Inquiries?** Division B - Curriculum Studies; Symposium

Grand Hyatt, Theatre Level, Curran; 5:05-6:35pm

Chair: *Marie France Berard, The University of British Columbia*

Participants:

Excess, Permission, Possibility, Place. *Elsa Lenz Kothe, The University of British Columbia*

On the Experience of Doing: Returning to Memory as an Embodied Journey. *Blake Smith*

Responding to the Journey of Inquiry. *Tetsuro Shigematsu, The University of British Columbia*

Discussant: *Donal O'Donoghue, The University of British Columbia*

**64.025. A Critical Appraisal of Learning Progressions in Science: Exploring the Intersection of Science Assessment, Policy, and Practice.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 5:05-7:05pm

Chair: *Erin Marie Furtak, University of Colorado - Boulder*

Participants:

The Need for Learning Progressions That Honor and Build Upon Students' Intuitive Ideas. *Alicia C. Alonzo, Michigan State University*

Exploring the Influence of Learning Progressions on Unit Scope and Sequence. *Erin Marie Furtak, University of Colorado - Boulder*

Teacher Knowledge for Using Learning Progressions in Classroom Instruction and Assessment. *Kristin L. Gunckel, The University of Arizona*

The Relevance of Learning Progressions for NAEP. *Lorrie A. Shepard, University of Colorado - Boulder; Phil Daro, The Public Forum On School Accountability; Frances Stancavage, American Institutes for Research*

Next Generation Science Standards. *Richard A. Duschl, The Pennsylvania State University; Joseph S. Krajcik, Michigan State University*

Discussant: *James W. Pellegrino, University of Illinois at Chicago*

**64.026. The Multiplicity of Learning Theory: Problems and Perspectives.**

Division C - Learning and Instruction; Symposium

Westin St. Francis, Second Level, California East; 5:05-7:05pm

Chair: *Diane L. Schallert, The University of Texas - Austin*

Participants:

After Theory: A Proposal for a Field-Based, Ethnographically Adequate Approach to Studying and Improving Learning. *Reed Stevens, Northwestern University*

What to Do While Waiting for Educational Learning Theory to Arrive. *Carl Bereiter, University of Toronto*

Aspects of Learning: Looking to Peirce and Dewey to Resolve Conflicts in Learning Theory. *Steven K. Wojcikiewicz, Western Oregon University*

Education's Learning Theory Conundrum: Cutting the Gordian Knot of Dependence on Psychology. *David Kirshner, Louisiana State University*

Discussant: *Patricia A. Alexander, University of Maryland*

**64.027. Using Visual Displays to Score, Interpret, and Report Quantitative, Qualitative, and Mixed-Methods Research.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 5:05-6:35pm

Chair: *Matthew T. McCrudden, Victoria University of Wellington*

Participants:

Working With the Principles of Cognitive Processing: The Power of Visual Displays to Convey Statistical Information. *Sara J. Finney, James Madison University; Dena A. Pastor, James Madison University*

A Typology of Visual Displays in Qualitative Research Featuring ATLAS.ti Examples. *Florian C. Feucht, University of Toledo; Gwen C. Marchand, University of Nevada - Las Vegas; Lori J. Olafson, University of Nevada - Las Vegas*

Joint Matrices for Integration in Mixed-Methods Research. *John W. Creswell, University of Nebraska - Lincoln; Udo Kuckartz, Institut für Erziehungswissenschaft MAGMA*

Information-Processing Benefits of Visual Displays and Guidelines for Constructing Them. *Gregory John Schraw, University of Nevada - Las Vegas; Daniel H. Robinson, Colorado State University*

Discussants: *Gregory John Schraw, University of Nevada - Las Vegas; Daniel H. Robinson, Colorado State University*

**64.028. Division F Vice-Presidential Invited Session. Education and Poverty: Classic Encounters.** Division F - History and Historiography

Cosponsored with Division J - Postsecondary Education, Division L - Educational Policy and Politics, Division G - Social Context of Education, SIG-Critical Educators for Social Justice, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education, SIG-Critical Issues in Curriculum and Cultural Studies, SIG-Fiscal Issues, Policy, and Education Finance, SIG-Politics of Education and SIG-Research Focus on Black Education, SIG-Cultural Historical Research; Invited Session

Westin St. Francis, Second Level, Olympic; 5:05-6:35pm

Chair: *Marybeth Gasman, University of Pennsylvania*

Participants:

A Critical Review of James Bryant Conant's *Slums and Suburbs* (1961). *Wayne Urban, The University of Alabama*

A Critical Review of Daniel Patrick Moynihan's *The Negro Family: The Case for National Action* (1965). *Michelle A. Purdy, Michigan State University*

A Critical Review of Christopher Jencks' *Inequality: A Reassessment of the Effect of Family and Schooling in America* (1972). *Argun Saatcioglu, The University of Kansas*

A Critical Review of James Coleman's *Equality of Educational Opportunity* (1966). *John L. Rury, The University of Kansas*

Discussant: *Christopher M. Span, University of Illinois at Urbana-Champaign*

**64.029. Capitalizing on Knowledge Co-Constructed via the Praxis of Historically Nondominant Groups.** Division G - Social Context of Education; Symposium

Westin St. Francis, Second Level, Yorkshire; 5:05-7:05pm

Chair: *Izabel Cristina Duarte Olson, Northwestern University*

Participants:

Economic Ideas Developed Through Children's Strategies for Successful Selling in Oaxaca, Mexico. *Yasmin A. Sitabkhan, Research Triangle Institute*

Because I Said So: Parents Conceptions About Choices for Children at Ages Five, Ten, and Fifteen. *Janene Cielto, Northwestern University*

"It's Like an Epidemic, It Catches On...": Community Knowledge of Everyday Complex Phenomena. *Izabel Cristina Duarte Olson, Northwestern University*

The Cultural Nature of Observation, Attention, and Meaning-Making About the Natural World. *Ananda Maria Marin, Northwestern University*

Learning to Adapt: Understanding How to Design Educational Programs to Address Impacts of Climate Change on Communities in the Himalayas. *Sameer Honwad, University of Pennsylvania*

Discussants: *Carol D. Lee, Northwestern University; Geoffrey B. Saxe, University of California - Berkeley*

**64.030. Engaging Latina/o Communities in Participatory Action Research (PAR): A PAR *Entremundos* Approach.** Division G - Social Context of Education; Symposium

Hilton Union Square, Yosemite A; 5:05-7:05pm

Chair: *Angela Valenzuela, The University of Texas - Austin*

Participants:

Tracing the Theoretical Lineages of the PAR (Participatory Action Research) *Entremundo* Approach. *Jennifer Ayala, Saint Peter's College*

Guiding PAR (Participatory Action Research) Principles: An Interdisciplinary Approach. *Margarita I. Berta-Avila, California State University - Sacramento*

Participatory Action Research *Entremundos*: Practical and Pedagogical Approaches for Engagement. *Louie F. Rodriguez, California State University - San Bernardino; Melissa Rivera, National Latino/a Education Research and Policy Project*

An Overview of the Participatory Action Research *Entremundos* Case Studies in Action. *Julio Cammarota, The University of Arizona*

Discussant: *Pedro Pedraza, Hunter College - CUNY*

**64.031. Assessment Topics in the Early Years and Grades.** Division H - Research, Evaluation and Assessment in Schools; Paper Session  
Parc 55, Fourth Level, Mission II&III; 5:05-7:05pm

Chair: *Shungwon Ro, IBM*

Participants:

Examining the Relationship Between the "Matthew Effect" in Hungarian Students' Reading Developmental Trajectory and School-Readiness Skills. *Agnes Hodi, University of Szeged; Mária B. Németh, Research Group on the Development of Competencies; Erzsébet Korom, University of Szeged; Edit Tóth, Hungarian Academy of Sciences*

Investigation of Reading Development Patterns for Students in Early Grades Using Latent Transition Analysis. *Bitnara Jasmine Park, University of Oregon; Joseph Betts, Houghton Mifflin Harcourt Publishing; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*

K-3 Mathematics Formative Assessment: Effects on Teaching, Learning, and the Gender Gap. *Laura B. Lang, Florida State University; Mark LaVenía, Florida State University; Robert Schoen, Florida State University*

Transitional Change in Approaches to Learning in Head Start and Beyond: Different Behaviors, Different Outcomes. *Paul A. McDermott, University of Pennsylvania; Samuel Rikoon, University of Pennsylvania; John Fantuzzo, University of Pennsylvania*

Using Early Years Evaluation in a Response-to-Intervention (RTI) Model. *Jon Douglas Willms, University of New Brunswick; Robert Laurie, University of New Brunswick; Scott D. Tunison, Saskatoon Public Schools; Allyson Haley, University of New Brunswick*

Discussant: *Zollie Stevenson Jr, Howard University*

**64.032. Avoiding Potholes in the Implementation of Federally Fostered, State Implemented Teacher Evaluation: Four Alternative Views.** Division H - Research, Evaluation and Assessment in Schools  
Cosponsored with Division L - Educational Policy and Politics; Symposium

Hilton Union Square, Yosemite B; 5:05-7:05pm

Chair: *Sue Rigney, U.S. Department of Education*

Participants:

Getting Teacher Evaluation Right in a High-Stakes Environment. *Charlotte F. Danielson, The Danielson Group*

Teacher Measurement or Teacher Development? That Is the Question. *Robert J. Marzano, Marzano Research Laboratory*

The Only Defensible Way to Evaluate Teachers: Weighted-Evidence Judgment. *W. James Popham, University of California - Los Angeles*  
Achievement Data in Teacher Evaluation? Of Course! Here's How...

*Richard J. Stiggins, Classroom Assessment Consultant*

**64.033. Graduating on Time: Opportunities and Models for Improving Student Outcomes.** Division H - Research, Evaluation and Assessment in Schools; Paper Session

Grand Hyatt, Theatre Level, Orpheum; 5:05-7:05pm

Chair: *Fatemeh Zarghami, Saint Cloud State University*

Participants:

Can High School Seniors Predict Their Futures? A Collaborative Researcher-Practitioner Investigation. *Caroline R.H. Wiley, Human Resources Research Organization; Dawn (Sunny) Becker, Human Resources Research Organization*

Examining How Improving Students' Opportunity to Learn During Incarceration Supports Improved Educational Outcomes for Youth Involved in New York City's Corrections System. *Ben Meade, New York City Department of Education*

Poverty, Mobility, and Education Relationship Differences Across School Districts Analyzed With Spatial Mapping. *Mark Hogrebe, Washington University in St. Louis; William F. Tate, Washington University in St. Louis*

A Randomized Controlled Trial of Fusion Reading on Improving Reading Achievement for Adolescent Struggling Readers. *Ellen Schiller, SRI International; Xin Wei, SRI International; Sara Thayer, SRI International; Jose Blackorby, SRI International; Harold Javitz, SRI International; Cyndi Williamson, SRI International*

Graduating on Time: The Impact of an Innovative High School Reform Model on High School Graduation Rates. *Julie A. Edmunds, University of North Carolina - Greensboro; Larry Bernstein, Data Smarts, LLC; Fatih Unlu, Abt Associates Inc.; Elizabeth J. Glennie, RTI International; Arthur V. Smith, Abt Associates*

Assessing Student Orientation to School to Address Low Achievement and Dropout. *Anna Nadirova, Calgary Board of Education; John M. Burger, Rocky View School Division*

**64.034. Further Clarification of Assessment and Measurement Issues Across Professions: Innovative Approaches.** Division I - Education in the Professions; Symposium

Parc 55, Second Level, Sutro; 5:05-7:05pm

Chair: *Rebecca A. Baranowski, American Board of Internal Medicine*

Participants:

Using Objective Structured Clinical Examinations as Formative Assessments: Predicting High-Stakes Outcomes. *Sharon McDonough, The University of Tennessee - College of Pharmacy; Amy Donaldson, Auburn University Harrison School of Pharmacy; Erika L Kleppinger, Auburn University Harrison School of Pharmacy; Kristen Lehman Helms, Auburn University*

Student Use of Formative Assessment Tools and the Effect on Their Performance. *Paul F. Wimmers, University of California - Los Angeles; Michael Soh, University of California - Los Angeles*

Evaluating Team Performance: A Systematic Review. *Danette W. McKinley, Foundation for Advancement of International Medical Education and Research*

Conceptual Elements for Performance Assessment for Faculty and Student Learning. *Marcia Mentkowski, Averno College*

Discussant: *Kimberly A. Swygert, National Board of Medical Examiners*

**64.035. Bridging the Spatial Divide: Extending the Reach of Equity-Grounded College Access Research.** Division J - Postsecondary Education; Demonstration/Performance

Parc 55, Fourth Level, Stockton; 5:05-6:35pm

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

Presenters: *Tanya Chirapuntu, University of California - Los Angeles;*

*Nancy Acevedo-Gil, University of California - Los Angeles; OiYan A. Poon, Loyola University Chicago; Veronica Nelly Velez, University of California - Los Angeles*

Participant:

Bridging the Spatial Divide: Extending the Reach of Equity-Grounded College Access Research. *Tanya Chirapuntu, University of California - Los Angeles; Nancy Acevedo-Gil, University of California - Los Angeles; Veronica Nelly Velez, University of California - Los Angeles; OiYan A. Poon, Loyola University Chicago*

Discussants: *Walter R. Allen, University of California - Los Angeles; Ryan Evely Gildersleeve, University of Denver*



**64.036. Experiences of Important Underrepresented Faculty Subgroups.**

Division J - Postsecondary Education; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 5:05-6:35pm

Chair: *Beth E. Bukoski, University of Louisville*

Participants:

Becoming Academicians: Figured Worlds of Pre-Tenure Female Faculty of Color. *Aurora Chang, University of Wyoming; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign; Laura Jean Cortez, The University of Texas - San Antonio; Melissa Ann Martinez, Texas State University-San Marcos; Danielle Juanice Alsandor, Valdosta State University*

Bridging the Cultural Divide: International Faculty Parents. *Margaret W. Sallee, University at Buffalo - SUNY; Jeni L. Hart, University of Missouri - Columbia*

Supporting the Academic Majority: Policies and Practices Related to Part-Time Faculty's Job Satisfaction. *Kevin Eagan, University of California - Los Angeles; Audrey J. Jaeger, North Carolina State University; Ashley Grantham, North Carolina State University*

"Putting in Your Time": Faculty Experiences in the Process of Promotion to Professor. *Susan K. Gardner, University of Maine; Amy Blackstone, University of Maine*

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

**64.037. Racial/Ethnic Campus Climate in Real and Virtual Spaces.**

Division J - Postsecondary Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16;  
5:05-6:35pm

Chair: *Shafiqah Ahmadi, University of Southern California*

Participants:

Campus Racial Climate and the Asian American Experience: Differences Across Racial Groups and After a Racially Biased Incident. *Marc P. Johnston, University of California - Los Angeles; Fanny P. Yeung, University of California - Los Angeles*

Critical Visual Narrative: Imagining a New Approach to Campus Climate Research. *Marilyn Preston, Colby College; Jonathan Thomas Ta-Pryor, University of Missouri; Garrett D Hoffman, University of Maine*

Cyberbullying in Postsecondary Education. *Jiyoon Yoon, The University of Texas - Arlington; Julie Ann Smith, University of Minnesota - Duluth*

Growing During Troubled Times: Latina/o Student Experiences With Multiple Dimensions of the Campus Climate. *Adriana Ruiz Alvarado, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles*

Discussant: *Sylvia Hurtado, University of California - Los Angeles*

**64.038. You Can Get There From Here: Unique Pathways to Postsecondary Education.** Division J - Postsecondary Education; Paper Session

Hotel Nikko, Third Level, Nikko III; 5:05-6:35pm

Chair: *Catherine L. Horn, University of Houston*

Participants:

Foster Youth High School to College Pathways: Understanding Outcomes in Relation to Similar At-Risk Students. *Kristine Frerer, University of California - Berkeley; Lauren Davis Sosenko, California Partnership for Achieving Student Success*

From Dropout to Degree: Factors Predicting GED to College Success. *Andrew Joseph Ryder, Iowa State University*

High School Pathways to Postsecondary Education Destinations. *Jaekyung Lee, University at Buffalo - SUNY; Lois Weis, University at Buffalo - SUNY; Keqiao Liu, University at Buffalo; Chungseo Kang, University at Buffalo - SUNY*

Early College High School Graduates' "Unconventional" Pathways Through Higher Education. *Laura Carolyn Murray, University of Pennsylvania; Gina M. Arnone, University of Pennsylvania; Michael J. Nakkula, University of Pennsylvania*

Discussant: *Deborah F. Carter, Claremont Graduate University*

**64.039. Building Relationships and Raising Expectations With Diverse Students.** Division K - Teaching and Teacher Education; Paper Session

Westin St. Francis, Second Level, Essex; 5:05-6:35pm

Chair: *Rita S. Brause, Fordham University*

Participants:

Effects of Gender and Teaching Experience on In-Service Teachers' Pedagogical Beliefs About the Academic Achievement of English Language Learners. *Laura J. Mahalingappa, Duquesne University;*

*Nihat Polat, Duquesne University*

Effects of Teacher Perceptions of Student Motivation on Student Achievement in an At-Risk Population. *Kristin E. Harvey, The University of Texas - Austin; Marie-Anne Suizzo, The University of Texas - Austin*

Personality Similarity Between Teachers and Students as a Bias in Teacher Judgment of Student Performance. *Tobias Rausch, University of Bamberg; Constance Karing, Friedrich-Schiller-Universität Jena; Tobias Dörfler, University of Education Heidelberg; Cordula Artelt, University of Bamberg*

The Opposition of Students to Teacher Expectation Cultures: The Important Role of a Positive Teacher-Student Relationship. *Jannick Demanet, Ghent University; Mieke Van Houtte, Ghent University*

Understanding the Factors That Shape Preseacher Dispositions Toward Students With Special Needs. *Christa Bialka, Villanova University*

Discussant: *Peter C. Murrell, Loyola University Maryland*

**64.040. Innovation in Preservice Teacher Education in South Africa: Towards Intellectual and Material Poverty Reduction.** Division K - Teaching and Teacher Education; Symposium

Westin St. Francis, Second Level, Kent; 5:05-6:35pm

Chair: *Elizabeth Henning, University Of Johannesburg*

Participants:

Teachers Look Back: Did the University Prepare Me? *Sarah Johanna Gravett, University of Johannesburg; Elizabeth Henning, University Of Johannesburg*

Playing Out Theories of Cognitive Development: Student Teachers Learning With Theatre and Dance. *Lara Ragpot, University of Johannesburg*

Academic Writing and Reading for English Language Learners in Teacher Education. *Nadine Petersen, University of Johannesburg; Judy Seligmann, Centre for Education Practice Research UJ*

Service-Learning in a New Teacher Education Program: Beyond Work Integration to an Ethic of Care. *Gadija Petker, University of Johannesburg; Nadine Petersen, University of Johannesburg*

Towards Social Cohesion in a Field Excursion for Undergraduate Education Students. *Josef De Beer, University of Johannesburg; Helen Dunbar-Krige, University of Johannesburg*

Discussant: *Catherine Snow, Harvard University*

**64.041. Knocking on the Ivory Tower: Connecting Teacher Qualifications and Preparation to Student Outcomes.** Division K - Teaching and Teacher Education; Paper Session

Westin St. Francis, Second Level, Elizabethan B; 5:05-7:05pm

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

Participants:

Examining the Qualifications and Classroom Practices of Effective Math Teachers: An Exploratory Study. *Vi-Nhuan Le, RAND Corporation; Daniel McCaffrey, RAND Corporation; Susan Freeman Burns, National Center on Performance Incentives; Laura S. Hamilton, RAND Corporation; Brian Stecher, RAND Corporation; Matthew J. Pepper, National Center on Performance Incentives; Matthew G. Springer, Vanderbilt University*

School Context and Teacher Retention in Urban Settings: The Case in Washington, DC. *Sarah Irvine Belson, American University; Thomas A. Husted, American University*

The Gateway to the Profession: Assessing Teacher Preparation Programs Based on Student Achievement. *Dan Goldhaber, University of Washington; Stephanie Liddle, University of Washington; Roddy Theobald, University of Washington*

What Are the Effects of Teacher Education and Preparation on Beginning Teacher Retention? *Richard Ingersoll, University of Pennsylvania; Lisa Merrill, University of Pennsylvania; Henry May, University of Delaware*

Discussant: *Mehmet Dali Ozturk, Naval Postgraduate School*

**64.042. Knowledge Poverty in ELL Teacher Education Assessment.** Division K - Teaching and Teacher Education; Symposium

Grand Hyatt, Ballroom Level, Redwood; 5:05-6:35pm

Chair: *Jennifer Danridge Turner, University of Maryland - College Park*

Participants:

Issues of Teacher Education Assessment. *Patricia H. Hinchey, The Pennsylvania State University*

Assessment of Preservice Teacher Learning. *Youb Kim, University of*

*Northern Colorado; Bridget A. Bunten, Washington College*  
 Mathematics Instructional Strategy for Secondary ELLs. *Kimberly Cardimona, Bloomsburg University of Pennsylvania*  
 Comparative Analysis of English Language Learner (ELL) Teachers Learning in Malaysia and the United States. *Khairul Aini Mohamed Jiri, Ministry of Education Malaysia*  
 Discussant: *P. David Pearson, University of California - Berkeley*

**64.043. Literacy Teacher Educators: Preparing Teachers for a Changing World.** Division K - Teaching and Teacher Education; Symposium  
 Westin St. Francis, Mezzanine Level, Colonial; 5:05-7:05pm

Chair: *Barbara M. Comber, Queensland University of Technology*

Participants:

Depth Versus Breadth: Not Covering the Waterfront in Literacy Methods Courses. *Clare Kosnik, University of Toronto*

Multimodal Literacy at King's College London. *Bethan-Jane Marshall, Kings College, London*

Difficult Dialogues in Literacy Teacher Education. *Valerie F. Kinloch, The Ohio State University*

Enacting Practice in Teacher Education Literacy Instruction. *Peter W. Williamson, University of San Francisco*

Infusing Creativity and Multimodality Into Early-Years Literacy Teacher Education. *Jennifer Rowsell, Brock University; Sharyn Fisher, Rutgers University - New Brunswick/Piscataway*

Discussant: *Clive M. Beck, OISE/University of Toronto*

**64.044. STEM Professional Development in a High-Poverty Urban Secondary School.** Division K - Teaching and Teacher Education; Symposium  
 Hilton Union Square, Ballroom Level, Continental 1; 5:05-6:35pm

Chair: *Mary Kay Stein, University of Pittsburgh*

Participants:

Professional Development Designed to Help Mathematics and Science Teachers Lead Productive Classroom Discussions. *Jennifer Lorraine Cartier, University of Pittsburgh; Margaret S. Smith, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*

Changes in Teachers' Capacities to Attend to and Make Use of Students' Thinking. *Margaret S. Smith, University of Pittsburgh; Jennifer Lorraine Cartier, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*

Impacting Teachers' Practice Through Professional Development. *Samuel L. Eskelson, University of Pittsburgh*

Planning for Rigorous Instruction: How Teachers' Beliefs About Their Practice Influence Efforts to Improve Instruction. *Jennifer L. Russell, University of Pittsburgh*

Discussants: *Rich Milner, Vanderbilt University; Joan E. Talbert, Stanford University*

**64.045. Teacher Noticing of Student Thinking: New Domains, New Methodologies, and New Perspectives.** Division K - Teaching and Teacher Education; Symposium  
 Westin St. Francis, Second Level, Elizabethan C; 5:05-7:05pm

Chair: *Elizabeth B. Dyer, Northwestern University*

Participants:

A Model of Change: Connecting Teacher Noticing to Improved Student Learning Outcomes. *Rosemary Russ, University of Wisconsin - Madison; Miriam G. Sherin, Northwestern University*

Elementary Teachers' Noticing Students' Science Ideas. *Melissa J. Luna, West Virginia University*

Music Teacher Noticing of Student Thinking in Improvisation. *Kimberly Lansinger Ankney, Northwestern University*

Why Was That Interesting? Teacher-Identified Purposes for Attending to Students' Mathematical Thinking. *Adam A. Colestock, Northwestern University*

Teacher Noticing to Support Collaboration Among Teachers. *Elizabeth B. Dyer, Northwestern University*

A New Online Tagging Tool for Exploring Teacher Noticing. *Janet Dawn Kim Walkoe, University of Maryland*

Discussant: *Daniel I. Chazan, University of Maryland*

**64.046. Teachers' Beliefs About English Language Learners: A Poverty of Belief?** Division K - Teaching and Teacher Education; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 5:05-6:35pm

Chair: *Fernando Naiditch, Montclair State University*

Participants:

Teacher Beliefs About English Language Learners: A Critical Review of the Literature. *Tamara F. Lucas, Montclair State University; Ana Maria Villegas, Montclair State University; Adrian D. Martin, Montclair State University*

English Is Not All That Matters: Challenging a Majoritarian Story Found in Research, Policy, and Practice. *Kara Mitchell Viesca, University of Colorado - Denver*

Unraveling Bilingual Teachers' Efficacy and Epistemological Beliefs. *Belinda Bustos Flores, The University of Texas - San Antonio*

The Invisibility of Language: ESOL-Endorsed Mainstream Teachers' Beliefs About Language Learning and Their Roles as Teachers of ELLs. *Ester J. de Jong, University of Florida; Candace Ann Harper, University of Florida; Maria R. Coady, University of Florida*

Discussant: *Lilia I. Bartolome, University of Massachusetts - Boston*

**64.047. The Problem-Solving Cycle: Multiple Studies of a Mathematics Professional Development Program.** Division K - Teaching and Teacher Education; Symposium  
 Hilton Union Square, Ballroom Level, Continental 3; 5:05-6:35pm

Chair: *Hilda Borko, Stanford University*

Participants:

Impact of the Problem-Solving Cycle on Participating Teachers' Classroom Instruction. *Karen A. Koellner, Hunter College - CUNY; Jennifer K. Jacobs, University of Colorado - Boulder*

Facilitation Practices for Rich Mathematical and Pedagogical Discussions. *Rajeev Virmani, University of San Francisco; Charmaine Mangram, Stanford University; Edit Khachatryan, Stanford University; Hilda Borko, Stanford University*

Full-Scale Implementation of the Problem-Solving Cycle: A District's Perspective. *Joanie Funderburk, Cherry Creek School District*

Improving Classroom Dialogue in Math and Science Classrooms: Implementation Findings. *Tina Seidel, Technische Universität München; Alexander Gröschner, TU München; Katharina Elisabeth Kiemer, TU München; Ann-Kathrin Pehmer, TU München*

Scaling Up the Problem-Solving Cycle Model: Preparing Site-Based Professional Development Leaders. *Charmaine Mangram, Stanford University; Susan Louise Million, Stanford University; Hilda Borko, Stanford University*

Discussant: *Megan L. Franke, University of California - Los Angeles*

**64.048. Unpacking the Attack on Teacher Education in the United States: Corporatization, Unaccountability, and the Neoliberal Regime.** Division K - Teaching and Teacher Education; Invited Session  
 Westin St. Francis, Second Level, Elizabethan D; 5:05-6:35pm

Chair: *Kenneth Zeichner, University of Washington*

Participants:

The Role of Venture Philanthropy, Education Think Tanks, and Educational Reform Advocacy Organizations in Shaping Teacher Education Policy and Media Coverage in the United States. *Kenneth Zeichner, University of Washington*

From PACT to Pearson: The Teacher Performance Assessment and the Corporatization of Teacher Education. *Ann Berlak, Retired; Barbara Madeloni, University of Massachusetts - Amherst*

The Neoliberal Assault on Teacher Education in the United States: How Corporate Education Reform Is Transforming Our Work, Why We Should Care, and How We Can Resist. *Barbara Madeloni, University of Massachusetts - Amherst; Kysa Nygreen, University of Massachusetts - Amherst; Jennifer Cannon, University of Massachusetts - Amherst*  
 Legality or Justice? Engaging Teachers and Community to Interrupt the Neoliberal/White Supremacist Project in Education. *David O. Stovall, University of Illinois at Chicago*

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

**64.049. Achievement Gaps in the Era of No Child Left Behind (NCLB): Measurement, Trends, and the Impact of NCLB.** Division L - Educational Policy and Politics; Symposium  
 Westin St. Francis, Second Level, Oxford; 5:05-6:35pm

Chair: *Andrew Dean Ho, Harvard Graduate School of Education*

Participants:

Practical Achievement Gap Estimation in the Era of No Child Left Behind. *Andrew Dean Ho, Harvard Graduate School of Education*

Addressing Measurement Error and Sampling Variability in Nonparametric

Gap Estimation. *Sean F. Reardon, Stanford University*  
 Variability in Gaps Trends in the Era of No Child Left Behind. *Kenneth Shores, Stanford University; Rachel Valentino, Stanford University; Demetra Kalogrides, Stanford University; Sean F. Reardon, Stanford University*  
 Left (Less Far) Behind? Academic Achievement Gaps in the Era of No Child Left Behind. *Erica Greenberg, Stanford University; Demetra Kalogrides, Stanford University; Sean F. Reardon, Stanford University*

#### 64.050. Educational Policy Making at the Micro and Macro Levels.

Division L - Educational Policy and Politics; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 5:05-7:05pm

Chair: *Kevin G. Welner, University of Colorado - Boulder*

Participants:

Democracy by Fiat: Examining the Enactment of Deliberative Democratic Decision Making Within Persistently Low-Achieving Schools. *Bradley W. Carpenter, University of Louisville; Curtis Anthony Brewer, Clemson University; Trisha Gallagher, Jefferson County Public Schools; Amber Jagers, Jefferson County Public Schools*

Educational Spending and Interstate Variation in Proficiency Cut Scores: Lessons for the Implementation of Common Core Standards. *Douglas S. Reed, Georgetown University*

Latino Educational Opportunity in Discourse and Policy: The White House Initiative on Educational Excellence for Hispanics. *Susana Hernandez, Iowa State University*

Linking Micro and Macro Education Politics Through an Ecology of Games: The Case of the Los Angeles Public School Choice Initiative. *Julie A. Marsh, University of Southern California*

At-Risk Student Averse: Risk Management and Accountability. *Julian Vasquez Heilig, The University of Texas - Austin; Michelle D. Young, University Council for Educational Administration; Amy Rachel Williams, The University of Texas - Austin*

Discussant: *Rand Quinn, University of Pennsylvania*

#### 64.051. Homelessness and Student Mobility.

Division L - Educational Policy and Politics; Paper Session

Westin St. Francis, Second Level, Hampton; 5:05-6:35pm

Chair: *Erica Owyang Turner, University of Wisconsin - Madison*

Participants:

Educational Equity for Migrant Children in China: A Policy Analysis. *Fuxing Liu, Beijing Normal University; Shuiyun Liu, Beijing Normal University; Yafeng Yu, Beijing Normal University*

Living and Learning at the Intersection: Student Homelessness and Complex Policy Environments. *Alexandra E. Pavlakis, University of Wisconsin - Madison; Peter Michael Miller, University of Wisconsin - Madison*

Pedagogizing Homelessness: Educating the Laboring (Homeless) Self. *Jessica Gerrard, The University of Melbourne*

The Levels of Student Mobility: Evidence and Policy Interactions. *Alexandra E. Pavlakis, University of Wisconsin - Madison*

Discussant: *Jelena Obradovic, The University of British Columbia*

#### 64.052. The Common Core State Standards Initiative and Educational Equity: Theory, Research, Policy, and Praxis.

Division L - Educational Policy and Politics; Symposium

Westin St. Francis, Second Level, California West; 5:05-7:05pm

Chair: *James A. Banks, University of Washington - Seattle*

Participants:

From National to State to Common: The Evolution of Standards to Advance Educational Equity, 1989-2013. *Robert Rothman, Alliance for Excellent Education*

"It's Not Education by Zip Code Anymore": But What Is the Common Core's Conception of Equity? *Mindy L. Kornhaber, The Pennsylvania State University; Kelly Griffith, The Pennsylvania State University; Alison Tyler, Pennsylvania State University*

How Will the Common Core Generate Equity? The Policy Entrepreneurs' Theory of Action. *Kelly Griffith, The Pennsylvania State University; Mindy L. Kornhaber, The Pennsylvania State University; Alison Tyler, Pennsylvania State University*

Interest Groups and the Common Core State Standards. *Lorraine M. McDonnell, University of California - Santa Barbara; Stephen Weatherford, University of California - Santa Barbara*

Teachers' Use of Common Core Instructional Tools: Is It Working for

All Students? *Felicia Charron Sanders, Research for Action; Rebecca Reumann-Moore, Research for Action*

College and Career Readiness for All? How Teachers Interpret the Common Core Across Curriculum Tracks. *Emily Hodge, The Pennsylvania State University*

Discussant: *Jennifer A. O'Day, American Institutes for Research*

### SIG Sessions

#### 64.053. Adult Education in the United States and Among Global Communities: Similarities and Differences.

SIG-Adult Literacy and Adult Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 5:05-7:05pm

Chair: *Mary V. Alfred, Texas A&M University*

Participants:

Participation in Adult Education and Family Literacy Programs Among African American Primary Caregiving Grandmothers. *Mattyna Stephens, Texas A&M University; Mary V. Alfred, Texas A&M University*

Adult Education, Sustainability, and Poverty Reduction: An Empirical Analysis of Adult Educators' Understanding of Sustainability. *Julia Franz, University of Erlangen - Nuremberg; Annette Scheunpflug, University of Erlangen - Nuremberg*

Informal Learning in Jua Kali Urban Workforce in Kenya and Uganda: Poverty Alleviation Alternative. *Jerome Agelu, The Pennsylvania State University*

International Adult Education in Third-Space Practice, Capacity Building, and Education Aid Collaborations in Malawi. *Joellen Elizabeth Coryell, Texas State University; Misty Sailors, The University of Texas at San Antonio; Oleksandra Sehin, Texas State University; Roxanna Nelson, The University of Texas - San Antonio*

Motivation and Transfer of Literacy Skills in Adult Learners: Report From a Mobile Phone-Based Intervention in Bangladesh. *Kazi Arif Anwar, OISE/University of Toronto*

Discussant: *Marguerite Lukes, City University of New York*

#### 64.054. Exploring the Role of Education in Poverty Reduction and Multicultural Contexts: Caribbean Perspectives.

SIG-Caribbean and African Studies in Education; Symposium

Hilton Union Square, Lobby Level, Plaza B; 5:05-7:05pm

Chair: *Janice B. Fourmillier, Georgia State University*

Participants:

Poverty in the Midst of Plenty: Implications for Education. *Frank C. Worrell, University of California - Berkeley*

Online Teaching, Higher Education, and Poverty Reduction: Hope for a Multicultural Caribbean? *Elna Carrington-Blades, The University of the West Indies; Deborah J. Conrad, SUNY - College at Potsdam; Dennis Conrad, State University of New York; Dyanis Popova, Virginia Polytechnic Institute and State University*

E Pluribus Unum: Mathematics in the Caribbean Context. *Veda Roodal Persad, Simon Fraser University*

"One Nation Under One Groove": Calypso and Multicultural Education. *Dyanis Popova, Virginia Polytechnic Institute and State University; Laurette Maria Stacy Bristol, Charles Sturt University; Celina McEwen, Charles-Sturt*

The Invisible Student: Reflections of Self-Identified Jamaican Homosexual Men—Implications for "Poverty" Reduction. *Andrew Bruce Campbell, University of Toronto*

Formative Classroom Assessment: Increasing Student Opportunity for Upward Social Mobility. *Launcelot Brown, Duquesne University*

Discussant: *Berte Van Wyk, Stellenbosch University*

#### 64.055. Cognition and Assessment: Contemporary Design and Psychometric Modeling Practices.

SIG-Cognition and Assessment; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 5:05-6:35pm

Chair: *George Anthony Benners, New York City Department of Education*

Participants:

Cognitive Analysis and Model Fit of Postsecondary Higher-Order Domain Knowledge Assessment. *Louise G. Yarnall, SRI International; Lawrence P. Gallagher, SRI International; Yukie Toyama, University of California - Berkeley*



Enhancing Test Comprehension by Reducing Reading Demands: Cognitive Effects of Test Item Design. *Steffani Sass, IPN - Leibniz Institute for Science and Mathematics Education; Kerstin Schütte, IPN*  
 Strategic Measurement Model Selection for Conceptual Diagnostic Instruments. *Glen Davenport, University of Connecticut; H. Jane Rogers, University of Connecticut*  
 Using Think-Aloud Protocols to Aid in the Preparation of a Practice Analysis for a Large-Scale Licensure Examination. *Matthew Joseph Burke, American Institute of Certified Public Accountants; Joshua I. Stopek, American Institute of Certified Public Accountants*  
 Discussant: *Russell Almond, Florida State University*

**64.056. Critical Pedagogies, Narratives, and Discourses in Early Childhood Education.** SIG-Critical Perspectives on Early Childhood Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 9; 5:05-7:05pm  
 Chair: *Mariana Souto-Manning, Teachers College, Columbia University*  
 Participants:  
 Using Critical Literacy to Help Second Graders Deconstruct Dominant Discourses. *Stacia M. Stribling, George Mason University; Elizabeth K. DeMulder, George Mason University*  
 Discursive Constructs of Childhood Obesity and Inequities in Young Children and Families' Access to Food. *Kia S. Rideaux, University of North Texas; Michelle Salazar Perez, University of North Texas*  
 How Do Toddlers Tell Their Stories? Possibilities for Defining and Representing Narratives. *Emmanuelle Fincham, Teachers College, Columbia University*  
 Preschool Bilingual Children's Literary Talk About Race During Whole-Group Read-Aloud. *So Jung Kim, University of Illinois at Urbana-Champaign; Young Ah Lee, The Ohio State University - Lima*  
 Teaching Multiculturally in the Early Years: Story Acting and Storytelling in a Kindergarten Classroom. *Mariana Souto-Manning, Teachers College, Columbia University*

**64.057. Reexamining the "Puzzle of Political Participation": Exploring the Role of Schools and Education in Political Engagement.** SIG-Democratic Citizenship in Education; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 5:05-6:35pm

Chair: *Adam Gamoran, University of Wisconsin - Madison*  
 Participants:  
 Educational Attainment, Postsecondary Enrollment, and Voter Turnout Among American Youth (1974-2008). *Carl Frederick, Harvard Kennedy School, Harvard University*  
 Educational Attainment, Political Participation, and Causal Heterogeneity. *Deven Edward Carlson, University of Oklahoma*  
 Voice Lessons: The Effect of Verbal Skills Acquired in School on Civic Engagement. *Meghan Condon, Loyola University Chicago*  
 Experiences of School Authority Relations and Citizenship Outcomes. *Sarah Bruch, University of Iowa*  
 Discussant: *Sara Elizabeth Dahill-Brown, Wake Forest University*

**64.058. Teacher Preparation, Instructional Practices, and Educational Policy: Insights From Dewey.** SIG-Dewey Studies; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 5:05-7:05pm

Chair: *David M. Callejo Perez, Saginaw Valley State University*  
 Participants:  
 Daring Freedom? Beginning Teachers' Engagement With the Question of What Justifies Their Practice. *Dirck Roosevelt, Brandeis University*  
 Discontinuity and Learning: Dewey on the Struggle of Learning. *Andrea R. English, Mount Saint Vincent University*  
 Engaging Attentive Care in Preservice Teaching and Professional Development Practices. *Sarah L. Thomas, University of Nebraska - Lincoln; Jillian Harpster, University of Nebraska - Lincoln; Amanda Krivda, University of Nebraska - Lincoln*  
 How Dewey Can Help Bring About Third-Order Change With the Common Core Standards. *Donna A. Breault, West Virginia University*  
 I Have One Question: Engaging Students Through the Formative Assessment Process. *Rob McEntarffer, Lincoln Public Schools*  
 Poetics as Imaginative Projection for Teacher Education: Dewey's Aesthetics Revisited. *Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University*  
 Discussant: *Margaret A. Macintyre Latta, The University of British Columbia - Okanagan*

**64.059. Parent Involvement and Early Childhood Outcomes.** SIG-Early Education and Child Development; Paper Session  
 Hilton Union Square, Lobby Level, Golden Gate 3; 5:05-6:35pm  
 Chair: *Mina Kim, San Francisco State University*  
 Participants:

Building Families' Capacity to Promote Early Literacy Development: A Multiple Case Study of Three Families. *Amber M. Friesen, San Francisco State University; Gretchen D. Butera, Indiana University*  
 A Longitudinal Study of Parenting Behaviors and Young Children's Cognitive Development. *Young-Hee Park, Florida State University; Ithel Jones, Florida State University*  
 Differential Effects of Head Start as a Function of Parental Investment. *Elizabeth B. Miller, University of California - Irvine; George Farkas, University of California - Irvine*  
 Parents' Autonomy Support and Control Strategies During a Puzzle Task With Young Children. *Christina Rinaldi, University of Alberta; Lynn M. McGarvey, University of Alberta; Nina Howe, Concordia University; Jennifer Gordon, University of Alberta*  
 Discussant: *Brent A. McBride, University of Illinois at Urbana-Champaign*

**64.060. Education Philanthropy and Its Impact on Education Reform: Four Cases.** SIG-Education and Philanthropy; Paper Session  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 5:05-6:35pm

Chair: *Kent McGuire, Southern Education Foundation, Inc.*  
 Participants:  
 Assessing for Foundation Contribution: Examining What Data Reveal About Philanthropic Support of 50 In-Need Communities and Their Early Childhood Education Initiatives. *Sousan Arafeh, Southern Connecticut State University; Paula Quenoy, Southern Connecticut State University; Angela K. Frusciante, William Caspar Graustein Memorial Fund*  
 District and Foundation Collaboration: Nurturing Success. *Nicole Sage, Education Northwest; Caillin Scott, Education Northwest*  
 Foundation Investment in Large-Scale Education Reform and the Role of Venture Philanthropy. *Tracy Gray, American Institutes for Research; Maria Stephens, American Institutes for Research*  
 Philanthropy and Its Impact on U.S. Educational Policy: Tracking the Funding of Charter Management Organizations. *Kathleen deMarrais, University of Georgia; Lauren Moret, University of Georgia - Athens*

**64.061. Environmental Literacy: Topics in Science Education.** SIG-Environmental Education; Paper Session  
 Hilton Union Square, Sixth Level, Tower 3 Sutter; 5:05-7:05pm  
 Chair: *Clayton Todd Pierce, University of Utah*  
 Participants:

Developing Environmental Literacy in a California Partnership Academy Model. *Anne Kinney Stephens, University of California - Davis; Heidi L. Ballard, University of California - Davis*  
 Teaching Critical Literacy Through the Natural Environment as Text. *Joan M. Chambers, Lakehead University; Christy Lynn Radbourne, Lakehead University*  
 New Biology Curriculum on the Basis of a National Educational Reform: The Impact of an Educational Intervention on Students' Conceptual Understandings and Environmental Attitudes. *Constantinos C. Manoli, University of Cyprus; Andreas Hadjichambis, Cyprus Centre for Environmental Research and Education; Demetrios G. Mappouras, Cyprus Ministry of Education and Culture; Bruce Johnson, The University of Arizona*  
 Climate Science Knowledge Inventory. *Julie Lambert, Florida Atlantic University; Robert E. Bleicher, California State University - Channel Islands*  
 Rethinking "Good" Citizenship for Environmental Education. *Alexandra Dimick, University at Buffalo - SUNY*  
 A Methodological Approach to Analyze Florida's K-12 Next Generation Sunshine State Science Content Standards. *Michelle Tenam-Zemach, Nova Southeastern University; John Pecore, University of West Florida; Leanne Tenam Lai, Nova Southeastern University; Mandy Kirchgessner, Temple University*  
 Discussant: *Carrie T. Tzou, University of Washington - Bothell*

**64.062. Educational Reform Built on Systematic Studies Using Multiple Data Methods: The Voices of Parents Through Multiple Research Paradigms.** SIG-Family, School, Community Partnerships; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 5; 5:05-7:05pm  
Chair: *Mavis G. Sanders, University of Maryland - Baltimore County*

Participants:

Great Expectations? An Analysis of Title I School-Family Compacts in the Midwest. *Michael P. Evans, Miami University - Oxford; Rachel Radina, Miami University*

Parent, School, and Community Participation in the Development of an After-School Program. *Diana B. Hiatt-Michael, Pepperdine University*

Predicting Family Involvement Across Parents of Elementary and Secondary Students. *Steven B. Sheldon, Johns Hopkins University*

Strategies for High School Parent Involvement: Evidence From the National Center for Scaling-Up Effective Schools. *Katherine Taylor Haynes, Vanderbilt University; Gabrielle Chapman, Vanderbilt University; Timothy Drake, Vanderbilt University; Ellen B. Goldring, Vanderbilt University*

Realigning Form and Function in an Urban High School's Student Engagement Initiatives. *Cristine Hinman Chopra, University of Washington; Margery B. Ginsberg, University of Washington - Seattle*

**64.063. The Allocation of Fiscal and Human Resources Across Education Systems.** SIG-Fiscal Issues, Policy, and Education Finance; Paper Session

Parc 55, Fourth Level, Mission I; 5:05-7:05pm

Chair: *Eric A. Houck, University of North Carolina - Chapel Hill*

Participants:

Assessing Differences in Instructional Quality Across School Districts: A New Conceptual and Empirical Framework. *Tammy Kolbe, The University of Vermont; Jennifer K. Rice, University of Maryland; Morgaen L. Donaldson, University of Connecticut*

Principals as Teachers: Measures of Quality and Distribution in the School Leadership Labor Supply. *Peter Trabert Goff, University of Wisconsin - Madison*

Examining the Relative Cost and Allocational Preferences of High Schools Using Student-Centered Learning. *Lawrence J. Miller, University of Washington - Bothell; Betheny Gross, University of Washington; Monica Oujidani, Center on Reinventing Public Education*

Technical and Allocative Efficiency in South Carolina's Public Schools. *Robert Charles Knoeppel, Clemson University; Matthew R. Della Sala, Clemson University*

The Recent Financial Crisis and Public Schools in Texas: An Analysis of Expenditure and School Inputs Data. *Charisse Atibagos Gulosino, Columbia University Teachers College; Hajime Mitani, Vanderbilt University - Peabody College*

The Impact of Rising Healthcare Costs on Education. *Thomas Edward Davis, University of Maryland*

Discussants: *Alex J. Bowers, Teachers College, Columbia University; Diana Epstein, American Institutes for Research*

**64.064. Powerful Learning: Exploring the Educational and Civic Outcomes of Youth Organizing.** SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium

Hilton Union Square, Lobby Level, Golden Gate 7; 5:05-7:05pm

Chair: *John S. Rogers, University of California - Los Angeles*

Participants:

Pathways to Political Engagement: High School Student Government and Grassroots Youth Organizing. *Veronica Terriquez, University of Southern California*

Youth Organizing: Empowering Youth to Politicize Their Immigrant Families. *Hyeyoung Kwon, USC*

The Impact of Youth Organizing on Postsecondary Outcomes for Low-Income Young Adults. *Wendy Y. Perez, University of California - Los Angeles*

I Am Involved in Something Big: Youth Organizing's Influence on Conceptions of Political Engagement. *John S. Rogers, University of California - Los Angeles*

Discussant: *Joseph E. Kahne, Mills College*

**64.065. ¿Quién Somos? Examinations of the Academic Identities of Latinos in the United States.** SIG-Hispanic Research Issues; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 1; 5:05-7:05pm

Chair: *Jean Rockford Aguilar-Valdez, University of North Carolina - Greensboro*

Participants:

Indigenous Mexican Youth, Ethnic Identity, and Academic Engagement.

*William Perez, Claremont Graduate University; Rafael Vasquez, Claremont Graduate University; Cynthia Maribel Alcantar, New York University; Marysol Arce, Claremont Graduate University*

The Intersection of Masculinity, Race, and Ethnicity in the Academic Identities of Latino Males. *Mellie Torres, New York University*

Defying Marginalization: The Literacy Practices of Latino Undergraduate Students in the Borderlands. *Luciene Soares Wandermurem, The University of Texas - El Paso*

We Too Are Visible: Survivors of the American Educational Apartheid. *Adonay A. Montes, University of La Verne; Laurie Schroeder, University of La Verne; Cleveland Hayes, University of La Verne*

Mexican-Origin Ghetto Nerds: Portraits of Working-Class "High Achievers". *Juan Fernando Carrillo, University of North Carolina - Chapel Hill*

Discussant: *Margarita Jimenez-Silva, Arizona State University*

**64.066. Migration, Immigration, and Education.** SIG-International Studies; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 5:05-6:35pm

Chair: *Gustavo E. Fischman, Arizona State University*

Participants:

American Dreaming: Chinese Parents' Hopes for Their Only Child. *Linda Serra Hagedorn, Iowa State University; Jiayi Hu, Iowa State University*

Deferred Dreams: Unaccompanied African Youth's Educational Development Experiences in the Canary Islands, Spain. *Valerie Auger-Voyer, University of Amsterdam; Martha A. Montero-Sieburth, University of Amsterdam; Lidia Cabrera, Universidad de La Laguna*

Managing Cultural Diversity in the Hong Kong Classroom: Teachers' Narratives of Their Influence on Ethnic Minority Students' Performance and Home-School Collaboration. *Ming-tak Hue, The Hong Kong Institute of Education*

Missing Voices: An Analysis of Nonacademic Issues Affecting the Experiences of Muslim International Students: An Ontario Case Study. *Ali Khorsandi Taskoh, University of Western Ontario*

Discussant: *Genevieve Ngozi Aglazor, Ph.D., Tarleton State University*

**64.067. Towards Rich Policies and Practices: Critical Perspectives of Multilingual Children's Languages and Literacies Across Multiple Dimensions.** SIG-Language and Social Processes; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 5:05-6:35pm

Chair: *Celia S. Genishi, Teachers College, Columbia University*

Participants:

"Naci Hablando los Dos": Young Multilinguals Reflect on Their Language Practices. *Ysaaca Axelrod, Clemson University*

Emergent Bilinguals Being and Becoming Multiliterate: Chronotypes of Classrooms. *Lorraine Theresa Falchi, Teachers College, Columbia University*

Learning in the Laundromat: First-Grade Emergent Bilinguals Document Their Families and Communities Through Photography. *Maria Paula Ghiso, Teachers College, Columbia University; Patricia Martinez-Alvarez, Teachers College, Columbia University*

Standardized Deficits: Examining the Policy Narrative in Early Language and Literacy Policies. *Tamara Glupczynski Spencer, Montclair State University*

Discussant: *Celia S. Genishi, Teachers College, Columbia University*

**64.068. The Dance of Stance: Affective/Epistemic Stance and the Problem of Interiority in Pedagogical Encounters.** SIG-Learning Sciences; Symposium

Parc 55, Second Level, Haight; 5:05-6:35pm

Chairs: *Greg Thompson, University of California - San Diego; Lynda D. Stone, California State University - Sacramento*

Participants:

Mediating Stance in a Physics Telementoring Session. *Robert A. Lecusay, University of California - San Diego*

Managing the Affective, Cognitive, and Aesthetic Dimensions of Dialogic Teaching. *Julia Snell, King's College London; Adam Lefstein, Ben Gurion University of the Negev*

Affect as a Resource for Regulating Learning. *Lynda D. Stone, California State University - Sacramento*

Affective and Epistemic Stance and Appeals for Assistance in a Tutoring Session. *Greg Thompson, University of California - San Diego*

Stance as a Resource for Constructing and Contesting Engineering

Identities. *Kevin O'Connor, University of Colorado - Boulder; Louisa Harris, University of Colorado - Boulder*

Discussant: *Jay L. Lemke, University of California - San Diego*

**64.069. Using and Analyzing Games for Learning: Expanding Contexts of Games-Based Research.** SIG-Media, Culture, and Curriculum; Paper Session

Sir Francis Drake, Second Level, Carmel; 5:05-6:35pm

Chair: *Alecia Marie Magnifico, University of Illinois at Urbana-Champaign*  
Participants:

The "Holding Power" of Making Video Games: Grounding STEM Coursework in a Culture of Authentic Competition and Collaboration. *William Quinn Burke, College of Charleston; Yasmin B. Kafai, University of Pennsylvania; Chad Mote, University of Pennsylvania*

Gaming as a Gateway to ICT (Information and Communication Technology) Careers. *Barbara Zebe Johnson, University of Wisconsin - Whitewater; Elizabeth M. King, University of Wisconsin - Whitewater; Elisabeth R. Hayes, Arizona State University; Amy Welsh, University of Wisconsin - Whitewater; Dominique Malone, University of Wisconsin - Whitewater*

Game-Based Assessment: An Integrated Model for Capturing Evidence of Learning in Play. *V. Elizabeth Owen, University of Wisconsin - Madison; Benjamin Shapiro, Tufts University; Richard R. Halverson, University of Wisconsin; Shannon Linehan Harris, University of Wisconsin - Madison; Meagan K. Rothschild, University of Wisconsin - Madison*

Assessing Design Thinking in Online Affinity Spaces. *Sean C. Duncan, Indiana University*

Frames at Play: Situated Engagement With Research Ethics Games. *Benjamin M Devane, University of Florida; Margeaux C. Johnson, University of Florida; Michelle Leonard, University of Florida; Richard E. Ferdig, Kent State University*

Discussant: *Deborah A. Fields, Utah State University*

**64.070. Keynote Address: Little-Known Truths, Quirky Anecdotes, Seething Scandals, and Even Some Science in the History of (Primarily Achievement) Motivation.** SIG-Motivation in Education  
Cosponsored with Division C - Learning and Instruction; Invited Session

Hilton Union Square, Ballroom Level, Continental 2; 5:05-6:35pm

Chair: *Sandra Graham, University of California - Los Angeles*

Presenter: *Bernard Weiner, University of California - Los Angeles*

**64.071. Knowledge and Virtue in Teaching and Learning.** SIG-Philosophical Studies in Education; Symposium  
Hilton Union Square, Lobby Level, Plaza A; 5:05-7:05pm

Chair: *Elizabeth Campbell, OISE/University of Toronto*

Participants:

Leveraging Student Thinking in Educational Work: A Response to Sockett. *Barbara S. Stengel, Vanderbilt University*

Carving Space in Teacher Preparation for the Skeptical Elements of Dispositions. *Susan L. Verducci, San José State University*

What Does It Mean to Take Seriously the Person in the Role of Teacher? *David T. Hansen, Teachers College, Columbia University*

Value Tensions in Teaching: Cultivating Dispositions. *Deborah Kerdeman, University of Washington*

Discussant: *Hugh T. Sockett, George Mason University*

**64.072. Investigating Motivation in Problem-Based Learning.** SIG-Problem-Based Education; Paper Session  
Parc 55, Fourth Level, Lombard; 5:05-6:35pm

Chair: *Mahnaz Moallem, University of North Carolina - Wilmington*

Participants:

A Dynamic Analysis of Asynchronous and Synchronous Communication in Online PBL: The Impact of Motivation. *Bas Giesbers, Maastricht University; Bart Rienties, Maastricht University; Dirk Tempelaar, Maastricht University; Wim H. Gijssels, Maastricht University*

Gains in Self-Rated Competencies in Problem-Based Learning Groups. *Antonia B. Scholkmann, University of Hamburg; Marlise Kueng, University of Applied Sciences and Arts Northwestern Switzerland FHNW*

The Role of Newly Prepared PBL (Problem-Based Learning) Teachers' Motivational Beliefs and Perceptions of School Conditions in Their PBL Implementation. *Mary English, George Mason University*

A Cross-Cultural Study of Problems and Motivation in Problem-Based

Learning: A Comparison of U.S. and Turkish Preservice Teachers. *Woei Hung, University of North Dakota; Şerife AK, Adnan Menderes University; Jodi Bergland Holen, University of North Dakota*

Discussant: *Elizabeth A. Jordan, The University of British Columbia*

**64.073. Family and Community Values.** SIG-Religion and Education; Paper Session

Parc 55, Third Level, Mason; 5:05-7:05pm

Chair: *Roseli Fischmann, Methodist University of Sao Paulo and U.S.P.*

Participants:

"I Want My Kids to Have Great Sex!" Conservative Christians and Sexual Education. *Patricia Ann Maloney, Texas Tech University; Lauren Amelia Dent, Texas Tech University*

Christianity and Academic Motherhood: In Pursuit of Personal Wellness. *Christy Moran Craft, Kansas State University; Jo Maseberg-Tomlinson, Kansas State University*

Religion and Social Capital: Examining the Roles of Religious Affiliation and Salience on Parental Network Closure. *Julie J. Park, University of Maryland - College Park*

Savior Mentality or Social Justice Orientation: How Preservice Teachers' Mission Work Frames Learning to Teach. *Kimberly R. White, Carroll University*

Discussant: *Gerald M. Cattaro, Fordham University*

**64.074. African American Male Faculty in Predominantly White Institutions: Challenging Hegemony Through Scholarly Personal Narrative (SPN).** SIG-Research Focus on Black Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 5:05-6:35pm

Chair: *Fred Arthur Bonner, Rutgers University - New Brunswick/Piscataway*

Participants:

Say Brother, Can You Spare the Time? The Critical Need for Faculty Mentoring. *Fred Arthur Bonner, Rutgers University - New Brunswick/Piscataway*

Navigating Challenging Encounters in Academe: The Account of an African American Male Faculty Member. *J. Luke Wood, San Diego State University*

Faculty of Color Tipping the Scales: White Anxieties About the Changing Racial Demography of the U.S. Professoriate? *Roland W. Mitchell, Louisiana State University*

Discussants: *Dave A. Louis, Western Michigan University; J. Luke Wood, San Diego State University; Robert Terry Palmer, Binghamton University - SUNY; T. Elon Dancy, University of Oklahoma; Roland W. Mitchell, Louisiana State University*

**64.075. Who Are We? Understanding AAPI (Asian American and Pacific Islander) Identities and Their Influence on Research.** SIG-Research on the Education of Asian and Pacific Americans; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 5:05-6:35pm

Chair: *Christin A. DePouw, University of Wisconsin - Eau Claire*

Participants:

Fulfilling the Dreams of My Mother: The Role of Family in the Educational Trajectories of Young Pakistani Muslim Women. *Sara Mehdi Zaidi, CUNY*

"My Dad Is Samurai": Spatial and Discursive Positioning of Mixed Heritage Identity. *Satoko Shao-Kobayashi, California State University - Northridge*

Contours of Ethnicity for Hmong American Students. *Rican Vue, University of California - Los Angeles*

The Role of Whiteness in Asian American Identity Production in U.S. Schools. *Melissa L. Kwon, University of Minnesota - Twin Cities; Erin Lee Dyke, University of Minnesota; Vichet Chhuon, University of Minnesota; Bic H. Ngo, University of Minnesota*

Asian-Crit: Toward an Asian Critical Theory in Education. *Samuel D. Museus, University of Hawaii - Manoa; Jon Iftikar, University of Wisconsin - Madison*

Discussant: *Mitsu Narui, The Ohio State University*

**64.076. Monitoring School Violence: Lessons Learned and Challenges for International Collaboration.** SIG-Safe Schools and Communities; Working Group Roundtable

Hotel Nikko, Third Level, Nikko I; 5:05-6:35pm



Chair: *Mona Khoury-Kassabri, e, The Hebrew University of Jerusalem*

Participants:

- Implementing Monitoring Systems on Multiple Levels: Lessons Learned From Israel. *Rami Benbenishty, Bar-Ilan University*
- Monitoring School Violence in California: Lessons Learned. *Ron Avi Astor, University of Southern California*
- The First Stages of the Design, Development, and Validation of a Monitoring System of School Violence and School Climate in Chile: A Prospect. *Veronica Lopez, Pontificia Universidad Catolica de Valparaiso; M. Angeles Bilbao, Pontificia Universidad Catolica de Valparaiso; Paula Ascorra, Pontificia Universidad Catolica de Valparaiso*
- An Overview and Discussion of the Potential Contribution and Challenges of Local, National, and International Systems to Monitor School Violence. *Mona Khoury-Kassabri, e, The Hebrew University of Jerusalem*

**64.077. Seeking a Theoretically Informed Model for Learning Biology With Multiple External Representations.** SIG-Science Teaching and Learning; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 6; 5:05-6:35pm

Chair: *David F. Treagust, Curtin University*

Participants:

- Learning Biology With Multiple Representations: A Three-Dimensional Theoretical Model. *Chi-Yan Tsui, Curtin University*
- Visualization in Teaching and Learning Biology: Some Inherent Challenges. *Billie Eilam, University of Haifa*
- Conceptual Representations to Foster Cognitive and Metacognitive Skills. *Lei Liu, Educational Testing Service; Cindy E. Hmelo-Silver, Rutgers University*
- Animating DNA Digestion for Promoting Students' Comprehension. *Anat Yarden, Weizmann Institute of Science; Hagit Yarden, Technion Institute of Technology*
- Multilevel Computer-Based Models of Emergent Phenomena: Supporting and Assessing Complex Biology Learning. *Barbara C. Buckley, WestEd*
- Experts' Viewpoints on Challenges and Requirements for Learners' Effective Translation Across MERs (Multiple External Representations) in Biology. *Konrad Schönborn, Linköping University; Susanne Bögeholz, Georg-August-Universität Göttingen*

**64.078. Providing and Documenting Beneficial Service-Learning Experiences.** SIG-Service-Learning & Experiential Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 5:05-6:35pm

Chair: *Virginia M. Jagla, National-Louis University*

Participants:

- A Research Strategy for K-12 School-Based Service-Learning: Strengthening the Evidence Base for Assessing Academic Achievement and School Success. *Andrew Furco, University of Minnesota*
- Findings From a Case Study of Service-Learning in Japan: Working With Environmental Recovery From Minamata Disease. *Tetsuo Kuramoto, Saga National University; Kenji Tsuyuguchi, Ehime University; Taiji Hatanaka, Kyushu University*
- Learning From Community Field Experiences in Teacher Preparation. *Kathleen Tice, The University of Texas - Arlington; Larry Nelson, The University of Texas - Arlington*
- The Impact of Economic Factors on Academic Service-Learning Partnerships: Insights From an Egyptian Context. *Neivin M. Shalabi, University of Denver*
- Teaching Across the Community: Adopting Service-Learning Field Experiences to Support English Language Learners. *Alan Scott Tinkler, The University of Vermont; Barri E. Tinkler, The University of Vermont*
- Hope-Focused Service-Learning. *Lenora Marie Lemay, University of Alberta; Jason Scott Daniels, University of Alberta*

**64.079. Human Rights Education: International Research From Colombia, Kuwait, Ireland, Northern Ireland, and the United States.** SIG-Social Studies Research; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 5:05-6:35pm

Chair: *Kathy Bickmore, OISE/University of Toronto*

Participants:

- From Belfast to Medellín: Adolescents' Ideas About Human Rights. *Keith*

*C. Barton, Indiana University; Arlene Benitez, Indiana University; Heather Hagan, Indiana University*

- A Human Rights Informed Approach: Working Towards the Democratisation of Organisational and Pedagogical Relations. *Anna Maria Kavanagh, St. Patrick's College, Dublin City University*
- "It's All About Life": The Impact of Knowledge and Belief on Policy and Practice in Human Rights Education in Ireland. *Fionnuala Waldron, St. Patrick's College; Brian Ruane, St. Patrick's College*
- Enacting Human Rights Curricula: A "Critical Case of Possibility" From Kuwait. *Rania Al-Nakib, Gulf University for Science and Technology*
- Discussant: *Carole L. Hahn, Emory University*

**64.080. Social Processes and Noncognitive Outcomes.** SIG-Sociology of Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 5:05-6:35pm

Chair: *Carolyn J. Riehl, Teachers College, Columbia University*

Participants:

- Accountability, Student Mobility, and Noncognitive Dimensions of Schooling. *Peter Rich, New York University; Jennifer Jennings, New York University*
- Entrepreneurial Development From Adolescence to Adulthood: The Role of School Attachment. *Guan Saw, Michigan State University; Barbara Schneider, Michigan State University*
- Inspiration and Preparation: High School Experiences and the Relationship to Students' Likelihood of Pursuing a Science Technology Engineering and Mathematics (STEM) Degree. *Martha Cecilia Bottia, University of North Carolina - Charlotte; Elizabeth Stearns, University of North Carolina - Charlotte; Roslyn Arlin Mickelson, University of North Carolina - Charlotte; Ashley Ann Parker, University of North Carolina - Charlotte; Stephanie Moller, University of North Carolina - Charlotte*
- The Relationship Between Teachers' Beliefs About Students' Potential and Students' Educational Outcomes. *Jane Rochmes, University of Michigan*

**64.081. Model Selection, Model Fit, and Measurement Invariance in Structural Equation Modeling.** SIG-Structural Equation Modeling; Paper Session  
Parc 55, Third Level, Powell I; 5:05-6:35pm

Chair: *Wen-Juo Lo, University of Arkansas*

Participants:

- Effect-Size Index for Evaluation of Model-Data Fit in Structural Equation Modeling. *Mengyao Cui, Florida State University; Yanyun Yang, Florida State University*
- On the Adequacy of SEM Model Fit Indices to Detect Cohort Effects in Accelerated Longitudinal Designs. *Xiaoshu Zhu, University of Maryland - College Park; Jeffrey R. Harring, University of Maryland; Yong Luo, University of Maryland, College Park*
- The Role of Measurement Quality on Practical Guidelines for Assessing Measurement Invariance. *Yoonjeong Kang, University of Maryland - College Park; Gregory R. Hancock, University of Maryland*
- Investigating Goodness-of-Fit Indices to Detect Measurement Invariance in the Bifactor Model. *Jam Khojasteh, University of Arkansas; Wen-Juo Lo, University of Arkansas; Sean W. Mulvenon, University of Arkansas*
- Variables Influencing Factor Recovery in Exploratory Factor Analysis With Ordinal Data. *Rong Jin, American Institutes for Research; James Algina, University of Florida*
- Discussant: *Stephen A. Sivo, University of Central Florida*

**64.082. Building Economic Opportunity Through Education: Results From Three Innovative Programs in New York City.** SIG-Urban Learning, Teaching, and Research; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 5:05-6:35pm

Chair: *Carson Hicks, Center for Economic Opportunity*

Participants:

- Follow-Up Evaluation of the CEO Young Adult Literacy Program: July 2009 to December 2010. *Allison D'Amour Meisch, Westat; Nancy Thornton, Capella University; Jennifer A. Hamilton, Westat*
- Results Thus Far and the Road Ahead: A Follow-Up Report on CUNY Accelerated Study in Associate Programs (ASAP). *Donna Linderman, City University of New York; Zineta Kolenovic, City University of New York*
- Learning Together: How Families Responded to Education Incentives in New York City's Conditional Cash Transfer Program. *David Greenberg, MDRC*

### Division and SIG Roundtables

#### 64.083. Roundtable Session 57; Roundtable Session

##### 64.083-1. Mentoring in STEM Programs. SIG-Mentorship and Mentoring Practices; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chair: *Barbara C. Roquemore, Georgia College & State University*

##### Participants:

Flying by the Seat of Their Pants: Mentors of Beginning Mathematics and Science Teachers. *Laurel Kathleen Dietz, The University of Texas - Austin*

Graduate Student-Advisor Relationship and the Development of Excellence in STEM in Top STEM Graduate Students. *Stijn Johnny Smeets, Vanderbilt University; David Lubinski, Vanderbilt University; Camilla P. Benbow, Vanderbilt University*

Lessons From a University-Based Mentoring Program. *Jean Sangmin Lee, Indiana University; Jill Bradley-Levine, University of Indianapolis; Tyonka Perkins, University of Indianapolis; Gina Gabriele Mosier, University of Indianapolis*

##### 64.083-2. Math and Science in Rural Schools. SIG-Rural Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chair: *Kristine M. Reed, University of South Dakota*

##### Participants:

Getting Ahead in Mathematics and Science: Algebra I and Advanced Course Offerings in Rural Schools. *Kathryn S. Schiller, University at Albany - SUNY; Sarah J Zuckerman, University at Albany - SUNY; Paul George Wilner II, University at Albany - SUNY*

Meeting Rural Science Teachers' Needs: Professional Development With Ongoing Technology-Delivered Instructional Coaching. *Gina Michelle Kunz, University of Nebraska - Lincoln; Gwen Nugent, University of Nebraska - Lincoln; Sue Ellen DeChenne, University of Nebraska - Lincoln; James Houston, University of Nebraska-Lincoln*

RAMP Up to the Common Core: Professional Development for Rural Middle Grades Mathematics Teachers. *James A. Salzman, Ohio University; Robert M. Klein, Ohio University*

##### 64.083-3. Division C Section 3a: Identity and Affect in Learning

**Environments.** Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chairs: *Erica Rosenfeld Halverson, University of Wisconsin - Madison; Julia Dietrich, University of Erfurt*

##### Participants:

Identity Development Through Digital Production in the College Classroom. *Erica Rosenfeld Halverson, University of Wisconsin - Madison; Michelle Beth Bass, University of Wisconsin - Madison*

Parental Interests Inspiring Physical Scientists' Interest in Science: A Qualitative Study. *Devasmita Chakraverty, University of Virginia; Robert H. Tai, University of Virginia*

Scientist Identity Salience and Career Attitudes: Comparing Honors Science Majors With Research Internship Participants. *Brandon Joshua Okechukwu Nzekwe, Florida State University; Susan Carol Losh, The Florida State University*

Student Perceptions of Teacher Humor and Their Relationships to Instruction, Learning, Motivation, and Emotion. *Sonja Rita Bieg, University of Augsburg; Markus Dresel, University of Augsburg*

The Experience of English Language Learners With Project-Based Learning: A Student's Perspective. *Annie Camey Kuo, University of Washington; Bill Palmer, Bellevue School District; Joseph Libolt, Bellevue School District*

##### 64.083-4. Division C Section 3a: Investigations of Out-of-School

**Environments.** Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chairs: *Susan V. Bennett, The University of Mississippi; Julie Moeller, Universität Erfurt*

##### Participants:

Summer Camp in Belize: Developing Youth Leadership and Environmental Awareness. *Susan V. Bennett, The University of Mississippi; Amber McCullough, The University of Mississippi; Jacques D. Singleton, Arkansas State University*

The Effect of Visiting a Science Museum on Students: Evidence From a Randomized Study. *Charlie M. Belin, University of Arkansas; Brian Kisida, University of Arkansas; Jay Phillip Greene, University of Arkansas at Fayetteville*

The University Library Commons as Third Place: Virtual and Social Dimensions of Learning Support. *Vanessa Paz Dennen, Florida State University; Shuang Hao, Florida State University; Samantha Tackett-Bradt, Florida State University; Wade Bradt, Columbus State University*

The Urban Game Park: A Pilot Study of Student Investigations of Animal Behavior Using Motion-Detecting Cameras. *Tom Moher, University of Illinois at Chicago; Joel Brown, University of Illinois at Chicago; Brian J. Reiser, Northwestern University; Alexandra Silva, University of Illinois at Chicago; Tia Shelley, University of Illinois at Chicago; Leilah Lyons, University of Illinois at Chicago*

Understanding Visitor Engagement and Behaviors. *James B. Schreiber, Duquesne University; Andrew Pekarik, Smithsonian Institution; Nadine Hanemann, Smithsonian Institution*

##### 64.083-5. Educational Gaming. Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chair: *Eric Bernstein, University of Southern California - Rossier School of Education*

##### Participants:

Decreasing Intellectual Poverty Through Opening Portals: Optimizing Learning With Gaming. *Michelle Renee Zimmerman, Educational Research Consulting*

Design of Gender-Inclusive Games for Learning. *Wilfried Admiraal, Leiden University; Jantina Huijzena, University of Amsterdam; Geert Ten Dam, University of Amsterdam*

Education From Inside the Bunker: Examining the Effect of a Nuclear Warfare Simulation Game on Nuclear Attitudes and Critical Reflection. *David Isaac Waddington, Concordia University; Tiejia Thomas, Concordia University; Vivek Venkatesh, Concordia University; Ann-Louise Davidson, Concordia University; Kristopher Alexander, Concordia University; Tim Gallant, Concordia University*

##### 64.083-6. Research on the Teaching and Learning of Number and Operations. Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chair: *Sheetal Sood, University of Hartford*

##### Participants:

Equivalence: 35 Years of Research, yet Alternative Conceptions Persist. *Nicole Ralston, University of Washington*

Teaching Number Sense: Role of Cognitive and Explicit Instruction. *Sheetal Sood, University of Hartford; Megan Mackey, University of Hartford*

The Effects of Patterning Instruction on First-Grade Students' Mathematics and Literacy Achievement. *Julie K. Kidd, George Mason University; K. Marinka Gadzichowski, George Mason University; Robert Pasmak, George Mason University; Debbie Gallington, George Mason University; Nedra Lee Cossa, George Mason University*

The Development of an Idealized Number Line: Differentiating Physical Inscription From Mathematical Object. *Kenton Dobrin de Kirby, University of California - Berkeley*

Developing Multiplicative Thinking: Rectangular Arrays and Task-Solving in a Computer Environment. *Amy Huang, University of California - Davis; Rebecca Ambrose, University of California - Davis*

##### 64.083-7. Section 2b Roundtable Symposium: Group Effects and Differences in Learning and Motivation. Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chair: *Revathy Kumar, University of Toledo*

##### Participants:

Sources of Self-Efficacy in Reading and Mathematics: Differences by

Gender, Grade, and Domain. *Amanda R. Butz, University of Kentucky; Theresa G. Taylor, University of Kentucky; Ellen L. Usher, University of Kentucky; Ellen E. Deatrick, University of Kentucky*

Predictors of Teachers' Sense of Efficacy: The Cases of U.S. and Korean Teachers. *YoonJung Cho, Oklahoma State University; Sungok Serena Shim, Ball State University; Myonghee Yang, Kyunghee University*

Self-Beliefs and Science Literacy Achievements Across Different Racial Groups: Analysis of PISA 2006 U.S. Data. *Qingmin Shi, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas*

Chinese Students in Canadian Graduate Programs: Encountering the Epistemic Dissonance. *Xihui Wang, McGill University; Mark W. Aulls, McGill University; Alenoush Saroyan, McGill University*

Models of Social-Networking Site Use and Multitasking Among U.S. and European Students. *Ipek Ozer, Kent State University; Aryn C. Karpinski, Kent State University - Kent; Paul A. Kirschner, Open University of the Netherlands; Jian Li, Kent State University*

#### 64.083-8. Section 2b Roundtable Symposium: Interventions in Students'

**Learning, Motivation, and Behavior.** Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chair: *Paul A. Schutz, The University of Texas - San Antonio*

Participants:

Learning Through Internships: A Qualitative Study of Self-Directed Learning and Critical Reflection. *Karen H. Quartz, University of California - Los Angeles; Jaime Del Razo, Brown University; Marco Murillo, University of California - Los Angeles*

Power-Ups and Soft Skills: An Exploratory Study of a School-Based Badging System. *Peter Samuelson Wardrip, University of Pittsburgh; Samuel Abramovich, University of Pittsburgh; Meghan Bathgate, University of Pittsburgh; Yoon Jeon Kim, Florida State University*

Developing Adaptive Expertise Through Computer-Supported Collaborative Learning. *Hayley Groves, Durham University; Steven Edward Higgins, Durham University; Emma M. Mercier, Durham University*

The Impact of a Short-Term School Intervention About Risks on Social Network Sites. *Ellen Vanderhoven, Ghent University; Tammy Schellens, Ghent University; Martin M. Valcke, Ghent University*

#### 64.083-9. Section 2b Roundtable Symposium: Interventions in Students'

**Social-Emotional Processes.** Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chair: *Toni Kempler Rogat, Rutgers University - New Brunswick/Piscataway*

Participants:

Efficacy of the Social Skills Improvement System Classwide Intervention Program in the Primary Grades. *Weiyi Cheng, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University; James C. Diperna, The Pennsylvania State University; Jill Bellinger, The Pennsylvania State University*

Promoting a Sense of Belongingness and Social Self-Efficacy for Minority Students Through a Summer Enrichment Program. *Mei-Lin Chang, Emory University; Brandi Nicole Hinnant-Crawford, Emory University; Karen L. Falkenberg, Emory University; Amber Marie Jones, Emory University; Adrienne Rochelle Pinkney, Emory University*

The Redesign of a Video Game Design After-School Program for Young Women to Promote and Direct Group Emotional Engagement. *Helen Kwah, New York University; Catherine E. Milne, New York University; Tzuchi Tsai, New York University; Ricki Goldman, New York University; Jan L. Plass, New York University*

#### 64.083-10. Teaching and Learning Science in Diverse Populations.

Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chair: *David DeLiema, University of California - Los Angeles*

Participants:

Addressing Intellectual Poverty and Declining Science Instruction in the Primary Grades: Project SMART. *Roxanne Greitz Miller, Chapman University; Margaret Saucedo Curwen, Chapman University; Kimberly*

*A. White-Smith, Chapman University; Colette Marie O'Bannon, Chapman University; Robert Calfee, Stanford University*

Assessment Conversations in a Middle School Science Classroom With English Language Learners: An Exploratory Study. *Preetha Krishnan Menon, University of California - Santa Cruz*

Science Instruction for Students With Significant Cognitive Disabilities. *Mary A. Hansen, Robert Morris University; Peter W. Heh, University of Pittsburgh; Steven R. Lyon, University of Pittsburgh; Naomi K. Zigmond, University of Pittsburgh*

The Efficacy of Haptic Simulations to Teach Students With Visual Impairments About Temperature and Pressure. *Gina Childers, North Carolina State University; Melissa Gail Jones, North Carolina State University; Brandon Emig, North Carolina State University; Vanessa Stevens, North Carolina State University; Jonathan S. List, North Carolina State University*

#### 64.083-11. Technology and Assessment.

Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

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

Participants:

Applying Computer-Based Assessment (CBA) Technology to Traditional Error Analysis in Elementary Mathematics: Lessons From Maths Assist. *Damian P. Murchan, Trinity College; Elizabeth Oldham, Trinity College; Conor O'Sullivan, Folens Publishers*

Exploring the Use of the Competencies Assessment Tool (CAT) to Facilitate Competencies-Based Assessment. *Elena Cano, Universitat de Barcelona; Georgeta Ion, University of Bucharest; Nati Cabrera, The Open University of Catalonia; Pilar Iranzo Iranzo Garcia, Universidad Rovira i Virgili (Tarragona-Spain)*

Part-Time English Majors' Self-Regulated Learning Assessment: A Case of Web-Based Automated Writing Evaluation in Taiwan. *Bin-Bin Yu, Lunghwa University of Science and Technology*

#### 64.083-12. School Library Roundtable: Challenges, Advocacy, and Motivation.

SIG-Research, Education, Information and School Libraries; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 5:05-6:35pm

Chair: *Delia Neuman, Drexel University*

Participants:

Effects of the "Battle of the Books" Reading Program on Students' Attitudes and Motivation. *Michelle Kowalsky, Rowan University; Cathy Intravaia, William Paterson University*

Quantitative Measures: Challenges for the Future of School Libraries. *Gail K. Dickinson, Old Dominion University; Sue C. Kimmel, Old Dominion University; Carol A. Doll, Old Dominion University*

A Content Analysis of U.S. School Library Advocacy Literature. *Ann D. Ewbank, Arizona State University; Ja Youn Kwon, Arizona State University*

#### 64.084. Roundtable Session 58; Roundtable Session

##### 64.084-1. Addressing Curricular Poverty for Students in Urban Schools:

**Toward a Theory of Globally Relevant Pedagogy.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chairs: *Sarah W. Freedman, University of California - Berkeley; Laura Jeanne Quaynor, University of South Carolina - Aiken*

Participants:

Seeking Globally Relevant Pedagogy: Educating Refugee Students for Citizenship in "International" Schools. *Laura Jeanne Quaynor, University of South Carolina - Aiken*

International Schools, Intercultural Students? Global Awareness, Cultural Relevance, and Citizenship in a Fourth-Grade Classroom. *Ana Tristana Solano-Campos, Emory University*

In Search of Globally Relevant Pedagogues: Recruiting Educators From Abroad to "Inculcate Students in the Global Culture". *Alyssa Hadley Dunn, Georgia State University*

Writing for Impact: The Importance of Global Relevance and Impact for Authentic Writing in the Eighth Grade. *Nadia Behizadeh, Georgia State University*



Globally Relevant Pedagogy and Service-Learning: Foreign Language Students Author Books for Youth in a Developing Nation. *Erica K. Dotson, Clayton State University; Lucie Viakinnou-Brinson, Kennesaw State University*

#### 64.084-2. Educational and Linguistic Issues Among Heritage Language

**Learners.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chair: *Kwangok Song, Bemidji State University*

Participants:

- Code-Switching Practices During Peer Conflict in a Heritage Language Classroom. *Jane Y. Choi, University of California - Santa Barbara*
- How Is Classroom Discourse Related to Reading Comprehension? A Case Study of Collaborative Reasoning in a Chinese Heritage Language Learners' Classroom. *Hsiao-Feng Tsai, National Taiwan Normal University; Ian A. Wilkinson, Ohio State University*
- Why Do Parents Choose a Dual-Language Program? Focusing on a Korean-English Program in the United States. *Jongyeon Ee, University of California - Los Angeles*
- "Okay, I'll Say It in Korean and Then American": Children's Translanguaging Practices in Bilingual Homes. *Kwangok Song, Bemidji State University*

#### 64.084-3. Educational Reform: African American and Latino Youth

**Voices.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chair: *Mark A. Lewis, Loyola University Maryland*

Participants:

- Contesting Stereotypes, Identifying Cultural Wealth: Utilizing Photovoice Methodology to Explore Educational Access for Latino Youth. *Aliah Rayna Carolan-Silva, Horizon Education Alliance; Tamera Izlar, Goshen College*
- In Search of Voice: Student Voice Research Worldwide. *Taucia Gonzalez, Arizona State University; David Isaac Hernandez-Saca, Arizona State University; Alfredo J. Artilles, Ph.D., Arizona State University*
- Inequities and Disparities in U.S. Public Schools' Exclusionary Discipline Practices Involving African American and Hispanic Male Students. *Rebecca A. Neal, Arizona State University*
- Urban Empowerment: Latina/o English Learners' Mathematics Achievement. *Saul Isaac Maldonado, University of California - Santa Cruz; Eduardo Mosqueda, University of California - Santa Cruz*

#### 64.084-4. Educator/Home (Dis)Connections.

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chair: *Susan C. Garton, The University of Alaska - Anchorage*

Participants:

- "The Apple Doesn't Fall Far From the Tree": Teacher Perspectives on Parent-Teacher Trust in a High-Poverty Urban School. *Heather Bleakley, Temple University*
- Challenge or Opportunity? Educating Culturally and Linguistically Diverse Children. *Jane Wakefield, The University of British Columbia*
- Challenges of Immigrant Parents: Listening to Korean Mothers' Perspectives on Their Children's Schooling in the U.S. Context. *Seon-Young Kim, The University of Texas - Austin*
- Teachers' Expectations for Family Involvement for Latino/a ELL Students in STEM. *Beth A. Wassell, Rowan University; Maria Fernandez Hawrylak, University of Burgos; Kathryn Scantlebury, University of Delaware*

#### 64.084-5. Innovative Approaches to Educational Equity.

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chair: *Aaron Thomas Bodle, James Madison University*

Participants:

- Can Public Libraries Level the Playing Field in Reading Achievement? *Victor James Sensenig, The Pennsylvania State University*
- Children's Rights and Educational Inequality: The Impact of Zero Tolerance in Schools. *Valerie Polakow, Eastern Michigan University;*

*Martha N. Baiyee, Eastern Michigan University; Celeste Hawkins, Eastern Michigan University*

Making Sense Together: Urban and Suburban Students Encounter the Educational Divide. *Cynthia Taines, Northern Illinois University*  
Southern Hip-Hop, Black Youth Culture, and the Rejection of a Racialized Institutional Identity. *Khalilah Odessa Ali, Emory University*

#### 64.084-6. Innovative Programs and Perspectives With Low-Income

**Elementary Students.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chair: *Daren Graves, Simmons College*

Participants:

- A Canadian School Disrupts Social Barriers. *Amanda K. Ferguson, University of Toronto - OISE; Carl M. Corter, OISE/University of Toronto; Beverly A. Caswell, University of Toronto; Susan Wires, Toronto District School Board; Joan Moss, University of Toronto; Fatima Jaffer, University of Toronto*
- Socioeconomic Status, Race/Ethnicity, and Gender in BMI (Body Mass Index) Growth Curves: Are Health Outcomes Associated With School Characteristics? *Maria Stack, Virginia Tech; Yasuo Miyazaki, Virginia Polytechnic Institute and State University*
- "The Bus Was Full": Diversity, Poverty, and Engagement in a K-5 Dance Residency. *Alison E Leonard, Clemson University*

#### 64.084-7. Insider/Outsider Perspectives on Parent Involvement.

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chair: *Sheila Betty Carr-Stewart, University of Saskatchewan*

Participants:

- Challenging Perceptions of Family Involvement in Schools: Insights From a Rural Community. *Michele Myers, University of South Carolina*
- Communication and Conflict: Schooling, Disadvantage, and Australian Parents' Views of Unsatisfactory School Encounters. *Sue Saltmarsh, The Australian Catholic University*
- Leadership Challenges of Enacting Urban High School Reform Coupled With Urban Community Development. *Terrance Green, University of Wisconsin - Madison*
- Online Access: The New Script for Parent Involvement in U.S. Schools. *Marina B. Aleixo, University of Minnesota*

#### 64.084-8. International Perspectives on Social Capital, SES

**(Socioeconomic Status), and Urban Schooling.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chair: *Tatiana Garakani, ENAP - Université Québec*

Participants:

- Australian Low Socioeconomic Status (SES) School Communities: Poverty, Economy, and Government. *David Lloyd Saltmarsh, Macquarie University*
- Schools' Reputations Shaping Parental School Choices in an Urban School Choice Space in Finland. *Sonja Kosunen, University of Helsinki*

#### 64.084-9. Pedagogies for Educational Equity.

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chair: *Kathryn E. Mcintosh Ciechanowski, Oregon State University*

Participants:

- La Practica* Makes Perfect: Bilingual Practice Sessions for Monolingual Debates. *Julie Antilla, University of California - Santa Barbara*
- The Discursive Acts of Positioning That Mobilize Linguistic Funds of Knowledge for English Language Learners. *Kayra Alvarado Merrills, University of Maryland; Melinda E. Martin-Beltran, University of Maryland - College Park*
- Towards Anti-Deficit Teaching: Providing Complex and Explicit Instruction for ELLs and Children in Poverty. *Kathryn E. Mcintosh Ciechanowski, Oregon State University*

#### 64.084-10. Race, Gender, Class, and Identity.

Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chair: *Jing Fu, University of Toronto*

Participants:

- “These Kids”: Principles of Counter Listening to Contest the Deficit Discourse. *Sari K. Biklen, Syracuse University*
- Black Youth in Action: Critical Participatory Action Research and African Knowledge Systems. *Brian Lozenski, University of Minnesota - Twin Cities; Gevonee Eugene Ford, Network for the Development of Children of African Descent*
- Black Bodies and the Politics of Multiracial, Mixed-Race, and Mestizo/a Consciousness in the 21st Century. *Natasha B. Howard, University of New Mexico*
- Initial Development of a Racial Battle Fatigue Scale. *Philip Tang, University of Utah School of Medicine; Man Hung, University of Utah; Shirley Hon, University of Utah School of Medicine; William A. Smith, University of Utah; Jeremy D. Franklin, University of Utah*
- Transformational Resistance in Intergroup Dialogue: Creating the Foundation for Social Action Among Students of Color. *Kenjuz Terrel Watson, University of California - Los Angeles; Jaclyn Rodriguez, Occidental College; Andrea C. Rodriguez-Scheel, University of California - Los Angeles*

**64.084-11. Rebirth of the Chicago Teachers Union: Strategic Challenge to Neoliberal Education Agendas in the United States.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chairs: *Lois Weiner, New Jersey City University; Monique Rise Redeaux, University of Illinois at Chicago*

Participants:

- The Social Movement Unionism of the Chicago Teachers Union: Complexities and Transformative Potential. *Pauline Lipman, University of Illinois at Chicago*
- Fight the Power: The Chicago Teachers Union Versus Corporate Education. *Monique Rise Redeaux, University of Illinois at Chicago; Cristen Jenkins, Northeastern Illinois University*
- Transforming the Chicago Teachers Union: The Schools Chicago Students Deserve. *Carol Caref, Chicago Teachers Union*

**64.084-12. Redefining School Science to Promote Public Engagement With Science.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 5:05-6:35pm

Chairs: *Noah R. Feinsein, University of Wisconsin - Madison; William A. Sandoval, University of California - Los Angeles*

Participants:

- Droppin' Science and Dropping Science: School Science for the Hip-Hop Generation. *Christopher Emdin, Teachers College, Columbia University*
- Teachers' Ideas About the Purpose and Value of Science Education. *Jarod N. Kawasaki, University of California - Los Angeles; William A. Sandoval, University of California - Los Angeles*
- Common Bore? How New Science Education Reforms Continue to Impoverish Educational Opportunities for Diverse Students. *Alberto J. Rodriguez, Purdue University*
- Looking at New Generation Science Standards Through the Lens of Equity and Science for All. *Edna Tan, University of North Carolina at Greensboro; Angela Calabrese Barton, Michigan State University*

**64.085. Roundtable Session 59;** Roundtable Session

**64.085-1. Room for One More: Exploring the Use of Multiple Languages in Schools and Communities.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 5:05-6:35pm

Chair: *Maria Timmons Flores, Western Washington University*

Participants:

- Evaluating the Responsiveness of a Transitional Bilingual Curriculum in the Local Context: Mali, West Africa. *Katie Lazdowski, University of Massachusetts*
- An Exploratory Multiple Case Study of Dual Language Preschool Teachers' Tandem Talk. *Ryan W. Pontier, University of Miami; Mileidis Gort, University of Miami*

Learning to Teach in Local Linguistic Communities: A Case Study of Preservice Secondary School Teachers. *Yanan Fan, San Francisco State University*

**64.085-2. Secondary and Postsecondary Contexts of Teaching and Learning.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 5:05-6:35pm

Chair: *Sarita Yogesh Shukla, Western Washington University*

Participants:

- Negotiating, Contesting, and Appropriating Identities in Hybrid Spaces: *Pasos Hacia La Universidad/Steps to College. Shaknoza Kayumova, University of Georgia - Athens; elif karsli, uga; Martha A. Allexsaht-Snyder, University of Georgia; Cory A. Buxton, University of Georgia - Athens*
- Overcoming Poverty Through Educational Attainment: The Impact of Employment, Support, and Belonging on First-Generation College Students. *Bridgette J Peteet, University of Cincinnati; Quiera M Lige, University of Cincinnati*
- The Early Graduation Gambit: Transnational High School Students Negotiating the Way to Success. *Mariko Mizuno Alexander, The Ohio State University - Columbus*
- “Pressures We’re Under”: Barriers to Secondary Teachers’ Professional Learning About Writing Instruction Across Subject Areas. *Danielle Lillge, University of Michigan - Ann Arbor*
- Rethinking Intercultural Friendship From a Critical Perspective. *Xiaohong Feng, University of Calgary*

**64.085-3. What’s the Story? Discourse Analysis of the “Problems” of Education.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 5:05-6:35pm

Chair: *Erin L. Castro, University of Utah*

Participants:

- Education and Social Action at the Movies? Longitudinal Viewer Reactions to Waiting for “Superman”. *Christy Wessel-Powell, Indiana University*
- In a Different Frame: The Test-Cheating Scandal and What Really Happened in Atlanta. *Eric Freeman, Wichita State University*
- School Closure: Purpose, Poverty, and Parity. *Glenda Ellen Comer, Cleveland State University*
- Stated Intentions, Obscure Outcomes: A Critical Discourse Analysis of the Minnesota Desegregation Rule. *Sharon I. Radd, University of Saint Thomas; Tanetha J. Grosland, Morgan State University*

**64.085-4. Gifted, Creative, and Talented Students in Higher Education.**

SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 5:05-6:35pm

Chair: *Hope Elisabeth Wilson, University of North Florida*

Participants:

- A Study of Chinese Early College Entrants Who Later Became Professors at Research Universities in the United States. *David Yun Dai, University at Albany - SUNY; Yehan Zhou, University at Albany - SUNY; Stella (Xian) Li, University at Albany - SUNY*
- Do Smart Girls Do Science? Academic Achievement and Gender on Progress Down the STEM Pipeline. *Jaclyn Chancey, University of Connecticut*
- Tall Poppies in a Field of Undergraduate Study: Thrive or Survive? *Pamela Millward, The University of Auckland; Janna Wardman, The University of Auckland; Christine Margaret Rubie-Davies, University of Auckland*

**64.085-5. Special Education Professional Development.** SIG-Special Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 5:05-6:35pm

Chair: *Steven Chesnut, Texas Tech University*

Participants:

- Literacy Learning Cohorts: Effective Professional Development for Special Education Teachers. *Mary T. Brownell, University of Florida; Mary Theresa Kieby, Saint John's University; Nancy Corbett, University of Florida; Alison Gould Boardman, University of Colorado - Boulder; Diane S. Haager, California State University - Los Angeles; Mary Patricia Dingle, Sonoma State University*
- Professional Collaboration Designed to Meet the Needs of Students With Disabilities in Content Area Classes. *Marie Tejero Hughes, University of Illinois at Chicago; Michelle Parker-Katz, University of Illinois at Chicago*

Special Education Further Impoverished by Chronic Attrition: A Mixed-Methods Study of Special Educators. *Teresa Ann Tyler, University of Minnesota; C. Cryss Brunner, University of Minnesota*

Substantive Sustainability: Why Some Teachers Make Deep and Lasting Change in Professional Development. *Jennifer E. Urbach, University of Northern Colorado; Mary T. Brownell, University of Florida; Alison Gould Boardman, University of Colorado - Boulder; Mary Patricia Dingle, Sonoma State University; Anna V. Osipova, University of California - Los Angeles; Diane S. Haager, California State University - Los Angeles*

**64.086. Roundtable Session 60;** Roundtable Session

**64.086-1. Vocabulary and English Learners: Investigating Instruction and Development.** SIG-Bilingual Education Research; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 5:05-6:35pm

Chair: *Heriberto Godina, The University of Texas - El Paso*

Participants:

English-Spanish Cognates in Picture Books: Quantity and Content. *Jose A. Montelongo, Canutillo Independent School District; Anita C. Hernandez, New Mexico State University*

The Role of the Native Language in the English Reading Comprehension of Latino Adolescent Students. *Igone Arteagoitia, Center for Applied Linguistics; Elizabeth R. Howard, University of Connecticut*

The Impact of Instruction on English Language Learners' Vocabulary Development: A Selective Meta-Analysis of the Literature. *Michael John Orosco, University of California - Riverside; H. Lee Swanson, University of California - Riverside*

**64.086-2. Language, Literacy, and Social Justice.** SIG-Critical Educators for Social Justice; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 5:05-6:35pm

Chair: *Shirin Vossoughi, Stanford University*

Participants:

Hearing With "Halfie" Ears: The Politics of Transcription. *Jolynn Akemi Asato, San José State University*

Resisting Comfort and Safety: Teaching for Social Justice. *Delane Ann Bender-Slack, Xavier University*

**64.086-3. Models of Transformative and Inclusive Education.** SIG-Critical Educators for Social Justice; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 5:05-6:35pm

Chair: *Susan R. Katz, University of San Francisco*

Participants:

Antidiscriminatory Academic Activism as a Model for Connecting Universities With Local Communities. *Celia Margaret Jenkins, University of Westminster*

Barriers to Inclusive Education: A Study of the Roles of UNESCO and Local Educators. *Aysegul Ciyer, Arizona State University*

Transformed and Transforming: Refugee Students, Autobiography, and the Art of Digital Storytelling. *Toby Emert, Agnes Scott College*

**64.086-4. Beliefs and Practices in the L2 (Second Language) Classroom.** SIG-Second Language Research; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Powell; 5:05-6:35pm

Chair: *Namsook Kim, University at Buffalo - SUNY*

Participants:

Assessing the English Writing Outcomes of Spanish Speaking Emerging Bilinguals: Issues of Interpretation. *Sandra Adriana Butvilofsky, University of Colorado Boulder; Sue Hopewell, University of Colorado - Boulder; Kathy Escamilla, University of Colorado - Boulder*

Examining Teachers' Beliefs in Teaching Mathematics With the English Language: A Malaysian Perspective. *Sham'ah Md-Yunus, Eastern Illinois University*

Language Learning Practices and Beliefs in Mexican American Homes. *Lyn Scott, Humboldt State University*

**64.086-5. Informal Settings as Resources and Learning Environments for Educational Professionals.** SIG-Informal Learning Environments Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 5:05-6:35pm

Chair: *Justin Dillon, King's College London*

Participants:

Identity and Practice at the Boundary: Examining Teachers Who Use Informal Science Education Institutions. *James F. Kiesel, California*

*State University - Long Beach*

Professional Learning in Informal Science Education: What Constitutes Success and How Do We Get There? *Lynn Uyen Tran, University of California - Berkeley; Maia Werner-Avidon, University of California - Berkeley; Lisa R Newton, University of California - Berkeley; Catherine Halversen, University of California - Berkeley*

The Impact of Professional Development in Informal Science Contexts on Teachers' Discourse. *Gary M. Holliday, The University of Akron; Norman G. Lederman, Illinois Institute of Technology; Judith S. Lederman, Illinois Institute of Technology*

**64.087. Roundtable Session 61;** Roundtable Session

**64.087-1. Studies of Classroom Practices.** SIG-Research in Mathematics Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Chair: *Marta T. Magiera, Marquette University*

Participants:

Chance and Consequences: Teaching Risk Literacy in the High School Mathematics Classroom. *Nenad Radakovic, University of Toronto - OISE*

Framing a Mathematics Lesson as a Story: A Window Into the Aesthetics of a Lesson. *Leslie Dietiker, Boston University*

Measurement Approach to Pre-Kindergarten Early Algebra. *Zaur Berkaliyev, California State University - Chico; Barbara J. Dougherty, University of Missouri*

On the Importance of Circumventing Equipartition in Initial Fraction Instruction, and How to Do It. *Jose Luis Cortina, Universidad Pedagogica Nacional; Jana Visnovska, The University of Queensland*

**64.087-2. Studies of Student Thinking.** SIG-Research in Mathematics Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Chair: *Julie C. Cwikla, University of South Alabama*

Participants:

A Conceptualization of Students' Permutational Reasoning. *Ronnachai Panapoi, University of Georgia; Leslie Philip Steffe, University of Georgia*

Rationale for a Ratio-Based Conceptualization of Slope: Results From a Design-Oriented Embodied-Cognition Domain Analysis. *Rosa G. Lee, University of California - Berkeley; Marcus Hung, San Francisco Unified School District; Andrea Negrete, University of California - Berkeley; Dor Abrahamson, University of California - Berkeley*

Understanding Exponential Growth: Three Conceptual Shifts in Creating Multiplicative Rates of Change. *Amy Ellis, University of Wisconsin - Madison; Torrey Kulow, University of Wisconsin - Madison; Zekiye Ozgur, University of Wisconsin - Madison; Caroline Cassie-Marie Williams, University of Wisconsin - Madison; Joel Amidon, The University of Mississippi; Muhammed Fatih Dogan, University of Wisconsin-Madison*

**64.087-3. Reflecting on Teaching and Learning in the Arts: Aesthetics, Curriculum, and the Community.** SIG-Arts and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Chair: *Joanna Miriam Black, University of Manitoba*

Participants:

Arts-Based Learning: Do Better Beginnings Lead to More Intentional Learning? *Cindy Borgmann, Indiana University; Beth Anne Berghoff, Indiana University - Purdue University at Indianapolis*

Cultivating the Social Imagination of Preservice Teachers Through Aesthetic Reflection. *Tracie E. Costantino, University of Georgia*

Exploring Contemporary Art in a Preservice Art Education Program. *Lisa Lajevic, The College of New Jersey*

Reviewing an Archive of Practice: The Historical Unfolding of Community Art Education. *Anita Sinner, Concordia University; Michel Levesque, Concordia University; Linda Szabad-Smyth, Concordia University; Kathleen Vaughan, Concordia University; Dustin Ian Garnet, Concordia University; Sebatien Fitch, Concordia University*

Rewriting the Script: Transforming and Reclaiming Lesson Planning. *Bradley M. Conrad, Capital University; Christy M. Moroye, University of Northern Colorado; Bruce Uhrmacher, University of Denver*

**64.087-4. Self, Identity, Reflexivity, Voice in Qualitative Research.** SIG-



Qualitative Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Chair: *Jennifer L. Milam, The University of Akron*

Participants:

Collaborative Autoethnography in the Qualitative Methods Classroom: The Methodological and Pedagogical Journey. *Sandra Spickard Prettyman, The University of Akron; Jennifer L. Milam, The University of Akron*

Moving Through Fields of Power and Identity in Qualitative Research: An Intersectionality Perspective to Reconceptualize Researcher Positionality. *Irene H. Yoon, University of Utah*

Nouns Are Tricky: A Self-Reflexive Exploration of Writing and Researchers'/Writers' Linguistic Choices. *Corrine M. Wickens, Northern Illinois University; James Cohen, Western Illinois University*

Photovoice, Role Repurposing Theory, and Marie: How One Community College Student Managed Her Role Set. *Amanda O. Latz, Ball State University*

Standing on the Corner of Subjectivity and Objectivity: An Exploration of Rubrics and Qualitative Inquiry. *Alan D. Amtzis, The College of New Jersey*

**64.087-5. Supporting Early and Adolescent Learners' Emergent and Developing Literacies.** SIG-Writing and Literacies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

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

Participants:

A Two-Year Study of Children's Emergent English as a Foreign Language (EFL) Writing. *Ming-Fang Hsieh, National Hsinchu University of Education*

Supporting the Emergent Writer's Transition From Sign Creation to Sign Use During the First Year of School. *Noella Maree Mackenzie, Charles Sturt University; Nikolai Veresov, Monash University*

Literacy and Numeracy Despite the Deficit Model: Multimodal Opportunities for Special Needs Students. *Smita Guha, Saint John's University; Sandra Schamroth Abrams, Saint John's University*

Literacies in the Margin: One Boy's Unsanctioned Engagements With In-School Literacies. *Kimberly Lenters, University of Calgary*

Working on Both Sides of Words: The Effects of "Author-Out" Peer Writing Groups on the Development of Preservice Teachers as Readers and Writers of Poetry. *Laura Apol, Michigan State University; Kati Macaluso, Michigan State University; Janine L. Certo, Michigan State University*

**64.087-6. Identity Development: Innovations and New Directions.** Division E - Counseling and Human Development; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Chair: *W. David Wakefield, California State University - Northridge*

Participants:

The Role of Teachers in Influencing the Development of Adolescents' Possible Selves. *Shadi Roshandel, Dominican University of California; Cynthia Hudley, University of California - Santa Barbara*

The Relationship of Wisdom and Ego-Identity Among Chinese College Students. *Hyeyoung Bang, Bowling Green State University; Yuchun Zhou, University of Nebraska - Lincoln*

Multiple Meanings: Ethnic Identity, Academic Identity, and Achievement in Early Adolescence. *Amirah Lindsey Saafir, University of Pittsburgh*

Youth Identity Negotiations in New Media: A Cultural-Historical Perspective on Racism/Responses in YouTube Videos. *Angela E. Arzubitiaga, Arizona State University; Kathy Nakagawa, Arizona State University*

**64.087-7. Telling Evidence-Based Stories of Assessment Practice.** SIG-Measurement Services; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Participant:

Telling Evidence-Based Stories of Assessment Practice. *Natasha Alexis Jankowski, University of Illinois at Urbana-Champaign; Gianina R Baker, University of Illinois at Urbana-Champaign*

**64.087-8. Ethnicity and Achievement in Charter Schools.** SIG-Charter School Research and Evaluation; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Chair: *Robert A. Fox, University of Hawaii at Hilo*

Participants:

Messages of Mission Statements in Charter Schools. *Jin Lee, University of Illinois at Urbana-Champaign*

New Orleans Achievement Time Trends 2007-2011. *Andrew McEachin, University of Virginia; Richard Welsh, University of Southern California - Rossier School of Education; Dominic J. Brewer, University of Southern California*

Texas Charter Middle Schools: Teacher and Student Ethnicity Over an 11-Year Period. *Jamie A. Bone, Conroe Independent School District; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University*

The Effect of Charter Schools on Student Achievement: A Meta-Analysis Approach. *Wei Xu, University of Florida; M. David Miller, University of Florida; Nancy Thornqvist, University of Florida*

The Work of Charter and Education Management Organizations: A Review of Research. *Amina Halim-Rahman Allen, University of Michigan - Ann Arbor; Donald J. Peurach, University of Michigan - Ann Arbor*

**64.087-9. Mobile Learning.** SIG-Computer and Internet Applications in Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Chair: *Bradford Hosack, University of Minnesota*

Participants:

Going 1:1 With iPads in a Pre-K-to-Fourth-Grade Independent, Coeducational Elementary School: Differentiation and Use Across Content Areas. *Natalie B. Milman, The George Washington University; Amy E. Vanden Boogart, The George Washington University; Angela Carlson-Bancroft, The George Washington University*

Exploring the Use of Information and Communication Technologies in Literacy Coaches' Note Taking and Reflective Practices. *C. C. Bates, Clemson University; Aqueasha Martin, Clemson University*

Rethinking Online Learning in a Mobile Age: Seven Considerations for Mobile Learning Design. *Bradford Hosack, University of Minnesota; Lucas Lecheler, University of Minnesota*

**64.087-10. Instructional Technology SIG: Roundtable Session: Instructional Design Principles.** SIG-Instructional Technology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Chair: *Jingbo Huang, Teachers College, Columbia University*

Participants:

An Investigation of the Effects of Different Pause Types in Segmenting Principle. *Sungwon Chung, Texas Tech University; Jongpil Cheon, Texas Tech University; Steven M. Crooks, Texas Tech University*

Images for Instruction: The Concerns of Designers and the Focus of Learners. *Elizabeth Boling, Indiana University; Abdullah A. Aluwaijri, Indiana University - Bloomington; Micah Gideon Modell, Indiana University - Bloomington; Jiyeon Jung, Indiana University - Bloomington; Craig D. Howard, Indiana University - Bloomington*

Model-Based Learning and Student Construction: Toward Principles for Effective Design and Analysis. *Bruce Gabbitas, University of Georgia*

**64.087-11. Using Mobile Technology for Instruction.** SIG-Technology, Instruction, Cognition & Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 5:05-6:35pm

Chair: *Tracey A. Stuckey-Mickell, The Ohio State University*

Participants:

Examining Middle School Students' Uses of iPad Annotation Apps to Engage in Collaborative Science Inquiry. *Jill M. Casteck, Portland State University; Richard W. Beach, University of Minnesota*

The iPad as an Early Literacy Learning Tool. *Beth Beschoner, Iowa State University; Amy Carter Hutchison, Iowa State University*

Netbook Computers in a Bilingual Classroom of Low Socioeconomic Status: Student Achievement and Teacher Practice. *Holly Bukofser, Pace University; Francine C. Falk-Ross, Pace University*

**Tuesday, 6:15 pm**

**Governance Meetings and Events**

**65.001. Orientation Session for Newly Appointed Committee Chairs and Members.** AERA Governance; Governance Session

Hotel Nikko, Third Level, Carmel II; 6:15-7:15pm

Chair: *Felice J. Levine, American Educational Research Association*

## Tuesday, 7:15 pm

### Governance Meetings and Events

- 66.001. American Educational Research Journal (Teaching, Learning, and Human Development) Closed Editorial Board Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Nikko I; 7:15-8:45pm  
Chairs: *Arlette I. Willis, University of Illinois at Urbana-Champaign; Violet J. Harris, University of Illinois at Urbana-Champaign*

### Division Sessions

- 66.010. Division D 2013 In-Progress Research Gala.** Division D - Measurement and Research Methodology Cosponsored with Graduate Student Council; Invited Session  
Westin St. Francis, Mezzanine Level - Grand Ballroom; 7:15-8:45pm  
Chair: *Emily Dickinson, University of Louisville*

### SIG Sessions

- 66.011. Applied Research in Virtual Environments for Learning SIG Business Meeting.** SIG-Applied Research in Virtual Environments for Learning; Business Meeting  
Parc 55, Fourth Level, Mission II&III; 7:15-9:15pm  
Chair: *Jonathon J. Richter, University of Montana - Missoula*  
Participants: *Christopher J. Dede, Harvard University; Dennis Beck, University of Arkansas at Fayetteville; Jennifer Brammer Elliott, University of Cincinnati; Shari J. Metcalf, Harvard University; Krista Terry, Appalachian State University; Sabine Karine Lawless-Reljic, Ashford University*

- 66.012. Arts and Inquiry in the Visual and Performing Arts in Education SIG Business Meeting. Measurement of Relative Abundance: Exploring Intersections of Visual Art Practice, Representation, and Action Research to Engage Community Participation.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 7:15-8:45pm  
Chair: *Andrea Karpati, Eötvös Loránd University*

- 66.013. Bilingual Education Research SIG Business Meeting.** SIG-Bilingual Education Research; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 5; 7:15-9:15pm

- 66.014. Biographical and Documentary Research SIG Business Meeting: Engaging Issues in Biographical and Documentary Research.** SIG-Biographical and Documentary Research; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 9; 7:15-8:45pm  
Participants: *Anne-Lise F. Halvorsen, Michigan State University; Pamela J. Konkol, Concordia University - Chicago; Christina L. Madda, Northeastern Illinois University; Brian D. Schultz, Northeastern Illinois University; Josh Shepperd, University of Wisconsin - Madison; Kevin S. Zayed, University of Illinois at Urbana-Champaign*

- 66.015. Caribbean and African Studies in Education SIG Business Meeting, featuring Guest Speaker, Dr. George J. Sefa Dei.** SIG-Caribbean and African Studies in Education; Business Meeting  
Sir Francis Drake, Second Level, Cypress/Monterey; 7:15-9:15pm  
Participant: *George J. Dei, OISE/University of Toronto*

- 66.016. Catholic Education SIG Business Meeting.** SIG-Catholic Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 7:15-8:45pm

- 66.017. Cognition and Assessment SIG Business Meeting and Poster Session.** SIG-Cognition and Assessment; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 5; 7:15-8:45pm  
Chair: *Andre A. Rupp, University of Maryland*

- 66.018. Communication of Research SIG Business Meeting.** SIG-Communication of Research Cosponsored with SIG-Research Use; Business Meeting

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 7:15-8:45pm

- 66.019. Computer and Internet Applications in Education SIG Business Meeting.** SIG-Computer and Internet Applications in Education; Business Meeting  
Westin St. Francis, Second Level, Elizabethan D; 7:15-9:15pm

- 66.020. Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Business Meeting.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting  
Hilton Union Square, Lobby Level, Plaza A; 7:15-8:45pm

Chair: *Deneese L. Jones, Drake University*

Participant: *Baxter Montgomery*

Participant:

Current Research on Public School Students' Health Related to Race, Class, Gender, and Ethnicity. *Baxter Montgomery*

- 66.021. Critical Issues in Curriculum and Cultural Studies SIG Business Meeting: The Poverties of Curriculum and Cultural Studies.** SIG-Critical Issues in Curriculum and Cultural Studies; Business Meeting  
Grand Hyatt, Theatre Level, Curran; 7:15-8:45pm

Chair: *Jake Burdick, Purdue University*

Participants: *Julie Garlen Maudlin, Georgia Southern University; Michael Patrick O'Malley, Texas State University; Madeleine Grumet, University of North Carolina - Chapel Hill*

Participants:

Learning to "See" Poverty: Complexity and Contradiction. *Nathan Snaza, University of Richmond*

Poverties of Theory, Paucities of Transformation. *Alberto J. Rodriguez, Purdue University*

- 66.022. Cultural Historical Research SIG Business Meeting.** SIG-Cultural Historical Research; Business Meeting  
Westin St. Francis, Second Level, Elizabethan B; 7:15-8:45pm

- 66.023. Doctoral Education Across the Disciplines SIG Business Meeting.** SIG-Doctoral Education across the Disciplines; Business Meeting  
Westin St. Francis, Second Level, Elizabethan C; 7:15-8:45pm

Chair: *Lynn McAlpine, McGill University*

- 66.024. Environmental Education SIG Business Meeting.** SIG-Environmental Education; Business Meeting  
Hilton Union Square, Lobby Level, Plaza B; 7:15-8:45pm

- 66.025. Fiscal Issues, Policy and Education Finance SIG Business Meeting.** SIG-Fiscal Issues, Policy, and Education Finance; Business Meeting  
Sir Francis Drake, Second Level, Carmel; 7:15-8:45pm

- 66.026. Instructional Technology SIG Business Meeting.** SIG-Instructional Technology; Business Meeting  
Westin St. Francis, Second Level, California West; 7:15-9:15pm

Chair: *Michael M. Grant, The University of Memphis*

Participants: *Brian R. Belland, Utah State University; Lin Lin, University of North Texas; Albert Dieter Ritzhaupt, University of Florida; Benjamin Eric Erlandson, University of California - Berkeley*

Participant:

Examining Science Text and Picture Processing Using Eye-Tracking Technology. *Lucia Mason, University of Padova*

- 66.027. Ivan Illich SIG Business Meeting.** SIG-Ivan Illich; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 3; 7:15-8:45pm

- 66.028. Learning and Teaching in Educational Leadership SIG Business Meeting.** SIG-Learning and Teaching in Educational Leadership; Business Meeting  
Grand Hyatt, Second Level, Belvedere; 7:15-8:45pm

Chair: *Arnold B. Danzig, Arizona State University*

Participants: *Liz Hollingworth, University of Iowa; Matthew C. Militello, North Carolina State University; Tricia Browne-Ferrigno, University of Kentucky; Jennifer Ingrid Friend, University of Missouri - Kansas City; Karen L. Sanzo, Old Dominion University; Scott C. Bauer, George Mason University; Sarah G. Hale, University of Iowa; Donald G. Hackmann, University of Illinois; Jennifer K. Clayton, The George Washington University; Daniel Reyes-Guerra, Florida Atlantic University; Tak C. Chan, Kennesaw State University*

- 66.029. Media Culture and Curriculum SIG Business Meeting.** SIG-Media, Culture, and Curriculum; Business Meeting  
Grand Hyatt, Theatre Level, Orpheum; 7:15-8:45pm
- 66.030. Motivation in Education SIG Business Meeting.** SIG-Motivation in Education; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 2; 7:15-8:45pm  
Chair: *Helen M.G. Watt, Monash University*
- 66.031. Multicultural/Multiethnic Education: Theory, Research and Practice SIG Business Meeting.** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Business Meeting  
Hilton Union Square, Ballroom Level, Continental 1; 7:15-8:45pm
- 66.032. Multilevel Modeling SIG Business Meeting.** SIG-Multilevel Modeling; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 7:15-8:45pm  
Participant: *Craig K. Enders, Arizona State University*
- 66.033. Narrative and Research SIG Business Meeting.** SIG-Narrative Research; Business Meeting  
Parc 55, Second Level, Divisadero; 7:15-8:45pm
- 66.034. Politics of Education SIG Business Meeting.** SIG-Politics of Education; Business Meeting  
Westin St. Francis, Second Level, Elizabethan A; 7:15-9:15pm  
Chair: *Bonnie Carol Fusarelli, North Carolina State University*
- 66.035. Professors of Educational Research SIG Business Meeting.** SIG-Professors of Educational Research; Business Meeting  
Parc 55, Fourth Level, Lombard; 7:15-8:45pm  
Chair: *James H. McMillan, Virginia Commonwealth University*  
Participants: *Julie P. Combs, Sam Houston State University; Amanda Mulcahy Maddocks, Concordia University*
- 66.036. Religion and Education SIG Business Meeting.** SIG-Religion and Education; Business Meeting  
Sir Francis Drake, Second Level, Tudor AB; 7:15-8:45pm  
Chair: *Michael D. Waggoner, University of Northern Iowa*
- 66.037. Research on Teacher Induction SIG Business Meeting.** SIG-Research on Teacher Induction; Business Meeting  
Westin St. Francis, Second Level, Oxford; 7:15-8:45pm
- 66.038. Research on the Education of Asian and Pacific Americans SIG Business Meeting and Scholarly Panel: Centering Marginalized Voices Within the Asian American and Pacific Islander Population.** SIG-Research on the Education of Asian and Pacific Americans; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 7:15-8:45pm
- 66.039. Research on the Education of Deaf Persons SIG Business Meeting.** SIG-Research on the Education of Deaf Persons; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 1; 7:15-8:45pm
- 66.040. Research, Education, Information and School Libraries SIG Business Meeting.** SIG-Research, Education, Information and School Libraries; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 7:15-8:45pm
- 66.041. School Community, Climate and Culture SIG Business Meeting.** SIG-School Community, Climate, and Culture; Business Meeting  
Hilton Union Square, Lobby Level, Golden Gate 7; 7:15-8:45pm
- 66.042. School Indicators, Profiles, and Accountability SIG Business Meeting.** SIG-School Indicators, Profiles, and Accountability; Business Meeting  
Parc 55, Second Level, Haight; 7:15-8:45pm
- 66.043. Semiotics in Education SIG Business Meeting: Signs, Meanings, and Multimodality.** SIG-Semiotics in Education; Business Meeting  
Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 7:15-8:45pm

- 66.044. Teacher's Work/Teachers Unions SIG Business Meeting: Unions Confronting the Changing Dynamics of Teacher Work and Schooling: Local, National, and International Perspectives.** SIG-Teacher's Work/Teachers Unions; Business Meeting  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 7:15-8:45pm  
Participants: *Jill Andrea Pinkney Pastrana, University of Wisconsin; Pauline Lipman, University of Illinois at Chicago; Carol Caref, Chicago Teachers Union; Monique Rise Redeaux, University of Illinois at Chicago*  
Participant:  
Australian Teachers, Principals, and Preservice Teachers—Expectations and Realities: Australian Reports in an International Context. *Michelle C Hinds, University of Tasmania; Elkana Ngwenya; Bruce E. Pietsch, University of Tasmania; Christine Gardner, University of Tasmania; John C. Williamson, University of Tasmania*

### Wednesday, 7:00 am

#### Governance Meetings and Events

- 67.001. AERA Executive Director and Division Vice Presidents: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Carmel II; 7:00-8:00am  
Chair: *Felice J. Levine, American Educational Research Association*

### Wednesday, 7:30 am

#### Governance Meetings and Events

- 68.001. AERA Minority Fellows Mentoring Meeting with Minority Fellowship Selection Committee: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Monterey I; 7:30-10:15am  
Chair: *Valerie F. Kinloch, The Ohio State University*

#### AERA Related Activities

- 69.010. AERA-EWA Reporters Seminar: "Reporting on Education—Using Data at Your Desk" - Invitation Only (Day 2 of 2).** AERA Related Activities; Seminar  
Hilton Union Square, Lobby Level, Golden Gate 8; 7:30 am to 1:30 pm  
Breakout Rooms: Hilton Union Square, Lobby Level, Golden Gate 8; Hilton Union Square, Fourth Level, Tower 3, Union Square 17; 8:00am to 11:30 am

### Wednesday, 8:15 am

#### Governance Meetings and Events

- 70.001. AERA Open Business Meeting—Business Meeting and Discussion on Open Access and AERA Journal Publishing.** AERA Governance; Governance Session  
Hilton Union Square, Ballroom Level, Continental 7; 8:15-9:45am  
Chair: *William G. Tierney, University of Southern California*  
Report of the President; Report of the Executive Director; Open Access and AERA Journal Publishing—Moving Ahead, *William Cope, Chair, Journal Publications Committee*  
General Discussion  
Comments and Questions with Committee Chairs and Officers  
Concluding Remarks and Transition to 2014 AERA President
- 70.002. Review of Educational Research Closed Editorial Board Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Nikko I; 8:15-9:45am  
Chairs: *Zeus Leonardo, University of California - Berkeley; Frank C. Worrell, University of California - Berkeley*



### Presidential Sessions

**70.010. Film Festival: *Louder Than a Bomb*.** Presidential Session Cosponsored with SIG-Out-of-School Time  
Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 8:15-10:15am

**70.011. The Urban School District Crisis: New Directions for Reform and Research Advancing Excellence and Equity.** Presidential Session Cosponsored with Division L - Educational Policy and Politics, Division A - Administration, Organization and Leadership  
Hilton Union Square, Ballroom Level, Continental 4; 8:15-9:45am

Chair: *Paul Hill, University of Washington*

Participants: *Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Julie A. Marsh, University of Southern California; Meredith I. Honig, University of Washington*

Discussant: *John Deasy, Los Angeles Unified School District 6*

### Committee Sessions

**70.012. Beyond Poverty: Educational Access Across International Contexts.** International Relations Committee; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 8:15-9:45am

Chair: *Sung Choon Park, Seoul National University*

Participants:

Growth and Poverty in Resource-Rich Countries: Does Investment in Human Capital Development Lower the Risk of the "Natural Resource Curse"? *Dawn Elise Lyken-Segosebe, Vanderbilt University*

High Aspirations, Limited Capabilities, Challenging Context: An Empirical Look at Youth Entrepreneurship Training Programs in Low-Income Countries. *David W. Chapman, University of Minnesota; Joan G. Dejaeghere, University of Minnesota; Brooke Krause, University of Minnesota*

Improving Educational Achievement for Marginalized Children in Rural Bangladesh via Nonformal Education. *Kevin A. Gee, University of California - Davis*

Teacher Attitudes Toward Muslim Student Integration Into Civil Society: From Six European Countries. *Lotte Rahbek Schou, Aarhus University; Donald K. Sharpes, Arizona State University; Kirsi A. Tirri, University of Helsinki; Sharon Anne O'Connor-Petruso, Brooklyn College - CUNY*

### Division Sessions

**70.013. Leaders, Leadership, and Culture in Societal Context.** Division A - Administration, Organization and Leadership; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Lombard; 8:15-9:45am

Chair: *John J. Hall, University of California - Berkeley*

Participants:

Connecting Culture and Collective Leadership: Examining the Current Literature. *Chase Nordengren, University of Washington - Seattle*

Competence Versus Competition: Critical Leadership for a Global Society. *Maria S. Hersey, International Baccalaureate*

Educational Leadership as Artistic Connoisseurship: A Preliminary Investigation of the Sources of Creativity and Resiliency. *Fenwick W. English, University of North Carolina - Chapel Hill; Lisa Catherine Ehrlich, Queensland University of Technology*

Japanese-American and Japanese-Canadian School Leaders in the Pacific Northwest: Experience, Identity, and Leadership. *Dan Sakaue, Seattle Public Schools; Paul Goldman, Corvo Partners*

Counterspin: A Discourse Analysis of Eli Broad's Educational Leadership Brag Sheet. *Fenwick W. English, University of North Carolina - Chapel Hill; Zan Crowder, University of North Carolina - Chapel Hill*

Discussant: *Kimberley Henderson Stiemke, University of California - San Diego*

**70.014. Teachers, Student Learning, and School Improvement.** Division A - Administration, Organization and Leadership; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 8:15-9:45am

Chair: *Virginia Walker Snodgrass Rangel, Rice University*

Participants:

A School Perspective of the Deployment of Out-of-Field Teachers in Math and Science: Results From the Teaching and Learning International Survey (TALIS 2008). *Yisu Zhou, University of Macau*

Is There the Key School Advantage Independent of Quality of Students and Teachers? Empirical Study of School Operation, Instructional Leadership, and Sector Effects in China. *Ke Zheng, East China Normal University; Shuangye Chen, The Chinese University of Hong Kong*

Modeling the Association Between Deliberative Beliefs and Organizational Citizenship Behavior Among Teachers. *Chun-Wen Lin, National PingTung University of Science and Technology*

The Effects of Teacher Professional Capital and Instructional Improvement on Student Outcomes Within Comprehensive Reform Models. *Sun Young Yoon, University of Wisconsin - Madison; Eric M. Camburn, University of Wisconsin*

When Reform Just Won't Make Sense: How Social and Cognitive Routines Shape Teachers' Shared Understandings. *Ebony N. Bridwell-Mitchell, Harvard University*

Discussant: *Jayson W. Richardson, University of Kentucky*

**70.015. Dystopia and Education: Theory, Praxis, and Policy in an Age of Utopia-Gone-Wrong.** Division B - Curriculum Studies Cosponsored with Division L - Educational Policy and Politics, SIG-Critical Educators for Social Justice and SIG-Dewey Studies, SIG-Arts and Learning; Symposium  
Grand Hyatt, Theatre Level, Curran; 8:15-10:15am

Chair: *Jessica Heybach, Aurora University*

Participants:

An Aesthetic of Horror in Education: Schools as Dystopian Environments. *Kerry J. Freedman, Northern Illinois University*

In Search of Equality of Educational Opportunity for Harrison Bergeron. *John E. Petrovic, The University of Alabama*

Dyst(ro)opia: A Topological Argument for Dystopia in Education. *F. Tony Carusi, University of Southern California*

An Educational Dystopia: Mary Shelley's Frankenstein and Race to the Top. *Bradley D. Rowe, The Ohio State University*

Dystopia, Disciplinarity, and Governmentality: A Foucauldian Analysis of the Novels of Isamu Fukui. *Leslee Grey, Queens College - CUNY*

Dystopian Love Manifested in a Dystopian Aesthetic: Insights Into Contemporary Educational Practice From *A Clockwork Orange*. *Eric C. Sheffield, Missouri State University; Jessica Heybach, Aurora University*

Discussant: *William C. Ayers, University of Illinois at Chicago*

**70.016. Geometries of Liberation: The Hidden Wealth of Patterns and Materials Outside the Grid.** Division B - Curriculum Studies; Symposium

Grand Hyatt, Second Level, Belvedere; 8:15-10:15am

Chair: *Susan Gerofsky, The University of British Columbia*

Participants:

Shaped by the Places We Reason? Contrasting the Rectilinearity of Western Educational Thought With Other Possibilities. *Brent Davis, University of Calgary*

Five Fractal Geometries for Creative, Sustainable, and Just Educational Design. *Marna Hauk, Institute for Earth Regenerative Studies and Prescott College*

Always an Abundance: Nonlinear Teacher Education in the Orchard Garden With the Urban Weavers. *Susan Gerofsky, The University of British Columbia*

SAMBA Schools and the Q. *Peter M. Appelbaum, Arcadia University*  
The Outdoor Classroom: Sowing/Reaping the Grid. *Julia Kathleen Ostertag, The University of British Columbia*

Discussant: *Edward Doolittle, First Nations University of Canada*

**70.017. Dialogue, Feedback, and Debate in Learning Environments.**

Division C - Learning and Instruction; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 8:15-9:45am

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

Participants:

When Facebook Friends Debate Science: Scientific Literacy in a Niche Social Networking Application. *Christine M. Greenhow, Michigan State University; Melissa Menzer, University of Maryland; Thor Gibbins, University of Maryland - College Park; Elaine Wu, University of Maryland*

The Effects of Summarizing Roles on Learner's Listening Behaviors in Online Discussions. *Alyssa F. Wise, Simon Fraser University; Ming M. Chiu, University at Buffalo - SUNY*

What Kind of Feedback Improves Understanding? A Comparison of Knowledge Integration and Generic Feedback on Students' Scientific Explanations. *Libby F. Gerard, University of California - Berkeley; Marcia Linn, University of California - Berkeley*

Dialogic Pedagogy and the Advancement of Connected Learning. *Kristiina P. Kumpulainen, University of Helsinki; Ralph Adon Cordova, University of Missouri - St. Louis; Lasse Lipponen, University of Helsinki; Jaakko Hilppö, University of Helsinki; Antti Juhani Rajala, University of Helsinki / Department of Teacher Education*

Designing Student-Centered Learning Environments for Higher Education Classrooms. *Sabine Hoidn, Harvard University*

Discussant: *Joseph L. Polman, University of Colorado - Boulder*

**70.018. Engaged Time for Argumentative Writing in High School English Language Arts Classrooms.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Lobby Level, Golden Gate 1; 8:15-9:45am

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

Participants:

Research, Theory, and Practices in Argumentative Writing. *Allison S. Wynhoff Olsen, The Ohio State University - Columbus; Jamie Rae Smith, The Ohio State University; SangHee Ryu, The Ohio State University - Columbus*

Studying the Teaching and Learning of Argumentative Writing in High School ELA (English Language Arts) Classrooms. *Alan Hirvela, The Ohio State University; Jennifer Lynn VanDerHeide, The Ohio State University; Amy Bradley, The Ohio State University; Larkin Weyand, The Ohio State University; Brent Goff, The Ohio State University*

How Engaged Time for Instructional Practices Shapes the Learning of Argumentative Writing. *George E. Newell, The Ohio State University; Helen M. Marks, The Ohio State University*

Discussants: *Carol D. Lee, Northwestern University; Melanie Sperling, University of California - Riverside*

**70.019. A New Measure of Socioeconomic Status (SES) for the National Assessment of Educational Progress (NAEP).** Division D - Measurement and Research Methodology; Symposium

Hilton Union Square, Ballroom Level - Franciscan CD; 8:15-9:45am

Chairs: *Patrick Charles Kyllonen, ETS; Amy R. Drescher, ETS*

Participants:

Overview. *Patrick Charles Kyllonen, ETS*

A Panel Member's Perspectives on a New Measure of Socioeconomic Status. *Henry M. Levin, Teachers College, Columbia University*

Implementation Perspectives on a New Measure of Socioeconomic Status. *Peggy G. Carr, U.S. Department of Education*

**70.020. Beyond Linguistic Simplification: Innovative Research on Test Accessibility for English Learners.** Division D - Measurement and Research Methodology; Symposium

Hilton Union Square, Lobby Level, Golden Gate 7; 8:15-9:45am

Chair: *Joni M. Lakin, Auburn University*

Participants:

Assessing English Language Learners on a Next-Generation Computerized Assessment: Is Linguistic Modification Sufficient? *Sultan Turkan, ETS*

The ELL Achievement Gap: To What Extent Is It Due to Linguistic Bias on Tests? *Timothy Farnsworth, CUNY Hunter College*

Contemporary Methods for Evaluating the Comparability of Translated Tests. *Stephen G. Sireci, University of Massachusetts - Amherst; Sonya Powers, Pearson; Joseph A. Rios, University of Massachusetts - Amherst*

Incorporating Students' Voices in the Accommodations Debate: Cognitive Laboratory Interactions With Traditional and Multisemiotic Test Items. *Aubrey Logan-Terry, Georgetown University; Laura J. Wright, Center for Applied Linguistics*

Integrating Research Paradigms to Provide Validity Evidence for Next-Generation English Language Learner Assessments. *Sonya Powers, Pearson; Ellen Strain-Seymour, Pearson*

Discussant: *Rebecca Kopriva, University of Wisconsin - Madison*

**70.021. Use of Multilevel Modeling to Address Design Issues.** Division D - Measurement and Research Methodology; Paper Session

Parc 55, Fourth Level, Mission II&III; 8:15-9:45am

Chair: *Shudong Wang, NWEA*

Participants:

An Examination of Multilevel Standard Error Bias and Model Selection When Ignoring First-Stage Sampling Information. *Laura M. Stapleton, University of Maryland; Yoonjeong Kang, University of Maryland - College Park*

A Two-Stage Propensity Score Matching Strategy to Estimate Treatment Effects in a Multisite Observational Study. *Jordan Rickles, University of California - Los Angeles*

Accuracy and Precision of an Effect Size and Its Variance From a Multilevel Model for Cluster-Randomized Trials: A Simulation Study. *Allison Jennifer Ames, University of North Carolina - Greensboro; Soyeon Ahn, University of Miami; Nicholas D. Myers, University of Miami*

Analyzing Multiple Baseline Data Using Multilevel Modeling With Various Residual Distributions: A Monte Carlo Simulation Study. *Corina M. Owens, Professional Testing, Inc.; Jennie L. Farmer, Clemson University*

Discussant: *William Holmes Finch, Ball State University*

**70.022. Race, Class, and Ethnic Divides in Education.** Division F - History and Historiography; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 8:15-9:45am

Chair: *Helen S. Raptis, University of Victoria*

Participants:

The Rhetoric of Community Meets the Reality of Class Divisions: A Historical Case Study. *Miriam Heller Stern, American Jewish University*

Breaking the Chains of Apartheid Education: Noncollaboration and the Educational Fellowships. *Paul Ross Hendricks, Cape Peninsula University of Technology*

Examining the Debates on History Education in Lebanon. *Bassel Akar, Notre Dame University, Louaize; Cathlin Bryn Goulding, Teachers College, Columbia University; Khalil Makari, Centre for Lebanese Studies*

Border Friendships: Power in Learning Among Assimilated Black and White Settler Children in Colonial Mozambique. *Antoinette Errante, The Ohio State University*

**70.023. Data-Based Decision Making in Education: Challenges and Opportunities.** Division H - Research, Evaluation and Assessment in Schools; Symposium

Parc 55, Third Level, Powell I; 8:15-10:15am

Chair: *Karen Seashore-Louis, University of Minnesota*

Participants:

The Netherlands and New Zealand: From Data to Achievement. *Kim Schildkamp, Universiteit Twente; Mei Kuin Lai, The University of Auckland; Melanie Ehren, Institute of Education; Stuart Mcnaughton, The University of Auckland*

England: Professional Attitudes to the Use of Attainment and Progress Data in Secondary Schools. *Christopher Downey, University of Southampton; Anthony J. Kelly, University of Southampton*

South Africa: Approaches to Effective Data Use: Does One Size Fit All? *Elizabeth Archer, University of South Africa; Vanessa Scherman, Centre for Evaluation and Assessment; Sarah Jane Howie, University of Pretoria*

Flanders: Improving Data Literacy in Schools: Lessons From the School Feedback Project. *Jan Vanhoof, Antwerp University; Goedele Verhaeghe, Ghent University; Peter Van Petegem, University of Antwerp; Martin M. Valcke, Ghent University*

USA: Implementation of a Data Initiative in the NCLB (No Child Left Behind) Era. *Jeff Wayman, The University of Texas - Austin; Michael Volonino, The University of Texas - Austin; Daniel D. Spikes, The University of Texas - Austin*

Canada: Towards Data-Informed Decisions: From Ministry Policy to School Practice. *Robert Dunn, York Region District School Board; Sonia Ben Jaafar, OISE/University of Toronto; Lorna M. Earl, Lorna Earl & Associates; Steven Katz, OISE/University of Toronto*

Discussant: *Karen Seashore-Louis, University of Minnesota*

**70.024. Workplace Learning and Careers.** Division I - Education in the Professions; Paper Session

Parc 55, Fourth Level, Cyril Magin III; 8:15-10:15am

Chair: *Anne Christine McKee, King's College London*

Participants:

Debt's Impact on Career Decisions: Examining the Factors Contributing to Graduating Dental Students' Intentions to Work in Underserved Areas. *Evelyn Lucas-Perry, American Dental Education Association; Gwen Garrison, American Dental Education Association; Eugene L. Anderson, American Dental Education Association*

Differences in the Work Characteristics and Experiences of Early Career Engineering Graduates. *Samantha Ruth Brunhaver, Stanford University; Shannon Katherine Gilmartin, California Institute of Technology; Helen Chen, Stanford University; Michelle Grau, Stanford University; Michelle Warner, Stanford University; Holly Marie Matusovich, Virginia Polytechnic Institute and State University; Katherine Winters, Virginia Polytechnic Institute and State University; Cheryl Carrico, Virginia Polytechnic Institute and State University; Sheri Sheppard, Stanford*

Employees' Willingness to Participate in Work-Related Learning: A Multilevel Analysis of Employees' Learning Intentions. *Eva Kyndt, University of Antwerp; Patrick Mjl Onghena, Katholieke Universiteit Leuven; Filip J.R.C. Dochy, University of Leuven*

Examining the Relationship Between Career Academies and Employment. *Frances Frick Burden, Ad Hoc Analytics, LLC; Margaret Hellen Gheen; Becky A. Smerdon, Quill Research Associates, LLC*

Professional School Education: Cost, Debt, and Decisions. *Gwen Garrison, American Dental Education Association; Gloria Gonzalez, American Dental Education Association; Nan Zhou, American Dental Education Association; Eugene L. Anderson, American Dental Education Association*

The Roles and Effects of Education and Poverty in "New Normalizing" for Migrant Health Care Professionals. *John Collins, John Collins Consulting Inc.*

Discussant: *Bob L. Johnson, Jr., The University of Alabama***70.025. Developmental Education: Equipping Students With College-Level Skills.** Division J - Postsecondary Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 9; 8:15-9:45am

Chair: *Marcela Cuellar, University of Southern California*

Participants:

Early Identification of Students at Risk for Community College Developmental Math Placement. *Aarti Bajaj Judd, University of Missouri - Kansas City; Morgan Grotewiel, University of Missouri - Kansas City; Tamera B. Murdock, University of Missouri - Kansas City; Carolyn Elizabeth Barber, University of Missouri - Kansas City; Jacqueline D. Spears, Kansas State University*

Improving Developmental Education? An Evaluation of a Co-Requisite College Algebra Program. *Robin E. Zuniga, The University of Texas - Austin; Selina Vasquez Mireles, Texas State University*

Evaluating Institutional Efforts to Streamline Postsecondary Remediation: The Causal Effects of the Tennessee Developmental Course Redesign Initiative. *Angela Boatman, Stanford University*

Discussant: *Tatiana Melguizo, University of Southern California***70.026. Does Money Matter? Effects of Tuition and Financial Aid on College Student Success.** Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 8:15-9:45am

Chair: *Nicholas Hillman, University of Utah*

Participants:

The Effects of Tuition Increases on the College Access of Low-SES (Socioeconomic Status) Students: New Results From a Natural Experiment in Germany. *Anna Julia Kroth, Humboldt University - Berlin*

Does Losing Need-Based Financial Aid Cause College Students to Drop Out? An Application of the Regression-Discontinuity Design. *William R. Doyle, Vanderbilt University; Jungmin Lee, Vanderbilt University*

The Effect of Florida's Bright Futures Program on College Entry and Choice: An Individual-Level Analysis. *Liang Zhang, The Pennsylvania State University; Shouping Hu, Florida State University*

Exploring the Effects of Financial Aid on Nontraditional Student Success: A Discrete-Time Event History Analysis. *Jin Chen, Indiana University - Bloomington*

Discussant: *Stephen L. DesJardins, University of Michigan***70.027. Graduate Degree Aspirations for Students of Color.** Division J - Postsecondary Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 3; 8:15-9:45am

Chair: *Michelle A. Maher, University of South Carolina*

Participants:

Undocumented Immigrants Plan for Graduate School: Insights and Realities. *Lisa DeAnn Garcia, University of Southern California*

The Intersection of Gender and Race/Ethnicity With Educational Aspirations of Undergraduate Engineering Students. *Elizabeth Litzler, University of Washington - Seattle; Julie Ann Lorah, University of Washington*

When One Degree Isn't Enough: The Graduate Education Choices of Racial and Ethnic Minority Students With Science and Engineering Degrees. *Araceli Espinoza, University of Southern California - Rossier School of Education*

Aspirations to Pursue Graduate Education for Undergraduate Latinas/os. *Amber Michelle Gonzalez, University of California - Santa Barbara; Cynthia Hudley, University of California - Santa Barbara; Karen L. Nylund-Gibson, University of California - Santa Barbara*

Discussant: *Thomas F. Nelson Laird, Indiana University***70.028. Riding the Social Media Wave: Assessing and Understanding the Tides of Technology in Relation to College Student Experiences.**

Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 8:15-9:45am

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

Participants:

Community College Students and Social Media: Developing Archetypes of Users and Implications for Improving Student Engagement. *Charles Harold Frederick Davis, The University of Arizona; Regina J. Deil-Amen, The University of Arizona; Cecilia Rios Aguilar, Claremont Graduate University; Manuel S. Gonzalez Canche, The University of Arizona*

Evaluating the Effect of the Online Course Format on Collegiate Student Learning. *Jessica Alzen, University of Colorado - Boulder; Derek C. Briggs, University of Colorado*

Identity Work and Social Norms of Taiwan College Students on Facebook. *LiangWen Lin, University of California - Los Angeles*

Discussant: *Ana M. Martinez-Aleman, Boston College***70.029. Internationalizing Teacher Education (Part 1): Understanding the Knowledge, Skills, and Attitudes for Teaching International Populations.** Division K - Teaching and Teacher Education;

Symposium

Hilton Union Square, Lobby Level, Golden Gate 4; 8:15-9:45am

Chair: *Supriya Baily, George Mason University*

Participants:

International Competence for Teaching and Learning. *Kenneth Cushner, Kent State University*

The Critical Role of Language in Today's International Classrooms. *Rebecca K. Fox, George Mason University*

Internationalizing U.S. Schools: Where Do National Standards Fit In? *Laura Christine Engel, The George Washington University; Christiane M. Comors, The George Washington University; Megan M Siczek, The George Washington University*

Internationalization in Australian Schools and Teacher Education Programs. *Libby Tudball, Monash University; Sarah Rutherford, Monash University*

Discussant: *Beverly D. Shaklee, Kent State University***70.030. Moving Teacher Education Into Urban Schools and Communities: Prioritizing Community Strengths.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 8:15-10:15am

Chair: *Jana Noel, California State University - Sacramento*

Participants:

Moving Teacher Education Into Urban Schools and Communities: Focus on Preservice Teachers. *Andrea J. Stairs, University of Southern Maine; Robert E. Lee, Illinois State University*

Moving Teacher Education Into Urban Schools and Communities: Focus on Children. *Barbara Morgan-Fleming, Texas Tech University*



Moving Teacher Education Into Urban Schools and Communities: Focus on Practicing Teachers and Schools. *Eleni Katsarou, University of Illinois at Chicago*

Moving Teacher Education Into Urban Schools and Communities: Focus on Community Partners. *Bonny L. Gildin, All Stars Project Inc.*

Moving Teacher Education Into Urban Schools and Communities: Focus on University Faculty. *Deidre B. Sessoms, California State University - Sacramento; Francine P. Peterman, Montclair State University*

Moving Teacher Education Into Urban Schools and Communities: Focus on "Grow Your Own" Programs. *Elizabeth A. Skinner, Illinois State University*

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

**70.031. Professional Development in Rural and Isolated Areas.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 1; 8:15-9:45am

Chair: *Shannon Coman Henderson, The University of Alabama*

Participants:

Growing Into Inquiry: Stories of Teachers Using Inquiry for Themselves and Their Students. *Christine D. Clayton, Pace University; James F. Kilbane, Tulane University; Mary Rose McCarthy, Pace University*

Advanced Degrees Result in Professional Growth for Teachers of Minority Students in Geographically Isolated Settings. *Boyd Lee Bradbury, Minnesota State University - Moorhead; Ximena Suarez-Sousa, Minnesota State University - Moorhead*

Collaborative Design (CODE) for Enriching Small Remote Schools' Learning Environments. *Therese Laferriere, Laval University; Alain Breuleux, McGill University*

Lighthouse Exemplars: Researching Effective Professional Development for Effect. *Ralph T. Mason, University of Manitoba; Joan Darlene Zaretsky, University of Manitoba*

Unintended Consequences: A Case Study of Professional Development Experiences Within a Small School Setting. *Amy Ryan, Boston College; Christine Power, Boston College; Andrew Frederic Miller, Boston College*

Discussant: *Terumi D. Lamberg, University of Nevada - Reno*

**70.032. Social Justice 102: Methodologies Into Practice.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 2; 8:15-9:45am

Chair: *Mara Sapon-Shevin, Syracuse University*

Participants:

Poorly Prepared: Are Preservice Teachers Equipped to Educate Minority Sexual and Gender Identity Students? *Reagan Joy Kaufman, University of Wyoming*

The Aesthetic Experience, Imagination, and Social Justice: Examining Preservice/Inservice Teachers' Understandings of Maxine Greene's Philosophy. *Seungho Moon, Oklahoma State University - Stillwater*

Warping Lenses and Moving Margins: Negotiating "Normal" With Preservice Teachers. *Anita Bright, Portland State University*

Discussant: *Judith Toure, Carlow University*

**70.033. The Professionalism of Teacher Educators: Their Roles and Their Professional Development.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Lobby Level, Golden Gate 5; 8:15-9:45am

Chair: *J. John Loughran, Monash University*

Participants:

The Professionalism of Teacher Educators: A Review Study on Their Roles, Behaviors, and Professional Development. *Jurrien Dengerink, Vrije Universiteit Amsterdam; Mieke L. Lunenberg, Vrije Universiteit Amsterdam; Fred A.J. Korthagen, Vrije Universiteit Amsterdam*

Understanding Teacher Educators as Teachers of Teachers: Exploring Multiple Perspectives. *Jean M.F. Murray, University of East London; Gerry Czerniawski, University of East London; Warren Kidd, University of East London*

Unfolding Mentors' Dialogical Journey: A Synthesis of Studies. *Lily Orland-Barak, University of Haifa*

The Development of Teacher Educators' Role as Researcher in New Universities. *T. Martijn Willemse, Windesheim university of applied sciences; Fer Boei, Windesheim University of Applied Sciences; Gerda Geerdink, Vocational University of Arnhem and Nijmegen; Quinta Kools, Fontys University of Applied Science; Haske van Vlokhoven, HAN University of Applied Sciences; Femke Geijsel, Windesheim*

*University of Applied Sciences*

Discussant: *Pamela L. Grossman, Stanford University*

**70.034. Hiring and Retaining Teachers.** Division L - Educational Policy and Politics; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 6; 8:15-10:15am

Chair: *Heather J. Hough, Public Policy Institute of California*

Participants:

Proactive Versus Reactive Strategies: Developing a Typology of Principal Hiring Practices. *Mimi Engel, Vanderbilt University; Chris Curran, Vanderbilt University - Peabody College*

Alternative Teacher Certification and the Revolving Door in New York City Public Schools. *Andrew M. Brantlinger, University of Maryland; Wyletta Sheree Gamble, University of Maryland - College Park*

Does New York City Mentoring Policy Have an Effect on Teacher Turnover? *You You, Teachers College, Columbia University*

Teachers' Intentions and Actual Departures: An Examination of Organizational Factors in New York City Middle Schools. *Aaron Pallas, Teachers College, Columbia University; Jennifer Goldstein, California State University - Fullerton; William Henry Marinell, Harvard University*

What Impact Have Accountability Policies and Practices Had on the Retention of Teachers? *Richard Ingersoll, University of Pennsylvania; Lisa Merrill, University of Pennsylvania; Henry May, University of Delaware*

Discussant: *Seth Gershenson, American University*

### SIG Sessions

**70.035. Strengthening Reflective Practice, Engagement, and Critical Thinking: The Role of Action Research in Education Systems.** SIG-Action Research; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 8:15-9:45am

Chair: *Barbara B. Kawulich, The University of West Georgia*

Participants:

Researching Digital Literacies in a Middle School Classroom: Examining Engagement and Critical Thinking. *Joy Myers, University of North Carolina - Greensboro*

To Be or Not to Be: Student and Faculty Perceptions of Engagement in the First Year of a Bachelor of Education Program. *Norman Davis Vaughan, Mount Royal University; Jim Zimmer, Mount Royal University; Jodi Nickel, Mount Royal University; Irene M. Naested, Mount Royal University; Gladys Stenberg, Mount Royal University; Kevin O'Connor, Mount Royal University*

Deepening Reflective Practice Through the Use of Action Research in Middle-Level Teacher Education. *Rita Anne Hagevik, The University of North Carolina at Pembroke; Irina Falls, University of North Carolina - Pembroke*

Jumpstart Faculty Writing Program: An Action Research for Faculty Consultants. *Paulina Gutierrez Zepeda, Portland State University; Dannelle D. Stevens, Portland State University*

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

**70.036. What Can Art Do? Reappropriating Art Education, Fostering Agencies, and Mobilizing Social Change.** SIG-Arts and Learning; Symposium

Grand Hyatt, Theatre Level, Orpheum; 8:15-9:45am

Chair: *Kathleen Vaughan, Concordia University*

Participants:

Art Education for Meaning, Agency, and Joy in Rural South Africa: The Art of Reskilling. *April R. Mandrona, Concordia University*

Comic-Making: Boosting Expression and Motivating Learning with LGBTQ [Lesbian, Gay, Bisexual, Transgender and Questioning] Youth. *Michel Levesque, Concordia University*

"The View From Here": Art-Making and Storytelling With Seniors in Social Housing in Gentrifying Point St. Charles, Montreal. *Kathleen Vaughan, Concordia University*

Art and Design as Action: Manifesting Social Change. *Tina Carlisi, Concordia University*

Discussant: *Claudia Mitchell, McGill University*

**70.037. What Does It Mean to Have an N-of-1? Art-Making, Education Research, and the Public Good.** SIG-Arts-Based Educational Research; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 8:15-10:15am

Chair: *Monica M. Prendergast, University of Victoria* Participants:

Arts-Based Educational Research Serving the Public Good: A Critical Brechtian Perspective. *Donald Blumenfeld-Jones, Arizona State University - Tempe*

Are We Requiring Arts-Based Educational Research to Do More Than It Is Capable of Doing? *Donal O'Donoghue, The University of British Columbia*

"I Contain Multitudes": The Challenges of Self-Representation in Arts-Based Educational Research. *Monica M. Prendergast, University of Victoria*

Reliability and Validity With an N of 1 in Arts-Based Educational Research. *Richard E. Siegesmund, Northern Illinois University*

Dancing the Threshold From Personal to Universal. *Celeste N. Snowber, Simon Fraser University*

Beyond Elusive Notions of Art and Impoverished Conceptions of Education. *Graeme L. Sullivan, The Pennsylvania State University*

**70.038. The Multidimensionality of Method: Engaging the Individual.** SIG-Biographical and Documentary Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 8:15-9:45am

Chair: *Shaka Rawls, University of Illinois at Chicago*

Participants:

Gift of Education: Joseph Gikubu and the Development of Youth Education in Kenya, 1957 to Present. *Peter Chrisanthus Ojiambo, The University of Kansas*

Joseph Kinmont Hart in Denmark: Danish Folk Schools and His Links to Highlander. *Deron R. Boyles, Georgia State University*

My Othermother's Sociopolitical Perspectives Light My Way: "Keep Walking!" *Della R. Leavitt, Chicago Arts Partnerships in Education*

What Can We Learn From Creative Lives? Biography as Method, Data, and Form. *Ann E. Robinson, University of Arkansas at Little Rock*

Discussant: *Sarah Miltz-Frieling, University of Illinois at Chicago*

**70.039. Advancing Research in Classroom Assessment.** SIG-Classroom Assessment; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 8:15-9:45am

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

Participants:

Learning, Motivation, and High-Stakes Testing: A Changing Context for Research on Classroom Assessment. *James H. McMillan, Virginia Commonwealth University*

Technical Qualities of Classroom Assessment: Implications for Research. *Sarah M. Bonner, Hunter College - CUNY*

Research on Summative Assessment and Grading Practices. *Susan M. Brookhart, Duquesne University*

Research on Formative Assessment Practices. *Dylan R. Wiliam, Institute of Education - London*

Research on Classroom Assessment Methods. *Heidi L. Andrade, University at Albany - SUNY*

Research on Differentiated Classroom Assessment. *Jay Parkes, University of New Mexico*

Discussant: *Lorrie A. Shepard, University of Colorado - Boulder*

**70.040. The Continuing Evolution of Cognition and Assessment in K-12: A Retrospective and a Look Ahead.** SIG-Cognition and Assessment; Invited Session  
Parc 55, Third Level, Powell II; 8:15-10:15am

Chair: *Andre A. Rupp, University of Maryland*

Presenters: *Joanna Sandra Gorin, Educational Testing Service; Jonathan Templin, University of Georgia; Steve Ferrara, Pearson Assessment & Information; Peggy Clements, Education Development Center, Inc.; Janice D. Gobert, Worcester Polytechnic Institute*

**70.041. Teachers and Technology: New Answers to Old Questions.** SIG-Computer and Internet Applications in Education; Paper Session  
Parc 55, Second Level, Divisadero; 8:15-10:15am

Chair: *Evrin Baran, Middle East Technical University*

Participants:

Free and Open Source Tools: A Study of Preservice Teachers' Competency, Attitude, and Pedagogical Intention. *Joyce Asing-Cashman, New Mexico State University; Binod Gurung, New Mexico State University; David W. Rutledge, New Mexico State University; Yam Limbu, Montclair State University*

Technology Integration in K-12 Geography Education Using TPACK (Technological, Pedagogical, and Content Knowledge) as a Conceptual Model. *Aaron Doering, University of Minnesota; Suzan Koseoglu, University of Minnesota; Cassandra Scharber, University of Minnesota*

Technology and Knowledge: An Exploration of Teachers' Conceptions of Subject-Area Knowledge Practices and Technology Integration. *Sarah Katherine Howard, University of Wollongong; Karl Maton, The University of Sydney*

Looking to the Future to Understand the Past: A Survey of Preservice History Teachers' Digital and Historical Literacies. *Stephane Levesque, University of Ottawa; Nicholas Ng-A-Fook, University of Ottawa; Julie Corrigan, University of Ottawa*

Supporting Math and Science Teachers' Technology Integration Using Proof of Concept Online Professional Development Software. *Caner Uguz Uguz, University of Virginia; Monty Jones, Virginia Commonwealth University; Sara L. Dexter, University of Virginia*

**70.042. Equity Issues in Teacher Education.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 8:15-9:45am

Chair: *S. Maxwell Hines, Winston-Salem State University*

Participants:

Latina/o Preservice Teachers' (Mis)Conceptions of Teaching Mathematics for Students From Minoritized Populations. *Crystal A. Kalinec Craig, The University of Arizona*

Giving and Giving Off: Incongruence in Teacher Education. *Elizabeth Anne Self, Vanderbilt University*

The Interaction Between Institutional Racism and Individual Practice: A Critical Race Theory Analysis of Prospective Teachers' Reflections. *Katrina Liu, University of Wisconsin-Whitewater; Michael K. Thomas, St. John's University*

Using an Adult Development Model to Help Explain Preservice Teacher Resistance to Learning About Race. *Laurel D. Puchner, Southern Illinois University - Edwardsville; Linda Markowitz, Southern Illinois University - Edwardsville*

Teacher Educators: Using Access to Promote Equity in the Classroom and in the Academy. *Angela J. Cox, Georgetown College; Sherry W. Powers, Asbury University; Tiffany Renee Wheeler, Transylvania University; Cassie F. Zippay, Western Kentucky University; Miriam Elizabeth Stroder, Southern Illinois University - Carbondale*

**70.043. Disrupting Myths and Deconstructing Stigmas About Children and Families in Poverty.** SIG-Critical Perspectives on Early Childhood Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 8:15-10:15am

Chair: *Fabienne Doucet, New York University*

Participants:

The Stigmatized Images of Children Experiencing Homelessness: Examining the Discourse of Early Childhood Preservice Teachers. *Jinhee Kim, Duquesne University*

Messy Lives: Critical Perspectives on Resilience for Young Children Navigating the Demands of Challenging Environments. *Travis S. Wright, University of Wisconsin- Madison*

Faces of Poverty Related to Children's Identity: Dr. Mamie Phipps Clark, Working Toward Equality. *Lois McFadyen Christensen, The University of Alabama - Birmingham; Maxie P. Kohler, The University of Alabama - Birmingham; Jerry Aldridge, The University of Alabama - Birmingham; Jennifer Kilgo, The University of Alabama - Birmingham*

How Did We Make a Difference? *Margy Whalley, Pen Green Research, Development and Training Base and Leadership Centre; Sally Peerless, Pen Green Research, Development and Training Base and Leadership Centre; Cath Arnold, Pen Green Research, Development and Training Base and Leadership Centre; Penny Lawrence, Pen Green Research, Development and Training Base and Leadership Centre*

Deconstructing Myths About Families in Poverty: Working for Young Children and Communities Through Curriculum in the Primary

Grades, Examples From Preservice Teaching and Talk. *Janice Kroeger, Kent State University; Casey Yvonne Myers, Kent State University - Kent*

**70.044. New Approaches to Research on Doctoral Education.** SIG-Doctoral Education across the Disciplines; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2;  
8:15-9:45am

Chair: *Julie Renee Posselt, University of Michigan*

Participants:

Nothing Succeeds Like Success: Bourdieu, Doctoral Education, and the Matthew Effect. *Bryan Gopaul, University of Pennsylvania*  
Interdisciplinary Doctoral Student Socialization. *Susan K. Gardner, University of Maine; Jessica Jansujwicz, University of Maine; Karen Hutchins, University of Maine; Brittany Cline, University of Maine; Vanessa Levesque, University of Maine*

Predicting Dropout Intentions in Ph.D. Studies. *David Litalien, Université Laval; Frederic Guay, Université Laval*

Themes of Poverty and Education in Recent Doctoral Dissertations. *Carol A. Mullen, University of North Carolina - Greensboro; William Andrew Kealy, University of North Carolina - Greensboro*

Discussant: *Rosa Cintron, PhD, University of Central Florida*

**70.045. What Does "Science" Shift? The Positioning of Activities and Identities With Respect to the Domain of Science.** SIG-Learning Sciences; Symposium

Parc 55, Fourth Level, Mission I; 8:15-9:45am

Chair: *Danielle Keifert, Northwestern University*

Participants:

Differences in Families' Everyday Practice of Questioning: Backyard Gardening Versus a Science Kit About Gardening. *Jessica Umphress, Northwestern University; Bruce Sherin, Northwestern University*

Students' Photographic Representations of Science During a Field Trip to a National Park. *Victor R. Lee, Utah State University; Jeffrey Olsen, Utah State University*

Young Kids' Talk About Fish, Feet, and Guts: Tensions Between Participant-Identified "Science" Activity and Researcher-Identified Practices for Science Learning. *Danielle Keifert, Northwestern University; Reed Stevens, Northwestern University*

"Out of the Way, Scientist Coming Through": Self and Mentor Positioning in a Chemical Oceanography After-School Program. *Deana Scipio, University of Washington; Shelley Stromholt, University of Washington*

Amps or Pipettes? Gender-Differentiated Choice of STEM Challenges in an After-School Program. *Lauren Penney, Northwestern University; Reed Stevens, Northwestern University; Kemi Jona, Northwestern University*

Discussant: *Andrew R. Elby, University of Maryland - College Park*

**70.046. Professional Identities of Teacher Educators in Current University Teacher Preparation Contexts.** SIG-Lives of Teachers; Symposium  
Grand Hyatt, Ballroom Level, Redwood; 8:15-9:45am

Chair: *Brad Olsen, University of California - Santa Cruz*

Participants:

The Roles and Identities of Mentors in Urban Teacher Residency Programs. *Annamarie Mahealani Francois, University of California - Los Angeles; Karen H. Quartz, University of California - Los Angeles*

The Professional Identity of Teacher Educators. *Anja Swennen, VU University Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education*

Who Teaches Our Teachers? A Study of Teacher Educator Characteristics, Identities, and Perspectives in California. *Brad Olsen, University of California - Santa Cruz; Rebecca Buchanan, University of California - Santa Cruz*

Defender, Reformer, Transformer: Reflections on a Career as a University Teacher Educator. *Kenneth Zeichner, University of Washington*

Discussant: *Jennie A. Whitcomb, University of Colorado - Boulder*

**70.047. Behind and Beyond the Bricks: Building Movements Around the Successful Education of Black Male Students.** SIG-Research Focus on Black Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4;  
8:15-10:15am

Chair: *Yolanda Sealey-Ruiz, Teachers College, Columbia University*

Participants:

Behind the Bricks: Behind the Scenes of a Community-University

Collaboration via Documentary Film. *Ouida Washington, Beyond the Bricks Project; Derek Koen, Beyond the Bricks Project*

Challenges of Building Community Collaborations in University Contexts. *Brian A. Williams, Georgia State University*

Only God Can Judge Me: Reflections on Participating in the Beyond the Bricks Project. *Macio Thompkins, Beyond the Bricks Project*

Next Steps for Movement Building Around Black Male Achievement.

*Raymond Winbush, Morgan State University*

Discussant: *Dana E. Salter, The Beyond the Bricks Project*

**70.048. Research in Reading and Literacy: The Range of Research Questions.** SIG-Research in Reading and Literacy; Paper Session  
Hilton Union Square, Yosemite B; 8:15-10:15am

Chair: *Wayne Harvard Slater, University of Maryland*

Participants:

Breaking Through Developing World Education Barriers: Supporting Reading Development in Disadvantaged Students. *Elliott Friedlander, Stanford University; Amy Jo Dowd, Save the Children*

Instructional Reading-Level Growth of English Language Learners Over Two Years, According to Initial Word-Reading Ability. *Melody Kung, University of North Carolina - Chapel Hill; Jill Fitzgerald, MetaMetrics and UNC Emerita; Steven J. Amendum, North Carolina State University*

Processing and Comprehending Academic and Nonacademic Written Discourse. *Stephen B. Kucer, Washington State University - Vancouver*

Textual Features That Support Secondary Students' Engagement With Texts. *Kristen Michelle Nichols Besel, University of Minnesota*

The Relationships Between Teacher Variables and Outcomes for Language Minority Learners in Grades 3-5 on Measures of Vocabulary Knowledge and Reading Comprehension. *Jennifer Letcher Gray, Marymount University; Mariam Jean Dreher, University of Maryland; Rebecca Deffes Silverman, University of Maryland - College Park; Patrick Proctor, Boston College*

The Effects of Engagement and Motivation on Lower Socioeconomic Status Students' Persuasive Writing. *Leisa G Standish, Macquarie University*

Interactive Effects of Working Memory Self-Regulatory Ability and Relevance Instructions on Text Processing. *Nancy Jo Hamilton, University of Arkansas at Little Rock; Gregory John Schraw, University of Nevada - Las Vegas*

Discussant: *Wayne Harvard Slater, University of Maryland*

**70.049. Promoting Student Engagement Among Students Living in Poverty: Investigations of the Impact of Teacher-Student Relationships on Student Achievement and Well-Being.** SIG-School Community, Climate, and Culture; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 3; 8:15-10:15am

Chair: *James Carl Wohlleb, James C. Wohlleb Consulting*

Participants:

"Caring as Relation" Versus "Caring as Virtue": High School Students' Perceptions of Teacher Care. *Kristy S. Cooper, Michigan State University; Andrew Miness, Michigan State University*

Associations Between Teacher-Student Relationship Quality and Academic Achievement by Ethnicity, Gender, and Socioeconomic Status. *Khushwinder Kaur Gill, Lammersville Unified School District; Rachelle Kist Hackett, University of the Pacific; Lynn G. Beck, University of the Pacific; Craig R Seal, California State University - San Bernardino*

Examining the Role of Institutional Care in the College-Going Behaviors of Low-Income Students of Color. *Robert Cooper, University of California - Los Angeles; Michelle Renee Smith, University of California - Los Angeles; DeMarcus Jenkins, University of California - Los Angeles*

Sense of Community and Positive Student-Teacher Relationships in Four Schools. *Stephanie Levitt, The Ohio State University; Katherine M. Kovach, The Ohio State University*

Teachers as Bridges: A Student Connections Study. *Katherine Marian Thompson, OISE/University of Toronto*

The Impact of Institutional Care on Academic Achievement Outcomes for Students of Color in Urban High Schools. *Robert Cooper, University of California - Los Angeles; Justyn Korey Patterson, University of California - Los Angeles*

Discussant: *Lisa Bass, North Carolina State University*

**70.050. Science Learning Within Cultures: What Does It Mean to "Do Science" for Different Cultures?** SIG-Science Teaching and Learning; Structured Poster Session

Parc 55, Fourth Level, Cyril Magnin I; 8:15-9:45am



Chairs: *Rose E. Honey, Harvard University; Sameer Honwad, University of Pennsylvania*

Participants:

1. Seeing and Engaging Relational Epistemologies: Changing Nature-Culture Relations in Science Education. *Megan Bang, University of Washington*
2. Supporting American Indian Students' Learning in the Geosciences With Culturally Congruent Instruction. *Regina C. Sievert, Salish Kootenai College*
3. Science Career Development in Cultural Contexts: Exploring the Importance of Student Identity. *Dawn L. Sutherland, University of Winnipeg*
4. Building Community for STEM Education for Cultural Preservation. *Laura Anne Laumatia, University of Idaho; Anne L. Kern, University of Idaho*
5. Approach to Developing Culturally Relevant STEM Programming With American Indian Students. *Gillian Roehrig, University of Minnesota; Stephan Carlson, University of Minnesota*
6. Connecting School Science Learning With At-Home Activities: Documenting Learning Through a Science Backpack Program. *Carrrie T. Tzou, University of Washington - Bothell; Elyse Litvack, Maple Elementary School*
7. Learning to Balance Indigenous and Exogenous Knowledge Systems for Environmental Decision-Making in the Kumaon Himalayas. *Sameer Honwad, University of Pennsylvania*
8. Bitterroots and Bull Trout: Collateral Learning With Salish Students. *Rose E. Honey, Harvard University*
9. Adolescents' Meaningful Learning in Self-Initiated Spaces When Composing and Performing Music. *Veronique Mertl, University of Washington*

Discussant: *Steven Semken, Arizona State University*

**70.051. Self-Study as a Conduit of Professional Growth.** SIG-Self-Study of Teacher Education Practices; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 8:15-10:15am

Chair: *Lesley K. Coia, Agnes Scott College*

Participants:

- Confessions of Practice: Multidimensional Interweavings of Our Work as Teacher Educators. *Jennifer L. Snow, Boise State University; Susan D. Martin, Boise State University*
- Constructing Our Identities as Teacher Educator-Researchers: The Unexpected Benefits of Being a Critical Friend. *Farveh Ghafouri, University of Tromso; Monica Eileen McGlynn-Stewart, George Brown College; Shelley Murphy, OISE/University of Toronto*
- Core Reflection in Action: Navigating the Self in Mentoring Teachers. *Paul R. McCormick, University of Pennsylvania*
- Doctoral Andragogy: A Three-Year Study on Developing Highly Effective Teaching Practices for a New Professional Doctorate Program in Education. *Barbara A. Henderson, San Francisco State University; Helen H. Hyun, San Francisco State University*
- Publishing Practitioners' Self-Studies: Some Issues and Dilemmas From a Research Mentor Perspective. *Vince Ham, CORE Education Ltd.; Ronnie L. Davey, University of Canterbury*

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

**70.052. Whose Social Studies Is This? Research on Curricular Access and Inclusion.** SIG-Social Studies Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 8:15-9:45am

Chair: *Cory Callahan, University of North Carolina Wilmington*

Participants:

- Manifest Destiny Realized: A Critical Examination of American Indian Content in U.S. History Standards. *Sarah B. Shear, University of Missouri; Ryan Thomas Knowles, University of Missouri; Gregory J. Soden, University of Missouri - Columbia; Catherine Cooke-Canitz, University of Missouri; Antonio J. Castro, University of Missouri - Columbia*
- Social Studies for Whom? A Qualitative Analysis of Curricular Access for ELLs. *Tina Lane Heafner, University of North Carolina - Charlotte; Michelle Plaisance, University of North Carolina - Charlotte*
- What Contributes to Social Studies Teachers' Inclusiveness in Teaching Immigrant Students in a New Gateway State? *Jeremy Hilburn, University of North Carolina - Wilmington; Xue Lan Rong, University of North Carolina - Chapel Hill; Hillary Parkhouse, University of North*

*Carolina - Chapel Hill; Alison McGlynn Turner, University of North Carolina - Chapel Hill*

Neo-Narratives in Online Participatory Media: "Stories" of Revolution. *Whitney G. Blankenship, Rhode Island College; Cinthia S. Salinas, The University of Texas - Austin*

Cross-Culture and Technology Integration: Examining the Impacts of a TPACK-Focused Collaborative Project on Preservice Teachers and Teacher Education Faculty. *Janie Daniel Hubbard, The University of Alabama; Geoffrey Price, The University of Alabama*

Discussant: *Kevin D. Vinson, University of the West Indies*

**70.053. Getting Into College and Making the Most of It.** SIG-Sociology of Education Cosponsored with Division J - Postsecondary Education; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 8:15-10:15am

Chair: *Brian An, University of Iowa*

Participants:

- College or Careers? Postsecondary Institutions and Trade Schools in the Transition to Adulthood Among Low-Income African American Youth. *Stefanie A. Deluca, Johns Hopkins University; Megan M Holland, Harvard University*
- No Place Like Home? Familism and the Hispanic-White College Attendance Gap. *Sarah M. Ovink, Virginia Polytechnic Institute and State University*
- Easy Targets: Haphazard College Searching and the Reproduction of Inequalities in Higher Education. *Megan M Holland, Harvard University*
- Frog Pond or Cumulative Advantage: Content Analysis of Letters of Recommendation for College Admission. *Jonathan D. Schwarz, University of Notre Dame*
- When Bigger Is Worse: College Class Size and Academic Social Capital. *Irene R. Beattie, University of California - Merced; Megan Thiele, University of California - Merced*

**70.054. Research in Autism Spectrum Disorders.** SIG-Special Education Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 8:15-9:45am

Chair: *Barbara R. Schirmer, Defiance College*

Participants:

- An Intervention for Students With Autism Spectrum Disorders (ASD): Learning to Self-Manage During Homework Routines. *Patricia Korzekwa Hampshire, Boise State University; Gretchen D. Butera, Indiana University; Scott Bellini, Indiana University*
- Educational Placement of Students With Autism: What Factors Contribute to This Decision? *Jennifer Kurth, Northern Arizona University*
- Facilitating Social Interactions in a Virtual World for Children With Autism. *Fengfeng Ke, Florida State University; Tami Im, Florida State University; Xinrong Xue, Florida State University; Xinhao Xu, Florida State University; Namju Kim, Florida State University; Sungwoong Lee, Florida State University*
- High School Math and Science Preparation and Postsecondary STEM Participation for Students With Autism. *Jennifer Yu, SRI International; Xin Wei, SRI International; Paul Shattuck, Washington University*
- Reading and Math Achievement Profiles and Longitudinal Growth Trajectories of Children With Autism Spectrum Disorders. *Xin Wei, SRI International; Elizabeth Riley Christiano, SRI International; Jennifer Yu, SRI International; Mary M. Wagner, SRI International*

**70.055. Current Issues in Test Validity.** SIG-Test Validity Research and Evaluation; Paper Session  
Parc 55, Third Level, Mason; 8:15-10:15am

Chair: *Anita Rawls, The College Board*

Participants:

- Evaluating Score Consistency Within the Framework of an Argument for Test Use. *Jonathan Schmidgall, University of California - Los Angeles*
- The Place of Standard Setting in the Validity Argument for Criterion-Referenced Test-Score Interpretations. *Simon Tiffin-Richards, Max Planck Institute for Human Development; Hans Anand Pant, Institute for Educational Progress (IQB)*
- Performance-Level Descriptor Validation Studies for Four Advanced Placement (AP) Mixed-Format Exams. *Rosemary A. Reshetar, The College Board; Pamela K. Kaliski, The College Board; Deanna Lynn*

*Morgan, The College Board; Michael Chajewski, The College Board; Barbara S. Plake, University of Nebraska - Lincoln*

Investigating Differential Validity and Differential Prediction Using Orthogonal Regression Analysis. *John W. Young, ETS; Michael T. Kane, ETS; Lora F. Monfils, Educational Testing Service; Chen Li, ETS; Chelsea Ezzo, ETS*

A Framework for Collecting Consequential Evidence of Validity for K-12 Testing Programs. *Ying Li, American Nurses Association*

The Promise of Noncognitive Assessment in Graduate and Professional School Admissions. *David Marc Klieger, Educational Testing Service; Steven L. Holtzman, ETS; Chelsea Ezzo, ETS*

Discussant: *Timothy A. Sares, American Board of Internal Medicine*

### Division and SIG Roundtables

#### 70.056. Roundtable Session 62; Roundtable Session

**70.056-1. Mentoring for Principals and Administrators.** SIG-Mentorship and Mentoring Practices; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Sarah Kiersten Ferguson, The University of Texas - Austin*

Participants:

A Conceptual Framework for Evaluating Formal Principal Mentoring Programs. *Kareen Bangert, Helena Public Schools; Art W. Bangert, Montana State University*

Indicators of a Mentoring Mindset in New Principals. *Linda J. Searby, Auburn University*

Photomethods: A Medium to Expose Reflective Practices of Leaders in Impoverished Communities. *Kenyae Lynette Reese, Clemson University; Jane Clark Lindle, Clemson University; Amanda Bell Werts, Appalachian State University*

**70.056-2. Emerging Issues in Social Networking and Education.** Division C - Learning and Instruction; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Kristina Mattis, Notre Dame San Jose*

Participants:

Enhancing Social Presence and Communities of Practice in Distance Education Courses Through Social Media. *Lori B. Holcomb, North Carolina State University*

Social Networking Systems as a Vehicle to Promote Sense of Community and Performance in Online Classes. *Jonathan Woodward, Mississippi Gulf Coast Community College/The University of Southern Mississippi*

Twitter-Based Professional Development: Knowledge Sharing and Brokering in Serious Chats. *Minho Joo, Florida State University; Vanessa Paz Dennen, Florida State University*

**70.056-3. Epistemic Beliefs and Learning.** Division C - Learning and Instruction; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Ivar Braten, University of Oslo*

Participants:

Eye-Movement Patterns in Science Multimedia as a Function of Epistemic Beliefs and Learning Task Conditions. *Gregory Trevors, McGill University; Reza Feyzi Behnagh, McGill University; Roger Azevedo, McGill University; Wook Yang, McGill University; Joan Henchey, McGill University; Valerie Belanger-Cantara, McGill University; François Bouchet, McGill University; Grace Wang, McGill University; Nicole Pacampara, McGill University*

Using Think-Aloud Protocols to Capture Self-Regulated Learning and Epistemic Cognition During Internet Learning. *Jeffrey A. Greene, University of North Carolina - Chapel Hill; Seung Yu, University of North Carolina*

Examining Student Epistemological Preferences: A Latent Class Approach. *Ting Dai, Temple University; Jennifer G. Cromley, Temple University*

Measuring Decisiveness as a Component of Classroom Need for Closure. *Teresa K. DeBacker, University of Oklahoma; H. Michael Crowson, University of Oklahoma*

Personal Beliefs as a Lens: The Role of Epistemological and Self-Regulated Learning Beliefs in Preservice Teachers' Evaluation of

Lesson Plans. *Daniel Charles Moos, Gustavus Adolphus College; Amanda Miller, Gustavus Adolphus College*

**70.056-4. Important Topics in Literacy Assessment Research: Theory, Constructs, and Dimensionality.** Division C - Learning and Instruction; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Elena E. Forzani, University of Connecticut*

Participants:

Text Complexity: The Importance of Theory and Dimensionality in Reading Assessment. *Danielle S. McNamara, Arizona State University; Jonna M. Kulikowich, The Pennsylvania State University; Arthur C. Graesser, The University of Memphis*

Meaning Making: The Role of Relational Reasoning in Multiple Source Use. *Alexandra List, University of Maryland; Sandra Michelle Loughlin, University of Maryland; Patricia A. Alexander, University of Maryland*

Multidimensionality in Online Reading Comprehension Assessment: A Confirmatory Item Factor Analysis. *Weiwei Cui, National Institute of Statistical Sciences; Nell Sedransk, National Institute of Statistical Sciences*

Science Vocabulary Differences for ELL and Non-ELL Students: A Multiple-Sample Analysis. *Jonna M. Kulikowich, The Pennsylvania State University; Marco Bravo, San Francisco State University; Seth Corrigan, Lawrence Hall of Science, University of California - Berkeley*

**70.056-5. Investigating Teacher Learning.** Division C - Learning and Instruction; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Ziv Feldman, Boston University*

Participants:

Middle School Mathematics Teachers' Journeys Toward Technology-Rich Instruction. *Traci Hedetniemi, Edwards Middle School; Leigh Haltiwanger, Clemson University; Robert M Horton, Clemson University*

Sustaining Instructional Changes: Teachers' Instructional Practices After Participation in an Advanced Primary Mathematics Curriculum Study. *Janine M. Firmender, Saint Joseph's University*

Preservice Elementary Teachers' Developing Understanding of Factors and Divisibility. *Ziv Feldman, Boston University*

From Argumentation to Proof Making: A Case for the Density Property. *Joy Wright Whitenack, Virginia Commonwealth University; Laurie O. Cavey, Boise State University; Aimee Ellington, Virginia Commonwealth University*

**70.056-6. Language and Literacy in Diverse Discourse Communities.** Division C - Learning and Instruction; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Robert T. Jimenez, Vanderbilt University*

Participants:

Adolescent High School English Learners as Co-Participants in Research: Language Use in In-School and Out-of-School Contexts. *Kimberly A. Ferrario, University of Southern California*

Reading Worlds Seen and Unseen: The Role of Literacy in Diasporic African Spiritual Traditions in the United States. *Tiffany D. Pogue, Emory University*

The Long-Term Language and Literacy Development of One Somali Girl: From Tracing Letters to Rapping Book Responses. *Amy Frederick, University of Minnesota - Twin Cities; Maggie Struck, University of Minnesota; Lori A. Helman, University of Minnesota*

Translation as Culturally Responsive Pedagogy. *Robert T. Jimenez, Vanderbilt University; Samuel David, Vanderbilt University; Christopher Keyes, Vanderbilt University; Lisa Pray, Vanderbilt University*

**70.056-7. Online Learning: Maximizing the Impact for Students.** Division C - Learning and Instruction; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Jatila K. van der Veen, University of California - Santa Barbara*

Participants:

Examining the Effects of Discussion Strategy Instruction in Asynchronous

Online Discussion. *Fei Gao, Bowling Green State University; Yanyan Sun, Ohio University - Athens*

Profiles of Multiple Learning Goals Among Students in an Online Course: Relationship With Final Grade. *Matthew J. Irvin, University of South Carolina; Whitney Smiley, University of South Carolina; Wallace Hannum, University of North Carolina; Thomas W. Farmer, Virginia Commonwealth University*

Screencasting: Casting a Wider Net. *Scott E. Stuckey, Appalachian State University*

What Do Learners and Pedagogical Agents Discuss When Given Opportunities for Open-Ended Dialogue? *George Veletsianos, The University of Texas - Austin; Gregory Russell, The University of Texas - Austin*

**70.056-8. Research on Mathematics Teaching and Learning Among Children of Poverty.** Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Azadeh Jamalian, Teachers College, Columbia University*

Participants:

Evaluation of a Scale-Up Model for Children of Poverty: Longitudinal Study of Persistence of Effects. *Douglas H. Clements, University of Denver; Julie Sarama, University of Denver; Christopher B. Wolfe, University at Buffalo - SUNY; Mary Elaine Spitler, State University of New York*

Learning Mathematics in Low-Income Countries: Challenges and Opportunities. *Wendi D.S. Ralaingita, RTI International; Deepa Srikantaiah, Global Partnership for Education*

Metaphoric Gestures and Mathematical Education for Children From Low-Income Families. *Azadeh Jamalian, Teachers College, Columbia University*

**70.056-9. Research on Text-Picture Integration.** Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Wolfgang Schnotz, University of Koblenz-Landau*

Participants:

Visual Attention Mapping: Expert Readers Journey Across the Graphic Novel Page. *Laura M. Jimenez, Boston University*

Eye-Movement Modeling of Text and Picture Integration During Reading: Effects on Processing and Learning. *Patrik Pluchino, University of Padova; Caterina Tornatora, University of Padova; Lucia Mason, University of Padova*

Strategies of Text-Picture Integration When Reading Illustrated Text. *Wolfgang Schnotz, University of Koblenz-Landau; Ulrike Hochpoechler, University of Koblenz-Landau; Thorsten Rasch, University of Koblenz-Landau; Mark Daniel Ullrich, University Frankfurt am Main; Holger Horz, University Frankfurt am Main; Nele McElvany, TU Dortmund University; Juergen Baumert, Max Planck Institute for Human Development*

**70.056-10. Trends and Issues in Civics Education.** Division C - Learning and Instruction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chairs: *John K. Lee, North Carolina State University; Wayne Journell, University of North Carolina - Greensboro*

Participants:

"Hopefully You Can Make a Difference": Secondary Students' Views on the Value of Youth Civic Engagement. *Shira Eve Epstein, City College of New York - CUNY*

Unfinished Democracy: Black Students Realizing Their Potential and America's Promise Through Critical Cultural Citizenship. *Adrienne Rochelle Pinkney, Emory University*

We the People: Elementary Preservice Teachers and Constitutional Readability. *Lori T. Meier, East Tennessee State University; Karin J. Keith, East Tennessee State University*

**70.056-11. African American Students and Their Families: Tools for Academic Success.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 8:15-9:45am

Chair: *Rupam Saran, Medgar Evers College - CUNY*

Participants:

Freedom for Literacy/Literacy for Freedom: Deliberative Cultivation of Literacy Practices in Urban Middle School Grades. *Peter C. Murrell, Loyola University Maryland*

From Criminalization to Care: Black Boys in All-Boys Public High Schools. *Freeden Oeur, Tufts University*

"Strong and Independent": Messages Black Mothers Give Their Daughters and Implications for Achievement Outcomes. *LeAnna Majors, California State University - Long Beach*

**70.057. Roundtable Session 63;** Roundtable Session

**70.057-1. Exemplary Teachers of Students in Poverty.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *John Peter Portelli, OISE/University of Toronto*

Participants:

What Exemplary Teachers Do. *Geoff Munns, University of Western Sydney; Wayne Sawyer, University of Western Sydney*

Fair Go Teachers: Plan Hard and Teach Easy, Eliciting New Imaginations. *Anne Margaret Power, University of Western Sydney; Bronwyn Cole, University of Western Sydney*

Engaging ICT (Information and Communication Technologies) and Literacy. *Jon Callow, The University of Sydney; Joanne Orlando, University of Western Sydney*

Culturally Responsive Classroom Practices in Poor Communities. *Leonie Arthur, University of Western Sydney*

**70.057-2. Families and Education.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Susan V. Bennett, The University of Mississippi*

Participants:

Familial Cultural and Social Practices and Educational Success: Different Effects in Different Tracks. *Markus Szczesny, Freie Universität Berlin; Rainer Watermann, Freie Universität Berlin*

Operationalizing Critical Mothering Pedagogy: Narratives From Two Nondominant Educators and Mothers. *Romana Marie Holbert, Wright State University; Rosa Mazurett-Boyle, Rochester City School District*

The Continuum of the Comfortable: Responses of U.S. Schools Towards Working-Class, Mexican Transnational Families. *G. Sue Kasun, University of Saint Thomas*

Latina Mathematics Trajectories and College Enrollment: The Role of Family Support and Teacher Influence. *Alma L. Zaragoza-Petty, University of California - Irvine; Maria Estela Zarate, University of California - Irvine*

Mothers' Attention-Getting Utterances During Shared Book Reading: Links to Low-Income Preschoolers' Engagement, Visual Attention, and Early Literacy. *Maria Fernanda Tineo, Purdue University; Seung-Hee Claire Son, University of Utah*

**70.057-3. Feminist Epistemologies and Transformative Education.**

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Zeynep Zennur Isik-Ercan, Indiana University - Purdue University at Fort Wayne*

Participants:

*Quienes Somos:* Migrant Students as Teacher Educators. *Maria Timmons Flores, Western Washington University*

Locating Intersectional Violence: Critical Race Feminism in School Discipline Research. *Connie Wun, University of California - Berkeley*

**70.057-4. Fish Out of Water: The Educational Experiences of Migrant Students From Micronesia in Guam and Hawai'i.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Ruochen Li, McREL*

Participants:



Education and Assessment in Yap State. *Ruochen Li, McREL*  
 Distribution and Academic Achievement of Students From the Freely  
 Associated States (FAS) to Hawai'i. *Phyllis Campbell Ault, Education*  
*Northwest*  
 Academic Characteristics of Guam's Migrant Micronesian Learners: An  
 Information Platform Leading to Successful Solutions. *Mary L. Spencer,*  
*University of Guam; Felicity Grandjean, University of Guam*

**70.057-5. Multicultural Educational Praxis.** Division G - Social Context of  
 Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-  
 9:45am

Chair: *Donna Marie Johnson, Tulane University*

Participants:

Development, Validation, and Factor Analysis of the Culturally Responsive  
 Instruction Observation Protocol. *Victor Malo-Juvera, University of*  
*North Carolina - Wilmington; Rebecca Powell, Georgetown College;*  
*Susan Chambers Cantrell, University of Kentucky*

Educator Empathy, Supportive Relationships, and Latino Student Success:  
 A Mixed-Methods Exploration. *Beverly Prange, University of*  
*California - San Diego*

Multicultural Education During a Period of Rapid Ethno-Cultural  
 Diversification: Multicultural Teaching Competence of Korean Early  
 Childhood Educators. *Sung Ok "Reina" Park, University at Buffalo -*  
*SUNY*

Additive Science Instruction: Overlapping Western Scientific Inquiry and  
 Other Worldviews in Educational Settings for the Very Young. *Timothy*  
*A. Kinard, Texas State University; Jesse Straus Gainer, Texas State*  
*University - San Marcos*

**70.057-6. Multiple Literacies.** Division G - Social Context of Education;  
 Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-  
 9:45am

Chair: *Richard A. Diem, The University of Texas - San Antonio*

Participants:

African American Male Responses to a Forgiveness Curricular  
 Intervention: Resisting/Reifying Narratives of Violent Masculinity?  
*Sharon M. Chubbuck, Marquette University; Brandon Buck, Marquette*  
*University; Michalinos Zembylas, The Open University of Cyprus*

Developing Intercultural Competence in the Language Classroom. *Vitaliy*  
*Shyyan, National Center on Educational Outcomes*

Profile Analysis of Reading Texts Using PISA 2009 Data: Comparison  
 Between Korea and the United States. *Sun-Geun Baek, Seoul National*  
*University; Hye-Ji Kil, Seoul National University; Kyungin Park, Seoul*  
*National University*

Tracing the Development of Racial Literacy: In Conversation With  
 Racialized Undergraduate Students. *Gulzar R. Charania, University of*  
*Toronto*

**70.057-7. Pedagogy for Educational Equity.** Division G - Social Context of  
 Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-  
 9:45am

Chair: *Virginia M. Tong, Hunter College - CUNY*

Participants:

Academic Language, Teacher Talk, and Language Awareness: A Focus  
 on English Language Learners. *Gisela Ernst-Slavit, Washington State*  
*University - Vancouver; Jeremy New, Washington State University -*  
*Vancouver*

Cross-Cultural Equity: Pathway for Impoverished and Marginalized  
 Students in Two-Way Bilingual Immersion Programs. *Ana M.*  
*Hernandez, California State University - San Marcos; Annette M.*  
*Daoud, California State University - San Marcos*

*El Continuo Lingüístico del Español: A Systemic Functional Linguistics*  
 Approach to Academic Spanish Development of Bilingual Students.  
*Mariana Castro, University of Wisconsin - Madison; Susana Ibarra*  
*Johnson, University of New Mexico; Lorena Mancilla, University of*  
*Wisconsin - Madison; Patricia E. Venegas, University of Wisconsin -*  
*Madison*

The Acculturation of Chinese Immigrant Students: Sociocultural  
 Challenges of Teaching Spoken Communication. *Virginia M. Tong,*  
*Hunter College - CUNY*

**70.057-8. Place Matters: Reconsidering the Impact of Social Contexts in  
 Learning Environments.** Division G - Social Context of Education;  
 Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-  
 9:45am

Chair: *Patricia Martinez-Alvarez, Teachers College, Columbia University*

Participants:

Learning Through Poverty: A Look at Two Siblings' Educational  
 Experiences in Rural Guatemala. *Julie B. Luebbbers, Thomas More*  
*College*

Performative Identities and Apprenticeship in England and Germany:  
 A Question of Social Justice? *Michaela Brockmann, University of*  
*Southampton*

How a Teacher Teaches All Students: Differentiation Within an Urban  
 School and Response to Intervention Context. *Kate Napolitan,*  
*University of Washington - Seattle*

Recruited Students: Strategic Ambiguity and Espoused Missions in a  
 University Support Program. *Aimee Cheree Mapes, The University of*  
*Arizona*

**70.057-9. Praxis and Pedagogies in Multicultural Contexts.** Division G -  
 Social Context of Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-  
 9:45am

Chair: *Jennifer Buehler, Saint Louis University*

Participants:

Beyond Multiculturalism: Prashad's Polyculturalism and Schooling in Our  
 Diverse Society. *Kurt Stemhagen, Virginia Commonwealth University*  
 Inquiry Learning Instruction for Promoting Social Justice Education in  
 the Social Studies Bilingual Classroom. *Alberto Lopez-Carrasquillo,*  
*Northeastern Illinois University*

Rubbish Collecting: When Educators Meet Resistive Ambivalence. *Tracey*  
*Pyscher, University of Minnesota*

"Digging Where We Stand": Rethinking Critical Place-Based Pedagogies  
 for Sustainability With the More-Than-Human World. *Pariss N.*  
*Garramone, York University*

English Learning Through Scientific Funds of Knowledge and Third Space:  
 Teachers and "At-Risk" Students Taking Risks. *Aria Razfar, University*  
*of Illinois at Chicago; Beverly L. Troiano, University of Illinois at*  
*Chicago; Ambareen Nasir, University of Illinois at Chicago; Joseph C.*  
*Rumennapp, University of Illinois at Chicago*

**70.057-10. Research on Gender, Sexual Orientation, and Education.**

Division G - Social Context of Education; Roundtable Session  
 Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-  
 9:45am

Chair: *Meenakshi Chhabra, Lesley University and Harvard University*

Participants:

Beyond Bullies: Towards a Systems Perspective on LGBTQ Issues in  
 Education. *Sarah Schneider Kavanagh, University of Washington -*  
*Seattle*

Cultivating STEM Pathways: STEM Support and Persistence Among  
 Latina and African American Teenage Girls. *Patrik Lundh, SRI*  
*International; Melissa J. Koch, SRI International; Christopher J.*  
*Harris, SRI International; Reina Fujii, SRI International; Bowye Gong,*  
*SRI International*

Moving Beyond Risk and Resilience: An Intersectional Exploration of Gay  
 Youth and Schooling. *Samuel M. Davidson, University of New Mexico;*  
*Kathryn G. Herr, Montclair State University*

School, Family, and Faith: Social Influences on Educational Outcomes of  
 Nonmetropolitan Sexual Minority Students. *Christopher Stapel, The*  
*Blake School*

"Misfits" and the Celebration of Queer Youth at One U.S. High School.  
*Nathan Taylor, Kutztown University of Pennsylvania*

**70.057-11. The Chicana/o Movement and Its Pedagogical Legacies: An  
 Examination of Critical Pedagogy, Political Activism, and Teaching  
 Chicana/o Studies.** Division G - Social Context of Education;  
 Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-  
 9:45am

Chairs: *Daniel Gilbert Solorzano, University of California - Los Angeles;*  
*Pedro E. Nava, University of California - Los Angeles*

Participants:

Chicana/o Movement Theater and Art as Critical Cultural Pedagogy: Implications for the Classroom. *José Luis Serrano Nájera, University of California - Los Angeles*

The Use of Stories as a Methodology for Understanding the Generational Impacts of the Chicana/o Movement. *Irene Elizabeth Vásquez, University of New Mexico*

Future Aspirations of Chicana/o Studies Alumni: The Impact of Culturally Relevant Education, Pedagogy, and Community. *Elizabeth Gonzalez Cardenas, University of California - Los Angeles*

A Search Through the Archives: Teaching the Chicana/o Movement Through Archival Resources. *Karla L Alonso, Arizona State University*

Augusto Boal's Theater of the Oppressed as Critical Pedagogy in a Chicana/o Studies Classroom. *Miguel Gutierrez, University of California - Los Angeles*

**70.057-12. The Power and Possibility of the Profession: The Challenges and Triumphs of Teachers.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 8:15-9:45am

Chair: *Dana E. Wright, Connecticut College*

Participants:

Rhetorical Reliance: Impoverished Views of Quality Teachers. *Joni Kolman, Teachers College, Columbia University*

Who Are the Teacher Educators? The Impact of Teacher Educators' Biographies on Opportunities to Learn. *Michael Metz, Stanford University*

Educational Poverties in Alaska: Teachers' Perspectives. *Anne Jones, University of Alaska Southeast; Charles Salinas, The University of Alaska - Southeast; Mary-Claire Tarlow, University of Alaska Southeast; Jasmine Jackson, University of Alaska Southeast*

"Do I Wanna Lose My Job Today?": Local Contexts and the Shaping of Sexuality Education Teachers' Identities and Agency. *Marilyn Preston, Colby College*

**70.058. Roundtable Session 64;** Roundtable Session

**70.058-1. Indigenous Methodologies in Educational Research: Why It Matters.** SIG-Indigenous Peoples of the Americas; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

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

Participants:

"Keep Us Coming Back for More": Aboriginal Youth Speak About Wholistic Education and Indigenous Knowledge. *Amy Marie Parent, The University of British Columbia*

Advocacy for Sovereignty Through Critical Indigenous Research Methodologies. *Jeremy Garcia, University of Wisconsin-Milwaukee; Valerie J. Shirley, Purdue University; Hollie Anderson Kulago, Elmira College*

Decolonizing Research and Education: Critically Theorizing Representations of Poverty, Schooling, and Indigenous Peoples in Quantitative Research. *Cash Ahenakew, University of Calgary; Vanessa de Oliveira Andreotti, University of Oulu; Garrick Cooper, University of Canterbury*

**70.058-2. Multicultural and Multiethnic Education.** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Engin Atasay, University of Utah*

Participants:

Constructing Transcultural Identity: Educational Experiences of Korean Women in Japan. *Kayoko Aoki*

Construction and Validation of the Measurement of Cultural Proficiency. *Queinise Miller, Prairie View A&M University; Tyrone Tanner, Prairie View A&M University; Douglas Hermond, Prairie View A&M University*

Examining NAEP 2000, 2005, and 2009 Mathematics Achievement of Females, Students of Color, Students With Special Needs, and English Language Learners. *Edward G. Fierros, Villanova University*

Understanding Special Education Teachers' Culturally Responsive Teaching Efficacy for Serving Diverse Learners. *Szu-Yin Chu, National Taitung University, Taiwan*

African American and Latino Male Students: Perspectives on Classroom

Discipline. *Rebecca A. Neal, Arizona State University*

**70.058-3. Critical Issues in Deaf Education.** SIG-Research on the Education of Deaf Persons; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Thomas P. Horejes, Gallaudet University*

Participants:

Deaf Parents With Cochlear-Implanted Children: Beliefs and Perspectives on American Sign Language and English. *Julie Cantrell Mitchiner, Gallaudet University*

Efficacy of Web-Based Vocabulary Instruction for Deaf College Students. *Eugene Lylak, National Technical Institute for the Deaf/ Rochester Institute of Technology*

Investigating Science "Talk" in a Deaf Education Classroom. *Hannah M. Dostal, Southern Connecticut State University; Shannon C. Graham, American School for the Deaf*

The Math Gap: An Analysis of the Mathematics Performance of Young Deaf and Hard-of-Hearing Children. *Claudia M. Pagliaro, Michigan State University; Karen L. Kritzer, Kent State University*

Undergraduate Student Engagement and Retention in a Postsecondary Deaf Institute. *Sen Qi, Gallaudet University*

**70.058-4. Language Policy, Politics, and Economic Outcomes of**

**Bilingualism.** SIG-Bilingual Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Noni Mendoza-Reis, San José State University*

Participants:

The Literal Cost of Language Assimilation: The Impact of Students' Bilingualism on Future Earnings. *Orhan Agirdag, Ghent University*

Liberal Policy and the Poverty of Practice in South African Foundation Phase Classrooms. *Graham A. Dampier, University of Johannesburg*

The Academic Spanish Discourse at One Hispanic-Serving Institution of Higher Education: An Example of Benevolent Colonization? *Michael D. Guerrero, The University of Texas - Pan American; Maria Consuelo Guerrero, University of Texas Pan American*

**70.058-5. Culturally Responsive With Multiple Ways of Looking at Our Families.** SIG-Family, School, Community Partnerships; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 8:15-9:45am

Chair: *Margaret M. Ferrara, University of Nevada - Reno*

Participants:

Immigrant Children's and Families' Perspectives on Their School Transition: An Exploratory Study Using Active Participation. *Hariclia Harriet Petrakos, Concordia University*

Realizing the American Dream: A Parent Education Program Designed to Engage Latino Families' Involvement. *Joan M.T. Walker, Pace University*

Supporting Newcomer Refugee Children and Families: A Case Study of a Multipartner School-Community Collaboration. *Rebecca Georgis, University of Alberta; Rebecca Jayne Gokiart, University of Alberta*

**70.059. Roundtable Session 65;** Roundtable Session

**70.059-1. Cognition and Subjectivity in Action Research: Explorations of the Educational Psychology of Practitioner Research.** SIG-Action Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Colleen M. Conway, University of Michigan*

Participants:

The Importance of Others in Triggering Cognitive Dissonance During Our Expanded Action Research Cycles. *Kim Lebak, Richard Stockton College of New Jersey; Ron Tinsley, Richard Stockton College of New Jersey*

The Nature of Subjectivity in Action Research: Mindfully Embracing the "Black Sheep" of Educational Research. *Noriyuki Inoue, University of San Diego*

Two Birds, One Video: Using Video as a Tool to Support Intersubjectivity and Practice Interactive Cognitions. *Elizabeth Gayle Soslau, University of Delaware*

**70.059-2. Studying Conversations in Informal Settings.** SIG-Informal Learning Environments Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Ruchi Tirumala Bhanot, SRI International*

Participants:

Building Bridges: How Parent-Child Conversation and Hands-On Activity Impacts Children's STEM Learning and Transfer. *David Henry Uttal, Northwestern University; Catherine A Haden, Loyola University Chicago; Erin Jant, Northwestern University; Phillip Hoffman, Loyola University Chicago; Maria Marcus, Loyola University Chicago; Anna Maria Senior, Northwestern University*

Gender Research on Adult-Child Discussions Within Informal Engineering Environments (GRADIENT): Early Findings. *Gina Navoa Svarovsky, Science Museum of Minnesota; Monica Elaine Cardella, Purdue University*

Student Conversations at an Informal Science Center Around Problem-Solving in Math and Science. *Gorjana Popovic, Illinois Institute of Technology; Joy Kubarek-Sandor, Shedd Aquarium*

**70.059-3. Curriculum Studies.** SIG-Research in Mathematics Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Thomas E. Ricks, Louisiana State University*

Participants:

Analyzing the Algebra Strand of High School Mathematics Textbooks. *Mary Ann Huntley, Cornell University*

Comparative Analysis of Task Features and Levels of Cognitive Demand of Proofs in Geometry Textbooks. *Ruthmae Sears, University of South Florida; Oscar Chavez, The University of Texas - San Antonio*

Elementary Teachers' Perspectives on the Role of Mathematics Curriculum in Learning Content. *Marcy B. Wood, The University of Arizona; Jennifer Kinser-Traut, The University of Arizona*

Impact of Different Mathematics Curricula on Students' Affect: A Qualitative Longitudinal Study. *John Moyer, Marquette University; Jinfa Cai, University of Delaware*

Longitudinal Effects of Curriculum Organization and Implementation on High School Students' Mathematics Learning. *James E. Tarr, University of Missouri - Columbia; Michael R. Harwell, University of Minnesota; Douglas A. Grouws, University of Missouri; Oscar Chavez, The University of Texas - San Antonio; Victor Soria, University of Missouri*

**70.059-4. Elaborating and Relating Central Aspects of Mathematics Teachers' Knowledge and Practice.** SIG-Research in Mathematics Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 8:15-9:45am

Chair: *Thomas M. Smith, Vanderbilt University*

Participants:

Developing Visions of High-Quality Mathematics Instruction. *Charles Munter, University of Pittsburgh*

Accounting for Practitioners' Views of Students' Mathematical Capabilities. *Kara J. Jackson, McGill University; Lynsey K. Gibbons, University of Washington*

Exploring Relationships Between Measures of Mathematics Teachers' Knowledge and Practice. *Anne Louisa Garrison, Vanderbilt University; Charles Munter, University of Pittsburgh*

Implications of Teachers' Views of Students' Mathematical Capabilities for Instructional Change. *Christine Joy Larson, Vanderbilt University*

**70.060. Roundtable Session 66;** Roundtable Session

**70.060-1. Critical Encounters: Art, Ethics, and Imagination.** SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Debra M. Freedman, University of Waterloo*

Participants:

"You Go to My Head": Art, Pedagogy, and a "Politics to Come." *Nikki Rotas, University of Toronto - OISE; Stephanie Springgay, OISE/ University of Toronto*

The Poverty of Understanding: Museum and the Ethics of Responsibility. *Brenda M. Trofanenko, University of Illinois*

Taboo Texts and Troubling Silences: How Textual Choices Coconstruct a Positive School Climate for Same-Sex-Attracted Students. *Jacqueline Ullman, University of Western Sydney; Kelli McGraw, Queensland University of Technology*

Eisner's Development of Mind: Reimagining Through the Traumatic Choices We Cannot Yet Consider. *Jake Burdick, Purdue University; Debra M. Freedman, University of Waterloo*

**70.060-2. Focus on Methods in Qualitative Research.** SIG-Qualitative Research Cosponsored with Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

A Rose by Any Other Name Is Still a Rose? Problematic Pseudonyms in Research. *Maria K.E. Lahman, University of Northern Colorado; Katrina L. Rodriguez, University of Northern Colorado; Lindsey Guccione, University of Northern Colorado; Bernadette Marie Mykal Mendoza-Brady, University of Northern Colorado; Krista Fiedler, University of Northern Colorado; Wafa Yacoub, University of Northern Colorado*

Bias Interrupted. *Kathryn J. Roulston, University of Georgia*

Time in the Field: Considering Prolonged Engagement in Qualitative Research. *Jennifer Elizabeth Jefferson, Texas State University; Jenny Gordon, Binghamton University - SUNY*

Walking the Research Tightrope: The Role of a Critical Friend in Reflective Qualitative Research. *Susanna M. Steeg, George Fox University; Amy M. Markos, Arizona State University - Tempe*

"We Should Work Together": A Conceptual and Methodological Discussion of Qualitative Collaboration and Data Aggregation. *Richard J. Reddick, The University of Texas - Austin; Kimberly Griffin, University of Maryland*

**70.060-3. Counselor Training Across Boundaries.** Division E - Counseling and Human Development; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Debra Preston Russ, The University of Alaska - Anchorage*

Participants:

Centering Students in School-Based Support Processes: Critical Inquiries and Shifting Perspectives. *Gretchen A. Brion-Meisels, Harvard University*

International Doctoral Students in Counselor Education: Perceptions of Their Supervision Training Experiences. *Malik S. Henfield, University of Iowa; Hongryun Woo, University of Iowa; Yoojin Jang, Wonkwang University*

Negotiating New Territory: Job Embeddedness Describes Integrating New Specialist Counselors in Established School Settings. *Jayne Erin Smith, Old Dominion University; Joanna K. Garner, Old Dominion University*

"What Difference?" How Cultural Diversity Does (Not) Challenge the Professional Competence of School Counselors in Germany. *Josef Strasser, University of Augsburg; Maria Rupprecht, University of Regensburg*

**70.060-4. Technologically Mediated Pedagogical Spaces.** SIG-Advanced Technologies for Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Wesley Shumar, Drexel University*

Participants:

The Role of Digital Artifacts in Creating Virtual Pedagogical Spaces. *Rashmi Kumar, University of Pennsylvania*

Investigating Built Pedagogy: How Learning Theory Contributes to the Design of a Learning Space. *Michael M. Rook, The Pennsylvania State University*

Space, Time, and Instruction in a Networked After-School STEM Club. *Carol B. Brandt, Temple University; Christine Guy Schnittka, University of Kentucky*

Bridging Social Space Through Internet Technologies: The Virtual Fieldwork Sequence (VFS) Project at the Math Forum. *Wesley Shumar, Drexel University*

Studying Collective Development in Technologically Mediated Mathematics Teacher Professional Development. *Jason Silverman, Drexel University; Chrystal Dean, Appalachian State University*

**70.060-5. Research in Promoting Learning and Performance in Science Utilizing Immersive Environments.** SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Vanessa Svihla, University of New Mexico*

Participants:

A Quasi-Experimental Comparison of Learning and Performance in Engineering Education via Video Game Versus Traditional Methods. *David J. Shernoff, Northern Illinois University; Brianno D. Collier,*



Northern Illinois University

- Developing an Interactive Virtual Environment for Engendering Public Understanding About Nanotechnology: From Concept to Construction. *Konrad Schönborn, Linköping University; Karljohan Lundin Palmerius, Linköping University; Gunnar Höst, Linköping University; Jennifer Flint, Linköping University*
- Impact of Second Life Instruction on Promoting Students' Spatial Ability, Self-Efficacy, and Chemistry Achievement. *Zahira H. Merchant, Texas A&M University; Ernest T. Goetz, Texas A&M University; Wendy L. Keeney-Kennicutt, Texas A&M University*

**70.060-6. Resource Allocation Roundtable.** SIG-Fiscal Issues, Policy, and Education Finance; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Kendall Dwayne Deas, University of Georgia*

Participants:

- Capital Spending Allocations Between Public Historically Black Colleges and Universities (HBCUs) and Predominately White Institutions (PWIs): Is There a Difference? *Walter Andre Brown, Jackson State University; Daarel Burnette, Jackson State University*
- District-Level Resource Allocation to Provide for Equity Among Students. *Stephanie Levin, Research for Action*
- The Effects of Fiscal and Human Capital on Student Achievement. *Sarah Koligian, Tulare Joint Union High School District; Susan M. Tracz, California State University - Fresno*

**70.060-7. Estimating and Extending Growth and Growth Mixture Models.**

Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Flaviu A. Hodis, Victoria University of Wellington*

Participants:

- Investigating the Feasibility of Using Mplus in the Estimation of Growth Mixture Models. *Jeffrey R. Harring, University of Maryland; Ming Li, University of Maryland; George B. Macready, University of Maryland*
- Evaluating Global Fit Indices in the Presence of Nonnormal Data in Latent Growth Curve Modeling. *Pei-Chin Lu, University of Northern Colorado*
- Evaluation of School Effects Using Latent Growth Item Response Models. *Hyo Jeong Shin, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley*
- Multilevel Graded Response Model in Longitudinal Study: Formulation and Illustration. *Feifei Ye, University of Pittsburgh; Ting Xu, University of Pittsburgh; Wenyi You, Pearson*

**70.060-8. Discourse in Mathematics Classrooms.** Division C - Learning and Instruction; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Teresa Kathleen Dunleavy, University of Washington*

Participants:

- Designing Instructional Supports for Mathematical Explanations. *Daniel Reinholz, University of California - Berkeley*
- How Do We Talk in Here? A Discourse Analysis Investigating Teacher Talk and Striving for Equity in High School Algebra. *Teresa Kathleen Dunleavy, University of Washington*
- Opening Opportunities for Discourse in the Face of Norms for Posing Proof Problems. *Karl Wesley Kosko, Kent State University; Patricio G. Herbst, University of Michigan - Ann Arbor*
- The Role of Teachers' Questions in Support of Students' Mathematical Argumentation in Algebra I Classrooms. *Tracey Howell, University of North Carolina - Greensboro; P. Holt Wilson, University of North Carolina - Greensboro*
- Identity in the Classroom: A Framework for Analyzing Latino/a Youths' Participation in Mathematics Discussions. *Maria del Rosario Zavala, San Francisco State University*

**70.060-9. Bridging the Gap to College.** Division J - Postsecondary Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 8:15-9:45am

Chair: *Loni Bordoloi Pazich, New York University*

Participants:

- Bridging From High School to College on the U.S.-Mexico Border: The Experience of Underserved Students. *Sheryl C Maxsom, University of Texas at El Paso; Judith H. Munter, The University of Texas - El Paso*
- College Access and Participation Among Immigrant Students. *Robert*

- T. Teranishi, New York University; Loni Bordoloi Pazich, New York University; Cynthia Maribel Alcantar, New York University*
- Community Colleges as the Gateway to Higher Education for Undocumented Latino Students. *William Perez, Claremont Graduate University; Iliana Perez, Claremont Graduate University; Nancy Guarneros, Claremont Graduate University; Jessica Itzel Valenzuela, Claremont Graduate University; Gloria Montiel, Claremont Graduate University*
- Negotiating Opposing Cultural and Familial Values: *Familismo* and Latina/o College Choice. *Melissa Ann Martinez, Texas State University-San Marcos; Lee Francis, Texas State University*

**Division and SIG Posters**

**70.061. Poster Session 12;** Poster Session

**70.061-1. The Dance of Instructional Improvement: How Schools Change District Policy.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

1. The Dance of Instructional Improvement: How Schools Change District Policy. *M. Bruce King, University of Wisconsin - Madison; Terrance Green, University of Wisconsin - Madison; Surbhi Madia Barber, University of Wisconsin - Madison*

**70.061-2. The State of Statewide Writing Assessment.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

2. The State of Statewide Writing Assessment. *Amanda Turner, Virginia Commonwealth University; Sharon Zumbrunn, Virginia Commonwealth University*

**70.061-3. What Can Be Done During the Regular School Year to Prevent Summer Learning Loss?** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

3. What Can Be Done During the Regular School Year to Prevent Summer Learning Loss? *So Jung Park, University of Wisconsin*

**70.061-4. National School Sport Programs for Socially Vulnerable Young People: A Comparison of Brazil and England.** Division L - Educational Policy and Politics; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

4. National School Sport Programs for Socially Vulnerable Young People: A Comparison of Brazil and England. *Carla Nascimento Luguetti, University of São Paulo; David Kirk, University of Bedfordshire; Luiz Torurinho Dantas, Catholic University of Sao Paulo*

**70.061-5. Identity, Disposition, Knowledge, and Inquiry.** Division K - Teaching and Teacher Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

5. Assemblages of Knowledge: A Collaborative Exercise in Using Film as Qualitative Background for Inquiry. *Courtney Rath, University of Oregon; Tristan Gleason, University of Oregon*
6. Narrating Classes: Implementing a Narrative Method for Lesson Planning in Teacher Education. *Geert Vandermeersche, Ghent University*
7. Prospective Secondary Teachers' Mathematical Knowledge for Teaching the Estimation of Length Measurements. *Karthigeyan Subramaniam, University of North Texas*
8. The Impact of Direct Experience on Preservice Teachers' Self-Efficacy for Teaching in Inclusive Classrooms. *Jodi Lynn Peebles, University Of Calgary; Sal Mendaglio, University of Calgary*
9. The Use of Multiple Measures to Examine Preservice Teachers' Culturally Responsive Beliefs and Practices in a Teacher Education Program. *Jason C. Immekus, California State University - Fresno; Laura A. Alamillo, California State University - Fresno*
10. Writing Instruction: What Do Preservice Teachers Know? *Rachel*

- Thomas, University of Florida; Yujeong Park, University of Florida
11. Learning About English Learners' Content Understandings Through Teacher Inquiry: Focus on Writing. *Steven Z. Athanases, University of California - Davis; Juliet Michelsen Wahleithner, University of California - Davis; Lisa H. Bennett, University of California - Davis*
  12. Preservice Teachers' Perceptions of Daily Assessment and Grading Practices in Student Teaching. *Brandon L. Yost, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas*
  13. Reimagining Teacher as Scholar: How Do Teacher Candidates Experience the Inclusion of Disciplinary Knowledge in an M.A.T. Program? *Susan Anne Cridland-Hughes, Bard College*
  14. The Poverty of Identities: Exploring Preservice Teachers' Tensions in a Disciplinary Literacy Course. *Naomi M. Watkins, University of La Verne; Nancy T. Walker, University of La Verne*
  15. Who Am I—as Reader of and Teacher of Literature? Exploring Preservice English Teachers' "Literary" Identities and How They Conceptualize Teaching Literature. *Sue Ringler-Pet, Eastern Connecticut State University*
  16. Preservice Teachers' Beliefs About Intelligence and Instruction. *Kathleen M. Cauley, Virginia Commonwealth University*
  17. Prospective Teacher Perceptions: A Longitudinal Study. *Lorenzo Cherubini, Brock University*
  18. Scaffolding the Next Generation of Doctoral Students' Engagement in Clinically Rich and Inquiry-Driven Teacher Education Coursework: Doctoral Student Insights. *Diane Yendol-Hoppey, University of South Florida; Patriann Smith, University of South Florida; Yvonne Franco, University of South Florida; Margaret Billings Krause, University of South Florida; Julia Hagge, University of South Florida; Lindsay E. Persohn, University of South Florida; Margaret Branscombe, University of South Florida; Jennifer Lynn Jacobs, University of South Florida; Stephanie Maria Bennett, University of South Florida*
  19. Reflection on Diversity: Learning From Millennial Preservice Teachers. *Ye He, University of North Carolina - Greensboro; Jewell E. Cooper, University of North Carolina - Greensboro*
  20. "I Would Definitely Say It's a 180-Degree Flip": Preservice Teachers' Shifting Views of Literacy Teaching and Learning. *Lydia Menna, OISE/University of Toronto; Clare Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto*

**70.061-6. Models of Assessment: Efficacy, Motivation, and Performance.**  
SIG-International Studies; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

21. Adult Learners' Satisfaction With Online Problem-Based Learning in the Case of Korean National Open University. *Woon Jee Lee, Florida State University; Minseung Jung, Korean National Open University*
22. An Automatic Content Scoring Program for Korean Short Answer Items in Large-Scale Assessment. *Myounghwa Kim, Korea Institute for Curriculum and Evaluation; Jaeho Sim, Korea Institute for Curriculum and Evaluation; Eunhee Noh, Korea Institute for Curriculum and Evaluation; Tae-Je Seong, Korea Institute for Curriculum and Evaluation*
23. An International Examination of Student Gender and Computer Self-Efficacy Affecting Academic Motivation and Performance in a University Research Methodology Class: Florida and Klang Valley. *Maria D. D. Vasquez-Colina, Florida Atlantic University; Patricia Maslin-Ostrowski, Florida Atlantic University; Suria Baba, Institute of Educational Leadership University of Malaya*
24. Beliefs and Practices of Intercultural Competence Among Chinese Teachers of English in China. *Jie Tian, George Mason University*
25. Fostering Happiness Among South Korean University Students Through School Support and Students' Efficacy Beliefs. *Diane Sookyoung Lee, Stanford University; Amado M. Padilla, Stanford University*
26. Impact of Professional Development on Teaching Practice: Empirical Findings as Contribution to the Discussion on Quality Education in Low-Income Countries. *Sarah Desiree Lange, Friedrich-Alexander-University Erlangen-Nuremberg; Annette Scheunpflug, University of Erlangen - Nuremberg*

**70.061-7. Division H Paper Session: Program Evaluation in School Settings.**  
Division H - Research, Evaluation and Assessment in Schools; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

27. Evaluating the Impact of a Formative Assessment Program in Nicaragua Through a Quasi-Experimental Design. *Markus Broer, American Institutes for Research; Li-Ann Kuan, American Institutes for Research*
28. An Analysis of District Reclassification Criteria for English Language Learners: California Context. *Irina S. Okhremtchouk, Arizona State University; Mariana Oelschlager, Arizona State University*
29. A Snapshot Into "Reform-Minded" Second-Year Classroom Teachers' Practice: A Noyce Scholars Project Evaluation. *Constance Ann Flahive, University of Rochester; Yen Verhoeven, University of Rochester*
30. Evaluating the Effects of Pre-K Professional Development on Children's Learning Environments and Teachers' Instructional Practices. *Yaoying Xu, Virginia Commonwealth University; Christopher E. Chin, Virginia Commonwealth University*
31. Beyond "Fun": Students' Responses to Arts Integration Experiences. *Christine Donis-Keller, Public Consulting Group; Elizabeth Chmielewski, Public Consulting Group*
32. Use of the MacArthur Network Student Engagement Measure in a Rural Educational Program Evaluation. *Bianca Elizabeth Montrosse, Western Carolina University; Christopher Holden, Oakland University; Jessica D. Cunningham, Western Carolina University*
33. Evaluation of the Implementation of the Kansas Multi-Tier System of Supports. *Natalie Lacireno-Paquet, WestEd; Kristin Reedy, WestEd; Kevin Davis, Utah State University*
34. Evaluating the Effectiveness of College Access Centers in Eight Urban Texas High Schools. *Jacqueline R. Stillisano, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University; Danielle Bairrington Brown, Texas A&M University; Beverly L. Alford, Texas A&M University*
35. Motivational Factors That Impact Urban High School Students' Participation in a Voluntary College Preparatory Program. *Christine Knaggs, Lourdes University; Toni A. Sondergeld, Bowling Green State University; John M. Fischer, Bowling Green State University; Jeffrey Griffith, Waite High School*
36. Preparing to Meet College and Career Readiness Goals: A Formative Evaluation of Excellence for All Implementation. *Paul G. Perrault, University of Michigan; Brian P. Rowan, University of Michigan; Mark White, Institute for Social Research*
37. The Advanced Placement Program in One Urban School: A Capital Theory Approach to Program Evaluation. *Marika Elizabeth Manos, California State University - Long Beach*
38. Taking Randomized Control Trials Further: Prioritizing the Need for Timely and Relevant Results. *Andrew P. Jaciw, Empirical Education Inc.; Denis Newman, Empirical Education Inc.; Boya Ma, Empirical Education Inc.; Jenna Lynn Zacamy, Empirical Education Inc.; Margit Zsolnay, Empirical Education Inc.*

**70.061-8. Motivation in Education SIG Poster Session 2.** SIG-Motivation in Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Posters:

39. Academic Buoyancy in Secondary School: Exploring Patterns of Convergence in English, Mathematics, Science, and Physical Education. *Lars-Erik Malmberg, University of Oxford; James Hall, University of Oxford; Andrew J. Martin, The University of Sydney*
40. Certificate of Recognition: Grade, Gender, and Nonmonetary Incentive Effects on After-School Tutoring Attendance. *Brooks A. Rosenquist, Vanderbilt University; Matthew G. Springer, Vanderbilt University*
41. Effects of Instructor and Peer Rationales on Online Students' Motivation and Academic Achievement. *Tae Seob Shin, Hanyang University; Cary J. Roseth, Michigan State University*
42. Examining Students' Perceived Autonomy Support as a Source of Self-Efficacy in Mathematics. *Jennifer Shalini Collins, University of Kentucky; Ellen L. Usher, University of Kentucky; Amanda R. Butz, University of Kentucky*
43. Interaction Between Implicit Theories, Classroom Goal Structures, and Sources of Efficacy Information on Math Self-Efficacy. *Hyun Seon Ahn, Korea University; Mimi Bong, Korea University; Sung-Il Kim, Korea University*
44. Motivation Interventions in Education: A Meta-Analytic Review. *Rory Lazowski, James Madison University; Chris S. Hulleman, University of Virginia*
45. Motivation Profiles as Predictors of Learning and Engagement. *Kevin*

- J. Pugh, University of Northern Colorado; Abel Diaz, University of Northern Colorado; Moshe Machlev, University of Northern Colorado*
46. Motivational Profiles Among Chinese Students: Implication for Methodological Practice in Research Guided by Self-Determination Theory. *Xiaoyan Sun, The Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong*
47. Profiles of Procrastination and Delay From a Self-Regulatory Perspective. *Chad C. Mortensen, University of Oklahoma; Raymond B. Miller, University of Oklahoma; Maeghan N. Hennessey, University of Oklahoma*
48. Rural Middle School Students' Beliefs About Science Ability: Examining a Network of Motivational Variables. *Lauren H. Bryant, North Carolina State University; Brett D. Jones, Virginia Tech; Jesse L.M. Wilkins, Virginia Polytechnic Institute and State University*
49. Sources of Teaching Self-Efficacy: Preliminary Steps in the Measurement of Multifaceted Constructs. *David Brent Morris, Saint Mary's College of Maryland*
50. Technology Activities That Motivate and Engage: A Qualitative Investigation. *Jason A. Chen, The College of William and Mary; Stephanie Fitzgerald, Harvard University; Kinga Petrovai, Harvard University; Jon R. Star, Harvard University; Megan Westwood Taylor, Sonoma State University; Christopher J. Dede, Harvard University*
51. The Affective Experience of Normative-Performance and Outcome Goal Pursuit: Physiological, Observed, and Self-Report Indicators. *Georgios D. Sideridis, University of Crete; Avi Kaplan, Temple University*
52. Achievement Goals and Emotions: Relations With Performance in Foreign Language Learning in Germany and Korea. *Mikyoung Lee, University of Munich; Reinhard Pekrun, University of Munich*

**70.061-9. Essential Elements of Child Care for Child Development. SIG- Early Education and Child Development; Poster Session**  
Parc 55, Fourth Level, Cyril Magnin Foyer; 8:15-9:45am

Poster:

53. Essential Elements of Childcare for Child Development. *Yoojeong Jang, University of Minnesota; Michael C. Rodriguez, University of Minnesota*

**Wednesday, 10:15 am**

**Governance Meetings and Events**

- 71.001. AERA Orientation for New Council Members: Closed Meeting.**  
AERA Governance; Governance Session  
Hotel Nikko, Third Level, Carmel II; 10:15am to 12:05pm  
Chair: *Barbara Schneider, Michigan State University*

**Wednesday, 10:35 am**

**Presidential Sessions**

- 72.010. Film Festival: Race to Nowhere. Presidential Session**  
Cospponsored with SIG-Lives of Teachers  
Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 10:35am to 12:05pm

- 72.011. Global Perspectives on Education and Poverty. Presidential Session**  
Hilton Union Square, Ballroom Level, Continental 6; 10:35am to 12:05pm

Chair: *Carol D. Lee, Northwestern University*  
Participants: *Simon W. Marginson, University of Melbourne; Miyako Ikeda, Organisation for Economic Co-operation and Development; Fernando M. Reimers, Harvard University*  
Discussant: *Carol D. Lee, Northwestern University*

- 72.012. Now What? Educating Youth for Action in Obama's Second Term. Presidential Session**  
Hilton Union Square, Ballroom Level, Continental 4; 10:35am to 12:05pm  
Chair: *Joel Westheimer, University of Ottawa*

Participants:

- Learning About Poverty and Inequality in the United States and Canada. *Joel Westheimer, University of Ottawa; Alison Molina-Girón, University of Ottawa; John S. Rogers, University of California - Los Angeles*
- Civic Engagement Against the Grain: New Trends in Urban Youth of Color Confronting Poverty. *Shawn A. Ginwright, San Francisco State University*
- Poverty, New Media, and Participatory Politics. *Joseph E. Kahne, Mills College; Ellen Middaugh, Mills College; Benjamin T. Bowyer, Mills College*
- Using Action Civics to Reduce the Civic Empowerment Gap Among Low-Income Youth. *Meira Levinson, Harvard University*
- Discussant: *Kris D. Gutiérrez, University of Colorado - Boulder*

**Committee Sessions**

- 72.013. Heterotopic Spaces: Exploring the Gendered and Heteronormative Place That Schooling Becomes.** Committee on Scholars and Advocates for Gender Equity in Education; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 10:35am to 12:05pm  
Chair: *Kevin Burke, University of Notre Dame*  
Participants:  
Challenging Gendered Practices Through Drama. *Jack Migdalek, Trinity College--University of Melbourne*  
Impossible Women: Saints, Sinners, and the Effects of a Gendered Mythology in Catholic School. *Kevin Burke, University of Notre Dame*  
Complicating Discourses of Protection and Heteronormativity in Single-Gender Schools. *Stephanie Dawn Mccall, Teachers College, Columbia University*  
Spatializing Gender: Examining the Space of the School Washroom. *Jennifer Ingrey, University of Western Ontario*

- 72.014. Inequalities in K-12 Education in China and Potential Responses: Class, Gender, and Ethnicity.** International Relations Committee; Symposium  
Hilton Union Square, Ballroom Level, Continental 1; 10:35am to 12:05pm

Chair: *Zhong-ying Shi, Beijing Normal University*

Participants:

- "Hierarchized Teachers" and Social Mobility: Case Study of "Special-Post Teachers" in China. *Liang Du, Beijing Normal University*
- School Choice: Inflaming Tension Between Government's Efforts in Education Equity and Traditional Meritocracy-Oriented Education in China? *Xiaodong Zeng, Beijing Normal University; Yuejie Sude, Beijing Normal University*
- Research on Gender Differences in Scholastic Achievements in Chinese School Context. *Wei Kan, Beijing Normal University*
- Multicultural Interaction and Ethnic Minority Students' Identity Development: A Case Study of a Mongolian Student Born in Xinjiang. *Yongcai Chang, Minzu University of China*
- Helping More Women to Be Principals in Minority Areas: Policy Innovation in the Chinese Context. *Lili Zhang, Beijing Normal University*
- Social Sympathy and Citizenship Education. *Zhong-ying Shi, Beijing Normal University*

**Division Sessions**

- 72.015. Organizing Schools for Latina/o Students' Opportunities to Learn: Boundary Crossing Within/Beyond an Urban School.** Division A - Administration, Organization and Leadership; Symposium  
Hilton Union Square, Yosemite B; 10:35am to 12:05pm  
Chair: *Rodney T. Ogawa, University of California - Santa Cruz*  
Participants:  
Organizing High Schools for Latina/o Student Educational Success: Crossing Boundaries Within and Beyond School. *Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz; Marnie Curry, University of California - Santa Cruz*  
Permeable Boundaries for Expanding Opportunities to Learn in Classrooms at an Urban High School. *Steven Z. Athanases, University of California - Davis*  
Expanding Opportunities to Learn and Teach in School-Sponsored



Activities Beyond the Classroom: Resources and Possibilities. *Marnie Curry, University of California - Santa Cruz; Steven Z. Athanases, University of California - Davis*

Relationships Between School Organization and Settings for Teaching and Learning for Latina/o Student Success. *Rodney T. Ogawa, University of California - Santa Cruz; Betty Achinstein, University of California - Santa Cruz; Marnie Curry, University of California - Santa Cruz; Steven Z. Athanases, University of California - Davis*

Discussant: *Patricia C. Gandara, University of California - Los Angeles*

**72.016. The Effects of Leadership, Organization, and School Culture on Student Achievement.** Division A - Administration, Organization and Leadership; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 10:35am to 12:05pm

Chair: *Jessica Rigby, Vanderbilt University - Peabody College*

Participants:

Exploring the Relationship Between the Implementation of Common Planning Time and Student Achievement. *Chris Cook, Northern Kentucky University; Lenore Kinne, Northern Kentucky University; Shawn A. Faulkner, Northern Kentucky University*

How Sociopsychological Resources Make a Difference in Secondary School Performance: A Comparative Study in South Korea and the United States. *Suehye Kim, University at Albany - SUNY*

Impact on Student Achievement of the School Learning Environment and the Policy on Teaching. *Bert Creemers, University of Groningen; Anastasia Panayiotou, University of Cyprus; Leonidas Kyriakides, University of Cyprus; Jan A. Van Damme, KU Leuven; Emer C. Smyth, Economic and Social Research Institute; Heike Wendt, Technical University of Dortmund; Darko Zupanc, National Examinations Centre, Slovenia; Efthymia Penderi, Democritus University of Thrace*

School Effects on Student Reading Performance in Mainland China: Evidence From PISA 2009. *Yue Chen, The University of British Columbia*

Discussant: *Tricia Browne-Ferrigno, University of Kentucky*

**72.017. The Implementation and Sustainability of School Reform: Challenges and Possibilities.** Division A - Administration, Organization and Leadership; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 7; 10:35am to 12:05pm

Chair: *Tammy Kolbe, The University of Vermont*

Participants:

The Best Laid Plans: An Examination of School Plan Quality, Selection, and Implementation in the Los Angeles Unified School District's Public School Choice Initiative. *Katharine Omenn Strunk, University of Southern California; Julie A. Marsh, University of Southern California; Matthew R. Duque, University of Southern California; Susan C. Bush, University of Southern California*

The Problem of Sustainable School Improvement: Lessons From a 12-Year Case Study of a Reforming School. *Aurora Moore, Stanford University*

Improving Education for Our Most Vulnerable Students: Implementing Effective Linkages Between Early Childhood and Elementary Education. *Kristin Geiser, Stanford University; Ilana Horwitz, Stanford University; Amy Gerstein, Stanford University*

Shaping an Innovative Climate: The Role of Network Intentionality and Teachers' Social Network Position. *Nienke M. Moolenaar, University of California - San Diego; Alan J. Daly, University of California - San Diego; Frank Cornelissen, University of California - San Diego; Yi-Hwa Liou, University of California - San Diego; Rob Riordan, High Tech High Graduate School of Education; Stacey Caillier, High Tech High Graduate School of Education; Kelly Wilson*

Discussant: *Irene H. Yoon, University of Utah*

**72.018. What Does It Mean to "Use" Critical Race Theory in Educational Leadership? Voices From the Field.** Division A - Administration, Organization and Leadership; Symposium

Hilton Union Square, Lobby Level, Golden Gate 6; 10:35am to 12:05pm

Chair: *Laurence J. Parker, University of Utah*

Participants:

A Critical Race Theory and Latino Critical Theory Analysis Using Racial Realism and Whiteness as Property to Understand School Leadership and Finance in Texas. *Enrique Aleman, University of Utah*

CRT on the ROCs: Using Racial Opportunity Cost and Critical Race Theory in Educational Leadership to Understand African American Student Achievement. *Terah Talei Venzant Chambers, Texas A&M University*

What Color Is Your Property? Understanding and Overcoming Whiteness as Property in Racially Segregated Schools in Rural North Carolina. *Dana Thompson Dorsey, University of North Carolina - Chapel Hill*

Critical Race Theory, Racial Literacy, and Black School Superintendents' Perspectives on School Desegregation. *Sonya Douglass Horsford, University of Nevada - Las Vegas*

The Freedom to Be Involved: Parent Involvement, Critical Race Theory, and Human Capability. *Gerardo R. Lopez, Loyola University New Orleans*

Social Justice Leadership in the Mormon Culture Region: Can Poverty and Race Be Overcome Through Critical Race Theory? *Ashley McKinney, University of Utah; Laurence J. Parker, University of Utah*

**72.019. History, Canons, and Conundrums: Further Reconceptualizing Curriculum History.** Division B - Curriculum Studies; Paper Session

Grand Hyatt, Theatre Level, Curran; 10:35am to 12:05pm

Chair: *Sohyun An, Kennesaw State University*

Participants:

Dewey's Dialectic: Progressive Education at Empire's Frontier. *Daniel Perlstein, University of California - Berkeley*

Canonical Conundrum: Exploring Canonization With Secondary English Teachers. *Michael Macaluso, Michigan State University*

Family Ties: An Inquiry Into the Language of Interaction in a College Access Program. *Jessica Exkano, Louisiana State University*

I Might Smell Like a Mule, I Don't Think Like One: Enacting an Inclusive Curriculum. *Lawrence Nixon, The University of Sunderland; Margaret (Maggie) Gregson, The University of Sunderland; Patricia (Trish) Mary Spedding, The University of Sunderland*

Citizenship, Globalization, and Race: Black History Intellectuals and Social Studies Foundations. *LaGarrett Jarriel King, Clemson University*

Discussant: *David Hansen, The University of Kansas*

**72.020. The Poverty of Cognitive Capitalism: Autonomist Perspective on Learning, Knowledge, and Schools.** Division B - Curriculum Studies; Symposium

Grand Hyatt, Theatre Level, Orpheum; 10:35am to 12:05pm

Chair: *Matthew X. Curinga, Adelphi University*

Participants:

The First "Zapatista College": La Universidad de La Tierra and the Self-Organization of Cognitive Work. *Matthew Carlin, Pratt University*

The MOOC (Massive Open Online Course) and the Multitude. *Matthew X. Curinga, Adelphi University*

The Purchase of the Immaterial: Schooling and the "New Economy". *Nathan Clendenin, Teachers College, Columbia University*

A Poverty of Philosophy: Autonomism and the Academy to Come. *Craig Carson, Adelphi University*

**72.021. Design-Based Implementation Research: An Emerging Methodological Model for Conducting Design Research Within Educational Systems.** Division C - Learning and Instruction; Structured Poster Session

Parc 55, Fourth Level, Cyril Magnin I; 10:35am to 12:05pm

Chairs: *Barry J. Fishman, University of Michigan - Ann Arbor; William R. Penuel, University of Colorado*

Participants:

1. Theory and Methods for Design-Based Implementation Research. *Andrew E. Krumm, SRI International; Jennifer L. Russell, University of Pittsburgh; Kara J. Jackson, McGill University*

2. Taking a Societal Sector Perspective on Youth Learning and Development. *Milbrey W. McLaughlin, Stanford University; Rebecca A. London, Stanford University*

3. The Principled Coordination of Learning Across Contexts: Cross-Setting Educational Interventions as an Emerging DBIR (Design-Based Implementation Research) Focus. *Britte Haugan Cheng, SRI International; Bronwyn Bevan, Exploratorium; Vera Safa Michalchik, SRI International; Philip L. Bell, University of Washington*

4. Adaptation by Design: A Context-Sensitive, Dialogic Approach to Interventions. *Ben R. Kirschner, University of Colorado*

5. A School District-University Partnership for Innovation in Elementary Science Teaching and Learning. *Kari Shutt, University of Washington*

- Seattle; Angie DiLoreto, Bellevue School District; Carrie T. Tzou, University of Washington - Bothell; Nancy J. Vye, University of Washington; Leslie R. Herrenkohl, University of Washington; Andrew W. Shouse, University of Washington; John D. Bransford, University of Washington; Philip L. Bell, University of Washington; Giovanna Scalone, University of Washington; Andrew E. Morozov, University of Washington; Thomas Hank Clark, University of Washington - Seattle; Laura Gaylord, Bellevue School District

6. Supporting Teachers in Schools to Improve Their Instructional Practice: A Perspective From Design-Based Implementation Research. Hilda Borko, Stanford University; Janette K. Klingner, University of Colorado - Boulder
7. Designing for Productive Adaptations of Curriculum Interventions. Angela Haydel DeBarger, SRI International; Jeffrey M. Choppin, University of Rochester; Yves Beauvineau, Denver Public Schools; Savitha Moorthy, SRI International
8. An Evidence Framework for Design-Based Implementation Research. Barbara M. Means, SRI International; Christopher J. Harris, SRI International
9. Investigating and Supporting Improvements in the Quality of Mathematics Teaching and Learning at Scale. Erin Craig Henrick, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Thomas M. Smith, Vanderbilt University; Michael N. Sorum, Fort Worth Independent School District
10. Building an Infrastructure for Education Research and Improvement: The Strategic Education Research Partnership (SERP) Model. Suzanne Donovan, SERP Institute; Catherine Snow, Harvard University; Phil Daro, The Public Forum On School Accountability
11. Taking Education Design on the Road: Fifteen Years and Counting of a Design-Based Practice System. Lauren B. Resnick, University of Pittsburgh; Jimmy Scherrer, University of Pittsburgh; Nancy Israel, University of Pittsburgh
12. More Than a Network: Building Communities for Educational Improvement. Jonathan R. Dolle, The Carnegie Foundation for the Advancement of Teaching; Louis M. Gomez, University of California - Los Angeles; Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching

Discussant: John Q. Easton, Institute of Education Sciences

**72.022. Predictors of Academic Achievement: An International Perspective.** Division C - Learning and Instruction; Symposium Hilton Union Square, Yosemite A; 10:35am to 12:05pm

Chairs: Eric M. Anderman, The Ohio State University; John A.C. Hattie, University of Melbourne

Participants:

- Academic Achievement: Student Influences. Mimi Bong, Korea University
- Academic Achievement: Home Influences. Andrew J. Martin, The University of Sydney
- Academic Achievement: Instructional Influences. Christine Margaret Rubie-Davies, University of Auckland
- Academic Achievement: Teacher Influences. Anita Woolfolk Hoy, The Ohio State University - Columbus
- Academic Achievement: Classroom Influences. Julianne C. Turner, University of Notre Dame
- Academic Achievement: International Perspectives. Julian Elliott, Durham University

Discussant: Patricia A. Alexander, University of Maryland

**72.023. Promoting Academically Productive Student Dialogue: International Perspectives on the Role of Teacher Practices.** Division C - Learning and Instruction; Symposium Grand Hyatt, Second Level, Belvedere; 10:35am to 12:05pm

Chair: Noreen M. Webb, University of California - Los Angeles

Participants:

- The Role Teachers Play in Promoting Cooperative Problem-Solving and Reasoning During Inquiry-Based Science in Elementary Classrooms. Robyn Margaret Gillies, The University of Queensland; Kim Nichols, University of Queensland; Gilbert Burgh, The University of Queensland; Michele Haynes, The University of Queensland
- The Teacher's Role in Promoting Productive Student Dialogue in Elementary Mathematics Classrooms. Noreen M. Webb, University of California - Los Angeles; Megan L. Franke, University of California - Los Angeles; Cecilia Henriquez Fernandez, University of California - Los Angeles; Nami Shin, University of California - Los Angeles; Angela

Chan Turrou, University of California - Los Angeles; Jacqueline Wong, University of California - Los Angeles; Marsha M. Ing, University of California - Riverside

A Controlled Study of Teacher Talk Moves and Their Relationship to Student Participation and Learning in Whole Group Discussion. Catherine O'Connor, Boston University; Sarah Michaels, Clark University

Talk for Learning: What Can We Expect of Teachers? Neil McKay Mercer, University of Cambridge; Ruth Kershner, University of Cambridge  
Discussant: Annemarie S. Palincsar, University of Michigan

**72.024. Promoting Conceptual Change: Theoretical and Instructional Perspectives.** Division C - Learning and Instruction; Symposium Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 10:35am to 12:05pm

Chair: Michelene T. Chi, Arizona State University

Participants:

- Using Instructional Analogies to Promote the Comprehension of Counter-Intuitive Science Text. Stella Vosniadou, National and Kapodistrian University of Athens
- Designs and Analyses of Multi-Person Constructive Interaction in Real Classrooms for Adaptive Conceptual Change. Naomi Miyake, The University of Tokyo
- Scaffolding Conceptual Change With Dynamic Visualizations Embedded in Knowledge Integration Activities. Jennifer King Chen, University of California - Berkeley
- Synergies in Conceptual Change Perspectives. Marcia Linn, University of California - Berkeley

Discussant: David Hammer, Tufts University

**72.025. Flipping the Script on Deficit Discourses in Schools and Communities.** Division G - Social Context of Education; Paper Session Hilton Union Square, Lobby Level, Golden Gate 4; 10:35am to 12:05pm

Chair: Barbara J. Dray, University of Colorado - Denver

Participants:

- "We Always Have to Prove Them Wrong": Black Male High School Students' Perspectives on High Schools and College Preparation. Tyrone C. Howard, University of California - Los Angeles; Justin McClinton, Morehouse College
- "But You're Not Helping Me": Understanding How Middle School Girls of Color Justify Noncompliant Behaviors. Amy S Murphy, University of Florida; Melanie M. Acosta, University of Florida; Brianna L. Kennedy-Lewis, University of Florida
- Academic Self-Concept and Achievement Among Latino Immigrant Students. S. Marshall Perry, Dowling College; Idalia A. Velasquez, Dowling College
- The Trouble With Ninth Grade: The Schooling Experiences of Early School Leavers. Tara Marie Brown, University of Maryland - College Park; Jesus Santos, Brandeis University

**72.026. Global, Local, and Transnational Perspectives on Literacy: Exploring Paths of Social and Educational Inclusion for Immigrant Families and Children.** Division G - Social Context of Education; Symposium Hilton Union Square, Lobby Level, Golden Gate 5; 10:35am to 12:05pm

Chair: Catherine F. Compton-Lilly, University of Wisconsin - Madison

Participants:

- The Transnational Context of Language Learning and Language Maintenance of Two Mexican-Origin Elementary School Boys in the United States. Alissa Anne Blair, University of Wisconsin - Madison; María Belén Hernando Llorens, University of Wisconsin - Madison
- Transnational Literacies Through Apprenticeship: Navigating Multiple Systems of Support. Dana L. Hagerman, University of Wisconsin - Madison
- Here, There, and In Between: Transnational Development Across Time and Space. Brook M. Goralski-Cumbajin, University of Wisconsin - Madison
- Transnational Spaces of Belonging: How Immigrant Families Negotiate "Home" and "Belonging" Through Language and Literacy Practices. María Belén Hernando Llorens, University of Wisconsin - Madison; Alissa Anne Blair, University of Wisconsin - Madison

Discussant: Patricia Baquedano-Lopez, University of California - Berkeley

**72.027. Historicizing the (Under)Achievement Gap Through Oral History**

**Narratives.** Division G - Social Context of Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 10:35am to 12:05pm

Chair: *Yoon K. Pak, University of Illinois at Urbana-Champaign*

Participants:

Family Migration in Shaping Educational Trajectories. *Gabriel Rodriguez, University of Illinois at Urbana-Champaign; Eduardo Coronel, University of Illinois at Urbana-Champaign; Perry Benson, Jr., University of Illinois at Urbana-Champaign*

Pioneering Teachers, Equalizing Opportunities. *Yolanda Davis, University of Illinois at Urbana-Champaign; Charles Terry, University of Illinois at Urbana-Champaign*

Educational Pioneers in Higher Education: Fighting Underachievement. *Jasmine D. Parker, University of Illinois at Urbana-Champaign; Latasha Louise Nesbitt, University of Illinois at Urbana-Champaign; Joseph Cross, University of Illinois at Urbana-Champaign*

Educational Dreamers for Equitable Education. *Suzanne Reilly; Lori M. West, University of Illinois at Urbana-Champaign; Erika Weiss, University of Illinois at Urbana-Champaign*

Discussant: *Lauri Johnson, Boston College*

**72.028. Multimodal Learning, Contemporary Design, and Socioeconomic Boundaries: Where Theory, Policy, and Praxis Meet.** Division G -

Social Context of Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 10:35am to 12:05pm

Chairs: *Lalitha M. Vasudevan, Teachers College, Columbia University; Sandra Schamroth Abrams, Saint John's University*

Participants:

Splitting Hairs? Nuancing Modal Affordance. *Jennifer Rowsell, Brock University*

"Life as a Source of Narrative": Multimodal Storytelling by 12-to-13-Year-Old Girls in Community Contexts. *Kate Heron Pahl, The University of Sheffield*

Multimodal Frameworks: Dynamics for the Literacy Learning of Students in Diverse Social and Multicultural Settings. *Maureen Walsh, Australian Catholic University and University of Sydney*

A Wealth of Modal Shifts: Reconsidering Directionality and Cross-Modal Understandings of Virtual and Place-Based Practices. *Sandra Schamroth Abrams, Saint John's University*

Discussant: *Karen E. Wohlwend, Indiana University - Bloomington*

**72.029. The Politics (and Assumptions) of Pursuing Equal Educational Opportunity in a Racially Changing, Unequal Society.** Division G -

Social Context of Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 10:35am to 12:05pm

Chair: *Lisa Garcia Bedolla, University of California - Berkeley*

Participants:

Demography and Educational Politics in the Suburban Marketplace. *Erica Frankenberg, The Pennsylvania State University; Stephen Kotok, Pennsylvania State University*

Policy Discourses and U.S. Language in Education Policies. *Ester J. de Jong, University of Florida*

Is It True That "Knowledge Is Power?" Human Capital, Cultural Capital, and the Politics of Equality. *Kathryn A. McDermott, University of Massachusetts - Amherst; Kysa Nygreen, University of Massachusetts - Amherst*

Micropolitics and Rural School Consolidation: The Quest for Equal Educational Opportunity. *Sheneka M. Williams, University of Georgia*  
Assessing the Role of the Courts in Addressing the Educational Problems Caused by Racial Isolation in School Finance Litigation. *Preston C. Green, The Pennsylvania State University*

Discussant: *Lisa Garcia Bedolla, University of California - Berkeley*

**72.030. Developing and Using Language Learning Progressions for Improved Instruction and Assessment of English Language Learners.** Division H - Research, Evaluation and Assessment in

Schools; Symposium  
Parc 55, Third Level, Powell II; 10:35am to 12:05pm

Chairs: *Margaret Heritage, University of California - Los Angeles; Frances A. Butler, Language Assessment Consultant*

Participants:

The Conceptualization and Theoretical Underpinnings of Dynamic Language-Learning Progressions. *Alison L. Bailey, University of California - Los Angeles; Mariana Castro, University of Wisconsin - Madison*

Developing a Methodology for Language Learning Progressions: Preliminary Results. *Kimberly R. Kelly, University of California - Los Angeles*

The Use of Computer Technology in Support of Language Progression Development. *Barbara Jones, University of California - Los Angeles; Markus R. Iseli, University of California - Los Angeles; Ali Abedi, CRESST/UCLA*

Using a Dynamic Language Learning Progression for Instruction and Formative Assessment. *Margaret Heritage, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles*

Discussants: *Judit N. Moschkovich, University of California - Santa Cruz; Claude N. Goldenberg, Stanford University*

**72.031. Progress in Science, Technology, Engineering, and Mathematics (STEM).** Division H - Research, Evaluation and Assessment in

Schools; Paper Session  
Parc 55, Fourth Level, Mission II&III; 10:35am to 12:05pm

Chair: *Tamra W. Ogletree, The University of West Georgia*

Participants:

Cosmic Chemistry: Evaluating Summer Learning for High School Students. *Andrea D. Beesley, McREL; Danette Parsley, Education Northwest*

Formative Evaluation of a Professional Development Program for Mathematics and Science Teachers. *Tiah Alphonso, Louisiana State University; Kim D. MacGregor, Louisiana State University; James Madden, Louisiana State University*

Project Lead the Way in Indiana: A Longitudinal Evaluation. *John Houser, Indiana University - Indianapolis; Yuhao Cen, Indiana University Purdue University Indianapolis*

The Effects of Student Mobility to a Three-Year Intervention on Science Achievement: An Issue of Fidelity. *Jaime Maerten-Rivera, University of Miami; Okhee Lee, New York University; Randall D. Penfield, University of North Carolina - Greensboro; Anne Corinne Huggins, University of Florida*

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

**72.032. Recent Research on Standards: Implications for Implementation of Common Core State Standards.** Division H - Research, Evaluation and Assessment in Schools; Symposium

Hilton Union Square, Ballroom Level - Franciscan CD; 10:35am to 12:05pm

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

Participants:

Measuring Opportunity to Learn (OTL): Benefits for Research and Practice. *John L. Smithson, Wisconsin Center for Education Research*  
Easy as 1, 2, 3: Exploring the Implementation of Standards-Based Grading in Elementary Schools. *Colleen Graham Paepow, Wake County Public School System*

Evidence-Based Standard Setting: Using Empirical Validity Evidence to Set College and Career Readiness Standards. *Katie Larsen McClarty, Pearson*

Validity Framework Development of the Smarter Balanced Assessment Consortium. *Shelbi Cole, Smarter Balanced Assessment Consortium*  
PARCC Assessments and Implementation of the Common Core State Standards. *Enis Dogan, Achieve, Inc.*

Discussants: *Andrew C. Porter, University of Pennsylvania; Deborah Matthews, Kansas State Department of Education*

**72.033. Access and Success for Men of Color.** Division J - Postsecondary

Education; Paper Session  
Hilton Union Square, Ballroom Level, Continental 8; 10:35am to 12:05pm

Chair: *Ruanda Garth McCullough, Loyola University Chicago*

Participants:

African American Male Students in Black Greek Letter Organizations at Predominantly White Institutions. *Grace E. Henry, The George Washington University; Susan Swayze, The George Washington University; Rick C. Jakeman, The George Washington University*  
"My Parents Expect More From the Males": A Qualitative Perspective of the College Choice Pathways for Young Males of Color. *Patricia M.*



*McDonough, University of California - Los Angeles; Adrian H. Huerta, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles*

Examining the Concept of Self-Authorship: Black Males Who Study Abroad. *Raul Leon, Eastern Michigan University*

Enhancing the Success of Latino Males at Two-Year and Four-Year Institutions: Lessons Learned From a Comparative Study of Texas Institutions of Higher Education. *Victor Saenz, The University of Texas - Austin; Sarah Rodriguez, The University of Texas - Austin; Carmen DeLasMercedes Finch, The University of Texas - Austin; Luis Ponjuan, Texas A&M University - College Station*

Discussant: *Shaun R. Harper, University of Pennsylvania*

**72.034. Financial Aid: Meeting Students' Need to Succeed in Higher Education.** Division J - Postsecondary Education; Paper Session  
Grand Hyatt, Ballroom Level, Redwood; 10:35am to 12:05pm

Chair: *Angela Boatman, Stanford University*

Participants:

Filling the Gap: The Use of Intentional and Incidental Financial Aid to Meet Need in Higher Education. *John J. Cheslock, The Pennsylvania State University; Rodney P. Hughes, The Pennsylvania State University; Rachel Alissa Frick Cardelle, The Pennsylvania State University; Donald E. Heller, Michigan State University*

Financial Aid and Student Success: A Study of the University of Cape Town, South Africa. *Margaret Louise Irving, Stanford University*

Impact of Federal Student Aid on Completion Rates: Affordability, Accountability, and Tools for Persistence. *Lundon C. Jackson, Self*

The Effect of Federal Financial Aid on the Retention of Occupational and Nonoccupational Students at Three Community Colleges. *Christen Opsal, University of Minnesota; Bruce A. Center, University of Minnesota; Christine D. Bremer, University of Minnesota*

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

**72.035. Issues in Teacher and Doc Student Development.** Division K - Teaching and Teacher Education; Paper Session  
Hilton Union Square, Ballroom Level, Continental 2; 10:35am to 12:05pm

Chair: *Sheri Ann Dorn-Giarmoleo, Claremont Graduate University*

Participants:

Toward a Practice-Based Pedagogy of Teacher Education: The Perceptions of Teacher Candidates. *Julie Kittleson, University of Georgia; Janna Dresden, University of Georgia; Julianne A. Wenner, University of Georgia*

Teaching Practice Mentors' Pedagogical Thinking. *Erja Syrjäläinen, University of Helsinki; Riitta Jyrhama, University of Helsinki*

Identifying Privileges Seen, Unseen, and Unforeseen: Graduate and Undergraduate Students' Conceptualizations of White Privilege. *Keisha McIntosh Allen, Teachers College, Columbia University; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Suzanne C. Carothers, New York University*

Impact of Reformed Undergraduate Science Courses on the Pedagogical Content Knowledge of In-Service Elementary Teachers. *Donna Patrice Turner, The University of Alabama - Tuscaloosa; Dennis W. Sunal, The University of Alabama; Cynthia S. Sunal, The University of Alabama*

Trying to Educate the Bridling Practitioner. *Mark D. Vagle, University of Minnesota; Rachel Monette, University of Georgia; Jennifer A. Thiel, University of Georgia; Katie Wester-Neal, University of Georgia*

Discussant: *Shiv Raj Desai, Thomas More College*

**72.036. Preservice Teachers' Conceptual Understandings and Experience of Social Justice Issues.** Division K - Teaching and Teacher Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 10:35am to 12:05pm

Chair: *Jennifer L. Milam, The University of Akron*

Participants:

You Think You Know, But You Have No Idea! Preservice Teachers' Reflexive Journey Through Concept Formation. *Natasha Merchant, University of Washington*

Censorship, Citizenship, and Content Area Texts: Shared Reflections of Elementary and Secondary Teacher Candidates. *Kara L. Lycke, Illinois State University; Thomas A. Lucey, Illinois State University*

The Impact of Addressing Teacher Candidates' Perceptions of and Openness to Teaching in High-Poverty Schools, Majority African

American Schools, and Urban Schools. *Rachel M.B. Collopy, University of Dayton*

Purposeful Preparation: Longitudinally Exploring Elementary and Special Education Preservice Teachers' Attitudes Towards Inclusion. *Patricia Alvarez McHatton, Kennesaw State University; Audra Parker, University of South Florida*

What I (Wish I Had) Learned in My Teacher Education Program: Perspectives of Current Teachers. *Colleen Kuusinen, University of Michigan; Ryan McKenzie, University of Michigan; Susanna Owens, University of Michigan*

Discussant: *Sylvia Rose-Ann Walker, University of Trinidad and Tobago*

**72.037. Researching Teachers' Experiences of Professional Development: A Transnational Symposium.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Ballroom Level, Continental 3; 10:35am to 12:05pm

Chair: *Donald A. Freeman, University of Michigan*

Participants:

Learning4Teaching: Transnational Research Into Public-Sector Professional Development. *Kathleen Graves, University of Michigan; Donald A. Freeman, University of Michigan*

Learning4Teaching: The Chilean Study—Policies and Teachers' Experiences. *Mary Jane Abrahams Sanchez, Universidad Alberto Hurtado; Florencia Gomez Zaccarelli, University of Michigan; Loreto Aliaga Salas, Universidad Alberto Hurtado; Claudia Gabriela Cameratti Baeza, University of Michigan*

Learning4Teaching: The Turkish Study—Policies and Teachers' Experiences. *Handan Yavuz, Anadolu University; Aysel Kilic, Anadolu University; Sarah Ketchen Lipson, University of Michigan - Ann Arbor*

Learning4Teaching: Understanding Teachers' Engagement and Uptake From Professional Development. *Donald A. Freeman, University of Michigan*

Learning4Teaching: What Can We Learn About Teachers' Experiences of Professional Development From Transnational Research? *Lynn W. Paine, Michigan State University; Kathleen Graves, University of Michigan; Mary Jane Abrahams Sanchez, Universidad Alberto Hurtado; Handan Yavuz, Anadolu University; Aysel Kilic, Anadolu University; Loreto Aliaga Salas, Universidad Alberto Hurtado*

Discussant: *Lynn W. Paine, Michigan State University*

**72.038. The Development of Analysis Skills in Preservice Teachers: Components, Frameworks, and Tools.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Ballroom Level, Continental 7; 10:35am to 12:05pm

Chairs: *Rossella Santagata, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine*

Participants:

Preservice Teachers' Use of Tools to Systematically Analyze Teaching and Learning. *Huy Quoc Chung, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine*

Attending to Student Thinking: What Do Preservice Teachers Notice? *Jennifer Sun, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine*

Preparing to Learn From Teaching: A Study of the Effects of Two Math Methods Courses on Preservice Teachers' Analysis Skills. *Cathery Yeh, University of California - Irvine; Rossella Santagata, University of California - Irvine*

Learning to Teach: How Preservice Teachers' Abilities to Notice and Reason About Instructional Quality Interact. *Stefanie Schaffer, Technische Universität München; Tina Seidel, Technische Universität München*

Decompositions of Practice as a Tool for Guiding Novice Noticing. *Jamie O'Keefe, Stanford University*

Discussant: *Pamela L. Grossman, Stanford University*

**72.039. Transformative Learning Begets Transformative Teaching: Universities Preparing Preservice Teachers to Work With Bilingual Latino/a Students.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 10:35am to 12:05pm

Chair: *Kimberley Dawn Kennedy, The University of Texas - San Antonio*

## Participants:

Going From "I" to "We": One School's Dual Immersion Teachers'

Culturally Relevant Beliefs and Practices. *Veronica E. Valdez, University of Utah; Juan A. Freire, University of Utah*

Theater of the Oppressed: Reenacting Bilingual Teacher Experience in the Bilingual Teacher Preparation Classroom. *Blanca Gabriela Caldas, The University of Texas - Austin; Deborah K. Palmer, The University of Texas - Austin*

Using Problem Posing to Engage Elementary Students in Scientific Inquiry at a La Clase Mágica Site. *Maria Arreguín-Anderson, The University of Texas - San Antonio; Adrienne Guillen, The University of Texas - San Antonio*

*Pedagogía Mágica*: Culturally Efficacious Practices in a STEM-Focused After-School Program. *Kimberley Dawn Kennedy, The University of Texas - San Antonio; Anna CohenMiller, The University of Texas - San Antonio*

Discussant: *Carmen M. Martinez-Roldan, Teachers College, Columbia University*

**72.040. Issues in English Learner and Language Policies.** Division L - Educational Policy and Politics; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 10:35am to 12:05pm

Chair: *Veronica Luna, University of California - Berkeley*

## Participants:

Effects of State Policy Mandating Structured English Immersion for English Learner Students. *Rachel Garrett, University of Chicago*

A Critical Need for Language Accommodation for English Language Learners: A Reexamination of Robinson (2010). *Dena Nicole Simmons, Teachers College, Columbia University; Sukhminder Kaur, Teachers College, Columbia University; Meiko Lin, Teachers College, Columbia University*

English-Only Policy and Language Teacher Education in the United States. *Navin Kumar Singh, Northern Arizona University; Jon A. Reyhner, Northern Arizona University*

Preparing for the Next Generation Assessments: Motivation and Persistence in Elementary English Language Learners. *Jill Michelle Manning, Los Angeles Unified School District; Marc Chun, CAE*

Examining Teacher Quality, Educational Policy, and English Learners in Latina/o Growth States. *Julian Vasquez Heilig, The University of Texas - Austin; Francesca Lopez, Marquette University; Daniela Torre, Vanderbilt University*

Discussant: *P. Zitlali Morales, University of Illinois at Chicago*

**SIG Sessions**

**72.041. Action Research in High-Poverty Settings: How We Turn Our Values Into Virtues.** SIG-Action Research; Symposium

Hilton Union Square, Sixth Level, Tower 3 Lombard; 10:35am to 12:05pm

Chair: *Joseph M. Shosh, Moravian College*

## Participants:

Value and Virtue in Practice-Based Research. *Jean McNiff, York St John University*

Action Research in High-Poverty Schools: Ten Years of Articulating Values and Virtues. *Joseph M. Shosh, Moravian College*

Values and Virtues in MASILINGANE: HIV Prevention Education in South Africa. *Lesley Angelina Wood, Nelson Mandela metropolitan University*

**72.042. Using Educational Data Mining for Science Inquiry Skill**

**Assessment and Prediction.** SIG-Advanced Technologies for Learning; Symposium

Parc 55, Second Level, Divisadero; 10:35am to 12:05pm

Chairs: *Janice D. Gobert, Worcester Polytechnic Institute; Michael Timms, Australian Council for Educational Research*

## Participants:

Developing and Validating EDM (Educational Data Mining)-Based Assessment Measures for Measuring Science Inquiry Skill Acquisition and Transfer Across Science Topics. *Janice D. Gobert, Worcester Polytechnic Institute; Michael A. Sao Pedro, Worcester Polytechnic Institute; Juelaila J. Raziuddin, Worcester Polytechnic Institute; Ryan S.J.d. Baker, Columbia University Teacher's College*

Discovering What Students Know Through Data Mining Their Problem-Solving Actions Within the Immersive Virtual Environment SAVE Science. *Diane Jass Ketelhut, University of Maryland - College Park; Brian C. Nelson, Arizona State University; Avirup Sil, Temple University; Alexander Yates, Temple University*

Mining Student Science Argumentation Text to Inform an Intelligent Tutoring System. *Samuel Leeman-Munk, North Carolina State University; Eric N. Wiebe, North Carolina State University; James Lester, North Carolina State University*

Learner Profiles Emerge From a Serious Game Teaching Scientific Inquiry Skills. *Carol Forsyth, The University of Memphis; Arthur C. Graesser, The University of Memphis; Zhiqiang Cai, The University of Memphis; Philip Pavlik, Jr., The University of Memphis; Keith Millis, Northern Illinois University; Diane F. Halpern*

The Invention Support Environment: The Effect of Task Structure and Delivery on Student Reasoning During Invention Activities. *Natasha Holmes, The University of British Columbia; Brad Ramshaw, The University of British Columbia; Ido Roll, The University of British Columbia; James Day, The University of British Columbia; Doug Bonn, The University of British Columbia*

Discussant: *Andre A. Rupp, University of Maryland*

**72.043. We Are (Not) Our Selves: Ethical Subjects, Auto/biography, and Poststructural Hopes in Life Narrative Research.** SIG-Biographical and Documentary Research; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 10:35am to 12:05pm

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

## Participants:

How Am I Not Myself If I Am of Another? The Ethics of Representing in Autoethnographic Inquiry. *Nicole Chilla, Teachers College, Columbia University*

Haunting the Margins: Affect, Vulnerability, and Ethics in Teaching and Research. *Alyssa D. Niccolini, Teachers College, Columbia University*

Impossible Stories: Impossible Meanings: Reinscribing Memory of the Body Through Autobiography. *Jeana Kumar, Teachers College, Columbia University*

Traveling Auto/biography. *Janet L. Miller, Teachers College, Columbia University*

Discussant: *Jungah Kim, Borough of Manhattan Community College - CUNY*

**72.044. Methodological Issues in Doing Research in Urban Catholic Schools.** SIG-Catholic Education; Working Group Roundtable

Hotel Nikko, Third Level, Nikko I; 10:35am to 12:05pm

Chair: *Shane P. Martin, Loyola Marymount University*

## Participants:

Comparing Apples to Oranges: The Methodological Issue of Selection in Research on Catholic Schools. *Karie Huchting, Loyola Marymount University*

Reflections From a Phenomenological Study on Urban African American Males Attending Jesuit Schools. *Robert Weldon Simmons, Loyola University Maryland*

Research With Latina/o Students in Urban Los Angeles Catholic Schools: Addressing Methodological Issues *con Confianza*. *Jose M. Chavez, Loyola Marymount University*

Gaining Access to Conduct Research in Catholic Schools and Earning Entry Into the Lives of Male Youth of Color. *Ursula S. Aldana, Loyola Marymount University*

Methodological Issues Experienced by the Scholar Practitioner in Dissertation Research in Urban Catholic Schools. *Jill Patricia Bickett, Loyola Marymount University*

**72.045. New Horizons in Scholarly Communication.** SIG-Communication

of Research Cosponsored with SIG-Research Use; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 10:35am to 12:05pm

Chair: *Ann D. Ewbank, Arizona State University*

## Participants:

Language, Knowledge, and Power in the International System: A Linguistic Analysis of Published Political Science Research by Nation-State From 1991 to 2008. *Charlie Gomez, Stanford University; Daniel A. McFarland, Stanford University*

What Research Do People Download? An Examination of Research Product Downloads From Educational Websites. *Hilary Edelstein,*

University of Toronto; Marija Glisic, OISE/University of Toronto; Robyn Read, OISE/University of Toronto

Making Research Accessible and Useful for Educators: The Challenges of Developing an Online Database of Research Summaries. *Shasta Helene Carr-Harris, University of Toronto - OISE; Pam Osmond, Nova Central School District; Limin Jao, University of Toronto - OISE; Saira Shah, University of Toronto; Benjamin Levin, OISE/University of Toronto*

Digital Footprints of Open Access Education Journals: A Comparison Between *Education Policy Analysis Archives* and *Current Issues in Education*. *Lori Michelle Ellingford, University of Phoenix*

Discussant: *Ann D. Ewbank, Arizona State University*

**72.046. Poverty, Pushout, and Prison: How Critical Education Can Interrupt the School-to-Prison Pipeline.** SIG-Critical Educators for Social Justice; Symposium

Sir Francis Drake, Second Level, Tudor AB; 10:35am to 12:05pm

Chair: *Deborah A. Appleman, Carleton College*

Participants:

Educational Trajectories of Young Black Men: Canadian Perspectives on the School-to-Prison Pipeline. *Lance Trevor McCready, OISE/University of Toronto*

Literacy Learning With Incarcerated Youth. *Peter W. Williamson, University of San Francisco*

From the Inside Out: The Power and Promise of Creative Writing With Adults Incarcerated as Adolescents. *Deborah A. Appleman, Carleton College*

Discussant: *Erica R. Meiners, Northeastern Illinois University*

**72.047. The Analysis of Poverty and the Poverty of Analysis: Race and Disability in School Culture.** SIG-Disability Studies in Education; Symposium

Hilton Union Square, Lobby Level, Golden Gate 1; 10:35am to 12:05pm

Chair: *Philip M. Ferguson, Chapman University*

Participants:

Intersections in History: Interdisciplinary Reframings of the Racialization of Disability. *Alfredo J. Ariles, Ph.D., Arizona State University*

Interlocking Oppressions in American Education Systems: Can Critical Race Theory Move Us Towards Educational Equity? *Wanda J. Blanchett, University of Missouri - Kansas City; Shelley Zion, University of Colorado - Denver*

The Permeability of Disability Categories at the Intersections of Race, Culture, Poverty, and Disability. *Beth Harry, University of Miami*

Race, Class, and Disability: Intersecting Oppressions in Special Education Policy. *Thomas M. Skrtic, The University of Kansas; Zachary A. McCall, University of Missouri - Kansas City*

**72.048. Latent Variable Models: Explorations and Investigations.** SIG-

Educational Statisticians; Paper Session

Parc 55, Fourth Level, Mission I; 10:35am to 12:05pm

Chair: *Matthew McBee, East Tennessee State University*

Participants:

On Optimal Scaling for Latent Variables Within Structural Equation Models. *Gregory R. Hancock, University of Maryland; Yoonjeong Kang, University of Maryland - College Park*

A Systematic Investigation of Within-Subject and Between-Subject Covariance Structures in Growth Mixture Models. *Junhui Liu, Educational Testing Service; Jeffrey R. Harring, University of Maryland*

Accuracy of Revised Parallel Analysis for Assessing Dimensionality With Ordered Categorical Response Data. *Samuel B. Green, Arizona State University; Roy Levy, Arizona State University; Marilyn S. Thompson, Arizona State University*

A Comparison of Modification Index and Bayesian Structural Equation Modeling in Model Specification Search. *Xinya Liang, Florida State University; Yanyun Yang, Florida State University*

Discussant: *William Holmes Finch, Ball State University*

**72.049. Environmental Education With/and Indigenous Peoples.** SIG-Environmental Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 9; 10:35am to 12:05pm

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

Participants:

Revolutionizing Environmental Education Through Aboriginal Hip-Hop

Culture. *Bradley J. Porfilio, Lewis University; Julie Gorlewski, SUNY - College at New Paltz*

Learning Relationships in Context: Indigenous and Place-Based Teacher Education: A Self-Study. *Alexa Scully, Lakehead University*

Blanking Out “[ ]” (Whiteness): Decolonizing Impoverishing Systems of Domination, Connecting With Ancestral Place-Cultures for Reinhabitation. *Marna Hauk, Institute for Earth Regenerative Studies and Prescott College; Veronica E. Bloomfield, Chapman University*

Development Project Paradigms: Whether There Are Benefits for Biodiversity and Human Diversity of Vulnerable Communities. *Ana Maria Martinez, York University*

Earthducation: Tracking the Intersections Between Education and Sustainability in Climate Hot Spots Worldwide. *Aaron Doering, University of Minnesota; Charles DeVaughn Miller, University of Minnesota; Jeni Henrickson, University of Minnesota*

Discussant: *Dolores Calderon, University of Utah*

**72.050. The Role of Parents From Diverse Cultures in Building Family Empowerment Systems in Schools.** SIG-Family, School, Community Partnerships; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 10:35am to 12:05pm

Chair: *Trini Lewis, California State University - Long Beach*

Participants:

School Activism Among Low-SES Latino Parents: Indignation and Collective Action. *Pablo M. Jasis, California State University - Fullerton*

The Parent-Partner Connection: Building Family Support Systems During Tenuous Times in High School. *Margaret M. Ferrara, University of Nevada - Reno; D’Lisa Crain, Washoe County School District; Rick Savage, University of Nevada - Reno*

A Quantitative Study of Family Involvement Activities of Rural Minority Parents That Support Student Learning. *Dyann Bayan, Alabama State University; Shirley L. Barnes, Alabama State University; Drusilla Caudle, Alabama State University; Sonja Y. Harrington, Alabama State University*

Supporting Diverse Families Through School-Community Partnerships: An Evaluation of a Collaborative Training Program. *Terese Aceves, Loyola Marymount University*

The Double Bind of Empowerment: Latina Mothers in a Community Organization’s Parent Education and Leadership Class. *Katherine Rodela, Stanford University*

**72.051. Instructional Technology SIG: Paper Session: Design, Development, and Evaluation of Innovative Instruction in Higher Education.** SIG-Instructional Technology; Paper Session

Parc 55, Fourth Level, Cyril Magin III; 10:35am to 12:05pm

Chair: *Sally Evans, University of Phoenix*

Participants:

What Do They Really Think? Higher Education Students’ Perceptions on Using Twitter and Facebook in Education. *Jenny S. Wakefield, University of North Texas; Scott Joseph Warren, University of North Texas; Metta Alsobrook, Averett University; Kim A Knight, The University of Texas - Dallas*

Promoting Cognitive Flexibility Through a Primary Source Database. *Kevin M. Oliver, North Carolina State University*

The Influence of DEEPER (Define, Explore, Explain, Present, Evaluate, Reflect) Scaffolding on Problem-Solving Performance and Transfer. *Pasha Antonenko, University of Florida; Farzaneh Jahanzad, Oklahoma State University; Carmen Greenwood, Oklahoma State University*

Virtual Tutee System: A Promising Tool for Enhancing Reading Engagement of College Learners. *Seung Won Park, University of Georgia - Athens; ChanMin Kim, The University of Georgia*

Discussant: *Janet M. Alsup, Purdue University*

**72.052. Corporations and Corporate Foundations in Education From a Transnational Perspective.** SIG-International Studies; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 10:35am to 12:05pm

Chair: *Kathryn Jane Moeller, University of California - Berkeley*

Participants:

Digital Directions in Global Education Markets: Why and How

Accountability Matters. *Patricia Burch, University of Southern California*



Experiences With Choice: Conversations With Parents About Supplemental Educational Services. *Rodolfo Acosta, University of Southern California*  
 The Mobilization and Shifts in Transnational Power and Expertise in Education: A World Systems Analysis of Corporate Engagement. *Zahra Bhanji, York University*  
 "Saving Up Treasure in Heaven": The Consequences of U.S. Religious Corporations' Involvement in Sex and HIV/AIDS Education Around the World. *Nancy Kendall, University of Wisconsin - Madison*  
 Transnational Corporate Investment in Girls' Education and the Politics of Poverty. *Kathryn Jane Moeller, University of California - Berkeley*  
 Discussant: *Jill P. Koyama, University at Buffalo - SUNY*

**72.053. Conceptualizing and Composing Narrative Inquiry.** SIG-Narrative Research; Paper Session  
 Grand Hyatt, Ballroom Level, Grand Ballroom West; 10:35am to 12:05pm

Chair: *Elaine Chan, University of Nebraska - Lincoln*

Participants:

Inquiring Into Narrative Beginnings: Tensions and Vulnerabilities. *Mary F. Rice, The University of Kansas*

Preservice Teachers, Children, and Life: Using Stories to Reconceptualize Curriculum. *Jennifer L. Prior, Northern Arizona University; Vicki Ross, Northern Arizona University; Pamela Jane Powell, Northern Arizona University*

Shifting From Stories to Live by to Stories to Leave by: Early Career Teacher Attrition. *Lee Mason Schaefer, University of Regina; D. Jean Clandinin, University of Alberta; C. Aiden Downey, Emory University*

Traveling in the Midst: The Process of Co-composing a Narrative Account. *Eliza Anne Pinnegar, University of Alberta; Trudy Michelle Cardinal, University of Alberta*

Unpacking a Narrative Conception of Fit: Women Faculty at Work. *Jessica C. Bennett, University of Maryland - College Park*

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

**72.054. Social Justice Theory-Building Through Narrative Research in Teacher Education.** SIG-Narrative Research; Symposium  
 Parc 55, Third Level, Mason; 10:35am to 12:05pm

Chair: *Jake Burdick, Purdue University*

Participants:

Through Cup'ik Eye: Learning and Living Indigenous Paths of Inquiry. *Cathy A. Coulter, The University of Alaska - Anchorage; Irasema Ortega, Arizona State University*

Participatory Pedagogy in Multicultural Teacher Education: Critical Exploration of Race, Racism, and White Privilege Analysis. *Masakazu Mitsuura, Arizona State University*

Let's Meet in Napanla: The Possibility of Thirdspace as a Place "Others" Call Home. *Minerva S. Chavez, California State University - Fullerton*

Desiring Resistances: Developing Psychoanalytic Critical Pedagogies From Activist Stories of Becoming. *Jake Burdick, Purdue University*

Discussant: *Lee Anne Bell, Barnard College*

**72.055. Narrowing the Distance: Filipina/o American Applications of Paulo Freire's Praxis.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 10:35am to 12:05pm

Chair: *Edward Ryan Curammeng, University of California - Los Angeles*

Participants:

Pedagogies of Rebellion: Filipina/o Resistance Against Our Bankrupt Inheritance of American Schooling. *Edward Ryan Curammeng, University of California - Los Angeles; Allyson Tintiangco-Cubales, San Francisco State University*

Presence in the World: Shaping the Identities of Critical Filipina/o American Educators and Leaders. *Roderick Daus-Magbual, University of San Francisco; Arlene Sudaria Daus-Magbual, San Francisco State University*

Intersecting Institutions: Creating Communities of Critical Praxis. *Patricia E. Halagao, University of Hawaii - Manoa*

Discussant: *Patrick Camangian, University of San Francisco*

**72.056. Making Sense of the Attraction of Psychology for Educational Research: Philosophical Perspectives on Epistemological Diversity.** SIG-Philosophical Studies in Education; Symposium  
 Hilton Union Square, Sixth Level, Tower 3 Sutter; 10:35am to 12:05pm

Chair: *Lynn Fendler, Michigan State University*

Participants:

Philosophical Perspectives on Causality and Value in Educational Research. *Paul Smeyers, Ghent University*

Contexts and Warrants for Epistemological Diversification in Educational Research. *Marc Depaepe, Catholic Universiteit Leuven*

Making a Better System. *David F. Labaree, Stanford University*

Multicultural Epistemologies and Educational Research. *Denis C. Phillips, Stanford University*

**72.057. Issues and Innovations in Teaching Educational Research.** SIG-Professors of Educational Research; Paper Session  
 Parc 55, Fourth Level, Lombard; 10:35am to 12:05pm

Chair: *Julie P. Combs, Sam Houston State University*

Participants:

A Framework for Using Discourse Analysis for the Review of the Literature. *Anthony J. Onwuegbuzie, Sam Houston State University; Rebecca K. Frels, Lamar University*

Integrating the Research: Coteaching to Prepare Reading Specialists to Be Specialists in Research. *Amanda Mulcahy Maddocks, Concordia University; Dara Soljaga, Concordia University - Chicago*

Out of Our Comfort Zones: Teaching Qualitative Research at a Distance and Online. *Cheryl A. Hunter, University of North Dakota; Debora Hinderliter Ortloff, University of Houston - Clear Lake; Rachelle Winkle-Wagner, University of Wisconsin*

Thesis Advising as Community of Practice (CoP): Understanding Determinants of Advising Accountability. *Shinyi Lin, National Taichung University of Education*

Discussant: *Rachel J. Eells, Concordia University - Chicago*

**72.058. Moving Beyond the Numbers of Aggregated "Achievement Gap" Data and Toward New Discourse About Black Children and Mathematics.** SIG-Research Focus on Black Education; Symposium  
 Hilton Union Square, Sixth Level, Tower 3 Taylor; 10:35am to 12:05pm

Chair: *David W. Stinson, Georgia State University*

Participants:

A Critical Review of American K-12 Mathematics Education, 1900-Present: Implications for the Experiences and Achievement of Black Children. *Robert Q. Berry, University of Virginia; Oren L. McClain, University of Virginia*

Unpacking Brilliance: A New Discourse for Black Students and Successful Mathematics Achievement. *Nicole Michelle Russell, University of Denver*

Developing Teachers of Black Children: (Re)Orienting Thinking in an Elementary Mathematics Methods Course. *Tonya Bartell, Michigan State University; Mary Q. Foote, Queens College - CUNY; Amy M. Roth McDuffie, Washington State University - Tri-Cities; Erin Turner, The University of Arizona; Julia Maria Aguirre, University of Washington - Tacoma; Corey Drake, Michigan State University*

Counternarratives From Mathematically Successful African American Male Students: Implications for Mathematics Teachers and Teacher Educators. *David W. Stinson, Georgia State University; Christopher Charlie Jett, The University of West Georgia; Brian A. Williams, Georgia State University*

Discussant: *Jacqueline Leonard, University of Wyoming*

**72.059. Choosing and Using Examples: A Promising Road to Proof?** SIG-Research in Mathematics Education; Symposium  
 Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 10:35am to 12:05pm

Chair: *Eric J. Knuth, University of Wisconsin*

Participants:

How Students and Experts Reason Differently About Characteristics in Everyday and Mathematical Contexts. *Candace A. Walkington, Southern Methodist University; Jennifer L. Cooper, University of Wisconsin - Madison; Charles W. Kalish, University of Wisconsin - Madison; Olubukola Ayodele Akinsiku, University of Wisconsin - Madison*

Middle School Students and Strategic Inductive Generalization Based on Example Typicality. *Jennifer L. Cooper, University of Wisconsin - Madison; Caroline Cassie-Marie Williams, University of Wisconsin - Madison; Andrew G. Young, University of Wisconsin - Madison; Charles W. Kalish, University of Wisconsin - Madison*

Mathematicians' Example-Related Activity When Exploring and Proving Mathematical Conjectures. *Elise Nicole Lockwood, University of Wisconsin - Madison; Amy Ellis, University of Wisconsin - Madison; Muhammed Fatih Dogan, University of Wisconsin-Madison; Caroline Cassie-Marie Williams, University of Wisconsin - Madison; Eric J. Knuth, University of Wisconsin*

How Students Use Examples When Developing Proofs. *Amy Ellis, University of Wisconsin - Madison; Elise Nicole Lockwood, University of Wisconsin - Madison; Caroline Cassie-Marie Williams, University of Wisconsin - Madison; Muhammed Fatih Dogan, University of Wisconsin-Madison; Andrew G. Young, University of Wisconsin - Madison; Eric J. Knuth, University of Wisconsin*

Discussant: *Andreas J. Stylianides, University of Cambridge*

**72.060. The Role of Self-Study in Transforming Urban Classrooms.** SIG-Self-Study of Teacher Education Practices; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 3; 10:35am to 12:05pm

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

Participants:

Good Readers Get Smart: Reading Orientations in a Second-Grade Classroom. *Ben Byrd, E.L. Haynes Public Charter School*

Implementing Academic Choice: A Self-Study in Evolving Pedagogy. *Katrina E. Jones, Oakland Elementary*

Learning to Love Reading: A Self-Study on Fostering Students' Reading Motivation in Small Groups. *Rosa Miller, ASCEND Elementary*

"Man/Woman in the Mirror": Self-Study as a Means for Urban Teachers to Transform Academics. *Vicki K. LaBoskey, Mills College; Anna E. Richert, Mills College; Tomas Galguera, Mills College*

Discussant: *Mary Lynn Hamilton, The University of Kansas*

**72.061. Connections Between Special Education Policy and Practice.** SIG-Special Education Research; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 10:35am to 12:05pm

Chair: *Dr. Kavita L. Seeratan, SRI International*

Participants:

A Perspective on Revising OSEP (Office of Special Education Programs) Indicator 14. *Edward M. Vitelli, The George Washington University; Bridget Green, The George Washington University*

A Policy Analysis of Federal Support for Inclusive Teacher Education: Slouching Toward Transformation? *Marleen Carol Pugach, University of Southern California; Linda P. Blanton, Florida International University; Ann Marie Mickelson, University of South Florida; Carrie Straub, University of Central Florida; Jeannie Kleinhammer-Tramill, University of South Florida*

Exploring Special Education Service Delivery. *George Theoharis, Syracuse University; Julie N. Causton-Theoharis, Syracuse University; Chelsea Tracy-Bronson, Syracuse University*

Indicator 14 of IDEA 2004: Item/Content Analysis of State Protocols to Measure Postschool Outcomes. *Paul Gerber, Virginia Commonwealth University; Cecilia G. Batalo, Virginia Commonwealth University; Serra De Arment, Virginia Commonwealth University*

What Educators Should Know When Writing Individualized Education Programs. *Lusa Lo, University of Massachusetts - Boston*

**72.062. Digital Literacies.** SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session  
Parc 55, Third Level, Powell I; 10:35am to 12:05pm

Chair: *Mona M. Bryant-Shanklin, Norfolk State University*

Participants:

An Examination of Digital Literacies in a Classroom-Based Social Network Site. *Denise L. Lindstrom, Fairmont State University; Dale S. Niederhauser, Iowa State University*

Collaborative Writing in the Cloud. *Mark Warschauer, University of California - Irvine; Binbin Zheng, University of California - Irvine; Chin-Hsi Lin, University of California - Irvine*

Digital Youth in Brick-and-Mortar Schools: Examining Student Technology Experiences in Two High Schools. *Craig Martin Peck, University of North Carolina - Greensboro; Kimberly Kappler Hewitt, University of North Carolina - Greensboro; Carol A. Mullen, University of North Carolina - Greensboro; Carl A. Lashley, University of North Carolina - Greensboro; John Eldridge, Chatham Charter School; Ty-Ron M.O. Douglas, University of Missouri - Columbia*

Researching Educational Technology Through a Sociocultural Lens. *Maria Mama Timotheou, Cyprus Ministry of Education and Culture, Public Primary Education Sector*

Discussant: *Jenny Robins, University of Central Missouri*

### Division and SIG Roundtables

**72.063. Roundtable Session 67;** Roundtable Session

**72.063-1. Learning and Teaching in Educational Leadership for the 21st Century.** SIG-Learning and Teaching in Educational Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *Scott C. Bauer, George Mason University*

Participants:

Location: Cyberspace; Condition: Anonymity; Question: How Is Leadership Perceived in Virtual Settings/Classes? *S. Lynn Shollen, Christopher Newport University; C. Cryss Brunner, University of Minnesota*

Rendering Educational Administration Students' Knowledge of Key Leadership Practices Through Digital Practicum Data. *Sara L. Dexter, University of Virginia; Dallas Hambrick Hitt, University of Virginia; Pamela D. Tucker, University of Virginia*

Toward Developing Authentic Leadership: Team-Based Simulations. *Orly Shapira-Lishchinsky, Bar-Illan University*

**72.063-2. Powerful Teacher Induction: Programs and Outcomes.** SIG-Research on Teacher Induction; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *Colleen M. Conway, University of Michigan*

Participants:

Beginning Teachers' Perceptions and Beliefs of the Beginning Teachers Support and Assessment Program. *Heather Penrod, California Lutheran University*

Exploring Teacher Resilience Before and During Induction. *Mylene Leroux, University of Quebec - Outaouais*

The New Teacher Academy: Easing the Transition for Beginning Teachers. *Delane Ann Bender-Slack, Xavier University; Teresa Young, Xavier University*

**72.063-3. Diverse Perspectives in the Superintendency: Location, Governance, and Leadership.** SIG-Research on the Superintendency; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *John W. Hunt, Southern Illinois University - Edwardsville*

Participants:

What School Board Presidents Really Want From Superintendents: School Board Presidents Weigh In. *John W. Hunt, Southern Illinois University - Edwardsville; Jenny S. Tripses, Bradley University; Sandra G. Watkins, Western Illinois University*

Leadership Praxis for Democracy: A Narrative Inquiry of the State Superintendency. *Mary E. Gardiner, University of Idaho; Marilyn Pritchett Howard, Educational Consultant Westat; Ilungu Ibongya Muzaliwa, University of Idaho*

Rural Superintendents: Adhere to National Staff Development Standards to Catapult Achievement. *Zhaohui Sheng, Western Illinois University; Sandra G. Watkins, Western Illinois University*

The Perspective of Superintendents and Their Principals on Teacher Evaluation Mandates. *Mary Lynne Derrington, The University of Tennessee*

The Lived Experiences of African-American Female Superintendents in a Southern State. *Mindy L. Crain-Dorough, Southeastern Louisiana University; Kathleen Taylor Campbell, Southeastern Louisiana University; Michael D. Richardson, Southeastern Louisiana University*

**72.063-4. Teachers' Work Amidst the New Structure of Schooling.** SIG-Teacher's Work/Teachers Unions; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Participants:

The New Work of Teaching: A Case Study. *Laura Autumn Servage, University of Alberta; Jean-Claude Couture, Alberta Teachers' Association*

"Come See How We Get Work!" What 21st-Century Teachers Need to Know to Teach. *Sarah A. Robert, University at Buffalo - SUNY*

"Do You Have Fidelity to the Program?" Faith in Students or Faith in Policy? *Brian R. Horn, Illinois State University*

**72.063-5. History of the High School.** Division F - History and Historiography; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *John L. Rury, The University of Kansas*

Participants:

Hill District: The Role of Social Institutions in Discrimination and Stratification. *Maritza Lozano, University of California - Los Angeles; Joshua Childs, University of Pittsburgh*

Historical Transformation of Race, Ethnicity, and Class in a Southern Urban High School. *Madlene P. Hamilton, Stanford University*

The History of Commercial High School: Atlanta's Progressive Experiment in Gender and Class Diversity. *Laura McWilliams Lester, Georgia State University*

**72.063-6. Identity, Citizenship, and Democracy in the History of Education Over Time and Space.** Division F - History and Historiography; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *Karen L. Graves, Denison University*

Participants:

"Cultivating the Graces of Humanity": The Whigs' Response to "Mobocracy" and the Institutionalization of a Common Morality. *Brian W. Dotts, University of Georgia*

Hermann J. Muller and the Biological Sciences Curriculum Study. *Lisa Anne Green, University of California - Riverside*

Learning to Be Greek in Late 19th- and Early 20th-Century Greece: Children's Shadow Theater and National Identity Formation Through Informal Modes of Learning. *Theodore G. Zervas, North Park University*

**72.063-7. Philosophical Perspectives on the History of Education.** Division F - History and Historiography; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *David J. Roof, Ball State University*

Participants:

A Rawlsian Justice Critique of Past Educational Movements in the United States. *Ronald Thompson, Clemson University; Curtis Anthony Brewer, Clemson University*

Agency as Relational Ethics: Preservice Teachers' Understanding of Historical Actors in Nonfiction Graphic Novels. *J. Spencer Clark, Utah State University; Steven Paul Camicia, Utah State University*

Between Secularism and Voluntarism: The Pre-Evolutionary Thought of Herbert Spencer. *Stephen C. Tomlinson, The University of Alabama*

Framing Poverty and Education: A Critical Genealogy of Promises and Failures. *Kari Dehli, University of Toronto - OISE*

**72.063-8. Examining Crisis Management on College Campuses.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *Steven McCullar, Saint Cloud State University*

Participants:

But I'm Not Racist: A Discourse Analysis of Campus Responses to a Racially Charged Incident. *Jessica Harris, Indiana University - Bloomington; Shamatrice Davis, The University of Vermont*

Explaining Crime on Campus: Investigating the Structure, Function, and Resources of Campus Security Offices. *Patricia A. Bennett, Michigan Technological University; Vicki J. Rosser, University of Nevada - Las Vegas*

Organizational Change During Crisis Management: Examinations of Hurricane Recovery at Gulf Coast Institutions. *Mahauganee Dawn Shaw, Miami University - Oxford*

**72.063-9. Unsettling Multiculturalism: Creating Space for Socially Just Practices in Early Childhood Education.** SIG-Critical Perspectives on Early Childhood Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *Veronica Pacini-Ketchabaw, University of Victoria*

Participants:

Deconstructing Racialized Regimes of Governmentality Inside Early Childhood Curriculum Development Processes. *Emily Ashton, University of Victoria*

Critical Historical Perspectives and Early Childhood Education in Indigenous Communities. *Mary Caroline Rowan, University of New Brunswick*

Working Together? The Complicity of Multicultural Discourse in Racializing Bodies in Early Childhood Education. *Lara di Tomasso, Independent scholar*

Unsettling Multicultural Fixities: Inhabiting Relational Becomings in Early Childhood Education. *Fikile Nxumalo, University of Victoria*

**72.063-10. Diversity: Students in School Settings.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *Quinita D. Ogletree, Texas A&M University*

Participants:

The Missing Voices: Urban Elementary School Students Talk About Test-Centered Curriculum and Stereotyping. *Martin J. Wasserberg, University of North Carolina - Wilmington*

Racialization in the Context of the Urban: Asian Students and the Black-White Binary. *Yenhua Ching, University of California - Berkeley*

Exploring the Experiences of Filipino Korean Middle and High School Students From the Critical Race Theory Perspective. *Donovan Loomis, Sungkyunkwan University; Sang Hoon Bae, The Pennsylvania State University*

The Work of "Failure": The Help-Seeking of Students With Interrupted Formal Schooling. *Ramatu T. Bangura, Teachers College, Columbia University*

The Relationship Between Skin Tone and School Suspension for African Americans. *Lance Hannon, Villanova University; Robert DeFina, Villanova University; Sarah Bruch, University of Iowa*

**72.063-11. Helping Students Think About Graduate Opportunities.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

Chair: *Richard J. Reddick, The University of Texas - Austin*

Participants:

Collaborating With Minority-Serving Colleges and Universities to Enhance the Recruitment of Students for Graduate Study and Careers in Plant Breeding. *Mao Thao, University of Minnesota - Twin Cities; Frances P. Lawrenz, University of Minnesota; Eric A. Moore, University of Minnesota*

Entrepreneurs in the Academy: A Qualitative Study of Intellectual Entrepreneurship Pre-Graduate Interns in Academe. *Richard J. Reddick, The University of Texas - Austin; Richard Chervitz, The University of Texas - Austin*

Parental Education and the Research Track. *Elizabeth B. Bizot, Computing Research Association*

**72.063-12. Risk and Protective Factors Associated With Peer Victimization and Bullying During Early Adolescence.** Division E - Counseling and Human Development; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 10:35am to 12:05pm

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

Participants:

Gender Differences In Psychosocial Functioning Among Poly-Victimized Hispanic Adolescents. *Lily Ortega, University of Illinois at Urbana-Champaign; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Examining Roasting Among Middle School Students: The Initial Construction of a Roasting Scale. *Tyrone Rivers, University of Illinois at Urbana-Champaign; Gabriel Joey Merrin, University of Illinois; Dorothy L. Espelage, University of Illinois at Urbana-Champaign*

Protective Nature of Social Self-Efficacy and Self-Esteem as Moderators



Between Peer Victimization and GPA. *Juliana L. Raskauskas, California State University - Sacramento*

Bullying and Special Education: Risk Factors Associated With Special Education Services and Class Placement. *Chad Allen Rose, Sam Houston State University; Cynthia G. Simpson, Houston Baptist University; Collins Ukwuoma, Sam Houston State University*

#### 72.064. Roundtable Session 68; Roundtable Session

##### 72.064-1. Division J Section 6 Roundtable 4: Gender and the University.

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Araceli Espinoza, University of Southern California - Rossier School of Education*

Participants:

Beyond Gendered Universities? Implications for Research on Gender in Organizations. *Jeni L. Hart, University of Missouri - Columbia; Jaime R. Lester, George Mason University; Margaret W. Sallee, University at Buffalo - SUNY*

Left Behind: The Status of Black Women in Higher Education Administration. *Sandra Y. Miles, Indiana University - Purdue University at Columbus; Robert A. Schwartz, Florida State University*

The Life Goals of College STEM Majors: Sex and Discipline Differences. *Joan Barth, The University of Alabama; Alabama STEM Education Research Team, The University of Alabama*

##### 72.064-2. Division J Section 6 Roundtable 5: Microaggressions, Structural Racism, and Critical Organizational Theory.

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Irene Maya Ota, University of Utah*

Participants:

Critical Organizational Theory and Paradigm Shift: Understanding Racial Achievement Gaps in Higher Education. *Eugene Fujimoto, California State University - Fullerton*

Racial Microaggressions and Race-Related Stress in Higher Education: What Comes Next? *Jeremy D. Franklin, University of Utah*

The Invisible Hand of Structural Racism: Understanding the Role of Faculty in Racial Microaggression in Doctoral Education. *Callie Watkins Liu, Brandeis University; Phomdaen Souvanna, Brandeis University*

##### 72.064-3. Division J Section 6 Roundtable 6: Host Countries and the Media That Shape the View of International Students and Teaching.

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Ji Zhou, University of Southern California*

Participants:

Surviving the "Money Moon": Insecurity and Poverty of International Graduate Students. *Sarah Maimich, Université de Montréal*

The Discursive Construction of China in the Chronicle of Higher Education. *Tatiana Suspitsyna, The Ohio State University*

The Foreign Teaching Assistant Problem at U.S. Universities (1978-2010). *Sejung Ham, University of Wisconsin - Madison*

##### 72.064-4. Division J Section 6 Roundtable 7: Higher Education and Social Reproduction?

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Maika I. Philipsen, Virginia Commonwealth University*

Participants:

Belonging Through Diversity: A Diversity Intervention Improves the College Transition and Academic Performance for First-Year and First-Generation College Students. *Maryam Hamedani, Stanford University; Nicole M Stephens, Kellogg School of Management; Mesmin Destin, Northwestern University*

Complex Identities in First-Generation and/or Low-Income College Students. *Erin DeRosa, Purdue University*

Disrupting Social Reproduction: Exploring First-Generation College Students' Experiences at Mission-Based Institutions. *Erin Kimura-*

*Walsh, Santa Clara University; Erica K. Yamamura, Seattle University; Lester Deanes, Santa Clara University; Sha'erika Perkins, Seattle University; Laura Ornelas, Santa Clara University; Citlali Vasquez-Ramos, Education Pioneers*

Why the Boys Are Missing: A New Explanation for the Female Advantage in College Enrollment. *Sarah Lazarus Klevan, New York University; Sharon L. Weinberg, New York University*

##### 72.064-5. Division J Section 6 Roundtable 8: Leaders Take a Stand on Diversity!

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Michelle Castellanos, University of Southern California*

Participants:

Diversity Works in Complex Ways: Mapping the Individual and Institutional Factors Associated With Faculty Perceptions of Curricular Diversity. *Thomas F. Nelson Laird, Indiana University; Mark E. Engberg, Loyola University Chicago*

How Leaders Negotiate Identities and Locations and Create Spaces of Hope in Advocating for Working-Class Students of Color in University Settings. *Miguel Zavala, California State University - Fullerton; Natalie A. Tran, California State University - Fullerton*

Senior Leaders and Teaching Environments at Historically Black Colleges and Universities and Predominately White Institutions. *Eddie R. Cole, Indiana University; Thomas F. Nelson Laird, Indiana University; Amber Desiree Lambert, Indiana University*

Speaking of Race: College Presidents' Speeches and Student Unrest in the 1960s. *Eddie R. Cole, Indiana University*

##### 72.064-6. Doctoral and Postdoctoral Socialization.

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Spencer Platt, University of South Carolina - Columbia*

Participants:

Exploring the Influence of Faculty Diversity on Education Leadership Doctoral Students. *Monica Byrne-Jimenez, Hofstra University*

Stepping Stone to a Faculty Career? The Contribution of Postdoctoral Work to a Faculty Career in Sciences, Engineering, and Health Fields. *Lijing Yang, University of Georgia; Karen Webber, University of Georgia*

"You're Looking for the Smartest, Most Creative People You Can Find": Understanding the Appeal of Simple Metrics in PhD Admissions Amid Rising Expectations of Research Experience. *Julie Renee Posselt, University of Michigan*

The Motivation and Identity Development of Graduate Teaching Assistants: An Examination of Factors Over an Academic Term in Engineering. *Rachel Louis Kaffez, Virginia Polytechnic Institute and State University; Holly Marie Matusovich, Virginia Polytechnic Institute and State University*

##### 72.064-7. Examining Access and Success Avenues of Underrepresented Students.

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Kristan M. Venegas, University of Southern California*

Participants:

Institutional Agents and Educational Access for Incarcerated Males in a Community College. *Kristan M. Venegas, University of Southern California; Christian Teeter, University of California, Berkeley*

Expanding Access to Higher Education or Reproducing Inequality? Lessons From Low Admission Score in Taiwan's Higher Education. *Wei-lin Wang, National Taiwan Normal University; Li-yun Wang, National Taiwan Normal University*

The Future of Educational Opportunity: Reevaluating the Long-Term Effects of Anti-Affirmative Action Ballot Initiatives. *Lauren P. Saenz, Boston College; Clair Marie Johnson, Boston College*

Trends in College Achievement Gaps in First-Year College Courses for Ethnic/Racial Minorities, Low-Income Students, and Males. *Julie Ann Lorah, University of Washington*

##### 72.064-8. Mapping a New World: First-Year College Student Experiences.

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

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

## Participants:

Can Educational Good Practices Increase Students' Intrinsic Motivational Orientation in the First Year? *Mark H. Salisbury, Augustana College; Emma Anderson, Augustana College*

Effects of Precollege Exposure to Racial/Ethnic Difference on Racial Attitudes Among First-Year College Students. *Nicholas A. Bowman, Bowling Green State University; Dafina Lazarus Stewart, Bowling Green State University*

Exploring the Impact of Parental Involvement on First-Year College Adjustment: Considering the Role of Race, Class, and Gender. *Linda J. Sax, University of California - Los Angeles; Dayna Staci Weintraub, University of California - Los Angeles*

Helping the Poor Get Richer: Understanding the Help-Seeking Behavior of At-Risk Students. *Ross Edward Markle, Educational Testing Service; Steven B. Robbins, Educational Testing Service*

**72.064-9. Postsecondary Pathways and Poverty: Access, Advising, Instruction, and Success at Community and Tribal Colleges.**

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Dilip Das, University of Michigan - Ann Arbor*

## Participants:

Pedagogical Responses to Reservation Poverty in the Tribal College Writing Classroom. *Christie Toth, University of Michigan*

Success and Completion, Eventually, for Low-Income Community College Students. *Dilip Das, University of Michigan - Ann Arbor*

When Teaching Writing Isn't About Teaching Writing: The Unique Problems College Students Living in Poverty Present to Writing Instructors at America's "Access" Institutions. *Brett Griffiths, University of Michigan - Ann Arbor*

Advocates and Guides: The Influence of Community College Advisors on Student Success. *Rebecca Dora Christensen, University of Michigan*

**72.064-10. Precollege Programs for College Access and Success.** Division J - Postsecondary Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Melissa Ann Martinez, Texas State University-San Marcos*

## Participants:

Helping Diminish the College Knowledge and Access Divide: The Development of a College Access Summer Camp. *Melissa Ann Martinez, Texas State University-San Marcos; Michelle Hamilton, Texas State University; Elizabeth Castaneda, Texas State University*

The Impact of Integrating College Knowledge Lessons in Classroom College-Going Culture. *Maria Estela Zarate, University of California - Irvine*

The Impact of the Equity Scorecard on College Access Provider and Urban High School Collaboration. *Tiffany Nicole Jones, University of Southern California; Tia Brown McNair, National College Access Network; Estela M. Bensimon, University of Southern California*

**72.064-11. The Role of Supportive Relationships in Student Success.**

Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Jarvis McCowin, Virginia Commonwealth University*

## Participants:

Navigation 101: Black Male Experiences With Supportive Relationships During Transition Programs. *Jarvis McCowin, Virginia Commonwealth University; Terry Kyle Flennaugh, Michigan State University*

The Critical Role of Siblings in First-Generation Latino College Student Persistence. *Nydia Carole Sanchez, University of North Texas*

The Path to College: Revisiting the Dimensionality of Parental Involvement During Students' Middle School Years. *Erin W. Bibo, University of Maryland - College Park; Alberto F. Cabrera, University of Maryland; Wendell D. Hall, Institute for Higher Education Policy (IHEP); Niranjan Murali, Office of the State Superintendent of Education (OSSE)*

Think College: First-Generation College Students and the College Search Process; Social Capital and Opportunity Structures. *Sarah Ohle, University of Colorado - Boulder; Tamara Millbourn, University of Colorado - Boulder*

**72.064-12. Virtual Tools in Postsecondary Education.** Division J -

Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 10:35am to 12:05pm

Chair: *Jennifer D. Shea, Arizona State University*

## Participants:

Enriching Traditional College Persistence and Success Frameworks Using Virtual Communities in the Two-Year Sector. *Manuel S. Gonzalez Canche, The University of Arizona; Cecilia Rios Aguilar, Claremont Graduate University; Regina J. Deil-Amen, The University of Arizona*

Marketing to Minorities? An Evaluation of the Social Media Marketing of For-Profit Colleges and Universities. *Constance Iloh, University of Southern California*

Academic Performance and the Use of Video Games and Social Media by Recent High School Graduates. *James S. Cole, Indiana University*

Building a Better Life: First-Generation College Students Enrolled in Online Degree Programs at a Public University. *Jennifer D. Shea, Arizona State University*

**72.065. Roundtable Session 69;** Roundtable Session

**72.065-1. Preschool English Language Learners.** SIG-Early Education and Child Development; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

## Participants:

English Language Learners in Preschool: Knowing Who Speaks What to Whom at Home Helps Us at School. *Sara C. Michael-Luna, Queens College - CUNY*

Monolingual and Bilingual Preschool Teachers Reading Information Books Aloud With Emerging Bilingual Children. *Barbara A. Bradley, The University of Kansas*

Second Language Vocabulary Development in Early Childhood: Instructional, Socio-Interactional, and Linguistic Perspectives. *Ersay Erdemir, University at Buffalo - SUNY*

**72.065-2. Supporting the Training of the Early Childhood Workforce.**

SIG-Early Education and Child Development; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *Janice Kroeger, Kent State University*

## Participants:

Capacity of Higher Education to Meet Increased Demands for Early Educator Training. *Sherri Gosney, The University of Oklahoma; Diane M. Horn, University of Oklahoma*

Leading Roles in Professional Learning: Exploring the Work of Three Head Start Education Coordinators. *Meghan M. Fitzgerald, Borough of Manhattan Community College - CUNY*

Supporting Novice Early Childhood Educators Through a University-Based Teacher Learning Community. *Angela L. Eckhoff, Old Dominion University*

**72.065-3. The Role of Play, DAP (Developmentally Appropriate Practices), and Peer Interaction in Preschool and Kindergarten.** SIG-Early Education and Child Development; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge*

## Participants:

Associations Between Classroom Age Composition and Peer Interactions for Children in Mixed-Age Head Start Classrooms. *Elizabeth R. Bell, University of Miami; Rebecca Jane Shearer, University of Miami*

Child-Directed Activity Among Preschool Children. *Kathleen Tran, University of Hawaii - Manoa*

Children's Perspectives of Balancing Developmentally Appropriate Practice (DAP) and Academic Learning in Kindergarten. *Angela Pyle, Queen's University*

Teachers' Beliefs Related to Physical Activity Play in the Preschool Setting. *Lorelei Emma Pisha, The George Washington University; Travis S. Wright, University of Wisconsin- Madison; Karin H. Spencer, The George Washington University*

**72.065-4. What Is There for the Child to Figure Out How to Do?**

**Contributions of Rheta DeVries to Early Education and Child Development.** SIG-Early Education and Child Development; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chair: *Linda M. Fitzgerald, University of Northern Iowa*

Participants:

Toddler Physics Laboratories With Age-Appropriate Materials. *Rosemary Geiken, East Tennessee State University*

Designing Engineering Education From the Perspective of the Child. *Beth M Dykstra Van Meeteren, University of Northern Iowa*

What Is the Child's Purpose in This Activity and What Can the Child Figure Out? *Betty S. Zan, University of Northern Iowa*

**72.065-5. Younger People Matter: Implementing Child and Youth Rights to Participation in Educational Settings Across National Contexts.**

SIG-Early Education and Child Development; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 10:35am to 12:05pm

Chairs: *Lacey Elizabeth Peters, Hunter College - CUNY; Marianne N. Bloch, University of Wisconsin - Madison*

Participants:

Working With Young Children as Coresearchers: An Approach Informed by the United Nations Convention on the Rights of the Child. *Laura Mary Lundy, Queen's University - Belfast; Bronagh Byrne, Queens University-Belfast*

Children as Writers: A Longitudinal Study of the Palestinian Children Keeping Journals Project. *Janette Habashi, University of Oklahoma*  
Examining the Issues and Implications of Children's Roles and Participation in a Large-Scale Qualitative Interview Project Conducted in the United States. *Beth Blue Swadener, Arizona State University; Lacey Elizabeth Peters, Hunter College - CUNY*

**72.066. Roundtable Session 70; Roundtable Session****72.066-1. The Role of Cross-Cultural Literacy, Curriculum, and Assessment in School Reform: The Experiences of Trinidad and Tobago.** SIG-Caribbean and African Studies in Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Fabienne Doucet, New York University*

Participants:

A Balancing Act: Enhancing Student Performance in Geography by Aligning the Curriculum, Instruction, and Assessment in Trinidad and Tobago. *Jennifer Cecelia Collymore, The Pennsylvania State University*

Cross-Cultural Literacy Pedagogies: Emergent Literacy Approaches in the Caribbean and Italy. *Joy Faini Saab, West Virginia University; Charline Barnes Rowland, West Virginia University*

In-School Relationships in the Implementation of Education Reform: An Examination of Schools' Use of Assessment Data in Trinidad and Tobago. *Launcelot Brown, Duquesne University; Laurette Maria Stacy Bristol, Charles Sturt University; Talia Randa Esnard, The University of Trinidad and Tobago*

**72.066-2. The Worlds of School for Latinas/os: Internal and External Supports Helping Latinas/os, Overcoming Barriers, and Promoting Academic Achievement.** SIG-Hispanic Research Issues; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Raquel C. Sanchez, Berkeley Policy Associates*

Participants:

Mexican-Origin, Rural High School Students' Stories of Academic Resilience. *Maria P. Rea, Bulloch County School System; Dan W. Rea, Georgia Southern University*

Challenging Poverty and Latino Low Achievement by Extending and Enriching the School Day. *Margaret Saucedo Curwen, Chapman University; Anaida Colon-Muniz, Chapman University*

"Why in This Bilingual Classroom Hablamos Mas Español?" Language Choice by Bilingual Science Students. *Alma Stevenson, Georgia Southern University*

School-Sponsored Activities for Hispanic Middle School Students:

Relationships With Achievement and Behavior. *Jose Espinoza, Sam Houston State University; Fred C. Lunenburg, Sam Houston State University; John R. Slate, Sam Houston State University*

**72.066-3. LGBTQ Youth and the Promise of Education: From Bullying to Affirmation.** SIG-Queer Studies; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Caitlin Law Ryan, East Carolina University*

Participants:

Gay-Straight Alliances and Homophobic Bullying in Ontario Schools: Perspectives of Educators Working With GSAs. *Julian D. Kitchen, Brock University; Christine Bellini, University of Toronto*

LGBTQ Youth and Informal Education: The Case of an Israeli Youth Organization. *Oren Pizmony Levy, Indiana University; Guy Shilo, Tel Aviv University; Mordechai Miron, Tel Aviv University*

The Impact of Peer Attitudes on Sexual Minority Students of Color and Gay/Straight Alliance Participation. *Adrienne Marie Mundy-Shephard, Harvard University*

**72.066-4. Research on the Education of Asian and Pacific Americans: Roundtable Session on Postsecondary Experiences.** SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Kyle Reyes, Utah Valley University*

Participants:

An Autoethnography of the Experiences of Three Asian American Doctoral Students. *Mitsu Narui, The Ohio State University; Kimberly A. Truong, Northeastern University; Vijay Kanagala, The University of Texas - San Antonio*

Reconstructing Cultural Identity in the Academy: Voices of Asian American Female Graduate Students in Education. *Connie N. Tran, University of California - Santa Barbara; Malaphone Phommasa, University of California - Santa Barbara; Yeana Wong Lam, University of California - Santa Barbara; Hsiu-Zu Ho, University of California - Santa Barbara*

In-Class Barriers and Transcript Analysis: The Truth About Asian American Pacific Islander Transfer Students. *Joyce Lui, Iowa State University*

**72.066-5. Socioeconomic Status and the Second Language Learner.** SIG-Second Language Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 10:35am to 12:05pm

Chair: *Paul Chamness Miller, Akita International University*

Participants:

Students With Interrupted Formal Education (SIFEs): Educational Practices to Break the Cycle of Poverty. *Audrey Cohan, Molloy College; Andrea M. Honigsfeld, Molloy College*

The Impact of Poverty on English Language Proficiency Assessment Performance. *Amy Clark, The University of Kansas; Neal M. Kingston, The University of Kansas*

Visibility at the Intersections: Language in the Lives of Filipina Domestic Workers in Hong Kong. *Gertrude M. Tinker Sachs, Georgia State University; Amy Elizabeth Pelissero, Georgia State University*

**72.067. Roundtable Session 71; Roundtable Session****72.067-1. Arts and Inquiry Qualitative Research Roundtables.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Angela Rose Hines, Arizona State University*

Participants:

Evoking Civic Engagement Through Choral Performance in a Postmodern World. *Karen Embry-Jenlink, Stephen F. Austin State University*

Misperformance Ethnography. *Monica M. Prendergast, University of Victoria*

The Teacher Monologues: Exploring the Experiences of Artist-Teachers. *Mindy Roberta Carter, Cape Breton University*

**72.067-2. Taking Ownership: Attending to Students' Collaborative, Multiliterate, and Multimodal Approaches.** SIG-Writing and Literacies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Jayne C. Lammers, University of Rochester*



## Participants:

“What Do You Want Added on Here?” Authorship and Ownership in Online Collaborative Writing. *Ryan M. Rish, Kennesaw State University*  
Adolescent Writing and Fan Culture in Online Affinity Spaces. *Jen Scott Curwood, The University of Sydney; Alecia Marie Magnifico, University of Illinois at Urbana-Champaign; Jayne C. Lammers, University of Rochester*

Multiliteracies in a Collaborative Multimodal High School Literary Arts Journal. *Debra Anne Broderick, University of Pennsylvania*

“Listen to the Students a Bit More”: Bridging Multiliterate Funds of Knowledge With Student Researchers. *Susan Sandretto, University of Otago; Jennifer Jane Tilson, University of Otago*

“Mine’s All Custom”: Student Perspectives on Multimodal Learning and Literacies. *Kelly K. Wissman, University at Albany - SUNY*

**72.067-3. Detecting Item Parameter Drift.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Marc W. Julian, DRC*

## Participants:

A Stepwise Test Characteristic Curve Method to Detect Item Parameter Drift. *Rui Guo, University of Illinois at Urbana-Champaign; Yi Zheng, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign*

Examining Item Parameter Drift as a Source of Construct Shift. *Okon Bulut, University of Minnesota - Twin Cities; Luke Stanke, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Jose R. Palma Zamora, University of Minnesota; Yi Yue, University of Minnesota; Julio C. Cabrera, University of Minnesota*

Using Pseudocounts to Assess the Fit of a Common Item Response Function. *John R. Donoghue, Educational Testing Service; Catherine A. McClellan, Clowder Consulting*

**72.067-4. Developments in K-12 Assessment.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Luz G. Bay, Measured Progress*

## Participants:

A Cluster Analysis Approach to Assignment to Condition. *Ji Zeng, Michigan Department of Education; Joseph A. Martineau, Michigan Department of Education*

A Study on the Use of Tablet Computers in Assessing English Learners’ Language Proficiency: Lessons Learned. *Alexis Lopez, Educational Testing Service; Mikyung Kim Wolf, ETS*

Assessing Validity Evidence of Benchmark Assessments. *Thakur B. Karkee, Measurement Incorporated; Farrah M. Santonato, Charlotte-Mecklenburg Schools; Grant B. Morgan, Baylor University*

**72.067-5. Educational Assessment: Explorations of Bias and Evidence.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Robin D. Tierney, Research-for-Learning*

## Participants:

Applying Evidence-Centered Design to Survey Development. *Nathan Dadey, University of Colorado - Boulder*

Evaluating Response-Shift Bias in Low-Income Science Technology Engineering and Math Program Participants. *Yvonne Wang, New York City Department of Education; Eric Horowitz, TASC*

Fairness in a Large-Scale High-Stakes Test: Framework, Bias, and Perceptions. *Xiaomei Song, Queen’s University-PhD Candidate*

**72.067-6. Measurement Applications for Teachers and Teaching.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Catherine S. Taylor, University of Washington*

## Participants:

Assessing Knowledge and Misconception Related to Area Measurement: Validity Evidence. *Jessica Masters, Measured Progress*

Measuring Core Competencies of Teaching With Novice Teachers: Relationships With Student Achievement. *Derek C. Briggs, University of Colorado; Ruhan Circi Kizil, University of Colorado - Boulder; Kent Seidel, University of Denver; Kathy E. Green, University of Denver*

Supporting Teacher Communication With Parents and Students Using

Score Reports. *Diego Zapata-Rivera, Educational Testing Service; Margaret Vezzu, ETS; Kietha Biggers, ETS*

**72.067-7. Multiple Perspectives in Test Security.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Minh Quang Duong, Pacific Metrics Corporation*

## Participants:

Examining Erasures in a Large-Scale Assessment of Mathematics and Reading. *Aminah Perkins, Emory University; George Engelhard, Emory University*

The K-Index With Exact Probability Model for Detecting Answer Copying. *Hsiu-Yi Chao, National Chung Cheng University; Jyun-Hong Chen, National Chung Cheng University; Shu-Ying Chen, National Chung Cheng University*

Using the Poisson Binomial Distribution Approach to Detect Answer Copying: A Real Data Analysis. *Jyun-Hong Chen, National Chung Cheng University; Hsiu-Yi Chao, National Chung Cheng University; Shu-Ying Chen, National Chung Cheng University*

Using Previous Test Performance to Improve the Efficiency of Statistical Indices in Detecting Answer Copying. *Cengiz Zopluoglu, University of Minnesota; Troy T. Chen, ACT, Inc.; Chi-Yu Huang, ACT, Inc.; Andrew A. Mroch, ACT*

**72.067-8. Testlets: Selection and Identification.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Shudong Wang, NWEA*

## Participants:

An Information-Weighted Testlet Selection Strategy for Testlet-Based Computer Adaptive Tests (CAT). *Yi-Hung Lin, University of California - Berkeley; Chingwei D. Shin, Pearson*

How Local Independence Indices Suggest the Use of a Testlet Model. *Liyang Mao, Michigan State University*

Selecting Testlets by Information Correction Method in Adaptive Testing: Mixed Testlet Length Data. *Feifei Li, Educational Testing Service; Tsung-Han Ho, ETS*

**72.067-9. Learning Sciences SIG Roundtable on Theory Building and Research Methodology.** SIG-Learning Sciences; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chairs: *Molly Victoria Shea, University of Colorado - Boulder; Joanna R. Weidler-Lewis, University of Colorado - Boulder*

## Participants:

Multilayered Pedagogical Content Knowledge: Working Towards a Model of Teacher Educator Knowledge. *Malayna Bernstein, West Virginia University; Johnna Bolyard, West Virginia University; Sarah Selmer, West Virginia University*

The Effect of Bifocal Modeling on Students’ Assessment of Credibility. *Shima Salehi, Stanford University; Tamar Fuhrmann, Stanford University; Daniel Greene, Stanford University; Paulo Blikstein, Stanford University*

Works in Progress: Lessons From Other Disciplines on Analyzing and Using the Results From Iterative Design Research. *Laura K Williams, Vanderbilt University; Maria Angela Mendiburo, Vanderbilt University; Ted Stephen Hasselbring, Vanderbilt University*

“Seeing” as Complex, Coordinated Performance: A Dialectical Perspective on Disciplined Perception. *Mariana Levin, Michigan State University; Andrea A. diSessa, University of California - Berkeley*

**72.067-10. Analytic Approaches to Measuring Invariance.** Division D - Measurement and Research Methodology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Jason C. Immekus, California State University - Fresno*

## Participants:

Factor Structure and Measurement Invariance of Linguistic Complexity. *Ja Young Kim, ACT, Inc.; Kathleen Banks, University of Iowa; Ah Young Shin, University of Iowa*

Measurement Invariance Between Top-Performing Jurisdictions on the Programme for International Student Assessment (PISA) Science Test: A Multigroup Confirmatory Factor Analytic Study. *Wen Zhang; Eric K. H. Chan, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia*

Testing for Measurement Invariance and Factor Mean Differences in

the Self-Motivated Learning Inventory (SMLI) Across Genders and School Levels. *Yunhee Bae, Texas A&M University - College Station; Myeongsun Yoon, Texas A&M University*

Using Multiple-Group Invariant Analysis to Assess. *Melinda Montgomery, The University of Kansas; Vicki D. Peyton, The University of Kansas; Linette M McJunkin, The University of Kansas*

Variation Approaches for Population Invariance Evaluation. *Shuhong Li, Educational Testing Service; Terran Leon Brown, ETS; Yi Han*

**72.067-11. Developmentally Educating Students for Success.** Division J - Postsecondary Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Melissa Barragan, Teachers College, Columbia University*

Participants:

College Writing Preparation: A Tale of Two Classrooms. *Stefani Robin Relles, University of Southern California; William G. Tierney, University of Southern California*

Doing Developmental Math Differently: A Case Study of Community College Pre-Statistics Reform. *Melissa Barragan, Teachers College, Columbia University*

Pathways to Developmental Math Success: Data-Driven Curricular Decisions. *Bonnie B. Mullinix, Greenville Technical College; Hala Nestberg, Greenville Technical College; Mark Gollwitzer, Greenville Technical College*

**72.067-12. The Role of Dispositions in Mathematics Teaching and Learning.** Division C - Learning and Instruction; Roundtable Session

Sir Francis Drake, Second Level, Empire; 10:35am to 12:05pm

Chair: *Melissa C. Gilbert, Santa Clara University*

Participants:

Comprehensively Defining Productive Disposition and Relating This Motivation-Based Strand to Other Strands of Mathematical Proficiency. *Melissa C. Gilbert, Santa Clara University*

The Effect of Homework Attitudes and Behaviors on Student Mathematics Performance: A Secondary Data Analysis. *Ming-Chih Lan, University of Washington; Markus Chia-Han Tsai, University of Washington; Min Li, University of Washington*

"They Just Explained It a Lot Better and It Actually Made Sense": Changes in Mathematic Dispositions of Secondary School Students. *Afroditi Kalambouka, University of Manchester; Maria Pampaka, University of Manchester; Sophina Qasim, The University of Manchester; David Swanson, University of Manchester; Lawrence Wo, The University of Manchester*

Student Reflection on Mathematics Homework Feedback. *Mara G. Landers, Los Medanos College; Daniel Reinholz, University of California - Berkeley*

Emotional Awareness and Regulation in Mathematical Problem Solving. *Patricia E. Swanson, San José State University; Lisa Medoff, Cleo Eulau Center*

### Division and SIG Posters

**72.068. Poster Session 13;** Poster Session

**72.068-1. Metacognition and Self-Regulation.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

1. Physical Versus Virtual Interactions Influence Formation of Representations and Preparedness for Learning. *Allison Liu, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh*
2. Self-Efficacy in Math: A Rasch Measurement Approach. *Kris Aric Knisely, Emory University; Michael Nguyen, Emory University; Mei-Lin Chang, Emory University*
3. Words in Action: Using Gestures to Improve Verb Learning in Primary School Children. *Jacqueline Angelique de Nooijer, Erasmus University; Tamara Van Gog, Erasmus University; Fred Paas, Erasmus University; Rolf Zwaan, Erasmus University*
4. Using Critical Evaluation to Change Middle School Students' Plausibility Appraisals and Conceptions of Climate Change. *Doug Lombardi, Temple University; Gale M. Sinatra, University of Southern California; Michael Nussbaum, University of Nevada - Las Vegas*
5. Brain Boost: Randomized Trial of a Program to Enhance Intelligence

in Elementary and Middle School. *Teomara Rutherford, University of California - Irvine; David S. Lee, University of California - Irvine; Katerina Schenke, University of California - Irvine; Arena Chang, University of California - Irvine; Cathy Tran, University of California - Irvine; Neil Young, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine; Jeneen Graham, University of California - Irvine; Jana Leyrer, University of California - Irvine; Michael E. Martinez, University of California - Irvine*

6. Using Reader Profiles to Investigate Elementary Students' Success and Failure at Learning from Text. *Daniel Dinsmore, University of North Florida; Meghan Margaret Parkinson, University of North Florida; Emily W. Fox, University of Maryland; Erin L. Colon, University of North Florida; Nadine S. Williams, University of North Florida; David J. Selber, University of North Florida*
7. Judgments of Learning at the Encoding Stage: Does Low Perceptual Fluency Reduce Foresight Bias? *Debbie Magreehan, Texas Tech University; Susanne Narciss, Technical University of Dresden; Neil H. Schwartz, California State University - Chico; Claudia Krille, Technical University of Dresden; Hermann J. Koerndle, Technical University of Dresden*
8. Towards a Developmental Understanding of Promisingness Judgments. *Bodong Chen, University of Toronto - OISE; Marlene Scardamalia, University of Toronto; Carl Bereiter, University of Toronto*
9. Self-Regulation of Homework Behavior: Homework Management at the Secondary School Level. *Ruiping Yuan, Mississippi State University; Jianzhong Xu, Mississippi State University; Jianxia Du, University of Macau; Fuyi Yang, East China Normal University*
10. Effects of Strategy Instructions on Learning From Text and Pictures. *Claudia Leopold, University of Münster; Marcel Doerner, Anne Frank School; Detlev Leutner, University of Duisburg-Essen; Stephan Dutke, University of Münster*
11. From Peer Tutoring to Metacognitive Regulation: The Impact of Reciprocal Peer Tutoring. *Liesje De Backer, Ghent University; Hilde Van Keer, Ghent University; Martin M. Valcke, Ghent University*
12. Motivational Profiles of Engineering Students Taking a Nonmajor Technical, Required Course. *Katherine Grace Nelson; Evan Jacob Fishman, Arizona State University; Duane F. Shell, University of Nebraska - Lincoln; Jenefer E. Husman, Arizona State University*

**72.068-2. Division G Section 3 Poster Session.** Division G - Social Context of Education; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

13. Red and Blue or Brown and White: A Story of Modern-Day Segregation. *Jaelyn P. Hernandez, Colorado University - Boulder*
14. Writing as a Situated Practice: Preschool Bilingual Children's Written Language Development. *So Jung Kim, University of Illinois at Urbana-Champaign*

**72.068-3. Problems, Possibilities, and Practice in Social Studies Education.** SIG-Social Studies Research; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

15. Approaching the Civic Mission of Schools: Examining Adolescent Civic Engagement in an Alternative Learning Environment. *John P. Broome, University of Mary Washington*
16. But I Want Something Practical: Differences in Future Teachers' Understandings of Theory and Practice. *Marilyn A. Johnston-Parsons, University of Illinois at Urbana-Champaign; Selahattin Kaymakci, Karadeniz Technical University; Daniel Fernando Johnson Mardones, University of Illinois at Urbana-Champaign; Wendi Shen, University of Illinois at Urbana-Champaign*
17. Economics, Personal Finance, and Student Perception in The Stock Market Game. *Stephen Harlan Day, North Carolina State University*
18. "I" is for "Immigration": Visual Art From a Kids' Point of View. *Barbara Torre Veltri, Northern Arizona University*
19. Preparing Preservice Social Studies and Science Teachers to Plan for Interdisciplinary Learning. *Brad M. Maguth, The University of Akron; Nidaa Makki, The University of Akron*
20. The Effect of Linked Non-Western Social Studies and English Coursework Upon Adolescents' Global Citizenship Attitudes. *Scott Clifford Seider, Boston University; Sherri Robyn Sklarwitz, Boston University*
21. The Possibilities and Limitations of Inquiry and Community-Based

Curriculum in Israeli Arab Schools. *Najwan Lbeeb Saada, Michigan State University*

22. Using Civil Rights Movement Documentaries With Elementary Preservice Teachers to Think Historically About Controversial Issues. *Lisa Brown Buchanan, University of North Carolina - Wilmington*

**72.068-4. Multilevel Modeling SIG Session 3: Posters.** SIG-Multilevel Modeling; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

23. Examining the Inequality of Parameter Estimates in Multilevel Complex Survey Data: A Real Data Simulation Study. *Yuan-Hsuan Lee, National Chiao Tung University, Taiwan; Jiun-Yu Wu, National Chiao Tung University*
24. Teachers' Motivating Style and Students' Civic Knowledge. *Fabio Alivernini, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione; Daniele Vidoni, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione; Sara Manganelli, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione; Angelo Paletta, Faculty of Economics, Alma Mater Studiorum University of Bologna*
25. The Feasibility of the Model-Based Approach to Extract Latent Classes for Clustered Longitudinal Data: A Monte Carlo Study. *Qi Chen, University of North Texas; Jiun-Yu Wu, National Chiao Tung University; Oiman Kwok, Texas A&M University - College Station*
26. The Impacts of Ignoring a Cross-Classified Structure in Latent Class Analysis: A Monte Carlo Study. *Sung Lee, Texas A&M University - College Station*
27. The Excuse of Not Using Multilevel Modeling: An Investigation of the "Design Effect Larger Than Two" Rule. *Hok Chio Lai, Texas A&M University; Oiman Kwok, Texas A&M University - College Station*
28. Aggregate Variables Are Not Always Reliable: Two-Step Procedure for Incorporating Aggregate Variables in the Two-Level Model. *Hsien-Yuan Hsu, National Taiwan Normal University; Sandra T. Acosta, Texas A&M University*

**72.068-5. Emerging Research in Counseling and Education.** Division E - Counseling and Human Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

29. Battling Poverty by Increasing Workforce Readiness: Understanding Career Development Processes Among Youth With Disabilities. *Bruce Fraser, Boston University; V. Scott H. Solberg, Boston University; Zarka A. Ali, Boston University; Kristin Wheeler, Boston University*
30. Discovering the Relationships Between Hope and Employability: A Resource for Counselors. *Christa G Hinton, DePaul University*
31. Ethnic Identities of Korean Transracial Adoptees. *Danielle Godon, Mount Holyoke College; Patricia G. Ramsey, Mount Holyoke College*
32. Family and Community as Moderators for Traumatic Stress: Ecosystemic Processes Involved in Overcoming Academic Underachievement. *Jeff Drayton Wolfgang, University of Florida; Cirecie West-Olatunji, University of Florida*
33. Measuring Perfectionism With the Almost Perfect Scale—Revised (APS-R): A Rasch Analysis. *Edward C Bolden, Kent State University; Jennifer Mellott, Kent State University; Philip Gnilka, DePaul University*
34. Providing Urban Youth With Opportunities to Explore Science, Technology, Engineering, and Mathematics (STEM) Careers. *Jennie Park-Taylor, Fordham University; Angela P. Vargas, Fordham University; Joshua Henderson, Fordham University; Marwa Saadawi, Fordham University*
35. School Counseling and Poverty. *Mirit Sinai, Ben-Gurion University of the Negev; Rachel Erhard, Tel-Aviv University*
36. Self-Efficacy to Blend Work and Family Roles Among Young Adults With and Without Physical Disabilities. *Galia Ran, Tel Aviv University; Rinat Michael, Tel Aviv University; Tova Most, Tel Aviv University; Rachel Gali Cinamon, Tel Aviv University*
37. Successful Elementary School-Based Counseling in a Large Metropolitan Area. *Thierry George Kolpin, University of La Verne*
38. The Impact of Stereotype Threat on Black and Latino Boys' Career Choices and Vocational Hope. *Joshua Henderson, Fordham University; Jennie Park-Taylor, Fordham University; Angela P. Vargas, Fordham University*
39. The Problem With Counseling College Student-Athletes:

- Stigmatization. *Amanda Leimer, University of Southern Mississippi*
40. Using Conversation to Understand Korean American Family Dynamics. *Ann Young Kim, University of California - Santa Barbara; Jin-Sook Lee, University of California - Santa Barbara*
41. "Eat. Sleep. Breathe. Study." Understanding What It Means to Belong at a University From the Student Perspective. *Christopher D. Slaten, Purdue University; Michael Yough, Purdue University*
42. Bibliotherapy in Schools: Creative Use of Limited Resources. *Abby Swanson Hallford, University of Central Arkansas; Wendy Rickman, University of Central Arkansas; Haigong Hu, University of North Florida*

**72.068-6. Poster Session: Education in the Professions.** Division I -

Education in the Professions; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

43. A Guide to the Use of National Healthcare Utilization Databases for Health Professions Education. *Amy J. Baker, National Board of Medical Examiners; Mark R. Raymond, National Board of Medical Examiners; John R. Boulet, Educational Commission for Foreign Medical Graduates; Steven Arthur Haist, National Board of Medical Examiners*
44. Can Multiple Choice Questions Be Used to Assess Medical Professionalism: An Empirical Study. *Ulana A. Luciw-Dubas, National Board of Medical Examiners; Polina Harik, National Board of Medical Examiners; Thomas R. Henzel, National Board of Medical Examiners; Brian E. Clauser, National Board of Medical Examiners*
45. Developmentally Appropriate Roles in the Workplace for Early Learners. *Huiju Carrie Chen, University of California - San Francisco; Leslie Sheu, University of California San Francisco; Patricia S. O'Sullivan, University of California - San Francisco; Olle ten Cate, University Medical Center Utrecht; Arianne Teherani, University of California - San Francisco*
46. Engineering Identity: American and Indian International Engineering Students at the Intersections of Local and Global. *Vikas John, University at Buffalo - SUNY*
47. Examining Case Specificity in Communication and Interpersonal Skills Using Testlet Response Theory. *Yoon Soo Park, University of Illinois at Chicago; Carol S. Kamin, University of Illinois at Chicago; Wha Sun Kang, Illinois State University; Ginnie Kim, University of Illinois at Chicago; Rachel Yudkowsky, University of Illinois at Chicago*
48. Explaining Teachers' Knowledge Sharing: The Interplay Between Occupational Self-Efficacy and Human Resources Management. *Piety Runhaar, Wageningen University; Karin Sanders, University of Twente*
49. Improvement of Value Orientation by Work-Oriented Training in Organizations. *Sandra Niedermeier, University of Munich; Jan Hense, Ludwig-Maximilians-Universität München; Heinz Mandl, University of Munich*
50. Integrating Empathy Into Professional Education: Lessons Learned From the Design Professions. *Shahron Williams Van Rooij, George Mason University*
51. Multivariate Repeated Ratings of Aspects in Humanism on a Clinical Skill Medical Licensure Examination. *William L. Roberts, National Board of Osteopathic Medical Examiners; Zairul Nor Deana Md Desa, The University of Kansas*
52. Precursors of Professionalism in Senior-Level Undergraduate Students and the Implications of These Precursors for Education. *Lana Nino, Whittier College*
53. Relationship between U.S. Performance on the NBME Comprehensive Basic Science Exam and USMLE Step 1. *Linette P. Ross, National Board of Medical Examiners; Robert Cook, University of Massachusetts - Amherst; Carol A. Morrison, National Board of Medical Examiners; Rohini Sen, University of Connecticut*
54. The Growing Gap Between High School Course-Taking Patterns and STEM Degree Requirements in College. *Hiroimi Masunaga, California State University - Long Beach; Linda Symcox, California State University - Long Beach; Dhushy Sathianathan, Engineering - CSULB*
55. The Impact of Mentoring Programs on Team Support, Communication, Commitment, and Job Satisfaction. *Young Ju Joo, Ewha Womans University; Hyeon Woo Lee, Sangmyung University; Kyu Yon LIM, Ewha Womans University; Na Yeon Yoo, Ewha Womans University; Nam Hee Kim, Ewha Womans University; Eugene Agnes Lim, Ewha Womans University*
56. The Process of Medical Accreditation: Perspectives From Medical Educators in Kazakhstan. *Timothy Guetterman, University of Nebraska*



- Lincoln; Delwyn L. Harnisch, University of Nebraska - Lincoln

57. The Role of Interorganizational Collaboration Theory in the Development of Practitioner Education. *Kasey Lynn Garrison, Charles Sturt University; Gail K. Dickinson, Old Dominion University; Carol A. Doll, Old Dominion University*
58. What Should Software Development Employers Look for When Hiring Recent College Graduates? *Marisa Elana Exter, Indiana University; Barbara A. Bichelmeyer, Indiana University*

**72.068-7. Problem- and Project-Based Learning: Experiences, Effectiveness, and Teacher Roles.** SIG-Problem-Based Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

59. Characteristics of Students' Mathematical Promise When Engaging With Problem-Based Learning Units in Primary Classrooms. *Christine Patricia Trinter, Virginia Commonwealth University; Tonya R. Moon, University of Virginia; Catherine M. Brighton, University of Virginia*
60. Integrating Technology, Curriculum, and Online Resources: A Multilevel Model Study of Impacts on Science Teachers and Students. *Lei Ye, Utah State University; Andrew Walker, Utah State University; Mimi M. Recker, Utah State University; Heather Leary, University of Colorado - Boulder; Holly Devaul, University Corporation for Atmospheric Research; Kirsten R. Butcher, University of Utah; Tamara Summer, University of Colorado*
61. Project-Based Learning in a Mathematical Reasoning Course. *Caroline Ann Ramirez, University of the Pacific*
62. Teachers' Approaches to Designing Problems in a Problem-Based Learning Curriculum. *Rachel Ong, Republic Polytechnic*
63. Teaching Tensions When Scaffolding Students' Work in a Problem-Based Lesson. *Gloriana Gonzalez, University of Illinois at Urbana-Champaign; Jennifer Ann Eli, The University of Arizona*
64. The Impact of Project Based Learning on STEM Learning in High-Needs Schools. *Gina Gabriele Mosier, University of Indianapolis; Jill Bradley-Levine, University of Indianapolis*

**72.068-8. Teacher Education: In-service and Preservice Science Teachers.** SIG-Science Teaching and Learning; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

65. Exploring the Impact of Evolution Instruction on Eighth- and Ninth-Grade Students' Understanding and Acceptance of Evolutionary Theory and the Nature of Relationships Among Understanding, Acceptance, and Religiosity. *Hasan Deniz, University of Nevada - Las Vegas; P.G. Schrader, University of Nevada - Las Vegas*
66. The Work of Lecturing in High School Chemistry. *SungWon Hwang, University of Calgary; Wolff-Michael Roth, University of Victoria*
67. Using Instructional Materials and Curriculum-Based Professional Development to Enhance Student Science Achievement. *Susan M. Kowalski, BSCS Center for Research and Evaluation; Joseph Taylor, Biological Sciences Curriculum Study; Steve Getty; Christopher D. Wilson, Biological Sciences Curriculum Study; Janet Carlson, Biological Sciences Curriculum Study*
68. A Novel Science Observation Rubric for the Formative Development and Evaluation of Apprentice Teachers. *Imelda Nava, University of California - Los Angeles*
69. Influence of Teachers' Self-Efficacy in Inquiry-Based Instruction and Their Classroom Practices on Students' Learning Motivation. *Shiang-Kwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology; Lisa Runco, New York Institute of Technology*
70. Teacher Learning in Contextualized Science Programs: Kenyan and Canadian Teachers' Experiences and Professional Development. *Samson M. Nashon, The University of British Columbia; David Anderson, The University of British Columbia; Jolie A. Mayer-Smith, The University of British Columbia; Linda B. Peterat, The University of British Columbia*
71. The Effect of Research Experience-Based Professional Development on Teacher Efficacy, Motivation, Knowledge Calibration, and Perception of Inquiry Teaching. *Erin E. Peters Burton, George Mason University; Erin Marie Ramirez, George Mason University; Sydney A. Merz, George Mason University; Maryam Sarough, George Mason University*
72. Teacher Leadership Development After Participation in a Research Experience for Teachers Program. *Roxanne M. Hughes, National High Magnetic Field Laboratory*

**72.068-9. Innovative Methodological and Statistical Approaches in Self-Regulated Learning Research.** SIG-Studying and Self-Regulated Learning; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 10:35am to 12:05pm

Posters:

73. Gender and Academic Level Differences in Academic Time Management, Procrastination, Motivation and Self-Regulated Learning. *Maryam Hussain, University of Houston; J Young, University of Houston; Christopher A. Wolters, University of Houston*
74. Using Intelligent Multi-Agent Systems to Model and Foster Self-Regulated Learning: A Theoretically Based Approach Using Markov Decision Process. *Babak Khosravifar, McGill University; Roger Azevedo, McGill University; Reza Feyzi Behnagh, McGill University; François Bouchet, McGill University; Jason Matthew Harley, McGill University; Melissa Duffy, McGill University; Gregory Trevors, McGill University; Michelle Taub, McGill University*
75. Comparing Three Statistical Techniques in Analyzing Change in Learning Strategies Over Time. *Liesje Coertjens, University of Antwerp; Vincent Donche, University of Antwerp; Sven De Maeyer, University of Antwerp; Peter Van Petegem, University of Antwerp*

## Wednesday, 12:25 pm

### Governance Meetings and Events

**73.001. AERA 2014 Annual Meeting Program Committee: Closed Meeting.** AERA Governance; Governance Session  
Hotel Nikko, Third Level, Nikko II; 12:25-3:00pm  
Chair: *Barbara Schneider, Michigan State University*

### Presidential Sessions

**73.010. Featured Presidential Session: Researchers and Districts Working Together to Improve Achievement, Opportunity, and Economic Life Chances for English Learners: Policy, Practice, and Research.** Presidential Session Cosponsored with Division L - Educational Policy and Politics, Division A - Administration, Organization and Leadership

Hilton Union Square, Ballroom Level, Continental 4; 12:25-1:55pm

Chairs: *Patrick M. Shields, SRI International; Claude N. Goldenberg, Stanford University*

Participants: *Peggy Estrada, University of California - Santa Cruz; Karen D. Thompson, Oregon State University; Mao J. Vang, Sacramento City Unified School District; Sean F. Reardon, Stanford University; Ritu Khanna, San Francisco Unified School District; Donna E. Muncey, Los Angeles Unified School District; Ilana Marice Umansky, Stanford University; Marinda Burton, Sacramento City Unified School District*  
Discussant: *Patricia C. Gandara, University of California - Los Angeles*

**73.011. Film Festival: First Generation.** Presidential Session Cosponsored with Division J - Postsecondary Education

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 12:25-1:55pm

**73.012. Renewing Marxist Perspectives on Education and Poverty.** Presidential Session

Hilton Union Square, Ballroom Level, Continental 6; 12:25-1:55pm

Chair: *Jeff Bale, Michigan State University*

Participants: *Jeff Bale, Michigan State University; Jean Maude Anyon, The Graduate Center - CUNY; Jesse Hagopian, Seattle Public Schools; Lois Weiner, New Jersey City University; Sarah Knopp; Brian P Jones, The Graduate Center - CUNY*

Discussants: *Michael W. Apple, University of Wisconsin - Madison; Angela Valenzuela, The University of Texas - Austin*

### Committee Sessions

**73.013. Educational Achievement and Attainment for Black and Latino Males: Strategies and Supports for Success.** Committee on Scholars

of Color in Education; Symposium

Hilton Union Square, Ballroom Level, Continental 7; 12:25-1:55pm

Chair: *James J. Kemple, New York University*

Participants:

Improving Educational Outcomes Among Black and Latino Males:

Evaluating New York City's Expanded Success Initiative. *Adriana Villavicencio, New York University; Sarah Klevan, New York University*

Healthy Environments for Black and Latino Males in Single-Sex and Co-Educational Schools. *Pedro A. Noguera, New York University; Edward Fergus, New York University*

Engaging Black and Latino Students in Urban High Schools: Lessons From the PRAXIS Project's 10-Point Plan. *Louie F. Rodriguez, California State University - San Bernardino*

Beyond Barriers: Black Male College Access, Adjustment, Engagement, and Achievement. *Shaun R. Harper, University of Pennsylvania*

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

### International Organization Sessions

**73.014. Educational Policy in Changing Times: Consultation, Implementation, and Impact.** Educational Studies Association of Ireland; Invited Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 12:25-1:55pm

Chair: *Rose Malone, National University of Ireland - Maynooth*

Participants:

The Effects of Austerity Measures on Education: Teachers' Perspectives. *Rose Malone, National University of Ireland - Maynooth; Delma V. Byrne, National University of Ireland - Maynooth*

Postdoctoral Lives in the Entrepreneurial University: Irish Experiences. *Aidan Seery, Trinity College Dublin; Andrew Loxley, Trinity College; John Walsh, Trinity College Dublin*

A Rising Tide Meets a Perfect Storm: New Accountabilities in Teaching and Teacher Education in Ireland. *Paul F. Conway, University College Cork; Rosaleen Murphy, University College Cork*

Discussant: *Kathy Hall, University College Cork*

### Division Sessions

**73.015. Instructional Leadership for Math and Science Success.** Division A - Administration, Organization and Leadership; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 7; 12:25-1:55pm

Chair: *Comfort O. Okpala, North Carolina A&T State University*

Participants:

Principals as Instructional Leaders: The Impact of Educational Leaders' Content Knowledge in the STEM Fields. *Lindsey Schrott, The Pennsylvania State University; Ed Fuller, The Pennsylvania State University; Kristina Brezicha, The Pennsylvania State University*

School Leadership Practices and Science Achievement Disparities:

Evidence From a Pilot Study. *Morgaen L. Donaldson, University of Connecticut; John Settlege, University of Connecticut; Anyisia P. Mayer, University of Connecticut*

Educational Leadership for Math and Science. *Chad Lochmiller,*

*Washington State University; Kristin Shawn Huggins, Washington State University; Michele Anne Acker-Hocevar, Washington State University*

School Leadership and Mathematics Achievement in Kenyan Secondary Schools. *Renson M. Mwangi, KCA University*

Discussant: *Alex J. Bowers, Teachers College, Columbia University*

**73.016. Research on Educational Leadership for Equity and Diversity.** Division A - Administration, Organization and Leadership; Symposium  
Hilton Union Square, Yosemite B; 12:25-1:55pm

Chairs: *Linda C. Tillman, University of North Carolina - Chapel Hill; James Joseph "Jim" Scheurich, Indiana University-Purdue University Indianapolis*

Participants:

Understanding and Working Successfully With the Rich Racial and Ethnic Diversity Within Schools. *Sylvia Mendez-Morse, Texas Tech University*

Understanding/Working Successfully With Diversity in Language, Culture, Social Class, Ability, Gender, Gender Identity, and Sexual Orientation. *Colleen A. Capper, University of Wisconsin - Madison*

Equitable and Excellent Schools: Lessons for Leadership Practice. *James Earl Davis, Temple University*

Critical Issues for Successful Schooling of All Students. *Gerardo R. Lopez, Loyola University New Orleans*

The Tradition in Educational Leadership: Past and Future. *Andrea E. Evans, University of Illinois at Chicago*

The Preparation of Successful Leaders for Diverse, Equitable Schools. *Michael E. Dantley, Miami University*

**73.017. The Power of Student-Centered Reform in Urban Schools.**

Division A - Administration, Organization and Leadership; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 4; 12:25-1:55pm

Chair: *Barbara C. Roquemore, Georgia College & State University*

Participants:

Bringing Student Responsibility to Life: Avenues to Personalizing High Schools for Student Success. *Daniela Torre, Vanderbilt University; Timothy Drake, Vanderbilt University; Courtney Preston, Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Marisa A. Cannata, Vanderbilt University*

Counter-Listening, Urban Schools, and Educational Reform. *Sari K. Biklen, Syracuse University*

Can Richness Save Poverty? A Critical Analysis of a Mandatory Rural-Urban School Partnership Policy in China. *Yumei Han, University of Massachusetts - Boston; Wenfan Yan, University of Massachusetts - Boston; Ling Li, Southwest University*

The Relationship Between Academic Optimism and Self-Regulatory Climate: Enhancing Student Capacity in an Urban School District. *Gaetane Jean-Marie, University of Oklahoma; Ellen Dollarhide, University of Oklahoma; Katherine A. Curry, Oklahoma State University; Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma; Ryan Miskell, The University of Oklahoma; Jordan Ware, University of Oklahoma*

Urban Youth as Urban Leaders: Reframing School Improvement as Youth-Led Collaborative Culture Change. *Brandy Quinn, Stanford University; Kristin Geiser, Stanford University*

Discussant: *Peter Willis Cookson, Teachers College, Columbia University*

**73.018. Trust and Transformation in Schools: Leading the Way.** Division A - Administration, Organization and Leadership; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 12:25-1:55pm

Chair: *Julie R. Kochanek, Education Development Center, Inc.*

Participants:

Exploring the Relationships Between Principals' Life Experiences and Transformational Leadership Behaviors. *Steve Nash, Bozeman Public Schools; Art W. Bangert, Montana State University*

Making It Happen! A Case of Principal Leadership. *Norma T. Mertz, The University of Tennessee; Sonja R. McNeely, Tusculum College*

School Principalship in Southern Thailand: Exploring Trust With Community in a Context of Insurgency. *Melanie Carol Brooks, Iowa State University*

Transformation in a Rural School Community: Linking Distributed and Micropolitical Leadership Practice. *Rachael Marlene Nicholls, University of Toronto - OISE; Nathalie Carrier, OISE/University of Toronto*

Creating a School Context of Success for All Students: The Role of Enabling School Structure and Academic Optimism. *Roxanne M. Mitchell, The University of Alabama; Xaviera M. Lowery, The University of Alabama; Brenda Jane Mendiola, The University of Alabama*

Discussant: *James E. Lyons, University of North Carolina - Charlotte*

**73.019. Curriculum, Liminality, and Other(ing) Spaces.** Division B - Curriculum Studies; Symposium  
Grand Hyatt, Second Level, Belvedere; 12:25-1:55pm

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

Participants:

Liminal Curriculum Subjects. *Janet L. Miller, Teachers College, Columbia University*

Liminality in Global Education Projects. *William Gaudelli, Teachers College, Columbia University; Daniel Friedrich, Teachers College, Columbia University*

The Liminal Position of Territory as a Site of Curriculum Design. *Sandra Schmidt, Teachers College, Columbia University*

Curriculum Theory and the Reinvention of Curriculum as Liminal Space.

*Elizabeth F. Macedo, Universidade do Estado do Rio de Janeiro*  
Spectacle, Exhibition, and Commodification of the Other in Curricular City Spaces. *Avner Segall, Michigan State University*  
Discussant: *William F. Pinar, The University of British Columbia*

**73.020. Indigenous Land and Education in the Bay Area: Dislocation, Relocation, Occupation, and Repatriation.** Division B - Curriculum Studies; Symposium

Grand Hyatt, Ballroom Level, Grand Ballroom West; 12:25-1:55pm  
Chairs: *K. Wayne Yang, University of California - San Diego; Eve Tuck, SUNY - College at New Paltz; Geni Cowan, California State University - Sacramento*

Participants:

Land Is More than Property: Understanding the San Francisco Bay Area as Indigenous Land, With Implications for Education. *Eve Tuck, SUNY - College at New Paltz*

Gaps and Silences About San Francisco in the Settler Colonial Curriculum. *Geni Cowan, California State University - Sacramento*

Terra Nullis: Colonial Fictions of the San Francisco Bay Area. *K. Wayne Yang, University of California - San Diego*

Presentations by Regional Indigenous Activists, Educators, and Scholars. *K. Wayne Yang, University of California - San Diego*

**73.021. The River Is Flowing! Culturally Responsive Methodologies at Work.** Division B - Curriculum Studies; Symposium

Grand Hyatt, Theatre Level, Curran; 12:25-1:55pm

Chair: *Ann I. Nevin, Arizona State University*

Participants:

The River Is Me and I Am the River: Principles for the Organic Māori Researcher. *Te Arani Barrett, University of Waikato*

Findings From a "Homegrown Methodology": Family Ties to Culture, Heritage, and (Not) Performing Whiteness. *Veronica E. Bloomfield, Chapman University*

Interpreting Bilingual Children's Aesthetic Experiences Through a Culturally Responsive Methodology. *Debra Joy Nodelman, Chapman University*

My Research Journey: Contributing to a New Education Story for Māori. *Therese Dale Ford, The University of Waikato*

Empowering Latina Women: Deconstructing Love as a Way of Knowing. *Norma Valenzuela, Chapman University*

How Do You Know They Are Lesbians? Problematizing Heteronormative Assumptions of Research Methodologies. *Anna V. Wilson, Chapman University*

Discussants: *Mere Berryman, University of Waikato; Suzanne SooHoo, Chapman University*

**73.022. Exploring and Leveraging Relational Thinking for Academic Performance.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 12:25-1:55pm

Chair: *Jonna M. Kulikowich, The Pennsylvania State University*

Participants:

Educational Neuroscience, Relational Reasoning, and Context. *Kevin Niall Dunbar, University of Toronto*

Deconstructing Relational Reasoning. *Peter Baggetta, University of Maryland; Denis Dumas, University of Maryland - College Park; Emily M. Grossnickle, University of Maryland*

Thinking About Relations in Learning. *Micheline T. Chi, Arizona State University*

Middle School Students' Reasoning About the Relations Between Models and Evidence. *Michael Dianovsky, Rutgers University; Clark A. Chinn, Rutgers University; Ravit Golan Duncan, Rutgers University; Ron Rinehart, Rutgers University*

Discussant: *Patricia A. Alexander, University of Maryland*

**73.023. Multiple Contexts for Interventions Targeting Mindset: Empirical Findings.** Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 12:25-1:55pm

Chair: *Jennifer A. Schmidt, Northern Illinois University*

Participants:

Exploring Teacher Effects in Outcomes of a Growth Mindset Intervention in Seventh-Grade Science. *Lee Shumow, Northern Illinois University*

Improving School Culture, Motivation, and Achievement: A Test of the Mindset Works SchoolKit Intervention. *Sylvia Rodriguez, Mindset Works*

The Importance of School Contexts for Mind-Sets About Intelligence. *Dave Paunesku, Stanford University*

Engineering Psychological Interventions for Scale. *David Scott Yeager, Stanford University*

Discussant: *Lisa Blackwell, Mindset Works*

**73.024. Reciprocal Relations Between Research and Practice: How Improving Curricular Materials Led to New Research Questions.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 12:25-1:55pm

Chair: *Steven Arnold Schneider, WestEd*

Participants:

Implementing and Evaluating the Efficacy of Applying Research to Practice in Middle School Mathematics. *Jodi Davenport, WestEd; Yvonne Kao, WestEd; Steven Arnold Schneider, WestEd; Kimberly Viviani, WestEd; Kathleen L. Lepori, WestEd; Shandy Hauk, WestEd*

Worked Examples: Who Do They Work For? *Julie L. Booth, Temple University; Kenneth R. Koedinger, Carnegie Mellon University; Allison Talbot, Temple University*

Applying Principles of "Spacing" and "Testing" to Improve Student Learning of Mathematics. *Neil T. Heffernan, Worcester Polytechnic Institute; Cristina L. Heffernan, University of Pittsburgh; Kevin Dietz, University of Illinois at Chicago; Deena Soffer Goldstein, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago*

The Role of Contextual Illustrations in Problem-Solving Accuracy and Lesson-Text Comprehension. *Virginia E. Clinton, University of Wisconsin - Madison; Jennifer L. Cooper, University of Wisconsin - Madison; Martha W. Alibali, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison*

Discussant: *Elizabeth R. Albro, Institute of Education Sciences*

**73.025. Using Visual and Spatial Thinking in Science Education.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 12:25-1:55pm

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

Participants:

How Does Traditional Science Education Assess Visual and Spatial Thinking? *David I. Miller, Northwestern University; Marcia Linn, University of California - Berkeley*

Broadening the Study of Spatial Thinking in Science: The Case of Organic Chemistry. *Mary Hegarty, University of California - Santa Barbara*

Learning and Using Spatial Practices in a Spatially Enriched Curriculum. *David Henry Uttal, Northwestern University; Erin Jant, Northwestern University; Nathaniel G. Meadow, Northwestern University; Katherine Bailey, Northwestern University; Kay Ellen Ramey, Northwestern University; Bob Kolvoord, James Madison University*

Comparing Judgments of Learning in Visualization- and Text-Based Chemistry Instruction. *Edward Pan, University of Virginia; Jennifer L. Chiu, University of Virginia*

Meta-Analysis of the Benefits of Dynamic and Static Visualizations for Science Learning. *Kevin McElhaney, University of California - Berkeley; Hsin-Yi Chang, National Kaohsiung Normal University; Jennifer L. Chiu, University of Virginia; Marcia Linn, University of California - Berkeley*

Discussant: *Nora Newcombe, Temple University*

**73.026. Differential Item Functioning: Triggers and Methods of Identification.** Division D - Measurement and Research Methodology; Paper Session

Hilton Union Square, Ballroom Level - Franciscan CD; 12:25-1:55pm

Chair: *Jill R. van den Heuvel, Alpine Testing Solutions*

Participants:

Assessment of Differential Item Functioning and Differential Attribute Functioning Under Cognitive Diagnosis Models. *LI Xiaomin, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education; Ou Zhang, Pearson*

A Bayesian Approach for Assessing Differential Item Functioning. *H. Jane Rogers, University of Connecticut; Hariharan Swaminathan, University of Connecticut*



Transforming SIBTEST (Simultaneous Item Bias Test) to Account for Multilevel Data Structures. *William Holmes Finch, Ball State University; Brian F. French, Washington State University*

Does the Use of Different Test Booklets Trigger Differential Item Functioning? *Fatih Kaya, Texas A&M University; Okan Bulut, University of Minnesota - Twin Cities; Erhan Delen, Texas A&M University*

Impact of Unbalanced DIF (Differential Item Functioning) Item Proportions on Group-Specific DIF Identification. *Ronna L. Turner, University of Arkansas; Elizabeth Ann Keiffer, University of Arkansas at Fayetteville; Wallace D. Gitchel, University of Arkansas at Little Rock*

Discussant: *Andrea Gotzmann, Medical Council of Canada*

**73.027. Measuring the Classroom Environment Through Student Surveys: Methodological, Conceptual, and Policy Issues.** Division D - Measurement and Research Methodology; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 12:25-1:55pm

Chair: *Courtney A. Bell, ETS*

Participants:

Cross-Level Measurement Invariance in School and Classroom Environmental Variables. *Jonathan Schweig, University of California - Los Angeles*

German Students' Ratings of Teaching Quality: Multilevel Analyses of Dimensionality and Connections With Academic Outcomes. *Benjamin Caspar Fauth, Goethe University; Jasmin Warwas, The German Institute for International Educational Research; Svenja Rieser, Goethe University; Gerhard Buettner, University Frankfurt am Main; Eckhard J. Klieme, German Institute for International Educational Research*

Measuring Effective Teacher-Student Interactions From a Student Perspective: A Multilevel Analysis. *Jason Downer, University of Virginia; Megan Stuhman, University of Virginia; Jonathan Schweig, University of California - Los Angeles; Jose Felipe Martinez, University of California - Los Angeles*

Quality Assessment Practice Within—and Between—Classrooms: Investigating Invariance and Cross-Level Relationships. *Jose Felipe Martinez, University of California - Los Angeles; Rebecca Joan Cohen Luskin, University of California - Los Angeles; Hilda Borko, Stanford University; Brian Stecher, RAND Corporation; Daniel M. Dockterman, University of California - Los Angeles; Matthew J. Kloser, University of Notre Dame*

Discussant: *Li Cai, University of California - Los Angeles*

**73.028. Uses and Evaluations of Bayesian Estimation Procedures.** Division D - Measurement and Research Methodology; Paper Session  
Parc 55, Fourth Level, Mission II&III; 12:25-1:55pm

Chair: *Wei Pan, Duke University*

Participants:

Improving Bayesian Shrinkage Estimators by Accounting for Covariance and Bias. *Bernard J Luger, Boston University; Mary H. Shann, Boston University*

Inference in Models With Latent Constructs. *Lynne Steuerle Schofield, Swarthmore College; Brian W. Junker, Carnegie Mellon University; Lowell J. Taylor, Carnegie Mellon University; Dan Black, University of Chicago*

Examining Prediction Accuracy, Posterior Probability, and Parameter Recovery in a Semi-Parametric Trajectory Analysis. *Thomas James Blaze, University of Pittsburgh; Kevin H. Kim, University of Pittsburgh*

Discussant: *Seock-Ho Kim, University of Georgia*

**73.029. Career Assessment and Development of Chinese Students: Individual, Contextual, and Cultural Factors.** Division E - Counseling and Human Development; Symposium  
Parc 55, Fourth Level, Lombard; 12:25-1:55pm

Chair: *Kwong-Liem Karl Kwan, San Francisco State University*

Participants:

A Factor Analytic Model of Basic Interests Across Cultures. *Hsin-Ya Liao, Chinese University of Hong Kong; Jin Jing, University of Illinois; Changya Hu, National Chengchi University; James Rounds, University of Illinois*

Parent-Adolescent Career Communication and Career Adaptability. *Zhi-Jin Hou, Beijing Normal University*

Effects of Parental Career Expectation, Filial Piety, and Interest-Competence Congruence in Career Commitment of Chinese University

Students. *Alvin Seung-Ming Leung, The Chinese University of Hong Kong; Kwong-Liem Karl Kwan, San Francisco State University*

Discussant: *John D. Krumboltz, M/M John D. Krumboltz*

**73.030. New Histories in Higher Education.** Division F - History and Historiography Cosponsored with SIG-Research on Women and Education; Paper Session

Hilton Union Square, Sixth Level, Tower 3 Sutter; 12:25-1:55pm

Chair: *Christine A. Ogren, University of Iowa*

Participants:

A "Quiet Activist" During the Second-Wave Feminist Movement: Katharine Rea, a Historical Case Study. *Sara Kaiser, The University of Mississippi*

Placing at Yale College in the 18th Century: Curating the Social Order. *Charles Tocci, Loyola University Chicago*

Towards a History of Student Affairs: A Historiographic Essay on 15 Years of Scholarship. *Michael S. Hevel, University of Arkansas*

Women's Work: Reconsidering University Building in the Lives of Katharine Drexel and Mary M. Bethune. *Roland W. Mitchell, Louisiana State University; Berlisha Morton, Louisiana State University*

Discussant: *Christine A. Ogren, University of Iowa*

**73.031. Symposium on Coalition Building Between Mexican and U.S. Teacher Educators.** Division G - Social Context of Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 12:25-1:55pm

Chair: *Ali Borjian, San Francisco State University*

Participants:

Impact of Immigration on Children. *Rosalinda Quintanar, San José State University*

Culturally Responsive Teachers. *Luz María Muñoz de Cote, University of Guanajuato*

Rationale for Coalition Building Between Teacher Educators in Mexico and the United States. *Debra Luna, San Francisco State University*

Ways to Transform Teacher Education Programs in Mexico and the United States. *Sara Aliria Jiménez García, University of Colima*

American Children in Mexico. *Sylvia van Dijk, University of Guanajuato*

Discussant: *Amado M. Padilla, Stanford University*

**73.032. Access to What? New Perspectives on Institutional Stratification in Higher Education.** Division J - Postsecondary Education; Invited Session

Hilton Union Square, Ballroom Level, Continental 2; 12:25-1:55pm

Chair: *Michael N. Bastedo, University of Michigan*

Participants: *John J. Cheslock, The Pennsylvania State University; Allyson Flaster, University of Michigan; Tatiana Melguizo, University of Southern California; James T. Minor, Southern Education Foundation, Inc.*

**73.033. Bridge to Somewhere? Evaluation and Assessment of Summer Bridge Programs for Low-Income Students.** Division J - Postsecondary Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 12:25-1:55pm

Chair: *Jenna Sablan, University of Southern California*

Participants:

Recent Evidence on Summer Bridge Programs and Degree Completion. *Paul Atewell, City University of New York; Daniel Douglas, The Graduate Center - CUNY*

Assessing College-Ready Writing and College Knowledge in a Summer Bridge Program. *Jenna Sablan, University of Southern California; William G. Tierney, University of Southern California*

Parsing "What Works...for Whom" in Summer Bridge Programs: A Multisite Analysis of Underrepresented Minorities. *Terrell Lamont Strayhorn, The Ohio State University; Derrick L Tillman-Kelly, The Ohio State University; Marjorie L. Dorime-Williams, The Ohio State University - Columbus*

A Good Start? The Impact of Texas Developmental Summer Bridge Programs on Student Success. *Heather D. Wathington, University of Virginia*

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

**73.034. Engineering a STEM Career: A Focus on Diverse Students,**

**Faculty, and Pioneers.** Division J - Postsecondary Education; Symposium

Hilton Union Square, Ballroom Level, Continental 9; 12:25-1:55pm

Chair: *Sylvia Hurtado, University of California - Los Angeles*

Participants:

Examining the Tracks That Cause Derailment: Institutional Contexts and Engineering Degree Attainment. *Sylvia Hurtado, University of California - Los Angeles; Bryce Edward Hughes, University of California - Los Angeles; Juan Carlos Garibay, University of California - Los Angeles*

The Trajectory of Aspiring African American Engineers or Computer Scientists: A Longitudinal Analysis of Degree Attainment. *Christopher B. Newman, University of San Diego*

Prognosis Unclear: Why Premedical Aspirants Leave STEM. *Mitchell J. Chang, University of California - Los Angeles*

Women of Color as Faculty in Science, Technology, Engineering, and Mathematics (STEM): Experiences in Academia. *Sylvia Hurtado, University of California - Los Angeles; Tanya Figueroa, University of California - Los Angeles*

Lasting Impact on Diversifying the STEM Workforce: How Underrepresented STEM Pioneers Broke Barriers and Promoted Institutional Change. *Josephine Ann Gasiewski, University of California - Los Angeles; Tanya Figueroa, University of California - Los Angeles; Gina Ann Garcia, University of California - Los Angeles*

Discussant: *William T. Trent, University of Illinois at Urbana-Champaign*

**73.035. Equity-Oriented Assessment and Learning: Fostering Social Justice in Higher Education.**

Division J - Postsecondary Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 12:25-1:55pm

Chair: *Angela M. Locks, California State University - Long Beach*

Participants:

Enhancing Equity-Minded Institutional Self-Assessment/Learning: A Precursor to Equitable and Poverty-Reducing College Student Learning and Development. *Andrew Thomas Arroyo, Norfolk State University*

Equity, Access, and Privilege: Understanding the Complexity of Teaching and Learning in a Multicultural Society. *Simona Goldin, University of Michigan; Erin Flynn, University of Michigan; Cori Mehan, University of Michigan*

Towards a More Socially Just and Equitable System of Higher Education: Collaborative Faculty Partnerships for Outcomes-Based Assessment Between Two-Year and Four-Year Institutions. *Ruth C. Slonick, Mount Wachusett Community College; Christopher Cratsley, Fitchburg State University; Carol Lerch, Worcester State College; Annamary Consalvo, Fitchburg State University; Nancy Schoenfeld, Quinsigamond Community College; Gaelan Benway, Quinsigamond Community College*

The Development and Validation of an Instrument Assessing Student-Institution Fit. *Nida Denson, University of Western Sydney; Nicholas A. Bowman, Bowling Green State University*

Discussant: *Estela M. Bensimon, University of Southern California*

**73.036. Perspectives on Persistence.**

Division J - Postsecondary Education; Paper Session

Parc 55, Third Level, Powell II; 12:25-1:55pm

Chair: *Brian An, University of Iowa*

Participants:

Persistence in CalWORKs Students: For Whom? Under What Circumstances? For Whose Good? *Llanet Martin, University of California - Los Angeles; Jane Elizabeth Pizzolato, University of California - Los Angeles; Minh Phan Ho, University of California - Los Angeles; Victoria Rodriguez, University of California - Los Angeles*

Persistence in Disguise: The Nontraditional Transfer Patterns of Latina/o College Students. *Adriana Ruiz Alvarado, University of California - Los Angeles*

Supports for College Persistence of Veterans With Disabilities. *Sharon L. M. Stone, College of William and Mary*

The Impact of Different Early-College/Dual-Enrollment Programs on Minority Student Persistence in Science Disciplines. *David May, University System of Maryland; Erin Denise Knepler, University of Maryland - College Park; Zakiya S. Lee, University of Maryland; Dewayne Morgan, University System of Maryland*

Discussant: *Vasti Torres, Indiana University*

**73.037. Social Network Analysis and Higher Education: Connecting Theories and Methods to Revolutionize the Field.**

Division J - Postsecondary Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 12:25-1:55pm

Chair: *Cecilia Rios Aguilar, Claremont Graduate University*

Participants:

Using Network Analysis to Study Learning Associated With Racial/Ethnic Diversity. *Chris Gonzalez Clarke, Stanford University*

Getting Connected: Harnessing the Power of Social Media to Enhance Community College Students' Success. *Regina J. Deil-Amen, The University of Arizona; Cecilia Rios Aguilar, Claremont Graduate University*

Ties That Bind International Research Collaborations: Bridging Social Capital and Social Networks. *Aurelia Kollasch, Iowa State University*

Networking Amid Change: Examining College Transitions Through a Social Network Lens. *Celia O'Brien, The University of Arizona*

Learning Communities: First-Year Student Academic and Social Support Across Networks. *Rachel Smith, Baruch College - CUNY*

Discussant: *Anthony Lising Antonio, Stanford University*

**73.038. Research on Teacher Education: Conceptualizing and Surveying the Field.**

Division K - Teaching and Teacher Education; Invited Session

Hilton Union Square, Ballroom Level, Continental 1; 12:25-1:55pm

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

Participants:

Research on Teacher Preparation as Social Practice: Reconceptualizing the Field. *Marilyn Cochran-Smith, Boston College; Ana Maria Villegas, Montclair State University*

Retention and Self-Efficacy as Alternate Route Outcomes: A Review of Research. *Rebecca H. Stern, Boston College*

Research on Minority Teacher Recruitment/Preparation. *Laura Carolina Chavez-Moreno, Boston College*

Research on Preparing General Education Teachers for Linguistically Diverse Classrooms. *Tammy Mills, Montclair State University*

Research on Teachers as Collaborators in Clinical Preparation of Teacher Candidates. *Linda Whalen Abrams, Montclair State University*

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

**73.039. The Next Generation of Teachers: Snapshots of the Future.**

Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 3; 12:25-1:55pm

Chair: *Dawn H. Berlin, California State University - Dominguez Hills*

Participants:

When Millennials Want to Teach: An Intersection of Interests and the Occasional—and Instructive—Clash of Expectations. *Maria J. Coolican, University of Michigan; Martha Curren-Preis, University of Michigan*

Why Not More Black Teachers? Inner-City Black Youth Speak About Careers and Teaching. *Diane R. Kutsavage-Prescod, Burr School; Nancy E. Hoffman, Central Connecticut State University*

Who Is the "Dream Teacher"? Teacher Education Policy From a Critical Cosmopolitan Perspective. *Ninni Wahlstrom, Orebro University*

Teacher Readiness to Work With English Language Learners: Arizona Context. *Irina S. Okhremtchouk, Arizona State University; Matthew Gillis, Arizona State University; George Sahr Sellu, University of California - Davis*

Discussant: *Beth A. Scarloss, Frostburg State University*

**73.040. The Subject(s) of Mentoring: Focusing New Teachers on Subject Matter Learning and Diverse Learners.**

Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Lobby Level, Golden Gate 5; 12:25-1:55pm

Chair: *Betty Achinstein, University of California - Santa Cruz*

Participants:

The Subject of Mentoring: Towards a Knowledge and Practice Base for Content-Focused Mentoring of New Teachers. *Betty Achinstein, University of California - Santa Cruz; Emily L. Davis, Stanford University*

Mentoring Novices' Teaching of Historical Reasoning: Developing New Teachers' Pedagogical Content Knowledge Through Mentor-Facilitated Rehearsal. *Betty Achinstein, University of California - Santa Cruz;*

*Bradley Fogo, Stanford University*

Mentoring Novice Teachers to Develop Academic Language of English Learners. *Betty Achinstein, University of California - Santa Cruz; Susan O'Hara, University of California - Santa Cruz; Jeff A. Zwiers, University of California - Santa Cruz*

Discussant: *Sharon Feiman-Nemser, Brandeis University*

**73.041. Using Standards for the Benefit of Students: Empowering Teachers and Students in an Era of Centralized Accountability.**

Division K - Teaching and Teacher Education; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 12:25-1:55pm

Chair: *Dennis L. Carlson, Miami University*

Participants:

Teaching From the Test: Using High-Stakes Assessments to Enhance Student Learning. *Julie Gorlewski, SUNY - College at New Paltz*

A Counternarrative of Subversion and Resistance: Hijacking NCATE (National Council for Accreditation of Teacher Education) to Promote Equity and Social Justice in a College of Education. *Bradley J. Porfilio, Lewis University; Lauren P. Hoffman, Lewis University*

Reassessing Standardization Through the Application of Dialectical Authority: Curriculum Projects in a Graduate Education Program. *David Gorlewski, D'Youville College*

Indigenous Protest Movements and Critical Pedagogy: Fostering Partnerships Between Radical Scholars and Disaffected Students. *Nicholas Daniel Hartlep, Illinois State University*

Discussants: *Wayne Au, University of Washington - Bothell; Peter L. McLaren, University of California - Los Angeles*

**73.042. Using Technology to Enhance Teacher Professional Development.**

Division K - Teaching and Teacher Education; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 12:25-1:55pm

Chair: *Rebecca K. Fox, George Mason University*

Participants:

Biology Teachers' Learning to Notice: How do Students Think While Implementing Science Tasks? *Miray Tekkumru Kisa, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*

The Online Community of Practice of Teachers on Twitter: Professional Development 2.0? *Pamela Wesely, University of Iowa*

Teacher Learning That Matters: Expanding a Longitudinal Study Into a Technology-Mediated Professional Community. *Mary Kooy, University of Toronto - OISE*

Teachers Building Online Communities for Professional Development. *Kyounghe Seo, Ewha Womans University; Joo Youn Lee, Ewha Womans University; Sung Hye Hyun, Ewha Womans University; Sujin Kim, Ewha Womans University*

Teacher Professional Development and Practices Using Technology in High-Poverty Rural Primary Schools in Nicaragua. *Anni Lindenberg, The University of Texas - Austin; Kathryn I. Henderson, The University of Texas - Austin; Leah Duran, The University of Texas - Austin*

Discussant: *Satasha L. Green, New York Institute of Technology*

**73.043. Evolutions of Education Equity in Globalizing Policy Fields.**

Division L - Educational Policy and Politics; Working Group Roundtable  
Hotel Nikko, Third Level, Nikko I; 12:25-1:55pm

Chair: *Robert L. Lingard, University of Queensland*

Participants:

"Wasted Potentials": The Troubled Nexus Between Educational Equity and Human Capital Theory. *Sam Sellar, The University of Queensland; Lew Zipin, Victoria University*

Education, Economy, and the "Global Policy Innovators" of Equity. *Glenn Clifton Savage, The University of Melbourne*

New Social Knowledge in Education: Implications for Equity and Poverty. *Radhika Gorur, Victoria University - Victoria Institute for Education Diversity and Lifelong Learning*

**73.044. Preserving Privilege and Perpetuating Disadvantage: Where School Choice Policies and Parents Collide.** Division L - Educational Policy and Politics; Symposium

Hilton Union Square, Lobby Level, Golden Gate 6; 12:25-1:55pm

Chair: *Fabienne Doucet, New York University*

Participants:

Knowing Their "Place": The Contradictions Between What Parents Say and Do When Confronted With Segregated School Choice Options.

*Allison Roda, Teachers College, Columbia University*

Encounters and Mis-Encounters With Choice: Immigrant Parents in New York City. *Marci Borenstein, New York University*

Immigrant and Native-Born Parents' Perspectives on High Schools and Choice in the Nation's Largest School District. *Carolyn Sattin-Bajaj, Seton Hall University*

"If They Lived in the Neighborhood They'd See It": Understanding Family Reliance on Social Networks in School Choice. *Sarah Butler Jessen, New York University*

Discussant: *Erin McNamara Horvat, Temple University*

**73.045. The Struggle for Educational Equity Within and Between Districts.** Division L - Educational Policy and Politics; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 12:25-1:55pm

Chair: *Catherine L. Horn, University of Houston*

Participants:

Moving Beyond Desegregation: The Case of Post-Unitary Rockford Public Schools. *Tiffanie Celeste Lewis, The Pennsylvania State University; Erica Frankenberg, The Pennsylvania State University*

Prioritizing Neighborhood Schools Within Student Assignment Systems: Analyzing Public Attitudes Towards San Francisco's Proposition H. *Lorien Rice, Mills College; Mark Henderson, Mills College; Margaret Hunter, Mills College*

School Finance Litigations and Funding for Schools in Different Locations. *Yangyong Ye, University of Missouri - Columbia*

The Role of Politics and Science in Abbott XXI. *Jessica Gottlieb, University of Illinois at Chicago*

Discussant: *Kathryn A. McDermott, University of Massachusetts - Amherst*

### SIG Sessions

**73.046. Ethical Issues in Equity-Oriented Collaborative Research With Low-Income Communities and Vulnerable Populations.** SIG-Action Research; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 12:25-1:55pm

Chair: *Ronald David Glass, University of California - Santa Cruz*

Participants:

Ethical Commitments in Research With Youth in Community and School Contexts. *Angela N. Booker, University of California - Davis*

Reciprocity and the Challenges of Collaborative Research in Community Organizing for School Reform. *Mark R. Warren, University of Massachusetts - Boston*

Collaborating in the Midst of Queer Possibility: Youth, Newness, and Persistent Inequalities. *Cris Mayo, University of Illinois at Urbana-Champaign*

The Ethics of Equity-Oriented Advocacy in Community-Based Collaborative Research. *Ronald David Glass, University of California - Santa Cruz; Anne Rebecca Newman, University of California - Santa Cruz*

References for Session Papers. *Ronald David Glass, University of California - Santa Cruz*

Discussant: *Dennis Lynn Shirley, Boston College*

**73.047. Teachers and Teacher Educators Taking Action Research Into Practice.** SIG-Action Research; Structured Poster Session  
Parc 55, Fourth Level, Cyril Magnin I; 12:25-1:55pm

Chair: *Frances O. Rust, University of Pennsylvania*

Participants:

1. Preparing Preservice Teachers as Emancipatory Action Researchers. *Omar Esau, Stellenbosch University*

2. Teacher Education Candidates Explore Family Literacy. *Marga Madhuri, University of La Verne*

3. Improving Teacher Education for Multilingual Learners Through Action Research. *Helen Douglass, University of Colorado - Denver; Boni Hamilton, University of Colorado Denver; Jacqueline Leonard, University of Wyoming*

4. Reflections by Preservice Secondary School Mathematics Teachers on the Common Core State Standards for Mathematics. *Pier A. Junor Clarke, Georgia State University; Nermin Bayazit, Georgia State University; Florian Enescu, Georgia State University; Sara Malec,*



Georgia State University

5. Nesting Action Research in a Blended Community of Practice. *Anne K. Fraser Rodrigue, Elementary Teachers' Federation of Ontario*
6. Cultivating Communities of Practice Through Action Research in an Independent School Setting. *Nathalie Lemelin, Lower Canada College*
7. Making Sense of Experiences: Re-Evoking the Professional Sense-Maker. *Ann Walker Nielsen, Arizona State University*
8. Using Transdisciplinary Tools to Inspire Teacher Action Research. *Jacqueline Jenkins, The New School*
9. Exploring Collaboration and Interdisciplinarity in Art and Design. *Maeve Gavigan, Art & Design High School; Luz Liriano, High School For Contemporary Arts*
10. Empowering Students and Teachers to Change School Culture. *Ellen Brody-Kirmss, Clara Barton High School; Katia Belony, Clara Barton High School; Clarissa Ash, Clara Barton High School; Alison Brockhouse, The New School for International Affairs, Management & Urban Policy*
11. Using Response Cards With Undergraduate Students. *Tara Watkins Galloway, Belmont Abbey College; Sara D. Powell, Belmont Abbey College*

Discussants: *Christopher Michael Clark, Arizona State University; Dannelle D. Stevens, Portland State University*

**73.048. The Impact of the GED and Postsecondary Education on Student Transitions.** SIG-Adult Literacy and Adult Education; Paper Session  
Parc 55, Third Level, Powell I; 12:25-1:55pm

Participants:

- A GED (General Educational Development) Test for a Common Core World: Understanding the Changes Coming in 2014. *Alexander Mishra Hoffman, Teachers College, Columbia University; Marjorie Wine, GED Testing Service; James McKinney, GED Testing Service*
- Now Is the Time: Analysis of the Reasons and Motivations for GED Students to Attend Test Preparation Classes. *Pilar Erin McKay, University of California - Los Angeles*
- Effective Features of ABE-to-College Transition Programs: Findings From the Adult Transitions Longitudinal Study (ATLAS). *Cristine A. Smith, University of Massachusetts - Amherst*
- Using High-Quality Data Sets to Better Understand Adult Literacy Student Pathways to Postsecondary Education. *Jeff Zacharakis, Kansas State University*

**73.049. Challenges and Opportunities for Language Learning in the Context of the Common Core State Standards and the Next Generation Science Standards.** SIG-Hispanic Research Issues; Symposium

Hilton Union Square, Yosemite A; 12:25-1:55pm

Chair: *Kenji Hakuta, Stanford University*

Participants:

- Realizing Opportunities for English Language Learners in Common Core English Language Arts and Disciplinary Literacy Standards. *Amanda Kibler, University of Virginia; George C. Bunch, University of California - Santa Cruz; Susan Pimentel, Student Achievement Partners*
- Fostering Success for English Language Learners With Common Core State Standards in Mathematics. *Judit N. Moschkovich, University of California - Santa Cruz*
- Language Demands and Opportunities for English Language Learners in Relation to Next Generation Science Standards: What Teachers Need to Know. *Helen R. Quinn, Stanford University; Okhee Lee, New York University; Guadalupe Valdés, Stanford University*
- Formative Assessment as Contingent Communication: Perspectives on Assessment as and for Language Learning in the Content Areas. *Robert T. Linqunti, WestEd; Margaret Heritage, University of California - Los Angeles; Aida Walqui, WestEd*

Discussants: *Catherine Snow, Harvard University; Phil Daro, The Public Forum On School Accountability*

**73.050. Digital Media and Learning 2.0: "A New Culture of Learning," From Theory to Practice (Part 2).** SIG-Media, Culture, and Curriculum; Symposium

Grand Hyatt, Theatre Level, Orpheum; 12:25-1:55pm

Chair: *Elizabeth M. King, University of Wisconsin - Whitewater*

Participants:

- Working Examples: Making the Connection Between Digital Media and Learning and Higher Education Practice. *Elizabeth M. King, University*

*of Wisconsin - Whitewater; Barbara Zebe Johnson, University of Wisconsin - Whitewater; Dominique Malone, University of Wisconsin - Whitewater; Amy Welsh, University of Wisconsin - Whitewater*

Using Technology to Think Differently: Changing the Form of Knowledge With Digital Media. *Nathan Ryan Holbert, Northwestern University*

DML (Digital Media and Learning) in Urban Schooling Contexts: Organizational Conditions for Successful DML Integration. *Maritza Lozano, University of California - Los Angeles*

Colliding Theories: Lessons Learned From One Preservice Teacher's Struggles to Enact a Digital Media and Learning (DML) Unit During Student Teaching. *Jennifer M. Conner-Zachocki, Indiana University - Purdue University at Columbus*

Discussant: *James Paul Gee, Arizona State University*

**73.051. Creating a Comprehensive Mentoring Research Agenda: Literature Reviews and Future Directions.** SIG-Mentorship and Mentoring Practices; Symposium

Parc 55, Fourth Level, Mission I; 12:25-1:55pm

Chairs: *Phillip Feldman, University of South Alabama; Frances K. Kochan, Auburn University*

Participants:

- A Literature Review of the Foundations of Mentoring: The Evolution of an Emerging Discipline. *Nora Dominguez, University of New Mexico; Mark J. Hager, Menlo College*
- Setting a Research Agenda on Best Practices in Mentoring: What Do We Know and Where Should We Go? *Linda J. Searby, Auburn University; Susan Brondyk, Michigan State University*
- How Many "Friends" Do You Need on Facebook? Mentoring in the Digital Age. *Susan D. Myers, Texas Tech University; Lee Hean Lim, Nanyang Technological University*
- The Impact of Culture on Mentoring: A Meta-Analysis of the Literature. *Andrea M. Kent, University of South Alabama; Andre M. Green, University of South Alabama*
- Mentoring Policy Research: What's Out There? *Sarah K. McMahan, Texas Woman's University; Göran Fransson, University of Gävle*

**73.052. Distinctions in Narrative Methodology.** SIG-Narrative Research; Paper Session

Parc 55, Fourth Level, Cyril Magin III; 12:25-1:55pm

Chair: *Denise L. McLurkin, City College of New York - CUNY*

Participants:

- Putting Our "Stuff Right Out There": Narrative Reflexivity in Educational Research. *Terri L. Rodriguez, Duquesne University*
- Examining Scholarly Identity Through Auto-Fiction: A Court Jester's Tale. *Denise M. McDonald, University of Houston - Clear Lake*
- Black Women, Faith, and the University Classroom: Narrative Inquiry Concerning Religio-Spiritual Epistemology and Pedagogy. *Kirsten T. Edwards, University of Oklahoma*
- Narrative Inquiry: A Research Method for Travel Study. *Yali Zou, University of Houston; Cheryl J. Craig, University of Houston; Rita Poimbeauf, University of Houston*
- What's in a Name: Exploring the Edges Between Autoethnography, Narrative, and Self-Study Methodologies. *Mary Lynn Hamilton, The University of Kansas; Stefinee E. Pinnegar, Brigham Young University*
- Discussant: *D. Jean Clandinin, University of Alberta*

**73.053. Online Teaching and Learning: Theoretical Perspectives and Tools.** SIG-Online Teaching and Learning; Paper Session

Parc 55, Second Level, Divisadero; 12:25-1:55pm

Chair: *Martha Marie Snyder, Nova Southeastern University*

Participants:

- Attribution as a Predictor of Procrastination in Online Graduate Students. *Glenda C. Rakes, The University of Tennessee - Martin; Karee E. Dunn, University of Arkansas at Fayetteville; Thomas A. Rakes, The University of Tennessee - Martin*
- Can Value-Added Teaching Effectiveness Models for Traditional Classrooms Measure Online Teaching Quality? *Wendy Oliver, RANDA Solutions; Margaret D. Roblyer, Nova Southeastern University*
- Preservice Teachers' Perspectives on Online Course Design Using the QM (Quality Matters) Rubric. *Zafer Unal, University of South Florida - St. Petersburg; Aslihan Unal, NA*
- The Validation of a Research-Based Tool for Assessing the Effectiveness of Online Professional Development Programs. *Dazhi Yang, Boise State University; Jui-Long Hung, Boise State University; Robert L. Blomeyer,*

*Online Teaching Associates*

Towards the Development of a Metacognition Questionnaire. *Zehra Akyol, Calgary Police Service; David W. Nordstokke, University of Calgary; Donn Randy Garrison, University of Calgary*

**73.054. Between Replication and Redesign: Lessons Implementing a Technology-Enabled Mathematics Project in the United States and England.** SIG-Research in Mathematics Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Lombard; 12:25-1:55pm

Chair: *Philip J. Vahey, SRI International*

Participants:

The Case for Scaling Dynamic Representation Technologies Through the Use of Curricular Activity Systems. *Philip J. Vahey, SRI International; Ken Rafanan, SRI International; Teresa Lara-Meloy, SRI International*

The SimCalc Experiment: Setting the Context in an Experiment in Texas. *Jeremy Roschelle, SRI International; Jennifer Knudsen; Nicole Shechtman, SRI International*

The SunBay Mathematics Project: Scaling What Worked in Texas to Florida. *Vivian Fueyo, University of South Florida - St. Petersburg; George J. Roy, University of South Florida*

The Cornerstone Mathematics Project: From Replication to Redesign for Use in England. *Celia M. Hoyles, Institute of Education - London; Richard Noss, Institute of Education - London*

Discussant: *Jeremy Kilpatrick, University of Georgia*

**73.055. Classroom Interventions and Assessments.** SIG-Research on the Education of Deaf Persons; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 1; 12:25-1:55pm

Chair: *Thomas P. Horejes, Gallaudet University*

Participants:

A Balanced Early Reading Intervention Program for Preschool Students Who Are DHH (Deaf or Hard of Hearing) and Its Follow-Up. *Ye Wang, Missouri State University; Heather Sychala, Southern Ohio Educational Service Center; Regina Harris, Carthage School District, Missouri; Tara Oetting, Missouri State University*

Deaf College Graduates' Career Outcomes: Is There a Glass Ceiling for Advancement Into Management? *Ronald R. Kelly, Rochester Institute of Technology; Andrew Brent Quagliata, Rochester Institute of Technology*

Deaf Students in Regular and Special School Settings: How Similar, How Different? *Debra Shaver, SRI International; Marc Marschark, Rochester Institute of Technology; Lynn A. Newman, SRI International*

Developing Writing and Language Skills of Deaf and Hard-of-Hearing Students: A Simultaneous Approach. *Hannah M. Dostal, Southern Connecticut State University; Kimberly Wolbers*

Voices from the Start: Parent Mentors' Summaries of Support to Families With Deaf or Hard-of-Hearing Children. *Rachel Friedman Narr, California State University - Northridge; Megan Kemmery, University of North Carolina - Greensboro*

**73.056. Rethinking Rural Literacies: Transnational Perspectives.** SIG-Rural Education; Symposium

Hilton Union Square, Lobby Level, Golden Gate 3; 12:25-1:55pm

Chair: *Michael J. Corbett, Acadia University*

Participants:

Find Yourself in Newfoundland and Labrador: Reading Rurality as Reconstitution and Reparation. *Ursula A. Kelly, Memorial University*

Another Way to Read "The Rural": A Bricolage of Math Education. *Craig B. Howley, Ohio University - Athens*

Exploring Rurality Through Teaching Literacy: Managing a Curricular Relation to Place. *Phillip A. Cormack, University of South Australia*

Reconfiguring the Communicational Landscape: Implications for Rural Literacy. *Kathryn M. Hibbert, University of Western Ontario*

My Roots Dip Deep: Literacy Practices as Mirrors of Traditional, Modern, and Postmodern Ruralities. *Karen Eppley, The Pennsylvania State University*

Discussant: *Kai A. Schaffi, The Pennsylvania State University*

**73.057. Understanding Service-Learning Experiences of University Students.** SIG-Service-Learning & Experiential Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 18; 12:25-1:55pm

Chair: *Kathleen Tice, The University of Texas - Arlington*

Participants:

Serving Children and Youth of Immigrant Families: A Collaborative Service-Learning Model Through a Social Justice Education Course. *Darren E. Lund, University of Calgary; Bronwyn Bragg, University of Calgary; Erin Kaipainen, Center for Community-Engaged Learning; Lianne Lee, Immigrant Sector Council*

Socioeconomic Inequalities Viewed Through the Lens of Service-Learning. *Virginia M. Jagla, National-Louis University; Antonina Lukenchuk, National-Louis University*

Impact of Academic Service-Learning and Model-Eliciting Activities on Students' Learning and Attitudes in Statistics. *Rachel Chaphalkar, University of Montana; Ke Wu Wu, University of Montana*

Providing Professional Development to Enhance Efficacy and Civic Engagement in College Students Tutoring Elementary Children. *Stacey Kim, Azusa Pacific University; Susan R. Warren, Azusa Pacific University*

Students' Emotions in Academic Service-Learning. *Alexandra Nee Darby, Elon University; Elise K Noyes, Elon University*

A Quantitative Analysis of Student Postsecondary Academic Outcomes Associated With Applied Learning Participation. *Thomas Penniston, University of Maryland - Baltimore County*

**73.058. Predicting Student Outcomes in Transition.** SIG-Special Education Research; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 12:25-1:55pm

Chair: *Lucy Barnard-Brak, Texas Tech University*

Participants:

Examining Outcomes and Predictors Associated With Postsecondary Life for Youth With High-Incidence Disabilities. *Audrey A. Trainor, University of Wisconsin - Madison; Mary E. Morningstar, The University of Kansas*

Extending Research to Practice: Using Predictors of Post-School Success to Improve What We Do. *Paula D. Kohler, Western Michigan University; June Watters Gothberg, Western Michigan University; Jennifer Coyle*

Improving Transitions in Students With Autism: An Evaluation of Interventions in Educational Settings. *Jenna Lequia, University of Wisconsin - Madison*

Predictors of Postschool Outcomes of Students With Emotional Disturbance: Intersectionality, Family Involvement, and Student Engagement. *Zachary A. McCall, University of Missouri - Kansas City*

The Influence of the Instructional Setting of Common Core Subjects on Postsecondary Participation. *Allison Lombardi, University of Connecticut; Bonnie Doren, University of Wisconsin - Madison; Jeff M. Gau, Oregon Research Institute; Lauren Lindstrom, University of Oregon*

**73.059. Using Student Beliefs and Perceptions to Inform the Teaching of Educational Psychology.** SIG-Teaching Educational Psychology; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 12:25-1:55pm

Chair: *Julia Hyunjeong Yoo, Lamar University*

Participants:

Exploring Perceptions of Poverty in Educational Psychology Students: Findings and Implications. *Laura Reynolds-Keefer, University of Michigan - Dearborn*

Facilitating Preservice Teachers' Belief Change and Knowledge About Intrinsic Versus Extrinsic Motivation. *Sarah E. Peterson, University of Texas at El Paso*

Spatializing Knowledge: Navigating a Moral Geography of School in an Educational Psychology Course. *Jacqueline S. Hotchkiss, University of Colorado - Boulder; A. Susan Jurow, University of Colorado - Boulder*

Today's Textbook in Tomorrow's Classroom: Attitudes and Beliefs on Textbook Use in Teaching and Learning. *Abel Diaz, University of Northern Colorado; Kathryn F. Cochran, University of Northern Colorado; Maryann Shane, University of Northern Colorado*

Discussant: *Angela M. O'Donnell, Rutgers University*

<b>Division and SIG Roundtables</b>
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**73.060. Roundtable Session 72;** Roundtable Session**73.060-1. School Climates and Cultures: Explorations in Multiple Contexts.**

SIG-School Community, Climate, and Culture; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Gretchen A. Brion-Meisels, Harvard University*

Participants:

A School Community and Stories of Poverty: Narrative Reveal, Narrative Revelation, Narrative Reformation. *Darlene Ciuffetelli-Parker, Brock University*

School Climate Perceptions Among Students in Military-Connected Schools: A Comparison of Military and Nonmilitary Students From the Same Schools. *Kris M. De Pedro, University of Southern California; Ron Avi Astor, University of Southern California; Tamika Gilreath, University of Southern California; Monica Christina Esqueda, University of Southern California*

Social Well-Being in Municipal School Communities of Valparaíso, Chile. *M. Angeles Bilbao, Pontificia Universidad Católica de Valparaíso; Paula Ascorra, Pontificia Universidad Católica de Valparaíso; Veronica Lopez, Pontificia Universidad Católica de Valparaíso*

**73.060-2. Youth and Community Organizing for School Reform.** SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Kavitha Mediratta, The Atlantic Philanthropies*

Participants:

Agents of Change: Students of Color Empowered to Transform Their Schools Through a Social Justice College Access Program. *Michelle Renee Smith, University of California - Los Angeles; Jonli Tunstall, University of California - Los Angeles; Brian Woodward, University of California - Los Angeles*

Differential Curricular Structures of Transformational Resistance Within Community Organizing for School Reform. *Christopher Milk Bonilla, The University of Texas - Pan American*

Mapping Education Organizing: A Theory of Change and Indicators Framework. *Eva Gold, Research for Action; Elaine Simon, University of Pennsylvania; Renata Peralta, Research for Action; Melinda Fine, Public Interest Projects*

The Geography of Neoliberal School Reform and Deliberative Democratic Action in Post-Katrina New Orleans. *Alice Huff, University of California - Los Angeles*

**73.060-3. Disestablishment, Affection, and Imagination.** SIG-Ivan Illich; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Dana L. Stuchul, The Pennsylvania State University*

Participants:

Letting Go of Industrial Education and Rediscovering Affection in the Educational Relationship. *Maylan A. Dunn-Kenney, Northern Illinois University*

Poiesis, Imagination, and the Global Creative. *Michael T. Hayes, Washington State University*

De-Schooling Empire and Poverty: A Brief History of Convivial Turkish Village Institutes. *Engin Atasay, University of Utah*

**73.060-4. Techniques for the Body in Early Childhood Classrooms.**

SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Delar K. Singh, Eastern Connecticut State University*

Participants:

ADHD and Techniques of the Body in Pre-Kindergarten Classrooms. *Kyunghwa Lee, University of Georgia*

Training "Safe" Bodies in a Global Era of Child Panic: Technologies for Disciplining the Self. *Richard T. Johnson, University of Hawaii*

Zooming In and Out: Exploring Teacher Competencies in Inclusive Early

Childhood Classrooms. *Yoon-Joo Lee, Brooklyn College - CUNY; Susan L. Recchia, Teachers College, Columbia University*

**73.060-5. Getting Past Labels: Explorations Beyond a Diagnosis of Disability.** SIG-Cultural Historical Research; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Emily Duwall, University of Idaho*

Participants:

Challenging Discourses of "Disabled" Learner Identities: Making Meaning of ADHD/ADD in a Community College at the Intersection of Gender, Class, and Race. *Naja Berg Hougaard, The Graduate Center - CUNY*

"He's Different, but I Still Love My Brother": Sibling Perceptions of Autism Spectrum Disorder. *Amy M. Papacek, Arizona State University*

"I Don't Need No Help": Creating a Developmental, Performance-Based Early Childhood Special Education Pedagogy. *Barbara E. O'Neill, Brooklyn College - CUNY*

**73.060-6. But How Do We Teach It? Teachers' Role(s) in Sustainability Education.** SIG-Environmental Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Oren Pizmony Levy, Indiana University*

Participants:

Meanings of Environmental Education Within Ecoschools. *Douglas David Karrow, Brock University; Xavier Eric Fazio, Brock University*

Creating Contexts for Sustainability Teaching. *Dawn L. Sutherland, University of Winnipeg; Natalie Swayze, University of Winnipeg*

A State-Systems Approach to Embedding the Learning and Teaching of Sustainability in Teacher Education. *Robert B. Stevenson, James Cook University - Australia; Jo-Anne Louise Ferreira, Griffith University; Neus Evans, James Cook University - Australia; Julie Margaret Davis, Queensland University of Technology*

In-Service Secondary School Science Teachers' Conceptions About Global Climate Change. *Devarati Bhattacharya, University of Minnesota; Gillian Roehrig, University of Minnesota; Engin Karahan, University of Minnesota - Twin Cities; Shiyu Liu, University of Minnesota*

Pedagogy for Survival: An Authentic and Socially Powerful Educational Construct. *Thomas G. Nelson, University of the Pacific; John Andrew Cassell, University of the Pacific*

**73.060-7. Music Education Roundtable: Who We Are, What We Do, and Where We Go From Here.** SIG-Music Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Ronald P. Kos, Boston University*

Participants:

A Phenomenological Study of Music Education Majors' Identity Development in Methods Courses Outside Their Area of Focus. *Elizabeth Cassidy Parker, Columbus State University; Sean Powell, Columbus State University*

Descriptions of the "Second Stage" of Music Teachers' Careers. *Colleen M. Conway, University of Michigan; John Eros, California State University - East Bay*

Preservice Teacher Perceptions of the Characteristics of Effective Teaching. *Roy M. Legette, University of Georgia*

Searching for Community: The Role-Identity Development of a Nontraditional Music Education Student Enrolled in a Traditional Degree Program. *Wesley Brewer, Roosevelt University*

**73.060-8. Education for Work and Leisure.** SIG-Philosophical Studies in Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Elizabeth J. Grace, National-Louis University*

Participants:

A Deweyan Reconstruction of the American Community College Mission. *Clifford P. Harbour, University of Wyoming; Kent Becker, University of Wyoming*

Dewey and Aristotle on Education, Happiness, and Factory Work. *Mark E. Jonas, University of Wisconsin - Whitewater*

School Is Leisure: A Reconsideration of Josef Pieper's "Leisure: The Basis of Culture." *Kipton Smilie, Saint Gregory's University*



**73.060-9. Beyond Learning Content: Connecting Language, Literacy, and Identity.** Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Erendira Rueda, Vassar College*

Participants:

Fostering Science Literacy and Its Role in Developing Language Literacy for English Language Learners: A Study in Teaching for Understanding. *David John Carrejo, The University of Texas - El Paso; Dr. Judy Reinhartz, The University of Texas - El Paso*

Missing Danger: Conceptions of Identity in Two Prominent Mathematics Education Journals. *Joy Ann Oslund, University of Michigan*

Shaping High School Students' Ideas About Science: Examining the Identity-Constructing Resources of Summer Science Programs for Underrepresented Youth. *Tammie Visintainer, University of California - Berkeley*

The Impact of Science Identities on the Ongoing Development of "Near-Peer Mentor" Roles in an Informal Science Inquiry Program. *Lisa Zeller, University of Rochester; April L. Luehmann, University of Rochester; Rachel Chaffee, University of Rochester*

**73.060-10. Constructing Self: Hybridized Identities Across Contexts.**

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Theresa Y. Austin, University of Massachusetts - Amherst*

Participants:

From Gangsta to Poet: The Multiple Identities of Spiritual. *Shiv Raj Desai, Thomas More College*

"I Want Something for Myself": How Dropout Youth Construct New Identities Through Language Interactions. *Jennifer Buehler, Saint Louis University*

The Great Toucan Debate: Tracing the Academic and Identity Trajectories From Moments of Rupture. *Lindsey Moses, The University of Vermont*

Participating Through Identities: Latina/o Undergraduate Students' Mathematical Success in an Emerging Scholars Calculus Workshop. *Sarah Oppland-Cordell, Northeastern Illinois University*

**73.060-11. Creating New Realities: Immigrants and Students in Schools.**

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Kevin S. Carroll, University of Puerto Rico - Mayaguez*

Participants:

Imagined Community of Education: Voices From Refugees and Immigrants. *Ye He, University of North Carolina - Greensboro; Silvia C. Bettez, University of North Carolina - Greensboro; Barbara B. Levin, University of North Carolina - Greensboro*

Undocumented Latino Youth Transitioning to Adulthood: Making Sense of Illegality and Education. *Gemma Puntí*

**73.060-12. Critical Perspectives on the Social Context of Education.**

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 12:25-1:55pm

Chair: *Richard A. Orozco, Oregon State University*

Participants:

Educational Disadvantage and Minority Underachievement in Toronto Schools: The Cases of Portuguese- and Somali-Speaking Students. *Wayne J. Martino, The University of Western Ontario; Goli Marzieh Rezaei-Rashti, University of Western Ontario*

Preschool Girls Taking Up Horror: Popular Culture/Media Tales in a Southern Classroom. *Allison S. Henward, University of Hawaii at Manoa; Laurie MacGillivray, The University of Memphis*

The Relationship Between Sociostructural Factors and Racial Disproportionality in School Discipline. *Ryan H. Pflieger, University of Colorado - Boulder; Kathryn Elizabeth Wiley, University of Colorado - Boulder*

**73.061. Roundtable Session 73;** Roundtable Session

**73.061-1. Renovating the Alternative: (Re)presenting Arts-Based Educational Research in Social Science Research.** SIG-Arts-Based Educational Research; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chair: *Marie-France Berard, The University of British Columbia*

Participants:

Access Denied: The Crisis of [Re]presentation in Arts-Based Research. *Alexandra Catcher, Southern Cross University*

Comics-Based Research in Education: An Epistemological Foundation. *Paul Kuttner, Harvard University*

Renovating Body and Space. *Wade Tillett, University of Wisconsin - Whitewater*

**73.061-2. High School Reform.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chairs: *Gary A. Orfield, University of California - Los Angeles; Julian Vasquez Heilig, The University of Texas - Austin*

Participants:

Los Angeles Urban Teacher Residency: Cohort 1. *Laura Pryor, University of California - Berkeley*

High-Performing High Schools' Best Practices: How Are These Schools Successfully Serving Latino Students? *Wendy Y. Perez, University of California - Los Angeles*

"You're Not Going to Succeed": Guidance Counselors and College-Bound Latina/o Students. *Kip Austin Hinton, The University of Texas - Brownsville*

Are they the "Same" Students? Real and Perceived Procedural Barriers to Charter School Admission. *Rebecca Abel, University of California - Los Angeles*

Algebra for All, When? *Marty Romero, University of California - Los Angeles*

**73.061-3. Identities, Languages, and Literacies.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chair: *Amelia M. Kraehe, University of North Texas*

Participants:

A Jihad of Identity: Negotiating Identities and Literacies. *Rohany Nayan, University of Wisconsin - Madison*

Education for a Better Life? Schooling Experiences of Children of New Immigrants in Taiwan. *Jui-Chun Tsai, Ming Chuan University*

Friendships and Interactions in Group Work in Multilingual Classrooms. *Miwa Takeuchi, Rikkyo University*

Investigating the Identities, Agency, and Knowledge of African American Males in Computing. *Brian L. Wright, Metropolitan State University; Sneha Veeragoudar Harrell, TERC*

Is It the Language or the Content? Negotiating, Goals, Space, and Voice in Co-Taught Classrooms. *Liv Thorstensson Davila, University of Illinois at Urbana-Champaign; Joan Lachance, University of South Carolina-Upstate; Lan Quach Kolano, University of North Carolina - Charlotte; Heather Marie Coffey, University of North Carolina - Charlotte*

**73.061-4. Narratives of Identity and Aspirations.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Participants:

A Study of Social Reproduction: Aspirations Among Court-Involved Youth. *Jessica Lipschultz, New York University*

Citizenship Under Construction: How Race, Class, and Culture Shape Vietnamese Immigrant Youth's Citizenship. *Diem T. Nguyen, University of Washington*

The Functions of Secrets in Children's Digital Narratives of Immigration. *Jessica Zacher Pandya, California State University - Long Beach; Kathleen Pagdilao, California State University - Long Beach; Aeloch Eric Kim, California State University - Long Beach; Elizabeth Marquez, California State University - Long Beach*

The State of Church and State for Non-Christian Students: Silence as Oppression. *Diane Heveran Rothaar, University of Washington*

**73.061-5. New Literacies, and New Voices Public and Personal.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chair: *Linn E. Posey-Maddox, University of Wisconsin - Madison*

Participants:

Countering Narratives: Parents' Discourses About Their Children's Literacy Education. *Rebecca L. Rogers, University of Missouri; Rosemarie Brefeld, University of Missouri St Louis*

Literacies for Oneself: A Cross-Case Analysis of Personal Literacy Practices Among Adults With Limited Education. *Kristen H. Perry, University of Kentucky; Annie Homan, University of Kentucky*

Postpoverty Urban Education and Literacies of Land. *David E. Kirkland, New York University/Michigan State University*

Toward a Pedagogy of Empowered Communication: Youth Radio and Radio Arts in the Multilingual Classroom. *Dana Walker, University of Northern Colorado*

**73.061-6. Newcomers and Refugees in U.S. Schools.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chair: *Deborah J. Short, ALRT*

Participants:

Literacies of a Newcomer Immigrant Youth. *Jie Yie Park, Bard College*  
Navigating the Demands of Bilingualism in Pursuit of the GED (General Educational Development) Degree. *Lorena Gutierrez, Michigan State University*

Newcomer Programs: Exemplary Policies and Practices for Newly Arrived, Adolescent English Learners. *Deborah J. Short, ALRT*

Refugee Youth's Multimodal Literacy Practices in Transnational Digital Spaces. *Delila Omerbasic, University of Utah*

**73.061-7. Poverty, Youth Agency, and Caring Educators.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chair: *Terri Nicol Watson, City College of New York - CUNY*

Participants:

Children of Violence: Characterizing Patterns of Achievement for Caring, but Busy, Educators. *Rosalind A. Duplechain, The University of West Georgia; Fenqjen Luo, Montana State University; Tamra W. Ogletree, The University of West Georgia; Ronald Reigner, The University of West Georgia*

Examining the Relationship Between After-School Activities and College Access Among Teenagers in a Low-income Neighborhood. *Randall F. Clemens, Saint John's University*

How Poverty Disrupts Schooling: Locational Disadvantage and Student Agency in Victoria, Australia. *Jillian Anne Blackmore, Professor, Deakin University*

Why Education Researchers Ought to Care About and Study Correctional Education. *Crystal T. Laura, Chicago State University; Monique Rise Redeaux, University of Illinois at Chicago*

**73.061-8. Preparing Culturally and Linguistically Responsive Teachers.**

Division G - Social Context of Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chair: *Janelle Marie Johnson, Metropolitan State University of Denver*

Participants:

Latina Teacher Candidates' Challenging Poverty: "Wrapped in the Husks" of Our Bicultural Identities. *Amabilia Valverde Valenzuela, The University of Texas - El Paso; Judith H. Munter, The University of Texas - El Paso*

The Interplay Between Technology and English in Preservice Teachers' Lives. *Yung-Hui Chien, University of Michigan - Ann Arbor*

Training of Traditional Educators for Bilingual and Intercultural Education in Mapuche Contexts. *Rukmini Dasi Becerra, University of Washington*

Transforming a Bilingual Nation: A Qualitative Analysis of One Country's Initiative to Develop Language Teachers. *Reyes L. Quezada, University of San Diego; Peter Sayer, The University of Texas - San Antonio*

**73.061-9. Research on STEM.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chair: *Jomo W. Mutegi, Indiana University - IUPUI*

Participants:

Perceived Barriers to Higher Education in STEM Among High-Achieving Underrepresented High School Students of Color. *Allison Scott, Level Playing Field Institute; Alexis Martin, Level Playing Field Institute*  
Planning to Take Mathematics Courses in High School: Who Does and Who Doesn't? *Maria Adamuti-Trache, The University of Texas - Arlington*

Relationship Between Different Science Teaching Approaches and Science Achievement. *Su Gao, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas*

Additive Science Instruction: Overlapping Western Scientific Inquiry and Other Worldviews in Educational Settings for the Very Young. *Timothy A. Kinard, Texas State University; Jesse Straus Gainer, Texas State University - San Marcos*

**73.061-10. The Folklore of the Achievement Gap: The Mythology of Achievement Data.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chairs: *A. Lin Goodwin, Teachers College, Columbia University; Yujiro Shimogori, Claremont Graduate University*

Participants:

Myth and Mystery of Achievement Gaps: Panel Overview. *Geneva Gay, University of Washington*

Culturally and Linguistically Diverse Students With Disabilities: Student Performance Gap or Access to Appropriate Education Gap? *Jose Luis Alvarado, San Diego State University*

Asian American and Pacific Islander Students: Invisible and Pushed Aside. *Valerie Ooka Pang, San Diego State University*

Critical Analysis of Texas Achievement Data for Grades 3 and 5: African American and Hispanic Females. *Patricia J. Larke, Texas A&M University*

The Myth of High Expectations as the Cornerstone of School Reform: An Experiment in "One Size Fits All". *Cynthia D. Park, San Diego State University*

**73.061-11. Transforming Research, Policy, and Practice: Studying Comprehensive Community Collaboratives.** Division G - Social Context of Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chairs: *Amy Gerstein, Stanford University; Forrest Moore, America's Promise Alliance*

Participants:

Communities That Care: Using Prevention Science to Prevent Drug Use and Delinquency. *Richard Catalano, University of Washington; David Hawkins, University of Washington*

Say Yes to Education in Syracuse. *David M. Osher, American Institutes for Research*

Community Youth Development Initiative: Promoting Youth Engagement Through Collaboration. *Amy Gerstein, Stanford University; Lisa Westrich, Stanford University*

Transforming the Lives of Young People by Creating Youth Systems. *Jonathan Zaff, America's Promise Alliance; Forrest Moore, America's Promise Alliance; Elizabeth Puffall Jones, Tufts University; Jennifer Prescott, Tufts University; Katie Aasland, Tufts University*

**73.061-12. Applications of Attributional Retraining.** SIG-Motivation in Education; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom B; 12:25-1:55pm

Chair: *Angela D. Miller, George Mason University*

Participants:

Attributional Retraining and Self-Esteem: Investigating Iatrogenic Effects of an Online Intervention. *Kyle Adam Hubbard, McGill University; Anna Sverdluk, McGill University; Madeleine Bieg, University of Konstanz; Nathan C. Hall, McGill University*

Boredom and Attributional Retraining: Facilitating Adaptation in an Achievement Setting Using a Cognitive Motivation Treatment. *Patti C. Parker, University of Manitoba; Raymond P. Perry, University of Manitoba; Jeremy M. Hamm, University of Manitoba; Judy Chipperfield, University of Manitoba; Steve Hladkyj, University of*

Manitoba; Jason Leboe-McGowan, University of Manitoba; Launa Leboe-McGowan, University of Manitoba

I Know I Can, If I Work Hard: An Attribution-Retraining Program for Ethnic Minority Youth. *Erin Necole Cue, University of California - Los Angeles; Sandra Graham, University of California - Los Angeles*  
 Internet-Based Attributional Retraining and Self-Esteem: Improving Academic Achievement in At-Risk Students Through Writing Techniques. *Nathan C. Hall, McGill University; Robert H. Stupnisky, University of North Dakota; Roger Azevedo, McGill University; Sonia Rahimi, McGill University*

### 73.062. Roundtable Session 74; Roundtable Session

**73.062-1. Wish to Live: Hip-Hop Feminism and Education.** Division G - Social Context of Education; Roundtable Session  
 Hilton Union Square, Sixth Level, Tower 3 Mason; 12:25-1:55pm

Chairs: *Aimee Cox, University of Michigan; Dana Edell, VibeTheater*

Participants:

Camp Carot Seed: Reflections on a Critical Pedagogic Project. *Sheri Davis-Faulkner, Spelman College*

Lighting the Fire: Hip-Hop Feminism in a Midwestern Classroom. *Zenzele Isoke, University of Minnesota*

Check In. *Porshe Renee Garner, University of Illinois at Urbana-Champaign*

For Oya: I Love Myself Dancing...and Then Again When I Am Boxed in and Overwhelmed. *Ruth Nicole Brown, University of Illinois at Urbana-Champaign*

Dr. Theresa Bayarea: Dancing to Make Freedom. *Chamara J. Kwakye, University of Illinois at Urbana-Champaign*

**73.062-2. Indigenous Languages in the Classroom.** SIG-Indigenous Peoples of the Americas; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:25-1:55pm

Chair: *Mary Eunice Romero-Little, Arizona State University*

Participants:

Claiming and Reclaiming: Doing the Dance of Language and Engagement. *Loren Gayle Intolubbe-Chmil, University of Virginia*

"I Want to Hear You": The Intersectional Experiences of Gender and Culture and the Intercultural and Bilingual Education (IBE) Practices of Chuj Maya Teachers. *Alexandra Allweiss, University of Wisconsin - Madison*

"Wouldn't That Be Just the Greatest Thing to Include All These Cultural Teachings?" Preparing Teachers for the Diné Dual Language Classroom. *Louise Lockard, Northern Arizona University; Velma M. Hale, Dine College, University of New Mexico, Northern Arizona University, Window Rock Unified School Dist*

**73.062-3. Critical Issues in Multicultural and Multiethnic Education.** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:25-1:55pm

Chair: *Venus E. Evans-Winters, Illinois State University*

Participants:

A Cross-Cultural Study of Italian and U.S. Children's Perceptions of Interethnic and Interracial Friendships. *Cinzia Pica-Smith, Assumption College; Davide Antognazza, Scuola universitaria professionale della Svizzera italiana; Alberto Massimo Crescentini, The University of Applied Sciences and Arts of Southern Switzerland*

"Trying to Have a Better Life": Urban Literature as Cautionary Tales. *Erica H. Newhouse, Mercy College*

Developing an Adaptation Process Model of International Graduate Students in American and Asian Universities. *SUE BIN JEON, Sungkyunkwan University*

Culturally Responsive Teaching for Mexican-Origin, Immigrant Children. *Laura A. Alamillo, California State University - Fresno*

**73.062-4. Psychosocial Issues in Giftedness, Creativity, and Talent.** SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session  
 Hilton Union Square, Sixth Level, Tower 3 Mason; 12:25-1:55pm

Chair: *Pamela R. Clinkenbeard, University of Wisconsin - Whitewater*

Participants:

Intrapersonal and Environmental Factors Associated With Success Among High School Students in Advanced Placement and International Baccalaureate Programs. *Shannon M. Suldo, University of South*

*Florida; Elizabeth Shaunessy-Dedrick, University of South Florida; John M. Ferron, University of South Florida; Robert F. Dedrick, University of South Florida; Connie Walker, University of South Florida; Rachel Roth, University of South Florida; Omega Russell, University of South Florida; Sarah Fefer, University of South Florida; Nicole Land, University of South Florida*

Problem Behavior Among Intellectually Gifted Youth: An Analysis of Protective and Demographic Factors. *Jillian Woodford Wasson, University of Missouri - Kansas City; Carolyn Elizabeth Barber, University of Missouri - Kansas City*

Reflections on the Giftedness Pond: Self-Concept Theories and Talent Development. *Matthew C. Makel, Duke University*

The Influence of Perfectionism and Gifted Program Exposure on Performance Goals in High-Ability Students. *Angie L. Miller, Indiana University*

**73.062-5. Workplace Learning: Perspectives From the Field.** SIG-Workplace Learning; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 12:25-1:55pm

Chair: *Judith O. Brown, Barry University*

Participants:

Career Transitions and Lifelong Learning. *Antje Barabasch, Georgia State University*

Green Jobs Career Pathways: An Arranged Marriage in Service to a 21st-Century Workforce Development System. *Ellen Mary Scully-Russ, The George Washington University*

Workplace Learning Experiences of Women With Contemporary Careers. *Nisha Manikoth, The George Washington University; Maria Cseh, The George Washington University*

### 73.063. Roundtable Session 75; Roundtable Session

**73.063-1. Citizenship and Activism.** SIG-International Studies; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm

Chair: *Donald K. Sharpes, Arizona State University*

Participants:

Colombian and Chilean Students' Mental Models About the Effects of Global Warming on Animals. *Ingrid Sanchez-Tapia, University of Michigan - Ann Arbor*

Exploring the Role of Research Abroad in Graduate Education and Assessing Its Impacts. *Alina Martinez, Abt Associates Inc.; Amanda Parsad, Abt Associates; Carter Smith Epstein, Abt Associates Inc.*

Students' Orientations to Protest Activities Across Five East Asian Societies: Implications for International Citizenship Studies. *Joseph Kui Foon CHOW, The Hong Kong Institute of Education*

**73.063-2. Black Males' Experiences in Higher Education.** SIG-Research Focus on Black Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm

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

Participants:

Academic Integration in the Two-Year College: Examining Variables Impacting the Persistence of Black Male Collegians. *J. Luke Wood, San Diego State University*

African American Males Call for Collective Achievement: Bridging the Multiple-Stakeholder Gap in Education. *Darrell C. Hucks, Keene State College*

An African American Male Mathematics Educator's Critical Race Autoethnographic Story: Education, Race, and Poverty. *Christopher Charlie Jett, The University of West Georgia*

An Examination of Barriers to Recruitment, Retention, and Success for African American Male Middle School Students Attending a Charter School in a High-Needs Urban School Community. *York Williams, West Chester University of Pennsylvania*

**73.063-3. Black Women's Experiences of the Academy, Roundtable 2.** SIG-Research Focus on Black Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm

Chair: *Delois L. Maxwell, Bowie State University*

Participants:

A Life Story Analysis of African American Women in Pursuit of Their Doctoral Degrees. *Linda Marie Manning, Arizona State University*

Black Educational Choice: The Role of Parent Educational Attainment



and Parent Involvement in School Activities. *Francis Patrick Ellis, University of Rochester; Ismail Balci, University of Rochester*  
 Mentoring African American Adolescent Girls: Toward a Culturally Responsive Mentoring Framework. *Lashawnda A. Lindsay-Dennis, Paine College; Lawanda Cummings, Georgia State University*  
 Not Just a Class, but a Sister Circle! Our Voice, Our Story, Our Journey Using Education as a Practice of Freedom. *Neshmah Ishshah Keetin, University of California - Los Angeles*

**73.063-4. Research on the Education of Asian and Pacific Americans: Roundtable Session on K-12 Achievement.** SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm

Chair: *John D. Palmer, Colgate University*

Participants:

A Comparison of the Achievement Tests of Children Who Attended Montessori Schools and Those Who Attended Non-Montessori Schools in Taiwan. *Hsinhui Peng; Sham'ah Md-Yunus, Eastern Illinois University*

A Multilevel Analysis of Asian Immigrant Children's Reading Achievement in the Early Years: Evidence From the ECLS-K (Early Childhood Longitudinal Study, Kindergarten) Data. *Lihong Yang, Michigan State University; Guofang Li, Michigan State University*

Chinese Mindset for Motivation: The Relations Between Theories of Intelligence, Goal Orientation, and Academic Achievement Among Hong Kong Students. *Wei-Wen Chen, University of Macau; Yi-Lee Wong, University of Macau*

**73.063-5. Equity and Identity in the L2 (Second Language) Classroom.**

SIG-Second Language Research; Roundtable Session Hilton Union Square, Sixth Level, Tower 3 Powell; 12:25-1:55pm

Chair: *Ludwig D. Van Broekhuizen, AdvancED*

Participants:

Impoverished Opportunities to Talk: English Language Learners in Kindergarten. *Jin-Sook Lee, University of California - Santa Barbara; Julie Antilla, University of California - Santa Barbara*

*Rompiendo el Silencio:* Interaction as Equity for English Language Learners. *Mikel Walker Cole, Clemson University*

"Being the Star": The Struggle for Powerful Positional Identities in an ESL Classroom. *HAYRIYE KAYI AYDAR, University of Arkansas at Fayetteville*

**73.064. Roundtable Session 76;** Roundtable Session

**73.064-1. Rethinking the Role of Arts Integration.** SIG-Arts and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Catherine M. Larsen, DePaul University*

Participants:

Artistic Collaborations: What Do Teachers and Students Learn by Documenting Arts-Integrated Lessons? *Louanne I. Smolin, University of Illinois at Chicago*

Arts-Integration for Equitable Development of 21st-Century Skills. *Shamini Elizabeth Dias, Claremont Graduate University*

Fostering Elementary Students' Mathematics Achievement and Disposition Through Music-Mathematics Integrated Lessons. *Song An, The University of Texas - El Paso*

The Arts-Integrated Curriculum in a Rural Appalachian Elementary School in West Virginia and Its Positive Impacts. *Miriam Roth Douglas, West Liberty University; Joy Faini Saab, West Virginia University*

**73.064-2. The Trouble With Data.** SIG-Qualitative Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Becky M. Atkinson, The University of Alabama - Tuscaloosa*

Participants:

(Re)listening to Data: Methodological and Pedagogical Implications for Secondary Qualitative Data Analysis. *Thalia Mulvihill, Ball State University; Raji Swaminathan, University of Wisconsin - Milwaukee*

Collective Memory Work: Possibilities for Its Application Within Education Research. *Christopher Michael Hansen, Illinois State University*

Deleuzoguattarian Reading of Data: Imaging the Potentiality of Student of Labels (SOL). *Donna Kalmbach Phillips, Pacific University; Mindy Legard Larson, Linfield College*

Generative Folds: Rethinking Data as a Motley Crew of Conventional and Unconventional Data. *Susan Naomi Nordstrom, Wayne State College*  
 There Is No "I" in "Interview": Re-Searching the Poststructural Qualitative Study. *Melanie D. Janzen, University of Manitoba; Shannon Dawn Maree Moore, The University of British Columbia*

**73.064-3. Teachers' Roles in Creating Contexts for High School Students' Composition.** SIG-Writing and Literacies; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Ryan M. Rish, Kennesaw State University*

Participants:

Creative Crisis: English Teacher Testimony of the Violent Writings of High School Youth. *Lori Dawn Brown, Pearson; Frederick Chaim Buskey, Western Carolina University*

How Contexts Mediate High School Teachers' Epistemologies for Teaching Argumentative Writing. *George E. Newell, The Ohio State University; Jennifer Lynn VanDerHeide, The Ohio State University; Allison S. Wynhoff Olsen, The Ohio State University - Columbus; Jamie Ray Smith, The Ohio State University*

The Power of the Sketch(book): Reflections From High School English Students. *S. Rebecca Leigh, Oakland University*

"I'm Johnny Backwards Design": The Influence of Teacher Participation in a Summer Writing Institute on School-Year Writing Instruction. *Kelly Chandler-Olcott, Syracuse University; John Zeleznik, Nottingham High School*

**73.064-4. Critical Issues in Supporting At-Risk Students.** Division H -

Research, Evaluation and Assessment in Schools; Roundtable Session Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Carole J. Gallagher, WestEd*

Participants:

Solving the Dropout Crisis? Evaluating Increases in Ninth Grade On-Track Rates. *Thomas Kelley-Kempe, CCSR; Melissa R. Roderick, University of Chicago; Nicole O. Beechum, University of Chicago; David Wilson Johnson, University of Chicago; Courtney M Thompson, Consortium on Chicago School Research At The University of Chicago*

Effectiveness of the Leveled Literacy Intervention System on K-2 Literacy Achievement: An Urban-District Randomized Controlled Trial. *Carolyn R. Ransford-Kaldon, The University of Memphis; E. Sutton Flynt, The University of Memphis; Cristin L. Ross, The University of Memphis; Christine Lee, University of Memphis*

Efficacy of the Check & Connect Dropout Prevention Program: First-Year Implementation and Impacts. *Jessica Heppen, American Institutes for Research; Mindee M. Ocumings, American Institutes for Research; Lindsay Poland, American Institutes for Research; Ann-Marie Faria, American Institutes for Research; Jason Snipes, IMPAQ International, LLC*

Technically Equal? The Educational Value of Career and Technical Education for Lower Income Students. *Shaun Michael Dougherty, Harvard University*

**73.064-5. Responding to the Needs of Secondary School Students and Teachers.** Division H - Research, Evaluation and Assessment in

Schools; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Vivian Lee Surwill, University of Nevada - Las Vegas*

Participants:

Identifying Exemplary Practices in College Access Centers in Texas High Schools. *Jacqueline R. Stillisano, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University; Danielle Bairrington Brown, Texas A&M University; Beverly L. Alford, Texas A&M University; Yuan-Hsuan Lee, National Chiao Tung University*

The Primacy of Ample Adaptations for Meaningful Professional Development Evaluation. *Imelda Castaneda-Emenaker, University of Cincinnati; Kathie Maynard, University of Cincinnati; Shelly Micham, University of Cincinnati; Ted Fowler, University of Cincinnati*

Using Propensity Score Matching to Assess Outcomes of the STEP UP Summer Job Program. *Geoffrey M. Maruyama, University of Minnesota; Martin Van Boekel, University of Minnesota - Twin Cities*  
 Using Multiple Matching Techniques to Identify the Counterfactual When Assessing Comprehensive High School Interventions. *Marjorie Chinen, American Institutes for Research; Kristina Lillian Zeiser, American Institutes for Research; Seth Brown, American Institutes for Research*

**73.064-6. Strategies for Improving K-12 Literacy Instruction.** Division H -

Research, Evaluation and Assessment in Schools; Roundtable Session  
Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Camille Lawrence Bryant, Columbus State University*

Participants:

Literacy Supports for Adolescent Striving Readers. *Carolyn H. Hofstetter, University of California - San Diego; Betsy Strick, University of California - San Diego; Claudia der Martirosian, University of California, San Diego*

Literacy Implementation Fidelity: Findings From an Efficacy Study. *David Houchins, Georgia State University; Holly B. Lane, University of Florida; David Houchins, Georgia State University; Richard G. Lambert, University of North Carolina - Charlotte; Holly B. Lane, University of Florida; Joseph C. Gagnon, University of Florida; Erica D. McCray, University of Florida*

"Double-Dose" English as a Strategy for Improving Adolescent Literacy: Total Effect and Mediated Effect Through Classroom Peer Ability Change. *Takako Nomi, St. Louis University*

Longitudinal Findings of a Literacy-Integrated Science Intervention on Middle School Low-SES English Learners and Native English Speakers: An Evaluation of a Randomized Trial Study in School. *Fuhui Tong, Texas A&M University - College Station; Beverly J. Irby, Sam Houston State University; Rafael Lara-Alecio, Texas A&M University; Cindy Lynn Guerrero, Texas A&M University; Yinan Fan, Texas A&M University*

**73.064-7. Learning and Critical Thinking.** Division I - Education in the

Professions; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Bridget N. O'Connor, New York University*

Participants:

A Tool for Teaching Pattern Recognition in Medical Education. *Sally Krasne, University of California - Los Angeles; Carl D. Stevens, University of California - Los Angeles; Philip J. Kellman, University of California - Los Angeles; Noah Craft, University of California, Los Angeles*

Cognitive Development and the Attainment of Critical Thinking Skills in Pre-Licensure Nursing Students. *Karen Ippolito, University of Phoenix; Linda L. Webster, University of the Pacific; Rachele Kist Hackett, University of the Pacific*

The Effects of Interactivity in Medical Multimedia Learning Environments: Three-Armed Randomized Controlled Trial. *Hyuksoon S. Song, Georgian Court University; Jan L. Plass, New York University; Martin V. Pusic, Teachers College, Columbia University; Michael Nick, New York University; Adina L. Kalet, New York University*

Training Radiology Residents to Interpret Diagnostic Images: A Scoping Review. *Liam Rourke, University of Alberta*

When Should Physicians Use Intuition Versus Reflection to Make a Clinical Diagnosis? *Brian J. Hess, American Board of Internal Medicine; Mark Graber, VSA Medical Center, Northport, NY; Valerie Thompson, University of Saskatchewan; Rebecca S. Lipner, American Board of Internal Medicine*

**73.064-8. Professional Education and Practice in the Age of Burgeoning Information: The Case of Medicine.** Division I - Education in the

Professions; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *John M. Willinsky, Stanford University*

Participants:

The Potential Impact of "Public Access" to Medical Research: Physician and Patient Perspectives. *Laura Moorhead, Stanford University; John M. Willinsky, Stanford University*

Health Personnel Use of Research Evidence in Patient Care: Implications for Medical Education and Science Policy. *Lauren Maggio, University of California, San Francisco; Ryan Steinberg, Stanford University*

Responding to the Internet-Savvy Patient: A Mixed-Methods Study of Physician Empathy and Patient Self-Advocacy. *Noah R. Feinstein, University of Wisconsin - Madison; Clare Wendland, University of Wisconsin - Madison*

ThisChangedMyPractice.com: A Novel Online Educational Initiative to Promote Practice Improvement for Physicians. *Brenna Lynn, The University of British Columbia; Steve Wong, The University of British Columbia; Nina Zoric, University of British Columbia; Bob Bluman, University of British Columbia*

**73.064-9. Using Immersive Tools to Promote Students' Learning of**

Science. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Stephen C. Bronack, University of North Carolina - Chapel Hill*

Participants:

Comparing Virtual Inquiry: Students' Learning and Attitudes in a Large University Ecology Classroom. *Aubree M. Webb, The Pennsylvania State University; Stephanie L. Knight, The Pennsylvania State University; X. Ben Wu, Texas A&M University; Jane Schielack, Texas A&M University*

Fifth Graders' Flow Experience in a Digital Game-Based Science Learning Environment. *Meixun Zheng, North Carolina State University; Hiller A. Spires, North Carolina State University*

The Design of Blended Real and Virtual Immersive Experiences to Support Student Learning About Ecosystems. *Shari J. Metcalf, Harvard University; Amy M. Kamarainen, New York Hall of Science; Tina A. Grotzer, Harvard University; Christopher J. Dede, Harvard University*

**73.064-10. School Finance Roundtable.** SIG-Fiscal Issues, Policy, and Education Finance; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *Peter Trabert Goff, University of Wisconsin - Madison*

Participants:

Does Remedial Education Help Low-Performing Students? Evidence From Panel Data. *Jian Gao, Research for Action; Howard Hendley, Georgia Department of Education*

How Stages in the Pipeline From High School to Teaching Affect the Composition of New Teachers. *Karen J. DeAngelis, University of Rochester; Eric J. Lichtenberger, Southern Illinois University Edwardsville; Brad White, Illinois Education Research Council*

Leaving Equity Behind? An Analysis of Equity in a Western State. *Deborah A. Verstegen, University of Nevada*

Student Performance, District Size, and the 65% Instructional Expenditure Ratio: A Multiyear Statewide Analysis. *Don P. Schulte, The University of Texas - El Paso; John R. Slate, Sam Houston State University*

**73.064-11. Focusing on the Learner.** SIG-Science Teaching and Learning; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

Chair: *David T. Crowther, University of Nevada - Reno*

Participants:

Funding Scientific Research: Students' Epistemic Criteria for Worthwhile Scientific Research Questions. *Eric Berson, Stanford University*

Learning From the Learner's Point of View: Using Cameras to Assess Undergraduate Science Educational Practices. *Joseph A. Harsh, Indiana University; Adam V. Maltese, Indiana University; Joshua Adam Danish, Indiana University*

The Blended/Tiered Approach to Scaffolding Academic Vocabulary Within Inquiry Science Instruction for English Language Learners. *David T. Crowther, University of Nevada - Reno*

**73.064-12. Studies on Use of Data by Practitioners.** Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Sir Francis Drake, Second Level, Empire; 12:25-1:55pm

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

Participants:

Speaking of Data: A Study of Education Practitioners' Interpretation and Use of Assessment Results. *Karoline Jarr, University of Iowa; Catherine Welch, University of Iowa*

Teacher Decision Making and Within-Year Growth in Math. *Jessica L. Saven, University of Oregon; Daniel John Anderson, University of Oregon; Joseph F.T. Nese, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*

**Division and SIG Posters**
**73.065. Poster Session 14;** Poster Session**73.065-1. Division C Section 3b Poster Session: Supporting and Assessing Online Learning.** Division C - Learning and Instruction; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

## Posters:

1. Challenging Educators' Hopes for the Utility of Online Discussion: What Do College Students Think. *Jeong-bin Hannah Park, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin; Kyle M. Williams, The University of Texas at Austin; Li-Tang Yu, University of Texas at Austin; EunJin Seo, The University of Texas - Austin; Anke Julia Zwietasch Sanders, The University of Texas; Kwangok Song, Bemidji State University; Jane S. Vogler, The University of Texas - Austin*
2. Computer-Supported Collaborative Writing (CSCW): Learners' Perceptions of Synchronous and Asynchronous Tools. *Yun-Yin Huang, National Chiao Tung University; Chien Chou, National Chiao Tung University*
3. Design Principles for Co-Located, Technology-Enhanced Collaborative Learning. *Eric Coopey, Tufts University; Leslie Schneider, Tufts University; Ethan Danahy, Tufts University*
4. Motivational and Participatory Affordances in Anonymous and Nonanonymous Online Discussions and Second Language Vocabulary Learning. *Nihat Polat, Duquesne University; Rae Balog (Mancilla), Duquesne University; Laura J. Mahalingappa, Duquesne University*
5. Online Reading Patterns and Their Relationship to Online Writing Activity. *Clare M. Brett, University of Toronto; Lesley Wilton, University of Toronto - OISE*
6. The Influence of Prior Knowledge and Self-Efficacy on Self-Regulation and Performance in Learner-Controlled Instruction. *Loredana Ioana Mihalca, University of Koblenz-Landau; Wolfgang Schnotz, University of Koblenz-Landau*
7. The Relationship Between Educational Badges and Motivation. *Samuel Abramovich, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh*
8. Towards Inclusive Online Learning: Comparing Methods of E-Learning Accessibility Evaluation. *Kari Lynne Kumar, York University; Ronald D. Owston, York University*
9. Using Interactional Ethnography to Analyze Jointly Constructed Interactional Opportunities in an Online Course. *Elizabeth S. Sciaky, University of California - Santa Barbara; Judith L. Green, University of California - Santa Barbara; Catherine Gauthier-Downes, California State University - Santa Barbara*
10. Gender Difference in Student Perception of Online Versus Face-to-Face Learning Environment. *YoonJung Cho, Oklahoma State University; Sungok Serena Shim, Ball State University; Myonghee Yang, Kyunghee University*
11. Enhancing Student Connections Through Online Protocols. *Janet Mannheim Zydney, University of Cincinnati; Funda Ergulec, Indiana University - Bloomington; Lauren Angelone, Oak Hills Local Schools; Suzanne M. Ehrlich, University of Cincinnati*

**73.065-2. Division C Section 3b Poster Session: Technology-Mediated Learning.** Division C - Learning and Instruction; Poster Session Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

## Posters:

12. Clickers and Metacognition: The Influence of Clickers and Low Technology Polling on Students With Low-to-Average Performance Outcomes. *Melanie Brady, University of Southern California; Helena Seli, University of Southern California*
13. Deriving Social Text Signals From Individual Annotations of a Digital Text. *Andrew F. Chiarella, Athabasca University; Linda Chmiliar, Athabasca University*
14. Digital Simulation-Based Learning Environments and Their Effects on Self-Efficacy and Transfer. *Andreas Gegenfurtner, Technische Universität München; Maximilian Knogler, TU Muenchen / TUM School of Education; Carla Quesada Pallarès, Universitat Autònoma de Barcelona; Anna Maria Siewiorek, University of Turku*
15. Exploring the Dimensions of the Digital Divide in Higher Education: The Impact of Digital Textbooks. *Aimee DeNoyelles, University of Central Florida; Baiyun Chen, University of Central Florida*
16. Learner Self-Regulation and iGoogle Gadgets Management in a Personal Learning Environment. *Cherng-Jyh Yen, Old Dominion University; Chih-Hsiung Tu, Northern Arizona University; J.Michael Blocher, Northern Arizona University; Laura Esthela Sujo-Montes, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University*

17. Metacognitive Prompting During Gameplay: A Value-Added Approach. *Logan Fiorella, University of California, Santa Barbara; Richard E. Mayer, University of California - Santa Barbara*
18. Multimedia Learning From PowerPoint: Use of Adjunct Questions. *Alfred J. Valdez, New Mexico State University*
19. The Influence of Schwartz's Values on Teachers' Internet Usage: A Quantitative Study of Cross-Cultural Value Differences Between European Nations. *Meghana Aleti, The University of Texas - El Paso; Heriberto Godina, The University of Texas - El Paso; Kallol Bagchi, The University of Texas - El Paso*
20. Reasons for Using or Not Using Interactive Whiteboards: Perspectives of Taiwanese Elementary Mathematics and Science Teachers. *Syh-Jong Jang; Meng-Fang Tsai, National Cheng Kung University*
21. Using Technology to Support Students as They Learn Fractions. *Maria Angela Mendiburo, Vanderbilt University; Ted Stephen Hasselbring, Vanderbilt University*
22. Effect of Neuroscience, Computer-Based Cognitive Skill Training on Children With Specific Learning Disabilities. *Sarah Abitbol Avtzon, Daemen College; Barry W. Birnbaum, Walden University*
23. The Preservation Effect of Decorative Graphics on the Comprehension of Expository Text. *Robert William Danielson, University of Southern California; Neil H. Schwartz, California State University - Chico; Will Valladao, California State University - Chico; David Sarmiento, California State University - Chico; Marie Lippmann, Dresden University of Technology; Steven Franklin Caldwell, California State University - Chico; Maryam Fallahi, California State University - Chico; Debbie Magreehan, Texas Tech University; Laura Adeline Evans, California State University - Chico*
24. Blended Learning in Business Computer Education: A Report From Thailand. *Vasa Buraphadeja, Assumption University of Thailand; Zhuo Li, Harbin Institute of Technology*
25. Does Choice Support Performance in Online Environments? A Study of Business English Performance Among Working Adults. *Lindsay Oishi, Pearson; Vishakha Parvate, GlobalEnglish*
26. Examining Implementation of a Tablet-Based Algebra Program Within a Randomized Control Trial. *Megan Toby, Empirical Education Inc.; Boya Ma, Empirical Education Inc.; Li Lin, Empirical Education Inc*

**73.065-3. Division C Section 1a Poster Session 1: Literacy.** Division C - Learning and Instruction; Poster Session Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

## Posters:

27. Print Exposure and General Reading Performance: Developing a Chinese Author Recognition Test for College Students in Taiwan. *Su-Yen Chen, National Tsing Hua University; S. P. Fang, National Tsing Hua University*
28. Frederick Douglass and I: Writing to Read, Relate, and Motivate Poor, Urban, African American Eighth-Graders. *Paul Morphy, Vanderbilt University; Steve Graham, Vanderbilt University; Hope Rigby-Wills, Peabody College of Vanderbilt University*
29. The WASSI (Writing Attitudes and Strategies Self-Report Inventory): Reliability and Validity of a New Self-Report Writing Inventory. *Jennifer L Weston, Arizona State University; Rod Roscoe, Arizona State University - Tempe; Randy G. Floyd, The University of Memphis; Danielle S. McNamara, Arizona State University*
30. Composing Across Modes: A Study of Urban Adolescents' Multimodal Composition Processes and Products. *Bridget Dalton, Vanderbilt University; Blaine Elizabeth Smith, Vanderbilt University*
31. Multi-Tiered Systems of Supports: Utilizing Hierarchical Linear Modeling to Explore Student Reading Outcomes. *Heather Haynes, Texas Woman's University; Jie Chen, ACT, Inc.*
32. What Prompts Elementary Teachers to Refer Pupils for Special Literacy Support? *Susan L. Beverton, Durham University*
33. The Impact of Professional Development on Teachers' Knowledge of Literacy Content: Evidence From Belize. *Rosaline T. Bradley, Education Consultant; Qiuying Wang, Oklahoma State University*
34. Empowering Literacy Instruction With iPads: Teacher Reflection in a Multilayered Professional Development Approach. *Kathleen M. Wilson, University of Nebraska - Lincoln; Laurie Ann Friedrich, University of Nebraska - Lincoln*
35. Comparing Structural Differences in Reading Amounts, Reading



Attitudes, and Reading Achievements Between U.S. and Korean Adolescents: Findings From PISA 2009. *Bong Gee Jang, University of Virginia; Jong-Yun Kim, University of Maryland; Ji Hoon Ryoo, University of Virginia; Michael C. McKenna, University of Virginia*

36. Current Issues in Spelling Instruction: Teachers' Beliefs, Practices, and Concerns. *Antoinette Rachael Doyle, Memorial University; Jing Zhang, Buffalo State College - SUNY; Chris Mattatal, Memorial University of Newfoundland*
37. Purposeful Use of Textual Reference During the Engineering Portion of an Integrated Literature and Engineering Unit. *Kathleen Spencer, Tufts University; Jessica Watkins, Tufts University; David Hammer, Tufts University*
38. Evaluation of a Reading Strategy Training in a Field Setting. *Benjamin Klein, University Duisburg - Essen; Ferdinand Stebner, Ruhr University Bochum; Annett Schmeck (nee Schwamborn), University Duisburg - Essen; Jessica Marschner, University of Duisburg-Essen; Detlev Leutner, University of Duisburg-Essen; Joachim Wirth, Ruhr University Bochum*

**73.065-4. Educational Policy: Research Informing Practice.** Division K - Teaching and Teacher Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Posters:

39. A Longitudinal Investigation of the Relationship Between Teacher Preparation and Teacher Retention. *Guili Zhang, East Carolina University; Nancy C.D. Zeller, East Carolina University*
40. An Investigation of Teacher Certification and Policy in Autism Spectrum Disorders. *Ida M. Malian, Arizona State University; Juliet E. Hart, Arizona State University*
41. Does Marketization Bring in Better Teacher Quality in Taiwan? *Ming-Ying Li, National Taiwan Normal University; Li-yun Wang, National Taiwan Normal University; Chi-Ning Chang, National Taiwan Normal University*
42. Examining the Extremes: High and Low Performers on a Teaching Performance Assessment for Licensure. *Judith H. Sandholtz, University of California - Irvine; Lauren M. Shea, University of California - Irvine*
43. Examining the Preparation of Special Education Novice Teachers Who Teach in Economically Diverse Urban Classrooms. *Shirley R. Lal, California State University - Dominguez Hills; Carrie Ann Blackaller, California State University - Dominguez Hills*
44. Is There an Empirical Basis for Current Preservice Teacher Preparation? *Kimberly Mackai Hartnett-Edwards, University of Denver; Kent Seidel, University of Denver; Jennie A. Whitcomb, University of Colorado - Boulder; Maria del Carmen Salazar, University of Denver; Derek C. Briggs, University of Colorado; Kathy E. Green, University of Denver*
45. The Neglected Role of Place in Research on School Settings. *Rick A. Breault, West Virginia University*
46. Using Teacher Evaluation to Improve Teacher Instruction: A Statewide Longitudinal Survey of Middle School Mathematics Teachers in Missouri. *Guodong Liang, University of Missouri*
47. What Factors Influence Prospective Teachers' Career Plans to Teach in Suburban Versus Urban Districts? *Deena Khalil, Rutgers University*
48. What's a Student Growth Percentile (SGP)? Teachers' Questions About Using Student Growth Measures for Teacher Evaluation. *Sarah A. Polasky, Arizona State University*

**73.065-5. Instructional Technology SIG: Poster Session: Technology Integration.** SIG-Instructional Technology; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Posters:

49. A Mixed-Methods Study of Sense of Community in a Teacher Leadership Blended Learning Program. *Lori L. Sachau, University of Northern Colorado*
50. Designing a Data Visualization App for Middle School Mathematics Teachers. *Michael A. Evans, Virginia Polytechnic Institute and State University*
51. How to Get Student Teachers to Be "Good at" ICT: The Views of Expert Practitioners. *Terry Haydn, University of East Anglia*
52. Teach With Technology or Perish. *Sammy A. Elzarka, University of La Verne*
53. Understanding Why Teachers Opt In or Out of Using a Curriculum Planning Tool. *Linda Sellers, Utah State University; Heather Leary, University of Colorado - Boulder; Megan Whitney Olsen, Utah State University; Victor R. Lee, Utah State University; Mimi M. Recker, Utah State University; Tamara Sumner, University of Colorado*

**73.065-6. Critical Examination of Race, Ethnicity, Class, and Gender in Education Poster Session.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Poster:

54. Successful Strategies for Antiracist Bilingual Education. *Julie Kailin, University of Wisconsin - Milwaukee; Florence L. Johnson, University of Wisconsin - Milwaukee*

**73.065-7. Division D Section 3 Poster Session: Qualitative/Mixed Methods.** Division D - Measurement and Research Methodology Cosponsored with SIG-Qualitative Research; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Posters:

55. Assessing Educational Research Evidence in Systematic Reviews: The Psychometric Characteristics of the Methodological Quality Questionnaire. *Tiberio Garza, Texas A&M University; Sandra T. Acosta, Texas A&M University*
56. Collaborative Research and Its Developments in Geography Teaching. *Lana Souza Cavalcanti, Universidade Federal de Goiás; Vanilton Camilo de Souza, Universidade Federal de Goiás*
57. Discussant Reactions to Online Asynchronous Focus Group Participation: An Examination of Responses to the Methodology. *James Edward Hatten, National Center on Educational Outcomes; Laurene L. Christensen, National Center on Educational Outcomes; Kristin K. Liu, National Center on Educational Outcomes; Linda Goldstone, National Center on Educational Outcomes*
58. Investigating the Utility of Synchronous Focus Groups Held in the Virtual and Real Worlds. *Lindsey Varner, University of North Carolina - Greensboro; Holly A. Downs, University of North Carolina - Greensboro; Aundrea D. Carter, University of North Carolina - Greensboro*
59. The Therapeutic Interview Process in Educational Research. *Judith A. Nelson, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University; Lisa A. Wines, Texas A&M University - Corpus Christi; Rebecca K. Frels, Lamar University*
60. Emotional Intelligence and Qualitative Research. *Christopher S. Collins, University of Hawaii - Manoa; Joanne E. Cooper, University of Hawaii*

**73.065-8. Division D Section 1 Poster Session II.** Division D - Measurement and Research Methodology; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 12:25-1:55pm

Poster:

61. Borrowing the Strength of the Overall Theta and Using the EAP (Extensible Authentication Protocol) Method in Diagnostic Computerized Adaptive Testing. *Chingwei D. Shin, Pearson; Yuehmei Chien, Pearson*

### Wednesday, 1:00 pm

#### AERA Related Activities

- 74.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 1 of 2).** AERA Related Activities; Workshop  
Hilton Union Square, Lobby Level, Plaza B; 1:00-6:00pm  
Chairs: *George L. Wimberly, American Educational Research Association; Jacquelynne Eccles, University of Michigan*

### Wednesday, 2:15 pm

#### Presidential Sessions

**75.010. Film Festival Panel: Getting First-Generation Students Into College: What Matters Most?** Presidential Session Cosponsored with Division J - Postsecondary Education

Hilton Union Square, Fourth Level, Tower 3 Union Square 22; 2:15-3:45pm

Chair: *Jason Frank Perkins, University of Southern California*

Participants: *Regina J. Deil-Amen, The University of Arizona; Victor Garcia, College Access Foundation of California; Thomas Joseph Halverson, University of Washington; William G. Tierney, University of Southern California*

**75.011. The Wealth of Indigenous Communities and Knowledge: Confronting Poverty Narratives in Indigenous Education Through Strengths-Based Research.** Presidential Session Cosponsored with Division E - Counseling and Human Development

Hilton Union Square, Ballroom Level, Continental 6; 2:15-3:45pm

Chair: *Tiffany S. Lee, University of New Mexico*

Participants: *Sharon Nelson-Barber, Pacific Resources for Education and Learning; Margaret Elizabeth Kovach, University of Saskatchewan; Eve Tuck, SUNY - College at New Paltz; Glenabah M. Martinez, University of New Mexico*

Discussant: *Megan Bang, University of Washington*

**Committee Sessions**

**75.012. Educational Reform, Modernization, and the New Public Management: Perspectives From Europe.** International Relations Committee; Symposium  
Hilton Union Square, Sixth Level, Tower 3 Van Ness Room; 2:15-3:45pm

Chair: *Gary L. Anderson, New York University*

Participants:

New Public Management, Leaderism, and the Relationship Between Education and Poverty in England. *David John Hall, University of Manchester; Helen Gunter, The University of Manchester*

Italian New Public Management and Distracting Education From Equity and Poverty. *Roberto Serpieri, University Federico II, Naples; Grimaldi Emiliano, University Federico II, Naples*

Implementing NPM (New Public Management) Reforms in the Norwegian Education System: Tensions, Ambiguities, and Agency. *Jorunn Moller, University of Oslo; Guri Skedsmo, University of Oslo*

**Division Sessions**

**75.013. Creating the Conditions for Turnaround Success.** Division A - Administration, Organization and Leadership; Working Group Roundtable

Hotel Nikko, Third Level, Nikko I; 2:15-3:45pm

Chair: *LeAnn Buntrock, University of Virginia*

Participants:

State Perspectives on School Turnaround. *Hanna Skandera, New Mexico Public Education Department*

Regional Turnaround Efforts. *Paul H. Koehler, WestEd*

System Support From the School's Perspective. *Sondra Jolovich-Motes, Dee Elementary*

District Readiness to Support School Turnaround: A Case Study. *Daniel Player, University of Virginia*

District Perspectives on School Turnaround. *Ellen McWilliams, akron public schools*

**75.014. Sources of Evidence to Inform School Improvement: Research, Data, and External Providers.** Division A - Administration, Organization and Leadership; Paper Session

Hilton Union Square, Ballroom Level, Continental 4; 2:15-3:45pm

Chair: *Steve P. Myran, Old Dominion University*

Participants:

Navigating the Landscape of Data Literacy: A Potential Means to School Improvement. *Ellen B. Mandinach, WestEd; Edith Gummer, National Science Foundation*

Research Brokering in Education: Innovative Dissemination Strategies for Addressing In(Equity) Across Education Systems. *Amanda Cooper, Queen's University*

How States Use Research and Evidence to Create School Improvement Policies. *Ryan Fink, University of Pennsylvania; Diane Massell, University of Michigan; Margaret E. Goertz, University of Pennsylvania; Carol A. Barnes, University of Michigan*

Building Leadership Capacity to Use Data in School Improvement Planning. *Hans W. Klar, Clemson University; Jane Clark Lindle, Clemson University; Kenyae Lynette Reese, Clemson University; Robert Charles Knoepfel, Clemson University*

External Providers as Internal Participants: Promoting Productive Staff and Provider Interactions. *Hoorig Santikian, Stanford University; Anthony*

*Lising Antonio, Stanford University; Jesse Foster, Stanford University*  
Measuring School Capacity for Improvement: Piloting the Internal Coherence Survey. *Elizabeth Leisy Stosich, Harvard University*  
Discussant: *John B. Nash, University of Kentucky*

**75.015. Digital Literacy Now: A Critical Analysis of Students' Digital Media Practices in Digital Literacy Settings.** Division B - Curriculum Studies; Symposium

Grand Hyatt, Second Level, Belvedere; 2:15-3:45pm

Chair: *Jean J. Ryoo, University of California - Los Angeles*

Participants:

Affirming Urban Youth's Cultural Practices in Critical Literacy and Computational Thinking Through a Videogame Project. *Clifford H. Lee, Saint Mary's College of California*

Computer Programming as a Pathway for Urban Youth Academic Literacy Support and Social Justice. *Antero Garcia, Colorado State University*

Collaborative Peer Programming With Children of Mexican Heritage and European American Cultural Backgrounds. *Omar Ruvalcaba, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz*

"I Don't Need to Rely on CNN!" Learning Through a Mobile Phone-Based, Community Research Curriculum. *Jean J. Ryoo, University of California - Los Angeles*

Discussant: *Kris D. Gutiérrez, University of Colorado - Boulder*

**75.016. Edu4 (Educators 4 Children, 4 the Public, 4 Social Justice, 4 the Future): Social Imagination and Political Activism in Education.**

Division B - Curriculum Studies Cosponsored with Division L -

Educational Policy and Politics, Social Justice Action Committee, SIG-Critical Educators for Social Justice and SIG-Family, School, Community Partnerships, SIG-Democratic Citizenship in Education; Symposium

Grand Hyatt, Ballroom Level, Grand Ballroom West; 2:15-3:45pm

Chairs: *Daiyu Suzuki, Teachers College, Columbia University; Arlo Kempf, University of California - Los Angeles*

Participants:

Writing Op-Eds: Taking Up the Crucial Task of Educating the Public. *Arnold Edward Dodge, Long Island University - C.W. Post Campus*

Teacher Evaluation and Ranking: A Critical Look. *William C. Ayers, University of Illinois at Chicago; Isabel Nunez, Concordia University - Chicago*

Parent-Scholar Collaboration for Educational Justice: Reconstructing Education as a Public Good. *Ruth P. Silverberg, College of Staten Island - CUNY*

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

**75.017. Participatory Literacy and Discourses of Digital Media.** Division B - Curriculum Studies; Paper Session

Grand Hyatt, Theatre Level, Curran; 2:15-3:45pm

Chairs: *Benjamin M Devane, University of Florida; Elisabeth R. Hayes, Arizona State University*

Participants:

Beyond Affinity and Space: Learning in Persistent Participatory Cultures. *Sean C. Duncan, Indiana University*

Digital Literacy, Language, and Latino/a Youth: L1.4Word. *Kathy M. Bussert-Webb, The University of Texas - Brownsville; Maria Diaz, The University of Texas - Brownsville*

Young Women's Video Remix and the Politics and Pedagogy of Digital Participation. *Catherine Burwell, University of Calgary*

"Achievement" and "Learning" in the Discourse of Virtual Schooling: Ideational Regimes in the Organization of Policy Collectives. *Rick J. Voithofer, The Ohio State University; Jan K. Nesper, The Ohio State University*

**75.018. Impact of an Embedded Assessment System on Elementary Science Teaching and Learning: Power and Promise.** Division C - Learning and Instruction; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 23 and 24; 2:15-3:45pm

Chair: *Steven Arnold Schneider, WestEd*

Participants:

Assessing Science Knowledge (ASK) Conceptual Development. *Kathy J. Long, University of California - Berkeley*

Multilevel Analysis of an Embedded Assessment System: Methodological Approaches. *Yunyun Dai, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles; Ellen Osmundson, University of California - Los Angeles; Yourim Chai, University of California - Los Angeles*

Teachers' Use of an Embedded Assessment System: Impact on Teacher Knowledge and Practice. *Ellen Osmundson, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles; Yunyun Dai, University of California - Los Angeles*

Investigating the Impact of Embedded Assessment on Elementary Student Achievement in Science. *Cathy Ringstaff, WestEd; Michelle Tiu, WestEd; Michael Timms, Australian Council for Educational Research*  
Discussant: *James W. Pellegrino, University of Illinois at Chicago*

**75.019. Investigations of Levers to Enhance the Oral Language and Reading Comprehension of English Language Learners.** Division C - Learning and Instruction; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 19 and 20; 2:15-3:45pm

Chair: *Annemarie S. Palincsar, University of Michigan*

Participants:

Teaching Functional Grammar Analysis as a Means to Support English Language Learners' Interactions With Text and One Another. *Annemarie S. Palincsar, University of Michigan; Mary J. Schleppegrell, University of Michigan; Jason Patrick Moore, University of Michigan; Carrie Symons, University of Michigan*

Differential Effects of a Systematic Vocabulary Intervention on Adolescent Language Minority Students With Varying Levels of English Proficiency. *Joshua Fahey Lawrence, University of California; Jin Kyoung Hwang, University of California - Irvine; Elaine Mo, University of the Pacific; Catherine Snow, Harvard University*

Changes in Teachers' Instruction and the Improved Reading Comprehension of Elementary-Age, English Language Learners. *Georgia E. Garcia, University of Illinois at Urbana-Champaign*

Pathways of Sense-Making in Second-Grade ELL Text Discussions. *Maren S. Aukerman, Stanford University; Lorien Chambers Schuldt, Stanford University; Liam Aiello, Stanford University*

Discussant: *Robert T. Jimenez, Vanderbilt University*

**75.020. Perspectives on Writing Instruction.** Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 3; 2:15-3:45pm

Chair: *Judy M. Parr, University of Auckland*

Participants:

Effect of Peer Review on College Students' Writing Quality, Subject-Matter Learning, and Engagement. *Amy E. Covill, Bloomsburg University of Pennsylvania; Ted Roggenbuck, Bloomsburg University of Pennsylvania*

Teaching to the Task: Preservice Teachers' Instruction for Cognitively Demanding Writing Tasks. *Susanna Latham Benko, Ball State University*

Writing for Real: A Grounded Theory of Authentic Writing Instruction in Middle Grades. *Nadia Behizadeh, Georgia State University*

Teaching Writing to Deaf Students: Evidence for Effective Practice From the Research Literature. *Barbara R. Schirmer, Deftance College*

The Relationship Between Early Elementary Teachers' Instructional Practices and Theoretical Orientations and Students' Growth in Writing. *Kristen D. Ritchey, University of Delaware; David Coker, University of Delaware; Allison F Jackson, University of Delaware*

Discussant: *Judy M. Parr, University of Auckland*

**75.021. Principles, Practices, and Large-Scale Analyses of Learning Environments.** Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Taylor; 2:15-3:45pm

Participants:

An Analysis of Student Learning Stations in a Title 1 Elementary School: The Practices and Perceptions of Four Highly Engaged Educators. *James Badger, North Georgia College & State University*

Inclusive Education Practices: Influence of Instructional Groupings on the Academic Achievement of Students With Disabilities. *Stephani L. Wrabel, University of Southern California; Morgan S. Polikoff, University of Southern California*

Student Responses to New Learning Environments in Higher Education: A Longitudinal Analysis. *D. Christopher Brooks, University of Minnesota; Kem Saichaie, University of Minnesota - Twin Cities; Jd Walker,*

*University of Minnesota; Paul Baepfer, University of Minnesota*  
Kindergarten Teacher Preparation Time and Student Achievement Outcomes. *Chris Curran, Vanderbilt University - Peabody College*  
Why We Need Yet Another Framework: The Cultures of Learning and Teaching Continuum. *Ornit Sagy, University of Haifa; Yael Kali, University of Haifa; Masha Tsaushu, Technion Israel Institute of Technology; Tali Tal, Technion Israel Institute of Technology; Dan Zilberstein, Technion- Israel Institute of Technology; Shimon Gepstein, Technion Israel Institute of Technology*

Discussant: *Britte Haugan Cheng, SRI International*

**75.022. The Application of Mobile Technologies for Teaching and Learning.** Division C - Learning and Instruction; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 6; 2:15-3:45pm

Chair: *Sue Currie, Health Interactions and CARE*

Participants:

Aggregate Representations to Support Scientific Inquiry: A Case Study With Embedded Phenomena. *Rebecca M. Cober, University of Toronto; Colin McCann, University of Toronto; Tom Moher, University of Illinois at Chicago; James D. Slotta, University of Toronto*

EcoMOBILE: Integrating Augmented Reality and ProBeware With Environmental Education Field Trips. *Amy M. Kamarainen, New York Hall of Science; Shari J. Metcalf, Harvard University; Tina A. Grotzer, Harvard University; Michael Shane Tutwiler, Harvard University; Christopher J. Dede, Harvard University*

Mobile Device and App Use for Learning in Low-Income Families With Young Children. *Elizabeth M. McCarthy, WestEd; Linlin Li, WestEd; Sara Atienza, WestEd; Danielle M. Yumol, Harvard University; Matt Silbergitt, WestEd*

Using a Mobile-Application-Based Game to Teach Math to Deaf/Hard-of-Hearing (DHH) Children: Student and Teacher Perspectives. *Mary Ann Parlin, Utah State University; Brett E. Shelton, Utah State University; Vonda Jump, Utah State University; Lori Rowan, Utah State University*

Zydeco: A Mobile-Based Inquiry Learning System to Support Project-Based Learning. *Wan-Tzu Lo, University of Michigan - Ann Arbor; Ibrahim Delen, Michigan State University; Alex Kuhn, University of Michigan; Steven McGee, Northwestern University; Jennifer L. Winters, Learning Partnership; Chris Quintana, University of Michigan*

**75.023. Evaluation of Factors That Influence the Equating Process.** Division D - Measurement and Research Methodology; Paper Session  
Hilton Union Square, Ballroom Level - Franciscan CD; 2:15-3:45pm

Chair: *Neil J. Dorans, ETS*

Participants:

A Comparison of Subtest Score Equating Methods. *MinJeong Shin, University of Massachusetts - Amherst; Ronald K. Hambleton, University of Massachusetts - Amherst*

The Impact of Speededness on Scaling and Equating for Tests With Dichotomously and Polytomously Scored Items. *Terran Leon Brown, ETS; Shuhong Li, Educational Testing Service; Zhiming Yang, Educational Testing Service*

The Effect of Anchor Testing Modality on Foreign Language Test Equating Results. *Jing Miao, Educational Testing Service; Wenmin Zhang, ETS*

The Impact of the Linking Methods and Linking Items on the Trend Analysis of the Programme for International Student Assessment. *Yi-Fang Wu, University of Iowa; Huey-Ing Tzou, National University of Tainan*

Impact of Unequal Sample Sizes on IRT Equating With NEAT Design. *Nuo Xi, Educational Testing Service; Ru Lu, Educational Testing Service; Jinghua Liu, ETS*

Discussant: *Tim Davey, ETS*

**75.024. New Directions in Item Response Theory.** Division D - Measurement and Research Methodology; Paper Session  
Parc 55, Fourth Level, Mission I; 2:15-3:45pm

Chair: *Dubravka Svetina, Indiana University*

Participants:

The Utility of Dichotomous IRT (Item Response Theory) Models on Group-Level Cheating-Detection Method. *Leonardo S. Sotaridona, Measurement Incorporated; Arianto Wibowo, Measurement Incorporated; Irene Hendrawan, Measurement Incorporated*

The Predictive Validity of Interim Assessment Scores Based on the Full-Information Bifactor Model for the Prediction of End-of-Grade Test



Performance. *Jason C. Immekus, California State University - Fresno*  
Using Nearest Neighbor Search With Randomization for Automated  
Parallel Test Assembly From a Reference Test Form. *Tsung-Hsun Tsai,*  
*Research League, LLC; Yung-Chen Hsu, GED Testing Service*  
A Structural Equation Model for Incorporating Response Time Information  
in Item Response Theory (IRT) Parameter Estimation. *Rohini Sen,*  
*University of Connecticut; H. Jane Rogers, University of Connecticut;*  
*Hariharan Swaminathan, University of Connecticut*  
Item Parameter Recovery of the Graded Response Model Using the R  
Package ltm: A Monte Carlo Simulation Study. *Okan Bulut, University*  
*of Minnesota - Twin Cities; Cengiz Zopluoglu, University of Minnesota*  
Discussant: *Lisa A. Keller, University of Massachusetts - Amherst*

**75.025. Utilizing Critical Theoretical Frameworks to Reshape and Redefine Educational Policy Analysis.** Division D - Measurement and Research Methodology Cosponsored with SIG-Qualitative Research, Division L - Educational Policy and Politics; Symposium  
Parc 55, Fourth Level, Mission II&III; 2:15-3:45pm

Chair: *Sarah Lauren Diem, University of Missouri*

Participants:

They "Really Needed the Money": Historicizing the Development of a Political Advocacy Group in Public Education in Ontario, Canada. *Sue Winton, York University; Curtis Anthony Brewer, Clemson University*

Performance as Authority: The Federal Construction of Principal Evaluations. *Bradley W. Carpenter, University of Louisville; Sarah Lauren Diem, University of Missouri; Michelle D. Young, University Council for Educational Administration*

Stepping Down From the Balcony: An Engaging Policy Approach to Critical Policy Analysis and Praxis. *Patricia D. Lopez, The University of Texas - Austin; Angela Valenzuela, The University of Texas - Austin*

Troubling Policy Discourse: Gender and the STEM Crisis. *Margaret Grogan, Claremont University - Claremont Graduate University; Katherine Cumings Mansfield, Virginia Commonwealth University;*

*Anjale DeVawn Welton, University of Illinois at Urbana-Champaign*  
Learning From Critical Race Theory to Develop a Critical Understanding of Evidence. *Gerardo R. Lopez, Loyola University New Orleans; Erin Atwood, consultant*

Queering the Study of Educational Policy Making. *Catherine A. Lugg, Rutgers University; Jason Murphy, Rutgers University*

Discussant: *Michelle D. Young, University Council for Educational Administration*

**75.026. Bullying and Victimization: Impact on Mental Health and Socioemotional Adjustment.** Division E - Counseling and Human Development; Paper Session

Parc 55, Second Level, Divisadero; 2:15-3:45pm

Chair: *Cynthia Hudley, University of California - Santa Barbara*

Participants:

Cyberbullying, Mental Health, and Behavior: The Role of Teacher and Peer Support. *Chad Allen Rose, Sam Houston State University; Brendesha M. Tynes, University of Southern California; Sophia Hiss, University of Southern California*

Exploring School-Based Mediators of Violence Perpetrated and Experienced by Gang Members in California Middle Schools. *Joey Nuñez Estrada, San Diego State University; Tamika Gilreath, University of Southern California; Ron Avi Astor, University of Southern California; Rami Benbenishty, Bar-Ilan University*

Peer Victimization and Substance Use in Early Adolescence: The Moderating Effect of Affiliation With Delinquent Peers. *Mrinalini Rao, University of Illinois at Urbana-Champaign; Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Todd D. Little, The University of Kansas*

Discussant: *Melissa K. Holt, Boston University*

**75.027. The Intersect of Social and Emotional Learning With Academic Achievement: Perspectives From Research and Practice (Symposium).** Division E - Counseling and Human Development; Symposium

Parc 55, Fourth Level, Cyril Magin III; 2:15-3:45pm

Chair: *Russell Shilling, Defense Advanced Research Projects Agency*

Participants:

Attributions for Victimization and Social-Emotional Adjustment in Middle School. *April Z. Taylor, California State University - Northridge; Sandra Graham, University of California - Los Angeles*

Why Emotional Intelligence Taught Early Makes the Difference: Lessons Learned From Beginnings School. *Donna Housman, Beginnings School; Wallace Feurzeig, Learning Systems & Technology*  
Integrating Assessment of Social and Emotional Learning Into an Early Childhood Science Learning Context. *Noelle Griffin, University of California - Los Angeles; Ayesha Madni, University of California - Los Angeles*

Assessing Topic Emotions in Science. *Suzanne H. Broughton, Utah State University; Gale M. Sinatra, University of Southern California; Doug Lombardi, Temple University*

Discussants: *Harold F. O'Neil, University of Southern California; Russell Shilling, Defense Advanced Research Projects Agency*

**75.028. Race, Class, and Educational Success.** Division F - History and Historiography; Paper Session  
Hilton Union Square, Sixth Level, Tower 3 Sutter; 2:15-3:45pm

Chair: *Michelle A. Purdy, Michigan State University*

Participants:

Alternative Achievement: Working Class and Black Histories of Educational Success. *Jessica Gerrard, The University of Melbourne*  
HBCU (Historically Black Colleges and Universities) Laboratory High Schools, 1920s-1940s: "So Situated as to Influence the Development of Other Schools." *Sharon Gay Pierson, Ramapo College of New Jersey*

The Birth of the Gap: The Historical Beginning of the Idea of the Achievement Gap. *Laura Jones, Louisiana State University*

Racial Segregation, School Quality, and the Social Construction of "Concentrated Poverty": Interpreting School Performance on Chicago's South Side, 1961-1979. *Fithawee Tzegai, University of California - Berkeley*

Discussant: *Michelle A. Purdy, Michigan State University*

**75.029. Honoring Derrick Bell's Contributions to Education, Race, and Poverty.** Division G - Social Context of Education; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 4; 2:15-3:45pm

Chair: *James Martinez, Valdosta State University*

Participants:

A Realization: Derrick Bell's Early Works. *George W. Noblit, University of North Carolina at Chapel Hill; Sherick A. Hughes, University of North Carolina - Chapel Hill; Darrell Cleveland, Richard Stockton College of New Jersey*

Derrick Bell and Living With Racism in Education and Society. *Zeus Leonardo, University of California - Berkeley; Angela Harris, University of California - Davis*

The Legacy of Derrick Bell in Latino/a Education: A Critical Race Testimonio. *Luis Urrieta, The University of Texas - Austin; Sofia A. Villenas, Cornell University*

Trayvon Martin and the Curriculum of Tragedy: Critical Race Lessons. *Theodora Regina Berry, Mercer University; David O. Stovall, University of Illinois at Chicago*

Discussant: *Dana Thompson Dorsey, University of North Carolina - Chapel Hill*

**75.030. Immigration, Youth, and Families.** Division G - Social Context of Education; Paper Session  
Hilton Union Square, Lobby Level, Golden Gate 5; 2:15-3:45pm

Chair: *Betty Jane Alford, Stephen F. Austin State University*

Participants:

Conceptualizing Parent Involvement: Low-Income Mexican Immigrant Parent Perspectives. *Thomas B. Crane, Seton Hall University*  
Life Views and Life Values of Young People in a Multicultural Society in Iceland. *Hanna Ragnarsdottir, University of Iceland*

Somali Youth in Urban School Contexts. *Nimo Mohamed Abdi, Michigan State University*

The Instability of Migrant Remittances and Its Effect on the Schooling Behaviors of Adolescents in Cape Verde. *Chad Austin Leith, Salem State University*

The Role of Information and Communication Technologiess in Caring, Communicating, and Learning Among Immigrants Within Their Networks. *Sondra Cuban, Lancaster University*

Discussant: *Soojin Susan Oh, Harvard University Graduate School of Education*

**75.031. International Perspectives on Language Ideology and Education: Unraveling the Experiences of Ethnolinguistically Diverse Learners.** Division G - Social Context of Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 14; 2:15-3:45pm

Chair: *Teresa L. McCarty, University of California - Los Angeles*

Participants:

“Your Friends in School Think That You Are Not Smart Enough If You Have an Accent”: A Case Study of Kurdish Language Ideologies in Turkey. *Ayfer Gokalp, Arizona State University*

Language Ideologies: Affordances and Constraints in Inclusive Education. *Taucia Gonzalez, Arizona State University; Elizabeth B. Kozleski, The University of Kansas*

Nahuatl Ideologies: First, Second, and Third Generations. *Rosalva Lagunas, ASU*

Maintaining Javanese Identity Through Javanese Language Education. *Lusia Nurani, Arizona State University*

Discussant: *Teresa L. McCarty, University of California - Los Angeles*

**75.032. The Impact of Intergroup Dialogue: Engaging Social Identities Through Critical Pedagogy.** Division G - Social Context of Education; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 13; 2:15-3:45pm

Chairs: *Gretchen E. Lopez, Syracuse University; Jaclyn Rodriguez, Occidental College*

Participants:

Identity Matters: The Promise of Group-Conscious Pedagogy for Social Justice. *Jaclyn Rodriguez, Occidental College; Patricia Gurin, University of Michigan; Nicholas Andrew Sorensen, American Institutes for Research*

Implications of Cross-School Dialogue: Developing Critical Consciousness and Civic Agency Among High School Students. *Gretchen E. Lopez, Syracuse University*

Spotlighting Justice: Evaluating University-High School Collaboration for Student-Initiated Social Action. *A. Wendy Nastasi, Syracuse University*

Learning About Ourselves, Learning About Our Students: Multiple Identities and Critical Relational Reflection in Teacher Education Programs. *Andrea C. Rodriguez-Scheel, University of California - Los Angeles; Tyrone C. Howard, University of California - Los Angeles*

**75.033. ¿Quién Soy Yo? (Who Am I?): Latino Males Negotiating Identity Across Stages in the Pipeline.** Division G - Social Context of Education; Symposium

Hilton Union Square, Ballroom Level, Continental 9; 2:15-3:45pm

Chair: *Nolan L. Cabrera, The University of Arizona*

Participants:

In a Brown State of Mind: Latino Middle School Students' Negotiation of Identity and Schooling. *Eligio Martinez Jr, University of Washington*

Challenging the Gangster/Gardener Binary: Negotiating Constructions of Chicano Masculinity of Chicano Continuation High School Youth. *Maria C. Malagon, University of California - Los Angeles*

Seducing Brown Masculine Bodies: The Role of Identity in Military Recruitment for Latino Males. *Eduardo Lara, University of California - Los Angeles*

The Geography of Academic Support: A Framework to Understand Latino Perception/Practice in Higher Education. *Julie Lopez Figueroa, California State University - Sacramento*

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

**75.034. Pairs, Teams, and Communities of Learning in Teacher Professional Development.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 9; 2:15-3:45pm

Chair: *Dionne Indera Cross, Indiana University*

Participants:

Closing the Algebra Achievement Gap Through the Responsive Teaching Cycle (RTC). *Ivan Cheng, California State University - Northridge; Julie Gainsburg, California State University - Northridge; Jonah Schlackman, California State University - Northridge*

Learning Deeply Together: An Action Research Inquiry Into the Functioning of Teacher Teams. *Sarah Melanie Fine, Harvard University*

Improving Teacher Practice: Experimental Evidence on Individualized Teacher Coaching. *Matthew A. Kraft, Harvard University; David Blazar, Harvard University*

Teacher-Centered Professional Development: Five Years of Progress. *Nancy Flanagan Knapp, University of Georgia*

Teacher Professional Development Through Collaborative Teaching. *Leyton Schnellert, The University of British Columbia - Okanagan Campus*

Discussant: *Stephanie L. Knight, The Pennsylvania State University*

**75.035. Raising Critical Consciousness.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 3; 2:15-3:45pm

Chair: *Cheryl E. Matias, University of Colorado - Denver*

Participants:

Does Teacher Training Prepare Teachers to Work With Families From Diverse Socioeconomic and Cultural Backgrounds? *Jeanne D'Haem, William Paterson University; Peter Griswold, William Paterson University*

Making Context Visible: Towards a Place-Conscious Approach to Foundations in Teacher Preparation. *Michael Bowman, University of Washington; Isaac Gottesman, Iowa State University*

Making the Invisible Visible: White Preservice Teachers Explore Social Inequities With the Critical Web Reader. *Julie Rust, Indiana University; Christy Wessel-Powell, Indiana University*

“Push It Real Good!” The Challenge of Challenging Dominant Discourses Regarding Race in Teacher Education. *Madhavi Tandon, University of Colorado - Denver*

Poverty's Not the Issue: Equity Audits Speak Counternarratives. *SJ Miller, University of Missouri - Kansas City*

Discussant: *Nihat Polat, Duquesne University*

**75.036. Supporting STEM Reform-Based Instruction.** Division K - Teaching and Teacher Education; Paper Session

Hilton Union Square, Ballroom Level, Continental 7; 2:15-3:45pm

Chair: *Juliet A. Baxter, University of Oregon*

Participants:

A Different Common Core: An Expert Delphi Study on Core Science Teaching Practices. *Matthew J. Kloser, University of Notre Dame*

Novice Middle-School Mathematics Teachers' Development of Student Explanation and Questioning: Strategies and Dilemmas. *Emily J. Yanisko, University of Maryland*

Teachers' Pedagogical Beliefs and Practices After Implementation of a Research-Based Mathematics Curriculum. *Nicole Leveille Buchanan, University of California - Berkeley; Jennifer Marie Collett, University of California - Berkeley; Meryl Gearhart, University of California - Berkeley*

What's Missing From the Sheltered Instruction Observation Protocol (SIOP) Model? Insights From Middle School English Language Learners (ELLs) in Science Classes. *Sarah Braden, University of Utah; Beth A. Wassell, Rowan University; Kathryn Scantlebury, University of Delaware; Jennifer Park, Seoul National University*

Discussant: *Jia Wang, University of California - Los Angeles*

**75.037. Teacher Education, Literacy Instruction, and the Aftermath of No Child Left Behind: Navigating Contentious Terrain.** Division K - Teaching and Teacher Education; Invited Session

Hilton Union Square, Ballroom Level, Continental 1; 2:15-3:45pm

Chair: *Helen Maniates, University of San Francisco*

Participants:

From Curriculum Delivery to Curriculum Design: Preparing Reading Teachers in the Aftermath of No Child Left Behind. *Helen Maniates, University of San Francisco*

From Accommodation to Appropriation: Teaching, Praxis, and Authorship in a Tightly Coupled Policy Context. *Jamy Stillman, University of Southern California; Lauren M. Anderson, University of Southern California; Kathryn Struthers, University of Southern California*

Humanizing Writing Instruction in Secondary Teacher Preparation. *Paula M. Carbone, University of Southern California*

Discussants: *Caitlin M. Dooley, Georgia State University; Pia I. Wong, California State University - Sacramento*

**75.038. The Complexity of Mathematics Leaders Learning to Facilitate Mathematical Knowledge for Teaching.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Yosemite A; 2:15-3:45pm

Chair: *Rebekah Elliott, Oregon State University*

Participants:

An Evolving Model of Mathematics Leader Professional Development. *Rebekah Elliott, Oregon State University; Elham Kazemi, University of Washington; Judith E. Mumme, WestEd; Cathy Carroll, WestEd*

Understanding the Facilitation of Teachers' Collective Mathematics Work to Develop Specialized Content Knowledge. *Matthew P. Campbell, Oregon State University; Rebekah Elliott, Oregon State University*

Supporting the Development of Mathematical Knowledge for Teaching Proof in Professional Development. *Kristin Lesseig, Washington State University Vancouver*

Relating Mathematics Leader Preparation to Practice: Case Studies of Four Leaders. *Elham Kazemi, University of Washington; Megan M. Kelley-Petersen, University of Washington*

Discussants: *Deborah Shifter, Education Development Center, Inc.; Eric J. Knuth, University of Wisconsin*

**75.039. The Elementary Mathematics Laboratory: Designing and Studying Mathematics Instruction.** Division K - Teaching and Teacher Education; Structured Poster Session

Parc 55, Fourth Level, Cyril Magnin I; 2:15-3:45pm

Chair: *Deborah Loewenberg Ball, University of Michigan - Ann Arbor*

Participants:

1. Seeing the Teaching and Learning of Mathematical Practices. *Hyman Bass, University of Michigan*
2. Learning to Engage in Mathematical Practices. *Meghan M. Shaughnessy, University of Michigan*
3. Students' Learning Practices: Categorizing and Redefining Students' Work Learning. *Simona Goldin, University of Michigan*
4. The Strategic Use of Student Notebooks for the Teaching and Learning of Mathematical Practice. *Lisa Pasek, University of Michigan*
5. Investigating Remediation and Enrichment in Mathematics Intervention Instruction. *Lindsey Mann, University of Michigan; Susanna Owens, University of Michigan; Deborah Loewenberg Ball, University of Michigan - Ann Arbor*
6. Studying the Practice of Teacher Questioning. *Esther Alice Enright, University of Michigan, Ann Arbor; Deborah Loewenberg Ball, University of Michigan - Ann Arbor*

Discussant: *Jo Boaler, University of Sussex*

**75.040. The Work of Teacher Education: Policy, Practice, and Institutional Conditions in International Contexts.** Division K - Teaching and Teacher Education; Symposium

Hilton Union Square, Ballroom Level, Continental 2; 2:15-3:45pm

Chair: *Viv Ellis, Brunel University*

Participants:

- Institutional Categorizations of Teacher Education as Academic Work in England. *Jane McNicholl, University of Oxford; Viv Ellis, Brunel University*
- The Ten Job Dimensions of Teacher Educators' Work in England and Scotland. *Viv Ellis, Brunel University; Jane McNicholl, University of Oxford; Bowen Yang, University of Oxford*
- Missing in Action: The Textual Construction of Teacher Educators in Australia, 2011-2012. *Jocelyn Grace Nuttall, The Australian Catholic University; Leanne Cameron, The Australian Catholic University; Lew Zipin, Victoria University; Marie T. Brennan, Victoria University; Katerina Tuimuana, Victoria University*

Discussant: *Kenneth Zeichner, University of Washington*

**75.041. School Choice, Finance, and Inequality.** Division L - Educational Policy and Politics; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 6; 2:15-3:45pm

Chair: *Matthew Allen Linick, University of Illinois*

Participants:

- Expectations of Graduate Wages: Students' Precollege and College Choices. *Peter I. Davies, University of Birmingham; Tian Qiu, University of Birmingham*
- Making Matters Worse: School Funding, Achievement Gaps, and Poverty Under Wisconsin Act 32. *Carolyn Kelley, University of Wisconsin; James J. Shaw*
- Money and Sex in Education: The Intersection of Scholarship in School Finance and Gender. *Eric A. Houck, University of North Carolina - Chapel Hill; Brooke Midkiff, University of North Carolina - Chapel Hill*
- Social Segregation Between Schools in a Market: More Complex Than Previously Thought? *Stephen A. Gorard, The University of Birmingham; Rita Hordosy, The University of Birmingham; Beng Huat See, The*

*University of Birmingham*

The Politics of Parent Fund-Raising in Support of Urban Public Schools.

*Linn E. Posey-Maddox, University of Wisconsin - Madison*

Discussant: *Sarah Butler Jessen, New York University*

**75.042. School Choice, Stratification, and Engagement in U.S. and International Contexts.** Division L - Educational Policy and Politics; Paper Session

Hilton Union Square, Lobby Level, Golden Gate 7; 2:15-3:45pm

Chair: *Rick Mintrop, University of California - Berkeley*

Participants:

- The Geography of Nonprofit and For-Profit Charter Schools. *William Brett Robertson, Washington University in St. Louis*
- Practices of Accountability: A Qualitative Inquiry of School Choice in India. *Sarban Chakraborty, University of Wisconsin - Madison*
- The Impact of High School Choice on Student Engagement. *Sean Patrick Corcoran, New York University; Lori Nathanson, New York University; James J. Kemple, New York University*
- Understanding Parents' Responses to Citywide School Choice. *Jennifer L. Steele, RAND Corporation*

Discussant: *Kathryn A. McDermott, University of Massachusetts - Amherst*

**75.043. Turnaround: As Good as Advertised?** Division L - Educational Policy and Politics; Paper Session

Hilton Union Square, Yosemite B; 2:15-3:45pm

Chair: *Madlene P. Hamilton, Stanford University*

Participants:

- Turnaround School Policy: Moving Beyond Technical Change to Develop Capacity Built on Communication, Trust, and Community Involvement. *Ian Mette, University of Missouri; Jay P. Scribner, Old Dominion University*
- "I Won't Even Learn New Names": The Effects of School Reconstitution. *Beth Trinchero, UCLA Community School*
- The Dialectics of Accountability Under Performance-Based Federalism: When Local Control Over High-Poverty Schools Trumps State Takeover-to-Turnover. *Hanne B. Mawhinney, University of Maryland - College Park*
- The Press of School Accountability: A Close Look at School Closure. *Stacey Stegert, Cleveland State University; Anne M. Galletta, Cleveland State University*

Discussant: *Tina M. Trujillo, University of California - Berkeley*

### SIG Sessions

**75.044. Arts and Inquiry in the Visual and Performing Arts.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Paper Session

Sir Francis Drake, Second Level, Tudor AB; 2:15-3:45pm

Chair: *Marie-France Berard, The University of British Columbia*

- Participants:
- Gaps, Silences, and Comfort Zones: Dominant Paradigms in Applied Theatre and Drama Education Discourse. *Matt Omasta, Utah State University; Dani Snyder-Young, Illinois Wesleyan University*
- The Youngest Broadway Stars: Exploring the Ambitions and Anxieties of Professional Child Performers. *Rekha Rajan, Columbia College Chicago*
- "This Is a Public Record": Teaching Human Rights Through the Performing Arts. *Andrea McEvoy Spero, University of San Francisco*
- The Event of the Object: Using Artefacts as the Catalyst for Building Optimal Learning Spaces. *Kathryn Ann Ricketts, Simon Fraser University*
- Ball and Chain: Dispelling the Myths of Mental Health Stigmas (An Applied Theatre Performance). *Joe Norris, Brock University*
- Research Infusion and Integrated Arts Instruction: Lesson From the Murrah Building. *Hayley Thompson, University of Central Oklahoma; Malinda Hendricks Green, University of Central Oklahoma*

**75.045. The Art and Research Möbius: Explorations of Method and Practice.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Symposium

Grand Hyatt, Theatre Level, Orpheum; 2:15-3:45pm

Chair: *Kathleen Vaughan, Concordia University*

Participants:

- "Rubbing Up a Spark": Collage Practices for "Data Collection and



Analysis" in Research Creation. *Kathleen Vaughan, Concordia University*

Artistic Practice as a Multitextural Dialogue: A New Doctoral Student's Autoethnographic Research-Creation in Art Education. *Darlene Elsie Tr Georges, Concordia University*

Threads and Threats: A Doctoral Work of Research-Creation and Participatory Ethnography. *Maria Ezcurra, Concordia University*

**75.046. Multilingual and Intercultural Education in the Americas: Critical Research Perspectives From Colombia, Mexico, and the United States.** SIG-Bilingual Education Research; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 25; 2:15-3:45pm

Chair: *Dana Walker, University of Northern Colorado*

Participants:

Bi/Multilingualism for Public Sector Students in Colombia: A Realistic Proposal or Utopia? *Anne-Marie de Mejía, Universidad de los Andes*

Collaborative Research, Teacher Training, and Curriculum Development in P'urhepecha Indigenous Education in Mexico. *Rainer Enrique Hamel, Universidad Autónoma Metropolitana*

Comunalidad and Initial Education in Indigenous Oaxaca. *Lois M. Meyer, University of New Mexico*

Literacy Practices of Indigenous Female Children Living in Poor Urban Neighborhoods in Mexico. *Mario E. Lopez-Gopar, Universidad Autónoma Benito Juárez de Oaxaca*

Promoting Critical Multiliteracies and Powerful Communication Among Mexican Immigrant Students Through School-Based Youth Media.

*Dana Walker, University of Northern Colorado*

Discussant: *Susan R. Katz, University of San Francisco*

**75.047. International Perspectives on Fairness in Classroom Assessment.** SIG-Classroom Assessment; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 11; 2:15-3:45pm

Chair: *Lorna M. Earl, Lorna Earl & Associates*

Participants:

Challenges to the Fair Use of Student Assessment Data in Alberta, Canada. *Charles Webber, Thompson Rivers University; Shelleyann Scott, University of Calgary*

A Sociocultural Exploration of Fair Assessment in the Context of Indigenous Students' Learning in Mathematics in Australia. *Valentina Klenowski, Queensland University of Technology*

Walking the Tightrope: How UK Teachers Manage Classroom Assessment. *Christine Harrison, Kings College, London*

Fairness in Assessment in Primary Science Classrooms in New Zealand. *Bronwen Cowie, University of Waikato*

Gray Zones for Fairness in Classroom Assessment in Ontario. *Robin D. Tierney, Research-for-Learning*

Discussant: *Lorna M. Earl, Lorna Earl & Associates*

**75.048. Methodological Implications of Cultural-Historical and Activity Theory: Filling the Gaps to Advance Research With a Social Equity Agenda.** SIG-Cultural Historical Research; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 15 and 16; 2:15-3:45pm

Chairs: *Lisa C. Yamagata-Lynch, The University of Tennessee - Knoxville; Anna Stetsenko, City University of New York*

Participants:

The Methodology of Research as a Collaborative Activist Transformation With a Social Agenda. *Anna Stetsenko, City University of New York*

Locating Cultural-Historical Research: Methodology as a Practice of Critical Ethics. *Jennifer A. Vadeboncoeur, The University of British Columbia*

The Change Laboratory as Method of Design-Based Research. *William R. Penuel, University of Colorado*

Unit of Analysis in Cultural Historical Activity Theoretical Expansive Learning Research. *Lisa C. Yamagata-Lynch, The University of Tennessee - Knoxville*

Studying the Organizing of Consequential Learning Across Time and Space. *Kevin O'Connor, University of Colorado - Boulder; A. Susan Jurow, University of Colorado - Boulder; Molly Victoria Shea, University of Colorado - Boulder*

Discussant: *Eduardo V. Vianna, LaGuardia Community College - CUNY*

**75.049. Mapping Kindergarten Readiness and Access to Preschool.** SIG-Early Education and Child Development; Paper Session  
Hilton Union Square, Fourth Level, Tower 3 Union Square 1 and 2; 2:15-3:45pm

Chair: *Jeanne Marie Iorio, University of Hawaii - West Oahu*

Participants:

Two Machine-Learning Approaches for Identifying Vulnerable Communities From Early Childhood Development Outcomes. *Hollis Lai, University of Alberta; Vijaya Krishnan, University of Alberta; Mark J. Gierl, University of Alberta*

Truly Universal? The Spatial Nature of Georgia Pre-K, 1998-2010. *Erica Greenberg, Stanford University*

The Finney County Kindergarten Readiness Mapping Project: A Case Study of Early Childhood and K-12 Collaboration. *Karin Chang-Rios, University of Kansas, Institute for Educational Research and Public Service; Ben Rutt, The University of Kansas; Mary Joy, The University of Kansas*

Social Class, Local Ties, and the Hidden Competition for Early Education and Care in Appalachia. *Melissa Beth Sherfinski, West Virginia University*

Discussant: *Annie Georges, JBS International*

**75.050. Assessing Home-School Relationships.** SIG-Family, School, Community Partnerships; Symposium  
Sir Francis Drake, Second Level, Carmel; 2:15-3:45pm

Chair: *Hunter Gehlbach, Harvard University*

Participants:

The New Context for Family-School Relationships. *Karen L. Mapp, Harvard University*

Developing Scales to Assess Family-School Relationships: A Six-Step Process. *Lauren Capotosto, Harvard University*

Describing School Fit. *Sofia Bahena, Harvard University*

"Student" Versus "Child": Examining Questionnaire Wording Effects on Parent Perceptions of School Climate. *Beth Schueler, Harvard University*

Benchmarking With SurveyMonkey. *Phillip Garland, SurveyMonkey*

Discussant: *Kathleen V. Hoover-Dempsey, Vanderbilt University*

**75.051. Reflective Practice as Professional Development for Informal Educators.** SIG-Informal Learning Environments Research; Symposium  
Hilton Union Square, Lobby Level, Golden Gate 1; 2:15-3:45pm

Chair: *Laura W. Martin, Arizona Science Center*

Participants:

Linking Museum Educator Professional Development to Increasing Visitor Diversity. *Doris B. Ash, University of California - Santa Cruz; Judith Lombana, Museum of Science and Industry (MOSI)*

MAPDD: Museums Afterschool: Principles, Data, and Design. *Bronwyn Bevan, Exploratorium*

NISE (Nanoscale Informal Science Education) Network Team-Based Inquiry. *Scott Pattison, Oregon Museum of Science and Industry*

Investigating Engagement: The Zoo and Aquarium Action Research Collaborative. *Andee Rubin, TERC; John Falk, Oregon State University; Tracey Wright, TERC*

Portal to the Public: Learning to Communicate Effectively in Informal Settings. *Dennis Schatz, National Science Foundation*

Reflecting on Practice: Empowering Education Professionals in Informal Science Education. *Lynn Uyen Tran, University of California - Berkeley; Catherine Halversen, University of California - Berkeley*

**75.052. Orphans and Vulnerable Children in Sub-Saharan Africa: An Analysis of School Experience and Learning Environments.** SIG-International Studies; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 5; 2:15-3:45pm

Chair: *Mark B. Ginsburg, Academy for Educational Development*

Participants:

Orphans: School Attendance Trends Across Sub-Saharan Africa. *Carina Omoeva; Anne Smiley, FHI 360; Benjamin Sylla, FHI 360; Ania Chaluda, FHI 360*

Most Vulnerable Children (MVC) in Tanzania: Examining the National Categorizations of Vulnerability. *Arushi Terway, Teachers College, Columbia University*

Child Vulnerability and Educational Disadvantage in Uganda. *Benjamin*

*Sylla, FHI 360; Anne Smiley, FHI 360*

Poverty and Learning Environments in Sub-Saharan Africa: Measuring the Disadvantage in Inputs. *Carina Omoeva*

**75.053. Exploring Supportive Relationships in the Academic Lives of Underrepresented Students.** SIG-Mentorship and Mentoring Practices; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 12; 2:15-3:45pm

Chair: *Erika D. Daniels, California State University - San Marcos*

Participants:

A Poverty of Social Capital. *Susan Glassett Farrelly, University of California - San Diego*

Exploring Relationships Between High School Students Experiencing Homelessness and Their Educators. *Joel Garcia, University of California - San Diego*

Exploring Mentoring Relationships Between High School Educators and Latino Students on the Road to College. *Beverly Prange, University of California - San Diego*

Support and Retention: Exploring the Role of Mentoring Relationships Between College Students and Student Affairs Professionals. *Domenica Pearl, University of California - San Diego*

Discussant: *Gloria Crisp, The University of Texas - San Antonio*

**75.054. Multilevel Modeling SIG Session 2: Measurement and Advanced Topics.** SIG-Multilevel Modeling; Paper Session

Hilton Union Square, Fourth Level, Tower 3 Union Square 10; 2:15-3:45pm

Chair: *Jiun-Yu Wu, National Chiao Tung University*

Participants:

Teacher Predictions of Multiple-Choice Item Difficulty: A Two-Way Cross-Classified Bayesian Analysis. *Kellie Wills, University of Washington; Min Li, University of Washington*

Testing Measurement Invariance in Cross-Classified Random Effect Model: A Monte Carlo Study. *Myung Hee Im, Texas A&M University*

Within-Level Group Factorial Invariance in Multilevel Data: Multilevel Factor Mixture Model and Multilevel MIMIC Model. *Eun Sook Kim, University of South Florida; Oiman Kwok, Texas A&M University - College Station; Myeongsun Yoon, Texas A&M University*

Using HLM to Address Unequal Group Variances in Experimental Design to Address Multimedia Learning Effect. *Jr-Hung Lin, National Chiao Tung University; Yuan-Hsuan Lee, National Chiao Tung University, Taiwan; Sunny S.J. Lin, National Chiao Tung University*

What Are Causes of Spurious Random Effects? *Yoonjeong Kang, University of Maryland - College Park; Laura M. Stapleton, University of Maryland*

Multiple Imputation for Missing Dichotomous Cluster-Level Predictors. *Christopher M. Swoboda, University of Cincinnati*

**75.055. Paulo Freire's Intellectual Roots: Toward Historicity in Praxis.**

SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium  
Hilton Union Square, Fourth Level, Tower 3 Union Square 21; 2:15-3:45pm

Chair: *Shirley R. Steinberg, University of Calgary*

Participants:

Freire and Marx in Dialogue. *Tricia M. Kress, University of Massachusetts - Boston; Robert Lewis Lake, Georgia Southern University*

Liberation Theology and Paulo Freire: On the Side of the Poor. *William M. Reynolds, Georgia Southern University*

Paulo Freire's Concept of *Conscientização*. *Ana Lucia Cruz, Saint Louis Community College*

Living With/in the Tensions: Freire's Praxis in a High-Stakes World. *Melissa Noelle Winchell, University of Massachusetts - Boston; Tricia M. Kress, University of Massachusetts - Boston*

Converging Self/Other Awareness: Erich Fromm and Paulo Freire on Necrophilia and Biophilia. *Robert Lewis Lake, Georgia Southern University; Victoria M. Dagostino-Kaluiz, University of Toledo*

Discussant: *Shirley R. Steinberg, University of Calgary*

**75.056. Reclaiming the School as a Safe Space for Queer Youth: Beyond the Hidden Curriculum of Heteronormativity.** SIG-Queer Studies; Symposium

Hilton Union Square, Fourth Level, Tower 3 Union Square 3 and 4; 2:15-3:45pm

Chair: *Dennis L. Carlson, Miami University*

Participants:

Conceptualizing Safety From the Inside Out: Heteronormative Spaces and Their Effects on Students' Sense of Self. *Bethy Leonardi, University of Colorado - Boulder; Lauren P. Saenz, Boston College*

A Gay-Straight Alliance's Impact on Students' Beliefs and Attitudes Toward Civic and Political Participation, Civic Engagement, and Social Justice. *Ramon Robles-Fernandez, Montclair State University*

Towards Re/Conceptualising Sexualities and Difference: The Queer 'Not Yet' Of New Zealand School Based Queer Straight Alliance. *Kathleen Anne Quinlivan, University of Canterbury*

Discourses of Sex That Reciprocate With Students' Learning Needs. *Jair Matrim, University of Toronto - OISE*

**75.057. Beyond the Script: Educative Features of Five Mathematics Curricula and How Teachers Use Them.** SIG-Research in Mathematics Education; Symposium

Hilton Union Square, Sixth Level, Tower 3 Lombard; 2:15-3:45pm

Chair: *Ok-Kyeong Kim, Western Michigan University*

Participants:

Analysis of Designers' Communication of Rationale in Five Elementary Curriculum Programs. *Luke T. Reinke, University of Pennsylvania; Naphalin Achubang Atanga, Western Michigan University*

Attention Paid to Student Thinking in Five Commonly Used Mathematics Curriculum Programs. *Joshua A. Taton, University of Pennsylvania*

Mathematics Communicated to Teachers in Five Elementary Curriculum Programs. *Dustin O. Smith, Western Michigan University*

Do Elementary Mathematics Curriculum Materials Support Teacher Decision-Making? *Janine Remillard, University of Pennsylvania*

Discussant: *Elizabeth A. Davis, University of Michigan*

**75.058. Gamification and Knowledge Building.** SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Parc 55, Third Level, Powell I; 2:15-3:45pm

Chair: *Eunice Luyegu, Franklin University*

Participants:

An Examination of the Outcomes of Gamification When Used in a University-Level Classroom. *Brian Gene Burton, Abilene Christian University; Laura Brothers, Abilene Christian University; Barbara Nell Martin, University of Central Missouri*

Conditions for Using Digital Games in Schools: A Case Study. *Mamta Shah, Drexel University; Arotis Nathaniel Foster, Drexel University; Yin-Chan (Janet) Liao, Indiana University*

The Fragility of Innovation in Enriched and Impoverished School Settings. *Therese Laferriere, Laval University; Nancy Law, The University of Hong Kong*

Discussant: *Norman Davis Vaughan, Mount Royal University*

**75.059. Current Perspectives on the Role of Writing in Multimodal, Digital Composition.** SIG-Writing and Literacies; Symposium

Grand Hyatt, Ballroom Level, Redwood; 2:15-3:45pm

Chairs: *Mark Evan Nelson, Deakin University; Jessica Zacher Pandya, California State University - Long Beach*

Participants:

Examining the Role of Elementary Students' Writing in the Design of Multimodal, Digital Videos. *Jessica Zacher Pandya, California State University - Long Beach; Kathleah Pagdilao, California State University - Long Beach; Aeloch Eric Kim, California State University - Long Beach; Elizabeth Marquez, California State University - Long Beach*

Where's the Writing? Locating Print in Multimodal Design. *Matthew Hall, The College of New Jersey*

Unexpected Consequences: Development of Multimodal Writing Practices. *Anna Smith, New York University*

Exploring Black Males' Situational Writing Awareness as Observed in an Out-of-School Digital and Multimedia Literacy Program. *Dana E. Salter, The Beyond the Bricks Project*

Vive la Différence: Writing and Multimodal Composing in a Singaporean Secondary School. *Mark Evan Nelson, Deakin University*

Multimodal and Monomodal Discourses of Marketization in Higher Education: Power, Ideology, and the Absence of the Image. *Kathy Ann Mills, Queensland University of Technology*

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

<b>Division and SIG Roundtables</b>
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**75.060. Roundtable Session 77;** Roundtable Session

**75.060-1. Leaders Create the Conditions: Safe Schools, Instructional Improvement, Student Success.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Kristina Astrid Hesbol, Illinois State University*

## Participants:

- State Policy Context in the Scale-Up of Common-Core Aligned Instructional Tools. *Mark Duffy, Research for Action; Kelly Dever, Research for Action; Stephanie Levin, Research for Action*
- Bullying of LGBT Youth and School Climate for LGBT Educators. *Tiffany Wright, Millersville University of Pennsylvania; Nancy J. Smith, Millersville University of Pennsylvania*
- Framing Effective Ethical Leadership: African American Ethical Leadership Culture in Urban Poor Schools. *Wafa Hozien, Virginia State University*
- Why Teachers Trust School Leaders. *C. Victoria Handford, The Ontario College of Teachers; Kenneth A. Leithwood, OISE/University of Toronto*

**75.060-2. Leaders in Higher Education: Making Connections.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Sarah Kiersten Ferguson, The University of Texas - Austin*

## Participants:

- Leadership at the Launch: Examining the Implementation of a "Grow Your Own Teacher" High School-College Transition Program from a Distributive Leadership Perspective. *Estelle Kamler, Long Island University; Karleen R. Goubeaud, Long Island University*
- Understanding Applied Critical Leadership (ACL) in Higher Education by Moving Theory Into Practice. *Lorri Michelle Johnson Santamaria, The University of Auckland; Andres Peter Santamaria, The University of Auckland*
- Ghana Teacher College Principals: Self-Perception of Their Roles and Responsibilities. *Sena Kpeglo, University of Cape Coast; Tak C. Chan, Kennesaw State University; Robert C. Morris, The University of West Georgia*

**75.060-3. Multilayered Effects on Math Achievement.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Leslie Ann Locke, University of Southern Mississippi*

## Participants:

- Elementary School Contexts, Teachers' Collective Organizational Citizenship Behavior, and Math Achievement. *Dimitri Van Maele, Ghent University; Patrick B. Forsyth, University of Oklahoma; Curt M. Adams, University of Oklahoma*
- Math and Reading Differences Between 6-8 and K-8 Grade-Span Configurations: A Multiyear, Statewide Analysis. *David Clark, Pearson Assessment & Information; John R. Slate, Sam Houston State University; George W. Moore, Sam Houston State University; Julie P. Combs, Sam Houston State University*
- Regional Effects on School Entry Age and Math Achievement: Implications for Kindergarten Cutoff Policy. *Jean Hoffman Mrachko, University of Michigan; Noah Neidlinger, University of Michigan*

**75.060-4. Organizational Reform in Schools 1.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Eran Tamir, Brandeis University*

## Participants:

- A Decade of Implementing the Early College High School Model: Understanding Strategy, Structure, and Outcomes. *Ref Rodriguez, PUC Schools*
- Feasibility of Middle-Early Entry College Programs to Serve Disadvantaged Students: The Kentucky Case. *Tara L. Shepperson, Eastern Kentucky University; Teresa Wallace, Eastern Kentucky University*
- Institutional Change and District Management Culture in the New York City Department of Education. *Fanon Howell, Teachers College,*

*Columbia University*

Organizational Stability and School Performance. *Virginia Walker Snodgrass Rangel, Rice University*

**75.060-5. Preparing Low-Income Students for College and Career Through Career Academies.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chairs: *Marisa E. Castellano, University of Louisville; Robert B. Schwartz, Harvard University*

## Participants:

- Career Academies Serving At-Risk Students in Large Urban Districts. *Marisa E. Castellano, University of Louisville; Laura Overman, University of Louisville; Kirsten Ewart Sundell, University of Louisville*
- Student Progress in National Academy Foundation Career Academies. *Katherine Blasik, National Academy Foundation*
- Recent Findings From California Partnership Academies. *David S. Stern, University of California*
- Unpacking the Success of Career Academies: Exploring Causal Mechanisms With Principal Stratification. *Lindsay Coleman Page, Harvard University*
- Building Capacity: Making Career and College Exploration Central to Career Academy Students' Experience. *Mary Gayle Visher, MPR Associates, Inc.*

**75.060-6. Principals as Leaders in Science Education and Technology Integration.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Stephanie L. Tatum, Dowling College*

## Participants:

- School Leadership Strategies for Elementary Science Education. *Maricela Alarcon, The University of Texas - San Antonio; Mariela Aime Rodriguez, The University of Texas - San Antonio*
- Student Laptop Programs, Teacher Technology Competency and Integration, and Leadership Implications. *Nick John Sowers, University of Kentucky; Scott McLeod, University of Kentucky*
- The Relationships Among Elementary School Principals' Technology Leadership, Teachers' Technology Literacy, and Innovative Instruction. *I-Hua Chang, National Chengchi University; Cheng-Mei Hsu, China University of Technology*

**75.060-7. Principals' and Superintendents' Decisions Around Trust, Ethics, and Careers.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Kristin Shawn Huggins, Washington State University*

## Participants:

- Factors Affecting Superintendents' and Principals' Perceptions of Ethical Responses to Student or Teacher Sexting. *Michael Adams, University of Redlands; Margaret Moriarty, University of Redlands; Kenneth Wagner, University of Redlands; Rodney K. Goodyear, University of Redlands; Ross E. Mitchell, University of Redlands*
- Trusting Teachers, Trusted Principals: Exploring the Influence of Personal Characteristics on Teacher Trust in Principals. *Kristina Brezicha, The Pennsylvania State University; Ed Fuller, The Pennsylvania State University; Lindsey Schrott, The Pennsylvania State University*
- Women Superintendents: The Stories of the Stayers, Movers, and Leavers. *Kerry Kathleen Robinson, Virginia Commonwealth University; Charol Shakeshaft, Virginia Commonwealth University*

**75.060-8. School Leadership Practice as Educational Reform.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Charlie Naylor, British Columbia Teachers' Federation*

## Participants:

- Middle Leadership Practices in Secondary Schools That Lead to Improved Student Outcomes. *Camilla Highfield, University of Auckland; Viviane M. Robinson, University of Auckland; Christine Margaret Rubie-Davies, University of Auckland*



Structures, Policies, and Practices Involved in District and University Partnering. *Laura P. Wentworth, California Education Partners; Tracy Keenan, Denver Public Schools*

Using the Gini Index to Measure Distributed Leadership: How Equality of Distribution Affects Instructional Reform Implementation in High-Poverty Schools. *Sisi Chen, University of Michigan - Ann Arbor*

**75.060-9. The Role of External Drivers, Research, and Data in Promoting and Supporting Educational Innovation.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *Crystal Machado, Indiana University of Pennsylvania*

Participants:

A Real "Texas Miracle"? Visioning and Re-Visioning a Transformation of Public Education. *Nancy J. Nelson, University of North Texas; Kathryn Dixon, University of North Texas*

Race to the Top and School Improvement: What Counts as Educational Innovation? *Anika Ball Anthony, The Ohio State University; Sharon Watkins, The Ohio State University - Columbus*

Rethinking Organizational Theory: Exploring the Possibilities and Limitations of Effecting School Change Through Technical Assistance. *Adeyemi K. Stemberge, Teachers College, Columbia University; Jessica Lipschultz, New York University*

Communication of Research Through Websites: An Analysis of the Use of Research-Based Educational Organizations' Websites and Their Products. *Robyn Read, OISE/University of Toronto; Hilary Edelstein, University of Toronto; Marija Glisic, OISE/University of Toronto; Benjamin Levin, OISE/University of Toronto*

**75.060-10. The Role of Leadership in Improving Student Learning Opportunities.** Division A - Administration, Organization and Leadership; Roundtable Session

Hilton Union Square, Ballroom Level, Imperial Ballroom A; 2:15-3:45pm

Chair: *gladys Labas, Southern Connecticut State University*

Participants:

Developing Leadership Teams for Excellence and Equity in High-Poverty, Persistently Underperforming Arizona Schools. *Rose M. Ylimaki, The University of Arizona; Thad M. Dugan, The University of Arizona; Lynnette Brunderman, University of Arizona*

Leading School Turnaround: The Lived Experience of Being a Transformation Coach. *Denise Snowden, The Ohio State University; Belinda Gimbert, The Ohio State University*

Practice Matters: Learning-Centered Leadership in Effective High Schools Serving At-Risk Students. *Jason Huff, The University of Tennessee; Ellen B. Goldring, Vanderbilt University; J. Edward Guthrie, Vanderbilt University*

Using Appreciative Inquiry to Improve School Leadership in a Non-AYP (Adequate Yearly Progress) Urban High School. *Dustin Wade Miller, Grizzell Middle School; Raymond L. Calabrese, The Ohio State University*

The Role of Principals in Implementing Professional Learning Communities. *Joan L. Buttram, University of Delaware; Elizabeth N. Farley-Ripple, University of Delaware*

**75.061. Roundtable Session 78;** Roundtable Session

**75.061-1. Understanding Student Achievement Through Discussions on School Climate, School and Neighborhood Redesign, and School-Community Partnerships.** Division A - Administration, Organization and Leadership; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Raymond A. Lauk, Cook County School District 130*

Participants:

School Climate and Student Achievement: An Examination of Principal-Teacher Perspectives in TIMSS 2007. *Nianbo Dong, Vanderbilt University; Xiu Cravens, Vanderbilt University*

School Redesign and Neighborhood Redevelopment: A Study of Educational Success, Families, and Equity. *Sejal Patel, Ryerson University; Maria Yee-man Yau, Toronto District School Board*

School-Community Partnerships: Typologizing the Research. *Linda R. Valli, University of Maryland; Amanda Stefanski, University of*

*Maryland; Reuben Jacobson, University of Maryland*

**75.061-2. Division J Section 6 Roundtable 2: Privilege, Social Class, and Reproduction.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Cassie Barnhardt, University of Iowa*

Participants:

I Heard It Through the Grapevine: Conversations on Academic Attrition. *Susan Donoff, University of Nevada - Las Vegas; Vicki J. Rosser, University of Nevada - Las Vegas*

Judicial Opinions: Crafting a Narrative on Privilege and Role Distinctions Within Higher Education. *Jeffrey C. Sun, University of North Dakota; Neal H. Hutchens, University of Kentucky*

Organizational Trust in Times of Economic Challenge: The Impact on Faculty and Administrators. *Karri A. Holley, The University of Alabama; Cherron Hoppes, Golden Gate University*

Using Self-Study as a Vehicle to Explore Social Class and Other Areas of Diversity. *Cynthia H. Brock, University of Nevada - Reno; Lynda R. Wiest, University of Nevada - Reno*

**75.061-3. Encouraging the Success of Students of Color.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Victor Saenz, The University of Texas - Austin*

Participants:

Analyzing How Stereotype Threat Influences the Academic Performance of Latino Students on Standardized Exams. *Brian Adan Rodriguez, University of Southern California*

Folk Epistemologies as a Way to Understand Conversion of Community Cultural Wealth in CalWORKS Students. *Avery B. Olson, University of California - Los Angeles; Jane Elizabeth Pizzolato, University of California - Los Angeles; Tracy Teel, University of California - Los Angeles; Laura Nicole Paulson, University of California - Los Angeles; Reuben DeLeon, University of California - Los Angeles*

The Role of Supplemental Instruction in Academic Success and Retention at a Hispanic-Serving Institution. *Vanessa Bogran Meling, Texas A&M University - Kingsville; Lori Kupczynski, Texas A&M University - Kingsville; Marie-Anne Mundy, Texas A&M University - Kingsville; Mary Beth Green, Texas A&M University - Kingsville*

**75.061-4. Faculty Career Concerns.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Rose J. Campbell, Florida A&M University*

Participants:

A Thematic Analysis of the Promotion and Tenure Guidelines at a Striving University. *Susan K. Gardner, University of Maine; Daniela Veliz, University of Maine*

Faculty Collegiality, Job Satisfaction, and Turnover Intentions: A National Study of Pretenured Faculty. *Christine Victorino, Pitzer College; Sharon C. Conley, University of California - Santa Barbara*

Part-Time Faculty in Public Comprehensive Universities: Growing Professionalization in the Context of Privatization. *Jay R. Dee, University of Massachusetts - Boston; Yishiuan Chin, University of Massachusetts - Boston; Cheryl Joy Daly, Western Carolina University*  
Vital Mid-Career Faculty Engage in Social Activism That Impacts Poverty. *Anne M. Defelippo, Salem State University*

**75.061-5. In-Class and Out-of-Class Experiences Related to Student Success.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Travis T. York, The Pennsylvania State University*

Participants:

It's Complicated: The Effects of Fraternity/Sorority Membership on Educational Outcomes Over Four Years of College. *Michael S. Hevel, University of Arkansas; Georgianna Martin, University of Southern Mississippi*

Outcomes Related to Low-Income, First-Generation College Students' Participation in Service-Learning: A Quantitative Approach. *Travis T.*

*York, The Pennsylvania State University*

Preservice Teachers' Experiences of the Teaching and Learning of Physics at the Pre-University Level and During a University Introductory Course. *Toliwe Chehore, Cape Peninsula University of Technology*  
Curricular Practices and Sleep Deprivation: Exploring Faculty's Impact on One Aspect of Student Health. *Mark H. Salisbury, Augustana College; Cameron Scott, Augustana College*

**75.061-6. Innovation in STEM and Research.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Jodi Lynn Denyszyn, The University of Texas - Austin*

Participants:

Experiencing Research in Higher Education: Importance of Research for the Profession. *Wendy Schouteden, KU Leuven; An Verburgh, KU Leuven; Joost Lowyck, Katholieke Universiteit Leuven; Jan M. Elen, KU Leuven*

Impact of the NASA/NOVA Professional Development Project on the Pedagogical Content Knowledge of University Faculty. *Donna Patrice Turner, The University of Alabama - Tuscaloosa; Dennis W. Sunal, The University of Alabama; Cynthia S. Sunal, The University of Alabama*

The Path to the Professoriate for African American Computing Scientists: Benefits of a Mentoring Program. *LaVar Jovan Charleston, University of Wisconsin - Madison; Jerlando F.L. Jackson, University of Wisconsin - Madison; Juan E. Gilbert, Clemson University*

Transforming STEM Education at Research Universities Through Faculty Interdisciplinary Work: An Exploration of Multiple Models of Change. *Jana Bouwma-Gearhart, Oregon State University*

**75.061-7. Institutional and Community Attributes for Access and Success.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Samuel D. Museus, University of Hawaii - Manoa*

Participants:

SAT Prep: Examining the Role of High School Context. *Julie J. Park, University of Maryland - College Park; Jiann Becks, University of Maryland*

The Characteristics and Performance of High-Minority Enrollment Institutions: A Five-State Study. *Michael Armijo, University of Pennsylvania; Laura W. Perna, University of Pennsylvania; Joni E. Finney, University of Pennsylvania*

Understanding Community Cultural Connections and Their Impact on College Success. *Samuel D. Museus, University of Hawaii - Manoa; Jude Paul Dizon, The University of Vermont; Patricia C Nguyen, Cornell University; Kiana Shiroma, University of Hawaii - Manoa*

Culturally Relevant Peer Interactions and College Access for Black and Latina/o Youth. *Joanne E. Marciano, Teachers College, Columbia University; Michelle G. Knight, Teachers College, Columbia University*

**75.061-8. Issues of Identity in Postsecondary Education.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Stephanie Troutman, Berea College*

Participants:

Choosing a Major: Identity and the Construction of a Professional Self in Nondominant Undergraduate Students. *Dora Panayotova, University of California - Santa Cruz*

Exploring Identity and a Sense of Place With First-Year College Students. *Nicole R. Rivera, North Central College*

Fabulachia: Black Female Urban Identity and Higher Education in Appalachia. *Stephanie Troutman, Berea College*

Identity as Frame of Reference for Community College Choice. *Nga Kim Huynh, University of California - Berkeley*

**75.061-9. Lessons Unlearned: Minority Faculty in the Pursuit of Academic Careers.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Binaya Subedi, The Ohio State University*

Participants:

Transnational Critical Subjectivity, Teaching, Integrity, and Ethics. *Sharon*

*S. Subrenduth, Bowling Green State University*

No Longer Fighting: My Path to a Critical Zen-alytic Approach to Academy. *Jeong-Eun Rhee, Long Island University - C.W. Post Campus*  
Un/Learning the Hidden Curriculum of the Academy. *Binaya Subedi, The Ohio State University*

Taking a Risk and Finding Meaning: Navigating Institutions. *Stephanie Daza, The University of Texas - Arlington*

Academic Sadomasochism: A Perverse Principle of the Professoriate. *Roland Sintos Coloma, University of Toronto - OISE*

**75.061-10. STEM Pipeline and Choice.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Diley Hernandez, Georgia Institute of Technology*

Participants:

Pygmalion in the Classroom: Pipeline to STEM Fields. *Se Woong Lee, University of Wisconsin - Madison; Sookweon Min, University of Wisconsin - Madison; Geoffrey Mamerow, University of Wisconsin - Madison; Dohee Kwon, Yonsei University*

The Effects of a High School Mentoring Program for Increasing Latino Students' Knowledge of Postsecondary College and Career Options in STEM. *Diley Hernandez, Georgia Institute of Technology; Cher C. Hendricks, Georgia Institute of Technology; Taneisha Lee, Georgia State University*

Using a Person-Environment Fit Model to Examine Gender Differences in College STEM Field Choice. *Steven B. Robbins, Educational Testing Service; Huy Le, University of Nevada, Las Vegas*

**75.061-11. STEMming Away From Traditional Learning: Reframing How STEM Students Learn.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Christopher B. Newman, University of San Diego*

Participants:

A Meta-Analysis of the Effectiveness of the Problem-Based Learning in College STEM Education Compared to Lecture-Based Learning. *Xiushan Jiang, The Center for Remote Sensing of Ice Sheets; Darryl Lynn Monteau, The University of Kansas; Fei Zhao, The University of Kansas*

Factors Affecting Achievement in Community College Math Courses: A Path Model. *ChanMin Kim, The University of Georgia; Hyewon Lee, University of Georgia - Athens; Kimberly Nicole Bennekin, University of Georgia*

Understanding Introductory Students' Use of Mathematical Integration in Physics Problem Solving. *Dehui Hu, Kansas State University; N. Sanjay Rebello, Kansas State University*

**75.061-12. Teaching and Research.** Division J - Postsecondary Education; Roundtable Session  
Hilton Union Square, Ballroom Level, Imperial Ballroom B; 2:15-3:45pm

Chair: *Kelly McNeal, William Paterson University*

Participants:

Teacher Educators' Research Practice: Motives and Obstacles. *Fadia Nasser-Abu Nasser-Abu Alhija, Tel Aviv University*

Tensions in the Teaching-Research Nexus: Advice From the Professors in a University Social Sciences Department. *Alaster Scott Douglas, Roehampton University*

Understanding the Effects of Student Characteristics and Short-Term Sojourns Abroad on Intercultural Learning. *Janet H. Lawrence, University of Michigan; Hee Sun Kim, University of Michigan; Sarah Ketchen Lipson, University of Michigan - Ann Arbor; Sergio Celis, University of Michigan*

Debriefing of Doctoral Advising by Viewing the Advisor as a Teacher. *Jenni L. Harding-DeKam, University of Northern Colorado; Boni Hamilton, University of Colorado Denver; Stacy Mae Loyd, University of Northern Colorado*

**75.062. Roundtable Session 79;** Roundtable Session

**75.062-1. Principles, Trends, and Issues on Race, Class, and Ethnicity.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in

Education; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Dianne Mosley, Texas Southern University*

Participants:

"I Admire Hispanic People": Ethnic Credits and Racial Penalties in the Classroom. *Antonia Randolph, University of Delaware*

How Do I Make It? A Study of Self-Empowering Strategies of Students of Color in a Predominantly White High School. *Lu Yu, Syracuse University*

Beyond Emotional Support for Graduate Students of Color: The Importance of Racial Literacy and Racial Dialogues in Emerging Race Scholar Identity Development. *Blanca Elizabeth Vega, Teachers College, Columbia University; Dianne Delima, Teachers College, Columbia University; Román Liera, Teachers College, Columbia University; Kendall Williams, Teachers College, Columbia University; Cyndi Bendezu Palomino, Teachers College, Columbia University*

Graduation Rates and Diploma Attainment for Culturally and Linguistically Diverse Students. *Benikia Kressler, University of Miami*  
(Non)Transferability of Cultures, Identities, Knowledge, and Skills: An Examination of a University-Initiated Science Outreach Project. *Tang Wee Teo, National Institute of Education - Nanyang Technological University*

**75.062-2. Indigenous Pedagogy in the Classroom.** SIG-Indigenous Peoples of the Americas; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Ursula M. Sexton, WestEd*

Participants:

Constructing Indigenous Pedagogy in American Indian Education Classrooms. *Vincent R. Werito, University of New Mexico; Vangee Nez, University of New Mexico; Geneva Becenti, University of New Mexico*

Culturally Responsive Teaching in Yukon First Nation Settings: What It Looks Like and Its Influence. *Robert D. Renaud, University of Manitoba; Brian Ellis Lewthwaite, James Cook University - Australia; Barbara McMillan, University of Manitoba; Thomas Owen, University of Manitoba*

Living Alongside: Teacher Educator Experiences Working in a Community-Based Aboriginal Teacher Education Program. *Julian D. Kitchen, Brock University; John H. Hodson, Lakehead University*

**75.062-3. Reading and Language Arts Instruction for Gifted, Talented, and Creative Students.** SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Ann E. Robinson, University of Arkansas at Little Rock*

Participants:

Effects of Teaching Experience on Student Outcomes in Two Language Arts Units for Gifted Students. *Sarah Oh, University of Virginia; Carolyn M. Callahan, University of Virginia; Tonya R. Moon, University of Virginia; Amy Price Azano, Virginia Polytechnic Institute and State University*

Gains in Reading Comprehension and Attitudes Toward Reading Among Gifted and General Education Students in Title I Schools. *Elizabeth Shaunessy-Dedrick, University of South Florida; Linda Shuford Evans, Kennesaw State University; Susan P. Homan, University of South Florida; John M. Ferron, University of South Florida; Myriam Lindo, University of South Florida; Chunhua Cao, University of South Florida; Eun Kyeng Baek, University of South Florida*

What the Teacher Says: A Study of Questioning and Differentiation in Elementary Reading Conferences. *Catherine A. Little, University of Connecticut; Cindy Marie Massicotte, University of Connecticut; Ashley Ruegg, University of Connecticut; Kelly Lynn Kearney, University of Connecticut*

Learning Opportunities in a Gifted 7/8 Classroom. *Kathryn A. Noel, University of Manitoba*

**75.062-4. Improving Student Outcomes in Mathematics.** SIG-Special Education Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Jennie L. Farmer, Clemson University*

Participants:

Characteristics of Students at Risk for Mathematics Difficulties Predicting Arithmetic Word Problem-Solving Performance: The Role of Attention, Behavior, and Reading. *Asha K. Jitendra, University of Minnesota;*

*Danielle Nicole Dupuis, University of Minnesota - Twin Cities; Kelly Cozine-Corroy, University of Minnesota*

Improving Counting Skills in a Self-Contained Special Education Classroom. *Helen R. Thoulless, University of Washington*

Predictors Underlying Word Problem Solving in Third Graders With and Without Math Disabilities. *Xinhua Zheng, Stanford University; H. Lee Swanson, University of California - Riverside*

Progress Monitoring of Mathematics Problem-Solving Among Third-Grade Students With Mathematics Difficulties. *Danielle Nicole Dupuis, University of Minnesota - Twin Cities; Asha K. Jitendra, University of Minnesota; Ann Zaslofsky, University of Minnesota*

**75.062-5. The Formation of Doctoral Students as Researchers.** SIG-

Doctoral Education across the Disciplines; Roundtable Session  
Hilton Union Square, Sixth Level, Tower 3 Mason; 2:15-3:45pm

Chair: *Miles T. Bryant, University of Nebraska - Lincoln*

Participants:

Assessing Doctoral Program Partnership Models and the Preparation of Candidates for Dissertation Research. *Amanda Mulcahy Maddocks, Concordia University*

Becoming Scholars: The Research Apprenticeships of Doctoral Students in One College of Education. *Lindy L. Johnson, University of Georgia*

Personally Relevant Inquiry in Doctoral Education. *Crystal T. Laura, Chicago State University; Aisha El-Amin, University of Illinois at Chicago; B. Genise Henry, Texas State University*

Faculty-Student Coauthorship as a Means to Enhance STEM Graduate Students' Research Skills. *Kathan Dushyant Shukla, University of Virginia; David F. Feldon, University of Virginia; Michelle A. Maher, University of South Carolina; Briana Crotwell Timmerman, University of South Carolina*

**75.063. Roundtable Session 80;** Roundtable Session

**75.063-1. Mutual, Reciprocal, and Politicized: Mentoring as a Critical Pedagogical Practice for Transformation.** SIG-Critical Educators for Social Justice; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Tyson E.J. Marsh, Iowa State University*

Participants:

Critical Peer Mentoring Moments in African American Students' Pathways to College. *Ifeoma A. Amah, The University of Texas - Arlington*

Informing the Mentor's Practices: The Pedagogy of High School Youth Researchers. *Mark Bautista, The University of Texas - Arlington*

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*

The Importance of Mentoring as an Effective Teaching Strategy for Low-Income Students of Color. *Daniel Dinn-You Liou, Iowa State University; Antonio Nieves Martinez, University of California - Los Angeles*

**75.063-2. The Power of Critical Literacy.** SIG-Critical Educators for Social Justice; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Jolynn Akemi Asato, San José State University*

Participants:

Envisioning a Curriculum of Possibility With Critical Literacy. *Delane Ann Bender-Slack, Xavier University; Angela Maria Miller, College of Mount Saint Joseph*

Social Justice Youth Development and Critical Media Literacy With Urban Native American Youth. *Katie Johnston-Goodstar, University of Minnesota; Jenna Kristen Sethi, University of Minnesota*

Who Gets What Kind of Literacy in School? Structured Inequity, the Common Core State Standards, and Transformative Critical Literacy. *Anne Fairbrother, SUNY - College at Oswego*

**75.063-3. Institutional Contexts and Action Research: Doctoral Study, Teacher Preparation, and Collaborative Action Research.** SIG-Action Research; Roundtable Session

Hilton Union Square, Sixth Level, Tower 3 Powell; 2:15-3:45pm

Chair: *Joy Kutaka-Kennedy, National University*

Participants:

Addressing Both Teacher Quality and Student Outcomes: The Accessible



Research Cycle. *Phyllis Jones, University of South Florida*  
 Conceptualizing the Innovation: Factors Influencing Doctoral Candidates' Innovation in the Action Research Dissertation. *Keith Wetzel, Arizona State University; Ann D. Ewbank, Arizona State University*  
 Confronting Notions of Expectations Through Collaborative Action Research. *Lara Willox, The University of West Georgia*

#### 75.064. Roundtable Session 81; Roundtable Session

##### 75.064-1. Digital Media and Learning 2.0: A New Perspective on "A New Culture of Learning". SIG-Media, Culture, and Curriculum; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Maria Solomou, Indiana University*

Participants:

Coordinated Work in a Network: Digital Media and Learning (DML) at the Network Level. *Peter Samuelson Wardrip, University of Pittsburgh*  
 Designing Learning Trajectories for Reflexive Participation. *Maria Solomou, Indiana University*  
 The Hive NYC Learning Network: Diffusion of Innovations in the Field of Digital Media and Learning. *Rafi Santo, Indiana University - Bloomington*  
 MAKESHOP: Digital Media and Learning Practice in a Designed Informal Learning Environment. *Lisa Brahm, University of Pittsburgh*

##### 75.064-2. Theory in Qualitative Research. SIG-Qualitative Research; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Angela Rose Hines, Arizona State University*

Participants:

Feeling September 11: Theorizing Teacher Oral Histories as Affective Events. *Mark Helmsing, Michigan State University*  
 Foundations of Contemporary Surrealism for Educational Research. *Marni Fisher, Chapman University*  
 Rhizomatics as a Methodology of Hope and Transformation. *Marta Pires, Montclair State University; Kathryn Jill Strom, Montclair State University*  
 "The Word Theory Is Kind of Scary for Me": Student Narratives of Coming Theoretically Home. *Lauren Moret, University of Georgia - Athens; Kathleen deMarrais, University of Georgia*

##### 75.064-3. Finding Effective Approaches for English Language Learners.

Division H - Research, Evaluation and Assessment in Schools;

Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Fuhui Tong, Texas A&M University - College Station*

Participants:

*Descubriendo la Lectura: A Randomized Controlled Trial of Effectiveness.* *Yvonne Rodriguez, Texas Woman's University; Geoffrey D. Borman, University of Wisconsin - Madison*  
 Does Teacher Preparation for ELLs Matter? Examining the Relationship Between Teacher Preparation and ELL Achievement. *Ester J. de Jong, University of Florida; Maria R. Coady, University of Florida; Candace Ann Harper, University of Florida*  
 The Effectiveness of Sheltered Instruction Observation Protocols in an Urban School System. *Nancy R. Baenen, Wake County Public School System; Colleen Graham Paepow, Wake County Public School System; Dina Bulgakov-Cooke, Wake County Public Schools*

##### 75.064-4. Using Assessment Data to Improve Curriculum and Instruction.

Division H - Research, Evaluation and Assessment in Schools;

Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Thel Kocher, Walden University*

Participants:

Evaluating Core Curriculum Effectiveness Using Universal Screening Data: Promising Methods and Outcomes. *Vicki L. Collins, Northern Illinois University; Janet K. Holt, Southern Illinois University Edwardsville*  
 Influence of Teacher Beliefs on Performance in Teaching English as a Second Language: A European Perspective. *María Castro-Morera, U. Complutense of Madrid-Spain; Eva Expósito Casas, Universidad Nacional de Educación a Distancia; Esther Lopez-Martín; Enrique Navarro, Intertanionial University of La Rioja (UNIR)*

Tests of Alignment Among Assessment, Standards, and Instruction Using Generalized Linear Model Regression. *Gavin W. Fulmer, National Institute of Education - Nanyang Technological University*  
 The Plateau of Oral Reading Fluency Growth: An Initial Recommendation When to Stop Assessing. *Chalie Patarapichayatham, University of Oregon; Joseph F.T. Nese, University of Oregon; Leilani Saez, University of Oregon*

##### 75.064-5. Cognitive Development. Division I - Education in the Professions; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Rema Ella Reynolds, University of California - Los Angeles*

Participants:

Academic and Nursing Aptitude and the NCLEX-RN (National Council Licensure Examination-Registered Nurse). *Mary Ann McCarthy, California State University - Fresno; Debra Harris, California State University Fresno; Susan M. Tracz, California State University - Fresno*  
 Expectations, Observations, and the Cognitive Processes That Bind Them in the Assessment of Examinee Performance. *Christina St-Onge, Université de Sherbrooke; Martine G. Chamberland, Faculté de médecine et des sciences de la santé, Université de Sherbrooke; Annie Lévesque, Université de Sherbrooke; Lara Varpio, Academy for Innovation in Medical Education (AIME), University of Ottawa*  
 Student Errors in Accounting Education. *Juergen Seifried, University of Mannheim; Eveline Wuttke, Goethe University; Janosch Moritz Tuerling, University of Mannheim*  
 Three Hypothesized Principles for Modeling Instructor-Learner Interactions That Support Self-Direction in Surgical Training. *Eummi Park, Johns Hopkins University; Howard W. Francis, Johns Hopkins School of Medicine*

##### 75.064-6. Student Cheating: Best Practices for Deterrence, Detection, and Disposition. Division I - Education in the Professions; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *George Mejicano, Oregon Health & Science University*

Participants:

Prevalence of Cheating in Academic Institutions. *Jasna Vuk, University of Arkansas for Medical Sciences*  
 Deterrence. *Sharon McDonough, The University of Tennessee - College of Pharmacy*  
 Detection. *Mark A. Albanese, National Conference of Bar Examiners*  
 Disposition. *Elizabeth Petty, University of Wisconsin - Madison*

##### 75.064-7. Systematic Reviews and Evaluation of Teaching With Learning Technologies. SIG-Computer and Internet Applications in Education; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Evrin Baran, Middle East Technical University*

Participants:

Measuring Aggregate Improvement in Distance Education Outcomes, 1997-2010: A Meta-Analysis. *Robin M. Roberts, Brandman University; Neal Strudler, University of Nevada - Las Vegas*  
 Reviewing Systematic Reviews: Meta-Analysis of What Works  
 Clearinghouse Computer-Assisted Reading Interventions. *Andrei Streke, Mathematica Policy Research, Inc*  
 Lesson Design and Technology Integration. *Beth Bos, Texas State University-San Marcos*  
 Internet-Based Technology Use in Second Language Learning: A Systematic Review. *Shuyi Guan, University at Albany - SUNY*

##### 75.064-8. Instructional Technology SIG: Roundtable Session: TPACK (Technological Pedagogical Content Knowledge) and K-12 Technology Integration. SIG-Instructional Technology; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Robert P. Dolan, Pearson*

Participants:

Assessing Preservice Teachers' Technology Integration Abilities Using TPACK: Comparing Three Measures. *Anne Todd Ottenbreit-Lefwich, Indiana University; Theodore J. Kopcha, University of Georgia; Jiyoung Jung, Indiana University - Bloomington*  
 Deepening Preservice Teachers' Knowledge of Technology, Pedagogy, and Content (TPACK) in Elementary School Mathematics Through

a Methods Course. *Andrew B. Polly, University of North Carolina - Charlotte*

Enhancing Scientific Inquiry and Practicing New Literacies Skills Through Information and Communication Technologies: Testing Classroom Practice Feasibility. *Hui-Yin Hsu, New York Institute of Technology; Lisa Runco, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology*

**75.064-9. Organizing for Social Futures: Community-Based Research as a Vehicle for Social Learning.** SIG-Learning Sciences; Roundtable Session

Sir Francis Drake, Second Level, Empire; 2:15-3:45pm

Chair: *Adam J. York, University of Colorado - Boulder*

Participants:

Organizing for Collective Activity: Learning in a Shared Problem Space.

*Adam J. York, University of Colorado - Boulder*

"Find a Way or Make One": A Case Study of Youth Participatory Action Research in No Excuses Schools. *Carrie Allen Bemis, University of Colorado - Boulder*

Community-Based Research: Learning for Future Communities. *Joanna R. Weidler-Lewis, University of Colorado - Boulder*

### Division and SIG Posters

**75.065. Poster Session 15; Poster Session**

**75.065-1. Cognitive Processing, Learning, and Development.** Division C - Learning and Instruction; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

1. A Latent Variable Analysis of Intelligence, Working Memory, Processing Speed, and Creative Problem-Solving Processes. *Christine Sue-Jeung Lee, University of Florida; David J. Theriault, University of Florida*
2. Effects of Teacher Questioning on Students' Creative Potential: The Mediating Role of Deep Learning Strategies. *Sin-pui Cheung, The Chinese University of Hong Kong*
3. Investigation of a Model of Learning Progress in a Complex Problem-Solving Situation: Application of the Log-Linear Cognitive Diagnostic Model. *Min Kyu Kim, University of Southern California*
4. Relational Reasoning and Its Manifestations in the Educational Context: A Systematic Review of the Literature. *Denis Dumas, University of Maryland - College Park; Emily M. Grossnickle, University of Maryland; Patricia A. Alexander, University of Maryland*
5. The Impact of an Aerobic Exercise Intervention on Children's Executive Functioning, Academic Performance, and Classroom Behavior. *Lucy Lemare, Simon Fraser University; Paul W. Neufeld, Simon Fraser University*
6. The Predictive Validity of School Readiness Assessment: Results From an Eight-Year Longitudinal Study. *Beno Csapo, University of Szeged*
7. The Work of Teens: The Relationship Between Adolescent Play and Cognitive Development. *Ian Edward Scheu, Virginia Commonwealth University; Yaoying Xu, Virginia Commonwealth University*
8. Beliefs and Knowledge: Exploring Relationships Between Science and Mathematics Teaching Self-Efficacy Beliefs, Pedagogical Content Knowledge (PCK), and Domain Knowledge Among Preservice Teachers. *Margareta Maria Thomson, North Carolina State University; Daniell DiFrancesca, North Carolina State University; Ellen McIntyre, North Carolina State University; Stephen R. Porter, North Carolina State University; Sarah J. Carrier, North Carolina State University; Rebecca Zulli Lowe, North Carolina State University*
9. Scaffolding Collaborative Interaction and Transfer With the Innovation and Efficiency Framework. *David Sears, Purdue University; Seung Yon Ha, Purdue University*
10. Computer-Based Visualizations as Comprehension Aids for Science Text Learning. *Luisa Friedrich, University Duisburg - Essen; Annett Schmeck (nee Schwaborn), University Duisburg - Essen; Maria Opfermann, University of Duisburg-Essen; Detlev Leutner, University of Duisburg-Essen*
11. Learning and Performance Self-Efficacy: Relationship to Intelligence Beliefs and Active Learning Strategies. *Glenda Simonton Stump, Massachusetts Institute of Technology; Jenefer E. Husman, Arizona State University*
12. Combining Conventions of Diagrams Instruction and Repeated Practice in Biology Classes. *Jennifer G. Cromley, Temple University; Bradley*

*W. Bergey, Temple University; Mandy Kirchgessner, Temple University; Theodore W. Wills, Temple University; Nora Newcombe, Temple University*

13. Seductive Details: Should We Treat Them Differently in Social Sciences Than in Natural Sciences? *Zhe Wang, Washington State University - Pullman; Olusola Olalekan Adesope, Washington State University; Tao Hao, Wuxi Institute of Technology*

**75.065-2. Division C Section 1c Poster Session: Mathematics Teaching and Learning.** Division C - Learning and Instruction; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

14. A Growth Chart or a Ruler? The Spatial Organization of Children's Mental Number Lines. *Elida Velez Laski, Boston College; Anna Ermakova, Boston College*
15. A Longitudinal Study Investigating the Effects of the Project-Based Learning Approach in Secondary Mathematics Education. *Vicki-Lynn Holmes, Hope College; Yooyeun Hwang, Hope College; Anna Filcik, Hope College; Kristine Bosch, Hope College; Nicolas Haugen, Hope College; Samuel Pederson, Hope College*
16. A Structural Model of Parent Involvement With Demographic and Academic Variables. *Namok Choi, University of Louisville; Mido Chang, Virginia Polytechnic Institute and State University; Sunha Kim, Virginia Polytechnic Institute and State University*
17. Embodied Learning, Mathematics, and Athletic Experience. *Carmen Julia Petrick Smith, University of Vermont*
18. Examining Effective Teaching Practices in Mathematics for Fifth-Grade English Learners. *Eileen G. Merritt, University of Virginia; Natalia Palacios, Northwestern University; Sara E. Rimm-Kaufman, University of Virginia*
19. Making the Most of Math Manipulatives: Play Is Not the Answer. *Helena P. Osana, Concordia University; Katarzyna Przednowek, Concordia University; Allyson Cooperman, Concordia University; Emmanuelle Adrien, Concordia University*
20. Preparing Students to Apply Calculus: Teaching Undergraduate Calculus for Transfer. *Noelle Conforti Preszler, University of Washington*
21. Prior Knowledge Helps Students Gaining From Less Favorable Mathematical Learning Materials. *Esther Ziegler, ETH Zurich*
22. Spontaneous Focusing on Quantitative Relations in the Development of Mathematical Skills. *Jake A. McMullen, University of Turku; Minna M Hannula-Sormunen, University of Turku; Satu Katajisto, University of Turku; Milla Laaksonen, University of Turku; Erno A. Lehtinen, University of Turku*
23. The Relation Between Children's Understanding of the Addition/Subtraction Complement Principle and Their Use of Subtraction-by-Addition. *Greet Peters, KU Leuven; Joke Torbeyns, Katholieke Universiteit Leuven; Bert De Smedt, KU Leuven; Pol Ghesquière, KU Leuven; Lieven Verschaffel, University of Leuven*
24. The Relationship Between High School Students' Mathematical Achievement and Computational Fluency. *Xiaobo She, Governors State University*
25. The Role of Collective Folding Back in the Growth of Mathematical Understanding. *Lyndon C. Martin, York University; Jo M. Towers, University of Calgary; Robyn Rutenberg, York University*
26. Effect of Feedback on Students' Performance and Confidence During Mathematical Modeling. *Hyunyi Jung, Purdue University; Heidi A. Diefes-Dux, Purdue University; Kelsey Joy Rodgers, Purdue University; Monica Elaine Cardella, Purdue University*
27. Graphical Relationships: Teachers' Interpretations of Two Context-Related Graphs. *Hyunyi Jung, Purdue University; Sue Ellen Richardson, Purdue University; Laura Bofferding, Purdue University*
28. Middle School Students' Representations and Depictions of Time for Simple, Complex, and Statistical Dynamic Systems. *James Maldonis, Tufts University; Michelle Hoda Wilkerson-Jerde, Tufts University*

**75.065-3. Division C Section 3a Poster Session: Learning Environments.** Division C - Learning and Instruction; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

29. An Exploratory Study of Hong Kong Primary Teachers' Use of Differentiated Strategies in the Classroom. *Sally Wai-Yan Wan, The Chinese University of Hong Kong; Wai-Po Eunice Wan, The University of Nottingham; Patrick Hak-chung Lam, The University of Hong Kong;*

Joana Salazar Noguera, University of Balearic Islands; Isabel Alvarez, Autonomous University of Barcelona

30. Are There Any Gains From Answering Peer-Generated Questions Within an Online Student Question-Generation Context? *Fu-Yun Yu, National Cheng Kung University; Yi-Jun Chen, National Cheng Kung University*
31. Assessment for Learning and Its Effect on Students' Learning Approaches in Vocational Education. *Simon Beusaert, Maastricht University; Mien Segers, Maastricht University; Ron Pat-El, Leiden University; Harm H. Tillema, Leiden University*
32. Early Childhood Teacher Education: Students' Knowledge and Understandings of Early Literacy—Their Trajectories of Learning. *Liv Gjems, Vestfold University College; Sonja Sheridan, Gothenburg University; Anne Line Wittek, Vestfold University College*
33. Outcomes of Three Delivery Methods in Entomological Outreach for Classroom Teachers. *Faith Weeks, Purdue University*
34. Promoting Children's Reading Skills and Attitudes Through PALS (Peer-Assisted Learning Strategies): Evidence From Korean Students. *Youngju Lee, Korea National University of Education; Jaeho Choi, Korean Bible University*
35. Teacher-Centered and Student-Centered Pedagogy: A Meta-Analysis of Classroom Practices and Processes. *Robert M. Bernard, Concordia University; Evgueni Borokhovski, Concordia University; Rana Tamim, Zayed University; Philip C. Abrami, Concordia University*
36. The Development and Initial Validation of the Youth Engagement in Community Service Scale. *Jeffrey N. Jones, Western Michigan University; Brooks Applegate, Western Michigan University; Jessaca K. Spybrook, Western Michigan University*
37. The Influence of Peer Assessment Training on Assessment Knowledge and Reflective Writing Ability. *Bobby Hoffman, University of Central Florida*
38. The Impact of a Technology-Based Mathematics After-School Program Using ALEKS (Assessment and Learning in Knowledge Spaces) on Student's Knowledge and Behaviors. *Scotty D. Craig, Arizona State University Polytechnic; Xiangen Hu, The University of Memphis; Arthur C. Graesser, The University of Memphis; Anna Emilia Bargagliotti, Loyola Marymount University; Allan Sterbinsky, Jackson - Madison County Schools; Theresa Montgomery Okwumabua, The University of Memphis; Kyle R. Cheney, The University of Memphis*
39. Enlisting Dramatic Conventions to Support Classroom Engagement With a Virtual Worlds Curriculum. *Steven J. Zuiker, Arizona State University*

**75.065-4. A Visual Self-Study in Education.** SIG-Self-Study of Teacher Education Practices; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

40. A Desire to Improve: A Collaborative Self-Study Journey to Reconceptualize Literacy Curriculum Within Secondary Education. *Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa; Elizabeth Joy Petroelje Stolle, Grand Valley State University*
41. Leading and Learning: Spanning the Boundaries of Teacher and Leader Education. *Kami M. Patrizio, Virginia Tech; Corrie Stone-Johnson, University at Buffalo - SUNY*
42. Modeling Self-Assessment and Self-Evaluation in Teaching Methods Courses: Our Self-Assessment. *Judith F. McVarish, Saint John's University; Catherine E. Milne, New York University*
43. Promoting Teacher Professionalism in an Age of Accountability: A Critical Self-Study. *John T. King, Southern Oregon University*
44. Starting With the Self: Learning to Teach in a Critical History of Education Classroom. *Kathryn L. Comerford, University of Florida; Dorene D. Ross, University of Florida; Elizabeth Bondy, University of Florida*
45. Understand and Improve Teacher Education Through Narrative Self-Study. *Esther Y.M. Chan, The Hong Kong Institute of Education*
46. Who Are We Now? The Storied Lives of Two Emerging Teacher Educators. *Laurie A. Ramirez, Appalachian State University; Valerie A. Allison-Roan, Susquehanna University*

**75.065-5. Division E Section 2 Poster Session: Human Development.**

Division E - Counseling and Human Development; Poster Session  
Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

47. Postsecondary Schooling Outcomes of Hispanic Youths in New and

Established Immigrant Destinations. *Deborah Rivas-Drake, Brown University; Rosa Minhyo Cho, Sungkyunkwan University*

48. Fearing Failure and Avoiding Help: Examining Asian American College Students' Strategic Self-Beliefs. *Jaimie Meredith Krause, City College of New York - CUNY; Carlton Jing Fong, The University of Texas - Austin; Jason David Rarick, New York University*
49. Development of an Integrated Model and Measure of the Moral Dimensions of Justice and Care. *Chris M. Ray, North Dakota State University*
50. Family Homework and School-Based Sex Education: An Intervention in Early Adolescent Development. *Jennifer M. Grossman, Wellesley Centers for Women; Linda Charmaraman, Wellesley Centers for Women; Sumru Erkut, Wellesley Centers for Women*
51. Parenting Stress and Parent Home-Based Educational Involvement: Implications for Parent-Child Interactions and Children's School Readiness. *Dilara Deniz Can, University of Washington; Marika Ginsburg-Block, University of Delaware*
52. From Child Abuse to Prostitution: Predictors and Intermediaries of Exchanging Sex for Money. *Julie Kohlhart, University of Missouri - Kansas City; Jacob M. Marszalek, University of Missouri - Kansas City*
53. Environmental Factors, Individual Resiliency, or Both? What High-Achieving Latino Youth Need to Successfully Apply to College. *Gwendelyn Rivera, Hunter College - CUNY*

**75.065-6. Online Teaching and Learning Posters: Interaction and Collaboration; Social Media and Mobile Approaches.** SIG-Online Teaching and Learning; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Posters:

54. EduTexting as a Tool to Create Socially Constructed Learning Spaces in Online Methods Courses. *Tina Lane Heafner, University of North Carolina - Charlotte; Michelle Plaisance, University of North Carolina - Charlotte*
55. Examining the Role(s) of the Facilitator in Online and Face-to-Face Professional Development Contexts. *Gina Park, University of Michigan - Ann Arbor; Heather Johnson, Vanderbilt University; Richard J. Vath, University of Michigan - Ann Arbor; Beth W. Kubitskey, Eastern Michigan University; Barry J. Fishman, University of Michigan - Ann Arbor*
56. Help Seeking in Online Collaborative Groupwork: A Multilevel Analysis. *Jianxia Du, University of Macau; Jianzhong Xu, Mississippi State University; Xitao Fan, University of Macau*
57. Meeting the Demands of the 21st-Century Learner: Delivering Elementary Science and Math Methods Courses Online: An Auto-Ethnographic Approach. *Andy Steck, University of La Verne; Cleveland Hayes, University of La Verne; David R. Perry, University of La Verne*
58. Reconsidering Online Learning and Assessment: Online Writing as Evidence of Complex Interaction of Agency, Structure, and Social Learning. *An Chih Cheng, DePaul University; Michelle Jordan, Arizona State University; The D-Team, The University of Texas - Austin*
59. Social Media and Language Learning: Perceptions and Progress. *Chin-Hsi Lin, University of California - Irvine*
60. The Design of Online Authentic-Inquiry Learning for Social Interaction, Knowledge Construction, and Self-Regulation Processes. *Woon Jee Lee, Florida State University; Fengfeng Ke, Florida State University*
61. Use of a "Like" Button in a Collaborative Online Learning Environment. *Alexandra Makos, University of Toronto - OISE; Murat Oztok, University of Toronto; Daniel Zingaro, University of Toronto; Jim Hewitt, OISE/University of Toronto*
62. Using Mobile Devices in Higher Education: Mobile Access to Online Course Materials. *Zafer Unal, University of South Florida - St. Petersburg; Aslihan Unal, NA*

**75.065-7. Division E, Section 1 Poster Session.** Division E - Counseling and Human Development; Poster Session

Parc 55, Fourth Level, Cyril Magnin Foyer; 2:15-3:45pm

Poster:

63. Profiles of Psychological Need Satisfaction in the Context of Searching for a Job. *Annie Guillemette, Université Laval; Catherine Ratelle, Université Laval*



**Wednesday, 3:30 pm****AERA Related Activities**

**76.010. AERA-World Education Research Association Meeting.** AERA Related Activities; Board Meeting  
Hilton Union Square, Lobby Level, Plaza A; 3:30-6:30pm

**Thursday, 7:00 am****AERA Related Activities**

**77.010 AERA Grants Program Dissertation Grantee Capstone Conference (Day 2 of 2).** AERA Related Activities; Workshop  
Hilton Union Square, Lobby Level, Plaza B; 7:00-11:30am  
Chairs: *George L. Wimberly, American Educational Research Association; Jacquelynne Eccles, University of Michigan*

**Thursday, 8:30 am****AERA Related Activities**

**78.010. AERA-World Education Research Association Executive Committee Meeting.** AERA Related Activities; Board Meeting  
Hilton Union Square, Ballroom Level, Franciscan A; 8:30am to 1:30pm

# AERA Governance

## 2013 AERA COUNCIL

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- Case Studies:** 20.028, 20.034, 20.045-1, 20.046-4, 21.043, 21.066-13, 31.080-7, 31.084-1, 31.085-12, 32.088-2, 33.064, 33.085-5, 35.021, 35.072, 35.089-3, 37.024, 37.081-7, 44.027, 44.058, 44.076-1, 44.078-1, 45.027, 45.053, 45.060, 45.086-5, 45.086-6, 47.033, 47.065, 47.085-5, 54.029, 54.051, 54.081-6, 54.081-9, 54.082-3, 56.047, 56.060, 56.066, 56.094-2, 58.091-2, 58.093-17, 58.094-4, 58.094-6, 61.067, 61.086-1, 61.089-2, 64.053, 64.060, 64.083-11, 64.087-3, 64.087-5, 70.031, 70.038, 70.057-8, 70.057-10, 70.061-5, 72.063-8, 72.064-10, 72.064-12, 72.067-11, 73.018, 73.061-6, 75.022, 75.034, 75.061-5, 75.061-12
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- Charter School:** 21.020, 31.080-11, 33.048, 33.064, 33.084-10, 44.022, 44.066, 44.079-6, 45.058, 47.076, 47.086-15, 54.044, 54.061, 54.065, 56.061, 56.092-1, 56.092-3, 56.092-5, 58.093-11, 59.010, 61.050, 61.086-3, 61.087-2, 64.020, 64.060, 64.087-8, 73.060-2, 73.063-2, 75.042
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- Citizenship:** 20.023, 21.038, 21.062-12, 21.064-5, 21.065-4, 21.067-6, 31.051, 31.082-1, 31.084-2, 31.084-6, 32.033, 32.075, 32.088-3, 32.089-1, 32.089-2, 32.090-9, 32.091-2, 33.075, 33.078, 33.084-3, 33.085-5, 35.041, 35.083, 35.088-1, 35.089-2, 44.052, 44.075-3, 45.085-7, 45.085-12, 45.085-14, 45.086-5, 47.026, 47.038, 47.077, 54.077-6, 54.079-5, 56.037, 58.026, 58.076, 58.086, 61.063, 61.082, 64.057, 64.061, 64.078, 70.012, 70.022, 70.056-10, 72.068-3, 72.068-4, 72.068-6, 73.035, 73.060-3, 73.061-4
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- Communities:** 20.044-4, 21.033, 21.047, 21.066-2, 25.026, 31.056, 31.083-1, 32.091-4, 33.029, 33.034, 33.081, 33.084-8, 33.084-9, 33.085-2, 36.010, 37.025, 37.080-2, 44.076-12, 44.078-5, 45.033, 45.084-1, 45.084-3, 45.086-2, 45.086-11, 47.034, 47.040, 47.085-2, 49.024, 50.010, 54.055, 54.077-9, 54.082-10, 56.072, 58.059, 61.028, 61.072, 64.086-3, 70.036, 70.049, 72.049, 73.060-1, 73.061-5, 73.061-11, 75.046, 75.049, 75.064-9
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- Comprehension:** 21.021, 21.063-8, 31.027, 31.085-8, 32.091-1, 35.032, 44.080-1, 54.018, 54.082-8, 56.029, 58.028, 64.027, 70.048, 70.056-4, 70.056-10, 72.068-1, 73.065-2
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- Conflict Resolution:** 32.065, 35.076, 37.064, 44.024, 44.079-2, 47.086-14, 58.036, 64.076
- Constructivism:** 21.066-12, 31.050, 31.080-9, 32.091-16, 35.086-7, 37.050, 44.075-6, 44.076-3, 44.076-4, 45.060, 45.086-11, 47.086-16, 54.081-11, 54.082-3, 58.061, 64.063, 64.084-6, 64.087-10, 72.065-4, 72.067-9
- Continuing Education:** 70.024
- Cooperative Learning:** 20.045-13, 21.061, 31.085-12, 32.090-1, 35.089-5, 35.090-12, 37.034, 44.057, 44.079-5, 45.061, 54.078-11, 54.082-2, 58.093-4, 64.083-5, 72.068-1, 73.060-10, 73.061-3, 75.065-1, 75.065-6
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- Deafness:** 31.052, 33.082-2, 44.077-3, 44.080-3, 54.049, 58.081, 61.056, 70.058-3, 73.055, 73.065-1, 75.022
- Decision Making:** 20.024, 21.064-1, 21.067-10, 31.036, 31.080-7, 31.085-1, 32.030, 33.050, 33.054, 35.046, 35.054, 35.086-10, 44.023, 45.046, 45.060, 47.024, 47.084-1, 54.038, 54.079-5, 56.048, 56.092-5, 58.082, 61.086-5, 64.050, 64.083-12, 64.085-5, 70.023, 70.054, 70.060-8, 72.064-6, 73.064-7, 73.064-12, 73.065-5, 75.014, 75.049, 75.060-7, 75.061-2, 75.061-8, 75.064-4
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- Disability Studies:** 20.043-4, 21.062-11, 21.065-1, 31.052, 32.042, 32.054, 32.089-2, 33.057, 35.088-2, 35.088-3, 37.027, 37.083-4, 44.068, 45.086-6, 54.050, 56.063, 56.087, 56.093-9, 56.094-1, 58.066, 58.087, 61.035, 61.061, 61.084, 61.089-1, 64.086-3, 70.060-3, 72.047, 72.063-12, 72.068-5, 73.060-4, 75.021
- Discourse Practices:** 20.043-2, 20.044-4, 21.067-3, 31.027, 32.056, 33.022, 33.031, 33.044, 35.026, 35.031, 37.032, 44.061, 44.077-2, 44.080-9, 47.071, 54.078-10, 54.082-8, 56.028, 56.068, 58.028, 58.031, 58.067, 58.071, 61.086-8, 61.090-7, 64.044, 64.083-6, 64.084-2, 64.086-2, 70.043, 70.048, 70.056-9, 73.059, 73.061-5
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- Epidemiology:** 58.041
- Equity:** 3.019, 20.042-10, 20.043-4, 20.044-3, 20.045-8, 20.046-1, 20.046-5, 21.016, 21.019, 21.024, 21.046, 21.055, 21.060, 21.062-1, 21.062-2, 21.062-3, 21.062-5, 21.066-2, 21.066-5, 31.051, 31.052, 31.066, 31.075, 31.080-11, 31.085-3, 31.085-8, 32.071, 32.088-4, 32.090-2, 32.090-8, 33.021, 33.040, 33.067, 33.072, 33.075, 35.021, 35.039, 35.041, 35.048, 35.082, 35.086-5, 35.090-1, 37.022, 37.059, 37.082-4, 44.029, 44.063, 44.064, 44.075-10, 44.076-5, 44.076-10, 44.080-3, 44.080-7, 44.080-9, 45.035, 45.036, 45.075, 45.084-1, 45.084-3, 45.085-11, 45.086-2, 47.021, 47.025, 47.084-1, 54.025, 54.027, 54.035, 54.041, 54.060, 54.079-2, 54.082-8, 56.065, 56.082, 56.091-3, 56.092-2, 58.094-3, 58.094-12, 60.010, 61.030, 61.043, 61.045, 61.050, 61.089-4, 61.090-10, 64.051, 64.052, 64.063, 64.084-5, 64.085-3, 64.085-5, 70.019, 70.032, 70.049, 70.057-7, 70.057-12, 70.060-6, 70.060-8, 72.014, 72.016, 72.034, 72.063-7, 72.064-1, 72.064-4, 72.064-10, 72.067-5, 72.067-10, 73.016, 73.034, 73.035, 73.044, 73.045, 73.057, 73.058, 73.060-2, 73.060-3, 73.060-4, 73.060-9, 73.061-2, 73.063-5, 75.028, 75.042, 75.047, 75.060-1, 75.061-1, 75.061-10
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- Expertise:** 21.063-12, 31.081-1, 44.075-5, 44.079-12, 45.085-16, 47.077, 56.094-6, 61.086-6, 72.059, 72.067-9, 73.064-7
- Factor Analysis:** 33.084-13, 33.084-14, 35.033, 44.075-8, 44.077-4, 45.086-2, 47.076, 54.081-8, 54.082-8, 56.023, 56.035, 56.090, 56.094-9, 61.075, 61.087-4, 61.087-10, 64.081, 64.083-4, 72.048, 72.067-10, 72.068-4, 73.053, 75.054
- Faculty Careers:** 35.087-4, 37.055, 45.085-1, 47.048, 54.031, 54.052, 56.051, 56.074, 58.017, 61.087-3, 64.036, 70.046, 75.061-4
- Faculty Development:** 21.057, 21.063-12, 31.081-1, 31.084-9, 31.085-6, 33.039, 33.082-4, 35.066, 35.087-4, 37.032, 37.055, 37.064, 44.077-1, 45.079, 47.048, 47.059, 54.031, 54.052, 54.077-10, 56.051, 58.046, 61.071, 61.087-3, 61.087-6, 70.035, 72.063-11, 72.064-6, 75.061-6, 75.061-12
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- Holistic Education:** 21.063-2, 21.065-3, 33.061, 35.066, 37.073, 37.080-8, 44.054, 45.084-2, 47.065, 47.079, 58.091-1, 61.021, 70.058-1
- Human Development:** 20.045-2, 21.062-9, 31.046, 31.081-11, 37.080-4, 37.081-7, 44.076-1, 45.067, 45.085-3, 47.035, 54.036, 54.081-13, 56.068, 58.091-3, 64.087-6, 72.063-12, 73.060-1, 75.065-5
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- Immigrants:** 20.040, 21.028, 21.035, 21.064-4, 21.065-3, 21.066-1, 31.055, 31.070, 31.082-3, 31.084-11, 31.085-3, 32.078, 32.091-11, 33.033, 33.060, 33.073, 33.084-5, 33.085-4, 35.089-3, 37.047, 37.082-5, 44.075-3, 44.076-3, 44.080-3, 45.037, 45.038, 45.066, 45.067, 45.085-15, 47.032, 47.086-11, 54.058, 56.094-3, 58.052, 58.083, 58.092-4, 61.056, 64.084-2, 64.084-7, 70.022, 70.060-9, 72.025, 72.026, 73.060-11, 73.061-3, 73.061-4, 73.061-6, 73.062-3, 75.030
- Immigration/Immigrants:** 20.023, 20.041, 20.042-4, 20.042-7, 20.043-3, 20.044-1, 20.046-3, 21.014, 21.045, 21.067-7, 21.067-10, 31.059, 31.082-3, 31.084-6, 32.078, 32.090-9, 33.050, 33.055, 33.084-6, 33.085-2, 35.037, 35.041, 35.086-8, 37.025, 37.041, 37.080-11, 44.032, 44.076-3, 45.066, 45.067, 45.084-5, 47.054,

- 54.079-2, 64.066, 70.024, 70.027, 70.029, 70.052, 70.057-3, 70.057-4, 70.058-5, 70.060-9, 72.063-5, 72.063-10, 72.068-3, 73.031, 73.060-11, 73.060-12, 73.061-4, 73.061-6, 75.030, 75.065-5
- Indian Education:** 31.056, 31.082-4, 31.084-6, 33.085-4, 35.087-11, 37.059, 44.055, 47.085-17, 54.037, 54.081-13, 56.037, 58.069, 58.083, 58.094-7, 61.087-2, 70.058-1, 73.020, 75.062-2
- Indigenous Peoples:** 20.042-11, 20.044-4, 21.042, 21.064-3, 25.026, 31.041, 31.056, 31.081-6, 31.082-4, 31.084-2, 31.084-6, 32.033, 32.075, 32.090-4, 32.091-14, 33.034, 33.084-3, 35.086-2, 35.087-11, 37.026, 37.059, 37.060, 44.055, 44.078-3, 44.079-16, 47.036, 47.040, 47.060, 47.085-10, 47.085-17, 54.049, 54.056, 54.077-9, 54.078-4, 54.078-10, 56.037, 56.094-9, 58.052, 58.069, 58.083, 61.056, 61.090-2, 61.090-3, 64.023, 64.053, 70.031, 70.057-4, 70.058-1, 72.049, 73.020, 73.021, 73.061-8, 73.062-2, 75.062-2, 75.063-2
- Individual Differences:** 33.054, 35.076, 37.032, 54.078-11, 54.079-1, 54.082-3, 75.062-3, 75.065-1, 75.065-2
- Information Processing:** 47.024
- Instructional Design/Development:** 20.031, 21.016, 21.064-1, 21.066-11, 21.067-2, 21.067-12, 32.091-16, 33.062, 35.028, 35.030, 35.032, 35.061, 35.075, 35.090-2, 35.090-12, 37.050, 44.079-5, 44.079-13, 44.079-16, 45.046, 45.081, 45.082, 45.086-11, 47.077, 47.086-16, 54.045, 54.052, 54.077-9, 54.078-6, 54.081-8, 56.029, 56.094-6, 58.036, 58.065, 61.077, 64.083-5, 64.083-6, 64.087-1, 64.087-10, 70.056-2, 70.058-3, 70.060-5, 70.060-8, 72.051, 73.054, 73.064-7, 73.064-9, 73.065-1, 73.065-5, 73.065-7, 75.065-1, 75.065-2, 75.065-3, 75.065-6
- Instructional Interventions:** 21.065-2, 21.066-11, 21.067-1, 21.067-10, 31.026, 31.027, 31.028, 32.048, 32.084, 33.077, 35.088-3, 37.029, 37.031, 37.032, 37.071, 37.081-8, 44.068, 44.080-9, 47.077, 47.078, 54.020, 54.078-6, 54.080-5, 54.082-1, 54.082-8, 56.029, 56.060, 58.020, 58.031, 58.036, 58.087, 64.083-6, 64.083-9, 70.017, 70.054, 70.056-8, 70.058-5, 70.061-7, 72.066-2, 72.067-11, 72.068-1, 73.064-1, 73.065-3, 75.020, 75.062-4, 75.064-5, 75.065-1, 75.065-2
- Instructional Practices:** 20.029, 20.036, 20.039, 20.045-9, 20.046-1, 21.017, 21.021, 21.033, 21.044, 21.062-4, 21.062-7, 21.063-9, 21.063-11, 21.066-14, 21.067-4, 31.037, 31.063, 31.069, 31.085-6, 32.029, 32.055, 32.056, 32.057, 32.090-5, 32.091-3, 32.091-14, 32.091-15, 33.022, 33.037, 33.044, 33.057, 33.058, 33.085-4, 35.029, 35.032, 35.061, 35.075, 35.086-1, 35.086-4, 35.090-3, 37.033, 37.034, 44.037, 44.043, 44.053, 45.038, 45.044, 45.047, 45.079, 45.086-1, 45.086-3, 45.086-5, 47.024, 47.033, 47.071, 47.085-5, 47.086-2, 47.086-10, 54.020, 54.029, 54.060, 54.065, 54.077-2, 54.078-7, 54.078-9, 54.082-1, 54.082-2, 54.082-3, 54.082-8, 56.062, 56.083, 56.091-2, 58.046, 58.061, 58.070, 58.091-1, 58.093-2, 58.093-4, 61.045, 61.057, 61.078, 61.080, 61.086-6, 61.086-7, 61.087-7, 61.090-10, 64.026, 64.031, 64.045, 64.083-3, 64.083-6, 64.083-10, 64.087-5, 70.018, 70.049, 70.054, 70.056-5, 70.057-6, 70.060-8, 70.061-1, 70.061-7, 72.023, 72.035, 72.057, 72.062, 72.066-1, 72.066-5, 72.068-6, 73.039, 73.042, 73.060-9, 73.061-3, 73.063-4, 73.064-12, 73.065-1, 75.020, 75.021, 75.062-3, 75.062-5, 75.065-1, 75.065-2, 75.065-3
- Instructional Technology:** 20.027, 20.031, 20.039, 20.045-14, 21.049, 21.064-1, 21.064-2, 21.066-11, 21.066-13, 21.067-3, 21.067-10, 31.025, 31.026, 31.084-1, 31.085-6, 32.057, 32.091-2, 32.091-16, 33.039, 33.062, 35.028, 35.030, 35.061, 35.075, 35.085, 35.090-12, 37.050, 37.080-12, 37.081-3, 37.081-9, 44.027, 44.056, 44.061, 44.075-5, 44.076-11, 44.079-13, 45.029, 45.055, 45.061, 45.081, 45.086-11, 47.042, 47.059, 47.081, 47.085-13, 54.017, 54.019, 54.045, 54.065, 54.077-9, 54.078-6, 54.081-8, 54.081-11, 54.082-8, 54.082-9, 54.082-12, 56.032, 56.077, 56.093-5, 56.093-6, 56.093-7, 56.094-6, 58.030, 58.032, 58.065, 58.070, 58.089, 58.093-12, 58.094-12, 58.094-15, 61.040, 61.062, 61.071, 61.077, 64.087-9, 64.087-10, 70.041, 70.056-2, 70.056-7, 70.060-4, 70.060-5, 72.051, 72.062, 72.063-1, 72.068-7, 73.064-7, 73.065-1, 73.065-2, 73.065-5, 75.022, 75.030, 75.058, 75.064-8, 75.065-3
- Intelligence:** 20.021, 20.045-12, 45.086-8, 58.092-1, 72.068-1, 73.023, 75.065-1
- Inter-Cultural Education:** 20.046-5, 31.035, 35.058, 37.059, 44.046, 44.077-2, 45.062, 49.024, 54.061, 56.024, 56.094-2, 61.046, 61.090-7, 64.085-2, 70.057-6, 70.057-7, 70.061-6, 73.062-3, 75.046
- International Education/Studies:** 20.043-3, 20.046-5, 21.038, 21.044, 21.050, 21.062-6, 21.062-9, 21.062-10, 21.063-7, 21.065-3, 31.035, 31.040, 31.081-1, 31.081-7, 31.082-3, 31.084-12, 31.085-8, 32.025, 32.044, 32.047, 32.078, 33.034, 33.055, 33.063, 33.084-3, 33.084-6, 33.085-5, 33.085-8, 35.022, 35.058, 35.068, 35.086-10, 35.087-4, 35.088-5, 35.089-5, 37.016, 37.055, 37.080-4, 37.082-4, 43.013, 44.016, 44.024, 44.039, 44.073, 44.078-1, 44.079-2, 44.079-6, 45.060, 45.065, 45.067, 45.083-3, 45.084-1, 45.084-3, 45.085-5, 45.086-12, 47.031, 47.063, 47.068, 47.076, 47.086-11, 47.086-13, 54.031, 54.057, 54.058, 56.024, 56.050, 56.053, 56.094-2, 56.094-3, 58.020, 58.058, 58.070, 58.094-6, 58.094-15, 58.094-17, 61.041, 61.049, 61.063, 61.064, 61.069, 61.078, 61.086-3, 61.088-5, 61.090-8, 64.036, 64.053, 64.054, 64.066, 64.079, 64.083-7, 70.012, 70.013, 70.022, 70.029, 70.048, 70.057-6, 70.060-3, 70.061-6, 70.061-7, 72.014, 72.022, 72.033, 72.064-3, 72.066-1, 73.039, 73.054, 73.063-1, 75.023, 75.030, 75.040, 75.061-1, 75.064-4
- Internet and Education:** 21.049, 31.042, 31.049, 33.084-5, 35.075, 37.080-12, 44.061, 44.072, 44.078-1, 44.079-13, 45.086-11, 54.065, 56.093-7, 56.094-7, 58.058, 58.094-15, 58.094-16, 64.069, 64.083-4, 64.084-7, 70.017, 70.041, 70.054, 70.056-2, 70.061-8, 72.045, 72.051, 72.064-12, 73.065-1, 73.065-2, 75.017, 75.060-9, 75.064-7, 75.065-6
- Item Response Theory (IRT):** 20.046-8, 21.066-10, 31.065, 32.038, 44.075-5, 44.079-8, 44.079-9, 56.035, 56.078, 56.090, 56.093-12, 56.094-9, 58.093-8, 61.027, 70.060-7, 72.067-3, 72.067-7, 72.067-8, 73.026, 73.028, 75.023, 75.024
- Juvenile Justice:** 20.034, 20.042-4, 21.066-2, 44.068, 45.084-4, 47.084-4, 47.086-14, 54.080-2, 64.022, 73.061-4
- Language Comprehension/Development:** 20.029, 20.045-17, 20.046-4, 21.021, 21.065-3, 21.066-4, 31.027, 31.082-3, 31.084-1, 32.069, 32.090-3, 33.085-2, 37.062, 44.068, 44.076-1, 44.077-3, 45.060, 47.032, 54.056, 54.058, 54.077-8, 54.081-12, 56.060, 58.094-12, 61.056, 64.031, 64.084-3, 64.085-1, 70.057-7, 72.030, 73.049, 73.065-1, 75.036, 75.064-7
- Language Processes:** 20.043-2, 20.045-4, 21.066-4, 31.027, 32.072, 32.083, 32.089-5, 33.044, 33.085-2, 35.089-1, 37.068, 37.072, 44.077-2, 44.080-1, 47.032, 47.086-12, 54.026, 54.073, 54.079-4, 54.082-8, 58.033, 58.068, 64.068, 64.084-2, 70.057-7, 73.063-5
- Latino/a, or see Hispanic:** 20.043-4, 20.045-1, 20.045-15, 20.046-3, 21.012, 21.029, 21.051, 31.032, 31.083-3, 31.084-5, 32.041, 32.089-4, 33.026, 33.028, 33.034, 33.060, 33.083-1, 33.084-6, 33.084-14, 35.046, 37.022, 37.068, 37.083-3, 44.031, 44.075-3, 44.076-1, 44.080-5, 44.080-6, 44.080-9, 45.019, 45.038, 45.066, 45.085-12, 47.085-15, 47.086-11, 54.024, 54.032, 54.034, 54.047, 54.055, 56.036, 56.046, 56.047, 56.066, 56.068, 58.092-1, 61.034, 61.046, 61.087-9, 61.088-4, 64.030, 64.037, 64.050, 64.065, 70.042, 70.057-2, 70.057-5, 70.057-9, 70.058-5, 70.060-8, 70.060-9, 72.015, 72.050, 72.066-2, 73.013, 73.036, 73.060-2, 73.060-10, 73.060-11, 73.061-6, 75.017, 75.033, 75.061-3, 75.065-5
- Law/Legal:** 21.034, 21.062-3, 21.062-12, 31.081-4, 33.037, 33.074, 33.085-5, 35.067, 45.084-4, 47.083-3, 54.059, 54.080-2, 56.092-1, 56.092-2, 58.093-17, 58.094-1, 61.052, 73.045, 75.061-2
- Leadership:** 20.019, 20.020, 20.046-2, 21.015, 21.017, 21.049, 21.055, 21.062-6, 21.064-3, 21.065-2, 21.066-2, 21.066-15, 21.067-4, 31.080-1, 31.080-3, 31.080-4, 31.080-5, 31.080-6, 31.080-8, 31.080-9, 31.080-10, 31.080-12, 31.081-1, 31.083-4, 31.085-5, 31.085-9, 32.028, 32.030, 32.088-4, 32.090-8, 32.091-17, 33.021, 33.041, 33.073, 33.075, 33.085-1, 33.085-2, 33.085-5, 35.022, 35.024, 35.030, 35.066, 35.070, 35.087-2, 35.087-7, 35.088-5, 35.089-3, 37.016, 37.022, 37.024, 37.061, 44.021, 44.023, 44.052, 44.057, 44.061, 44.062, 44.067, 44.070, 44.079-1, 45.047, 45.057, 45.068, 45.083-1, 47.024, 47.025, 47.053, 47.064, 47.083-1, 47.083-4, 47.085-1, 54.013, 54.044, 54.077-2, 54.077-8, 54.081-1, 54.082-7, 56.023, 56.050, 56.061, 56.067, 56.093-7, 58.022, 58.023, 58.024, 58.047, 58.072, 58.082, 58.083, 58.093-15, 61.064, 61.066, 61.086-1, 61.086-2, 61.086-3, 61.086-4, 61.086-7, 61.086-8, 61.086-9, 61.088-1, 64.020, 64.084-7, 70.013, 70.014, 72.055, 72.063-1, 72.063-3, 72.064-5, 72.065-2, 72.068-5, 73.015, 73.016, 73.018, 75.013, 75.014, 75.043, 75.060-1, 75.060-2, 75.060-4, 75.060-6, 75.060-7, 75.060-8, 75.060-10, 75.063-3, 75.065-4
- Leadership Development:** 20.041, 20.045-5, 20.045-7, 21.015, 21.016, 21.017, 21.018, 21.046, 21.055, 21.066-15, 31.080-5, 31.080-7, 31.080-9, 31.081-1, 31.081-2, 32.090-8, 32.091-14, 32.091-17, 33.021, 33.034, 35.024, 35.070, 35.086-4, 37.023, 37.024, 37.061, 44.023, 44.024, 44.057, 44.062, 44.070, 44.075-7, 44.075-10, 44.080-8, 45.068, 45.083-1, 47.025, 47.048, 47.064, 47.079, 47.085-5, 54.077-2, 56.040, 56.048, 56.063, 58.023, 61.066, 70.013, 70.056-1, 72.063-1, 72.063-3, 72.064-5, 72.068-8, 73.018, 75.038, 75.060-1, 75.060-10
- Learning Environments:** 20.031, 20.042-3, 20.042-9, 20.046-5, 21.017, 21.044, 21.046, 21.062-9, 21.066-7, 21.066-12, 21.067-3, 21.067-4, 31.026, 31.042, 31.058, 31.080-6, 31.081-1, 31.084-8, 31.085-8, 32.035, 32.091-1, 32.091-2, 32.091-15, 33.037, 33.052, 33.062, 33.079, 35.030, 35.031, 35.069, 35.072, 35.078, 35.088-4, 35.090-11, 35.090-14, 37.039, 37.050, 37.064, 37.071, 37.076, 44.029, 44.054, 44.075-4, 44.075-12, 45.028,

- 45.029, 45.074, 45.086-7, 47.033, 47.065, 47.081, 47.085-6, 47.086-16, 54.017, 54.019, 54.065, 54.078-11, 54.080-4, 54.081-9, 54.082-1, 54.082-2, 56.027, 56.032, 56.046, 56.061, 56.093-5, 58.030, 58.032, 58.091-2, 58.094-15, 61.040, 61.086-11, 64.083-3, 64.083-4, 64.083-7, 64.083-8, 64.087-9, 70.017, 70.045, 70.056-2, 70.056-11, 70.057-8, 70.059-2, 70.060-5, 70.061-7, 70.061-8, 72.016, 72.042, 72.064-6, 72.067-5, 72.068-1, 73.015, 73.023, 73.050, 73.060-10, 73.061-1, 73.065-1, 73.065-2, 75.021, 75.022, 75.061-1, 75.061-11, 75.064-1, 75.064-9, 75.065-1, 75.065-3, 75.065-6
- Learning Processes/Strategies:** 20.046-2, 21.029, 21.053, 21.064-1, 21.066-12, 21.067-1, 21.067-3, 21.067-4, 31.023, 31.026, 31.058, 31.081-2, 31.085-4, 31.085-8, 31.085-12, 32.034, 32.046, 32.048, 32.054, 32.091-1, 32.091-2, 32.091-3, 33.065, 33.082-4, 35.028, 35.029, 35.085, 44.054, 44.069, 45.027, 45.046, 45.069, 45.077, 45.082, 47.029, 47.047, 47.085-9, 54.018, 54.020, 54.082-1, 54.082-2, 56.029, 56.031, 56.089, 56.093-11, 56.094-2, 56.094-6, 56.094-8, 58.030, 58.031, 58.032, 58.034, 58.093-8, 58.093-14, 61.080, 61.087-10, 64.026, 64.077, 64.083-3, 64.087-2, 64.087-3, 64.087-10, 70.013, 70.017, 70.056-7, 70.056-9, 70.057-9, 72.024, 72.050, 72.068-1, 72.068-9, 73.022, 73.025, 73.064-1, 73.065-1, 75.062-3, 75.065-1, 75.065-2, 75.065-3, 75.065-5, 75.065-6
- Learning from Experience:** 20.026, 20.042-2, 21.061, 21.063-7, 21.067-8, 31.058, 31.084-11, 33.037, 33.081, 35.055, 35.061, 35.086-3, 47.043, 47.084-1, 54.034, 54.079-3, 54.080-4, 64.029, 70.038, 70.060-5
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- Mainstreaming:** 33.058, 44.058, 45.086-6, 73.058, 73.060-4
- Mathematics Education:** 3.014, 20.027, 20.037, 20.043-4, 21.054, 21.058, 21.062-6, 21.063-5, 21.063-8, 21.063-9, 21.063-10, 21.066-9, 21.066-14, 21.067-7, 31.029, 31.052, 31.058, 31.063, 31.069, 31.072, 31.084-3, 31.084-10, 31.085-1, 31.085-3, 31.085-8, 31.085-14, 32.054, 32.057, 32.062, 32.076, 32.081, 32.090-6, 32.091-3, 32.091-13, 33.022, 33.043, 33.048, 33.072, 33.079, 33.085-4, 33.085-9, 35.041, 35.045, 35.069, 35.086-6, 35.086-8, 35.088-3, 35.089-1, 35.090-1, 35.090-2, 35.090-3, 35.090-8, 35.090-9, 35.090-10, 37.043, 37.068, 37.078, 37.081-1, 37.081-2, 37.081-3, 37.081-4, 37.081-8, 37.083-2, 44.028, 44.069, 44.075-5, 44.076-5, 44.076-7, 44.079-9, 44.080-1, 44.080-12, 45.046, 45.060, 45.061, 45.077, 45.085-12, 45.086-7, 47.029, 47.033, 47.042, 47.070, 47.085-8, 47.085-9, 47.085-12, 47.085-17, 47.086-6, 54.019, 54.020, 54.039, 54.071, 54.077-12, 54.078-7, 54.078-11, 54.080-4, 54.080-5, 54.081-9, 54.081-10, 54.082-3, 54.082-7, 56.051, 56.055, 56.081, 56.082, 56.094-4, 56.094-6, 58.020, 58.029, 58.030, 58.065, 58.074, 58.087, 58.092-1, 58.092-4, 58.093-1, 58.093-2, 58.093-3, 58.093-4, 58.093-11, 58.094-12, 58.094-13, 61.048, 61.073, 61.076, 61.077, 61.086-9, 64.031, 64.047, 64.083-2, 64.083-6, 64.083-8, 64.083-11, 64.084-6, 64.086-4, 64.087-1, 64.087-2, 70.025, 70.034, 70.042, 70.054, 70.056-5, 70.056-8, 70.058-3, 70.059-3, 70.059-4, 70.060-8, 70.061-8, 72.058, 72.059, 72.067-10, 72.067-11, 72.067-12, 72.068-1, 72.068-7, 73.015, 73.024, 73.057, 73.060-9, 73.061-9, 73.063-2, 73.064-1, 73.064-12, 73.065-2, 73.065-5, 75.036, 75.038, 75.039, 75.057, 75.061-11, 75.062-4, 75.064-8, 75.065-2, 75.065-3
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- Medical Education:** 21.034, 21.067-3, 32.049, 35.044, 35.087-5, 45.040, 54.031, 56.077, 61.039, 64.034, 72.068-6, 73.064-7, 75.064-5
- Memory:** 31.075, 32.068, 32.091-1, 45.086-6, 58.028
- Mentoring:** 20.026, 20.045-15, 21.055, 21.063-1, 21.063-6, 21.063-12, 31.040, 31.046, 33.048, 33.057, 33.061, 33.066, 33.085-2, 35.086-3, 37.043, 44.057, 44.070, 44.075-7, 44.077-1, 44.079-16, 45.043, 45.086-6, 47.074, 47.079, 47.085-5, 54.077-3, 54.078-4, 54.078-10, 54.082-7, 56.073, 61.071, 64.020, 64.083-1, 70.056-1, 72.035, 72.066-4, 73.040, 73.051, 73.055, 73.060-9, 75.014, 75.053, 75.061-6, 75.061-10, 75.062-5, 75.063-1
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- Metacognition:** 20.039, 21.056, 21.067-1, 33.085-4, 37.033, 37.050, 37.081-3, 44.069, 47.081, 47.085-16, 54.082-1, 56.029, 56.077, 56.094, 58.028, 58.030, 58.031, 58.032, 58.093-14, 70.056-3, 70.061-5, 70.061-8, 72.068-1, 73.053, 73.065-2
- Middle Schools:** 20.035, 20.036, 20.042-10, 20.044-4, 21.044, 21.063-10, 21.064-5, 21.066-9, 31.037, 31.063, 31.081-3, 32.091-15, 33.080, 33.084-10, 35.066, 35.090-1, 35.090-4, 37.043, 37.050, 37.062, 37.081-3, 44.056, 44.058, 44.067, 44.075-4, 44.076-4, 45.030, 45.077, 45.086-2, 47.033, 47.065, 47.067, 54.020, 54.039, 54.078-4, 54.081-6, 54.082-1, 56.094-4, 58.036, 58.065, 61.080, 61.083, 61.086-11, 61.090-11, 64.083-2, 64.083-7, 70.049, 70.061-8, 72.016, 72.064-10, 72.064-11, 72.066-2, 72.068-8, 75.020, 75.026, 75.060-3, 75.064-8, 75.065-2
- Minorities:** 20.027, 20.045-2, 20.045-8, 21.014, 21.034, 21.053, 21.066-9, 31.061, 31.070, 31.075, 32.074, 32.091-4, 33.030, 33.037, 33.080, 33.083-2, 35.044, 35.087-3, 35.090-5, 35.090-8, 44.029, 44.077-5, 44.078-4, 47.019, 47.021, 47.068, 54.037, 54.079-2, 56.050, 56.081, 58.091-5, 58.094-8, 61.054, 61.087-7, 64.029, 64.037, 70.027, 70.049, 72.033, 72.063-10, 72.063-11, 72.064-12, 73.036, 73.039, 73.064-6, 75.031, 75.061-7, 75.065-5
- Missing Data:** 20.046-8, 31.065, 33.084-13, 54.074, 58.093-5, 73.028, 75.054
- Mixed Methods:** 3.012, 20.046-4, 21.048, 31.061, 31.080-1, 31.080-9, 31.081-1, 31.083-5, 32.076, 33.021, 33.035, 33.064, 33.075, 33.076, 33.085-9, 35.022, 35.073, 35.078, 37.082-2, 44.049, 45.047, 45.086-5, 47.085-9, 54.078-4, 56.072, 56.093-3, 58.073, 58.094-15, 61.035, 64.027, 64.035, 64.053, 70.054, 72.066-4, 72.067-5, 72.068-6, 73.035, 75.062-5, 75.065-5
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- Multiculturalism:** 21.065-1, 31.051, 31.082-3, 32.088-3, 33.080, 35.022, 35.037, 35.039, 37.063, 47.068, 47.085-15, 49.024, 54.049, 54.079-2, 56.032, 56.068, 61.048, 64.084-2, 70.057-9, 72.019, 72.027, 72.049, 72.063-9, 73.062-3
- Museum Education:** 20.021, 31.057, 31.061, 32.088-3, 35.086-7, 37.080-6, 45.086-7, 64.083-4, 64.086-5, 70.059-2, 70.060-1, 75.051
- Music Education:** 20.042-6, 21.042, 21.067-2, 31.081-8, 33.066, 33.085-3, 35.074, 37.060, 44.076-4, 44.077-1, 47.068, 54.064, 58.076, 58.091-3, 61.069, 73.060-7
- NAEP:** 21.042, 21.062-5, 30.010, 33.084-11, 43.014, 45.073, 47.085-16, 60.011, 61.027, 61.090-2, 70.058-2, 73.028
- Narrative:** 3.017, 20.034, 20.042-4, 20.045-11, 21.053, 31.030, 31.040, 31.071, 31.081-7, 31.083-3, 32.078, 32.091-14, 33.066, 33.073, 33.085-5, 35.071, 35.074, 35.090-9, 37.065, 37.081-10, 44.076-12, 44.079-15, 45.057, 45.085-9, 45.085-17, 47.021, 47.069, 47.085-10, 54.050, 54.073, 54.077-10, 54.079-3, 54.081-7, 56.093-3, 56.094-1, 56.094-2, 58.085, 58.094-13, 61.069, 61.070, 61.087-1, 61.090-10, 64.056, 64.074, 70.038, 70.057-3, 70.057-6, 70.058-2, 70.061-5, 72.043, 72.053, 72.054, 72.066-4, 73.052, 73.061-4, 73.062-2, 75.064-2, 75.065-4
- Neighborhoods:** 20.042-10, 20.044-2, 21.046, 21.066-8, 31.046, 31.083-1, 32.044, 33.032, 33.085-2, 44.076-5, 45.086-2, 56.022, 73.061-7, 75.061-1
- Networking:** 20.044-2, 31.045, 33.049, 37.022, 47.048, 47.060, 47.084-3, 58.023, 61.086-3
- No Child Left Behind:** 21.062-2, 21.062-5, 21.065-2, 31.052, 31.084-10, 35.021, 47.024, 54.058, 54.081-7, 73.053
- Organization Theory/Change:** 20.045-15, 21.014, 21.036, 21.062-12, 31.060, 31.080-6, 31.080-9, 31.081-2, 31.085-5, 33.021, 33.041, 35.087-5, 37.022, 37.080-10, 44.021, 44.053, 44.062, 44.067, 45.038, 45.081, 47.048, 47.053, 47.084-3, 54.051, 56.048, 58.082, 58.094-7, 61.086-2, 61.087-1, 72.017, 72.063-8, 72.064-2, 72.064-3, 73.017, 73.035, 75.014, 75.058, 75.060-4, 75.061-1, 75.061-2, 75.061-4, 75.061-6
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- Out-of-School Learning:** 20.042-3, 20.044-2, 20.046-1, 21.018, 21.066-7, 31.029, 31.057, 31.061, 32.089-3, 33.083-5, 35.069, 35.090-1, 35.090-4, 37.050, 44.075-6, 44.075-11, 44.079-5, 44.079-13, 45.074, 45.083-2, 45.086-7, 54.029, 54.071, 54.080-4, 54.081-3, 54.082-1, 56.027, 56.076, 61.089-3, 64.083-3, 64.083-9, 64.084-5, 70.056-6, 70.057-10, 70.059-2, 72.028, 72.031, 72.066-3, 72.067-2, 75.044, 75.065-3
- Parental Involvement:** 20.034, 20.044-5, 20.045-1, 20.045-3, 20.046-3, 21.062-5, 21.065-5, 21.066-1, 31.029, 31.055, 31.082-3, 33.055, 33.083-5, 33.085-2, 35.065, 37.060, 37.082-2, 44.022, 44.028, 44.076-12, 44.080-3, 45.036, 54.053, 54.078-11, 56.040, 56.066, 56.091-5, 56.092-5, 58.086, 58.094-5, 58.094-11, 61.061, 61.089-5, 64.062, 64.066, 64.075, 64.083-3, 64.084-7, 70.056-11, 72.050, 72.064-8, 72.064-11, 73.063-3, 75.030, 75.035, 75.041, 75.050, 75.061-10, 75.065-2
- Parents and Families:** 20.044-5, 20.046-2, 21.066-8, 21.067-1, 31.029, 31.055, 31.080-11, 31.082-5, 32.042, 33.028, 33.053, 33.067, 33.083-5, 33.085-2, 33.085-6, 44.035, 44.079-3, 45.080, 47.085-2, 54.049, 54.053, 54.082-2, 56.031, 56.059, 56.094-7, 58.092-3, 61.028, 61.086-6, 61.088-4, 64.021, 64.059, 64.073, 64.084-2, 64.084-4, 64.084-7, 64.086-4, 70.057-2, 70.058-5, 72.050, 72.064-11, 73.044, 73.060-5, 75.016, 75.022, 75.042, 75.049
- Peace Education:** 20.045-2, 32.065, 32.090-9, 33.068, 35.062, 35.076, 37.064, 44.079-2, 45.067, 47.086-14, 58.091-1, 64.083-5
- Peer Interaction/Friendship:** 20.046-2, 31.050, 32.065, 32.072, 32.089-5, 32.091-6, 33.053, 33.085-2, 37.077, 45.040, 45.061, 47.086-14, 61.086-11, 61.089-3, 64.084-2, 72.063-12, 72.065-3, 75.026, 75.061-7, 75.065-3
- Performance Assessment:** 31.080-4, 32.049, 32.083, 33.085-1, 35.047, 35.086-1, 37.024, 37.036, 37.080-12, 44.029, 45.086-7, 54.078-5, 56.084, 58.093-6, 58.093-9, 58.093-15, 61.045, 72.067-12, 72.068-6, 75.065-2
- Philanthropy:** 20.042-5, 33.085-2, 35.087-2, 44.047, 44.076-2, 54.025, 56.091-4, 64.060, 72.052
- Philosophy:** 20.022, 20.045-2, 21.020, 21.063-4, 31.050, 31.081-6, 31.084-4, 32.033, 32.068, 32.079, 32.089-1, 32.091-3, 33.084-3, 33.085-8, 35.064, 35.076, 35.077, 35.090-5, 37.081-11, 44.059, 44.063, 45.063, 45.085-6, 47.085-9, 47.085-14, 54.068, 54.077-7, 56.093-9, 58.091-1, 58.091-4, 58.092-5, 58.093-13, 61.025, 61.080, 61.082, 61.088-3, 61.090-2, 61.090-3, 64.058, 70.015, 70.057-9, 72.020, 72.056, 73.060-8
- Physical Education:** 20.042-1, 31.071, 31.085-12, 35.086-7, 37.064, 37.070, 45.086-5
- Policy:** 20.043-2, 20.045-2, 20.046-3, 21.037, 21.053, 21.062-1, 21.062-3, 21.062-5, 21.062-6, 21.062-12, 21.065-2, 21.067-10, 21.067-11, 31.045, 31.080-4, 31.081-6, 31.081-10, 31.082-2, 31.085-3, 31.085-4, 31.085-5, 32.083, 32.089-2, 32.090-6, 33.032, 33.040, 33.050, 33.074, 33.077, 33.085-5, 35.036, 35.054, 35.073, 35.077, 35.086-5, 35.089-2, 35.089-3, 37.041, 37.047, 37.048, 37.080-1, 37.080-11, 44.047, 44.063, 44.070, 44.078-1, 44.079-12, 44.080-4, 44.080-5, 44.080-9, 45.032, 45.045, 45.053, 45.057, 45.065, 45.075, 45.083-1, 45.084-1, 47.032, 47.036, 47.038, 47.054, 47.083-2, 47.083-4, 47.084-1, 47.084-3, 47.086-9, 54.038, 54.059, 54.061, 54.066, 54.077-2, 54.078-5, 54.079-5, 54.081-4, 54.082-5, 56.037, 56.067, 56.092-3, 56.092-4, 56.092-5, 58.025, 58.057, 58.074, 58.092-2, 58.094-1, 58.094-9, 61.040, 61.069, 61.086-6, 61.087-5, 61.088-1, 61.089-5, 61.090-7, 64.050, 64.051, 64.083-12, 64.084-12, 70.025, 70.026, 70.034, 70.060-6, 72.034, 72.040, 72.061, 72.064-7, 73.038, 73.039, 73.064-10, 75.012, 75.017, 75.025, 75.041, 75.043, 75.061-7
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- Post Colonial Theory:** 20.043-4, 31.081-7, 31.084-12, 33.084-3, 35.058, 35.089-5, 37.041, 45.084-1, 47.086-11, 54.067, 56.025, 58.077, 61.090-8, 70.052, 73.060-3
- Postmodernism:** 31.064, 32.032, 32.068, 35.090-5, 37.025, 45.033, 45.056, 45.085-13, 47.028, 54.015, 54.068, 56.049, 56.050, 58.091-4, 61.070, 61.090-11, 70.015, 70.043, 72.043, 73.061-1, 73.064-2, 75.028
- Postsecondary Education:** 20.026, 20.042-4, 20.046-2, 20.046-3, 21.035, 21.036, 21.038, 21.062-2, 21.066-1, 21.066-3, 21.067-10, 31.034, 31.084-8, 31.085-3, 32.060, 32.074, 33.040, 33.051, 33.073, 33.084-14, 35.086-9, 35.086-10, 35.086-11, 35.087-6, 35.087-8, 35.087-9, 37.080-1, 37.080-2, 37.082-4, 37.083-4, 44.022, 44.061, 44.077-5, 44.078-1, 44.080-3, 45.044, 45.070, 45.086-11, 47.047, 47.060, 47.085-11, 54.032, 54.034, 54.035, 54.036, 54.071, 54.074, 54.077-8, 54.082-6, 54.082-7, 56.046, 56.047, 56.048, 56.049, 56.051, 56.061, 56.081, 56.085, 56.087, 56.093-8, 58.034, 58.036, 58.048, 58.092-4, 61.040, 61.041, 61.087-2, 61.087-3, 61.087-5, 61.087-6, 61.087-7, 61.087-8, 61.087-10, 61.088-2, 64.035, 64.037, 64.038, 64.055, 70.017, 70.026, 70.027, 70.053, 70.057-8, 70.060-9, 72.033, 72.063-8, 72.063-11, 72.064-2, 72.064-3, 72.064-5, 72.064-7, 72.064-8, 72.064-11, 72.064-12, 72.068-6, 72.068-9, 73.035, 73.036, 73.037, 73.048, 73.062-5, 73.064-9, 73.065-2, 75.061-2, 75.061-5, 75.061-7, 75.061-8, 75.061-10, 75.061-12, 75.065-1, 75.065-2
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- Retention:** 21.033, 21.043, 21.062-8, 21.067-10, 31.036, 31.041, 31.043, 31.052, 31.080-1, 31.083-2, 31.085-3, 35.033, 35.044, 35.046, 35.086-9, 35.086-11, 35.087-4, 44.053, 47.066, 54.078-4, 54.078-8, 54.082-1, 54.082-7, 56.094-9, 58.051, 58.091-2, 61.048, 61.067, 61.087-1, 61.087-7, 61.087-8, 70.024, 70.027, 70.034, 70.058-3, 72.034, 72.050, 72.064-11, 72.068-5, 73.034, 73.036, 73.048, 75.060-7
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- School Choice:** 21.066-3, 33.040, 35.073, 35.086-10, 45.047, 54.025, 54.044, 56.061, 56.091-5, 56.092-5, 56.093-2, 58.093-15, 61.050, 61.086-6, 64.080, 64.084-8, 73.017, 73.035, 73.044, 75.041, 75.042
- School Culture:** 20.020, 20.042-3, 20.042-11, 20.046-1, 21.062-8, 21.066-8, 31.080-2, 31.080-6, 31.083-5, 33.026, 33.064, 35.086-2, 35.090-7, 37.071, 37.082-2, 44.022, 44.055, 44.079-1, 44.080-3, 45.047, 45.068, 45.086-2, 45.086-8, 47.024, 47.065, 47.074, 47.085-5, 47.085-15, 47.086-11, 54.013, 54.078-8, 54.081-13, 56.023, 56.093-9, 56.093-10, 58.024, 61.037, 61.051, 61.058, 61.067, 61.083, 61.086-5, 61.086-11, 61.087-1, 61.087-2, 61.090-5, 64.020, 64.084-3, 70.013, 70.049, 70.057-2, 72.016, 72.025, 72.063-4, 73.017, 73.018, 73.060-1, 73.064-5, 75.026, 75.060-9, 75.060-10, 75.061-1
- School Districts:** 20.042-7, 20.045-7, 21.062-8, 31.074, 31.084-10, 33.056, 35.030, 37.024, 37.047, 37.080-10, 44.023, 45.064, 45.079, 47.023, 54.040, 58.082, 58.093-17, 64.033, 64.050, 70.044, 70.060-6, 70.061-1, 72.017
- School Organization:** 20.042-7, 31.080-4, 31.080-6, 31.082-4, 33.075, 35.023, 37.022, 44.021, 44.048, 44.053, 44.062, 47.024, 47.085-4, 47.086-14, 54.047, 56.023, 56.093-10, 58.024, 58.088, 58.093-15, 61.086-3, 61.086-4, 61.086-5, 61.087-1, 61.087-2, 64.020, 64.021, 64.083-2, 64.087-8, 70.014, 70.034, 70.060-3, 72.015, 72.016, 72.061, 75.014, 75.060-3, 75.060-4, 75.060-5
- School Reform:** 20.035, 20.042-7, 20.043-4, 20.045-7, 20.046-4, 21.033, 21.062-6, 21.066-2, 31.072, 31.078, 31.080-3, 31.080-6, 31.080-8, 31.081-2, 31.084-10, 32.030, 32.090-2, 32.091-2, 33.075, 33.076, 33.084-14, 35.021, 35.022, 35.053, 35.068, 35.086-4, 35.089-4, 37.022, 37.043, 37.070, 44.027, 44.037, 44.057, 44.067, 44.076-12, 44.080-8, 45.057, 45.064, 45.074, 47.084-1, 54.041, 54.066, 56.036, 56.093-10, 56.094-5, 58.023, 58.094-2, 58.094-9, 58.094-11, 61.037, 61.084, 61.086-1, 61.086-3, 61.086-5, 61.088-1, 61.090-9, 64.021, 70.014, 70.034, 70.056-1, 70.061-1, 70.061-7, 72.017, 73.015, 73.045, 73.060-1, 73.061-2, 75.013, 75.014, 75.060-9, 75.060-10, 75.061-1
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- Science Education:** 20.026, 20.029, 20.045-5, 20.046-1, 20.046-4, 21.042, 21.056, 21.063-5, 21.063-8, 21.063-9, 21.063-10, 21.064-1, 21.064-2, 21.065-4, 21.066-7, 21.066-12, 21.067-3, 21.067-8, 21.067-10, 21.067-12, 31.026, 31.061, 31.063, 31.067, 31.072, 31.080-7, 31.081-7, 31.082-5, 31.085-10, 32.036, 32.055, 32.057, 32.073, 32.085, 32.090-6, 32.090-8, 32.091-2, 32.091-3, 32.091-6, 32.091-14, 32.091-16, 33.024, 33.052, 33.054, 33.057, 33.080, 33.082-3, 33.084-8, 33.084-15, 33.085-4, 35.028, 35.044, 35.045, 35.083, 35.090-13, 37.030, 37.032, 37.034, 37.036, 37.050, 37.078, 37.081-3, 44.027, 44.029, 44.075-1, 44.075-4, 44.076-5, 44.080-1, 44.080-9, 45.025, 45.027, 45.028, 45.029, 45.030, 45.031, 45.057, 45.066, 45.073, 45.086-5, 45.086-7, 47.021, 47.031, 47.032, 47.061, 47.080, 47.083-2, 47.085-4, 47.085-14, 47.085-17, 47.086-4, 47.086-16, 54.017, 54.045, 54.072, 54.078-6, 54.078-7, 54.078-10, 54.080-3, 54.080-3, 56.083, 56.085, 56.094-6, 58.036, 58.046, 58.052, 58.065, 58.070, 58.076, 58.092-4, 58.093-7, 58.093-11, 58.094-8, 58.094-12, 58.094-18, 61.037, 61.062, 61.076, 61.077, 61.078, 61.087-4, 61.087-7, 61.090-11, 61.090-13, 64.025, 64.069, 64.077, 64.083-3, 64.083-4, 64.083-10, 64.084-4, 64.084-12, 64.086-5, 70.045, 70.050, 70.054, 70.057-5, 70.058-3, 70.059-2, 70.061-8, 72.031, 72.035, 72.042, 72.063-6, 72.064-1, 72.067-5, 72.068-1, 72.068-3, 72.068-7, 72.068-8, 73.015, 73.036, 73.042, 73.060-9, 73.061-9, 73.063-1, 73.064-6, 73.064-9, 73.064-11, 73.065-3, 75.018, 75.021, 75.022, 75.036, 75.054, 75.060-6, 75.061-5, 75.061-6, 75.061-11, 75.062-1, 75.064-8, 75.065-1, 75.065-3
- Self-Concept:** 20.042-9, 20.046-5, 21.030, 21.057, 21.067-4, 31.081-3, 31.084-1, 31.085-3, 32.083, 32.091-1, 37.032, 37.071, 37.080-5, 44.028, 44.078-1, 44.079-14, 54.077-4, 54.082-2, 54.082-3, 56.094-1, 58.074, 58.091-2, 58.093-16, 58.094-11, 61.053, 61.075, 61.080, 61.090-4, 64.083-7, 70.051, 70.061-8, 72.025, 73.036, 73.062-4
- Self-directed Learning:** 31.033, 31.037, 32.091-2, 35.086-1, 35.087-8, 37.033, 45.086-6, 45.086-7, 45.086-11, 47.085-6, 47.085-16, 56.089, 58.030, 58.093-14, 58.094-12, 61.069, 64.083-8, 70.059-2, 72.068-1, 72.068-9, 73.065-2, 73.065-3, 75.064-5
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- Situated Learning:** 21.019, 21.063-8, 21.066-6, 31.058, 32.072, 33.031, 33.084-5, 35.031, 35.086-3, 44.029, 44.061, 44.075-3, 44.079-5, 54.077-10, 54.082-7, 54.082-9, 56.093-6, 56.094-2, 58.030, 58.084, 61.087-6, 64.083-3, 64.087-5, 70.060-4, 72.028, 73.025, 73.056, 73.060-5, 75.022, 75.065-3
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- Social Processes/Development:** 20.042-3, 21.067-3, 31.074, 33.085-6, 35.062, 35.090-7, 37.035, 37.053, 37.080-2, 37.080-7, 44.075-8, 45.086-5, 54.082-2, 61.039, 61.083, 64.083-9, 70.017, 72.067-2, 75.027
- Social Stratification:** 20.044-1, 21.035, 21.037, 31.051, 31.081-9, 31.085-3, 32.079, 33.032, 33.038, 37.067, 44.048, 45.080, 45.085-15, 47.086-15, 56.093-8, 58.094-3, 61.088-4, 64.038, 64.080, 70.053, 72.063-5, 72.063-10, 75.041, 75.061-7
- Social Studies Education:** 20.040, 20.045-2, 21.064-2, 21.064-5, 21.065-4, 21.067-8, 31.037, 31.051, 31.084-2, 31.084-8, 32.033, 32.088-3, 32.090-1, 33.078, 33.083-4, 35.031, 35.041, 35.087-10, 35.088-1, 35.089-2, 37.029, 37.081-1, 37.081-5, 44.046, 44.052, 44.076-11, 45.085-9, 45.086-5, 47.077, 47.085-3, 47.085-15, 58.086, 58.094-13, 61.082, 61.090-3, 64.079, 70.026, 70.041, 70.052, 70.056-10, 72.036, 72.068-3
- Sociolinguistics:** 20.045-4, 32.089-5, 33.044, 33.084-3, 37.081-11, 44.080-5, 45.085-14, 54.026, 54.037, 64.069, 64.084-9
- Sociology:** 20.042-7, 21.058, 21.062-8, 32.033, 32.075, 33.027, 33.048, 33.085-5, 37.081-11, 37.083-2, 44.016, 44.075-2, 44.079-15, 45.063, 45.080, 47.038, 54.025, 54.032, 54.038, 56.093-8, 58.093-16, 61.090-4, 64.084-8, 70.044, 70.053, 70.056-11, 70.057-6, 72.063-10, 72.064-2, 72.064-3, 73.060-12, 75.028, 75.062-1
- Special Education:** 20.043-2, 20.045-6, 21.014, 21.024, 21.062-3, 21.065-2, 31.040, 31.052, 31.070, 31.075, 31.080-8, 31.081-2, 32.030, 32.042, 32.059, 32.074, 32.084, 32.089-2, 32.090-3, 32.091-4, 33.058, 33.077, 33.082-2, 35.021, 35.034, 35.036, 35.066, 35.077, 35.088-3, 35.090-8, 35.090-11, 37.058, 37.081-1, 37.082-2, 44.068, 45.080, 45.084-4, 45.086-6, 47.084-1, 47.086-7, 47.086-18, 54.079-2, 54.081-13, 56.087, 56.091-3, 56.092-2, 58.087, 58.094-5, 58.094-12, 61.031, 61.047, 61.084, 64.039, 64.083-10, 64.085-5, 70.054, 70.057-8, 70.058-2, 72.036, 72.050, 72.061, 72.063-12, 73.055, 73.058, 73.060-5, 73.061-10, 73.065-2, 73.065-4, 75.062-4, 75.063-3
- Spirituality:** 21.065-3, 31.050, 31.081-8, 32.033, 37.073, 44.054, 45.084-2, 47.079, 47.085-1, 58.091-1, 70.056-6
- Sport:** 21.053, 21.067-6, 31.083-5, 31.085-11, 35.039, 35.086-9, 35.087-8, 37.083-4, 58.079, 75.065-2
- Standard Setting:** 32.090-4, 35.043, 37.036, 44.079-7, 70.055, 73.049
- State Level:** 31.080-8, 32.091-1, 35.087-9, 37.036, 37.080-1, 45.045, 47.083-4, 58.094-9, 64.038, 70.061-7, 73.015, 73.064-10, 75.014, 75.060-1, 75.060-3
- Statistics:** 3.011, 20.046-8, 21.067-10, 30.011, 31.033, 31.085-1, 31.085-2, 32.060, 32.076, 33.084-11, 33.084-13, 33.084-16, 34.012, 35.086-6, 37.057, 37.058, 44.060, 45.077, 47.058, 47.085-9, 54.021, 56.088, 56.093-12, 56.094-3, 58.037, 58.073, 58.075, 58.093-5, 58.093-7, 58.093-9, 61.084, 61.090-11, 64.055, 64.081, 70.021, 70.060-7, 72.048, 72.064-6, 72.068-4, 73.026, 73.028, 73.048, 73.057, 75.054
- Stress/Coping:** 20.041, 20.046-2, 20.046-3, 31.082-3, 32.091-1, 33.026, 33.054, 33.084-16, 35.090-4, 37.074, 44.021, 44.079-14, 54.082-2, 54.082-7, 58.034, 58.058, 61.028, 61.086-4, 64.084-10, 70.061-6, 72.063-2, 72.064-2, 72.068-5, 73.061-9, 73.062-4, 75.065-5
- Structural Modeling:** 20.042-9, 20.046-8, 21.062-8, 31.033, 31.044, 31.049, 32.083, 32.091-1, 33.054, 33.084-13, 33.085-2, 35.086-6, 35.087-2, 35.087-6, 35.090-8, 37.032, 44.075-1, 45.070, 45.086-5, 47.076, 54.081-11, 54.082-7, 56.079, 56.088, 58.034, 58.075, 58.079, 58.093-5, 58.093-6, 61.090-2, 64.062, 64.081, 64.083-7, 64.087-6, 70.060-7, 72.048, 72.064-8, 72.068-4, 72.068-6, 73.028, 73.065-3, 75.024, 75.061-4, 75.065-1, 75.065-5
- Student Behavior/Attitude:** 20.035, 21.043, 31.085-8, 31.085-12, 33.073, 33.079, 33.083-3, 35.066, 35.086-10, 35.087-5, 35.087-6, 37.083-3, 44.052, 44.067, 44.075-2, 45.067, 45.086-2, 47.085-3, 47.086-10, 54.031, 54.034, 54.045, 54.065, 54.072, 54.078-11, 54.082-7, 56.032, 56.046, 56.086, 58.074, 61.041, 61.053, 61.087-4, 61.088-4, 64.033, 64.039, 64.083-9, 64.083-12, 72.068-5, 73.058, 73.062-4, 75.021, 75.042, 75.065-6
- Student Cognition:** 20.040, 20.046-1, 21.066-13, 21.067-1, 31.023, 31.058, 31.080-11, 32.064, 32.091-3, 33.065, 35.090-3, 44.028, 44.069, 45.077, 47.033, 54.020, 54.080-5, 56.031, 56.093-5, 58.028, 61.037, 64.069, 64.077, 64.087-11, 70.056-3, 72.059, 72.068-1, 73.025, 73.065-1, 73.065-2, 75.061-10
- Student Knowledge:** 20.046-2, 21.066-12, 21.066-15, 32.066, 33.054, 33.084-6, 35.090-5, 44.033, 47.031, 47.032, 47.086-16, 54.029, 54.036, 54.080-5, 54.081-11, 54.081-12, 56.029, 58.036, 58.093-3, 61.037, 61.081, 61.086-11, 61.090-11, 64.066, 72.067-2, 72.067-12, 72.068-6, 73.035, 75.061-3, 75.065-2
- Student Teaching:** 20.036, 21.063-6, 21.063-7, 31.035, 31.040, 31.071, 33.047, 35.047, 35.090-2, 37.080-12, 44.070, 44.077-2, 45.050, 45.086-5, 56.056, 56.073, 56.094-2, 64.058, 70.061-5
- Superintendency:** 21.055, 31.081-1, 44.023, 45.068, 54.077-2, 58.082, 70.013, 72.063-3, 75.060-7
- Supervision:** 21.059, 31.063, 32.049, 33.057, 35.047, 35.086-4, 44.070, 54.013, 54.039, 54.078-10, 70.059-1, 72.035
- Survey Research:** 20.046-5, 21.067-5, 32.060, 33.084-14, 35.030, 35.078, 35.087-1, 35.088-5, 37.071, 44.075-1, 44.079-16, 45.073, 45.083-3, 45.086-2, 45.086-3, 45.086-6, 45.086-8, 47.076, 47.080, 47.083-4, 47.085-11, 47.086-10, 54.074, 54.082-11, 54.082-12, 56.090, 56.094-5, 58.092-4, 58.093-11, 58.094-11, 61.083, 64.037, 70.024, 70.058-2, 70.061-8, 72.067-5, 72.068-7, 73.036, 73.039, 73.065-4, 75.014, 75.050, 75.065-3
- Systems Thinking:** 21.017, 21.062-3, 21.062-9, 21.066-11, 21.066-12, 31.081-2, 32.088-2, 35.021, 45.079, 45.081, 47.053, 47.071, 58.088, 61.090-13, 64.053, 73.060-6, 75.013, 75.058
- Teacher Characteristics/Traits:** 20.028, 20.036, 20.046-4, 20.046-5, 21.040, 21.054, 21.062-11, 21.063-1, 21.067-4, 31.041, 31.071, 31.081-8, 31.082-1, 32.054, 32.055, 32.077, 32.090-3, 32.091-2, 33.037, 35.046, 35.090-2, 37.034, 37.074, 37.081-2, 44.053, 44.054, 44.062, 44.076-7, 44.080-3, 44.080-10, 45.047, 45.050, 45.057, 45.071, 45.079, 45.084-5, 47.054, 47.079, 47.085-16, 54.044, 54.077-12, 54.078-8, 54.078-9, 56.091-3, 58.024, 58.086, 58.093-1, 58.094-13, 61.067, 61.086-11, 61.089-5, 64.039, 64.046, 64.072, 64.080, 64.083-3, 70.052, 70.057-12, 72.064-6, 72.068-4, 73.060-4, 73.060-7, 73.064-10, 73.065-4, 75.060-7, 75.062-3
- Teacher Cognition:** 20.028, 20.036, 20.042-7, 21.063-4, 21.063-12, 31.069, 32.077, 32.081, 32.088-5, 33.054, 33.082-1, 33.082-4, 37.033, 37.081-4, 37.081-7, 44.075-5, 45.063, 47.069, 54.071, 54.078-9, 54.082-2, 54.082-3, 56.056, 56.085, 58.093-4, 58.094-12, 61.046, 64.039, 64.045, 64.083-7, 70.014, 70.056-3, 70.061-8, 72.038, 73.042, 73.059, 73.060-6, 75.036, 75.061-10, 75.064-4
- Teacher Demographics:** 35.089-5, 45.086-2, 61.029, 61.046, 64.039, 64.087-8, 73.039
- Teacher Education - In-Service/Professional Development:** 20.028, 20.035, 20.040, 20.045-14, 20.046-4, 20.046-5, 21.057, 21.063-6, 21.063-7, 21.063-8, 21.063-9, 21.063-10, 21.063-11, 21.063-12, 21.064-5, 21.065-2, 31.042, 31.063, 31.069, 31.071, 31.072, 31.077, 31.080-2, 31.084-12, 31.085-12, 32.054, 32.055, 32.057, 32.067, 32.071, 32.081, 32.088-1, 32.088-2, 32.090-3, 32.090-8, 32.090-11, 32.091-3, 33.044, 33.045, 33.075, 33.082-3, 33.084-6, 33.085-4, 35.058, 35.060, 35.078, 35.086-3, 35.086-4, 35.087-10, 35.090-6, 37.029, 37.055, 37.063, 37.065, 37.081-6, 37.081-8, 37.081-9, 37.082-1, 44.037, 44.041, 44.054, 44.075-4, 44.075-7, 44.076-9, 44.077-1, 44.077-3, 44.079-1, 45.049, 45.083-3, 45.086-5, 47.066, 47.069, 47.077, 47.086-5, 47.086-16, 54.072, 54.077-9, 54.078-8, 54.078-10, 54.079-2, 54.081-6, 54.081-10, 54.082-1, 54.082-3, 54.082-10, 56.053, 56.054, 56.057, 56.073, 56.085, 56.091-2, 58.052, 58.057, 58.065, 58.085, 58.091-5, 58.093-11, 58.094-15, 61.029, 61.043, 61.046, 61.048, 61.051, 61.086-3, 61.089-1, 61.090-3, 61.090-12, 64.039, 64.045, 64.083-1, 64.083-2, 64.084-9, 64.085-5, 64.086-5, 64.087-9, 70.033, 70.041, 70.051, 70.056-5, 70.058-2, 70.059-1, 70.061-6, 72.031, 72.037, 72.066-1, 72.067-9, 72.068-3, 72.068-7, 72.068-8, 73.031, 73.039, 73.041, 73.042, 73.047, 73.060-6, 73.060-7, 73.064-3, 73.065-2, 73.065-7, 75.034, 75.036, 75.044, 75.064-5, 75.064-7, 75.065-4, 75.065-6
- Teacher Education - Policy Studies:** 20.044-3, 21.040, 21.048, 21.063-7, 31.041, 31.082-2, 33.077, 35.058, 35.080, 35.086-5, 44.075-2, 44.079-12, 47.063, 47.083-1, 47.083-4, 47.085-8, 54.059, 54.078-1, 56.078, 56.091-1, 58.054, 58.094-9, 61.047, 64.041, 64.048, 70.034, 73.039, 73.042, 73.061-8, 73.065-4, 75.040
- Teacher Education - Post Baccalaureate/Masters:** 21.040, 21.062-10, 21.063-7, 21.064-1, 31.038, 31.041, 31.045, 31.073, 32.067, 32.081, 35.084, 37.081-9, 37.082-1, 37.083-1, 44.054, 45.040, 45.086-11, 47.085-2, 54.081-11, 56.094-1, 58.052, 58.085, 61.045, 64.054, 70.061-5, 72.036, 73.062-2, 75.065-6
- Teacher Education - Pre-Service:** 20.027, 20.030, 20.036, 20.037, 20.039, 20.040, 20.042-8, 20.043-5, 20.045-5, 20.045-10, 20.045-11, 20.045-14, 20.046-4, 21.020, 21.051, 21.057, 21.060, 21.062-6, 21.062-10, 21.063-5, 21.063-6, 21.063-7, 21.063-8, 21.063-11, 21.063-12, 21.064-2, 21.065-2, 21.065-4, 21.067-3, 31.038, 31.039, 31.040, 31.041, 31.042, 31.051, 31.063, 31.069, 31.073, 31.084-5, 31.085-7, 31.085-13, 32.053, 32.054, 32.059, 32.071, 32.077, 32.081, 32.090-2, 32.090-7, 32.090-9, 32.090-11, 32.091-1, 32.091-16, 33.037, 33.042,

- 33.044, 33.045, 33.046, 33.047, 33.061, 33.066, 33.067, 33.077, 33.080, 33.083-2, 33.083-5, 33.084-10, 33.085-4, 33.085-9, 35.046, 35.047, 35.051, 35.052, 35.055, 35.056, 35.060, 35.066, 35.069, 35.074, 35.078, 35.086-3, 35.086-7, 35.090-2, 35.090-9, 35.090-10, 35.090-14, 37.064, 37.065, 37.076, 37.077, 37.080-6, 37.080-12, 37.081-1, 37.081-2, 37.081-3, 37.081-4, 37.081-7, 37.081-9, 37.082-1, 44.037, 44.042, 44.049, 44.053, 44.056, 44.070, 44.075-7, 44.075-10, 44.075-12, 44.076-4, 44.076-11, 44.077-3, 44.078-4, 44.079-15, 44.080-3, 44.080-5, 44.080-7, 44.080-11, 45.048, 45.050, 45.084-2, 45.085-2, 45.085-4, 45.086-5, 47.057, 47.068, 47.069, 47.077, 47.080, 47.085-6, 47.086-5, 47.086-11, 47.086-16, 54.049, 54.069, 54.071, 54.077-3, 54.077-9, 54.078-1, 54.078-2, 54.078-3, 54.078-4, 54.078-5, 54.078-6, 54.078-7, 54.078-9, 54.079-4, 54.081-6, 56.052, 56.055, 56.056, 56.057, 56.059, 56.073, 56.090, 56.094-1, 56.094-2, 56.094-3, 58.039, 58.052, 58.053, 58.055, 58.056, 58.061, 58.070, 58.085, 58.086, 58.089, 58.091-3, 58.093-1, 58.093-13, 58.094-12, 58.094-15, 58.094-18, 61.043, 61.045, 61.049, 61.062, 61.064, 61.068, 61.070, 61.080, 61.088-5, 61.090-2, 61.090-14, 64.039, 64.040, 64.041, 64.042, 64.043, 64.058, 64.061, 64.073, 64.078, 64.085-1, 64.087-3, 64.087-5, 66.044, 70.030, 70.032, 70.035, 70.041, 70.042, 70.046, 70.051, 70.052, 70.056-3, 70.056-5, 70.056-10, 70.057-12, 70.058-4, 70.059-1, 70.061-5, 72.035, 72.036, 72.038, 72.049, 72.053, 72.061, 72.063-7, 72.067-1, 72.068-3, 73.038, 73.041, 73.052, 73.057, 73.060-6, 73.060-7, 73.061-8, 73.065-1, 73.065-4, 73.065-5, 75.035, 75.036, 75.063-3, 75.064-3, 75.064-8, 75.065-1, 75.065-3, 75.065-4
- Teacher Education - Undergraduate:** 20.027, 20.028, 21.063-7, 21.064-2, 31.040, 31.059, 31.077, 31.085-3, 32.091-1, 33.046, 33.066, 33.077, 33.083-1, 33.085-4, 35.078, 37.080-5, 44.042, 44.076-4, 44.079-4, 44.080-11, 45.050, 45.070, 47.068, 47.085-2, 47.085-11, 54.077-10, 54.078-3, 54.078-7, 54.081-10, 54.082-1, 54.082-2, 56.058, 56.094-2, 58.053, 58.061, 58.087, 58.089, 58.093-11, 58.094-12, 64.040, 64.072, 70.035, 70.043, 70.061-5, 72.036, 72.065-2, 72.068-3, 73.039, 73.059, 73.061-8, 73.065-4, 75.062-2, 75.065-4
- Teacher Evaluation:** 20.043-5, 21.041, 21.062-6, 21.062-8, 31.044, 31.080-1, 32.088-5, 33.035, 33.053, 33.080, 33.085-1, 35.046, 35.047, 35.058, 37.080-1, 37.082-2, 44.024, 44.070, 44.079-9, 45.053, 45.086-8, 47.059, 47.069, 47.083-3, 54.059, 54.078-5, 56.067, 56.084, 56.094-5, 58.094-9, 61.051, 61.069, 64.020, 64.032, 70.034, 72.063-3, 72.067-6, 72.068-8, 73.065-4, 75.016
- Teacher Induction:** 20.043-5, 20.045-11, 21.057, 21.063-12, 31.071, 32.088-5, 33.048, 35.045, 47.057, 47.074, 47.086-18, 54.051, 54.072, 54.078-1, 54.078-4, 54.078-8, 58.052, 61.067, 61.076, 64.058, 64.083-1, 70.034, 72.063-2, 72.065-2, 73.040, 73.062-2, 73.065-4
- Teacher Knowledge (cultural/content/pedagogical):** 3.014, 20.027, 20.029, 20.039, 20.040, 20.045-4, 20.045-7, 20.046-4, 20.046-5, 21.020, 21.063-5, 21.063-6, 21.063-7, 21.063-9, 21.063-10, 21.064-2, 21.064-4, 21.066-14, 31.037, 31.038, 31.050, 31.051, 31.056, 31.069, 31.077, 31.082-5, 31.084-6, 32.033, 32.054, 32.055, 32.067, 32.077, 32.078, 32.081, 32.082, 32.091-2, 32.091-3, 32.091-4, 33.043, 33.044, 33.046, 33.058, 33.083-1, 33.085-4, 35.030, 35.049, 35.077, 35.088-1, 35.089-1, 35.090-2, 35.090-5, 35.090-6, 35.090-9, 37.033, 37.070, 37.076, 37.080-2, 37.081-1, 37.081-3, 37.081-4, 37.081-6, 37.081-7, 37.081-8, 37.081-9, 37.081-10, 44.033, 44.044, 44.052, 44.075-4, 44.076-3, 44.076-9, 44.077-2, 44.078-5, 44.079-2, 44.079-5, 44.080-5, 44.080-7, 45.038, 45.047, 45.049, 45.081, 45.083-3, 45.086-4, 45.086-5, 47.069, 47.080, 47.084-4, 47.085-2, 47.085-10, 47.085-12, 54.069, 54.071, 54.072, 54.077-12, 54.078-7, 54.078-9, 54.081-4, 54.081-11, 56.052, 56.053, 56.075, 56.082, 58.039, 58.053, 58.055, 58.084, 58.089, 58.093-2, 58.093-10, 58.094-12, 58.094-15, 61.035, 61.045, 61.062, 61.073, 61.076, 61.087-6, 61.090-2, 61.090-9, 61.090-14, 64.047, 64.061, 64.071, 64.083-10, 64.086-2, 70.012, 70.029, 70.031, 70.032, 70.041, 70.056-5, 70.057-9, 70.057-11, 70.061-5, 70.061-7, 72.035, 72.036, 72.037, 72.038, 72.040, 72.041, 72.063-4, 72.067-9, 72.067-10, 72.068-7, 72.068-8, 73.041, 73.042, 73.059, 73.064-3, 73.064-5, 73.065-2, 73.065-3, 73.065-4, 75.014, 75.018, 75.058, 75.061-6, 75.062-2, 75.063-3, 75.065-2, 75.065-3, 75.065-4
- Teacher Quality:** 20.037, 20.046-4, 21.015, 21.063-1, 21.063-6, 21.066-15, 31.033, 31.041, 31.044, 31.072, 31.085-12, 32.057, 32.088-1, 32.088-5, 33.048, 33.080, 33.084-10, 35.054, 35.058, 44.043, 44.048, 44.054, 44.080-3, 45.053, 47.066, 47.074, 47.083-1, 47.085-8, 47.086-10, 54.042, 54.051, 54.078-1, 54.078-5, 56.091-2, 58.045, 58.057, 58.094-9, 58.094-12, 61.048, 61.051, 61.086-6, 61.087-4, 61.087-6, 64.041, 64.063, 70.014, 70.057-12, 70.060-8, 72.067-6, 73.038, 73.060-7, 73.064-10, 75.064-3
- Teacher Research in Learning Spaces:** 20.039, 21.063-7, 21.064-4, 21.066-13, 30.012, 31.045, 31.080-1, 32.089-4, 33.082-3, 35.084, 47.085-6, 54.082-8, 56.032, 70.060-2, 75.034
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- Teaching Context:** 21.063-6, 21.063-7, 21.064-4, 32.068, 32.091-1, 32.091-3, 33.022, 33.080, 33.085-5, 35.046, 35.051, 35.054, 35.090-2, 37.081-6, 44.041, 44.054, 44.079-14, 44.080-5, 45.086-2, 47.069, 54.028, 54.044, 54.058, 54.075, 54.081-6, 56.023, 56.077, 56.094-7, 58.094-15, 61.051, 61.067, 61.087-6, 64.039, 64.084-7, 66.044, 70.041, 70.051, 72.013, 72.063-4, 73.042, 75.035
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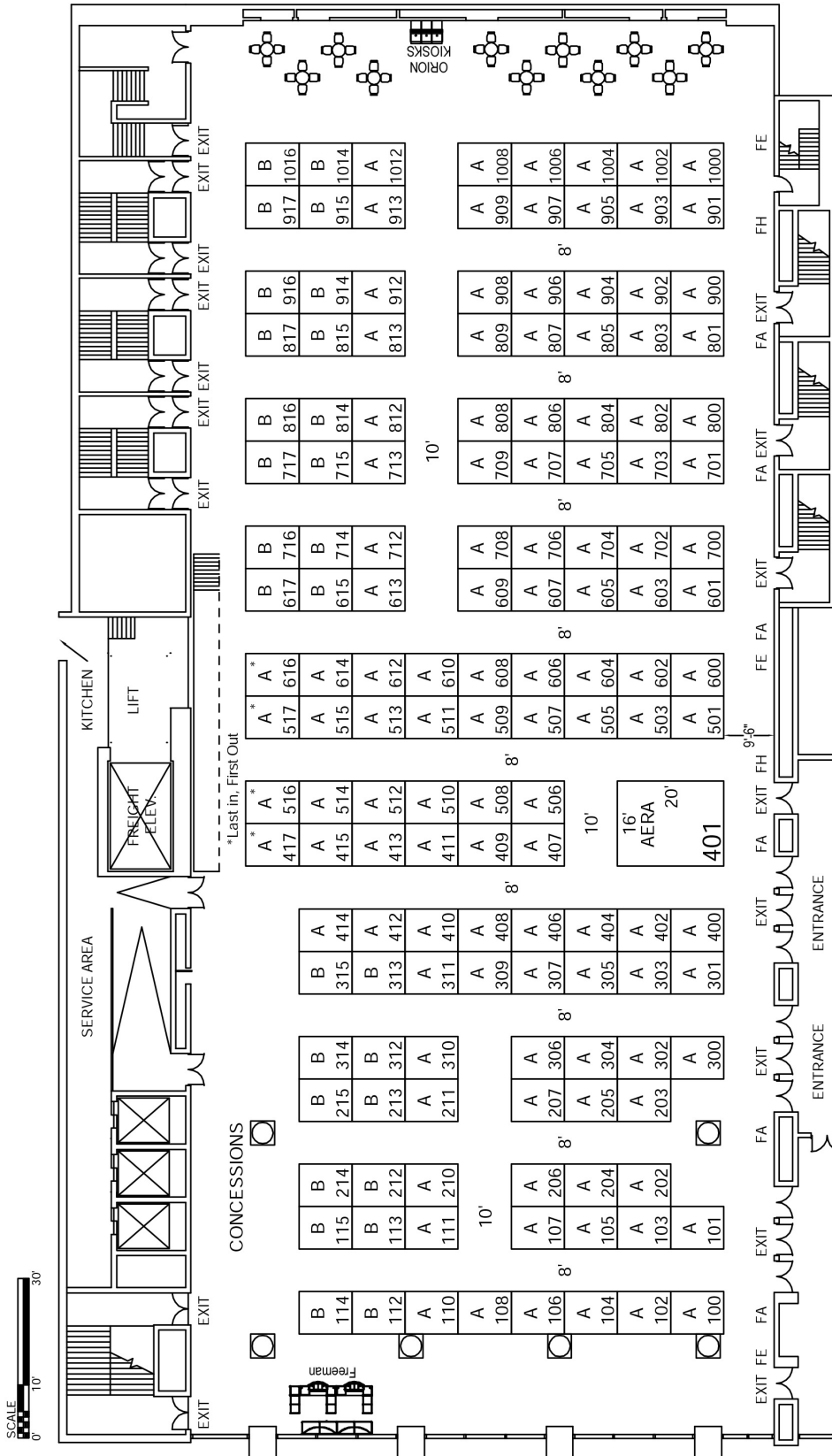
# Directory of 2013 Exhibitors

AERA invites meeting registrants to visit the 2013 AERA Annual Meeting Exhibit Hall. Located in the Hilton Union Square, Grand Ballroom Level, Tower 2, Grand Ballroom, the Exhibit Hall is an invaluable opportunity for all to learn about new products and services from many of the top names in educational publishing, testing, and research firms. The Exhibit Hall is open from 9:00 am to 6:00 pm on Sunday, 9:00 am to 4:00 pm on Monday, and 9:00 am to 5:00 pm on Tuesday. *AERA extends sincere appreciation to all the 2013 exhibitors for partnering with the Association to make this year's Exhibit Hall a success.*

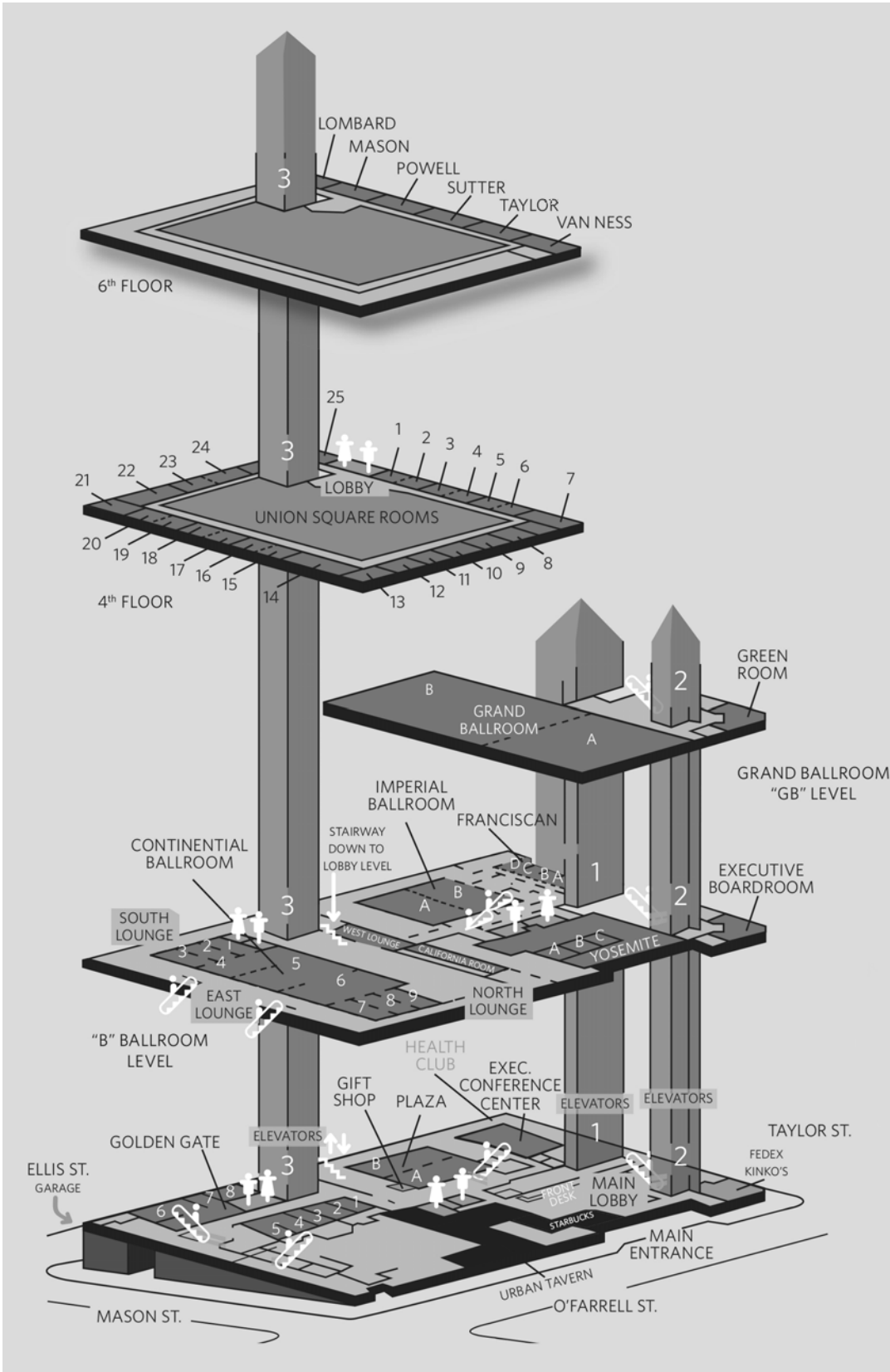
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# AERA Exhibit Hall

Hilton Union Square, Grand Ballroom Level, Tower 2, Grand Ballroom



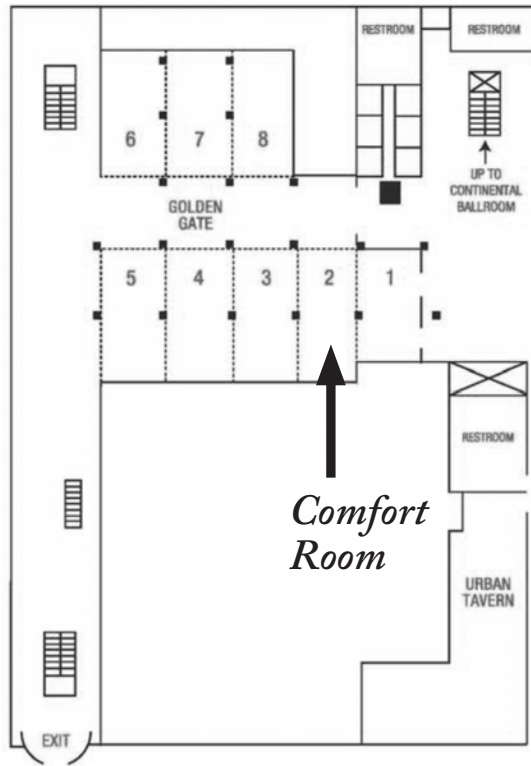
# Hilton Union Square



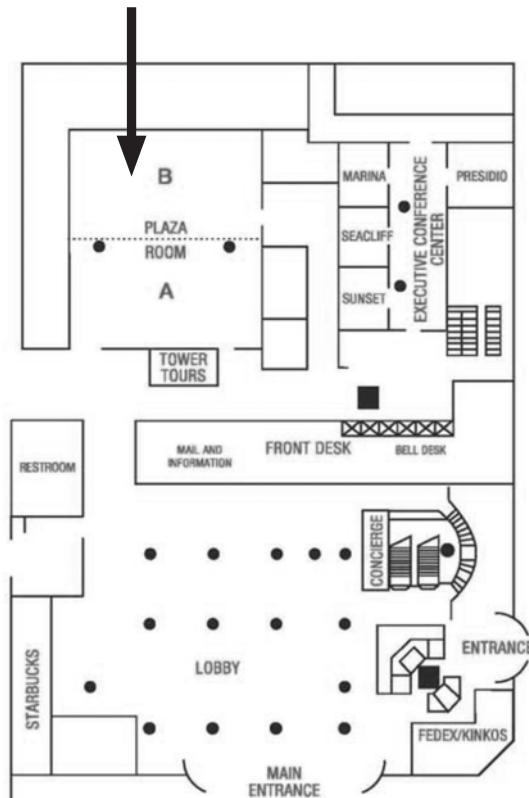


# Hilton Union Square

## Lobby Level



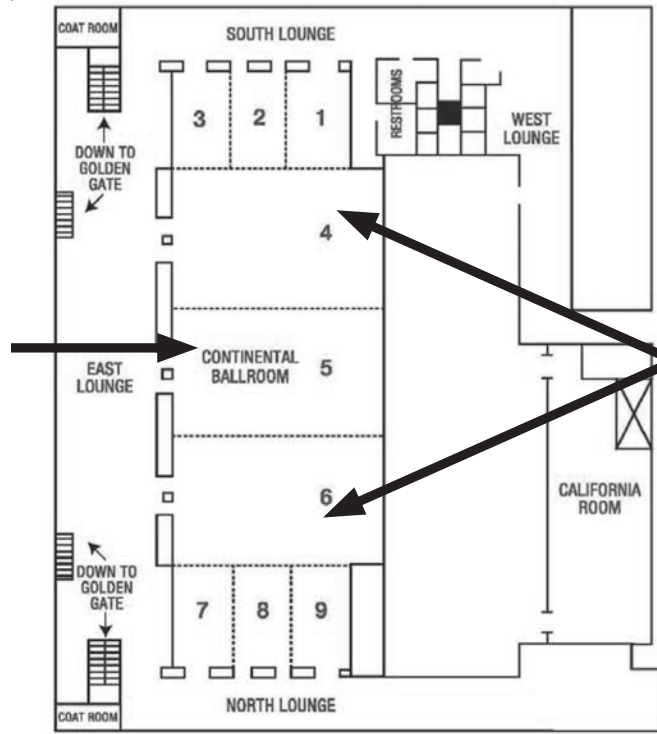
### Presidential Sessions



# Hilton Union Square

## Ballroom Level

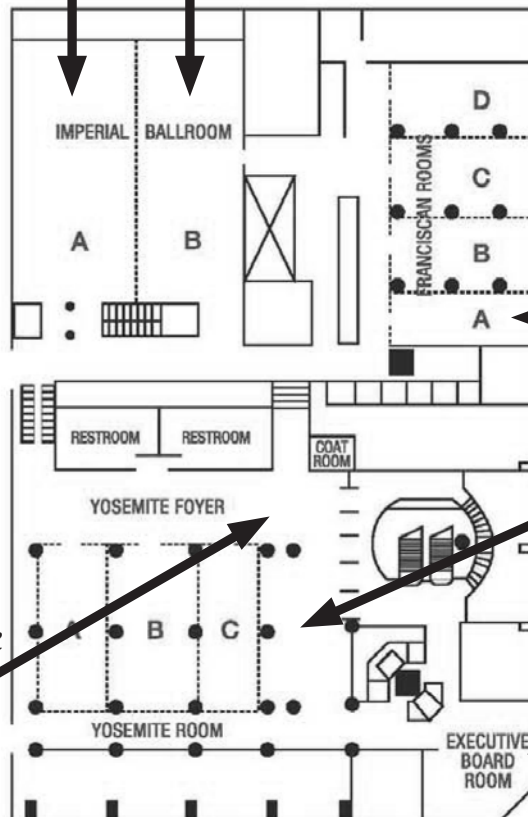
*Opening Plenary  
Presidential Address  
Awards Luncheon*



*Presidential Sessions*

## *Roundtables Journal Talks*

*Services-Accessibility Desk  
Help Desk  
Housing Desk*



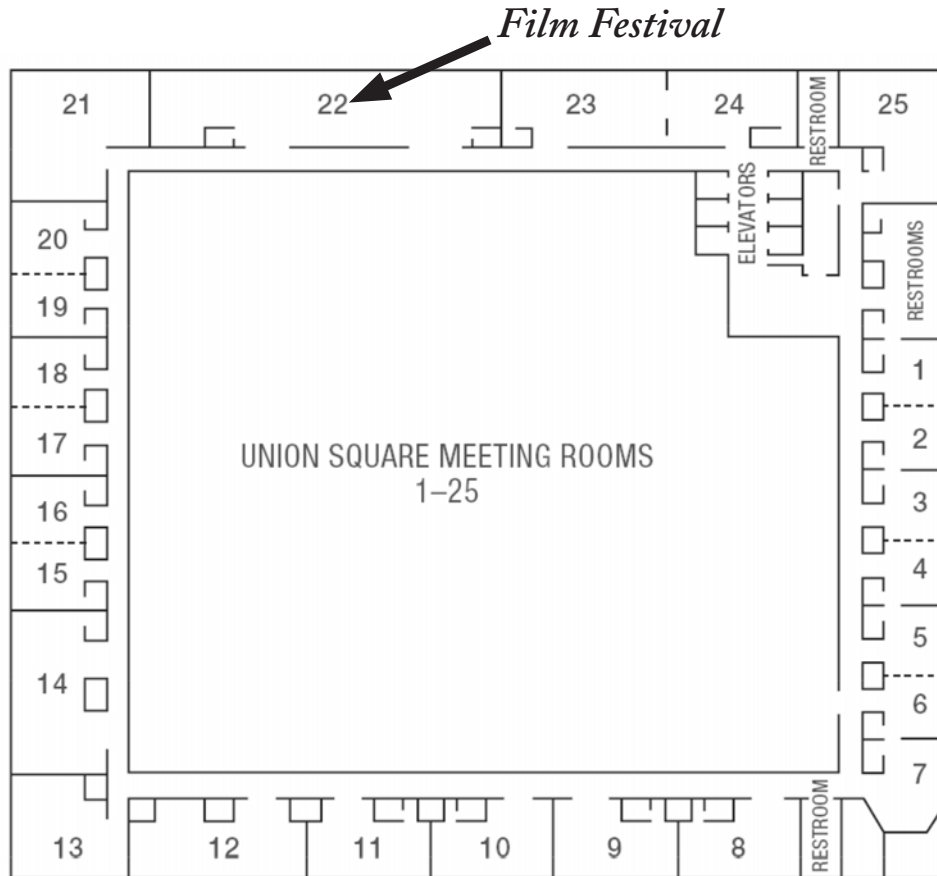
*Press Room*

*Registration*

*Headquarters Office*

# Hilton Union Square

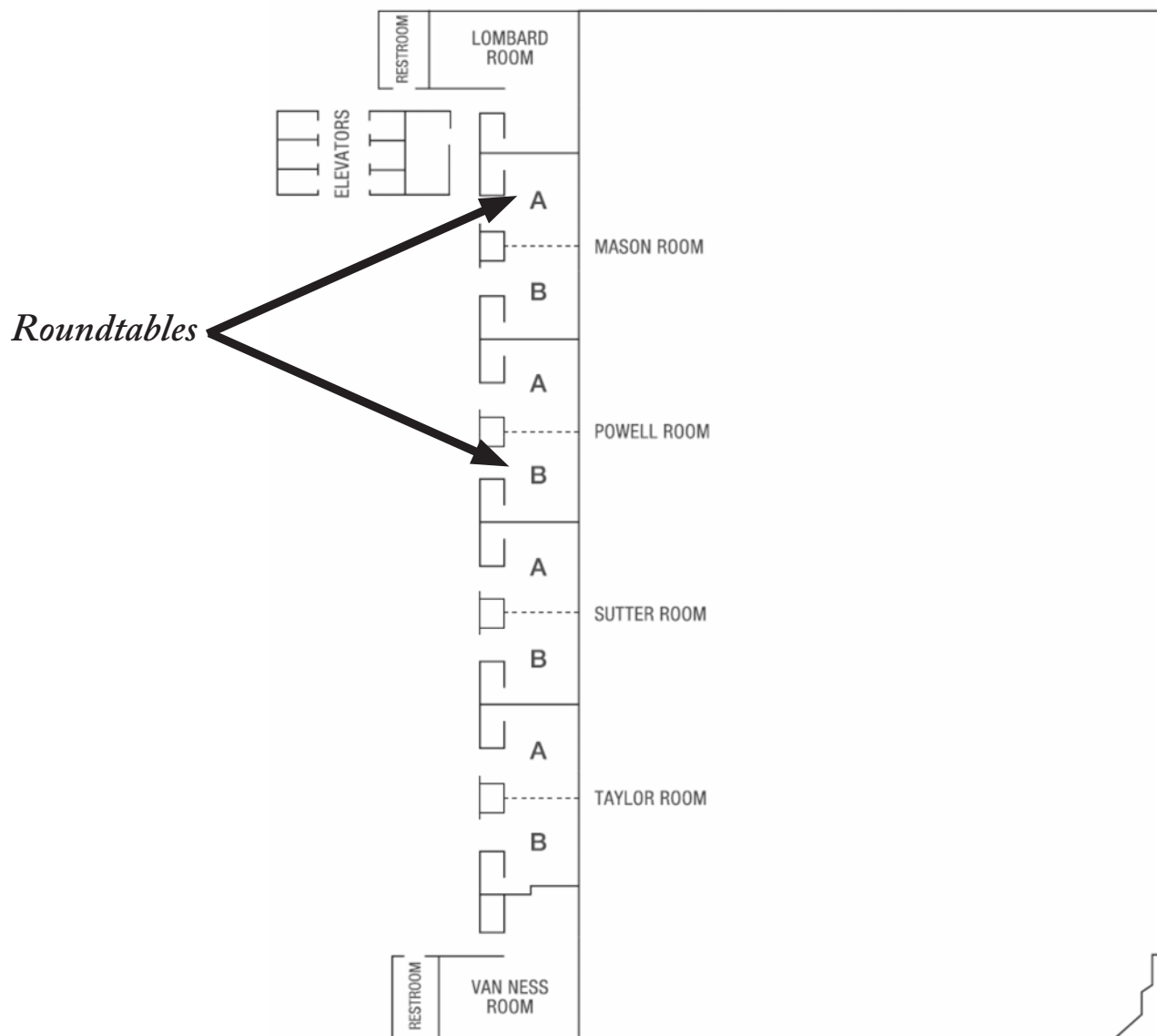
## Fourth Level, Tower 3





# Hilton Union Square

## Sixth Level, Tower 3



# Grand Hyatt

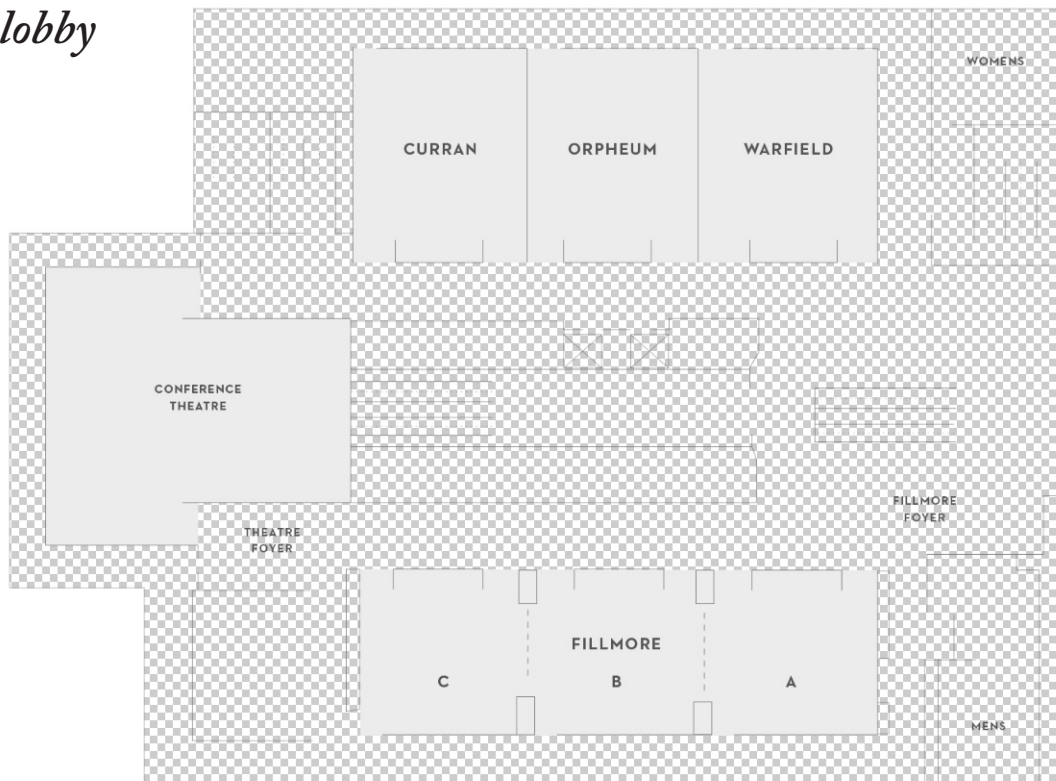
## Ballroom Level

2 levels below lobby



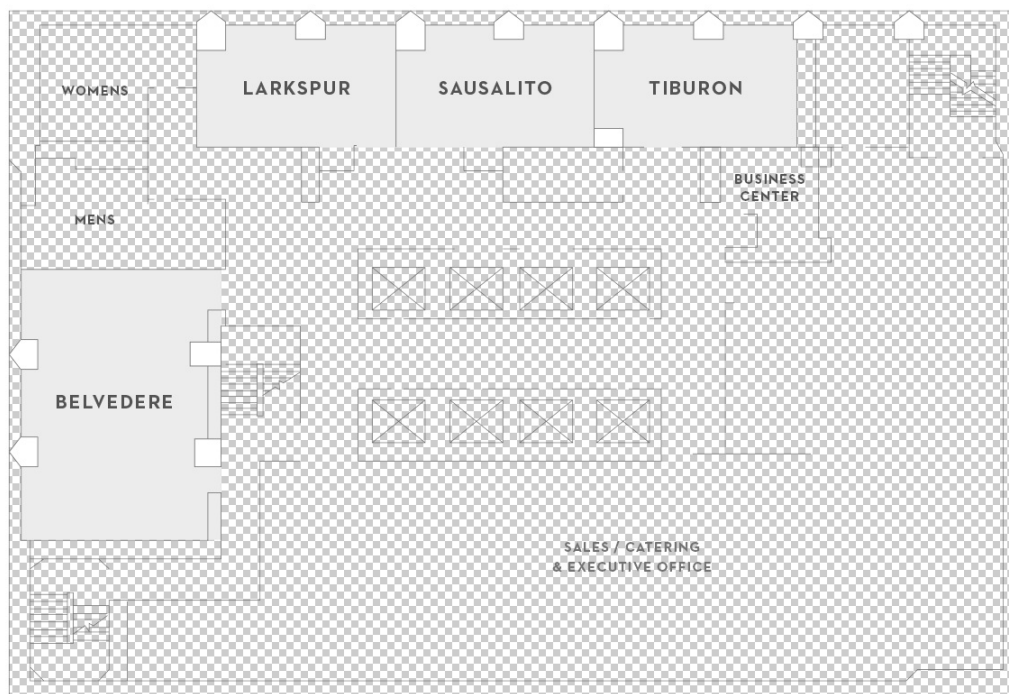
## Theater Level

1 level below lobby

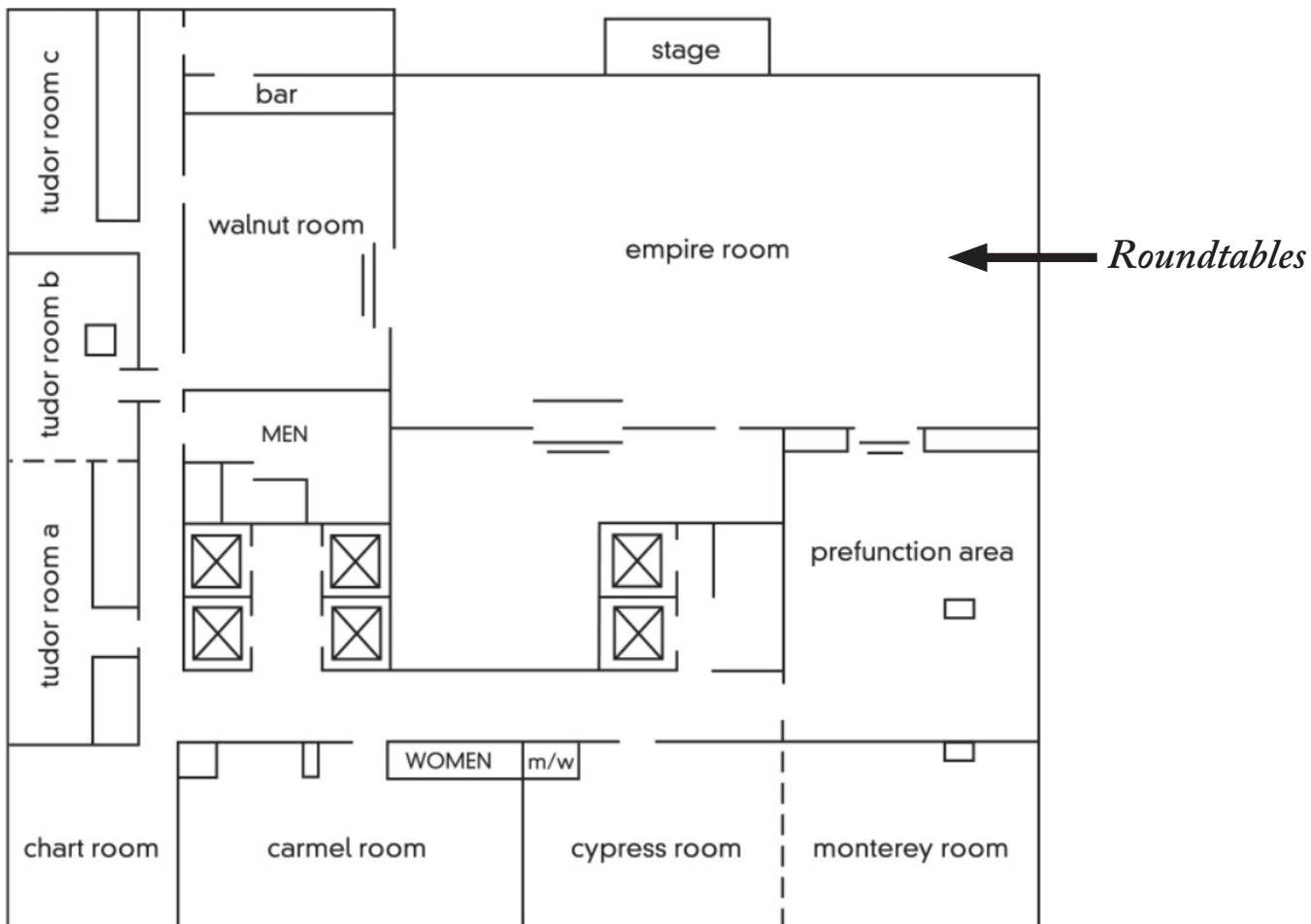


# Grand Hyatt

*Second Level*  
*2 levels above lobby*



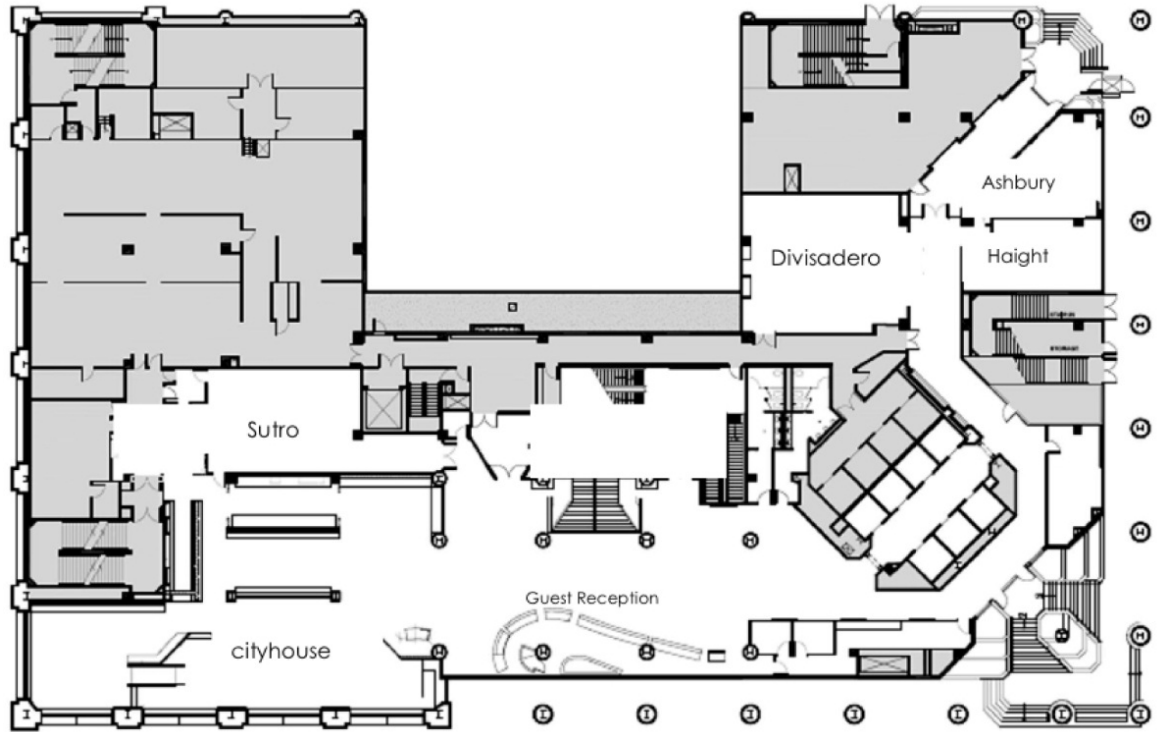
# Sir Francis Drake Hotel



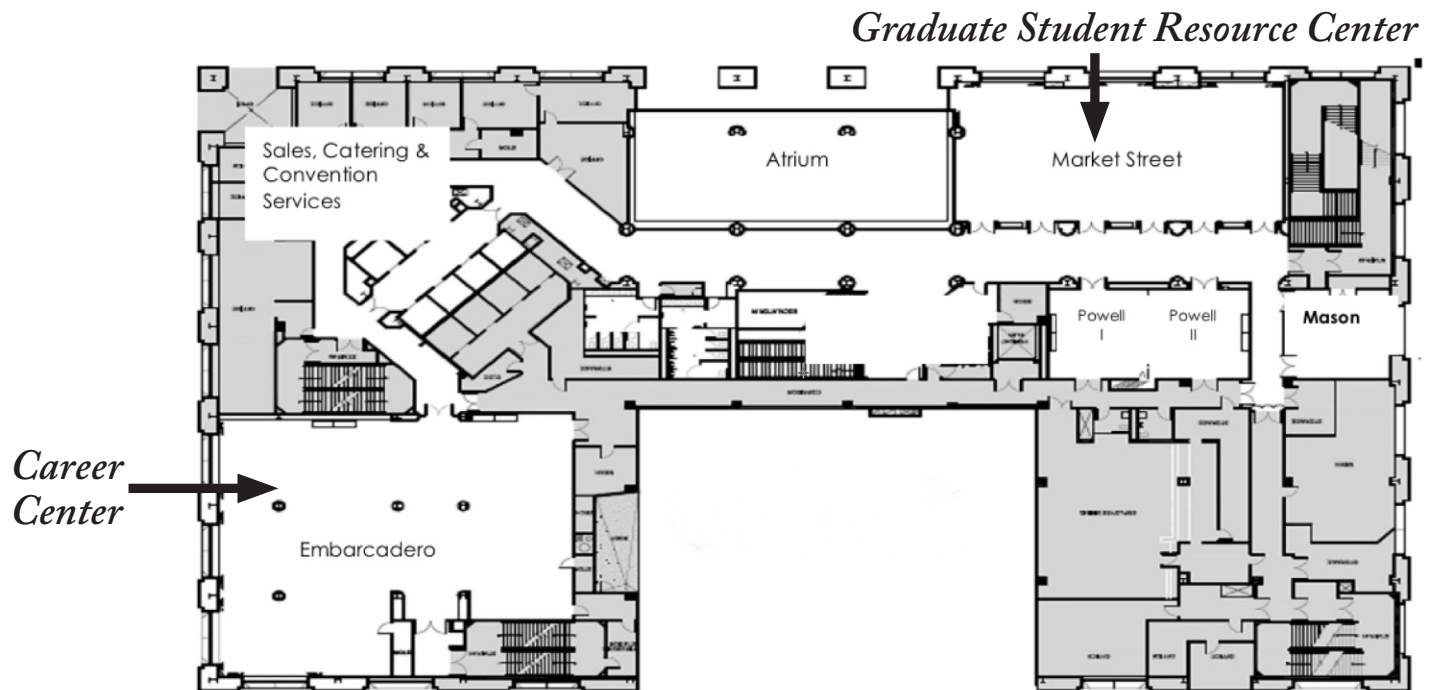


# Parc 55

## Second Level

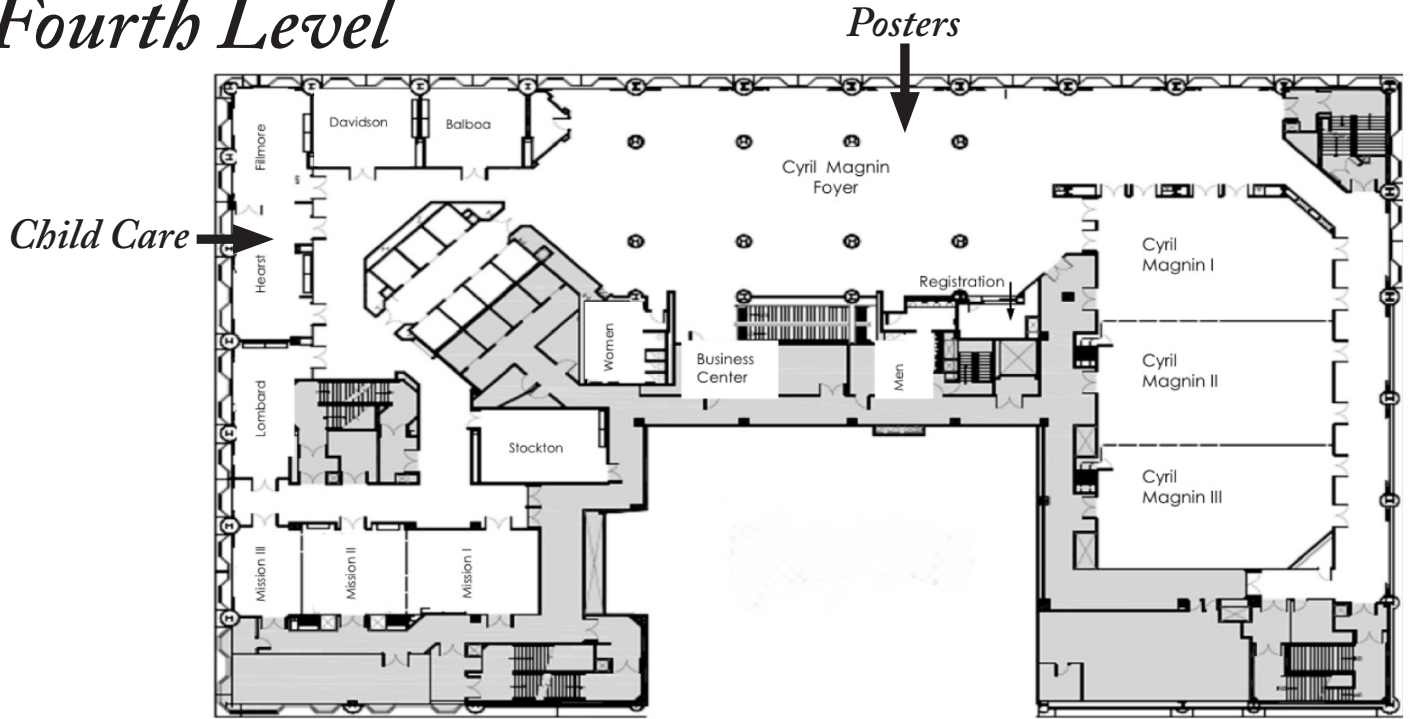


## Third Level



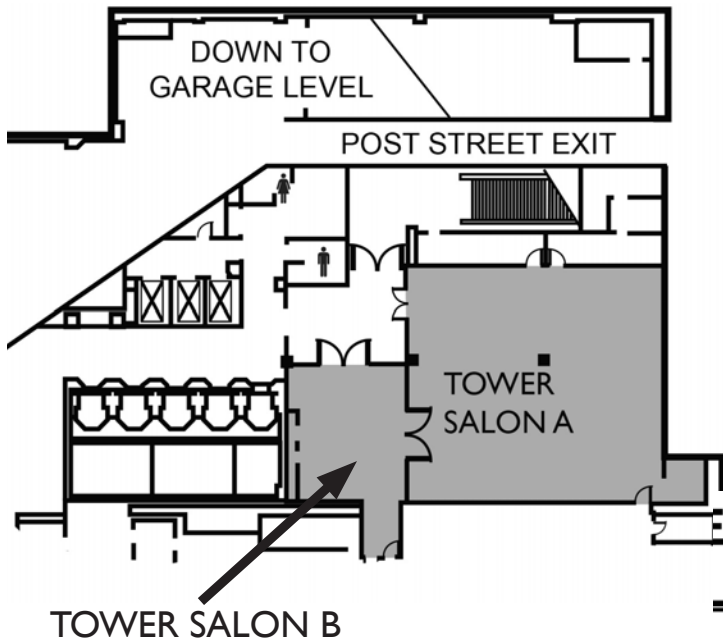
# Parc 55

## Fourth Level

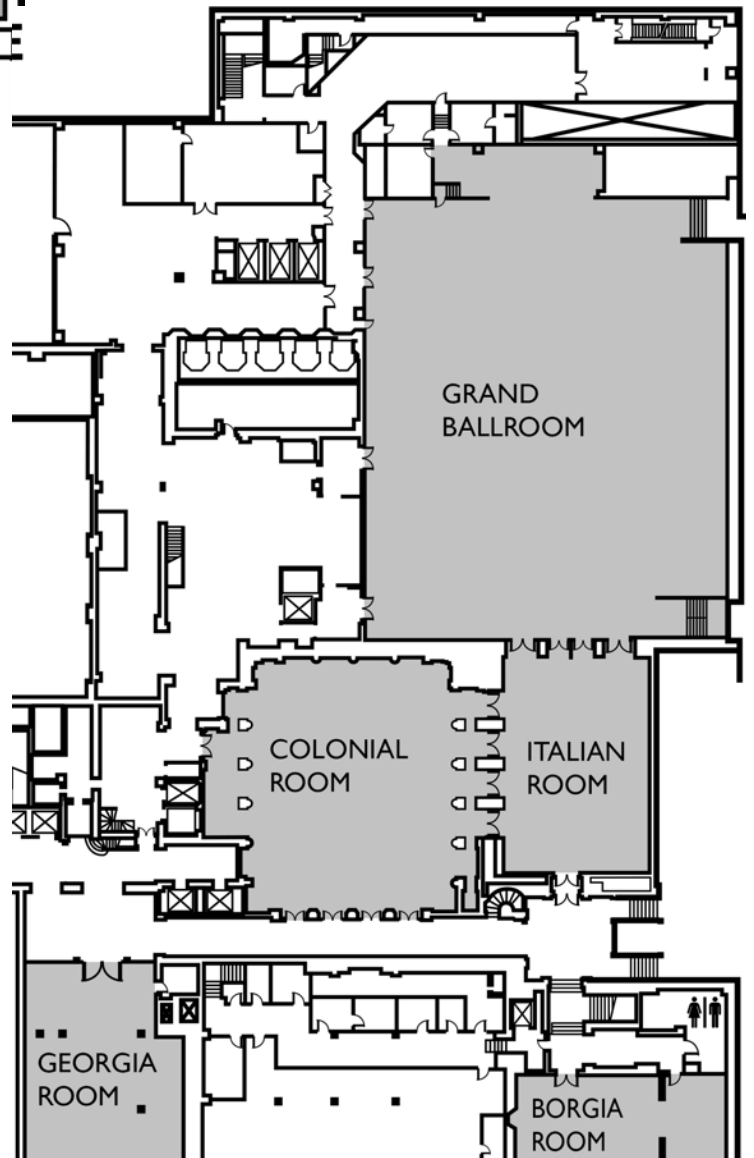


# The Westin

## Tower Lobby Level



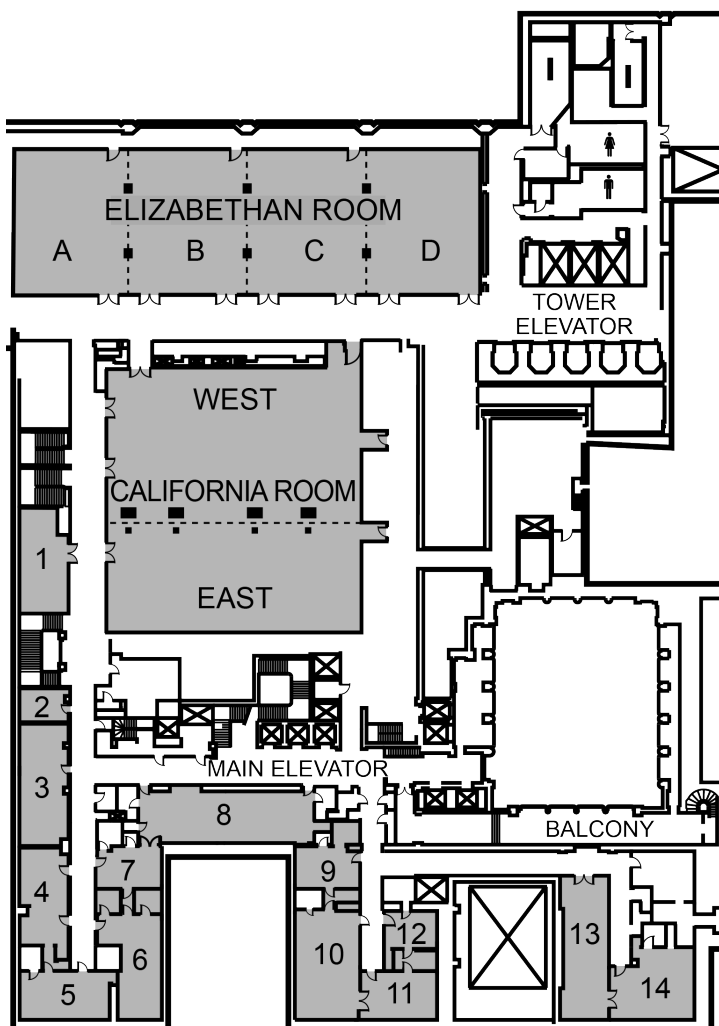
## Mezzanine Level





# The Westin

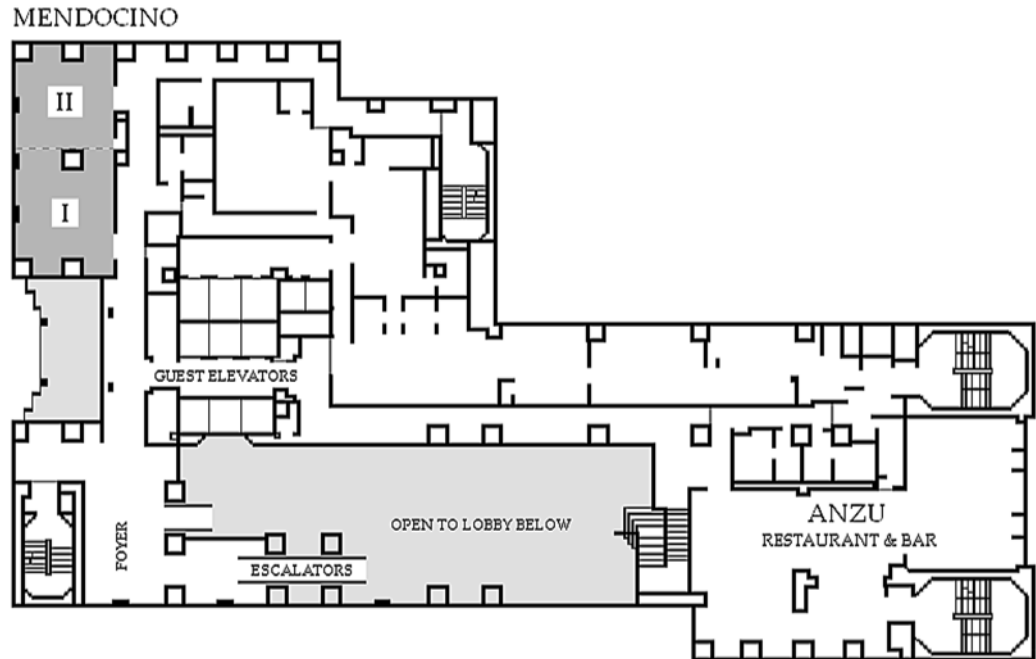
## Second Level



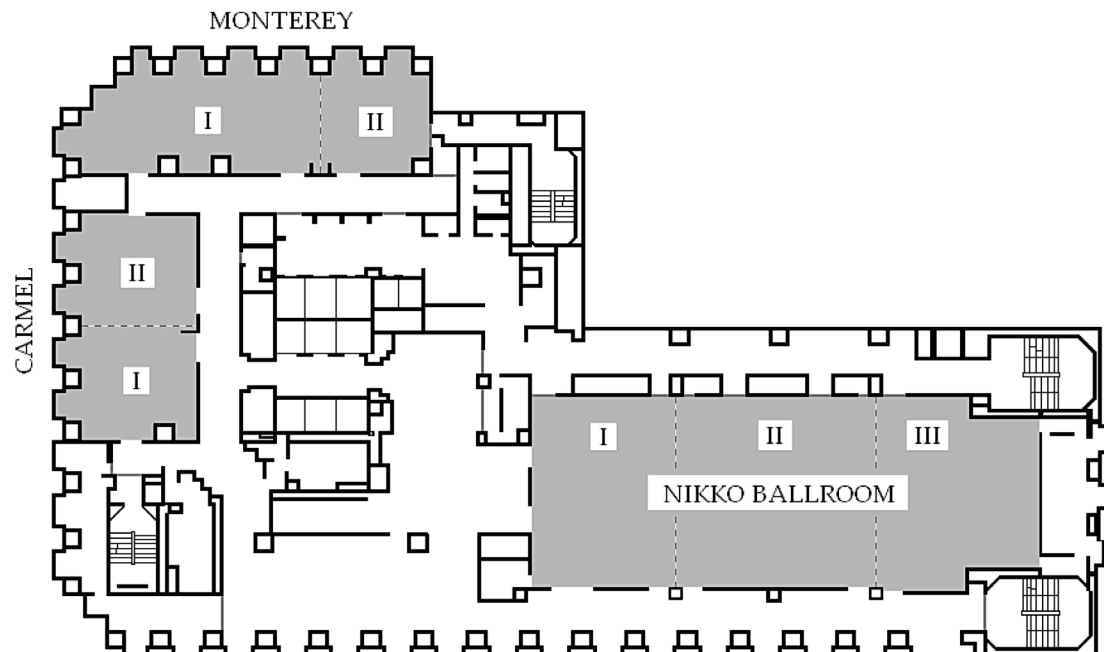
1. SUSSEX ROOM
2. DERBY ROOM
3. YORKHIRE ROOM
4. HAMPTON ROOM
5. BOARD ROOM
6. ESSEX ROOM
7. MAYFAIR ROOM
8. OLYMPIC ROOM
9. ASCOT ROOM
10. VICTORIAN ROOM
11. CAMBRIDGE ROOM
12. BRISTOL ROOM
13. OXFORD ROOM
14. KENT ROOM

# Hotel Nikko

## Second Level

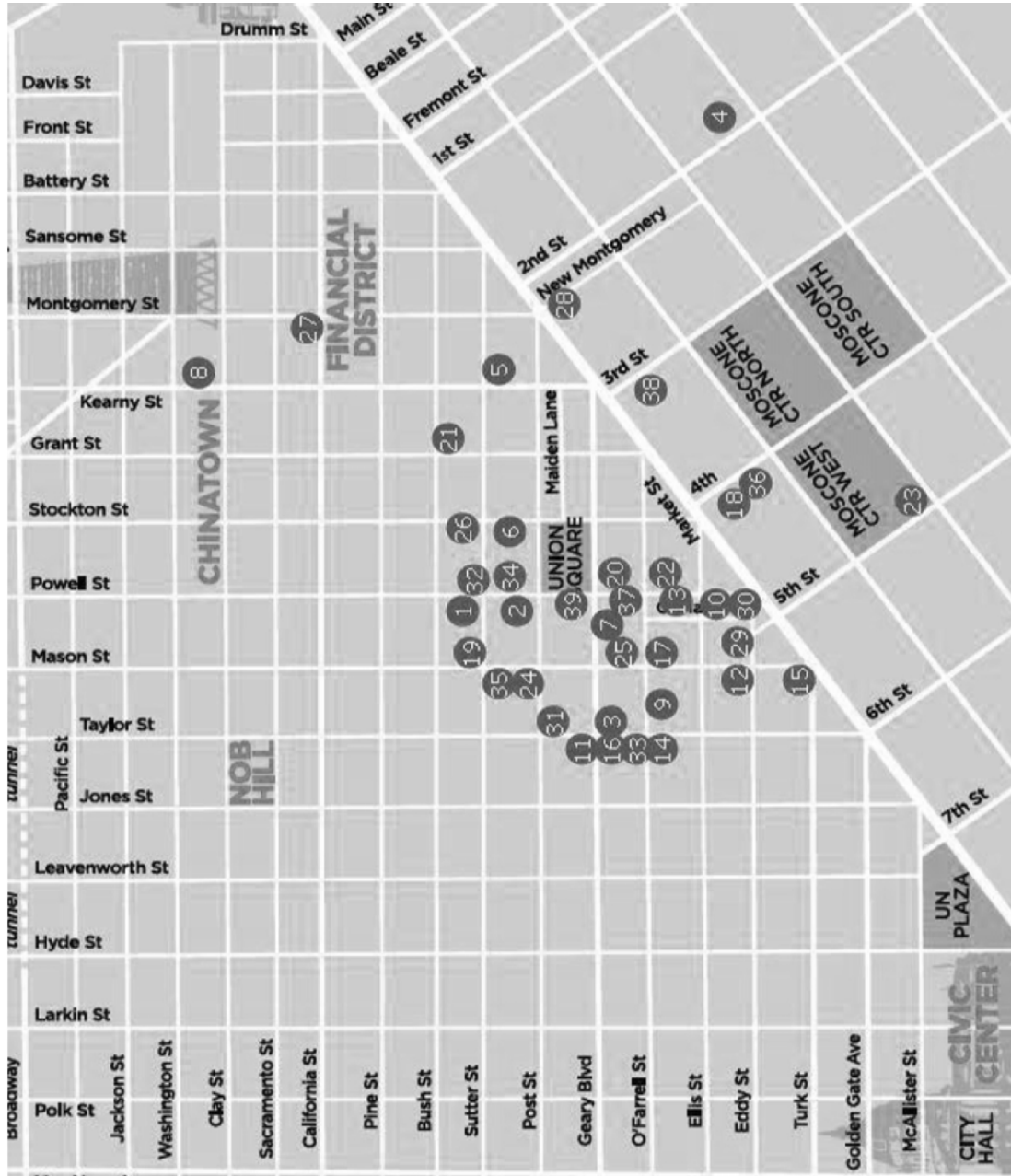


## Third Level



# San Francisco Hotels

2013 AERA Annual Meeting • Saturday, April 27 – Wednesday, May 1 • San Francisco, CA



- 1 Cartwright Union Square formerly known as Larkspur
- 2 Chancellor Hotel on Union Square
- 3 Clift Hotel
- 4 Courtyard by Marriott Downtown San Francisco
- 5 Galleria Park Hotel
- 6 Grand Hyatt San Francisco\*
- 7 Handlery Union Square
- 8 Hilton San Francisco Financial District†
- 9 Hilton San Francisco Union Square\*
- 10 Hotel Abri
- 11 Hotel Adagio
- 12 Hotel Bijou
- 13 Hotel Fusion
- 14 Hotel Mark Twain
- 15 Hotel Metropolis
- 16 Hotel Monaco
- 17 Hotel Nikko San Francisco\*†
- 18 Hotel Palomar
- 19 Hotel Rex
- 20 Hotel Stratford on the Square
- 21 Hotel Triton
- 22 Hotel Union Square
- 23 InterContinental San Francisco\*\*†
- 24 JW Marriott San Francisco
- 25 King George Hotel
- 26 Mystic Hotel by Charlie Palmer
- 27 Omni San Francisco Hotel
- 28 Palace Hotel
- 29 Parc 55 Wyndham San Francisco - Union Square\*
- 30 Powell Hotel
- 31 Prescott Hotel
- 32 San Francisco Marriott Union Square
- 33 Serrano Hotel
- 34 Sir Francis Drake Hotel\*
- 35 The Marines' Memorial Club/Hotel
- 36 The Mosser
- 37 Villa Florence Hotel
- 38 Westin San Francisco Market Street
- 39 Westin St. Francis\*

\*Denotes co-headquarter hotel.  
 \*\*Denotes NCMC headquarter hotel.  
 †Hotel offering special incentives to guests that make reservations by certain dates. See "Special Promotions" for details.



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